SENIOR HIGH SCHOOL IMPLEMENTATION IN SECONDARY SCHOOLS IN THE DISTRICT OF DARAM I: BASIS FOR AN INTERVENTION SCHEME

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A P P R O V A L S H E E T

In partial fulfillment of the requirements for the degree in **MASTER OF ARTS IN EDUCATION** major in **EDUCATIONAL MANAGEMENT**, this thesis entitled **"SENIOR HIGH SCHOOL IMPLEMENTATION IN THE DISTRICT OF DARAM I: BASIS FOR AN INTERVENTION PROGRAM"** has been prepared and submitted by **ANALYN N. DOROJA** who, having passed the comprehensive examination, is hereby recommended for oral examination.

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This study assessed the Senior High School implementation in the District of Daram I during the School Year 2018-2019. Specifically, it sought to answer the following questions: 1) what is the profile of the teacher-respondents in terms of the following personal characteristics, namely: age and sex, civil status,

highest educational attainment, teaching position, employment status, subjects handled, gross monthly family income, number of years in teaching, latest performance rating based on the IPCRF, number of instructional materials used for the first and second quarters, number of relevant in-service trainings, and attitude toward teaching; 2) what is the performance of the teacher-respondents based on the latest IPCRF; 3) is there a significant relationship between the performance of the teacher-respondents based on the latest IPCRF and their profile variates.

Likewise, this study answered the following: 4) what is the profile of the student-respondents in terms of the following personal characteristics: age and sex, parents' highest educational attainment, parents' occupation, gross monthly family income, track/strand enrolled in, attitude toward schooling, and study habits; 5) what is the academic performance of the Senior High School student based on the mean grade of the first and second quarters; 6) is there a significant relationship between the academic performance of the Senior High School student based on the mean grade of the first and second quarters and their profile variates; 7) what is the profile of the school administrator-respondents in terms of the

following personal characteristics: age and sex, civil status, highest educational attainment, administrative position, gross monthly family income, number of years as school administrator, latest performance rating based on the OPCRF, number of relevant in-service trainings, and attitude toward SHS supervision.

` Moreover, the following questions were also answered: 8) what is the implementation of the Senior High School as perceived by the teacher- and school administrator respondents along the following areas: availability of learning resources, curriculum implementation, status of school buildings and laboratories, and sufficiency of equipment; 9) is there a significant difference between the perception of the two groups of respondents relative to the implementation of the Senior High School along the aforementioned areas; 10) is there a significant relationship between implementation of the Senior High School along the foregoing areas and the following: academic performance of the Senior High School students based on their mean grade of the first and second quarters, and performance of the teacher-respondents based on the latest IPCRF; 11) what are the challenges encountered by the secondary schools in the implementation of the Senior High School and the action taken; 12) what technical assistance is requested from the regional office and schools division office relative to the

implementation of the Senior High School; 13) what are the best practices of the secondary schools relative to the implementation of the Senior High School; and 14) what intervention scheme may be evolved from the findings of this study.

From the afore-listed specific questions, the following hypotheses were drawn and tested in this study: 1) there is no significant relationship between the academic performance of the Senior High School student based on their mean grade of the first and second quarters and their profile variates; 2) there is no significant relationship between the performance of the teacher-respondents based on the latest IPCRF and their profile variates, 3) there is no significant difference between the perception of the two groups of respondents relative to the implementation of the Senior High School along the identified areas; and 4) there is no significant relationship between implementation of the Senior High School along the foregoing areas and the following: academic performance of the Senior High School student based on their mean grade of the first and second quarters and performance of the teacher-respondents based on the latest IPCRF.

From the findings of the study, it was discovered that the modal performance rating of the teacher-respondents based on the latest IPCRF was posted at 3.81 with an adjectival

interpretation of “very satisfactory”, and in associating relationship between the performance of the teacher-respondents and their profile variates, a significant evaluation was arrived at along sex, civil status, and number of IMs used while age, highest educational attainment, teaching position, employment status, subjects handled, gross monthly family income, number of years in teaching, number of relevant in-service trainings, and attitude toward SHS implementation was evaluated as not significant.

Furthermore, the mean academic performance of the student-respondents during the first and second quarters was posted at 87.28 percent with a SD of 3.34 and in associating relationship between the academic performance of student-respondents and their profile variates, a significant evaluation was arrived at along parents’ highest educational attainment, parents’ occupation, tracks/strands, and attitude toward schooling, while a not significant evaluation was arrived at along age, sex, gross
monthly family income, and study habits.

The teacher-respondents considered learning resources as “moderately available” being manifested by the grand weighted mean of 3.08 while they appraised the curriculum implementation as “highly implemented” being shown by the grand weighted mean of 4.36. Likewise, the teacher-respondents appraised the status of school buildings and

laboratories as “ongoing construction” being manifested by the grand weighted mean of 1.62 and they appraised the sufficiency of equipment as “slightly sufficient” being shown by the grand weighted mean of 2.25.

In associating relationship between the implementation of the Senior High School and the academic performance of SHS students, a significant evaluation was arrived at along status of school buildings and laboratories and sufficiency of equipment, while a not significant evaluation was arrived at along availability of learning resources and curriculum implementation. While in associating relationship between the implementation of the Senior High School and the performance of teachers, a significant evaluation was arrived at along curriculum implementation, while the availability of learning resources, status of school buildings and laboratories, and sufficiency of equipment was evaluated as not significant.

There were six challenges identified by the teacher-respondents in the SHS implementation, namely: insufficiency of book, learning materials and equipment, lack of facilities, insufficient number of teachers, teachers handling non-aligned or non-majored subjects, lack of support from school board and head, and apathetic attitude of students toward SHS. Meanwhile, the teacher-respondents requested technical assistance from the regional and schools division offices which included among others the following: provision

of facilities for instruction, provision of learning materials, resources and equipment, hands on activities, and earthquake drill.

Finally, among the best practices of secondary schools in the SHS implementation were: recruiting best teachers, holding subjects effectively sans sufficient resources, strict monitoring of teachers, redirecting attitude of students and motivating them to learn, and imposing discipline among students and being flexible particularly during their practicum.

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THE PROBLEM AND ITS BACKGOUND

Introduction

The country has recently embarked on an educational reform in improving the curriculum and increasing the number of years of learning from 10 to 13 years. This is believed to be the key to the country's development. This reform will not only improve the quality of education, but also the lives of Filipinos. With the job opportunities offered for K to 12 graduates, better quality of education for students and Philippines being at par with other countries, this program is truly beneficial to all.

Senior High School (SHS) refers to Grades 11 and 12, the last two years of the K to 12 program that DepEd has been implementing since 2012. Students begin to study in Senior High School the subjects that will introduce them to their preferred career path. It is under the Republic Act Number 10533, also known as "Enhanced Basic Education Act of 2013," in which student will have to complete Kindergarten, Grades 1 to 6 (Elementary), Grades 7 to 10 (Junior High School), and Grades 11 to 12 (Senior High School) in all 13 years—before receiving a high school diploma (Formoso, 2016).

Legaspi (2014) stated that the unavailability of

learning materials is just one of the problems still hounding the country's new basic education program, K to 12, in the seven years of its implementation as claimed by the teachers teaching in DepEd. In addition, Contreras (2014:28) said that the lack of learning materials, facilities and manpower were among the problems teachers are facing in the implementation of K to 12.

One of the problems of the K to 12 is the classroom. Building structure, maintenance, and cleanliness greatly contributed to student achievement (Susan, 2003). Also, Milan (2004) affirms that building conditions and amenities influenced student's academics and social growth.

Olayinka (2016:13) revealed that students who were taught with instructional materials performed better than those taught without. Thus, it was recommended that teachers should employ the use of essential instructional materials for their teaching and also improvise where and when the materials are not available. It, therefore, becomes imperative to have concerted efforts among parents, school and the government to make available important and necessary instructional materials to teachers for enhanced teaching and consequents improved achievement of students.

Thus, this study was conducted to assess the Senior High School Implementation in Secondary Schools in the District of Daram I.

Statement of the Problem

This study assessed the Senior High School implementation in the District of Daram I during the School Year 2018-2019.

Specifically, it sought answers to the following questions:

1. What is the profile of the teacher-respondents in terms of the following personal characteristics:

1.1 age and sex;

1.2 civil status;

1.3 highest educational attainment;

1.4 teaching position;

1.5 employment status;

1.5 subjects handled;

1.6 gross monthly family income;

1.7 number of years in teaching;

1.8 latest performance rating based on the IPCRF;

1.9 number of instructional materials used for the first and second quarters;

1.10 number of relevant in-service trainings; and

1.11 attitude toward SHS implementation?

2. What is the performance of the teacher-respondents based on the latest IPCRF?

3. Is there a significant relationship between the performance of the teacher-respondents based on the latest IPCRF and their profile variates?

4. What is the profile of the student-respondents in terms of the following personal characteristics:

4.1 age and sex;

4.2 parents' highest educational attainment;

4.3 parents' occupation;

4.4 gross monthly family income;

4.5 tract/strands enrolled in;

4.5 attitude toward schooling; and

4.6 study habits?

5. What is the academic performance of the Senior High School student based on the mean grade of the first and second quarters?

6. Is there a significant relationship between the academic performance of the Senior High School student based on the mean grade of the first and second quarters and their profile variates?

7. What is the profile of the school administrator-respondents in terms of the following personal characteristics:

7.1 age and sex;

7.2 civil status;

7.3 highest educational attainment;

7.4 administrative position;

7.5 gross monthly family income;

7.6 number of years as school administrator;

7.7 latest performance rating based on the OPCRF;

7.8 number of relevant in-service trainings; and

7.9 attitude toward SHS implementation?

8. What is the implementation of the Senior High School as assessed by the two groups of respondents along the following areas:

8.1 availability of learning resources;

8.2 curriculum implementation;

8.3 status of school buildings and laboratories; and

8.4 sufficiency of equipment?

9. Is there a significant difference between the perception of the two groups of respondents relative to the implementation of the Senior High School along the aforementioned areas?

10. Is there a significant relationship between implementation of the Senior High School along the foregoing areas and the following:

10.1 academic performance of the Senior High School student based on the mean grade of the first and second quarters; and

10.2 performance of the teacher-respondents based on the latest IPCRF?

11. What are the challenges encountered by the secondary schools in the implementation of the Senior High School and the action taken?

12. What technical assistance is requested from the regional office and division office relative to the implementation of the Senior High School?

13. What are the best practices of the secondary schools relative to the implementation of the Senior High School?

14. What intervention program may be evolved from the findings of this study?

Hypotheses

From the afore-listed specific questions, the following hypotheses were drawn and tested in this study:

1. There is no significant relationship between the academic performance of the Senior High School student based on the mean grade of the first and second quarters and their profile variates.

2. There is no significant relationship between the performance of the teacher-respondents based on the latest IPCRF and their profile variates.

3. There is no significant difference between the

perception of the two groups of respondents relative to the implementation of the Senior High School along the identified areas.

4. There is no significant relationship between implementation of the Senior High School along the foregoing areas and the following:

4.1 academic performance of the Senior High School student based on the mean grade of the first and second quarters; and

4.2 performance of the teacher-respondents based on the latest IPCRF.

Theoretical Framework

This study was anchored on the Theory of Cognitive Learning by Piaget, Theory on Curriculum by Cornbleth, and the Theory of Assessment by Kirkpatrick.

The Theory of Cognitive Learning by Piaget (Chunk, 2012) stresses the acquisition of knowledge and skills, formation of mental structures and processing of information and beliefs. To cognitivists, learning is an internal mental phenomenon inferred from what people say and do.

Cognitivists acknowledge the role of environmental conditions as influences on learning, but teachers' explanations and demonstrations of concepts serve as environmental inputs for students. Practice of skills and

correct feedback as needed promote learning. What students do with information, how they attend to, rehearse, transform, code, store, and retrieve is critically important. In general, cognitivists suggest that learning takes place in the mind is a result of mental processes on the information received.

Teachers should organize the teaching materials in a way that the concept in them can easily be acquired and processed by learners' mind. Teachers need to use variety of teaching techniques. This helps teachers lead students to explore the concepts from different approaches.

Teachers need to provide exercises and practices to the learners. Thus teachers should prepare and use instructional materials as to what students are needed to learn.

Furthermore, the Theory of Curriculum by Cornbleth (1990:45) states that all learning which is planned and guided by the school, whether it is carried on in groups or individually, inside or outside the school is guided by a curriculum. It also considers curriculum as a body of knowledge to be transmitted, as an attempt to achieve certain ends in students-products, as process and as praxis.

The dominant modes of describing and managing education today, are couched in the productive form. Education is not often seen as a technical exercise where

objectives are set, a plan drawn up, and then applied and outcomes measured (Delos Reyes et al., 2009:3).

Finally, this study was anchored on the Theory of Assessment espoused by Kirkpatrick which composed of the four-level model whereby each successive evaluation level is linked with information provided by the lower level. Assessment begins with level one, and then moves through levels two, three, and four. Information from each prior level serves as a base for analyzing the next level's information. Thus, each successive level represents a more precise measure and at the same time requiring a more rigorous and time-consuming analysis.

The four-level models are as follow: Level 1, reactions; Level 2, learning; Level 3, transfer; and Level 4, results. At Level 1, just as the word implies, evaluation measures how teachers react to the program. This type of evaluation is often called a "smilesheet." According to Kirkpatrick, every program should at least be evaluated at this level to provide for program improvement. In addition, the teachers' reactions have important consequences for learning, or change in level two. Although a positive reaction does not guarantee learning, a negative reaction almost certainly reduces its possibility.

At the Level 2, assessment moves the evaluation beyond learner satisfaction and attempts to assess the extent

students have advanced in skills, knowledge, or attitude. Measurement at this level is more difficult and laborious than level one. Methods range from formal to informal testing to team assessment and self-assessment. At Level 3, the transfer occurred in the learners' behavior. Evaluating at this level attempts to answer the question, are the newly acquired skills, knowledge, or attitude being used in the everyday environment of the learner. For many, this level represents the truest assessment of a program's effectiveness. However, measuring at this level is difficult because when the change in behavior will occur varies.

Finally, Level four evaluation attempts to assess learning in terms of change in the organization served. This level measures the success of the program in terms of overall mission of an organization served by the learner. This is the overall reason for the program, yet level four results are not typically addressed because they are difficult to measure, and hard to link directly with learning.

Conceptual Framework

The conceptual framework of this study is presented in Figure 1.

The base of the schema reflects the research environment which was the four (4) schools in the District of Daram 1, namely: Rizal Integrated School, Daram National High School,

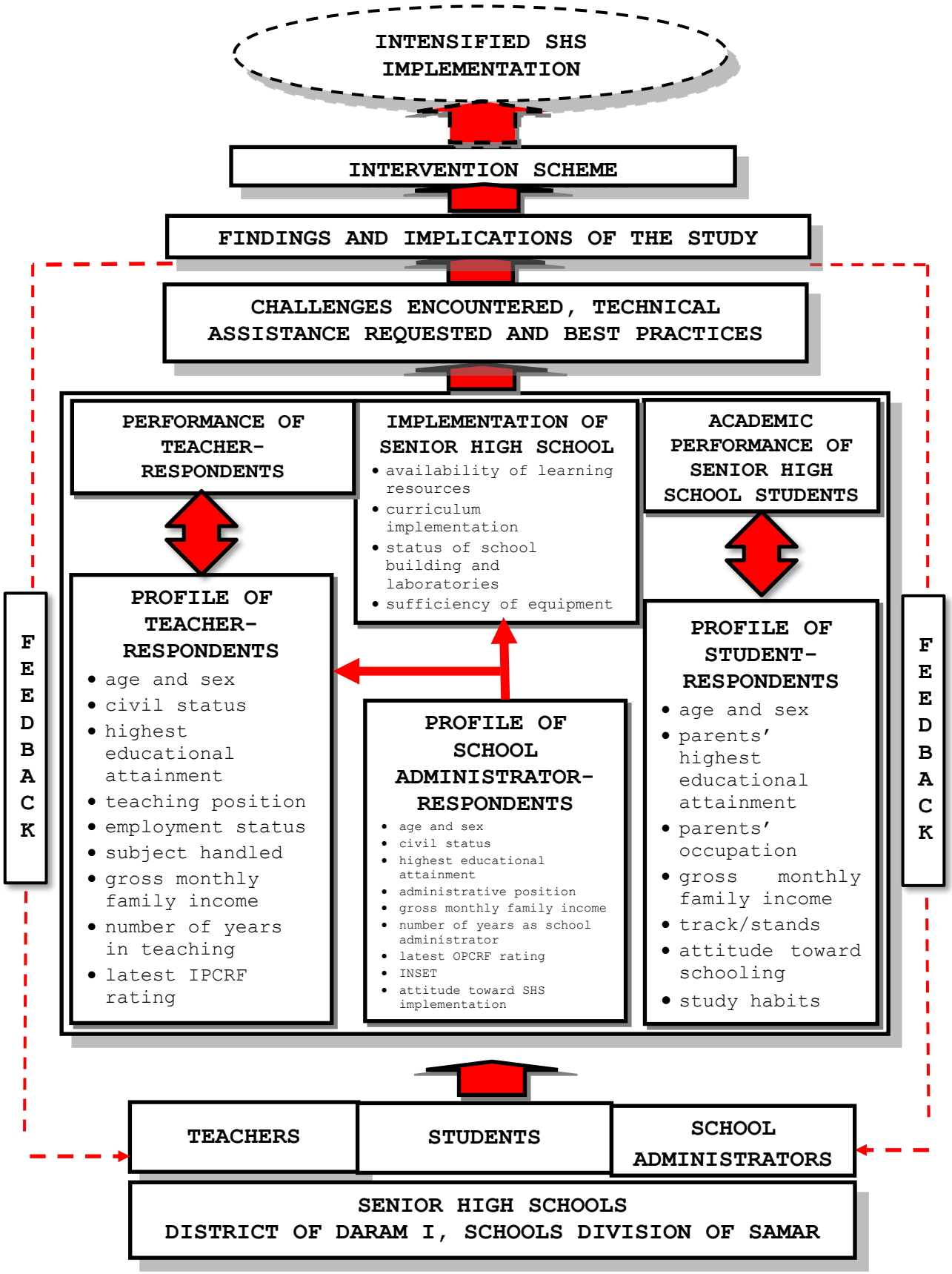

Figure 1. The Conceptual Framework of the Study

Parasan National High School and Bagacay National High School. Within these schools were the teachers, students, and school administrators as respondents of the study. Going upward the paradigm are boxes placed side by side. Specifically, the first box in the left and right side contains the teachers' and students' personal characteristics. For the teachers, it included age and sex, civil status, highest educational attainment, teaching position, course handled to teach, gross monthly family income, number of years in teaching, latest performance rating based on the IPCRF, number of instructional materials used for the first and second quarters, and attitude toward SHS implementation. While for the students, it comprised age and sex, parents' highest educational attainment, parents' occupation, gross monthly family income, attitude toward schooling, and study habits. The center box contains the problems encountered by the teachers- and students-respondents and their academic performance in the latest quarter. The upper box above the box for the teacher-respondents' profile represents their performance which was correlated with their personal variates. On the other hand, the box above the profile of students reflects their academic performance which was correlated also with their profile variates to ascertain any significant linear relationship.

The center box at the bottom contains the profile of the school administrator-respondents in terms of age and sex, civil status, highest educational attainment, administrative position, gross monthly family income, number of years as school administrator, latest performance rating based on the OPCRF, and attitude toward SHS implementation. Above it is the implementation of the SHS along availability of learning resources, curriculum implementation, status of school building and laboratories, and sufficiency of equipment which was assessed by the teacher- and school administrator-respondents based on their perception. The perception of the two groups of respondents were compared for any significant difference. Furthermore, the perceived implementation of the SHS was also correlated with the profile variates of the teacher-respondents to ascertain any linear relationship.

Moreover, challenges encountered in the implementation of the SHS and the technical assistance requested were elicited together with the best practices of senior high schools in the District of Daram I, Schools Division of Samar.

The findings and implications of the study which were built in process in the research are in the next upper box. These provided a feedback mechanism to the locale and respondents of the study which was represented by the dotted arrow pointing down to the bottom box. Likewise, these served as inputs for the intervention scheme that evolved from the

findings of the study which finally lead to the ultimate goal of the study, the intensified SHS implementation.

Significance of the Study

The findings of this study would be of great help to the teachers, students, school administrators, DepEd key officials, parents, and future researchers.

To the Teachers. The identified attitudes and problems in the implementation of Senior High School would provide necessary and vital information that would motivate the teachers in enhancing the teacher-student relationship as well as plan teaching strategies that would aid and improve the interest of students to pursue and complete Senior High School.

To the Students. The corrected attitude and study habits would enable them to plan and direct strategies and other options to improve their learnings. Furthermore, students may collaborate with teachers and other school administrators for them to be familiar with of what is really the chosen track they want to pursue.

To the School Administrators. The result of this study and its impact to both learners and teachers would provide the school administrators a baseline data for any recommendations they would draft to complete the resource requirement and the availability of the resources needed on

their chosen track or tracks for Senior High School. Furthermore, this would help them to provide support in sending and encouraging teachers to attend and participate in local, national, and if possible international seminars and conferences.

To the DepEd Key Officials. This would serve as baseline data for the Department of Education to review and revise curriculum if possible as to what is needed by the students, fast track the facilities of the schools and enhanced the selection of teachers to teach in the Senior High School. Also, the department may plan, create seminars and trainings appropriate for the Senior High School teachers to keep them updated of the latest trends in education and provide policy recommendations.

To the Parents. The result of the study would enlighten the parents of the problems that students and teachers encountered, in which this would enable them to extend their helping hands to the administration to address
the needs of the schools.

To the Future Researchers. Future researchers might use this study as a springboard in the conduct of more related studies in the problems encountered by the Senior High School teachers and the effects in student learnings.

Scope and Delimitation

This study was limited to the assessment of the implementation of the Senior High School in the District of Daram I among the four (4) schools offering Senior High School. The population of twenty-two teachers in the Senior High School of the district were involved in this study and served as the teacher-respondents. A sample of one hundred sixty students were involved in the study and served as the students-respondents during the school year 2018-2019. In addition, four school administrators triangulated with the teachers in the assessment of the implementation of the SHS based on their perceptions along availability of learning resources, curriculum implementation, status of school building and laboratories, and sufficiency of equipment.

This study was conducted during the School Year 2018-2019.

Definition of Terms

The following words are conceptually and operationally defined to guide the readers in the interpretation of the key words used in the study:

Academic Performance. It is the extent to which a student, teacher, or institution has achieved their short or long-term educational goals (www.deped.gov.ph/ June 16,

2019). Operationally, it refers to the grade point average of students gained during the first semester.

Assessment. It refers to the wide variety of methods or tools that educators use to evaluate, measure, and document the academic readiness, learning progress, skill acquisition, or educational needs of students (Glossary of Education Reform). As used in this study, it refers to the assessment of the implementation of the Senior High School program in the District of Daram I.

Individual Performance Commitment and Review Form or IPCRF. It refers to the assessment tool for government employees' use that will rate tasks accomplished for a year. (www.pressreader.com) Operationally, it refers to the performance rating of the teachers in the Senior High School in the previous school year.

First Quarter. It is a school term of about 12 weeks (Merriam Webster). In this study, it refers to the first semester of Senior High School students that are enrolled in.

Senior High School. This refers to Grades 11 and 12, the last two years of the K to 12 program that DepEd has been implemented (Formoso, 2016). In this study, it refers to the students who are officially enrolled in Grade 11 and Grade 12 of the four (4) Senior High Schools in the District of Daram I.

Strand. This refers to the specialized curricular offerings under a particular track. In this study, it refers to the specific strand in the Academic track, namely: General Academic Strand; Science, Technology, Engineering and Mathematics; Accountancy, Business and Management and Humanities and Social Sciences, the students were enrolled in. (www.deped.gov.ph)

Student Learning. It refers to the student's activity or process of gaining knowledge or skill by studying, practicing, being taught or experiencing something, also, it is the knowledge or skill gained by students from learning (Merriam Webster). As used in this study, it refers to the academic performance of Senior High School student-respondents based on the latest quarter.

Track. It is one of several curricula of study to which students are assigned according to their needs or levels of ability (Meriam Webster). In this study, it refers to specific program in Senior High School a learner may choose based on his/her interest and aspiration. SHS has four (4) tracks, namely: 1) Academic Track; 2) Technical-Vocational-Livehood Track; 3) Arts and Design Track; and 4) Sports Track. A track is further sub-classified into strands.

Study Habit. It is a behavior pattern acquired by frequent repetition or physiological exposure that shows itself in regularity or increased facility of performance

(Merriam Webster). As used in this study, it refers to the ways the students learn from their subjects in the Senior High School.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter discusses the related literature and studies taken from the books, electronic source, published and unpublished materials such as theses which were acquired by the researcher.

Related Literature

The researcher accessed with some published materials for review to concretize the concept of the study at hand. Citations deemed relevant are herein discussed.

K to 12 Curriculum is about preparing Filipino students, in both the public and private schools, with essential competencies relevant in today's fast-paced world. It is about enabling Filipino students, who graduate from their respective public or private educational institutions, to compete with other graduates by having a basic education system that can be "at par" with other educational institutions in the global market. It is about placing our Filipino students on "equal footing" with other graduates in the area of labor employment by providing them life-skills and foundations for learning throughout their lives. It is about making education more relevant to the needs of the times and more responsive to the

constitutional mandate (Tabora, 2014:12).

Senior High School is two years of specialized upper secondary education; students may choose a specialization based on aptitude, interests, and school capacity. The choice of career track will define the content of the subjects a student will take in Grades 11 and 12. Senior High School subjects fall under either the Core Curriculum or specific Tracks. Senior High School (SHS) covers the last two years of the K to 12 program and includes Grades 11 and 12. In Senior High School, students will go through a core curriculum and subjects under a track of their choice (http://k12philippines.com/, June 18, 2018).

The K to 12 Program covers Kindergarten and 12 years of basic education (six years of primary education, four years of Junior High School, and two years of Senior High School [SHS]) to provide sufficient time for mastery of concepts and skills, develop lifelong learners, and prepare graduates for tertiary education, middle-level skills development, employment, and entrepreneurship. Each student in Senior High School can choose among three tracks: Academic; Technical-Vocational-Livelihood (TVL); and Sports and Arts. The Academic track includes three strands: Accountancy, Business Management (ABM); Humanities and Social Sciences (HUMSS); and Science, Technology, Engineering, Mathematics (STEM). Students undergo immersion, which may include earn-

while-you-learn opportunities, to provide them relevant exposure and actual experience in their chosen track (Official Gazette, 2012).

With this significance in educational pursuit, RA 10533 also known as the Enhanced Basic Education K to 12 Curriculum is now fully implemented from Kindergarten to Grade 12.

An article written by Sarmiento and Orale (2016) on the review the Senior High School Program of the Philippines, showed that the Senior High School curriculum is intended to prepare students to enter into college or university or to work in the industry or be an entrepreneur. The Senior High School program is the last level in all basic education programs of the countries reviewed. The Philippines has a clearer model with at least four tracks (academics, technical-vocational, sports, arts & design) and at least ten strands. There is no definite track as this is left to individual state and their school districts to decide. There are purely academic, technical-vocational and other types of schools. The majority of those who choose academic track are students who plans to proceed to college. There is still a stigma in selecting technical-vocational and other courses as this are seen by many as the course for poor performing or problematic students. The enrollment in technical-vocational schools in the US is declining despite the surge of demand for skilled workers. The availability of qualified teachers

is still an issue. Other problems include the need to construct a huge number of classrooms and facilities. All of these are currently being addressed, too, by the government.

Given the additional years of Senior High School and new features of the basic education program, it is important to report on the opportunities on different levels of assessment that can be conducted in order to ensure quality implementation. By reporting on the levels of assessment in the Senior High School, policy makers, curriculum developers, teachers, and school administrators can start to develop and implement better assessment as integral part of the curricular programs in schools and within education at a national level. There is also a greater call for looking at assessment within a multi-level approach to monitoring learning outcomes at the local, national and international levels. Looking at the Senior High School as additional leg to the Philippines basic education, there are assessment processes that will take on a different approach given the age of students and the system of implementing the Senior High School. At the same time, some assessments that were implemented in the previous years can be adapted and moved within the duration of the Senior High School (Magno & Piosang, 2016).

An excerpt from Soapboxie (2018) stated the following: The implementation of the K to 12 education plan in the

Philippine Basic Education Curriculum is the key to our nation's development. Though the government will face many problems in the long run of the implementation of the program, there really is a need to implement it because the enhancement of the quality of our education is very urgent and critical. The implementation of K to 12 enables students to get sufficient instructional time to do subject-related tasks which makes them more prepared and well-trained on that subject area. With the new curriculum, Senior High School students can choose a field that they are good at and that they are interested in. As a result, they will be equipped with the skills needed for a specific job even without a college degree. At the age of 18, the age when they graduate from high school, they will be employable and competitive already. Finally, with K to 12, Filipino graduates will be automatically recognized as professionals abroad because we are following the international education standard as practiced by all nations. There will be no need to study again and spend more money in order to qualify to their standards. With this, Filipino professionals who aspire to work abroad will not find a hard time in getting jobs in line with their chosen field and will be able to help their families more in the Philippines as well as the country's economy with their remittances, property buying, and creation of businesses.

Bala (2017:18), clarified that there are pieces of evidence of some problems met in connection with its implementation. These are the insufficient instructional materials and there are no teacher's manuals, some classrooms are already congested or lack of available classroom for growing number of students, the newly-hired teachers although many of them are highly knowledgeable in the subject matter, but they need to develop their teaching skills, the different pedagogical approaches. Another problem is the lack of available partners of the public schools that will provide appropriate immersion program to the grade 12 students. Furthermore, the need of teachers to be trained on pedagogy, educational research, measurement and evaluation and classroom management.

Aside from the inadequate school facilities, old school buildings also affect the schooling of the students. According to Figueroa (2015:32), the school building quality in the Philippines is affected by geography, climate and societal conditions. School buildings in the country's eastern seaboard (which is exposed to the Pacific Ocean and prone to natural disasters) are poor, compared to the buildings in relatively safe areas such as northern provinces which are protected by a mountain range. Decades of civil unrest have also resulted in deteriorated education facilities in southern provinces.

Another problem faced by the new curriculum are the problems of the previous curriculum like: sub-standard textbooks, undue disregard for specialization, and pupil-teacher ratio. Paglinawan (2014:23) explained that some textbooks which are already in circulation are both poorly written and haphazardly edited. Some schools encourage the faculty members pool to be generalists (under the guise of multidisciplinary approach to learning) in order to be able to handle various subjects all at once. The high population growth in the country is also another factor in the high persistence of high pupil-teacher ratio. Also, the failure to adequately implement the teacher deployment policy.

PennState (2015:11) stated that a large body of research over the past century has consistently found that school facilities impact teaching and learning in profound ways. Yet state and local policymakers often overlook the impact facilities can play in improving outcomes for both teachers and students. While improving facilities comes at a financial cost, the benefits of such investments often surpass the initial fiscal costs. Policymakers, thus, should focus greater attention on the impacts of facilities and adopt a long-term cost-benefit perspective on efforts to improve school facilities.

Furthermore, PennState, (2015:2-3) stated that policymakers, educators, and business people are now focused

on the need to ensure that students learn 21st century skills such as teamwork, collaboration, effective communication, and other skills. Older buildings simply are not conducive to the teaching of 21stcentury skills. This is particularly true with respect to reconfiguring seating arrangements to facilitate various modes of teaching and learning and the use of technology in the classroom as a mode of teaching and learning.

Osiyemi (2016:15), specified that the appropriate funds for teaching and learning materials are not supplied; the schools are not considered, but ignored. The children will not have the opportunity to benefit from the advantage of eLearning concerning their future. Some of the challenges facing lack of eLearning materials in schools are below: inadequate technology infrastructure, budgets constraints, inadequate internet connection, consideration of eLearning policies, training skills are not provided to teaching staff, lack of eLearning curriculum developers.

Additionally, Osiyemi (2016:13) discussed that school facilities play a vital role in the actualization of educational goals and objectives by satisfying the physical and emotional needs of the staffs and students of the school. Henceforth, school facilities can be briefly regarded to as the items which makes teaching and learning possible in a

school. In other words, school facilities can be referred to as the human and physical resources that are needed or used in the school in order to aid learning and teaching by human resources the personnel's employed in the school to ensure learning. The principal, the headmasters, the teachers and administrative staff etc. are the human resources that can also be seen as the greatest and most useful facilities a school can ever have, the reason being that no matter how a school is physically facilitated if there are no human resources in it, there can be no learning, invariably there will be no school, while physical resources can be seen as those materials which can give help support or comfort to the school organization country or an individual for example, the building, the library, chairs textbooks, classroom, chalkboard, sporting fields environment etc. Additionally, the physical needs are met through provision of safe structure, adequate sanitary facilities, be balanced visual environment, appropriate thermal environment, and sufficient shelter space for his work and play.

Educationist and other well-meaning people have always maintained that education is the greatest legacy a nation can be given to the citizens. There is therefore no better investment a nation, could make than in education, this is why one should not remain indifferent to the lapse on our educational system. A good school facility supports the

educational enterprises. Research has shown that clean air, good light and a small, quiet, comfortable, and safe learning environment are important for academic achievement (Cotton, 2001:11; Schneider, 2002:21).

Furthermore, Ogbu (2014:8) clarified that the role of instructional materials in the teaching or learning process cannot be overemphasized. They facilitate and encourage self-study or independent study in students. It has shown that inadequate use or lack of use of instructional materials in the teaching or learning situation (lecture method) negates the objective of teaching. Teachers who do not make use of instructional materials hide in the cover of none supply of the teaching resources. Therefore, as a matter of policy implementation, the governments at all levels should supply regularly standardized instructional materials, some useful hard and soft ware's for use in schools. The vocational, technology and science teachers should be trained, retrained and exposed regularly to make them to be up to date in the effective selection and utilization of instructional materials for effective teaching.

While factors such as student's socio-economic status and parental involvement are among the most important predictors of student academic performance of a school building district and state hence improving school facilities offer a feasible opportunity for improving academic

performance. This has brought with it attendant problem such as inadequate school facilities and consequently poor academic performance on students. Okeke (2009:9-10), acknowledged this situation, when he asserted that with expansion of secondary schools in any country, there has been a general have and cry about the falling standard of education in the country as a whole. Over the years, the performance of students has fallen in examination. This is to say that the academic performance of most students were very poor. To achieve these goals a lot needs to be done in the academic performance of school system. To students' academic performance appear to have been affected by a myriad of factors. These factors include school facilities.

The foregoing citations helped the researcher in conceptualizing the study at hand.

Related Studies

The researcher reviewed relevant studies to guide in the conceptualization of the conduct of the present endeavor taken from sources published online. Salient findings were discussed below and the comparative analysis with the present study in terms of similarities and differences are also included in this section.

Orongan and Manalo (2018), in their study, "Problems Encountered by Technical-Vocational Track Teachers in the

Implementation of Senior High School Program", found out that even teachers and school administrators are not ready in the implementation of Senior High School program in terms of facilities and equipment's, teachers' preparation especially the references and instructional materials to be used, and the availability of faculty development programs.

The use of instructional materials not only has implications inside the classroom, but also in the general competence of the country. A study by Samonte (2008) wrote that one of the factors for the poor quality of education in the country is the deficiency of instructional materials such as textbooks, manuals, science equipment and materials. Furthermore, a study by Mullis, Martin, Foy and Hooper (2016) found that students who were most successful in the TIMSS are more likely to have better instructional materials such as books, technological support and supplies.

The studies of Manalo and Orongan, Samonte, and Mullis et al., are similar to the present study in the sense that said studies delved on problems encountered in the implementation of the Senior High School program specifically the instructional materials used by the teachers. However, they differed in the area of the study. While the previous study focused on the problems encountered in the Technical-Vocational Track teachers, the present study focused on the assessment of the Senior High School implementation.

Also, Effiong et al. (2015), in their study entitled, "Impact of Instructional Materials in Teaching and Learning of Biology in Senior Secondary Schools in Yakurr," found out that there is a positive achievement in students to those exposed to instructional materials during lessons than those students who are not exposed in instructional materials. Thus, school administrators should provide the basic instructional materials as this will enhance an effective teaching and learning.

The studies of Effiong et al. are related to the present study in as much as both studies assessed curricular programs. However, the said studies differed in the area of the study. The previous studies delved on achievement of students and instructional materials while the present study focused on assessment in the implementation of the Senior High School program.

Ogbu (2015) in his study, "Influences of Inadequate Instructional Materials and Facilities in Teaching and Learning Electrical/Electronic Technology Courses" highlighted that inadequate materials and facilities greatly affect students' skill acquisition in any subject. Technology and vocational educators require teaching aids to specifically help students acquire necessary skills in their subject area. Also, the use of inadequate instructional materials and facilities affect teachers' motivation in

teaching. When adequate instructional materials are provided to teachers, they feel energized and motivated and their sense of ownership and empowerment increased.

The study of Ogbu was related to the present study in as much as both studies assessed curricular programs. However, the said study differed in the area of the study. The previous study delved on instructional materials used in teaching which could be one of the problems encountered by teachers while the present study focused on the assessment of the Senior High School Implementation.

Furthermore, Mohammad (2016), in his study, "The Perception of the Parents and Students on the Implementation of K TO 12 Basic Education Program in the Philippines" cited that, according to the students, some of their teachers are very competitive to any field of their subjects, but it is unfortunately for those in the island or rural areas that there are no internet connections and incomplete sources of textbook for the references.

This study was somehow similar with Mohammad's study in the sense that both dealt on the K to 12 Implementation. They differed however, in the focus of the study; it dealt with the perception of parents and students in the implementation of the K to 12 Program, while the present study dealt with the assessment of the implementation of the Senior High School Program only.

Acar (2017) assessed the Extent of the Implementation of the 11th Grade Senior High School Program Academic Track in Science Technology Education Center (STEC) in Basak Lapu-Lapu City for school year 2016-2017. Results revealed that the implementation of the Senior High School program in STEC had mixed response ratings. Fair on the Infrastructure and Learning facilities; Very Good on Instruction and Curriculum and Poor on Admission and Retention. The infrastructure has certain positive degree of association with the academic performance. By supplementing the lack of infrastructure, facility and learning environment, it would have higher significant impact on the performance of the students. The Instruction has certain positive degree of association with the academic performance. Good teaching is equal to good learning. In spite of the lacking facilities and no admission and retention policy, the teachers were able to provide a resourceful mechanism of delivering the lessons in a meaningful way.

The study reflected a similarity with the current study, since the main problem in the Senior High School implementation was the lack of buildings and classrooms to cater the students and teachers. It is noted that lack of facilities has impact on the academic performance of the students.

When talked about teachers' competence, Effiong et al. (2015), in their study entitled, "Impact of Instructional Materials in Teaching and Learning of Biology in Senior Secondary Schools in Yakurr" found out that that there is a positive achievement in students taught by highly qualified teachers than those taught by beginner teachers.

Moreover, Mohammad (2016) in his study "The Perception of the Parents and Students on the Implementation of K TO 12 Basic Education Program in the Philippines" disclosed that from student's perspective, it is very important to provide first competitive teachers in order to produce competitive graduates, to reduce unemployment rate since graduates were equipped with knowledge and ready to enter workforce immediately after graduation.

The studies of Effiong et al. and Mohammad have relationship with the present study in terms of the teacher's quality. Students who are taught by highly qualified teachers are likely to be competent individuals. In this case, students are challenged to do well inside and outside the class, think critically and analytically not only during class discussions but also in their day to day living. The difference of this study with the cited one is, even the selection was thorough, there were cases that beginner teachers were given chance to teach in senior high school

since there were only few who submitted their intent or applied to teach in Senior High School level.

Additionally, Lacorte (2016), in his study entitled, ”Assessment Schemes in the Senior High School in the Philippine Basic Education,” stated that teachers are one of the key elements in any school and effective teaching is one of the key propellers for school improvement. This is how to define a teacher’s effectiveness and what makes an effective teacher. It drew out implications for policymakers in education and for improving classroom practice.

The aforementioned study showed a similarity to the present study in terms of assessing the implementation of the Senior High School Program in the Philippines. They only differed in the scope of the study. While the previous study focused the whole country, the latter focused only the District of Daram I.

In terms of awareness and preparedness for the implementation of Senior High School, Canezo and Biliran (2016), in their study entitled, “Awareness, Preparedness and Needs of the K to 12 Senior High School Modelling Implementation”, discussed that the lead implementers have adequate knowledge on the background and rationale of the program through series of advocacy gatherings and consultation to improve the quality of education via the Senior High School program. However, there were no enough

relevant trainings, teaching, and learning materials intended for the program. Also, the workshop laboratories are not yet enough to carry out the necessary on-the job training exposures. The teaching staff are not all qualified to handle classes. There were various difficulties encountered in crafting the curriculum for the identified feasible courses proposed to be offered.

The foregoing study showed similarity with the study being conducted in terms of problems encountered by both faculty and students of Senior High School in the Philippines. Even though implementers were aware of the problems, still the implementation of K to 12 was facilitated for the goal of improving the quality of education.

Another study explored the administrative and instructional practices associated with the implementation of the Senior High School Program. Ramos (2018) in his study entitled, "State of Implementation of Senior High School Program: An Explanatory Analysis of Administrative and Instructional Practices", revealed that though Division of Pampanga has the readiness to offer the program, there are still issues hindering the implementation that need to be addressed. Administrators and teachers are doing their very best to find solutions to their encountered problems through strategically aligning the local school board funds,

continuing the training, and supporting teachers to do action researches.

The study mentioned is parallel with the present study in the means which the administrators, teachers, parents and students are doing to address the problems encountered in their respective schools. However, they differed in the locale of the study. While the former study was conducted in the Schools Division of Pampanga, the present study was conducted in the District of Daram I, Schools Division of Samar.

Bala (2017) conducted a study on the "Problems Encountered in K to 12 Curriculum" and revealed some of the ways administrators did to address the problems. It revealed that in terms of lack of instructional materials, school administrators guided students in choosing appropriate portals that could be accessed from the internet while DepEd provided technical assistance to the teachers in looking for alternative or remedy to their problems. Furthermore, schools strengthened their partnerships with the private sectors, the local industries and served as venue of the immersion program of Senior High School students as part of their requirement for graduation. Also, teachers underwent in-service trainings, local workshops and school-based seminars on pedagogical approaches to improve their teaching skills. Moreover, school administrators facilitate periodic

learning action cell activities to further develop the skills of their teachers and conducted regular monitoring and evaluation also to help teachers to improve their teaching performance and address their issues and concerns.

Likewise, it was not only the facilities, instructional materials, and teachers' competence that were considered in implementing the K to 12 program, but also the students who were the most to benefit from this program. Students were prepared for the college education especially in their chosen course and field of interest. The program played prepared the students for college through assessment that shaped their skills and talents, trainings that prepared them for international workplace and programs that equipped them the standard quality of education. In addition, the program provided the Senior High School students with the On the Job Trainings (OJT), assessments, applied and specialized subjects that have direct link to college, and other programs that prepared them for tertiary level of education. With the positive roles, functions, impact and benefit of the Senior High School, many students considered the positive effects of the program not just to them, but also on the teachers and family relatives that are also the beneficiaries of the new educational system (Bonquin et al., 2017).

Additionally, Mohammad (2016) discussed that K to 12 program has direct impact to the students and their parents.

Some viewed the program as burden for both the parents and students physically and financially, but some viewed the program positively thinking that this will help learners choose and decide the career which best suits to their skills. However, parents also evaluated the disadvantages of K TO 12 Program such as shortage of classroom, teachers and non-teaching personnel.

The K TO 12 curriculum develops the knowledge and skills, and helps the students to identify their field of concentration in preparation to a higher degree of education toward the career path they have chosen. The Grade 11 Senior High School students' of Colegio de Kidapawan are satisfied on the K TO 12 curriculum as it gives a higher quality of education, enable graduates to join the work force right after high school, and suitably prepare those who want to go on to higher education, wherein it advances them to be globally competitive (Camarinas et al., 2017).

The study of Bonquin et al. (2017), Mohammad (2016) and Camarinas et al. revealed a similarity in the study in terms of the readiness and benefits a student can acquire in the K to 12 Program. Students who undergone this program are ready to face the challenges in college education. The K to 12 program aims to produce graduates who are holistically developed, equipped with 21st century skills and prepared for higher education, employment and entrepreneurship. In order

for these to be materialized, students must be ready to take this Senior High School program even faced with the problems. The only thing needed is the cooperation of both teachers and students to ease the burden in the implementation of K to 12.

De la Cerna (2017) conducted a study entitled, "Competences of Senior High School Teachers and the Academic Performance of the Senior High Students." In her study, she found out that competences of Senior High School teachers in teaching the K to 12 subjects posed positive influence to the academic performance of the Senior High School students. Furthermore, teachers' competence in teaching proved to influence the chosen track of the students.

The study of De la Cerna is related to the present study for the reason that both studies tackled Senior High School teaching. However, they differed in the focus of the study. The previous study focused more on the competences of the Senior High School teachers in teaching the K to 12 subjects as it relates to the academic performance of the students and their chosen track while the present study focused on the problems encountered by the Senior High School teachers in teaching the Senior High School students as it relates to their chosen track.

In the study of Cruz (2017) entitled, "Teaching the Senior High School in the K to 12: Problems and Challenges in the 21st Century," disclosed that the teachers teaching the K

to 12 subjects in the Senior High School possessed the necessary preparation and training before they were deployed to teach their specialized subjects. But it was evident that there were problems encountered in teaching the Senior High School such as lack of the facilities and instructional equipment, however, such problems served as their challenges in teaching the Senior High School particularly that the 21st century is described as an information age.

The study of Cruz is related to the present study for the reason that both studies tackled the problems encountered by the teachers teaching the Senior High School teaching. However, they differed in the focus of the study. The previous study focused more on the challenges in teaching the Senior High School under the K to 12 subjects while the present study focused on the problems encountered by the Senior High School teachers in teaching the Senior High School students as it relates to their chosen track.

The study of Franco (2017) entitled, "Challenges and Opportunities in Teaching the Senior High School Students of the Districts of Cebu: Its Implication to their Academic Performance," found out that there were problems encountered both by the teachers and students in the Senior High School but such problems seemed manageable considering both categories of respondents suggested solutions to address them. Moreover, teachers considered the problems they

encountered as their challenges to excel in their craft while on the part of the students, they considered the problems they encountered in their chosen track as their opportunities to specialize their craft and be assured of their employability after finishing the Grade 12.

The study of Franco is related to the present study for the reason that both studies tackled the problems encountered by the teachers in teaching the Senior High School teaching. However, they differed in the focus of the study. The previous study focused more on the challenges in teaching the senior high school under the K to 12 subjects while the present study focused on the problems encountered by the Senior High School teachers in teaching the senior high school students as it relates to their chosen track.

The foregoing studies strengthened the need to conduct the present endeavor. It helped the researcher in the conceptualization which augmented inputs in relation to the process of this particular study.

Chapter 3

METHODOLOGY

This chapter presents the methods and procedures undertaken in the conduct of the study. Included in this chapter are the following: research design, locale of the study, instrumentation, validation of instrument, sampling procedure, data gathering procedure, and statistical treatment of data.

Research Design

This study employed the descriptive-correlation research design using the questionnaire as the main instrument of the study. The processes determined the profile of the teacher-respondents in terms of their personal characteristics, namely: age and sex, civil status, highest educational attainment, teaching position, course handled to teach, gross monthly family income, number of years in teaching, latest performance rating based on the IPCRF, number of instructional materials used for the first and second quarters, and attitude toward SHS implementation. Likewise, it also determined the profile of the student-respondents in terms of age and sex, parents' highest educational attainment, parents' occupation, gross monthly family income, attitude toward schooling, and study habits. In addition, the

profile of school administrator-respondents was determined in terms of age and sex, civil status, highest educational attainment, administrative position, gross monthly family income, number of years as school administrator, latest performance rating based on the OPCRF, number of relevant in-service trainings and attitude toward SHS implementation.

Furthermore, the performance of the teacher-respondents was ascertained which was associated with their identified profile variates for any linear correlation. On the other hand, the academic performance of the student-respondents was captured by document analysis which was associated with their identified profile variates also for any linear relationship. Moreover, the implementation of the SHS along availability of learning resources, curriculum implementation, status of school building and laboratories, and sufficiency of equipment which was assessed by the teacher- and school administrator-respondents based on their perception that was compared for any significant difference.

The perceived implementation of the SHS was further associated with the students' academic performance and the teachers' performance for any significant linear correlation. The challenges encountered by the secondary schools in the implementation of the SHS, technical assistance requested from regional office and schools division office and best practices relative to SHS implementation were elicited also.

Data gathered were treated statistically using appropriate descriptive and inferential statistical tools, namely: frequency count, percentage, arithmetic mean, standard deviation, median, average deviation, mode, weighted mean, t-test for independent sample means, Pearson's Product-Moment Coefficient of Correlation, and the Fisher's t-test.

Locale of Study

Figure 2 presents the map showing the locale of the study.

The study was conducted at the District of Daram I, Schools Division of Samar. The District of Daram I is headed by a District Supervisor assisted by the Principals, Head Teachers and Teacher-in-Charge of the different schools under the district. The study covered the four (4) high schools in the District of Daram I, namely: Rizal Integrated School, Daram National High School, Parasan National High School and Bagacay National High School. Each school is headed by either, a secondary principal, head teacher or teacher-in-charge with the support of the department heads.

Instrumentation

This study utilized the questionnaire and school forms as sources of the data needed in this study.

Questionnaire. The questionnaire was the main data gathering instrument in this study that captured the

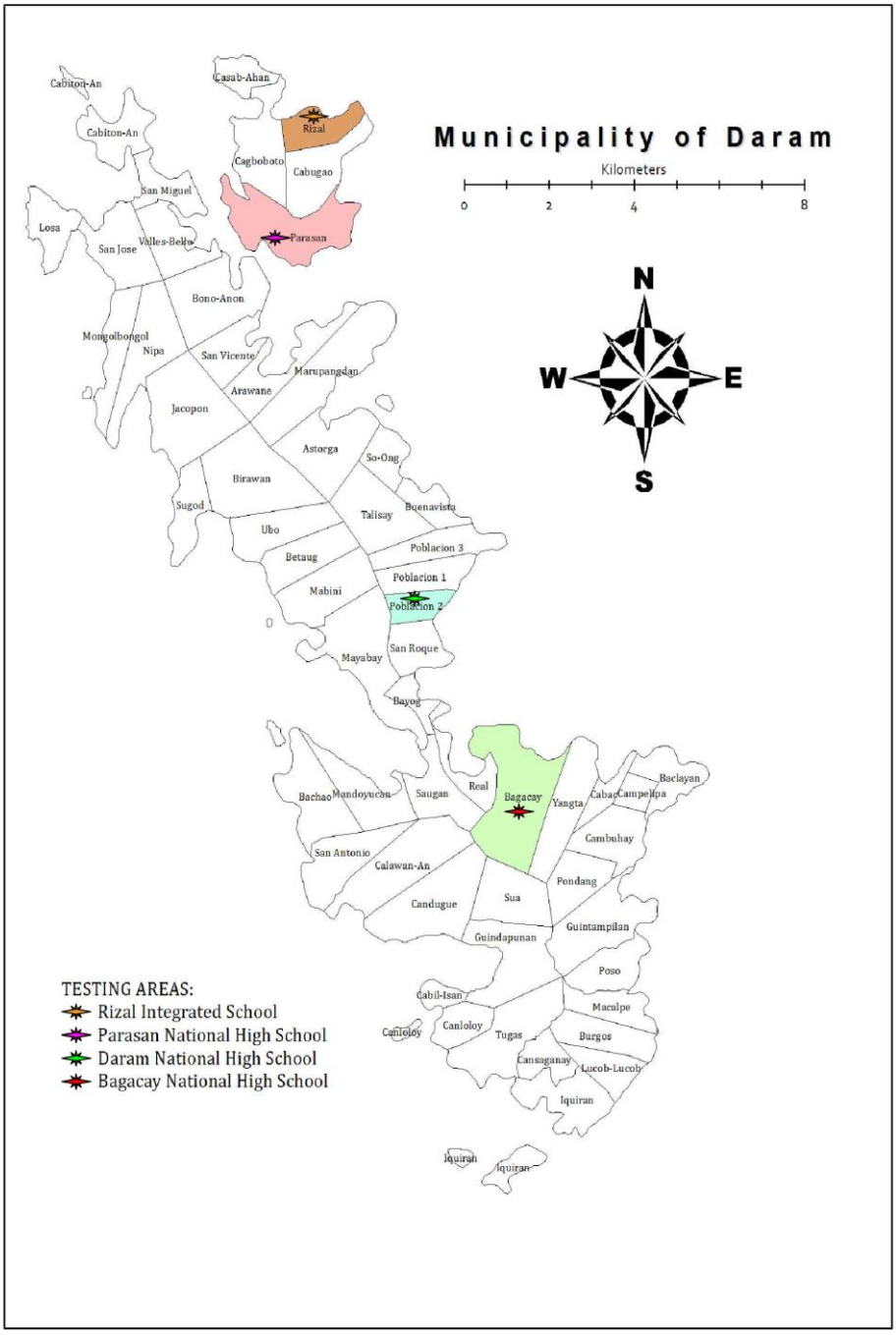

Figure 2. The Map Showing the Locale of the Study

different variables delved into.

There were three sets of questionnaire devised by the researcher. Set 1 was intended for the teachers-respondents which were composed of five parts. Part I elicited the profile of the teacher-respondents in terms of the following personal characteristics, namely: age and sex, civil status, highest educational attainment, teaching position, subject handled, gross monthly family income, number of years in teaching, number of materials used, number of relevant in-service trainings, employment status, latest performance rating based on the IPCRF, while Part II determined the attitude toward Senior High School Implementation which was appraised by the five-point Likert Scale of 5 for Strongly Agree (SA), 4 for Agree (A), 3 for Uncertain (U), 2 for Disagree (D), and 1 for Strongly Disagree (SD). It aimed to determine the background information of this group of respondents.

Part III captured the Implementation of Senior High School. It consisted three parts. Part III-A captured the availability of learning resources. This was answered by the five-point Thurstorne Scale of 5 for Extremely Available (EA), 4 for Highly Available (HA), 3 for Moderately Available (MA), 2 for Slightly Available (SA), and 1 for Not Available (NA). Part III-B captured the Curriculum Implementation. This was again answered by the five-point Thurstorne Scale of 5 for Extremely Implemented (EI), 4 for Highly Implemented

(HI), 3 for Moderately Implemented (MI), 2 for Slightly Implemented (SI), and 1 for Not Implemented (NI). Part III-C captured the school buildings and laboratories. Likewise, this was answered by the three-point Scale of 3 for Completed (C), 2 for On-Going Construction (OGC), and 1 for Not Yet Started (NYS). Part III-D captured the equipment available. This was answered by the five-point Thurstorne Scale of 5 for Extremely Sufficient (ES), 4 for Highly Sufficient (HS), 3 for Moderately Sufficient (MS), 2 for Slightly Sufficient (SS), and 1 for Not Sufficient (NS). Part IV elicited the challenges encountered by Senior High School teachers in the implementation of Senior High School. Part V elicited the technical assistance requested by the teachers from the Regional Office and Schools Division Office in the implementation of Senior High School. Finally, Part VI elicited the best practices of teachers and schools in the implementation of Senior High School.

Set 2 of the questionnaire was intended for the student-respondents. It was composed of three parts only.

Part I determined the profile of the student-respondents in terms of the following personal characteristics, namely: age and sex, parents' highest educational attainment, parents' occupation, and gross monthly family income. Part II captured the attitude toward schooling which was appraised by the five-point Likert Scale of 5 for Strongly Agree (SA), 4

for Agree (A), 3 for Uncertain (U), 2 for Disagree (D), and 1 for Strongly Disagree (SD).

Part III determined the study habits of Senior High School students. Again, this was answered by the five-point Scale of 5 for Always (A), 4 for Frequently (F), 3 for Sometimes (S), 2 for Rarely (R), and 1 for Never (N).

School Forms. These were the source of the academic performance of the students for the latest quarter during the school year.

Validation of Instrument

Inasmuch as the questionnaire was a researcher-made, it went through the process of expert validation. Research experts identified who looked into the questionnaire and validate as to its face, content, and construct.

Furthermore, to ascertain the reliability, the validated questionnaire was pilot tested among teachers and students in Birawan National High School. To ascertain high reliability, 20 percent of the teachers' and students' population and one school administrator were taken to answer the questionnaire during the pilot testing. The researcher used the Cronbach Alpha analysis in the calculation of the reliability coefficient using the following formula (Raagas, 2010:68):

$$C_{\alpha} = \left[\frac{K}{K - 1} \right] \left[1 - \frac{\Sigma s_i}{s} \right]$$

where: C_{α} refers to the reliability coefficient using the Cronbach Alpha Analysis;

K refers to the number of respondents;

s_i refers to the standard deviation of the individual responses of each respondent; and

s refers to the standard deviation of the over-all responses of all the respondents.

To interpret the reliability of the instrument, Table 1,

Table 1

The Table of Reliability

Reliability Coefficient (α)	**Interpretation**
$\alpha \geq 0.90$	Excellent
$0.80 \leq \alpha\ 0.89$	Very Good
$0.70 \leq \alpha\ 0.79$	Good (There are probably a few items which could be improved)
$0.60 \leq \alpha\ 0.69$	Acceptable (There are probably some items which could be improved)
$0.50 \leq \alpha\ 0.59$	Poor (Suggests need for revision of the research instrument)
$\alpha \leq 0.49$	Questionable/Unacceptable (This research instrument would not contribute heavily to the research, and it needs revision)

The Table of Reliability suggested by George and Mallery (2003:25) was used.

Consequently, the reliability coefficient was posted at 0.891 which was interpreted as "very good," which indicated that the questionnaire possessed high reliability which signified appropriateness in this study and therefore was reproduced for data collection.

Sampling Procedure

This study utilized the universal sampling for the teacher-respondents and school administrator-respondents. That is, all teachers teaching the Senior High School and school administrators in the four high schools in the District of Daram I was considered part of the sampling frame. On the other hand, stratified random sampling with equal probability was employed for the student-respondents. In the calculation of the sample size, the Slovin's formula (Sevilla et al., 1992:182) was as follows:

$$n= \frac{N}{1} + Ne^2$$

where: n refers to the sample size;
N refers to the total teachers' Population in the district; and
e refers to the margin of error set at .05.

Table 2 presents the number of respondents by category and by school. From the table, it can be noted that, there were 22 teachers, 160 students, and four school administrators were identified as respondents of the study.

Data Gathering Procedure

Before the conduct of the study, the researcher sought permission from the Schools Division Superintendent of the Schools Division of Samar, to conduct the pilot-testing in the District of Daram II and to field the questionnaire in the District of Daram I establishing her intention and the objectives of the study. The approved permit was used by the researcher as reference in seeking the cooperation of the school administrators, aside from the cover letter on the questionnaire. Strict confidentiality of the information was emphasized to the respondents to encourage their participation and cooperation.

Data generation lasted for about two months from January to February 2019 considering the travel time in going to and fro and in the course of the distribution of the questionnaire and its retrieval. Inclement weather and gusty winds that caused high waves were encountered in the course of data collection but the determination to earn the degree served as the strong motivation to keep on. Manual editing and coding were conducted by the researcher when

Table 2

The Number of Respondents by Category and by School

Senior High School	Respondents		
	Teachers	Students	School Administrator
Rizal Integrated School	3	15	1
Parasan National HS	2	13	1
Daram National HS	13	92	1
Bagacay National HS	4	40	1
Total	**22**	**160**	**4**
Response Rate		**100.00 %**	

questionnaires were collected in preparation for the data analysis. Machine processing followed through encoding and the generation of the statistical information in tabular form using available statistical software.

Statistical Treatment of Data

To give meaning to the data collected, descriptive statistical tools was employed, namely: frequency count, percentage, arithmetic mean, standard deviation, weighted mean, and Pearson's Product-Moment Coefficient of Correlation.

Frequency Count. This tool was used to determine the profile of respondents in terms of their personal characteristics as to its magnitude of occurrence.

. **Percentage**. This measure was used to convert the magnitude of occurrence of each variable with respect to the total respondents using the following formula (Sevilla et al., 1992:200):

$$P = [f/N] \times 100$$

where: P refers to the percentage;

f refers to the number of occurrence; and

N refers to the total number of samples.

Arithmetic Mean. This was used to express the group perception of some of the identified characteristics of the respondents specifically on the data that are in interval scale. The following formula (Freud and Simon, 1992:35) was used:

$$\overline{X} = \frac{\Sigma fX}{N}$$

where: $\overline{X}$ refers to the arithmetic mean or average;

f refers to the frequency of occurrence;

X refers to the identified variable; and

n refers to the sample size.

Standard Deviation. This statistic was used to support the calculation of the Arithmetic Mean by calculating the deviation of the observations from calculated averages. The following formula (Freud & Simon, 1992:52) was used:

$$s = \sqrt{\frac{\Sigma f(X - \overline{X})^2}{n - 1}}$$

where: s refers to the standard deviation;

f refers to the frequency of occurrence;

X refers to the identified variable; and

$\overline{X}$ refers to the arithmetic mean.

Weighted Mean. This statistic was employed to determine the collective perceptions of the respondents relative to their attitude toward SHS implementation/ schooling and implementation of the SHS. The formula (Pagoso, 1997:111) used was as follows:

$$\overline{X}_w = \frac{\Sigma f_i X_i W_i}{n}$$

where: $\overline{X}_w$ refers to the weighted mean;

f_i refers to the frequency of a category of variable;

X_i refers to the identified category of a variable;

W_i refers to the weights which are expressed in a five-point scale;

and

n refers to the sample size.

In interpreting the weighted mean, particularly the instructional competence of the teacher-respondents in terms of the identified pedagogical areas, the following set of five-point scales was used:

Range	**Interpretation**	
4.50-5.00	Strongly Agree	(SA)
	Extremely Available	(EA)
	Extremely Implemented	(EI)
	Extremely Sufficient	(ES)
	Always	(A)
3.50-4.49	Agree	(A)
	Highly Available	(HA)
	Highly Implemented	(HI)
	Highly Sufficient	(HS)
	Frequently	(F)
2.50-3.49	Uncertain	(U)
	Moderately Available	(MA)
	Moderately Implemented	(MI)
	Completed	(C)
	Moderately Sufficient	(MS)
	Sometimes	(S)
1.50-2.49	Disagree	(D)
	Slightly Available	(SA)
	Slightly Implemented	(SI)
	On Going Construction	(OGC)
	Slightly Sufficient	(SS)
	Rarely	(R)
1.00-1.49	Strongly Disagree	(SD)
	Not Available	(NA)
	Not Implemented	(NI)

Not Yet Started	(NYS)
Not Sufficient	(NS)
Never	(N)

Pearson's Product-Moment Correlation Coefficient. This was used to determine the linear association between two variables in interval or ration scales. The formula (Walpole, 1997:375) used was as follows:

$$r_{xy} = \frac{n\sum XY - (\sum X)(\sum Y)}{\sqrt{\left[n\sum X^2 - (\sum X)^2\right]\left[n\sum Y^2 - (\sum Y)^2\right]}}$$

where:

r_{xy} refers to the Pearson's r value;

$\sum X$ refers to the sum of the X scores;

$\sum Y$ refers to the sum of the Y scores;

$\sum X^2$ refers to the sum of the squared X scores;

$\sum Y^2$ refers to the sum of the squared Y scores;

$\sum XY$ refers to the sum of the paired X and Y scores;

n refers to the number of paired scores;

X represents the academic performance of the elementary grade students based on the mean grade of the first and second quarters; and

Y represents the instructional competence of the teacher-respondents in terms of the identified pedagogical areas.

Spearman's Rank Coefficient of Correlation. This tool is the non-parametric counterpart of the Pearson's r. This was used to ascertain linear association between two categorical or ordinal variables. The formula (Walpole, 1997:376-377) used was as follows:

$$\rho = 1 - \frac{6\Sigma D^2}{N^3 - N}$$

where: ρ refers to the coefficient of linear association (rho);

D^2 refers to the squared deviation between two ranked variables; and

N refers to the number of paired variables.

Table 3 was employed as a guide in interpreting the degree of linear association (SRTC, 2013:98).

Likewise, inferential statistics was employed in this study, the Fisher's t-test.

Fisher's t-test. This statistical tool was used to test the significance of the coefficient of linear association (Pearson's r and Spearman's rho) between a set of paired variables. The formula (Best & Khan, 1998:402-403) applied in this case was as follows:

$$t_f = r_{xy}\sqrt{\frac{N-2}{1-r_{xy}^2}}$$

where:

t_f refers to the Fisher's t-test value;

r_{xy} refers to the value of the Pearson r;

n-2 refers to the degree of freedom; and

n refers to the sample population

In deciding whether the null hypothesis was accepted or rejected, the following decision rule served as guide: accept the null hypothesis if and when the computed value turned lesser than the critical or tabular value or the p- value turned greater than the α; on the other hand, reject the null hypothesis if and when the computed value turned equal or greater than the critical or tabular value or the p-value turned equal or lesser than the α.

Table 3

The Table of Linear Association

Correlation Coefficient	Interpretation
0	No linear association
$0<p<\pm0.2$	Very weak linear association
$\pm0.2\leq p<\pm0.4$	Weak linear association
$\pm0.4\leq p<\pm0.6$	Moderate linear association
$\pm0.6\leq p<\pm0.8$	Strong linear association
$\pm0.8\leq p<\pm1.0$	Very strong linear association
±1.0	Perfect linear association

Finally, hypotheses testing was done using $\alpha=0.05$ in a two-tailed test with the aid of available statistical software or packages.

Chapter 4

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the findings of the study with the corresponding analysis and interpretation of data based on the specific questions formulated in the Statement of the Problem.

Profile of Teacher-Respondents

This part provides the profile of teacher-respondents in terms of the following personal characteristics: age and sex, civil status, highest educational attainment, teaching position, employment status, subjects handled, gross monthly family income, number of years in teaching, number of instructional materials used, number of relevant in-service trainings, and attitude toward SHS implementation.

Age and Sex. Table 4 presents the age and sex of the teacher-respondents.

The table presents that the oldest teacher-respondents registered an age of 46 years old while the youngest was 23 years old. A number of them, that is, seven or 31.83 percent were aged 23-25 years old while five or 22.73 percent were aged 29-31 years old, four or 18.18 percent were aged 26-28 percent and the rest were slimly distributed to the other identified age brackets.

Table 4

Age and Sex of Teacher-Respondents

Age Bracket	Sex			f	%
	Male	Female	Not Stated		
44-46	1	0	0	1	4.54
41-43	0	0	0	0	0.00
38-40	0	0	0	0	0.00
35-37	1	1	0	2	9.09
32-34	0	1		1	4.54
29-31	4	0	1	5	22.73
26-28	2	2		4	18.18
23-25	1	5	1	7	31.83
Not Stated	1	1	0	2	9.09
Total	**10**	**10**	**2**	**22**	**100.00**
%	**45.45**	**45.45**	**9.10**	**100.00**	
Median	**28.80 years old**				
AD	**5.22 years**				

The median age of the teacher-respondents was posted at 28.80 years old with a AD of 5.22 years. The data signified that the teacher-respondents were relatively young at their late 20’s, at the prime of their age and at the height of their teaching career.

Moreover, a number of the teacher-respondents, that is, 10 or 45.45 percent belonged to the female sex while another 10 or 45.45 percent were the male counterpart. The data signified that the teacher-respondents were equally numbered

between the two sexes and indication that in the District of Daram I, the same sexes were inclined to teaching.

Civil Status. Table 5 shows the civil status of the teacher-respondents.

The table shows that majority of the teacher-respondents were still single accounting for 17 or 77.27 percent. The married ones were composed of five or 22.73 percent only.

The foregoing data suggested that the teacher-respondents were newly hires being relatively young with focus on their career. They may have plans to settle down but it was deferred due to their very hectic schedules.

Highest Educational Attainment. Table 6 reveals the highest educational attainment of the teacher-respondents. The table reveals that half of the number of the teacher-respondents was baccalaureate degree holders account for 11 or 50.00 percent while 10 of them or 45.45 percent had

Table 5

Civil Status of Teacher-Respondents

Civil Status	f	%
Single	17	77.27
Married	5	22.73
Widowed	0	0.00
Total	**22**	**100.00**

Table 6

Highest Educational Attainment of Teacher-Respondents

Highest Educational Attainment	f	%
Master's Units	10	45.45
Baccalaureate Degree	11	50.00
Not Stated	1	4.55
Total	**22**	**100.00**

earned master's units.

The data signified that the teacher respondents were qualified for the position they were appointed considering that they possessed the minimum educational requirement for the position based on the qualification standards of the DepEd. In fact, almost half of them pursued advance education for professional growth and development.

Teaching Position. Table 7 contains the teaching position of the teacher-respondents.

Table 7 presents that half of the teacher-respondents, that is, 11 or 50.00 percent were appointed to the position of Teacher I while 10 or 45.45 percent were appointed to the position of Teacher II.

The foregoing data denoted that half of the teacher-respondents had been appointed to the entry teaching position as Senior High School Teacher II and I in the DepEd being new hires but almost half of them had been

Table 7

Teaching Position of Teacher-Respondents

Teaching Position	f	%
Senior High School Teacher II	10	45.45
Senior High School Teacher I	11	50.00
Not Stated	1	4.55
Total	**22**	**100.00**

promoted to the next higher position because of the units they earned in pursuing advance education.

Employment Status. Table 8 provides the employment status of the teacher-respondents.

The table shows that majority of the teacher-respondents were appointed as permanent accounting for 16 or 72.73 percent. Six of them or 27.27 percent were appointed as contractual.

The data signified that the teacher-respondents satisfied all the requirements for the position that they were appointed as permanent but few of them were still contractual probably due to the absence of the professional license.

Subjects Handled. Table 9 presents the subjects handled by teacher-respondents.

The table shows that the teacher-respondents were evenly distributed to handle the different subjects in the

Table 8

Employment Status of Teacher-Respondents

Employment Status	f	%
Permanent	16	72.73
Contractual	6	27.27
Total	**22**	**100.00**

Senior High School. In fact, some of them handled two or more subjects in the exigency of the service.

The data manifested that the lack of teachers to handle the different subjects was experienced by the Senior High School teachers that in the exigency of the service the teacher-respondents were multi-tasked, that is, they usually handled several subjects just to complete the offering of the curriculum.

Gross Monthly Family Income. Table 10 presents the gross monthly family income of the teacher-respondents.

Table 10 presents that majority of the teacher-respondents earned a monthly income of PhP10,000-PhP29,999 while the rest were distributed to the other identified income brackets.

The modal income of the teacher-respondents was posted at PhP19,999.50. This indicated that the teacher-respondent had a regular monthly income which was sufficient to finance the monthly financial obligations of the family.

Table 9

Subjects Handled by Teacher-Respondents

Subjects Handled	f	%
PE, Entrep, Personal Dev't, Contempo Arts	1	4.55
PE & Health, First Aid & Safety Educ, Disaster Readiness & Risk Reduction, Human Movement	1	4.55
Philosophy, Media & Information Literacy, Economics	1	4.55
Pananaliksik, Personal Dev't, Politics & Governance, Creative Writing, Entrep, PE & Health	1	4.55
Science, PE & Health, Literature, Empowerment Technology, Arts	1	4.55
Economics, Research, Organization Mgt., PE, Literature, Philosophy	1	4.55
Communication, Personal Dev't, Research, English, Inquiries/Investigation/Immersion	1	4.55
Reading & Writing, Inquiries, Investigation & Immersion, Research, Empowerment Tech, Lit.	1	4.55
Personal Dev't, Culture	1	4.55
Org. & Mgt., Fundamentals of ABN, Entrep, Immersion, Politics, 1Culture, PE, Inquiry, Invest.	1	4.55
PerDev, Science, Arts, DRRR, Fil, PE, Religion	1	4.55
Filipino	1	4.55
Research, Politics & Governance, Arts, PerDev, Cultture	1	4.54
Arts, Entrep	1	4.54
Science, Research	1	4.54
HE, Housekeeping, Front Office Services	1	4.54
Math	1	4.54
Philosophy, Economics, Org. & Mgt.	1	4.54
Eng., Fil, Entrep	1	4.54
ICT Empowerment	1	4.54
Not Stated	1	4.54
Total	**22**	**100.00**

Table 10

Gross Monthly Family Income of Teacher-Respondents

Income Bracket	F	%
PhP30,000-PhP49,999	1	4.55
PhP10,000-PhP29,999	20	90.90
Less than PhP10,000	1	4.55
Total	**22**	**100.00**
Modal Income	**PhP19,999.50**	

Number of Years in Teaching. Table 11 shows the number of years in teaching of the teacher-respondents.

The table shows that majority of the teacher-respondents had been in the service for 5-6 years while two or 9.09 percent had been in the service for 3-4 years and the rest of the teacher-respondents were distributed to the other identified years in teaching with three or 13.64 percent who did not disclose their years in teaching.

The modal number of years in teaching was posted at 5.50 years which indicated that the teacher-respondents had been in the service for quite a number of years. This signified that they still need longer number of years to hone their teaching skills and pedagogy.

Number of Instructional Materials Used. Table 12 presents the number of instructional materials used by

Table 11

Number of Years in Teaching of Teacher-Respondents

Years in Teaching	f	%
5-6	16	72.73
3-4	2	9.09
1-2	1	4.54
Not Stated	3	13.64
Total	**22**	**100.00**
Modal Years in Teaching	**5.50 years**	

teacher-respondents during the first and second quarters.

The table shows that the teacher-respondents disclosed that they used the following instructional materials: first quarter, mean of 30.27 IMs and SD of 31.01 IMs and second quarter, mean of 30.64 IMs and SD of 29.71 IMs.

The foregoing data suggested that not all teacher-respondents used the same number of IMs during the first and second quarters. But one thing for sure, they used IMs to facilitate their teaching and to be effective in transferring the technology to the students.

Number of Relevant In-Service Trainings. Table 13 reveals the number of relevant in-service trainings of the teacher-respondents in the different levels.

Table 13 reveals that during the SY 2016-2017, the teacher-respondents always attended relevant in-service

Table 12

Number of Instructional Materials Used by Teacher-Respondents

	1st Quarter	2nd Quarter	Total
Mean	30.27 IMs	30.64 IMs	30.46 IMs
SD	31.01 IMs	29.71 IMs	30.36 IMs

trainings in the division and district levels while they oftentimes attended the regional training, sometimes attended the national level and never attended in the international level.

While during the previous school year, SY 2015-2016, the teacher-respondents had sometimes attended relevant in-service trainings in the national, regional, division and district levels and never attended an international training.

The foregoing data signified that the teacher-respondents had attended a seemingly limited number of relevant in-service trainings in the different levels, probably because of financial constraints which can be construed that an intervention program should be developed in lieu of the in-service trainings offered by the DepEd.

Attitude Toward SHS Implementation. Table 14 appraises the attitude of the teacher-respondents toward SHS implementation. There were 22 attitude statements

Table 13

Number of Relevant In-Service Trainings of Teacher-Respondents

Training Level	SY 2016-2017		SY 2015-2016	
	Weighted Mean	Interpre-tation	Weighted Mean	Interpre-tation
International	1	Never	1	Never
National	2	Sometimes	2	Sometimes
Regional	3	Oftentimes	2	Sometimes
Division	4	Always	2	Sometimes
District	4	Always	2	Sometimes
Overall	**3**	**Oftentimes**	**2**	**Sometimes**

Legend:
4 Always
3 Oftentimes
2 Sometimes
1 Never

considered whereby the respondents signified their agreement or disagreement with each of the statement.

Table 14 presents that, the teacher-respondents "strongly agree" eight attitude statements with weighted means ranging from 4.53 to 4.73. The attitude statements stating: "SHS can improve the way of life of the students;" and "I advocate for the full implementation of SHS," obtained the highest and the least weighted means, respectively. The remaining two attitude statements were "agreed" by this same group of respondents corresponding to the statements stating: "I conform on the implementation of the SHS;" and "I am interested to improve my teaching skills and pedagogies to be effective in transferring

Table 14

Attitude of Teacher-Respondents Toward SHS Implementation

Attitude Statement	WM	I
1. I conform on the implementation of the SHS.	4.36	A
2. I believe that the implementation of the SHS is an avenue to hone the skills of the students.	4.59	SA
3. I perceived that SHS prepares the students for their college education.	4.57	SA
4. SHS prepares the students establish the career.	4.55	SA
5. I advocate for the full implementation of SHS.	4.53	SA
6. SHS can improve the way of life of the students.	4.73	SA
7. SHS can help communities improve and develop through its constituents with skills.	4.64	SA
8. I am challenged with the SHS implementation despite its multi-tasking scheme due to lack of enough to teachers to handle subjects.	4.55	SA
9. I am interested in taking part of the SHS implementation in all aspects.	4.57	SA
10. I am interested to improve my teaching skills and pedagogies to be effective in transferring technology to my SHS students.	4.36	A
Grand Weighted Mean	**4.55**	**SA**

Legend:			
	4.50-5.00	Strongly Agree	(SA)
	3.50-4.49	Agree	(A)
	2.50-3.49	Uncertain	(U)
	1.50-2.49	Disagree	(D)
	1.00-1.49	Strongly Disagree	(SD)
		Weighted Mean	(WM)
		Interpretation	(I)

technology to my SHS students," with the same weighted mean of 4.36.

Taken as a whole, the teacher-respondents "strongly agreed" their attitude toward SHS implementation being supported by the grand weighted mean of 4.55. This meant that the teacher-respondents manifested extremely favorable attitude toward the SHS implementation.

Performance of the Teacher-Respondents Based on the Latest IPCRF

Table 15 shows the performance of the teacher-respondents based on the latest IPCRF.

Table 15

Performance of the Teacher-Respondents Based on the Latest IPCRF

Performance Rating	f	%
4.50-5.00	1	4.54
3.50-4.49	12	54.55
2.50-3.49	4	18.18
Not Stated	5	22.73
Total	**22**	**100.00**
Modal Performance Rating	**4.00 (Very Satisfactory)**	

Legend:		
4.50-5.00	Outstanding	(O)
3.50-4.49	Very Satisfactory	(VS)
2.50-3.49	Satisfactory	(S)
1.50-2.49	Unsatisfactory	(US)
1.00-1.49	Poor	(P)

From the table, it can be noted that more than half of the teacher-respondents, that is, 12 or 54.55 percent obtained performance rating of 3.50-4.49 based on the latest IPCRF while four or 18.18 percent got 2.50-3.49 performance rating, one or 4.54 percent obtained performance rating of 4.50-5.00 and the remaining five or 22.73 percent did not state their performance rating based on the latest IPCRF for unknown reasons.

The modal performance rating of the teacher-respondents based on the latest IPCRF was posted at 4.00 with an adjectival interpretation of "very satisfactory." This signified that the teacher-respondents highly performed their duties and functions that they obtained very satisfactory performance based on the IPCRF indicating that they were able to accomplish their targets.

Relationship Between the Performance of the Teacher-Respondents and Their Profile Variates

Table 16 discloses the relationship between the performance of the teacher-respondents and their profile variates in terms of the following personal characteristics: age, sex, civil status, highest educational attainment, teaching position, employment status, subjects handled, gross monthly family income, number of years in teaching, number of instructional materials used, number of relevant in-service

Table 16

Relationship Between the Performance of the Teacher-Respondents and Their Profile Variates

Variate	Linear Association		Fisher's t-Value	p-Value	Evaluation/ Decision
	Coeffi-cient	Degree			
Age	.151	Very Weak	0.683	.590	NS / Accept Ho
Sex	.553	Moderate	2.968	.026	S / Reject Ho
Civil Status	-.620	Strong	3.534	.008	S / Reject Ho
Highest Educa-tional Attain-ment	.258	Weak	1.194	.334	NS / Accept Ho
Teaching Position	-.383	Weak	1.854	.143	NS / Accept Ho
Employment Status	.281	Weak	1.309	.274	NS / Accept Ho
Subjects Handled	-.237	Weak	1.091	.378	NS / Accept Ho
Gross Monthly Family Income	.086	Very Weak	0.386	.743	NS / Accept Ho
Numbers of Years in Teaching	-.083	Very Weak	0.372	.770	NS / Accept Ho
Number of IMs Used	.516	Moderate	2.694	.034	S / Reject Ho
Number of Relevant In-Service Trainings	.225	Weak	1.033	.320	NS / Accept Ho
Attitude Toward SHS Implemen-tation	.281	Weak	1.309	.275	NS / Accept Ho

Fisher's t-critical = ±2.086 S = Significant
df = 20 α = .05 NS = Not Significant

trainings, and attitude toward SHS implementation.

Age. In associating relationship between the performance

of the teacher-respondents based on the latest IPCRF and their age, the Pearson's Product-Moment Coefficient of Correlation was utilized whereby the computed value was posted at .151 denoting a very weak linear association. Further test to ascertain the significance of the coefficient value using the Fisher's t-test showed a computed value of 0.683 with a p-value of .590. The critical value was set at $\pm$2.086 with df = 20 and α = .05.

To ascertain the significance of the linear association, the computed value was compared with the critical value and the p-value with the α being guided by the following decision rule: if and when the computed value turned lesser than the critical value and the p-value greater than the α, the noted linear association was not significant thereby accepting the null hypothesis. On the other hand, if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the observed linear association was significant thus reject the null hypothesis.

In the comparison between the computed value and the critical value and the p-value with the α, it was noted that the computed value turned lesser than the critical value while the p-value turned greater than the α. This signified that the linear association between the two aforesaid variables was not significant. Hence, the hypothesis stating, "there is no significant relationship between the performances of the

teacher-respondents based on the latest IPCRF and their age" was accepted. This meant that the age of the teacher-respondents has no influence to their performance based on the latest IPCRF.

Sex. In associating relationship between the performance of the teacher-respondents based on the latest IPCRF and their sex, the Spearman's Rank Coefficient of Correlation was utilized whereby the computed value was posted at .553 denoting a moderate linear association. Further test to ascertain the significance of the coefficient value using the Fisher's t-test showed a computed value of 2.968 with a p-value of .026. The critical value was set at $\pm$2.086 with df = 20 and α = .05.

To ascertain the significance of the linear association, the computed value was compared with the critical value and the p-value with the α being guided by the following decision rule: if and when the computed value turned lesser than the critical value and the p-value greater than the α, the noted linear association was not significant thereby accepting the null hypothesis. On the other hand, if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the observed linear association was significant thus reject the null hypothesis.

In the comparison between the computed value and the critical value and the p-value with the α, it was noted that

the computed value turned greater than the critical value while the p-value turned lesser than the α. This signified that the linear association between the two aforesaid variables was essentially significant. Hence, the hypothesis stating, "there is no significant relationship between the performances of the teacher-respondents based on the latest IPCRF and their sex" was rejected. This meant that the sex of the teacher-respondents significantly influenced their performance based on the latest IPCRF.

The correlation being positive denoted a direct proportional linear relationship suggesting that the female teacher-respondents performed higher than the male teachers based on their latest IPCRF.

Civil Status. In associating relationship between the performance of the teacher-respondents based on the latest IPCRF and their civil status, the Spearman's Rank Coefficient of Correlation was utilized whereby the computed value was posted at -.620 denoting a moderate linear association. Further test to ascertain the significance of the coefficient value using the Fisher's t-test showed a computed value of 3.534 with a p-value of .008. The critical value was set at $\pm$2.086 with df = 20 and α = .05.

To ascertain the significance of the linear association, the computed value was compared with the critical value and the p-value with the α being guided by the following decision

rule: if and when the computed value turned lesser than the critical value and the p-value greater than the α, the noted linear association was not significant thereby accepting the null hypothesis. On the other hand, if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the observed linear association was significant thus reject the null hypothesis.

In the comparison between the computed value and the critical value and the p-value with the α, it was noted that the computed value turned greater than the critical value while the p-value turned lesser than the α. This signified that the linear association between the two aforesaid variables was essentially significant. Hence, the hypothesis stating, "there is no significant relationship between the performances of the teacher-respondents based on the latest IPCRF and their civil status" was rejected. This meant that the civil status of the teacher-respondents significantly influenced their performance based on the latest IPCRF.

The correlation being negative denoted an inverse linear relationship suggesting that the single teacher-respondents performed higher than the married teachers based on their latest IPCRF.

Highest Educational Attainment. In associating relationship between the performance of the teacher-respondents based on the latest IPCRF and their highest

educational attainment, the Spearman's Rank Coefficient of Correlation was utilized whereby the computed value was posted at .258 denoting a weak linear association. Further test to ascertain the significance of the coefficient value using the Fisher's t-test showed a computed value of 1.194 with a p-value of .334. The critical value was set at $\pm$2.086 with df = 20 and α = .05.

To ascertain the significance of the linear association, the computed value was compared with the critical value and the p-value with the α being guided by the following decision rule: if and when the computed value turned lesser than the critical value and the p-value greater than the α, the noted linear association was not significant thereby accepting the null hypothesis. On the other hand, if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the observed linear association was significant thus reject the null hypothesis.

In the comparison between the computed value and the critical value and the p-value with the α, it was noted that the computed value turned lesser than the critical value while the p-value turned greater than the α. This signified that the linear association between the two aforesaid variables was not significant. Hence, the hypothesis stating, "there is no significant relationship between the performances of the teacher-respondents based on the latest IPCRF and their

highest educational attainment" was accepted. This meant that the highest educational attainment of the teacher-respondents has no influence to their performance based on the latest IPCRF.

Teaching Position. In associating relationship between the performance of the teacher-respondents based on the latest IPCRF and their teaching position, the Spearman's Rank Coefficient of Correlation was utilized whereby the computed value was posted at -.383 denoting a weak linear association. Further test to ascertain the significance of the coefficient value using the Fisher's t-test showed a computed value of 1.854 with a p-value of .143. The critical value was set at $\pm$2.086 with df = 20 and α = .05.

To ascertain the significance of the linear association, the computed value was compared with the critical value and the p-value with the α being guided by the following decision rule: if and when the computed value turned lesser than the critical value and the p-value greater than the α, the noted linear association was not significant thereby accepting the null hypothesis. On the other hand, if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the observed linear association was significant thus reject the null hypothesis.

In the comparison between the computed value and the critical value and the p-value with the α, it was noted that

the computed value turned lesser than the critical value while the p-value turned greater than the α. This signified that the linear association between the two aforesaid variables was not significant. Hence, the hypothesis stating, "there is no significant relationship between the performances of the teacher-respondents based on the latest IPCRF and their teaching position" was accepted. This meant that the teaching position of the teacher-respondents has no influence to their performance based on the latest IPCRF.

Employment Status. In associating relationship between the performance of the teacher-respondents based on the latest IPCRF and their employment status, the Spearman's Rank Coefficient of Correlation was utilized whereby the computed value was posted at .281 denoting a weak linear association. Further test to ascertain the significance of the coefficient value using the Fisher's t-test showed a computed value of 1.309 with a p-value of .274. The critical value was set at $\pm$2.086 with df = 20 and α = .05.

To ascertain the significance of the linear association, the computed value was compared with the critical value and the p-value with the α being guided by the following decision rule: if and when the computed value turned lesser than the critical value and the p-value greater than the α, the noted linear association was not significant thereby accepting the null hypothesis. On the other hand, if

and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the observed linear association was significant thus reject the null hypothesis.

In the comparison between the computed value and the critical value and the p-value with the α, it was noted that the computed value turned lesser than the critical value while the p-value turned greater than the α. This signified that the linear association between the two aforesaid variables was not significant. Hence, the hypothesis stating, "there is no significant relationship between the performances of the teacher-respondents based on the latest IPCRF and their employment status" was accepted. This meant that the employment status of the teacher-respondents has no influence to their performance
based on the latest IPCRF.

Subjects Handled. In associating relationship between the performance of the teacher-respondents based on the latest IPCRF and their subjects handled, the Spearman's Rank Coefficient of Correlation was utilized whereby the computed value was posted at -.237 denoting a weak linear association. Further test to ascertain the significance of the coefficient value using the Fisher's t-test showed a computed value of 1.091 with a p-value of .378. The critical value was set at ±2.086 with df = 20 and α = .05.

To ascertain the significance of the linear association, the computed value was compared with the critical value and the p-value with the α being guided by the following decision rule: if and when the computed value turned lesser than the critical value and the p-value greater than the α, the noted linear association was not significant thereby accepting the null hypothesis. On the other hand, if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the observed linear association was significant thus reject the null hypothesis.

In the comparison between the computed value and the critical value and the p-value with the α, it was noted that the computed value turned lesser than the critical value while the p-value turned greater than the α. This signified that the linear association between the two aforesaid variables was not significant. Hence, the hypothesis stating, "there is no significant relationship between the performances of the teacher-respondents based on the latest IPCRF and their subjects handled" was accepted. This meant that the subject handled of the teacher-respondents has no influence to their performance based on the latest IPCRF.

Gross Monthly Family Income. In associating relationship between the performance of the teacher-respondents based on the latest IPCRF and their gross monthly family income, the Spearman's Rank Coefficient of Correlation was utilized

whereby the computed value was posted at .086 denoting a very weak linear association. Further test to ascertain the significance of the coefficient value using the Fisher's t-test showed a computed value of 0.386 with a p-value of .743. The critical value was set at $\pm$2.086 with df = 20 and α = .05.

To ascertain the significance of the linear association, the computed value was compared with the critical value and the p-value with the α being guided by the following decision rule: if and when the computed value turned lesser than the critical value and the p-value greater than the α, the noted linear association was not significant thereby accepting the null hypothesis. On the other hand, if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the observed linear association was significant thus reject the null hypothesis.

In the comparison between the computed value and the critical value and the p-value with the α, it was noted that the computed value turned lesser than the critical value while the p-value turned greater than the α. This signified that the linear association between the two aforesaid variables was not significant. Hence, the hypothesis stating, "there is no significant relationship between the performances of the teacher-respondents based on the latest IPCRF and their gross monthly family income" was accepted. This meant that the gross

monthly family income of the teacher-respondents has no influence to their performance based on the latest IPCRF.

Number of Years in Teaching. In associating relationship between the performance of the teacher-respondents based on the latest IPCRF and their number of years in teaching, the Pearson's Product-Moment Coefficient of Correlation was utilized whereby the computed value was posted at -.083 denoting a very weak linear association. Further test to ascertain the significance of the coefficient value using the Fisher's t-test showed a computed value of 0.372 with a p-value of .770. The critical value was set at $\pm$2.086 with df = 20 and α = .05.

To ascertain the significance of the linear association, the computed value was compared with the critical value and the p-value with the α being guided by the following decision rule: if and when the computed value turned lesser than the critical value and the p-value greater than the α, the noted linear association was not significant thereby accepting the null hypothesis. On the other hand, if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the observed linear association was significant thus reject the null hypothesis.

In the comparison between the computed value and the critical value and the p-value with the α, it was noted that

the computed value turned lesser than the critical value while the p-value turned greater than the α. This signified that the linear association between the two aforesaid variables was not significant. Hence, the hypothesis stating, "there is no significant relationship between the performances of the teacher-respondents based on the latest IPCRF and their number of years in teaching" was accepted. This meant that the number of years in teaching of the teacher-respondents has no influence to their performance based on the latest IPCRF.

Number of Instructional Materials Used. In associating relationship between the performance of the teacher-respondents based on the latest IPCRF and their number of instructional materials used, the Spearman's Rank Coefficient of Correlation was utilized whereby the computed value was posted at .516 denoting a moderate linear association. Further test to ascertain the significance of the coefficient value using the Fisher's t-test showed a computed value of 2.694 with a p-value of .034. The critical value was set at ±2.086 with df = 20 and α = .05.

To ascertain the significance of the linear association, the computed value was compared with the critical value and the p-value with the α being guided by the following decision rule: if and when the computed value turned lesser than the critical value and the p-value greater than the α, the noted

linear association was not significant thereby accepting the null hypothesis. On the other hand, if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the observed linear association was significant thus reject the null hypothesis.

In the comparison between the computed value and the critical value and the p-value with the α, it was noted that the computed value turned greater than the critical value while the p-value turned lesser than the α. This signified that the linear association between the two aforesaid variables was essentially significant. Hence, the hypothesis stating, "there is no significant relationship between the performances of the teacher-respondents based on the latest IPCRF and their number of instructional materials used" was rejected. This meant that the number of instructional materials used of the teacher-respondents significantly influenced their performance based on the latest IPCRF.

The coefficient being positive denoted a direct proportional linear relationship suggesting that the teacher-respondents who used several instructional materials performed higher based on their latest IPCRF than the teachers who used only few IMs.

Number of Relevant In-Service Trainings. In associating relationship between the performance of the teacher-respondents based on the latest IPCRF and their number of

relevant in-service trainings, the Spearman's Rank Coefficient of Correlation was utilized whereby the computed value was posted at .225 denoting a weak linear association. Further test to ascertain the significance of the coefficient value using the Fisher's t-test showed a computed value of 1.033 with a p-value of .320. The critical value was set at $\pm$2.086 with df = 20 and α = .05.

To ascertain the significance of the linear association, the computed value was compared with the critical value and the p-value with the α being guided by the following decision rule: if and when the computed value turned lesser than the critical value and the p-value greater than the α, the noted linear association was not significant thereby accepting the null hypothesis. On the other hand, if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the observed linear association was significant thus reject the null hypothesis.

In the comparison between the computed value and the critical value and the p-value with the α, it was noted that the computed value turned lesser than the critical value while the p-value turned greater than the α. This signified that the linear association between the two aforesaid variables was not significant. Hence, the hypothesis stating, "there is no significant relationship between the performances of the teacher-respondents based on the latest IPCRF and their

number of relevant in-service trainings" was accepted. This meant that the number of relevant in-service trainings of the teacher-respondents has no influence to their performance based on the latest IPCRF.

Attitude Toward Senior High School Implementation. In associating relationship between the performance of the teacher-respondents based on the latest IPCRF and their attitude toward Senior High School implementation, the Spearman's Rank Coefficient of Correlation was utilized whereby the computed value was posted at .281 denoting a weak linear association. Further test to ascertain the significance of the coefficient value using the Fisher's t-test showed a computed value of 1.309 with a p-value of .275. The critical value was set at $\pm$2.086 with df = 20 and α = .05.

To ascertain the significance of the linear association, the computed value was compared with the critical value and the p-value with the α being guided by the following decision rule: if and when the computed value turned lesser than the critical value and the p-value greater than the α, the noted linear association was not significant thereby accepting the null hypothesis. On the other hand, if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the observed linear association was significant thus reject the null hypothesis.

In the comparison between the computed value and the critical value and the p-value with the α, it was noted that the computed value turned lesser than the critical value while the p-value turned greater than the α. This signified that the linear association between the two aforesaid variables was not significant. Hence, the hypothesis stating, "there is no significant relationship between the performances of the teacher-respondents based on the latest IPCRF and their attitude toward Senior High School implementation" was accepted. This meant that the attitude of the teacher-respondents toward Senior High School implementation has no influence to their performance based on the latest IPCRF.

In summary, of the teacher-related variates, sex, number of IMs used and civil status posed significant influence to their performance based on the latest IPCRF while the other variates proved to have no significant influence with it.

Profile of Student-Respondents

This part presents the profile of student-respondents in terms of the following personal characteristics: age and sex, parents' highest educational attainment, parents' occupation, gross monthly family income, tracks/strands, attitude toward schooling, and study habits.

Age and Sex. Table 17 shows the age and sex of the student-respondents.

Table 17

Age and Sex of Student-Respondents

Age	Sex			F	%
	Male	Female	Not Stated		
20	1	1		2	1.25
19	15	4		19	11.88
18	45	40	1	86	53.75
17	22	27		49	30.62
16	0	4		4	2.50
Total	**83**	**76**	**1**	**160**	**100.00**
%	**51.88**	**47.50**	**0.62**	**100.00**	
Mean	**17.79 years old**				
SD	**0.73 year**				

The table shows that the oldest student-respondents was aged 20 years old while the youngest was 16 years of age. Majority of them were aged 18 years old accounting for 86 or 53.75 percent while 49 or 30.62 percent were aged 17 years old and the rest were distributed to the other identified ages.

The mean age of the student-respondents was posted at 17.79 years old with a standard deviation (SD) of 0.73 years. The data signified that more or less the student- respondents were more or less of the same age level with a very slim difference indicating that they were relatively young at their late 10’s.

Moreover, majority of the respondents were male accounting for 83 or 51.88 percent while the female counter part was composed of 76 or 47.50 percent.

The data signified that the male dominated the student-respondents which were unusual compared with most of the previous studies whereby the female dominated the respondents. This indicated that during the data collection, most of the student-respondents available for interview were the males.

Parents' Highest Educational Attainment. Table 18 presents the parents' highest educational attainment of the student-respondents.

Table 18 presents that a number of the fathers of the student-respondents, that is, 49 or 30.63 percent reached

Table 18

Parents' Highest Educational Attainment of Student-Respondents

Highest Educational Attainment	Father		Mother	
	f	%	f	%
College Graduate	7	4.38	12	7.50
College Level	9	5.62	11	6.88
High School Graduate	33	20.62	45	28.12
High School Level	30	18.75	28	17.50
Elementary Graduate	25	15.62	20	12.50
Elementary Level	49	30.63	44	27.50
No Schooling	2	1.25	0	0.00
Not Stated	5	3.13	0	0.00
Total	**160**	**100.00**	**160**	**100.00**

elementary level while 33 or 20.62 percent were high school graduates, 30 or 18.75 percent were high school level, 25 or 15.62 percent were elementary graduates and the rest were distributed to the other identified educational attainment.

Likewise, the same table presents that a number of the mothers of the student-respondents, that is, 45 or 28.12 percent were high school graduates while 44 or 27.50 percent reached the elementary level, 28 or 17.50 percent reached the high school level, 20 or 12.50 percent were elementary graduates and the rest were distributed to the other identified educational attainment.

The foregoing data signified that the parents of the student-respondents were functional literates being schooled in the formal educational system. This indicated that they can read, write and understand simple messages which were an advantage for the students as the parents would be a support system to their studies.

Parents' Occupation. Table 19 reveals the occupation of the parents of the student-respondents.

The table reveals that more than half of the fathers of the student-respondents, that is, 82 or 51.25 percent were fishermen while 30 of them or 18.75 percent were farmers, 16 or 10.00 percent were carpenters and the rest were distributed to the other identified occupations.

On the other hand, Table 5 reveals that a number of the

Table 19

Parents' Occupation of Student-Respondents

Occupation	Father		Mother	
	F	%	f	%
Farmer	30	18.75	25	15.62
Fisherman	82	51.25	4	2.50
Fish Broker	2	1.25	1	0.62
Sari-sari Store Owner	1	0.62	24	15.00
Businessman	0	0.00	4	2.50
Driver	2	1.25	0	0.00
Teacher	4	2.50	9	5.62
Barangay Official	9	5.62	11	6.88
Laborer	2	1.25	3	1.89
Carpenter	16	10.00	0	0.00
Mechanic	3	1.89	0	0.00
Bookkeeper	0	0.00	1	0.62
Housekeeper	0	0.00	64	40.00
Not Stated	9	5.62	14	8.75
Total	**160**	**100.00**	**160**	**100.00**

mothers of the student-respondents, that is, 25 or 15.62 percent were farmers while 24 of them or 15.00 percent were sari-sari store owners and the rest were distributed to the other identified gainful occupations. However, a number of the mothers of the student- respondents, that is, 64 or 40.00 percent were not engaged in gainful occupation being the housekeepers and 14 or 8.75 percent did not disclose their occupations.

The data signified that the fathers and some of the mothers of the student-respondents had regular source of living being engaged in gainful occupations. Some of the

mothers were not gainfully occupied however they took good care of the family to ensure that all the needs of the members were met in support to their working husband.

Gross Monthly Family Income. Table 20 presents the gross monthly family income of the student-respondents.

Table 20 presents that majority of the student-respondents had a monthly family income of less than PhP10,000 accounting for 100 or 62.50 percent while 45 or 28.12 percent earned PhP10,000-PhP29,999 monthly and the rest were distributed to the other identified income brackets.

The data denoted that the family of the student-respondents earned a regular monthly income which they used to defray the monthly financial requirements of the family including the schooling of their children.

Tracks/Strands. Table 21 contains the tracks or strands of the student-respondents.

Table 20

Gross Monthly Family Income of Student-Respondents

Income Bracket	F	%
PhP30,000-PhP49,999	8	5.00
PhP10,000-PhP29,999	45	28.12
Less than PhP10,000	100	62.50
Not Stated	7	4.38
Total	**160**	**100.00**

Table 21

Tracks/Strands of Student-Respondent

Track/Strand	f	%
Academic – GAS	92	57.50
TVL – HE	50	31.25
TVL-ICT	14	8.75
Not Stated	4	2.50
Total	**160**	**100.00**

The table shows that more than half of the student-respondents, that is, 92 or 57.50 percent were enrolled in academics, particularly GAS while 50 or 31.25 percent were under the TVL, particularly in HE, 14 or 8.75 percent were in the TVL specializing ICT and four or 2.50 percent did not state their tracks or strands for unknown reason.

The data signified that the student-respondents were representatives of the different strands or tracks offered in the Senior High Schools under the Schools Division of Samar proportionate to their enrolment.

Attitude Toward Schooling. Table 22 appraises the attitude of the student-respondents toward schooling. There were 19 attitude statements considered whereby the student-respondents signified their agreement or disagreement.

Table 22 shows that the student-respondents "strongly agree" only one attitude statement corresponding to the

Table 22

Attitude of Student-Respondents Toward Schooling

Attitude Statement	WM	I
1. Most of my teachers seem to care about me as a person.	4.21	A
2. My teachers demand too much work from me.	3.43	U
3. Getting a good education is important to me.	4.55	SA
4. The main purpose of education is to help me find a good job.	4.42	A
5. I work harder in school than do most students.	3.80	A
6. I do only enough work in school to get by.	3.68	A
7. School has encouraged me to think for myself.	4.14	A
8. I look forward to going to most of my classes.	3.96	A
9. I should spend more time studying.	4.03	A
10. If my teachers demanded more, I would probably work harder.	4.11	A
11. I feel that I could discuss personal problems with most of my teachers.	3.29	U
12. I am reluctant to participate in most class discussions.	3.39	U
13. I sometimes ask answer from my seatmates during tests.	3.17	U
14. My teachers seem to enjoy teaching.	4.10	A
15. I would consider teaching as a career.	4.29	A
16. I am more concerned with getting good grades than with how much I learn.	3.23	U
17. I try to please my teachers.	3.01	U
18. My school is a safe place.	4.01	A
19. School encourages me to be creative.	4.05	A
Grand Weighted Mean	**3.83**	**A**

Legend:		
4.50-5.00	Strongly Agree	(SA)
3.50-4.49	Agree	(A)
2.50-3.49	Uncertain	(U)
1.50-2.49	Disagree	(D)
1.00-1.49	Strongly Disagree	(SD)
	Weighted Mean	(WM)
	Interpretation	(I)

statement stating: "getting a good education is important to me," with a weighted mean of 4.55. Twelve of the attitude statements were "agreed" by this group of respondents with weighted means ranging from 3.68 to 4.42. The attitude statements that obtained the highest and the least weighted means, respectively, corresponded to the statements stating: "the main purpose of education is to help me find a good job;" and "I do only enough work in school to get by."

The remaining attitude statements were appraised by the student-respondents as "uncertain" with weighted means ranging from 3.01 to 3.43. The attitude statement with the least weighted mean corresponded to the statement stating, "I try to please my teachers."

Taken as a whole, the student-respondents "agreed" on their attitude toward schooling being manifested by the grand weighted mean of 3.83. This signified that the student-respondents had a highly favorable attitude toward schooling which served as their motivation despite the hardship they encountered as Senior High School students.

Study Habits. Table 23 appraises the study habits of the student-respondents. There were 28 study habits considered whereby the respondents signified the regularity of their practice with each habit.

Table 23 presents that the student-respondents

Table 23

Study Habits of Student-Respondents

Study Habit	WM	I
1. I make a master schedule for every grading period.	3.58	F
2. I update my master schedule weekly/daily.	3.21	S
3. I stick to my master schedule.	3.10	S
4. I allow time for exercise and socializing with friends.	3.77	F
5. I get at least 6 hours of sleep each night.	3.45	S
6. I study at least 2 hours for every subject.	3.19	S
7. I get my assignments done on time.	3.47	S
8. I regularly attend my classes.	4.57	A
9. I have an area where I always go to study.	3.79	F
10. My study area is free from noise and distractions.	3.48	S
11. I have all my supplies near me when I study.	3.27	S
12. My area is comfortable.	3.78	F
13. I let my friend leave me alone when I want to study.	3.28	S
14. I prefer to study at the same time watching TV.	3.22	S
15. I prefer to study in the environment with music.	3.15	S
16. I study for each class every day.	3.16	S
17. I start reviewing for major exams at under time management.	3.42	S
18. I join a study group.	3.63	F
19. I attend extra help sessions or class hours provided by the teacher.	3.15	S
20. I engage in drill and practice particularly on the possible type of tests (essay, multiple choice, etc.).	3.78	F
21. I do read my lecture notes when I study.	3.91	F
22. I prepare my books, lecture notes, and other materials that I can use during my review/study.	3.87	F
23. I take notes in class, keep up with the teacher, and understand the concepts at the same time.	3.68	F
24. I devise an efficient system of note taking.	3.40	S

Table 23 continued

Study Habit	WM	I
25. I do library work before I study.	2.78	S
26. I can determine "important stuff" to take note and the cues to consider it as an important stuff.	3.62	F
27. In addition to highlighting, I make notes as I read class materials.	3.68	F
28. I put class notes or notes from texts into my own words.	3.63	F
Grand Weighted Mean	**3.49**	**S**

Legend:

4.50-5.00	Always	(A)
3.50-4.49	Frequently	(F)
2.50-3.49	Sometimes	(S)
1.50-2.49	Rarely	(R)
1.00-1.49	Never	(N)
Weighted Mean		(WM)
Interpretation		(I)

considered one study habit as "always" practiced by them corresponding to "I regularly attend my classes," with weighted mean of 4.57 while they considered 12 study habits as "frequently" practiced by them with weighted means ranging from 3.58 t0 3.91. The study habits that obtained the highest and the least weighted means, respectively, corresponded to "I do read my lecture notes when I study;" and "I make a master schedule for every grading period."

The remaining 15 study habits was appraised by the student-respondents as "sometimes" practiced by them with weighted means ranging from 2.78 to 3.48. In these study habits, the indicators that obtained the highest and the least

weighted means, respectively, corresponded to: "My study area is free from noise and distractions;" and "I do library work before I study."

Taken as a whole, the student-respondents considered their study habits as "sometimes" practiced by them being shown by the grand weighted mean of 3.49. This signified that the student-respondents did not have regular study habits which they practiced frequently but they did it sometimes only as the need arises.

Academic Performance Based on the Mean Grade of the First and Second Quarters

Table 24 discloses the academic performance of the student-respondents based on the mean grade of the first and second quarters.

Table 24

Academic Performance of Student-Respondents Based on the Mean Grade of the First and Second Quarters

Academic Rating	f	%
92-94	15	9.38
89-91	39	24.37
86-88	50	31.25
83-85	41	25.62
80-82	15	9.38
Total	**160**	**100.00**
Mean	**87.28**	
SD	**3.34**	

From the table, it can be gleaned that a number of the student-respondents, that is, 50 or 31.25 percent obtained a mean rating of 86-88 during the first and second quarters while 41 or 25.62 percent obtained 83-85, 39 or 24.37 percent got a mean rating of 89-91 and the rest were distributed to the other identified mean ratings.

The mean academic performance of the student-respondents during the first and second quarters was posted at 87.28 percent with a SD of 3.34. The data indicated that the student-respondents manifested highly favorable academic performance with a mean rating surpassing the mastery level set by the DepEd which was 85 percent.

Relationship Between the Academic Performance of Student-Respondents and Their Profile Variates

Table 25 reveals the relationship between the academic performance of student-respondents and their profile variates in terms of the following personal characteristics: age, sex, parents' highest educational attainment, parents' occupation, gross monthly family income, tracks/strands, attitude toward schooling and study habits.

Age. In associating relationship between the academic performance of student-respondents and their age, the Pearson's Product-Moment Coefficient of Correlation was utilized whereby the computed value was posted at .081

Table 25

Relationship Between the Academic Performance of Student-Respondents and Their Profile Variates

Variate	Linear Association		Fisher's t-Value	p-Value	Evaluation/ Decision
	Coeffi-cient	Degree			
Age	.081	Very Weak	1.022	.307	NS / Accept Ho
Sex	-.139	Very Weak	1.764	.081	NS / Accept Ho
Parents' Highest Educa-tional Attain-ment	.189	Very Weak	2.419	.017	S / Reject Ho
Parents' Occupa-tion	.334	Weak	4.454	.000	S / Reject Ho
Gross Monthly Family Income	.111	Very Weak	1.404	.170	NS / Accept Ho
Tracks/ Strands	-.200	Weak	2.566	.012	S / Reject Ho
Attitude Toward Schooling	.250	Weak	3.246	.001	S / Reject Ho
Study Habits	.125	Very Weak	1.584	.116	NS / Accept Ho

Fisher's t-critical = ±1.975 S = Significant
df = 158 α = .05 NS = Not Significant

denoting a very weak linear association. Further test to ascertain the significance of the coefficient value using the Fisher's t-test showed a computed value of 1.022 with a p-value of .307. The critical value was set at ±1.975 with

df = 158 and α = .05.

To ascertain the significance of the linear association, the computed value was compared with the critical value and the p-value with the α being guided by the following decision rule: if and when the computed value turned lesser than the critical value and the p-value greater than the α, the noted linear association was not significant thereby accepting the null hypothesis. On the other hand, if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the observed linear association was significant thus reject the null hypothesis.

In the comparison between the computed value and the critical value and the p-value with the α, it was noted that the computed value turned lesser than the critical value while the p-value turned greater than the α. This signified that the linear association between the two aforesaid variables was not significant. Hence, the hypothesis stating, "there is no significant relationship between the academic performance of student-respondents and their age" was accepted. This meant that the age of the student-respondents has no influence to their academic performance during the first and second quarters.

Sex. In associating relationship between the academic performance of student-respondents and their sex, the Spearman's Rank Coefficient of Correlation was utilized

whereby the computed value was posted at -.139 denoting a very weak linear association. Further test to ascertain the significance of the coefficient value using the Fisher's t-test showed a computed value of 1.764 with a p-value of .081. The critical value was set at $\pm$1.975 with df = 158 and α = .05.

To ascertain the significance of the linear association, the computed value was compared with the critical value and the p-value with the α being guided by the following decision rule: if and when the computed value turned lesser than the critical value and the p-value greater than the α, the noted linear association was not significant thereby accepting the null hypothesis. On the other hand, if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the observed linear association was significant thus reject the null hypothesis.

In the comparison between the computed value and the critical value and the p-value with the α, it was noted that the computed value turned lesser than the critical value while the p-value turned greater than the α. This signified that the linear association between the two aforesaid variables was not significant. Hence, the hypothesis stating, "there is no significant relationship between the academic performance of student-respondents and their sex" was accepted. This meant that the sex of the student-respondents has no influence

to their academic performance during the first and second quarters.

Parents' Highest Educational Attainment. In associating relationship between the academic performance of student-respondents and their parents' highest educational attainment, the Spearman's Rank Coefficient of Correlation was utilized whereby the computed value was posted at .189 denoting a very weak linear association. Further test to ascertain the significance of the coefficient value using the Fisher's t-test showed a computed value of 2.419 with a p-value of .017. The critical value was set at $\pm$1.975 with df = 158 and α = .05.

To ascertain the significance of the linear association, the computed value was compared with the critical value and the p-value with the α being guided by the following decision rule: if and when the computed value turned lesser than the critical value and the p-value greater than the α, the noted linear association was not significant thereby accepting the null hypothesis. On the other hand, if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the observed linear association was significant thus, reject the null hypothesis.

In the comparison between the computed value and the critical value and the p-value with the α, it was noted that the computed value turned greater than the critical value

while the p-value turned lesser than the α. This signified that the linear association between the two aforesaid variables was essentially significant. Hence, the hypothesis stating, "there is no significant relationship between the academic performance of student-respondents and their parents' highest educational attainment" was rejected. This meant that the parents' highest educational attainment of the student-respondents significantly influenced their academic performance during the first and second quarters.

The coefficient being positive denoted a direct proportional linear association suggesting that student-respondents with parents who had reached higher educational attainment obtained higher academic performance also during the first and second quarters than those with parents whose educational attainment were lower. This could be attributed to the fact that parents who earned higher educational attainment could somehow help the studies of their students particularly on their assignments.

Parents' Occupation. In associating relationship between the academic performance of student-respondents and their parents' occupation, the Spearman's Rank Coefficient of Correlation was utilized whereby the computed value was posted at .334 denoting a weak linear association. Further test to ascertain the significance of the coefficient value using the Fisher's t-test showed a computed value of 4.454

with a p-value of .000. The critical value was set at ±1.975 with df = 158 and α = .05.

To ascertain the significance of the linear association, the computed value was compared with the critical value and the p-value with the α being guided by the following decision rule: if and when the computed value turned lesser than the critical value and the p-value greater than the α, the noted linear association was not significant thereby accepting the null hypothesis. On the other hand, if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the observed linear association was significant thus reject the null hypothesis.

In the comparison between the computed value and the critical value and the p-value with the α, it was noted that the computed value turned greater than the critical value while the p-value turned lesser than the α. This signified that the linear association between the two aforesaid variables was essentially significant. Hence, the hypothesis stating, "there is no significant relationship between the academic performance of student-respondents and their parents' occupation" was rejected. This meant that the parents' highest educational attainment of the student-respondents significantly influenced their academic performance during the first and second quarters.

The coefficient being positive denoted a direct

proportional linear association suggesting that student-respondents with parents with a more stable gainful occupation obtained higher academic performance also during the first and second quarters than those with parents whose occupation were not gainful. This could be attributed to the fact that parents who earned regular income could somehow help the studies of their children particularly in providing them the necessary school materials.

Gross Monthly Family Income. In associating relationship between the academic performance of student-respondents and their gross monthly family income, the Spearman's Rank Coefficient of Correlation was utilized whereby the computed value was posted at .111 denoting a very weak linear association. Further test to ascertain the significance of the coefficient value using the Fisher's t-test showed a computed value of 1.404 with a p-value of .170. The critical value was set at $\pm$1.975 with df = 158 and α = .05.

To ascertain the significance of the linear association, the computed value was compared with the critical value and the p-value with the α being guided by the following decision rule: if and when the computed value turned lesser than the critical value and the p-value greater than the α, the noted linear association was not significant thereby accepting the null hypothesis. On the other hand, if and when the computed value turned greater than the critical

value and the p-value turned lesser than the α, the observed linear association was significant thus reject the null hypothesis.

In the comparison between the computed value and the critical value and the p-value with the α, it was noted that the computed value turned lesser than the critical value while the p-value turned greater than the α. This signified that the linear association between the two aforesaid variables was not significant. Hence, the hypothesis stating, "there is no significant relationship between the academic performance of student-respondents and their gross monthly family income" was accepted. This meant that the gross monthly family income of the parents' has no influence to their academic performance during the first and second quarters.

Tracks/Strands. In associating relationship between the academic performance of student-respondents and their tracks/strands, the Spearman's Rank Coefficient of Correlation was utilized whereby the computed value was posted at -.200 denoting a weak linear association. Further test to ascertain the significance of the coefficient value using the Fisher's t-test showed a computed value of 2.566 with a p-value of .012. The critical value was set at $\pm$1.975 with df = 158 and α = .05.

To ascertain the significance of the linear association, the computed value was compared with the critical value and

the p-value with the α being guided by the following decision rule: if and when the computed value turned lesser than the critical value and the p-value greater than the α, the noted linear association was not significant thereby accepting the null hypothesis. On the other hand, if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the observed linear association was significant thus reject the null hypothesis.

In the comparison between the computed value and the critical value and the p-value with the α, it was noted that the computed value turned greater than the critical value while the p-value turned lesser than the α. This signified that the linear association between the two aforesaid variables was essentially significant. Hence, the hypothesis stating, "there is no significant relationship between the academic performance of student-respondents and their tracks or strands" was rejected. This meant that the tracks or strands of the student-respondents significantly influenced their academic performance during the first and second quarters.

The coefficient being negative denoted an inverse linear association suggesting that student-respondents with academic strands obtained higher academic performance also during the first and second quarters than those with TVL strands. This could be attributed to the fact that students with academic

strands focused more on their studies than students with TVL strands who focused more on skills development.

Attitude Toward Schooling. In associating relationship between the academic performance of student-respondents and their attitude toward schooling, the Spearman's Rank Coefficient of Correlation was utilized whereby the computed value was posted at .250 denoting a weak linear association. Further test to ascertain the significance of the coefficient value using the Fisher's t-test showed a computed value of 3.246 with a p-value of .001. The critical value was set at $\pm$1.975 with df = 158 and α = .05.

To ascertain the significance of the linear association, the computed value was compared with the critical value and the p-value with the α being guided by the following decision rule: if and when the computed value turned lesser than the critical value and the p-value greater than the α, the noted linear association was not significant thereby accepting the null hypothesis. On the other hand, if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the observed linear association was significant thus reject the null hypothesis.

In the comparison between the computed value and the critical value and the p-value with the α, it was noted that the computed value turned greater than the critical value while the p-value turned lesser than the α. This signified

that the linear association between the two aforesaid variables was essentially significant. Hence, the hypothesis stating, "there is no significant relationship between the academic performance of student-respondents and their attitude toward schooling" was rejected. This meant that the attitude of the student-respondents toward schooling significantly influenced their academic performance during the first and second quarters.

The coefficient being positive denoted a direct proportional linear association suggesting that student-respondents with highly favorable attitude toward schooling obtained higher academic performance also during the first and second quarters than those with less favorable attitude toward it. This could be attributed to the fact that students with favorable attitude toward schooling were highly motivated with their studies so that they garnered better performance rating during the first and second quarters.

Study Habits. In associating relationship between the academic performance of student-respondents and their study habits, the Spearman's Rank Coefficient of Correlation was utilized whereby the computed value was posted at .125 denoting a very weak linear association. Further test to ascertain the significance of the coefficient value using the Fisher's t-test showed a computed value of 1.584 with a p-

value of .116. The critical value was set at ±1.975 with df = 158 and α = .05.

To ascertain the significance of the linear association, the computed value was compared with the critical value and the p-value with the α being guided by the following decision rule: if and when the computed value turned lesser than the critical value and the p-value greater than the α, the noted linear association was not significant thereby accepting the null hypothesis. On the other hand, if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the observed linear association was significant thus reject the null hypothesis.

In the comparison between the computed value and the critical value and the p-value with the α, it was noted that the computed value turned lesser than the critical value while the p-value turned greater than the α. This signified that the linear association between the two aforesaid variables was not significant. Hence, the hypothesis stating, "there is no significant relationship between the academic performance of student-respondents and their study habits" was accepted. This meant that the study habits of the student-respondents had no influence to their academic performance during the first and second quarters.

In summary, of the student-related variates, parents' highest educational attainment, parents' occupation,

tracks/strands and attitude toward schooling posed significant influence to their academic performance based on the first and second quarters. The other variates proved to have no influence with it.

Profile of School Administrator-Respondents

This section presents the profile of school administrator-respondents in terms of age and sex, civil status, highest educational attainment, administrative position, gross monthly family income, number of years as school administrator, latest performance rating based on the OPCRF, number of relevant in-service trainings, and attitude toward SHS implementation.

Age and Sex. Table 26 provides the age and sex distribution of school administrator-respondents.

It can be gleaned from the table that, the school administrator-respondents were evenly distributed to the following ages: 45, 35, 31, and 30 years old whereby one each or 25.00 percent fell on the identified ages. Consequently, the mean age of the school administrator-respondents was posted at 35.25 years old with a SD of 6.85 years.

The data signified that an age gap of more or less seven years could be noted in the ages of the school administrators and being at their mid-30s, they could be still considered as relatively young with vigor and in the best of their health

Table 26

Age and Sex Distribution of School Administrator-Respondents

Age	Sex		Total (f)	%
	Male	Female		
45	1	0	1	25.00
35	1	0	1	25.00
31	0	1	1	25.00
30	0	1	1	25.00
Total	**2**	**2**	**4**	**100.00**
%	**50.00**	**50.00**	**100.00**	
Mean		**35.25 years old**		
SD		**6.85 years**		

being at the height of their career as school administrator.

Furthermore, half of the school administrator-respondents, that is, two or 50.00 percent were male and the other two or 50.00 percent were female. The data signified that the school administrator-respondents shared equally when they were accounted for by sex. This indicated that both sexes got the probability of being promoted to the administrative level although usually the female power was observed in most schools, in this district a shared responsibility was the culture.

Civil Status. Table 27 contains the civil status of school administrator-respondents.

The table shows that of the four school administrator-

Table 27

Civil Status of School Administrator-Respondents

Civil Status	f	%
Single	3	75.00
Married	1	25.00
Total	**4**	**100.00**

respondents, majority of them were still single accounting for three or 75.00 percent. The remaining one or 25.00 percent was married.

The data signified that most of the school administrator-respondents put premium to their job being the head of the school and they neglected their selves to establish their own family aside from their parents and siblings.

Highest Educational Attainment. Table 28 reveals the highest educational attainment of school administrator-respondents.

From the table, it can be gleaned that majority of them were with master's units accounting for three or 75.00 percent. The remaining one or 25.00 percent was a baccalaureate degree holder.

The data signified that the school administrator-respondents qualified themselves for the position that aside

Table 28

Highest Educational Attainment of School Administrator-Respondents

Educational Level	f	%
With Master's Units	3	75.00
Baccalaureate Degree	1	25.00
Total	**4**	**100.00**

from the minimum requirements at their entrance as teachers, they pursued advance education. However, due to the fact that they were less than the educational requirement for the principal position and the absence of PMAT result, they were appointed as head teachers or teacher-in-charge.

Administrative Position. Table 29 presents the administrative position of school administrator-respondents.

Table 29 presents that half of the school administrator-respondents, that is, two or 50.00 percent were appointed as head teachers while one or 25.00 percent was a full-fledged principal and the remaining one or 25.00 percent was a teacher-in-charge.

The data manifested that the school administrator-respondents fell into the three categories of administrative position based on their educational qualification, eligibility, and number of years of experience. Furthermore, only one complied with the three

Table 29

Administrative Position of School Administrator-Respondents

Position	f	%
Principal	1	25.00
Head Teacher	2	50.00
Teacher-in-Charge	1	25.00
Total	**4**	**100.00**

requirements however, due to the exigency of the service, the three were designated as school administrator with the appointment based on the hierarchical organizational structure of the DepEd.

Gross Monthly Family Income. Table 30 contains the gross monthly family income of the school administrator-respondents.

From the table, it can be noted that majority of the school administrator-respondents disclosed a gross monthly family income of Php10,000-Php29,999 accounting for three or 75.00 percent. The remaining one or 25.00 percent revealed that their gross monthly family income was less than Php10,000.

Eventually, the modal gross monthly family income was posted at Php19,999.50. This indicated that the school administrator-respondents earned sufficiently that would

Table 30

Gross Monthly Family Income of School Administrator-Respondents

Income Bracket	f	%
Php10,000-Php29,999	3	75.00
Less than Php10,000	1	25.00
Total	**4**	**100.00**
Modal Income	**Php19,999.50**	

able to finance the basic and nutritional needs of the members of the family including the educational needs of schooling member.

Number of Years as School Administrator. Table 31 contains the number of years as school administrator of school administrator-respondents.

The table shows that half of the school administrator-respondents, that is, two or 50.00 percent had been in the service as school administrator for one year while one or 25.00 percent for two years, and the remaining one or 25.00 percent kept silent about his number of years as school administrator.

Consequently, the median number of years as school administrator of the school administrator-respondents was posted at 1 year with an average deviation (AD) of 0.58 year. The data signified that the school administrator-respondents

Table 31

Number of Years as School Administrator of School Administrator-Respondents

Years of Service	f	%
2	1	25.00
1	2	50.00
Not Stated	1	25.00
Total	**4**	**100.00**
Median	**1 year**	
AD	**0.58 year**	

were newly installed to their present designation which indicated that they still need support from the DepEd to enhance their supervisory skills through providing them the necessary relevant in-service trainings. But despite their being neophytes, they discharged their duties and responsibilities to the best of their knowledge.

Latest Performance Rating. Table 32 reveals the latest performance rating of the school administrator-respondents based on the OPCRF.

The table shows that majority of the school administrator-respondents garnered a performance rating equivalent to "very satisfactory" accounting for three or 75.00 percent while the remaining one or 25.00 percent got a "satisfactory" performance rating.

Table 32

Latest Performance Rating Based on the OPCRF of School Administrator-Respondents

Rating	f	%
Very Satisfactory	3	75.00
Satisfactory	1	25.00
Total	**4**	**100.00**

The data signified that the school administrator-respondents manifested exemplary performance which signified that they were able to successfully accomplish their committed targets reflected in their OPCRF.

Number of Relevant In-Service Training. Table 33 presents the number of relevant in-service trainings of the school administrator-respondents.

Table 33 shows that the school administrator-respondents had attended national and regional trainings. The mean number per level was: national, one training with a SD of 0.00 training; and regional, one training with a SD of 0.00 training.

Consequently, the overall weighted mean of relevant in-service trainings of school administrator-respondents was posted at three with an adjectival interpretation of oftentimes. This signified that the school administrator-respondents usually attended relevant in-service trainings in

Table 33

Number of Relevant In-Service Training of School Administrator-Respondents

Level	Weighted Mean	Interpretation
National	2	Sometimes
Regional	3	Oftentimes
Division	4	Always
Overall	**3**	**Oftentimes**

Legend: 4 Always
3 Oftentimes
2 Sometimes
1 Never

the different levels as part of their functions as school administrators which indicated that they were updated with current trends and development of the DepEd curricula. However, in the national level trainings, they were wanting; thus, the management should provide them the opportunity to give them firsthand information on the curricular changes from the central office.

Attitude Toward SHS Implementation. Table 34 appraises the attitude of the school administrator-respondents toward SHS implementation. There were 10 attitude statements included here whereby the respondents signified their agreement or disagreement in each statement.

Table 34 presents that of the 10 attitude statements, the school administrator-respondents "strongly agreed" eight

Table 34

Attitude of School Administrator-Respondents Toward SHS Implementation

Attitude Statement	WM	I
1. I conform on the implementation of the SHS.	4.75	SA
2. I believe that the implementation of the SHS is an avenue to hone the skills of the students.	4.25	A
3. I perceived that SHS prepares the students for their college education.	4.50	SA
4. SHS prepares the students establish the career.	5.00	SA
5. I advocate for the full implementation of SHS.	4.50	SA
6. SHS can improve the way of life of the students.	4.75	SA
7. SHS can help communities improve and develop through its constituents with skills.	4.25	A
8. I am challenged with the SHS implementation despite its multi-tasking scheme due to lack of enough to teachers to handle subjects.	4.50	SA
9. I am interested in taking part of the SHS implementation in all aspects.	4.75	SA
10. I am interested to improve my teaching skills and pedagogies to be effective in transferring technology to my SHS students.	4.75	SA
Grand Weighted Mean	**4.60**	**SA**

Legend:			
	4.50-5.00	Strongly Agree	(SA)
	3.50-4.49	Agree	(A)
	2.50-3.49	Uncertain	(U)
	1.50-2.49	Disagree	(D)
	1.00-1.49	Strongly Disagree	(SD)
		Weighted Mean	(WM)
		Interpretation	(I)

statements with weighted means ranging from 4.50 to 5.00. These statements include the following: “SHS prepares the students establish the career,” “I conform on the implementation of the SHS,” “SHS can improve the way of life of the students,” “I am interested in taking part of the SHS implementation in all aspects,” “I am interested to improve my teaching skills and pedagogies to be effective in transferring technology to my SHS students,” “I believe that the implementation of the SHS is an avenue to hone the skills of the students,” and “SHS can help communities improve and develop through its constituents with skills.”

The remaining two statements were equally “agreed” by the same group of respondents with the same weighted mean of 4.25. The statements referred to corresponded to the following: “I believe that the implementation of the SHS is an avenue to hone the skills of the students” and “SHS can help communities improve and develop through its constituents with skills.”

Taken as a whole, the school administrators “strongly agreed” their attitude toward the SHS implementation being manifested by the grand weighted mean of 4.60. This indicated that the school administrators had a very favorable attitude toward SHS implementation as they believed that this curriculum could prepare the students to establish their career in the future through their college education.

Implementation of the Senior High School

This part appraises the implementation of the Senior High School as perceived by the teacher- and school administrator-respondents along availability of learning resources, curriculum implementation, status of school buildings and laboratories and sufficiency of equipment.

Availability of Learning Resources. Table 35 appraises the implementation of the Senior High School as perceived by the teacher- and school administrator-respondents along availability of learning resources. There were seven

Table 35

Implementation of the Senior High School Along Availability of Learning Resources

Indicator	Teachers		School Administrators	
	WM	I	WM	I
1. Curriculum Guide	4.50	EA	4.00	HA
2. Teaching Guide	3.18	MA	3.25	MA
3. Learning Materials	3.10	MA	3.00	MA
4. Contextualized Materials	2.81	MA	2.50	MA
5. Teacher's Module	3.00	MA	3.00	MA
6. Textbook	2.00	SA	1.00	NA
7. Interned	3.00	MA	1.00	NA
Grand Weighted Mean	**3.08**	**MA**	**2.54**	**MA**

Legend:		
4.50-5.00	Extremely Available	(EA)
3.50-4.49	Highly Available	(HA)
2.50-3.49	Moderately Available	(MA)
1.50-2.49	Slightly Available	(SA)
1.00-1.49	Not Available	(NA)
	Weighted Mean	(WM)
	Interpretation	(I)

indicators considered in this area whereby the respondents signified the availability of each indicator.

As gleaned from Table 35, the teacher-respondents appraised as "extremely available" one indicator corresponding to "curriculum guide," with a weighted mean of 4.50. Five of the indicators were appraised by the same group as "moderately available," with weighted means ranging from 2.81 to 3.18. The indicators that obtained the highest and the least weighted means, respectively, corresponded to: "teaching guide;" and "contextualized materials." The remaining indicator was considered by this group as "slightly available," which corresponded to "textbook," with a weighted mean of 2.81.

Taken as a whole, the teacher-respondents considered learning resources as "moderately available" being manifested by the grand weighted mean of 3.08. This indicated that the teacher-respondents appraised the availability of learning resources in the implementation of the senior high school as moderate which suggested that the teacher-respondents should develop some for use in their teaching to be effective.

Likewise, the same table presents that from the point of view of the school administrators, they considered "Curriculum Guide" as "highly available" with a weighted mean of 4.00. Four indicators were considered by the same group as "moderately available" with weighted means ranging from 3.00

to 3.50. In these indicators, "learning materials" obtained the least weighted mean, while "contextualized materials" obtained the highest. The remaining indicators were appraised by this group as "not available."

Taken as a whole, the school administrator-respondents appraised the availability of learning resources as "moderately available" being shown by the grand weighted mean of 2.54 which suggested that the school administrator-respondents believed that teachers should develop some learning resources for use in their teaching to be effective.

In summary, the two groups of respondents arrived at a similar perception as regards the availability of learning resources. Both groups considered it "moderately available." However, they differed in the numerical assessments relative to the foregoing issue. While the school administrators gave a grand weighted mean of 3.08, the teachers gave 2.54.

Curriculum Implementation. Table 36 appraises the implementation of the Senior High School as perceived by the teacher- and school administrator-respondents along curriculum implementation. There were nine indicators considered in this area whereby the respondents signified the extent of implementation of each indicator.

The table shows that the teacher-respondents considered one indicator in this area as "extremely implemented" with a weighted means 4.50. This indicator corresponded to the

Table 36

Implementation of the Senior High School along Curriculum Implementation

Indicator	Teachers		School Administrators	
	WM	**I**	**WM**	**I**
1. School leadership that uses the CGs and TGs in evaluating teacher's DLP/DLL – Checklist	4.43	HI	4.50	EI
2. School leadership that uses the CGs and TGs in evaluating teacher's DLP/DLL - Remarks in the DLPs/DLLs	4.32	HI	4.00	HI
3. Classroom assessment policies and guidelines per D. O. # 8, s. 2015 is strictly observed - Table of Specifications (Test Map)	4.36	HI	4.50	EI
4. Classroom assessment policies and guidelines per D. O. # 8, s. 2015 is strictly observed - Teacher-Made Test	4.41	HI	4.50	EI
5. Classroom assessment policies and guidelines per D. O. # 8, s. 2015 is strictly observed - Item Analysis	4.14	HI	4.00	HI
6. Classroom assessment policies and guidelines per D. O. # 8, s. 2015 is strictly observed - Interventions Made out of the Assessment Results	4.32	HI	4.25	HI
7. 21st Century skills are embedded in all learning areas - DLPs/DLLs	4.45	HI	4.50	EI
8. 21st Century skills are embedded in all learning areas - Summative Assessments	4.36	HI	4.50	EI
9. 21st Century skills are embedded in all learning areas - Instructional Materials	4.50	EI	4.50	EI
Grand Weighted Mean	**4.36**	**HI**	**4.36**	**HI**

Legend:			
	4.50-5.00	Extremely Implemented	(EI)
	3.50-4.49	Highly Implemented	(HI)
	2.50-3.49	Moderately Implemented	(MI)
	1.50-2.49	Slightly Implemented	(SI)
	1.00-1.49	Not Implemented	(NI)
		Weighted Mean	(WM)
		Interpretation	(I)

following: "21st Century skills are embedded in all learning areas - Instructional Materials." The remaining eight indicators were considered by this group as "highly implemented" with weighted means ranging from 4.14 to 4.45. Corollarily, the indicators that obtained the highest and the least weighted means, respectively, corresponded to: "21st Century skills are embedded in all learning areas - DLPs/DLLs" and "classroom assessment policies and guidelines per D. O. Number 8, s. 2015 is strictly observed- Item Analysis."

Taken as a whole the teacher-respondents appraised the curriculum implementation as "highly implemented" being shown by the grand weighted mean of 4.36. This indicated that the level of implementation of Senior High School along curriculum implementation was high indicating that the Senior High School was highly implemented in accordance with its guidelines.

The same table reveals that the school administrator-respondents appraised six indicators in this area as "extremely implemented" with the same weighted means 4.50. These indicators corresponded to the following: "school leadership that uses the CGs and TGs in evaluating teacher's DLP/DLL – Checklist," "classroom assessment policies and guidelines per D. O. # 8, s. 2015 is strictly observed - Table of Specifications (Test Map)," "classroom assessment policies and guidelines per D. O. # 8, s. 2015 is strictly observed -

Teacher-Made Test," "21st Century skills are embedded in all learning areas - DLPs/DLLs," "21st Century skills are embedded in all learning areas - Summative Assessments," and "21st Century skills are embedded in all learning areas - Instructional Materials."

The remaining three indicators were considered by the same group of respondents as "highly implemented" with weighted means ranging from 4.00 to 4.25. Eventually, the indicator that obtained the highest weighted mean from these indicators corresponded to: "classroom assessment policies and guidelines per D. O. # 8, s. 2015 is strictly observed - Interventions Made out of the Assessment Results."

Taken as a whole, the school administrator-respondents averred that the implementation of SHS along curriculum implementation was "highly implemented" also being manifested by the grand weighted mean of 4.36. This indicated that the Senior High School was highly implemented in accordance with its guidelines.

In summary, the two groups of respondents arrived at a similar evaluation on the implementation of the SHS along curriculum implementation. Both of them considered it as "highly implemented with the same grand weighted mean.

Status of School Buildings and Laboratories. Table 37 appraises the implementation of the Senior High School as perceived by the teacher- and school administrator-

Table 37

Implementation of the Senior High School along Status of School Buildings and Laboratories

Building/Laboratory	Teachers		School Administrators	
	WM	I	WM	I
1. School Classroom	2.77	C	2.50	C
2. Science Laboratory	2.00	OGC	1.67	OGC
3. Computer Laboratory	2.50	C	2.00	OGC
4. AFA Laboratory	1.00	NYS	1.00	NYS
5. HE Laboratory	1.77	OGC	1.00	NYS
6. IA Laboratory	1.00	NYS	1.00	NYS
7. ICT Laboratory	2.19	OGC	1.00	NYS
8. Arts and Design Laboratory	1.00	NYS	1.00	NYS
9. Sports Laboratory	1.00	NYS	1.00	NYS
10. Maritime Laboratory	1.00	NYS	1.00	NYS
Grand Weighted Mean	**1.62**	**OGC**	**1.32**	**NYS**

Legend:		
2.50-3.00	Completed	(C)
1.50-2.49	On Going Construction	(OGC)
1.00-1.49	Not Yet Started	(NYS)
	Weighted Mean	(WM)
	Interpretation	(I)

respondents along status of school buildings and laboratories. There were 10 indicators considered in this area whereby the respondents signified the extent of completion of each indicator.

Table 37 presents that, the teacher-respondents considered two indicators corresponding to school classroom and computer laboratory as “completed” with a weighted mean of 2.77 and 2.50, respectively. Three indicators were appraised by this group as “on-going construction” corresponding to: ICT laboratory, Science laboratory, and HE

laboratory with weighted means of 2.19, 2.00 and 1.77, respectively. The rest were considered "not yet started."

Taken as a whole, the teacher-respondents appraised status of school buildings and laboratories as "on-going construction" being manifested by the grand weighted mean of 1.62. This indicated that as to school buildings and laboratories the teacher-respondents viewed it as moderately implemented in the SHS program.

Likewise, the same table presents that the school administrator-respondents assessed the implementation of the SHS along school classroom as "completed" with a weighted mean of 2.50 while school buildings and laboratories as "on-going construction." These corresponded to the following: "computer laboratory," and "science laboratory" with weighted means of 2.00, and 1.67, respectively. The remaining indicators were considered by the same group of respondents as "not yet started."

Taken as a whole, the school administrators assessed the implementation of SHS along school buildings and laboratories as "not yet started" being shown by the grand weighted mean of 1.32 which indicated that the school building and laboratories were believed by the school administrators as not yet implemented.

In summary, the two groups of respondents arrived at a dissimilar perception as regards the status of SHS

implementation both adjectival and numerical. The teachers gave a grand weighted mean of 1.62 being interpreted as "on-going construction," the school administrators gave 1.32 with an interpretation of "not yet started."

Sufficiency of Equipment. Table 38 appraises the implementation of the senior high school as perceived by the teacher- and school administrator-respondents along sufficiency of equipment. There were nine indicators considered in this area whereby the respondents signified the

Table 38

Implementation of the Senior High School along Sufficiency of Equipment

Equipment	Teachers		School Administrators	
	WM	I	WM	I
1. Science	3.78	HS	3.67	HS
2. Computer	4.05	HS	4.00	HS
3. AFA	1.38	NS	1.00	NS
4. HE	2.09	SS	1.00	NS
5. IA	1.62	SS	1.00	NS
6. ICT	3.31	MS	1.00	NS
7. Arts and Design	1.25	NS	1.00	NS
8. Sports	1.56	SS	1.00	NS
9. Maritime	1.25	NS	1.00	NS
Grand Weighted Mean	**2.25**	**SS**	**1.63**	**SS**

Legend:		
4.50-5.00	Extremely Sufficient	(ES)
3.50-4.49	Highly Sufficient	(HS)
2.50-3.49	Moderately Sufficient	(MS)
1.50-2.49	Slightly Sufficient	(SS)
1.00-1.49	Not Sufficient	(NS)
	Weighted Mean	(WM)
	Interpretation	(I)

extent of sufficiency of each indicator.

From the table, it can be noted that the teacher-respondents considered two indicators only as "highly sufficient" which corresponded to "computer;" and "Science," with weighted means of 4.05 and 3.78, respectively. One indicator was considered as "moderately sufficient" corresponding to "ICT" with a weighted mean of 3.31. There indicators were assessed by the teacher-respondents as "slightly sufficient" which corresponded to the indicators stating: "HE," "IA" and "Sports," with weighted means of 2.09, 1.62 and 1.56, respectively. The remaining indicators were appraised by this group as "not sufficient" which corresponded to: "AFA," "Arts and Designs, and "Maritime," with weighted means of 1.38, 1.25 and 1.25, respectively.

Taken as a whole, the teacher-respondents appraised the sufficiency of equipment as "slightly sufficient" being shown by the grand weighted mean of 2.25. This signified that the facilities for the Senior High School implementation were slightly adequate for the program.

On the other hand, Table 38 presents that the school administrator-respondents assessed the implementation of SHS along sufficiency of equipment by considering two indicators as "highly sufficient" and the rest of the indicators as "not sufficient." The highly sufficient indicators corresponded to the statements, "computer" and "science" with weighted means

of 4.00 and 3.67, respectively. The not sufficient indicators were composed of seven items with equally the same weighted mean of 1.00.

Taken as a whole, the school administrator-respondents considered the sufficiency of equipment in the implementation of SHS as "slightly sufficient" being shown by the grand weighted mean of 1.63. This indicated that the facilities for the Senior High School implementation were slightly adequate for the program based on the view point of the school administrators.

In summary, the two groups arrived at the same adjectival assessment on the implementation of SHS along sufficiency of equipment. Both of them considered it "slightly sufficient." However, they differed in the numerical assessment. The teachers gave a grand weighted mean of 2.25 while the school administrators gave 1.63.

Comparison Between the Perception of the Two Groups of Respondents Relative to the Implementation of the Senior High School

Table 39 reveals the comparison of the perception of the two groups of respondents relative to the implementation of the Senior High School along availability of learning resources, curriculum implementation, status of school buildings and laboratories and sufficiency of equipment.

Availability of Learning Resources. It can be recalled

Table 39

Comparison Between the Perception of the Two Groups of Respondents Relative to the Implementation of the Senior High School

Parameter	t-Value		df	p-Value @ α=.05	Evaluation/ Decision
	Computed	Critical			
Availability of Learning Resources	1.068	±2.179	12	0.307	NS / Accept Ho.
Curriculum Implement-tation	0.055	±2.120	16	0.957	NS / Accept Ho.
Status of School Buildings and Laboratories	1.082	±2.101	18	0.294	NS / Accept Ho.
Sufficiency of Equipment	1.107	±2.120	16	0.285	NS / Accept Ho.

S = Significant NS = Not Significant

that the two groups of respondents arrived at a similar perception as regards the availability of learning resources. Both groups considered it "moderately available." However, they differed in the numerical assessments relative to the foregoing issue. While the school administrators gave a grand weighted mean of 3.08, the teachers gave 2.54 which resulted to a mean difference of 0.54. To ascertain whether the mean difference was significant the t-Test for Independent Sample Means was employed.

The result showed that the computed t-value was posted

at 1.068 at df = 12 with a p-value of 0.307. The critical value was set at ±2.179. In comparing the calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater than the α. Following the decision rule stated in the methodology, the difference between the evaluation of the two groups of respondents relative to the implementation of SHS along availability of learning resources was not significant. Therefore, the null hypothesis stating: "there is no significant difference between the perception of the two groups of respondents relative to the implementation of SHS along availability of learning resources" was accepted. This meant that both the teachers and the school administrators have the same viewpoint on the implementation of SHS along availability of learning resources.

Curriculum Implementation. It may be recalled that the two groups of respondents arrived at a similar evaluation on the implementation of the SHS along curriculum implementation. Both of them considered it as "highly implemented with the same grand weighted mean which resulted to a mean difference of 0.00. To ascertain whether the mean difference was significant the t-Test for Independent Sample Means was employed.

The result showed that the computed t-value was posted

at 0.055 at df = 16 with a p-value of 0.957. The critical value was set at ±2.120. In comparing the calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater than the α. Following the decision rule stated in the methodology, the difference between the evaluation of the two groups of respondents relative to the implementation of SHS along curriculum implementation was not significant. Therefore, the null hypothesis stating: "there is no significant difference between the perception of the two groups of respondents relative to the implementation of SHS along curriculum implementation" was accepted. This meant that both the teachers and the school administrators have the same viewpoint on the implementation of SHS along curriculum implementation.

Status of School Buildings and Laboratories. It can be recalled that the two groups of respondents arrived at a dissimilar perception as regards the status of SHS implementation along status of school buildings and laboratories both adjectival and numerical. The teachers gave a grand weighted mean of 1.62 being interpreted as "on-going construction," the school administrators gave 1.32 with an interpretation of "not yet started." These resulted to a mean difference of 0.30. To ascertain whether the mean difference

was significant the t-Test for Independent Sample Means was employed.

The result showed that the computed t-value was posted at 1.082 at df = 18 with a p-value of 0.294. The critical value was set at ±2.101. In comparing the calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater than the α. Following the decision rule stated in the methodology, the difference between the evaluation of the two groups of respondents relative to the implementation of SHS along status of school buildings and laboratories was not significant. Therefore, the null hypothesis stating: "there is no significant difference between the perception of the two groups of respondents relative to the implementation of SHS along status of school buildings and laboratories" was accepted. This meant that both the teachers and the school administrators have the same viewpoint on the implementation of SHS along status of school buildings and laboratories.

Sufficiency of Equipment. It is recalled that the two groups arrived at the same adjectival assessment on the implementation of SHS along sufficiency of equipment. Both of them considered it "slightly sufficient." However, they differed in the numerical assessment. The teachers gave a grand weighted mean of 2.25 while the school administrators

gave 1.63. This resulted to a mean difference of 0.62. To ascertain whether the mean difference was significant the t-Test for Independent Sample Means was employed.

The result showed that the computed t-value was posted at 1.107 at df = 16 with a p-value of 0.285. The critical value was set at ±2.120. In comparing the calculated value with the critical value and the p-value with the α of .05. It was obvious that the computed t-value turned lesser than the critical value and the p-value turned greater than the α. Following the decision rule stated in the methodology, the difference between the evaluation of the two groups of respondents relative to the implementation of SHS along sufficiency of equipment was not significant. Therefore, the null hypothesis stating: "there is no significant difference between the perception of the two groups of respondents relative to the implementation of SHS along sufficiency of equipment" was accepted. This meant that both the teachers and the school administrators have the same viewpoint on the implementation of SHS along sufficiency of equipment.

In summary, both the teachers and school administrators perceived the same assessment on the implementation of SHS. Each group validated and confirmed the claim of the other group on their viewpoint on the implementation of SHS. This indicated that the DepEd key officials should consider the concerns and needs of these schools to fully operationalize

the SHS curriculum.

Relationship Between the Implementation of the Senior High School and the Academic Performance of Senior High School Students

Table 40 reveals the relationship between the implementation of the Senior High School and the academic performance of Senior High School students along the following areas, namely: availability of learning resources, curriculum implementation, status of school buildings and laboratories and sufficiency of equipment.

Availability of Learning Resources. In associating relationship between the implementation of the Senior High School along availability of learning resources and the academic performance of SHS students, the Spearman's Rank Coefficient of Correlation was utilized whereby the computed value was posted at -.013 denoting a very weak linear association. Further test to ascertain the significance of the coefficient value using the Fisher's t-test showed a computed value of 0.586 with a p-value of .954. The critical value was set at ± 2.086 with df = 20 and $\alpha = .05$.

To ascertain the significance of the linear association, the computed value was compared with the critical value and the p-value with the α being guided by the following decision rule: if and when the computed value turned lesser than the critical value and the p-value greater than the α, the noted

Table 40

Relationship Between the Implementation of the Senior High School and the Academic Performance of Senior High School Students

Parameter	Linear Association		Fisher's t-Value	p-Value	Evaluation / Decision
	Coeffi-cient	Degree			
Availability of Learning Resources	-.013	Very Weak	0.586	.954	NS / Accept Ho
Curriculum Implemen-tation	.209	Weak	0.956	.352	NS / Accept Ho
Status of School Buildings and Labo-ratories	.516	Moderate	2.694	.014	S / Reject Ho
Sufficiency of Equip-ment	.824	Strong	6.504	.000	S / Reject Ho

Fisher's t-critical = ±2.086 S = Significant
df = 20 α = .05 NS = Not Significant

linear association was not significant thereby accepting the null hypothesis. On the other hand, if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the observed linear association was significant thus reject the null hypothesis.

In the comparison between the computed value and the critical value and the p-value with the α, it was noted that the computed value turned lesser than the critical value while the p-value turned greater than the α. This signified that

the linear association between the two aforesaid variables was not significant. Hence, the hypothesis stating, "there is no significant relationship between the implementation of the Senior High School along availability of learning resources and the academic performance of SHS students" was accepted. This meant that the implementation of the Senior High School along availability of learning resources has no influence to academic performance of Senior High School students.

Curriculum Implementation. In associating relationship between the implementation of the Senior High School along curriculum implementation and the academic performance of Senior High School students, the Spearman's Rank Coefficient of Correlation was utilized whereby the computed value was posted at .209 denoting a weak linear association. Further test to ascertain the significance of the coefficient value using the Fisher's t-test showed a computed value of 0.956 with a p-value of .352. The critical value was set at $\pm$2.086 with df = 20 and α = .05.

To ascertain the significance of the linear association, the computed value was compared with the critical value and the p-value with the α being guided by the following decision rule: if and when the computed value turned lesser than the critical value and the p-value greater than the α, the noted linear association was not significant thereby accepting the null hypothesis. On the other hand, if and when the computed

value turned greater than the critical value and the p-value turned lesser than the α, the observed linear association was significant thus reject the null hypothesis.

In the comparison between the computed value and the critical value and the p-value with the α, it was noted that the computed value turned lesser than the critical value while the p-value turned greater than the α. This signified that the linear association between the two aforesaid variables was not significant. Hence, the hypothesis stating, "there is no significant relationship between the implementation of the SHS along curriculum implementation and the academic performance of Senior High School students" was accepted. This meant that the implementation of the Senior High School along curriculum implementation has no influence to academic performance of SHS students.

Status of Buildings and Laboratories. In associating relationship between the implementation of the Senior High School along status of buildings and laboratories, and the academic performance of Senior High School students, the Spearman's Rank Coefficient of Correlation was utilized whereby the computed value was posted at .516 denoting a moderate linear association. Further test to ascertain the significance of the coefficient value using the Fisher's t-test showed a computed value of 2.694 with a p-value of .014.

The critical value was set at ±2.086 with df = 20 and α = .05.

To ascertain the significance of the linear association, the computed value was compared with the critical value and the p-value with the α being guided by the following decision rule: if and when the computed value turned lesser than the critical value and the p-value greater than the α, the noted linear association was not significant thereby accepting the null hypothesis. On the other hand, if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the observed linear association was significant thus reject the null hypothesis.

In the comparison between the computed value and the critical value and the p-value with the α, it was noted that the computed value turned greater than the critical value while the p-value turned lesser than the α. This signified that the linear association between the two aforesaid variables was essentially significant. Hence, the hypothesis stating, "there is no significant relationship between the implementation of the Senior High School along status of buildings and laboratories, and the academic performance of Senior High School students" was rejected. This meant that the implementation of the Senior High School along status of buildings and laboratories significantly influenced academic performance of Senior High School students.

The coefficient being positive denoted a direct proportional linear relationship suggesting that completed buildings and laboratories resulted to a higher academic performance among SHS students.

Sufficiency of Equipment. In associating relationship between the implementation of the Senior High School along sufficiency of equipment, and the academic performance of Senior High School students, the Spearman's Rank Coefficient of Correlation was utilized whereby the computed value was posted at .824 denoting a high linear association. Further test to ascertain the significance of the coefficient value using the Fisher's t-test showed a computed value of 6.504 with a p-value of .000. The critical value was set at ± 2.086 with df = 20 and $\alpha = .05$.

To ascertain the significance of the linear association, the computed value was compared with the critical value and the p-value with the α being guided by the following decision rule: if and when the computed value turned lesser than the critical value and the p-value greater than the α, the noted linear association was not significant thereby accepting the null hypothesis. On the other hand, if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the observed linear association was significant thus reject the null hypothesis.

In the comparison between the computed value and the

critical value and the p-value with the α, it was noted that the computed value turned greater than the critical value while the p-value turned lesser than the α. This signified that the linear association between the two aforesaid variables was essentially significant. Hence, the hypothesis stating, "there is no significant relationship between the implementation of the Senior High School along sufficiency of equipment, and the academic performance of Senior High School students" was rejected. This meant that the implementation of the Senior High School along sufficiency of equipment significantly influenced academic performance of Senior High School students.

The coefficient being positive denoted a direct proportional linear relationship suggesting that sufficient equipment resulted to a higher academic performance among Senior High School students.

In summary of the implementation of the SHS, status of buildings and laboratories, and sufficiency of equipment posed significant influence to the academic performance among Senior High School students. The other areas proved to have no influence with it.

Relationship Between the Implementation of the SHS and the Performance of Teachers

Table 41 reveals the relationship between the implementation of the Senior High School and the performance

Table 41

Relationship Between the Implementation of the Senior High School and the Performance of Teachers

Parameter	Linear Association		Fisher's t-Value	p-Value	Evaluation / Decision
	Coeffi-cient	Degree			
Availability of Learning Resources	.067	Very Weak	0.300	.798	NS / Accept Ho
Curriculum Implemen-tation	.505	Moderate	2.617	.039	S / Reject Ho
Status of School Buildings and Labo-ratories	.214	Weak	0.980	.411	NS / Accept Ho
Sufficiency of Equip-ment	.227	Weak	1.042	.381	NS / Accept Ho

Fisher's t-critical = ±2.086 S = Significant
df = 20 α = .05 NS = Not Significant

of teachers along the following areas, namely: availability of learning resources, curriculum implementation, status of school buildings and laboratories and sufficiency of equipment.

Availability of Learning Resources. In associating relationship between the implementation of the Senior High School along availability of learning resources and the performance of teachers, the Spearman's Rank Coefficient of Correlation was utilized whereby the computed value was

posted at .067 denoting a very weak linear association. Further test to ascertain the significance of the coefficient value using the Fisher's t-test showed a computed value of 0.300 with a p-value of .798. The critical value was set at ±2.086 with df = 20 and α = .05.

To ascertain the significance of the linear association, the computed value was compared with the critical value and the p-value with the α being guided by the following decision rule: if and when the computed value turned lesser than the critical value and the p-value greater than the α, the noted linear association was not significant thereby accepting the null hypothesis. On the other hand, if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the observed linear association was significant thus reject the null hypothesis.

In the comparison between the computed value and the critical value and the p-value with the α, it was noted that the computed value turned lesser than the critical value while the p-value turned greater than the α. This signified that the linear association between the two aforesaid variables was not significant. Hence, the hypothesis stating, "there is no significant relationship between the implementation of the SHS along availability of learning resources and the performance of teachers" was accepted. This meant that the implementation of the SHS along availability of learning

resources has no influence to the performance of teachers.

Curriculum Implementation. In associating relationship between the implementation of the Senior High School along curriculum implementation, and the performance of teachers, the Spearman's Rank Coefficient of Correlation was utilized whereby the computed value was posted at .505 denoting a moderate linear association. Further test to ascertain the significance of the coefficient value using the Fisher's t-test showed a computed value of 2.617 with a p-value of .039. The critical value was set at $\pm$2.086 with df = 20 and α = .05.

To ascertain the significance of the linear association, the computed value was compared with the critical value and the p-value with the α being guided by the following decision rule: if and when the computed value turned lesser than the critical value and the p-value greater than the α, the noted linear association was not significant thereby accepting the null hypothesis. On the other hand, if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the observed linear association was significant thus
reject the null hypothesis.

In the comparison between the computed value and the critical value and the p-value with the α, it was noted that the computed value turned greater than the critical value

while the p-value turned lesser than the α. This signified that the linear association between the two aforesaid variables was essentially significant. Hence, the hypothesis stating, "there is no significant relationship between the implementation of the SHS along curriculum implementation, and the performance of teachers" was rejected. This meant that the implementation of the SHS along curriculum implementation significantly influenced the performance of teachers.

The coefficient being positive denoted a direct proportional linear relationship suggesting that a highly implemented curriculum resulted to a higher performance among teachers.

Status of Buildings and Laboratories. In associating relationship between the implementation of the Senior High School along status of buildings and laboratories, and the performance of teachers, the Spearman's Rank Coefficient of Correlation was utilized whereby the computed value was posted at .214 denoting a weak linear association. Further test to ascertain the significance of the coefficient value using the Fisher's t-test showed a computed value of 0.980 with a p-value of .411. The critical value was set at ± 2.086 with df = 20 and α = .05.

To ascertain the significance of the linear association, the computed value was compared with the critical value and

the p-value with the α being guided by the following decision rule: if and when the computed value turned lesser than the critical value and the p-value greater than the α, the noted linear association was not significant thereby accepting the null hypothesis. On the other hand, if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the observed linear association was significant thus reject the null hypothesis.

In the comparison between the computed value and the critical value and the p-value with the α, it was noted that the computed value turned lesser than the critical value while the p-value turned greater than the α. This signified that the linear association between the two aforesaid variables was not significant. Hence, the hypothesis stating, "there is no significant relationship between the implementation of the Senior High School along status of buildings and laboratories, and the performance of teachers" was accepted. This meant that the implementation of the Senior High School along status of buildings and laboratories has no influence to the performance of teachers.

Sufficiency of Equipment. In associating relationship between the implementation of the Senior High School along sufficiency of equipment and the performance of teachers, the Spearman's Rank Coefficient of Correlation was utilized whereby the computed value was posted at .227 denoting a weak

linear association. Further test to ascertain the significance of the coefficient value using the Fisher's t-test showed a computed value of 1.042 with a p-value of .381. The critical value was set at $\pm$2.086 with df = 20 and α = .05.

To ascertain the significance of the linear association, the computed value was compared with the critical value and the p-value with the α being guided by the following decision rule: if and when the computed value turned lesser than the critical value and the p-value greater than the α, the noted linear association was not significant thereby accepting the null hypothesis. On the other hand, if and when the computed value turned greater than the critical value and the p-value turned lesser than the α, the observed linear association was significant thus reject the null hypothesis.

In the comparison between the computed value and the critical value and the p-value with the α, it was noted that the computed value turned lesser than the critical value while the p-value turned greater than the α. This signified that the linear association between the two aforesaid variables was not significant. Hence, the hypothesis stating, "there is no significant relationship between the implementation of the SHS along sufficiency of equipment and the performance of teachers" was accepted. This meant that the implementation of the SHS along sufficiency of equipment has no influence to

the performance of teachers.

In summary of the implementation of the SHS, curriculum implementation posed significant influence to the performance among teachers. The other areas proved to have no influence with it.

Challenges Encountered by Secondary Schools in the Senior High School Implementation

Table 42 presents the challenges encountered by secondary schools in the Senior High School implementation.

The table shows that there were six challenges identified by the teacher-respondents in the Senior High School implementation, namely: insufficiency of book,

Table 42

Challenges Encountered by Secondary Schools of Daram I in the Senior High School Implementation and Actions Taken

Challenges	Actions Taken
1. Insufficiency of book, learning materials and equipment.	Production of contextualized teaching materials and modules were started.
2. Lack of facilities.	Representation to the local government unit for possible funding through the SEF.
3. Insufficient number of teachers.	Multi-tasking was resorted to for the meantime.
4. Teachers handling non-aligned or non-majored subjects.	Teachers started to attend trainings to acquire the competences needed for the subject.
5. Lack of support from school board and head.	Continuous representation was made to the school board.
6. Apathetic attitude of students toward SHS	On-going orientation was conducted from time to time.

learning materials and equipment, lack of facilities, insufficient number of teachers, teachers handling non-aligned or non-majored subjects, lack of support from school board and head and apathetic attitude of students toward Senior High School.

The data suggested that there were challenges encountered by the teachers in the Senior High School implementation however, these were still manageable considering that the teachers had actions taken to address the challenges.

Technical Assistance Requested from the Regional Office and Schools Division Office Relative to the SHS Implementation

Table 43 discloses the technical assistance requested from the regional office and schools division office relative to the Senior High School implementation.

Table 43

Technical Assistance Requested from the Regional Office and Schools Division Office Relative to the Senior High School Implementation and Status

Assistance Requested	Status
1. Provision of learning materials, resources and equipment.	Pending approval of the request from the division office.
2. Provision of facilities for instruction.	Follow-up was made.
3. Earthquake drill.	For scheduling.
4. Hands on activities.	For scheduling.

The table shows that the teacher-respondents requested technical assistance from the regional and schools division offices which include among others the following: provision of facilities for instruction, provision of learning materials, resources and equipment, hands on activities and earthquake drill.

The data suggested that the teacher-respondents had support system to ensure the proper of implementation of the Senior High School which were the regional and schools division offices.

Best Practices of the Secondary Schools Relative to Senior High School Implementation

Table 44 presents the best practices of the secondary schools relative to SHS implementation.

The table shows that among the best practices of secondary schools in the Senior High School implementation

Table 44

Best Practices of the Secondary Schools Relative to SHS Implementation

Best Practices
1. Recruiting best teachers.
2. Holding effectively subjects sans sufficient resources.
3. Strict monitoring of teachers.
4. Redirecting attitude of students and motivating them to learn.
5. Imposing discipline among students and being flexible particularly during their practicum.

were: recruiting best teachers, holding effectively subjects sans sufficient resources, strict monitoring of teachers, redirecting attitude of students and motivating them to learn, and imposing discipline among students and being flexible particularly during their practicum.

The data signified that in the Senior High School implementation, secondary schools had their respective best practices that ensure the proper and guided implementation of Senior High School.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of findings with the conclusions drawn and the recommendations based on the conclusions drawn from the findings of the study.

Summary of Findings

The following were the salient findings of the study:

1. The oldest teacher-respondents registered an age of 46 years old while the youngest was 23 years old whereby the mean age of the teacher-respondents was posted at 28.80 years old with a SD of 5.22 years. Moreover, a number of the teacher-respondents, that is, 10 or 45.45 percent belonged to the female sex while another 10 or 45.45 percent were the male counterpart.

2. Majority of the teacher-respondents were still single accounting for 17 or 77.27 percent.

3. Half of the number of the teacher-respondents was baccalaureate degree holders' account for 11 or 50.00 percent while 10 of them or 45.45 percent had earned master's units.

4. Half of the teacher-respondents, that is, 11 or 50.00 percent were appointed to the position of Teacher I while 10 or 45.45 percent were appointed to the position of Teacher II.

5. Majority of the teacher-respondents were appointed as permanent accounting for 16 or 72.73 percent. Six of them or 27.27 percent were appointed as contractual.

6. The teacher-respondents were evenly distributed to handle the different subjects in the senior high school. In fact, some of them handled two or more subjects in the exigency of the service.

7. The modal income of the teacher-respondents was posted at PhP19,999.50.

8. The modal number of years in teaching was posted at 5.50 years.

9. The teacher-respondents disclosed that they used the following instructional materials: first quarter, mean of 30.27 IMs and SD of 31.01 IMs and second quarter, mean of 30.64 IMs and SD of 29.71 IMs.

10. During the first quarter, the teacher-respondents always attended relevant in-service trainings in the division and district levels while they oftentimes attended the regional training, sometimes attended the national level and never attended in the international level while during the previous school year, SY 2015-2016, the teacher-respondents had sometimes attended relevant in-service trainings in the national, regional, division and district levels and never attended an international training.

11. The teacher-respondents "strongly agreed" their

attitude toward Senior High School implementation being supported by the grand weighted mean of 4.54.

12. The modal performance rating of the teacher-respondents based on the latest IPCRF was posted at 3.81 with an adjectival interpretation of “very satisfactory.”

13. In associating relationship between the performance of the teacher-respondents and their profile variates, a significant evaluation was arrived at along sex, civil status and number of IMs used while age, highest educational attainment, teaching position, employment status, subjects handled, gross monthly family income, number of years in teaching, number of relevant in-service trainings and attitude toward SHS implementation was evaluated as not significant.

14. The oldest student-respondents was aged 20 years old while the youngest was 16 years of age whereby the mean age of the student-respondents was posted at 17.79 years old with a standard deviation (SD) of 0.73 years. Moreover, majority of the respondents were male accounting for 83 or 51.88 percent.

15. A number of the fathers of the student-respondents, that is, 49 or 30.63 percent reached elementary level while a number of the mothers of the student-respondents, that is, 45 or 28.12 percent were High

School graduates.

16. More than half of the fathers of the student-respondents, that is, 82 or 51.25 percent were fishermen while a number of the mothers of the student-respondents, that is, 25 or 15.62 percent were farmers. However, a number of the mothers of the student-respondents, that is, 64 or 40.00 percent were not engaged in gainful occupation being the housekeepers.

17. Majority of the student-respondents had a monthly family income of less than PhP10,000 accounting for 100 or 62.50 percent.

18. More than half of the student-respondents, that is, 92 or 57.50 percent were enrolled in academics, particularly GAS.

19. The student-respondents "agreed" on their attitude toward schooling being manifested by the grand weighted mean of 3.83.

20. The student-respondents considered their study habits as "sometimes" practiced by them being shown by the grand weighted mean of 3.49

21. The mean academic performance of the student-respondents during the first and second quarters was posted at 87.28 percent with a SD of 3.34.

22. In associating relationship between the academic performance of student-respondents and their profile variates, a significant evaluation was arrived at along

parents' highest educational attainment, parents' occupation, tracks/strands and attitude toward schooling while a not significant evaluation was arrived at along age, sex, gross monthly family income and study habits.

23. The mean age of the school administrator-respondents was posted at 35.25 years old with a SD of 6.85 years. Furthermore, half of the school administrator-respondents, that is, two or 50.00 percent were male and the other two or 50.00 percent were female.

24. Of the four school administrator-respondents, majority of them were still single accounting for three or 75.00 percent.

25. Majority of them were with master's units accounting for three or 75.00 percent.

26. Half of the school administrator-respondents, that is, two or 50.00 percent were appointed as head teachers while one or 25.00 percent was a full-fledged principal and the remaining one or 25.00 percent was a teacher-in-charge.

27. The modal gross monthly family income was posted at Php19,999.50.

28. The median number of years as school administrator of the school administrator-respondents was posted at 1 year with an average deviation (AD) of 0.58 year.

29. Majority of the school administrator-respondents

garnered a performance rating equivalent to "very satisfactory" accounting for three or 75.00 percent.

30. The overall weighted mean of relevant in-service trainings of school administrator-respondents was posted at three with an adjectival interpretation of oftentimes.

31. The school administrators "strongly agreed" their attitude toward the SHS implementation being manifested by the grand weighted mean of 4.60.

32. The teacher-respondents considered learning resources as "moderately available" being manifested by the grand weighted mean of 3.08 while the school administrators appraised the availability of learning resources as "moderately available" being shown by the grand weighted mean of 2.54.

33. The teacher-respondents appraised the curriculum implementation as "highly implemented" being shown by the grand weighted mean of 4.36 while the school administrator averred that the implementation of SHS along curriculum implementation was "highly implemented" also being manifested by the grand weighted mean of 4.36.

34. The teacher-respondents appraised status of school buildings and laboratories as "on-going construction" being manifested by the grand weighted mean of 1.62. The school administrators assessed the implementation of SHS along school buildings and laboratories differently as they

considered them “not yet started” being shown by the grand weighted mean of 1.32.

35. The teacher-respondents appraised the sufficiency of equipment as “slightly sufficient” being shown by the grand weighted mean of 2.25. On the other hand, the school administrators considered the sufficiency of equipment in the implementation of SHS as “slightly sufficient” being shown by the grand weighted mean of 1.63.

36. In the comparison of the perception of the two groups of respondents relative to the implementation of the Senior High School along availability of learning resources, curriculum implementation, status of school buildings and laboratories and sufficiency of equipment, a not significant evaluation was noted.

37. In associating relationship between the implementation of the Senior High School and the academic performance of SHS students, a significant evaluation was arrived at along status of school buildings and laboratories and sufficiency of equipment while a not significant evaluation was arrived a along availability of learning resources and curriculum implementation.

38. In associating relationship between the implementation of the Senior High School and the performance of teachers a significant evaluation was arrived at along curriculum implementation while availability of learning

resources, status of school buildings and laboratories and sufficiency of equipment was evaluated as not significant.

39. There were six challenges identified by the teacher-respondents in the SHS implementation, namely: insufficiency of book, learning materials and equipment, lack of facilities, insufficient number of teachers, teachers handling non-aligned or non-majored subjects, lack of support from school board and head and apathetic attitude of students toward SHS.

40. The teacher-respondents requested technical assistance from the regional and schools division offices which include among others the following: provision of facilities for instruction, provision of learning materials, resources and equipment, hands on activities and earthquake drill.

41. Among the best practices of secondary schools in the SHS implementation were: recruiting best teachers, holding effectively subjects sans sufficient resources, strict monitoring of teachers, redirecting attitude of students and motivating them to learn and imposing discipline among students and being flexible particularly during their practicum.

Conclusions

The following were the conclusions drawn from the

findings of the study:

1. The teacher-respondents were relatively young at their late 20's, at the prime of their age and at the height of their teaching career. Furthermore, the teacher-respondents were equally numbered between the two sexes and indication that in the District of Daram I, the same sexes were inclined to teaching.

2. The teacher-respondents were newly hires being relatively young with focus on their career. They may have plans to settle down but it was deferred due to their very hectic schedules.

3. The teacher respondents were qualified for the position they were appointed considering that they possessed the minimum educational requirement for the position based on the qualification standards of the DepEd. In fact, almost half of them pursued advance education for professional growth and development.

4. Half of the teacher-respondents had been appointed to the entry teaching position in the DepEd being new hires but almost half of them had been promoted to the next higher position because of the units they earned in pursuing advance education.

5. The teacher-respondents satisfied all the requirements for the position that they were appointed as

permanent but few of them were still contractual probably due to the absence of the professional license.

6. The lack of teachers to handle the different subjects was experienced by the Senior High School that in the exigency of the service the teacher-respondents were multi-tasked, that is, they usually handled several subjects just to complete the offering of the curriculum.

7. The teacher-respondent had a regular monthly income which was sufficient to finance the monthly financial obligations of the family.

8. The teacher-respondents had been in the service for quite a number of years. This signified that they still need longer number of years to hone their teaching skills and pedagogy.

9. Not all teacher-respondents used the same number of IMs during the first and second quarters. But one thing for sure, they used IMs to facilitate their teaching and to be effecting in transferring the technology to the students.

10. The teacher-respondents had attended limited number of relevant in-service trainings in the different level which can be construed that an intervention program should be developed in lieu of the in-service trainings offered by the DepEd.

11. The teacher-respondents manifested extremely favorable attitude toward the Senior High School

implementation.

12. The teacher-respondents highly performed their duties and functions that they obtained very satisfactory performance based on the IPCRF indicating that they were able to accomplish their targets.

13. Of the teacher-related variates, sex, civil status and number of IMs used posed significant influence to their performance based on the latest IPCRF while the other variates proved to have no significant influence with it.

14. More or less the student-respondents were of the same age level with a very slim difference indicating that they were relatively young at their late 10's. Furthermore, the male dominated the student-respondents which were unusual compared with most of the previous studies whereby the female dominated the respondents. This indicated that during the data collection, most of the student-respondents available for interview were the males.

15. The parents of the student-respondents were functional literates being schooled in the formal educational system. This indicated that they can read, write and understand simple messages which were an advantage for the students as the parents would be a support system to their studies.

16. The fathers and some of the mothers of the student-respondents had regular source of living being engaged in

gainful occupations. Some of the mothers were not gainfully occupied however they took good care of the family to ensure that all the needs of the members were met in support to their working husband.

17. The family of the student-respondents earned a regular monthly income which they used to defray the monthly financial requirements of the family including the schooling of their children.

18. The student-respondents were representatives of the different strands or tracks offered in the senior high schools under the Schools Division of Samar proportionate to their enrolment.

19. The student-respondents had a highly favorable attitude toward schooling which served as their motivation despite the hardship they encountered as senior high school students.

20. The student-respondents did not have regular study habits which they practiced frequently but they did it sometimes only as the need arises.

21. The student-respondents manifested highly favorable academic performance with a mean rating surpassing the mastery level set by the DepEd which was 85 percent.

22. Of the student-related variates, parents' highest educational attainment, parents' occupation, tracks/strands and attitude toward schooling posed significant influence to

their academic performance based on the first and second quarters. The other variates proved to have no influence with it.

23. An age gap of more or less seven years could be noted in the ages of the school administrators and being at their mid-30s, they could be still considered as relatively young with vigor and in the best of their health being at the height of their career as school administrator. Moreover, the school administrator-respondents shared equally when they were accounted for by sex. This indicated that both sexes got the probability of being promoted to the administrative level although usually the female power was observed in most schools, in this district a shared responsibility was the culture.

24. Most of the school administrator-respondents put premium to their job being the head of the school and they neglected their selves to establish their own family aside from their parents and siblings.

25. The school administrator-respondents qualified themselves for the position that aside from the minimum requirements at their entrance as teachers, they pursued advance education. However, due to the fact that they were less than the educational requirement for the principal position and the absence of PMAT result, they were appointed as head teachers or teacher-in-charge.

26. The school administrator-respondents fell into the three categories of administrative position based on their educational qualification, eligibility, and number of years of experience. Furthermore, only one complied with the three requirements however, due to the exigency of the service, the three were designated as school administrator with the appointment based on the hierarchical organizational structure of the DepEd.

27. The school administrator-respondents earned sufficiently that would able to finance the basic and nutritional needs of the members of the family including the educational needs of schooling member.

28. The school administrator-respondents were newly installed to their present designation which indicated that they still need support from the DepEd to enhance their supervisory skills through providing them the necessary relevant in-service trainings. But despite their being neophytes, they discharged their duties and responsibilities to the best of their knowledge.

29. The school administrator-respondents manifested exemplary performance which signified that they were able to successfully accomplish their committed targets reflected in their OPCRF.

30. The school administrator-respondents usually attended relevant in-service trainings in the different

levels as part of their functions as school administrators which indicated that they were updated with current trends and development of the DepEd curricula. However, in the national level trainings, they were wanting; thus, the management should provide them the opportunity to give them firsthand information on the curricular changes from the central office.

31. The school administrators had a very favorable attitude toward SHS implementation as they believed that this curriculum could prepare the students to establish their career in the future through their college education.

32. The teacher-respondents appraised the availability of learning resources in the implementation of the senior high school as moderate which suggested that the teacher-respondents should develop some for use in their teaching to be effective. This was confirmed by the school administrators.

33. The level of implementation of SHS along curriculum implementation was high indicating that the SHS was highly implemented in accordance with its guidelines which the school administrators confirmed having observed the same.

34. As to school buildings and laboratories the teacher-respondents viewed it as moderately implemented in the SHS program but they were believed by the school administrators as not yet implemented.

35. The facilities for the SHS implementation were slightly adequate for the program. The school administrators agreed to the belief of the teachers.

36. Both the teachers and school administrators perceived the same assessment on the implementation of SHS. Each group validated and confirmed the claim of the other group on their viewpoint on the implementation of SHS.

37. Of the implementation of the Senior High School, status of buildings and laboratories, and sufficiency of equipment posed significant influence to the academic performance among SHS students. The other areas proved to have no influence with it.

38. Of the implementation of the Senior High School, curriculum implementation posed significant influence to the performance among teachers. The other areas proved to have no influence with it.

39. There were challenges encountered by the teachers in the Senior High School implementation however, these were still manageable considering that the teachers had actions taken to address the challenges.

40. The teacher-respondents had support system to ensure the proper of implementation of the Senior High School which were the regional and schools division offices.

41. The Senior High School implementation among secondary schools had their respective best practices that

ensure the proper and guided implementation of Senior High School.

Recommendations

Based on the conclusions drawn from the findings of the study, the following are recommended:

1. Inasmuch as the teacher-respondents had attended limited number of in-service trainings, an intervention program should be developed in lieu of the in-service trainings offered by the DepEd.

2. Teachers should prepare more instructional materials for use in the teaching-learning process considering that textbooks were assessed as not sufficient for the students.

3. The management should provide them the necessary relevant in-service trainings to enhance their administrative and supervisory skills.

4. The implementation of the Senior High School should be based on the manual of instruction to ensure that the level of its implementation would be higher.

5. The DepEd key officials should consider the concerns and needs of these schools to fully operationalize the SHS curriculum.

6. Continue to introduce innovations as best practices in the implementation of Senior High School and these should

be shared among senior high schools for uniform implementation within the district.

7. Considering there were challenges encountered in the implementation of the Senior High School, an intervention program should be developed to address each challenge for the successful implementation of Senior High School among secondary schools.

8. Another study may be conducted in other districts to validate the findings of the study.

9. A follow-up study may be conducted to assess the contribution of the intervention program to the overall success of the Senior High School among secondary schools.

Chapter 6

INTERVENTION PROGRAM FOR THE PROVISION OF IN-SERVICE TRAININGS FOR SENIOR HIGH SCHOOL TEACHERS

This chapter presents the proposed Intervention Program for the Provision of In-Service Trainings for Senior High School Teachers in Daram I as an offshoot of the study.

Rationale

It is the goal of the Department of Education that every teacher will become not only efficient but also effective. It is in this mission that today, a lot of trainings and seminars are being conducted to improve and develop the craft of each mentor in school. The department fully understands that everything rises and falls on the teachers' capability to bring learning at the heart of every student.

Being competent and well-performing teacher is one of the most important resources in any educational institution. The teacher is considered the professional agent and the most directly responsible person in the process of learning; he is the one in charge of making or helping the students learn and benefit or suffer from the quality of his teaching. Given this, the teacher and the quality of his teaching are always under discussion and receive prevalent importance in education. As it was disclosed in the study that the teacher-

respondents had attended limited number of in-service trainings offered by the DepEd, there is a need to have a Teachers' Enhancement Program to ensure quality education to learners thus contributes to a successful implementation of Senior High School program in the District of Daram I.

Objectives

This Teachers' Enhancement Program aims to enhance the teaching competence through trainings, seminars and workshops of Senior High School Teachers.

Specifically, it is expected to:

1. To help the teachers in acquiring professional goals for the success of the school as a whole.

2. Commit the teacher to individual accountability for professional growth and shared responsibility.

3. Help teachers improve their own professional growth and give them avenue for a training program and development activities that will benefit themselves, the school, division and region.

4. To support teachers' instructional and curriculum development and create innovations on teaching approaches and strategies.

Features of the Program

The content of the Intervention Plan covers the following areas: 1) Date of the implementation; 2) the

activities to be done; and 3) persons involved. A five-day In-service training are conducted twice a year during May and October to address teachers needs especially in pedagogy to ensure quality delivery of instruction by the teachers to their target clientele.

Enhancement Program

Below is the Training Matrix for the In-Service Training of Senior High School Teachers:

Month	Day	Activities	Persons Involved
October	1	• Opening program • Getting to Know Each Other • Election of Officers for the Training	Resource speakers/Trainers SHS Teachers Facilitators
		❖ DLL Planning ❖ Contextualization	
	2	❖ Art of Questioning ❖ Classroom Assessment	Resource Speakers/Trainers SHS Teachers Facilitators
	3	❖ Crafting of TOS and Test Construction per subject area	Resource Speakers/Trainers SHS Teachers Facilitators
	4	❖ K to 12 Pedagogies	Resource Speakers/Trainers SHS Teachers Facilitators
	5	❖ Demonstration Teaching	Resource Speakers/Trainers SHS Teachers Facilitators
		• Closing Program • Giving of Certificates to Participants	

May	6 days	Mass Training of Teachers for Senior High School (Common Topics)	Regional Trainers/Division Trainers SHS Teachers Facilitators

Strategy of Implementation

There are many things that need to be done before the intervention program can be implemented, and they are the following: 1) Ask the help from the District Supervisor in seeking the approval of the schools division superintendent for the implementation of the program; 2)once approved, request from the division superintendent in giving leave credits to all division personnel, school officials and SHS teachers who will be involved in implementation of the program; 3) the district supervisor and the school heads should invite some DepEd personnel to become the resource speakers in the program; 4) ask financial help from the mayor and the governor through the SEF; 5) ask permission from the division superintendent for some of the EPS and other personnel as speakers in the program; and 6) seek the cooperation and participation of the LGU and PTA officers.

Monitoring and Evaluation

This is the most important part of the intervention program because the persons involved in the implementation of the program can determine whether the goals and objectives

are carried out or not. They can also ascertain what other things are needed to be done to accomplish the goals and objectives. In monitoring and evaluation, the following tools can be used:1) M&E evaluation sheet; 2) mean and mps result every quarter; 3) IPCRF of teachers; and 4) recognition of most outstanding teachers-this is one way of evaluating the efficacy and effectiveness of the program.

Budgetary Requirements

In implementing the intervention program, the following budgetary requirements will be entailed:

Supplies and Materials	P 15,000.00
Meals and Snack	25,000.00
Transportation Expenses	15,000.00
Other Incidental Expenses	10,000.00
Total	P 65,000.00

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A P P E N D I C E S

APPENDIX A

REQUEST FOR APPROVAL OF RESEARCH TITLE

SAMAR COLLEGE
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

June 11, 2018

Dr. NIMFA T. TORREMORO
Dean, College of Graduate Studies
Samar College
City of Catbalogan

M a d a m e:

The undersigned will enroll in thesis writing this 1st Semester, School Year 2018-2019. In this regard, she would like to present the following proposed thesis titles, preferably Number 1, for your evaluation, suggestions and recommendation.

1. Senior High School Implementation in the District of Daram I: Basis for an Intervention Scheme
2. Effectiveness of Teaching Approach of Mathematics Teachers in the District of Daram I
3. Phil-IRI and Its Impact to Reading and Comprehension of Grade 6 Students in the District of Daram I

(SGD) ANALYN N. DOROJA
Researcher

Recommended Title No.

1 **(SGD) GUILLERMO D. LAGBO, DPA**
Evaluator
1 **(SGD) PEDRITO G. PADILLA, PhD**
Evaluator
1 **(SGD) NATALIA B. UY, PhD**
Evaluator

Approved Title No.: # 1

(SGD) NIMFA T. TORREMORO, PhD
Dean, College of Graduate Studies

APPENDIX B

Republic of the Philippines
Commission on Higher Education
Region VIII
Samar College
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

ASSIGNMENT OF ADVISER

NAME : ANALYN N. DOROJA

COURSE : Master of Arts in Education

SPECIALIZATION : Educational Management

TITLE OF THESIS PROPOSAL : Senior High School Implementation in the District of Daram I: Basis for an Intervention Scheme

NAME OF ADVISER : Guillermo D. Lagbo, DPA

(SGD) ANALYN N. DOROJA
Researcher

CONFORME:

(SGD) GUILLERMO D. LAGBO, DPA
Adviser

APPROVED:

(SGD) NIMFA T. TORREMORO, PhD
Dean, College of Graduate Studies

APPENDIX C

QUESTIONNAIRE
(For Teacher-Respondent)

Republic of the Philippines
Commission on Higher Education
Region VIII
Samar College
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

August 11, 2018

Dear Respondent,

The undersigned is currently conducting a study entitled, "Senior High School Implementation in the District of Daram I: Basis for an Intervention Scheme," as one of the requirements for the degree, Master of Arts in Education (MAEd) major in Educational Management with the College of Graduate Studies of Samar College, City of Catbalogan.

As potent source of information, the undersigned requests your cooperation in answering the attached questionnaire.

Rest assured that any information given in this questionnaire will be held in strict confidentiality and shall be used solely for the purpose of this study.

Thank you very much for the usual cooperation.

Very truly yours,

(SGD) ANALYN N. DOROJA
Researcher

PART I. PROFILE OF RESPONDENT

Direction: Kindly supply the information asked for by writing in the space provided or by checking appropriate box.

1. Name (optional): _____

2. Name of School: _____

3. Age: _____ 4. Sex: ☐ Male ☐ Female

5. Civil Status: ☐ Single ☐ Live-in
☐ Married ☐ Annulled
☐ Widowed ☐ Separated

6. Highest Educational Attainment:

☐ Doctorate Degree
☐ Doctoral Units
☐ Master's Degree
☐ Master's Units
☐ Baccalaureate Degree

7. Teaching Position:
☐ Teacher I
☐ Teacher II
☐ Teacher III
☐ Master Teacher I
☐ Master Teacher II

8. Employment Status:
☐ Permanent
☐ Contractual
☐ Provisional

9. Subjects Handled:

_____

_____
(Multiple Answer)

10. Gross Monthly Family Income:

☐ Less than P10,000 ☐ P50,000-P69,999
☐ P10,000-P29,999 ☐ P70,000-P89,999
☐ P30,000-P49,999 ☐ P90,000 and over

11. Number of Years in Teaching: _____

12. Latest Performance Rating Based on the IPCRF:

☐	4.50 – 5.00	Outstanding	(O)
☐	3.50 – 4.49	Very Satisfactory	(VS)
☐	2.50 – 3.49	Satisfactory	(S)
☐	1.50 – 2.49	Unsatisfactory	(US)
☐	1.00 – 1.49	Poor	(P)

13. Number of Instructional Materials Used:

First Quarter: _____

Second Quarter: _____

14. Number of Relevant In-Service Trainings (for the past two school years):

Training Level	**SY 2016-2017**			
	4 (Always)	**3 (Oftentimes)**	**2 (Sometimes)**	**1 Never**
International				
National				
Regional				
Division				
District				

Training Level	**SY 2015-2016**			
	4 (Always)	**3 (Oftentimes)**	**2 (Sometimes)**	**1 Never**
International				
National				
Regional				
Division				
District				

PART II. ATTITUDE TOWARD SHS IMPLEMENTATION

Direction: Below are attitude statements toward SHS Implementation. Kindly assess each statement and signify your agreement or disagreement by checking appropriate column using the following scale:

5 – Strongly Agree (SA)
4 – Agree (A)
3 – Uncertain (U)
2 – Disagree (D)
1 – Strongly Disagree (SD)

Attitude Statement	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)
1. I conform on the implementation of the SHS.					
2. I believe that the implementation of the SHS is an avenue to hone the skills of the students.					
3. I perceived that SHS prepares the students for their college education.					
4. SHS prepares the students establish the career.					
5. I advocate for the full implementation of SHS.					
6. SHS can improve the way of life of the students.					
7. SHS can help communities improve and develop through its constituents with skills.					
8. I am challenged with the SHS implementation despite its multi-tasking scheme due to lack of enough to teachers to handle subjects.					
9. I am interested in taking part of the SHS implementation in all aspects.					
10. I am interested to improve my teaching skills and pedagogies to be effective in transferring technology to my SHS students.					

PART III. ÌMPLEMENTATION OF THE SENIOR HIGH SCHOOL

III-A. Learning Resources

Direction: Below are learning resources required in the SHS implementation. Kindly assess the availability of each resource by checking appropriate column using the following scale:

5 – Extremely Available (EA)
4 – Highly Available (HA)
3 – Moderately Available (MA)
2 – Slightly Available (SA)
1 – Not Available (NA)

Learning Resources	5 (EA)	4 (HA)	3 (MA)	2 (SA)	1 (NA)
6. Curriculum Guide					
7. Teaching Guide					
8. Learning Materials					
9. Contextualized Materials					
10. Teacher's Module					

III-B. Curriculum Implementation

Direction: Below are phenomena required in the SHS implementation. Kindly assess the implementation of each phenomena by checking appropriate column using the following scale:

5 – Extremely Implemented (EI)
4 – Highly Implemented (HI)
3 – Moderately Implemented (MI)
2 – Slightly Implemented (SI)
1 – Not Implemented (NI)

Phenomena	5 (EI)	4 (HI)	3 (MI)	2 (SI)	1 (NI)
1. School leadership that uses the CGs and TGs in evaluating teacher's DLP/DLL					
1.1 Checklist					
1.2 Remarks in the DLPs/ DLLs					
1.3 Other Documents, specify: _____ _____ _____					
2. Classroom assessment policies and guidelines per D. O. # 8, s. 2015 is strictly observed					
2.1 Table of Specifications (Test Map)					
2.2 Teacher-Made Test					
2.3 Item Analysis					
2.4 Interventions Made out of the Assessment Results					
3. 21st Century skills are embedded in all learning areas					
3.1 DLPs/DLLs					
3.2 Summative Assessments					
3.3 Instructional Materials					

III-C. School Buildings and Laboratories

Direction: Below are buildings required in the SHS implementation. Kindly assess the status of each building by checking appropriate column using the following scale:

3 – Completed (C)
2 – On Going Construction (OGC)
1 – Not Yet Started (NYS)

Buildings	3 (C)	2 (OGC)	1 (NYS)
1. School Classroom			
2. Laboratories:			
2.1 Science			
2.2 Computer			
2.3 Tech Voc:			
2.3.1 AFA			
2.3.2 HE			
2.3.3 IA			
2.3.4 ICT			

III-D. Equipment

Direction: Below are equipment required in the SHS implementation. Kindly assess the sufficiency of each equipment by checking appropriate column using the following scale:

5 – Extremely Sufficient (ES)
4 – Highly Sufficient (HS)
3 – Moderately Sufficient (MS)
2 – Slightly Sufficient (SS)
1 – Not Sufficient (NS)

Equipment	5 (ES)	4 (HS)	3 (MS)	2 (SS)	1 (NS)
1. Science					
2. Computer					
3. Tech Voc:					
3.1 AFA					
3.2 HE					
3.3 IA					
3.4 ICT					

PART IV. CHALLENGES ENCOUNTERED

Direction: Kindly write in the space provided the challenges encountered by the secondary schools in the implementation of the SHS.

1. _____
2. _____
3. _____

(additional sheet if more than three)

PART V. TECHNICAL ASSISTANCE REQUESTED FROM THE RO AND SDO IN THE IMPLEMENTATION OF SHS

Direction: Kindly write in the space provided the technical assistance requested by the secondary schools from the RO and SDO in the implementation of the SHS.

1. _____
2. _____
3. _____

(additional sheet if more than three)

PART VI. BEST PRACTICES IN THE IMPLEMENTATION OF SHS

Direction: Kindly write in the space provided the best practices of the secondary schools in the implementation of the SHS.

1. _____
2. _____
3. _____

(additional sheet if more than three)

Thank You . . .

The Researcher

APPEDIX D

QUESTIONNAIRE
(For Student-Respondent)

Republic of the Philippines
Commission on Higher Education
Region VIII
Samar College
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

August 11, 2018

Dear Respondent,

The undersigned is currently conducting a study entitled, "Senior High School Implementation in the District of Daram I: Basis for an Intervention Scheme," as one of the requirements for the degree, Master of Arts in Education (MAEd) major in Educational Management with the College of Graduate Studies of Samar College, City of Catbalogan.

As potent source of information, the undersigned requests your cooperation in answering the attached questionnaire.

Rest assured that any information given in this questionnaire will be held in strict confidentiality and shall be used solely for the purpose of this study.

Thank you very much for the usual cooperation.

Very truly yours,

(SGD) ANALYN N. DOROJA
Researcher

PART I. PROFILE OF RESPONDENT

Direction: Kindly supply the information asked for by writing on the space provided or by checking appropriate box.

1. Name (optional): _____

2. Name of School: _____

3. Age: _____ 4. Sex: ☐ Male ☐ Female

5. Parents' Highest Educational Attainment:

Father		Mother
☐	Post Graduate	☐
☐	College Graduate	☐
☐	College Level	☐
☐	Techno-Vocational	☐
☐	High School Graduate	☐
☐	High School Level	☐
☐	Elementary Graduate	☐
☐	Elementary Level	☐
☐	No Schooling	☐

6. Parents' Occupation:

Father		Mother
☐	Farmer	☐
☐	Fisherman	☐
☐	Fish Broker	☐
☐	Businessman	☐
☐	Sari-sari Store Owner	☐
☐	Driver	☐
☐	Teacher	☐
☐	Barangay Official	☐
☐	Laborer	☐
☐	Carpenter	☐
☐	Others, (specify) _____	☐

7. Gross Monthly Family Income:

☐ Less than P10,000 ☐ P50,000-P69,999

☐ P10,000-P29,999 ☐ P70,000-P89,999

☐ P30,000-P49,999 ☐ P90,000 and over

8. Tracks/Strands

☐ Academic: ☐ ABM ☐ GAS

☐ HUMMS ☐ STEM

☐ TVL: ☐ AFA ☐ HE

☐ IA ☐ ICT

PART II. ATTITUDE TOWARD SCHOOLING

Direction: Below are attitude statements toward schooling. Kindly assess each statement and signify your agreement or disagreement by checking appropriate column using the following scale:

5 – Strongly Agree (SA)
4 – Agree (A)
3 – Uncertain (U)
2 – Disagree (D)
1 – Strongly Disagree (SD)

Attitude Statement	**5 (SA)**	**4 (A)**	**3 (U)**	**2 (D)**	**1 (SD)**
1. Most of my teachers seem to care about me as a person.					
2. My teachers demand too much work from me.					
3. Getting a good education is important to me.					
4. The main purpose of education is to help me find a good job.					
5. I work harder in school than do most students.					
6. I do only enough work in school to get by.					
7. School has encouraged me to think for myself.					
8. I look forward to going to most of my classes.					
9. I should spend more time studying.					
10. If my teachers demanded more, I would probably work harder.					

11. I feel that I could discuss personal problems with most of my teachers.					
12. I am reluctant to participate in most class discussions.					
13. I sometimes ask answer from my seatmates during tests.					
14. My teachers seem to enjoy teaching.					
15. I would consider teaching as a career.					
16. I am more concerned with getting good grades than with how much I learn.					
17. I try to please my teachers.					
18. My school is a safe place.					
19. School encourages me to be creative.					

PART III. STUDY HABITS

Direction: Below are study habits of students. Kindly assess each habit by checking the appropriate column using the following scale:

5 – Always (A)
4 – Frequently (F)
3 – Sometimes (S)
2 – Rarely (R)
1 – Never (N)

Study Habit	5 (A)	4 (F)	3 (S)	2 (R)	1 (N)
1. I make a master schedule for every grading period.					
2. I update my master schedule weekly/daily.					
3. I stick to my master schedule.					
4. I allow time for exercise and socializing with friends.					
5. I get at least 6 hours of sleep each night.					
6. I study at least 2 hours for every subject.					
7. I get my assignments done on time.					
8. I regularly attend my classes.					
9. I have an area where I always go to study.					
10. My study area is free from noise and distractions.					

11. I have all my supplies near me when I study.					
12. My area is comfortable.					
13. I let my friend leave me alone when I want to study.					
14. I prefer to study at the same time watching TV.					
15. I prefer to study in the environment with music.					
16. I study for each class every day.					
17. I start reviewing for major exams at under time management.					
18. I join a study group.					
19. I attend extra help sessions or class hours provided by the teacher.					
20. I engage in drill and practice particularly on the possible type of tests (essay, multiple choice, etc.).					
21. I do read my lecture notes when I study.					
22. I prepare my books, lecture notes, and other materials that I can use during my review/study.					
23. I take notes in class, keep up with the teacher, and understand the concepts at the same time.					
24. I devise an efficient system of note taking.					
25. I do library work before I study.					
26. I can determine "important stuff" to take note and the cues to consider it as an important stuff.					
27. In addition to highlighting, I make notes as I read class materials.					
28. I put class notes or notes from texts into my own words.					

PART IV. ACADEMIC PERFORMANCE:

First Quarter	Second Quarter	Mean

Thank You . . .

The Researcher

APPENDIX E

QUESTIONNAIRE
(For School Administrator-Respondent)

Republic of the Philippines
Commission on Higher Education
Region VIII
Samar College
COLLEGE OF GRADUATE STUDIES
City of Catbalogan

August 11, 2018

Dear Respondent,

The undersigned is currently conducting a study entitled, "Senior High School Implementation in the District of Daram I: Basis for an Intervention Scheme," as one of the requirements for the degree, Master of Arts in Education (MAEd) major in Educational Management with the College of Graduate Studies of Samar College, City of Catbalogan.

As potent source of information, the undersigned requests your cooperation in answering the attached questionnaire.

Rest assured that any information given in this questionnaire will be held in strict confidentiality and shall be used solely for the purpose of this study.

Thank you very much for the usual cooperation.

Very truly yours,

(SGD) ANALYN N. DOROJA
Researcher

PART I. PROFILE OF RESPONDENT

Direction: Kindly supply the information asked for by writing in the space provided or by checking appropriate box.

1. Name (optional): _____

2. Name of School: _____

3. Age: _____ 4. Sex: ☐ Male ☐ Female

5. Civil Status: ☐ Single ☐ Live-in
☐ Married ☐ Annulled
☐ Widowed ☐ Separated

6. Highest Educational Attainment:

☐ Doctorate Degree
☐ Doctoral Units
☐ Master's Degree
☐ Master's Units
☐ Baccalaureate Degree

7. Administrative Position: ☐ Principal
☐ Head Teacher
☐ Teacher-in-Charge

8. Gross Monthly Family Income:

☐ Less than P10,000 ☐ P50,000-P69,999
☐ P10,000-P29,999 ☐ P70,000-P89,999
☐ P30,000-P49,999 ☐ P90,000 and over

9. Number of Years as School Administrator: _____

10. Latest Performance Rating Based on the OPCRF:

☐ 4.50 – 5.00	Outstanding	(O)
☐ 3.50 – 4.49	Very Satisfactory	(VS)
☐ 2.50 – 3.49	Satisfactory	(S)
☐ 1.50 – 2.49	Unsatisfactory	(US)
☐ 1.00 – 1.49	Poor	(P)

11. Number of Relevant In-Service Trainings (for the past two school years):

Training Level	4 (Always)	3 (Oftentimes)	2 (Sometimes)	1 (Never)
International				
National				
Regional				
Division				
District				

PART II. ATTITUDE TOWARD SHS IMPLEMENTATION

Direction: Below are attitude statements toward SHS Implementation. Kindly assess each statement and signify your agreement or disagreement by checking appropriate column using the following scale:

5 – Strongly Agree (SA)
4 – Agree (A)
3 – Uncertain (U)
2 – Disagree (D)
1 – Strongly Disagree (SD)

Attitude Statement	5 (SA)	4 (A)	3 (U)	2 (D)	1 (SD)
1. I conform on the implementation of the SHS.					
2. I believe that the implementation of the SHS is an avenue to hone the skills of the students.					
3. I perceived that SHS prepares the students for their college education.					
4. SHS prepares the students establish the career.					
5. I advocate for the full implementation of SHS.					
6. SHS can improve the way of life of the students.					
7. SHS can help communities improve and develop through its constituents with skills.					
8. I am challenged with the SHS implementation despite its multi-tasking scheme due to lack of enough to teachers to handle subjects.					
9. I am interested in taking part of the SHS implementation in all aspects.					

10. I am interested to improve my teaching skills and pedagogies to be effective in transferring technology to my SHS students.					

PART III. ÌMPLEMENTATION OF THE SENIOR HIGH SCHOOL

III-A. Learning Resources

Direction: Below are learning resources required in the SHS implementation. Kindly assess the availability of each resource by checking appropriate column using the following scale:

5 – Extremely Available (EA)
4 – Highly Available (HA)
3 – Moderately Available (MA)
2 – Slightly Available (SA)
1 – Not Available (NA)

Learning Resources	5 (EA)	4 (HA)	3 (MA)	2 (SA)	1 (NA)
1. Curriculum Guide					
2. Teaching Guide					
3. Learning Materials					
4. Contextualized Materials					
5. Teacher's Module					

III-B. Curriculum Implementation

Direction: Below are phenomena required in the SHS implementation. Kindly assess the implementation of each phenomena by checking appropriate column using the following scale:

5 – Extremely Implemented (EI)
4 – Highly Implemented (HI)
3 – Moderately Implemented (MI)
2 – Slightly Implemented (SI)
1 – Not Implemented (NI)

Phenomena	5 (EI)	4 (HI)	3 (MI)	2 (SI)	1 (NI)
1. School leadership that uses the CGs and TGs in evaluating teacher's DLP/DLL					
1.1 Checklist					
1.2 Remarks in the DLPs/ DLLs					

1.3 Other Documents, specify: _____ _____ _____					
2. Classroom assessment policies and guidelines per D. O. # 8, s. 2015 is strictly observed					
2.1 Table of Specifications (Test Map)					
2.2 Teacher-Made Test					
2.3 Item Analysis					
2.4 Interventions Made out of the Assessment Results					
3. 21st Century skills are embedded in all learning areas					
3.1 DLPs/DLLs					
3.2 Summative Assessments					
3.3 Instructional Materials					

III-C. School Buildings and Laboratories

Direction: Below are buildings required in the SHS implementation. Kindly assess the status of each building by checking appropriate column using the following scale:

3 – Completed (C)
2 – On Going Construction (OGC)
1 – Not Yet Started (NYS)

Buildings	**3 (C)**	**2 (OGC)**	**1 (NYS)**
1. School Classroom			
2. Laboratories:			
2.1 Science			
2.2 Computer			
2.3 Tech Voc:			
2.3.1 AFA			
2.3.2 HE			
2.3.3 IA			
2.3.4 ICT			

III-D. Equipment

Direction: Below are equipment required in the SHS implementation. Kindly assess the sufficiency of

each equipment by checking appropriate column using the following scale:

5 – Extremely Sufficient (ES)
4 – Highly Sufficient (HS)
3 – Moderately Sufficient (MS)
2 – Slightly Sufficient (SS)
1 – Not Sufficient (NS)

Equipment	**5 (ES)**	**4 (HS)**	**3 (MS)**	**2 (SS)**	**1 (NS)**
1. Science					
2. Computer					
3. Tech Voc:					
3.1 AFA					
3.2 HE					
3.3 IA					
3.4 ICT					

Thank You . . .

The Researcher

APPENDIX F

REQUEST LETTER TO SCHOOLS DIVISION SUPERENTINDENT

Republic of the Philippines
COLLEGE OF GRADUATE STUDIES
SAMAR COLLEGE
City of Catbalogan

September 1, 2018

MARIZA S. MAGAN, EdD, CESO V
Schools Division Superintendent
Department of Education
Division of Samar
City of Catbalogan

Madame:

Greetings.

The undersigned is writing her thesis on "Senior High School Implementation in the District of Daram I: Basis for an Intervention Scheme," as one of the requirements for the degree Master of Arts in Education major in Educational Management with the Samar College, College of Graduate Studies.

In this regard, she is seeking your permission to conduct the pilot testing of the instrument in the District of Daram II, Birawan, Daram, Samar; and to field the instrument in the District of Daram I, Daram, Samar.

Rest assured that all information gathered will be held in strict confidentiality and will be used solely for this study and will be presented statistically with no reference to a particular person.

Thank you for your favorable action.

Respectfully yours,

(SGD) ANALYN N. DOROJA
Researcher

C U R R I C U L U M V I T A E

NAME	:	ANALYN N. DOROJA
HOME ADDRESS	:	Brgy. Rizal, Daram, Samar
CÒNTACT NUMBER	:	09503722922
EMAIL ADDRESS	:	analyndoroja.ad@gmail.com
BIRTH DATE	:	November 8, 1988
BIRTH PLACE	:	Banga, Aklan
CIVIL STATUS	:	Single
PRESENT POSITION	:	Secondary School Teacher III/ Teacher-in-charge
STATION	:	Rizal Integrated School Brgy. Rizal, Daram, Samar
DEGREE PURSUED	:	Master of Arts in Education (MAEd)
SPECIALIZATION	:	Educational Management

EDUCATIONAL BACKGROUND

ELEMENTARY	:	Badiangan Elementary School Brgy. Badiangan, Banga, Aklan 1994-2000
SECONDARY	:	Torralba National High School Brgy. Torralba, Banga, Aklan 2000-2004
TERTIARY	:	Bachelor of Arts Major in Mathematics Aklan State University Banga, Aklan 2004-2008
GRADUATE STUDIES	:	Samar College City of Catbalogan 2013-present

ELIGIBILITY

Professional License for Teachers	:	September 2008 Jaro, Iloilo City License No. 1020985

WORK EXPERIENCE

Elementary Teacher	:	Saint Nazarene Learning Center Bacoor, Cavite 2008-2009
Grade Three Teacher	:	Badiangan Elementary School Badiangan, Banga, Aklan 2009-2011
Elementary Teacher	:	Mary Help Of Christians College Laguna 2011-2013
Secondary School Teacher	:	Rizal Integrated School Rizal, Daram, Samar 2013-2017
Teacher-in-Charge	:	Rizal Integrated School Rizal, Daram, Samar 2017-date

SEMINARS, WORKSHOPS AND TRAININGS ATTENDED

6th NAPSSPHIL Principals Congress, Sponsored by NAPSSPHIL Inc. at the Legend Hotel Puerto Princesa City, Palawan, April 11-13, 2018.

Roll-out of DRRM Modules to the School Heads and School DRRM Coordinators, sponsored by Department of Education and Plan Phils, February 27-28, 2018.

2018 International Mind Education Specialist Training, sponsored by Mind International Phils. Inc, February 16-18, 2018.

Evaluation-Workshop for schools with projects funded by the 2016 StoS Partnership Funds, sponsored by the Department of Education, Samar Division, December 27-29, 2017.

Performance Review and Assessment Conference for Heads of Public Secondary Schools, sponsored by the Department of Education, Samar Division, November 23-25, 2017.

Teaching Enhancement Program for Senior High School Teachers of Catbalogan City Division and Samar Divisions, sponsored by the Regional office, November 17-19, 2017.

Otso-Otso: In- Service Training for Culture-based Education, sponsored by the Philippine Commission of Culture and Arts and Samar Division, October 20-21, 2017.

Three-day District Roll-out on the Implementation of the Project Hi-Teach, sponsored by the District of Daram I, September 29-October 2, 2017.

Regional Training of Mathematics Teachers on the Implementation of Grade 10 K to 12 Basic Education Curriculum, sponsored by the Regional Office, May 4-9, 2015.