

LAC SESSION AGREEMENTS AND PUPIL ACHIEVEMENT IN THE
DISTRICT OF JIABONG-MOTIONG
DIVISION OF SAMAR

A Thesis
Presented to
The Faculty of Graduate Studies
Samar State Polytechnic College
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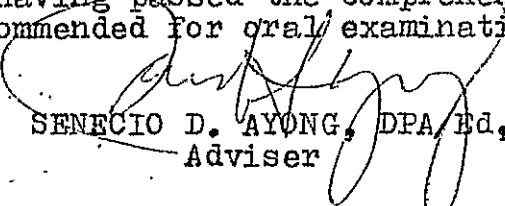
In Partial Fulfillment of the Requirements
for the Degree Master of Arts in Education
(Administration and Supervision)

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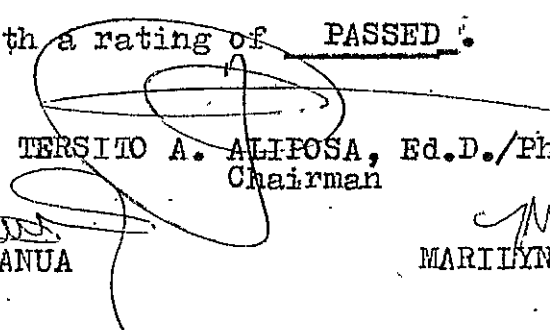
APPROVAL SHEET

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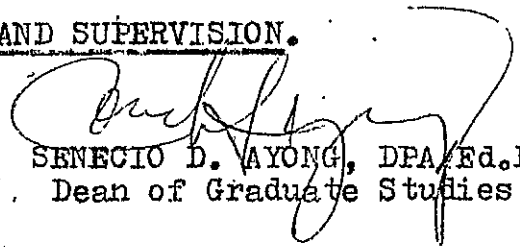
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DEDICATION

This study is lovingly dedicated to
my only child

Charito

brother *Angel*

sisters

*Caring, Leling, Choling,
Lita and Paling.*

Estring

ABSTRACT

This study attempted to evaluate the extent of implementation of LAC session agreements and the actual pupil achievement of the grade six pupils in the district of Jiabong-Motiong, school year 1989-1990. Normative – Analytical – descriptive research method. The extent of implementation of the LAC session agreements for grade six in the district as perceived by LAC leaders and teachers “are highly implemented” using the t-test of significance of the difference between the two means of two independent samples at .05 level of significance. The actual mean percentage scores (MPS) of the grade six pupils in their six subjects are higher than the targeted MPS. It implies further that the grade six pupils of Jiabong-Motiong, far exceeded the targets for school year 1989-1990, using the t-test of significance of the difference between the means of two non-independent samples at .05 level of significance. The extent of implementation of LAC session agreements does not have much to do with the actual achievement of the pupils. Obviously, there are other factors that contribute to the achievement of the pupils such as: 1) socio-economic status of the family, 2) pupil factor, 3) school facilities and those mentioned in Chapter 4. The LAC leaders and teachers should exert their concerted effort to maintain this high degree of devotion to service in order to live up to the expectation of the public they serve and be a model to the teachers not only in the other grade levels of the same districts in the Division of Samar.

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Chapter 1

THE PROBLEM AND ITS BACKGROUND

Introduction

Man is a marvel of creation. He can show the wealth of his potential, if given an opportunity for its expression. The nature and pace of existence has been so revolutionalized that innovations are introduced daily in the mainstream of man's life. One day man uses numerical flashcards, only to find out that mini-calculators and subsequently computers, are within the reach of both students and educators. These technological developments have made living more convenient; at the same time, they have introduced problems with growing complexity which oftentimes seem overwhelming. For instance, to meet the country's technological requirements by the year 2000, DECS must institute drastic measures in the educational system so pupils can be properly prepared for the 21st century jobs and life styles. Imagine the volume of books and the teaching aids which the educational system must produce plus the needed skills and orientations/attitudes that must be imparted by teachers who themselves must be

trained in these areas.¹

We realize too, that problems we regularly confront as administrators are multi-dimensional, i.e. there are no simple solutions. In the case of pupil achievement, experience has taught you this is not only a consequence of the "teacher factor", but a result of what and how a pupil learns in school. There are other factors which affect learning; family background, pupils' intelligence, adequacy of resources like textbooks and classroom facilities to mention a few. Thus, based on realization, many administrators issue more realistic guidelines on handling different kinds of pupils and learning problems.²

No matter how effectively and efficiently the head teacher or the principal manages the school policies, programs, or affairs, if the teachers under him are indifferent, lack of dedication and devotion in the performance of their classroom works, and have no missionary zeal, the administrators cannot do anything. As an administrator then of his school and supervisor of his teachers, his success lies primarily on the teachers.

¹LAC Primer, p. 137.

²Ibid.

The good splendid services of the teachers from the early morning sunshine to the late sunset in the afternoon in their teaching jobs to a paramount extent determine and evaluate the success of his job as an administrator. Generally speaking, the good flow of works and services displayed by his teachers and their loyalty to the community, and their guts and competencies contribute to the success of the administrators job.³

In consonance with the development objectives and priorities of the government in elementary education, various programs were launched and directed towards alleviating the existing weaknesses and deficiencies in the educational system. Innovations after innovations were introduced, the foremost of which was the Continues Progression Scheme (CPS), then the Educational Development Projects Implementing Task Force (EDPITAF) which operated for a period of 10 years from 1972-1982.⁴

³Juanito M. Cabarteja, "The Success of the Administrators Job Lies on His Teachers," The Modern Teacher, (January 1988), p. 287

⁴Emmanuel R. Mangubat, "Exit EDPITAF, Enter PRODED-ERP," The Philippine Journal of Education, (March 1986), p. 318.

As EDPITAF surreptitiously disappeared from the educational scene, PRODED-ERP drastically appeared and this is a recent effort.

PRODED is an acronym for Program for Decentralized Educational Development. It is another worthwhile reform in education specifically on the elementary level. This development program conceived to result in: (1) reduction of disparities between and within regions in the delivery of services and allocation of resources; (2) improvement of management of capabilities of the system, especially at the regional and sub-regional levels; and (3) upgrading of overall quality and efficiency of elementary education.⁵

The Philippine Educational System has always been vital to the Filipino becoming a "great nation again."⁶ Talking about producing a well-rounded, intelligent, versatile and productive youth for the year 2000 and all eyes will be focused on the educational system. Mention reforms, integrity, moral values, and nationalism, and all fingers will be pointed to the educational system, more specifically to the teachers. Thus, the word, "teacher"

⁵Ibid.

⁶Marcos' Campaign Magic Motto in 1964.

in the new revolutionary era, means savior, miracle, the instrument, the last recourse, and the guiding light. It is therefore with great relief that the newly appointed team members of the mission of reformation in the DECS are not only technical experts on educational management, but persons who give priority to both personal and professional development.⁷

The Nationwide Educational Reorientation Program of PRODED is one proof that there is a need for teachers' reorientation and staff development. It is evident that there is a gradual degeneration of the quality of the teaching force. The teaching profession has, through the years, gone down from its pedestal of glory to low level comparable to that of an ordinary office worker. The ray of light that once radiated in the heart of most teachers had diminished into just a flicker in terms of their dedication, devotion and loyalty to service. The eloquence of speed and the skill in work of most teachers

⁷Victoria S. Laroza, "Teacher Training Institutions, Are They Still Effective Places for Teacher Information and Learning," The Philippine Journal of Education, (July 1987), p. 55.

have, with the changing times, become a lost art.⁸

Based on observations made by the researcher, it is evident that there is a gradual degeneration of the quality of instructions of the teaching force in the district of Jiabong-Motiong which might also be true to other districts in the division of Samar and elsewhere in the country. Another observation is that some teachers are seemingly , apathetic about their school responsibilities. Most of the time they report to school late and they meet the class for the sake of being seen by the public, regardless of the results in terms of knowledge and skills acquisition on the part of the pupils. They very rarely consider the pupils in their care and responsibility.

The "I don't care" teachers' attitude to their work is another factor that leads to poor pupil achievement. During in-service education/training, seminar workshops, conferences, and LAC sessions, some teachers have been noted to be less interested in taking notes on the vital topics discussed, hence, their failure to implement innovations in their respective classes.

⁸Ibid.

The above concepts and observations prompted the researcher to venture into this study, so that hopefully, the results will be of help to the DSLAC leaders (composed of district supervisors), SLAC leaders (composed of elementary school principals and head teachers in the district), and to the teachers who are greatly responsible for the improvement of pupil performance.

Theoretical Framework

This study is anchored on the educational belief of Elefanio which states that "Quality education", not quantity, is the change most needed in education. What people ought to be seeking are ways to improve the quality of education, by pruning the dead elements in the curriculum and by enriching the experiences provided for the learners. The curriculum therefore, must possess the quality that can readily respond to the needs and problems of the community, if it is to be considered relevant.⁹ Quisumbing¹⁰ cited that the perennial task of education is

⁹Inocencia Elefanio, Teacher Professional Handbook, (Tacloban City, 1978), p. 23.

¹⁰Lourdes R. Quisumbing, "Equity and Quality Education for National Unity and Progress," The Phil. Journal of Education, Vol. LXVI, No. 4, (Sept. 1987), p. 153.

to bring about change, to form and transform the total person, his intellect, his emotion his will; to realize the faculties, the capabilities and talents God has given to him and to develop him to the fullest. This simply means that teachers should be devoted to their duties and responsibilities. Quisumbing further stressed that the access to quality education is the mandate of the Constitution for the education sector to fulfill. It is the duty of the state to protect and promote the right of all citizens to quality education at all levels, and to take appropriate steps and to make such accessible to all. Of course our 1987 Constitution goes further to say that the state shall maintain and support a complete, adequate and integrated system of education.¹¹ According to Ada,¹² the organization of a network of Learning Action Cells (LAC) is grounded on the general training strategy of PRODED-ERP. LACs are organized when all teachers of the same grade level in a school district have finished their formal training phases. PRODED-ERP has provided

¹¹Ibid.

¹²Lorenzo B. Ada, "LAC: The Ultimate Forum for Teacher Development," The Phil. Journal of Education, (August 1985), p. 126.

this all-too-important mechanism in the LAC. The LAC is a learning unit in which each member is responsible for sustaining it as a venue for continuing personal and professional growth and learning. It is also a learning structure consisting of a self-managed, interlinked learning and action which is expected to satisfy the ERP requirements for continuity, multi-level participation and action orientation. All organized LACs are expected to work towards the following objectives: (1) early application of learning from all training and development sessions into specific on-the-job PRODED concerns; (2) mutual monitoring of and support for individual and group PRODED action projects and adherence to establish PRODED accountabilities; (3) continuing reorientation and development sessions to internalize individual and group commitment to DECS and PRODED objectives as well as to encourage continuing improvements of technical skills; and (4) strengthen local (regional and sub-regional) capabilities for ground-level project identification, planning, management implementation and evaluation.

These explanations based on thoughts encouraged the researcher to conduct a study on LAC session agreements and the pupil performance in order to find out the extent

of implementation of LAC session agreements by the teachers which will have paved the way to instructional redirections keeping in touch with quality education, thus, producing quality graduates.

Conceptual Framework

The schema in Figure 1 portrays the extent of implementation of LAC session agreements as perceived by the LAC leaders who are the principals/head teachers/master teachers, the teachers as LAC members, and pupils particularly the grade six pupils under the NESC which are the subjects of this study. Likewise, it shows the implementation of LAC session agreements which may influence the achievement of the grade six pupils in the district achievement test. The result of the district testing will serve as basis for instructional redirection towards the accomplishment of the ultimate goal of this study which is an improved pupil achievement.

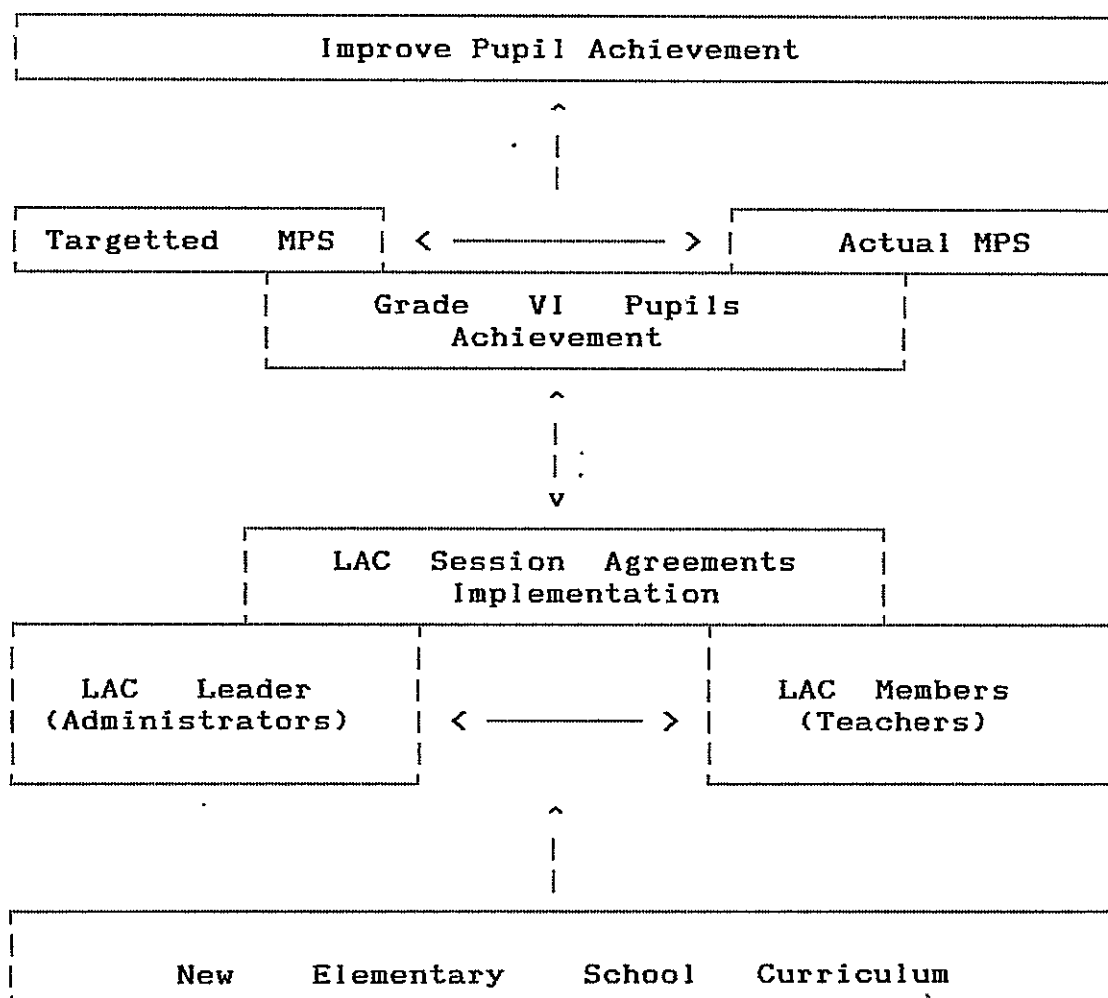


Figure 1. Schema of the Conceptual Framework showing the program represented, the variables involved with their relationship towards the ultimate goal of the study.

Statement of the Problem

The researcher designed this study to determine and analyze the LAC Session Agreements and pupil achievement in the District of Jiabong-Motiong, Division of Samar.

Specifically, the study sought to answer the following questions:

1. What is the extent of implementation of the LAC session agreements for grade six in the district of Jiabong-Motiong as perceived by the LAC leaders and the teachers?

2. Is there a significant difference between the perception of the LAC leaders and that of the teachers, on the extent of implementation of the LAC session agreements for grade six in the district of Jiabong-Motiong?

3. What are the actual and the targeted Mean Percentage Score (MPS) of the grade six pupils in the district?

4. Is there a significant difference between the actual and the targeted MPS of the grade six pupils in the district?

5. Is there a significant relationship between the extent of implementation of the LAC session agreements and the actual achievements of the grade six pupils in the

district tests?

Hypothesis

This study attempted to test the following hypotheses:

1. There is no significant difference between the perception of the LAC leaders and that of the teachers on the extent of implementation of the LAC session agreements for grade six in the district of Jiabong-Motiong.

2. There is no significant difference between the actual and the targeted MPS of the grade six pupils in Jiabong-Motiong District.

3. There is no significant relationship between the extent of implementation of the LAC session agreements and the pupils actual achievement in the district test.

Importance of the Study

This study is being conducted because up to the present there has been no study exactly the same as this. The result of extensive literature review reveals this fact.

Considering the foremost goal of our educational system in upgrading the teaching competencies of teachers especially in teacher training through LAC sessions, the

results of this study will be of great benefit on the following considerations:

First, this study could be of help to the teachers in developing their teaching competencies through a religious implementation of the LAC sessions agreements geared towards improving pupils performance.

Second, this study will be of help to both LAC leaders (principals and head teachers) and District Supervisors in choosing LAC session agreements and making necessary follow-ups in the implementation of said agreements.

Third, for pupils, modern approaches and effective teaching will improve their actual performance in the learning process through proper encouragement and motivation of the pupils.

Fourth, this study will possibly contribute to new knowledge and information in relation to PRODED-ERP institutionalization and quality education.

The researcher hopes further that this study will pave the way to further research related to teaching competencies and pupils performance.

Scope and Delimitation

This study is limited to the LAC session agreements and pupil achievement in Jiabong-Motiong District, Division of Samar. It is limited to all administrators, teachers and involves 130 respondents broken down as follows: nine LAC leaders, nine assistant LAC leaders, six grade six subject teachers, six grade six class advisers, and 100 grade six pupils broken down into 10 pupils per complete elementary school.

This study is centered on the LAC session agreements and the achievement of Grade VI pupils in 10 complete elementary schools based on the results of the district testing.

The main subjects of this study are 100 grade six pupils of the 10 complete elementary schools in Jiabong-Motiong Districts as follows: Jiabong Central, Jia-an, Malobago, Camarubo-an and Malino under the municipality of Jiabong and Motiong Central, Bonga, Inalad, Calantawan and Calapi under the municipality of Motiong.

Definition of Terms

For a better understanding of this study, the following terms are defined.

Achievement. This term refers to the performance of a pupil in the class, the quality and quantity of a pupil's work during a given period.

Achievement gap. This term refers to shortage of performance related to the study.

EDPITAF. This is an acronym which stands for Educational Development Projects Implementing Task Force which operated for a period of ten (10) years 1972-1982.

ERP. This acronym applies to the Educational Reorientation Program with the staff development components of PRODED.

LAC leaders. This refers to an instructional manager of the Learning Action Cell who acts as a facilitator during LAC session. Usually principals and head teachers are assigned as leaders in the district level.

LAC Session Agreement. This is a mutual arrangement between and among administrators and teachers about some courses of action through a Learning Action Cell (LAC) which is the final phase of the teacher formation program. It is a learning unit in which each member is responsible

for sustaining it as a venue for continuing personal and professional growth and learning.

MPS. This is an acronym for mean percentage score which is obtained by dividing the raw score by the number of items and multiplied by 100.

PRODED-ERP. It is an acronym for Program for Decentralized Educational Development. It is another worthwhile factors in education specifically in the elementary level. It is a four year development program and lately implemented to a ten (10) year development program.

Pupil performance. This refers to the actual achievement of the pupil in school after a series of lessons have been taught.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

After a series of readings of various literatures and studies, the researcher could ascertain that no studies, had been conducted in exactly the same purpose as the present one. However, there are some masteral theses which have similar opinions/conditions on pupil achievement and some literatures about evaluation of teachers which provide the researcher some ideas, concepts and need of this study. Some recommendations and findings of some researchers which have relevance and of vital importance of this study, are hereby reported.

RELATED LITERATURE

Borrowman¹³ stated that education is the process by which people acquire knowledge, skills, habits, values, or attitudes. The word education is also used to describe the results of the educational process. Education should help people become useful members of society. It should

¹³Merle L. Borrowman, "Education", Teacher Education in America, The World Encyclopedia Vol. 6, (USA: Copyright, 1986), p. 56.

also help them develop an appreciation of the cultural heritage and live more satisfying lives. The most common way to get an education is to attend school. But much education also takes place outside the classroom.

Education involves both learning and teaching. Sometimes people learn by teaching themselves. But they also learn with the help of other people, such as parents of teachers. Parents are a child's first and perhaps most important teachers. They teach their children attitudes, habits and values that shape their character and remain with them throughout life. But few parents have either the time or ability to teach their children everything that they need to know. Instead, they turn over many educational responsibilities to professional educators.¹⁴

The knowledge or concept just cited is related to the present study in the sense that the present study also deals on the process by which teachers acquire knowledge, skills, habits, values, or attitudes through LAC sessions and these could be used to describe the results of their actual teaching which is of course a part and parcel of the educational process. This manner should help both the

¹⁴Ibid.

teachers and pupils to become useful members of society.

Wolotkiemics,¹⁵ stressed the necessity to evaluate teachers' performance in order to provide faculty members information that will assist them in improving their own performance.

The ultimate objective of the evaluation of teachers' performance is the improvement of instruction. Due to its importance, this has become part and primary concern of the school system at all levels. This is in spite of the controversies that arise from it. LAC session in so far is one way of evaluating teachers' performance because this was organized when all teachers of the same grade level in a school district have finished their formal training phases.

According to Casether,¹⁶ the most compelling reason for appraising individual performance is to improve the effectiveness of the teachers so that they can contribute maximally to the attainment of the purpose of the organization.

¹⁵Rita L. Wolotkiemics, College of Administrator's Handbook. (Boston: Allyn and Boston, Inc., 1980), p. 69.

¹⁶William B. Casether, Administering the School Personnel Progress. (New York: McMillan Co., 1962), p.234.

Tang¹⁷ gave the following reasons for evaluating process: (1) To determine the extent to which the goals of instructions have been achieved; (2) To provide administration with a sound basis for decisions concerning faculty promotions, salary increases and tenure; (3) To provide faculty members feedback on how their behavior affect the learning behaviors of their students; and (4) To develop an objective reliable and valid criterion as a measure to teaching performance.

According to Navarro,¹⁸ education is a process through which the potential of the individual are identified and developed through processes, strategies and resources that bring about changes in his behavior. Conceived behavioral changes consist of improvement in knowledge, skills, values and attitudes. The educative process is expected to bring about growth in knowledge so the individual will know and understand his environment, growth in skills that will enable him to control, direct and use their environment to make life livable and

¹⁷Kendal S. Tang, "The Evaluation of Teaching Effectiveness in Higher Education," *Dialogue*, 1973, p. 116.

¹⁸ Josefina Navarro, "Education for Survival," The Phil. Journal of Education (January 1986), p. 345.

comfortable for him and others, and growth in values that will enable him to relate himself well with God, with other people and with himself.

Laya¹⁹ states that success of the school system can be seen only in how well it is able to prepare the young for the future. It is perhaps because of the vital importance of education that its public tend to be both outspoken and demonstrative.

Laya²⁰ further stressed that the content of the educational program is guided by the commonly accepted aims of the educational system to enable the learner to realize his full potential as an individual, to him the necessary training to be responsible citizen and to provide with the appropriate skill that he may become self-supporting and productive member of the community.

The foregoing studies which made mention about the improvement of the educational process are related to the present study. In LAC sessions, various strategies/ approaches are discussed on how well a teacher can prepare

¹⁹Jaime C. Laya, Education Policy Directions and Options. The Phil. Journal of Education. (June 1985), p. 421.

²⁰Ibid.

the young for his future and identify his potentials as an individual, so that the individual pupil will become a versatile and useful citizen.

Leal²¹ in his article "PRODED Another Significant Educational Reform," states that the staff development of PRODED is the Educational Reorientation Program (ERP) is also expected to build competencies in developing more effective and efficient strategies and activities for learning enhancement in the teaching work force and simultaneously in Ministry of Education, Culture and Sports managers and administrators for providing the needed leadership in educational project management which is focused largely on decentralized educational administration.

The present study is similar to the previous study in the sense that both studies focus their purpose on staff development to improve teaching competencies making use of efficient and effective strategies.

²¹Trining. C. Leal, "PRODED Another Significant Educational Reform." The Modern Teacher. (February 1983), p. 451.

Adaza²² states that in-service education has two functions: helping teachers to reach their own professional goals, and providing the stimulation needed to grow professionally and to prevent boredom and burnout. A good in-service education program focuses on school and teachers' needs. Actually, the two types of needs are unseparable; as teachers learn more about educational problems and how to solve them, they are improving the school's effectiveness, and they gain satisfaction in knowing that they have helped students learn things they have not learned before.

She further stressed that in-service education programs must be planned to meet the developing professional needs of teachers throughout their careers, which includes helping teachers obtain a credential or prepare for a new role. Not only do teachers believe that this is an important function of in-service education, but the school system benefits from the upward professional mobility of teachers.²³

²²Emelia N. Adaza, "Fostering the Professional Growth of Teachers." The Phil. Journal of Education. (October 1989), p. 194.

²³Ibid.

The study previously cited is related to the present one as session is a sort of in-service education which is properly planned to meet the developing professional needs of teachers throughout their career.

Tating²⁴ in his study on quality education through teacher training cited that the quality of teaching personnel highly depends on the quality of teacher training. Experience confirmed by many research studies, however, tell the knowledge and teaching methods of teachers are not usually kept up to date. Moreover, teachers are unable to adopt to change hence, the difficulty in mobilizing them to carry out educational reform. This is the result in recognizing teacher training as merely a matter of obtaining a diploma prior to recruitment and there is no organized system of in-service training on continuing professional training.

Tating²⁵ further stressed that the training of teachers has been noted for the past two decades to monopolize the attention and energy of the authorities. While

²⁴Apolinario Y. Tating, "Quality Education Through Teacher Training," The Phil. Journal of Education (July 1988), p. 42.

²⁵Ibid.

education administrators at all levels - supervisors, regional and national chiefs and directors are able to manage this important activity, it has been that the discharge of their responsibility is affected, because they have among others not keep abreast of the educational development or not been properly trained. Real manpower development strategy for educational system is therefore, the sure answer to the situation.

This study has relevance to the present study because both of them deal on the training of teachers so to keep abreast of the educational developments and to be able to adapt change which may result in obtaining quality and relevant education.

RELATED STUDIES

The researcher came across some studies which have distinct similarities with the present one particularly on pupil achievement in some subject areas which also proved to be of great assistance to this study.

Pancho²⁶ made a study on the achievement of the Grade

²⁶Gertrudes Pancho, "Content Analysis of Criterion-Referenced Tests Used in the Division of Isabela," (unpublished master's thesis, UP, Diliman, Q.C. 1977), p. 20.

VI pupils in Sorsogon in Social Studies in terms of knowledge, informations, understanding, desirable habits and attitudes. She attempted to find out the comparative performance of the central and barrio schools tested in terms of mean scores and standard deviation. A teacher-made test was the chief source of data. The test was based on the 13 units expected of Grade VI pupils as found in the Course of Study in Social Studies, One World (old and new) and the Social Studies outline. He discovered that the development of Social Studies in terms of skills, habits, understanding, and attitudes should be strengthened.

Geronimo's²⁷ study on the analysis of the Social Studies achievement tests for Grade VI in San Carlos used the descriptive survey and library technique. The main source of data was the Social Studies achievement test given to Grade VI pupils at the close of the school year 1970-1971. The teacher-made test, prepared by the district office was made up of 40 items incorporated in

²⁷Evangelista D. Geronimo, "An Analysis of the Social Studies Achievement Test for Grade VI in San Carlos, Southern District, San Carlos City, Pangasinan," (unpublished master's thesis, Northwestern Educ'l. Inst., San Carlos City, 1972), pp. 21-22.

four sub-tests, filling the blanks, multiple choice/responses, matching and writing the meaning of some abbreviations.

Her findings revealed the following: (1) The course of study being used in the BPS for the primary grades is an old edition. The achievement test covered only 35 percent of objectives prescribed for the grade; (2) Sixty percent of the total test items belong to the very easy categories. The test construction did not follow or conform with the accepted criteria for test constructions; (3) The achievement test was not valid.

The following were recommended: (1) Giving of achievement tests be continued. For each purpose, a committee must be selected to prepare and screen carefully the test item following strictly the principles, rules and suggestions in test construction before finally printing and administering the test; (2) Objectives must be taken into consideration to ensure comprehensiveness, validity, reliability, objectivity and usability; (3) Teachers should have a full grasp of the principles and rules in test construction which should be followed to be able to construct a good test.

It can be noted that while the studies of Pancho and Geronimo concentrated on the achievement of Grade VI pupils in Social Studies in their respective districts, the present study is focused on the achievement of Grade VI pupils in six subject areas of which Social Studies is one. Test items were validated by a committee before finally administering them to obtain good results.

Toribio²⁸ constructed and validated a test for Grade V and VI to measure basic skills, abilities and concepts taught in Elementary Mathematics. This study used six steps namely: (1) determination of test objectives and content as well as the technique to be used in constructing the test; (2) actual construction of the test; (3) tryout of the test; (4) formulation of the final form of the test; (5) administering the final form of the test and interpreting results.

The course of study and textbooks for both grades were the basis for the content of the test items which consisted of 80 items in the tryout and the final form

²⁸Susana C. Toribio, "Construction and Validation of an Achievement Test in Elementary Mathematics for Grade V and VI," (unpublished master's thesis, Arellano University, Manila, 1984), pp. 24-25.

consisted of 50 items.

The correlation values were computed with the use of the Pearson-Product Moment Method Kuder-Richardson formula 20 was used in computing the reliability of the test.

The test items were subjected to item analysis and out of the fifty (50) items, twenty-eight (28) items were good items, sixteen reasonably good items, four marginal items and two poor items.

Her findings revealed the following: (1) The test possessed content validity in the sense that all the skills and abilities in Mathematics for the grade were covered; (2) The validity of the test was .79 which means it was high and therefore, there was a high correlation between the test scores and the grades in the subject; (3) 50 out of 80 were selected for the final forms out of which twenty-nine (29) good items, sixteen (16) reasonably good items, 4 marginal items and 2 poor items; (4) The final form of the test can be used as diagnostic test to incoming first year students.

Toribio ²⁹ recommended that the validated achievement test should be used with other evaluation instruments in

²⁹Ibid.

Mathematics that measures cognitive domain. The test can be administered at the end of the school year and to incoming first year students as diagnostic test to find out their level of achievement in Mathematics at the beginning of the school year.

Tiozon's³⁰ master's thesis was essentially intended to compare the achievement in the "New" Social Studies of Grade IV pupils whose teachers were supervised under Individual Plan of Supervision and the Group Plan of Supervision as practiced by some general education supervisors in Tacloban City Division.

She recommended that: (1) Teachers of the "New" Social Studies should be closely and frequently supervised by the school heads, the district supervisors, and the different subject supervisors using the observation-conference technique as a supervisory tool; (2) The supervision of teachers by supervising personnel should be properly planned and above all, regular, to ensure

³⁰Paz Toriano Tiozon, "A Study of Pupil Achievement in Attitude Towards the "New" Social Studies Under Grade IV Teachers Supervised in Accordance with the Individual Plan and Group Plan of Supervision", (unpublished master's thesis, March 1978, Leyte State College, Tacloban City), pp. 87-89.

progress and overcome weak points of the teachers. There should be a criteria for all observations; (3) Either or both the Individual Plan and Group Plan of Supervision should be advantageously used in the supervision of teachers by the different supervisors. It was revealed in this study that both are effective supervisory tools in terms of pupils' achievement in the "New" Social Studies; (4) As much as possible, the observation period should be for the entire duration of the class session so that the supervisor will have a complete view of the teacher's strengths and weaknesses, help overcome the weak points and maximize the good points.

Royeras³¹ conducted a study on the supervisory problems of elementary school officials in the first congressional district of Leyte. The study revealed among others, that problems related to content and materials in in-service education and problems related to attitude of teachers toward supervision were predominant in the school division studied.

³¹Belen Royeras, "The Supervisory Problems of Elementary Officials in the First Congressional District of Leyte", (unpublished master's thesis, Leyte Normal School, 1972).

The concepts just mentioned by the previous researchers are related to the present study. In LAC session which is a sort of in-service training the LAC leader discusses some feedbacks on certain attitude of LAC members towards observation as well as their weak points in classroom work. To overcome their weak points and maximize the good ones, agreements are made.

Celaya³² made some recommendations in her study that: (1) A follow-up of the study be undertaken to further improve and update the year-end achievement test; (2) The final form of the test be tried out in a large venue to produce a standardized test; (3) A similar research be undertaken to develop year-end achievement tests in the other learning areas; (4) The appropriate steps of constructing and developing a year-end achievement test be a theme for the teachers professional activities; (5) A test item bank in Araling Panlipunan be developed.

³²Clarita N. Celaya, "Development of a Year-End Achievement Test in Araling Panlipunan for Grade Five", (unpublished master's thesis, LSC, Tacloban City, May 1986).

Cananua³³ conducted a study on the Performance of Grade Two pupils in school, district and division achievement tests. She emphasized in her recommendation that: (1) achievement tests administered to the pupils should be properly validated; (2) the teacher should be well acquainted with the school, district and division targets at the start of the year so that their teaching may be directed towards the attainment of the target; (3) mastery learning should be given more emphasis on the development of pupils performance in all the learning areas of the New Elementary School Curriculum; (4) the school and the district tests must be conducted objectively under close supervision to prevent anyone from assisting the pupils during examination time.

Perez³⁴ made a correlation study on mathematical and language abilities of grade six pupils of the three central schools in Catbalogan, Samar. The Pearson

³³Sylvia M. Cananua, "Performance of Grade Two Pupils In the School, District and Division Achievement Test", (unpublished master's thesis, SSPC, Catbalogan, Samar, May 1988).

³⁴Tomasa R. Perez, "Mathematical and Language Abilities of Grade Six Pupils of the Three Central Schools in Catbalogan, Samar," (unpublished master's thesis, SSPC, Catbalogan, Samar, 1987), pp. 50-57.

Product-Moment Method of Correlation was used in treating the achievement test results and the t-test of significance at .05 level with two degrees of freedom was employed to find out whether the obtained correlation falls within the region of acceptance or rejection. Since the computed t-value were greater than the critical t-value, the four hypotheses were rejected signifying that the mean achievement scores and the mean scholastic ratings in both Mathematics and English are significantly the same. This also means that the sample pupils were as good in Mathematics as in English.

This study has relevance to the present study since it used achievement tests in gathering the data. It made use of the division achievement test results purely in two subject areas, Mathematics and English while the present study used the district achievement test results in the six learning areas. Both respondents were grade six pupils. The research method are both normative-analytical-descriptive.

Chapter 3

METHODOLOGY

This chapter describes the methods and procedures used in this study; the research design, instrumentation, sampling procedure, gathering of data, and treatment of data, including hypotheses testing.

Research Design

The normative-analytical-descriptive research method was used to carry out this study with the questionnaire checklist discussed in detail under instrumentation as the principal instrument in gathering data. This was supplemented by analysis of office records of the actual performance of the grade VI pupils in complete elementary schools in Jiabong-Motiong District achievement test. To strengthen the contents of this study, professional magazines, unpublished works, letters and PRODED printed reading materials were reviewed as presented in Chapter 2.

Instrumentation

The questionnaire-checklist was used in finding out the extent of implementation of LAC session agreements for grade six in Jiabong-Motiong District.

The questionnaire-checklist consist of a list of LAC session agreements congruent to the objectives. These checklist called only for encircling of the responses indicated by number 5, 4, 3, 2, 1 under the proper column as respondent's assessment of each of the LAC session agreements.

The result of the district achievement test was also used as data on the grade six pupils achievement. The test items were formulated based on the content of agreements with a total of 50 items for each subject. The type of questions was largely multiple choice with a few simple recall on difficult information. The achievement test was administered to the grade VI pupils by the testing team during the school year 1989-1990 from whom the sample pupils were taken as described under sampling procedure.

Validation of the Instrument

Since the questionnaires contain indicators in the form of LAC Session Agreements, which have already been established by the LAC leaders and the LAC members (teachers), no changes were made. So, the questionnaire-checklist does not need a critical validation except on

the assessment scale where the researcher had to consult a good number of professionals on what appropriate descriptive and numerical scales be used. Since there is no standard scale for all purposes, the researcher developed the following five-point assessment scale for the purpose of this study.

Fully Implemented (FI)	-	5
Highly Implemented (HI)	-	4
Moderately Implemented (MI)	-	3
Slightly Implemented (SI)	-	2
Not Implemented (NI)	-	1

Similarly, the district achievement test does not need further validation because it has previously been validated before it was used by the district testing team.

4

Sampling Procedure

In as much as there are 11 complete elementary schools in the whole district of Jiabong-Motiong, the researcher decided to take 10 as sample schools through lottery procedure, wherein the 11 district administrators/zone leaders in one of the district teachers' meeting were made to draw lots. The ten administrators who luckily got the roll with a number were recorded as sample school.

This was done to facilitate statistical treatment. Consequently, all the administrators of these schools were automatically designated as LAC leaders composed of three principals and six head teachers, thus, making a total of nine LAC leaders each of whom has two assistant LAC leaders who are either head teachers or master teachers. To balance the number 23 of LAC leaders and assistant LAC leaders, the researcher sampled only nine assistant LAC leaders. Since there were 24 grade VI teachers and advisers, the researcher sampled only 12 teachers as LAC members in such a way that six represented as subject teachers for each subject area and six represented as class advisers. However, since some advisers were teaching two or more subject areas, their responses were taken as many times as they represent.

For the pupil respondents, the researcher selected only 10 from each complete elementary school, regardless of the population parameters because all pupils were exposed to the district achievement test during the school year 1989-1990. This made a total of 100 sample pupils.

The ten (10) Grade VI pupils from each of the 10 complete elementary schools were chosen through systematic random sampling by picking out the first 10 pupils in the

alphabetical listing of all Grade VI pupils in every complete elementary school. This is the most practical procedure because there are some schools with only few grade six pupils.

Data Gathering

Before the distribution of the questionnaire-checklist, the researcher sought the written permission from the proper authorities to administer the instrument and to scrutinize office records. This was of course preceded by verbal arrangement sanctioned by the authorities concerned. After securing the approval of the Schools Division Superintendent and the District Supervisor, the researcher distributed the instrument during one of the district meetings. The respondents were given ample time to accomplish and return the checklist which took about two weeks to retrieve. Those who could not return the accomplished instrument on time were visited personally by the researcher in their respective homes or schools to insure high percentage of retrieval. While waiting for the return of the accomplished questionnaires-checklists, the records analysis was made in the district office to obtain the data on the

achievement of the 24 grade six pupils involved in the study.

Treatment of Data

The data thus gathered through the use of the questionnaires-checklist were tallied on a master sheet separating the responses of the LAC leaders and those of the LAC members (teachers) and they were treated qualitatively and quantitatively with the use of the appropriate statistical procedures.

The data on the pupil achievement obtained through records analysis were likewise treated accordingly as discussed later.

For the extent of implementation of the LAC session agreements for grade six pupils the weighted mean was computed using the following formula: (Appendix D)

$$WM = \frac{TWE}{TF}$$

where:

WM = is the weighted mean

TWF = is the total weighted frequency

TF = is the total frequency

The weighted mean for the extent of implementation of the LAC session agreements thus obtained were interpreted individually using the breakdown of the five-point scale developed by the researcher as follows:

4.51	-	5.00	-	Fully Implemented (FI)
3.51	-	4.50	-	Highly Implemented (HI)
2.51	-	3.50	-	Moderately Implemented (MI)
1.51	-	2.50	-	Slightly Implemented (SI)
1.00	-	1.50	-	Not Implemented (NI)

The weighted means for the LAC session agreements served as the data which were associated with the pupil achievement to test the H_0 that "there is no association between the extent of implementation of the LAC session agreements and the pupil achievement. Since the actual achievement of the pupils were expressed in MPS, the researcher developed an arbitrary five-25 point scale similar to the one used in the extent of implementation so that both variables will have a common measure thus, making them associable. To do this, the researcher grouped the MPS of the 100 pupils by 4's to come up with 25 groups with code numbers as follows: 1 to 4; 5 to 8; 9 to 12; ... 97 to 100. Before going further, the

researcher performed some step by step processes to convert the MPS to weighted mean by applying the processes learned in test and measurement to determine the range of the highest and the lowest MPS (Range of MPS = Highest MPS - Lowest MPS). Using this range, the researcher developed a 5-step distribution of the MPS by dividing the range by 5, thus obtaining the lower and the upper limits of the 5-step distribution, such as:

- 4.51 - 5.00 - Outstanding (O)
- 3.51 - 4.50 - Highly Satisfactory (HS)
- 2.51 - 3.50 - Satisfactory (S)
- 1.51 - 2.50 - Slightly Satisfactory (SS)
- 1.00 - 1.50 - Unsatisfactory (US)

Using this step distribution, the frequencies of the MPS of each of the four pupils in each group were tallied to find out how many of the MPS fell under each step in the distribution. The frequencies thus obtained were multiplied by the corresponding weight under each column to determine the weighted frequency. The total frequency were obtained by adding all the frequencies along the five columns. Likewise, the weighted frequencies were added to get the total weighted frequency. To obtain the weighted mean of each group, the total weighted frequency divided

by the total frequency using the formula used in computing the weighted mean for the extent of implementation of the LAC session agreements. Since the data on the two variables were already expressed in weighted mean, the researcher proceeded to the testing of null hypothesis No. 1. Since the variable to be correlated are the LAC session agreements in all subjects, the weighted mean for all the 25 groups were added and divided by 25 to get the grand weighted mean for 25 groups. These weighted means served as the data under pupil achievement which is represented by the Y variable. These data were associated with weighted means of the extent of implementation of the LAC session agreements represented by X variable as shown in Appendix C.

After putting the data in the proper order, the researcher proceeded to hypotheses testing as shown in Appendices D, E, and F. The results of the hypotheses testing are presented in Chapter 4, with their corresponding analysis and interpretations.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter contains a detailed account of the results of the study, particularly the presentation, analysis and interpretation of the data gathered in responses to the specific questions in Chapter 1.

Extent of Implementation of the LAC Session Agreements for Grade VI in Jiabong-Motiong District as Perceived by LAC Leaders

Shown in Table 1 are the data on the extent of implementation of the LAC session agreements for grade VI in the district as perceived by the LAC leaders duly expressed in weighted means. A cursory glance at the table reveals that out of the 25 LAC session agreements, four are perceived by the LAC leaders as "fully implemented" with a weighted means ranging from 4.56 to 4.61. The other 21 LAC session agreements are perceived as "highly implemented" with weighted means ranging from 3.89 to 4.47. Generally, therefore, the LAC leaders believe that the LAC session agreements are "highly implemented" as evidenced by the grand weighted mean of 4.29.

It indicates further that the LAC leaders of the teachers work hand in hand to implement the LAC session agreements discussed during the LAC session time.

Table 1

Extent of Implementation of the LAC Session Agreements
for Grade VI in Jiabong-Motiong District
as Perceived by LAC Leaders.
and LAC Teachers

=====				
LAC Session:LAC Leaders:Descriptive		:LAC Teachers:Descriptive		
Agreements :Perceptions:Evaluations		:Perceptions :Evaluation		

1	4.56	FI	4.50	HI
2	4.47	HI	4.00	HI
3	4.35	HI	3.92	HI
4	4.00	HI	4.00	HI
5	4.44	HI	3.92	HI
6	4.56	FI	4.50	HI
7	4.33	HI	3.92	HI
8	4.28	HI	3.92	HI
9	4.61	FI	4.08	HI
10	4.50	HI	4.00	HI
11	4.06	HI	3.82	HI
12	4.11	HI	3.83	HI
13	4.44	HI	4.00	HI
14	4.11	HI	3.50	HI
15	4.44	HI	3.82	HI
16	4.11	HI	3.92	HI
17	3.89	HI	3.67	HI
18	4.28	HI	3.67	HI
19	4.00	HI	3.83	HI
20	4.11	HI	3.75	HI
21	4.33	HI	3.45	MI
22	4.17	HI	4.33	HI
23	4.00	HI	4.58	FI
24	4.56	FI		
25	4.39	HI		

Legend:

4.51 - 5.00	-	Fully Implemented (FI)
3.51 - 4.50	-	Highly Implemented (HI)
2.51 - 3.50	-	Moderately Implemented (MI)
1.50 - 2.50	-	Slightly Implemented (SI)
1.00 - 1.49	-	Not Implemented (NI)

Comparison of the Perceptions of the
LAC Leaders and the Teachers on the
Extent of Implementation of the LAC
Session Agreements for Grade VI in
the Districts

Table 2 reveals the result of the hypothesis testing to compare the perceptions of the LAC leaders and the teachers using the t-test of significance of the difference between the means of independent samples. Since the computed t-value of 4.71 is greater than the tabular value of 2.01 at .05 level of significance and 48 degrees of freedom, the H_0 that "there is no significant difference between the perception of the LAC leaders and that of the teachers" is rejected. Therefore, the perceptions of the two categories of respondents significantly differ for the simple reason that perceptions are generally subjective. This implies that their perceptions are not necessarily the same in all aspects of the implementation, even if the general assessment of both respondents is "highly implemented." This difference might have been caused by their differences in some aspects of the LAC session agreements.

In some particular LAC session agreements, the LAC leaders perceived them as "fully implemented," while some teachers perceived them as "highly implemented." Yet in

another agreements, some LAC leaders perceived them as "highly implemented," and the teachers "moderately implemented." Thus, when the total weighted means of the two categories of respondents were computed they arrived at a general assessment as "highly implemented."

Table 2

Comparison of the Perceptions of the LAC Leaders
and the Teachers on the Extent of
Implementation of the LAC
Session Agreements for
Grade VI in the
District

LAC Leaders		Teachers		Computed	Table
Perceptions		Perceptions		t-value	t-value
EX_1	= 1107.17	EX_2	= 98.84	4.71	2.01
\bar{X}_1	= 4.2868	\bar{X}_2	= 3.9536		
EX_1^2	= 1.077344	EX_2^2	= 1.920576		
N	= 25	N	= 25		
Level of Significance					.05
Degree of Freedom					48
Interpretation		Significant		(Rejected)	

Actual and Targeted MPS of the Grade
VI Pupils in Jiabong-Motiong District

Presented in Table 3 are the summary of the actual and the targeted mean percentage scores (MPS) respectively of the grade VI pupils in their six subjects as follows: English, 69.82 and 40.56 with a difference of -29.26; Mathematics, 64.45 and 43.68 with a difference of -20.77; Science, 66.36 and 57.20 with a gap of -9.16; Filipino, 65.45 and 53.04 with a gap of -12.41; H.K.S., 63.55 and 47.84 with a margin of -15.71; E.P.P., 71.00 and 40.00 with a difference of -3.00. On the whole, the grand actual MPS is 66.77 and the grand targeted MPS is 47.05. This makes a grand mean difference of 19.71833 which is a considerable margin between the actual and the targeted MPS, the actual being reasonably higher than the latter. This wide margin is an indication that the actual achievement of the Grade VI pupils in the district did not only meet but also exceeded the target for the school year 1989-1990.

Comparison Between the Actual and the
targeted MPS of the Grade Six Pupils
in Jiabong-Motiong District

Based on the data in Table 3, the null hypothesis that "there is no significant difference between the actual and the targeted MPS of the grade VI pupils in the district" was tested using the t-test of significance of the difference between the means of two non-independent

Table 3

Actual and Targeted MPS of the Grade VI
Pupils in Jiabong-Motiong District

Subjects	X_1	X_2	D	D^2
English	69.82	40.56	29.26	856.1476
Mathematics	64.45	43.68	20.77	431.3929
Science	66.36	57.20	9.16	83.9056
Filipino	65.45	53.04	12.41	154.0081
H.K.S.	63.55	47.84	15.71	246.8041
E.P.P.	71.00	40.00	31.00	961.0000
Total	400.63	287.32	118.31	2733.258
Mean	66.77166	47.05333	19.71833	

samples. The result of the hypothesis testing reveals a computed t-value of 5.40 which is greater than the table value of 2.57 at .05 level of significance and five degrees of freedom (See Table 4). This leads to the rejection of the above stated hypothesis. Since the actual MPS are significantly higher than the targeted MPS in all subjects, thus making a significant difference, this implies that the grade six pupils of Jiabong-Motiong district far exceeded the targets for school year 1989-1990. It also follows that the targeted MPS for the next school year will have to be raised considerably.

In the actual observations and evaluations of the researcher, there are grade six classes in the district who obtained very low MPS in the district achievement test. But when the actual MPS of all the targeted schools were computed, the schools with low MPS were brought up, since there were more classes with high MPS than those who obtained low. This conforms with the numerical facts which indicates that the actual MPS of the grade six pupils far exceeded the targets for school year 1989-1990 in Jiabong-Motiong district.

Table 4

Comparison of the Actual and the Targeted MPS of the
Grade VI Pupils in Jiabong-Motiong District

Variables	: N	: X_1 and : X_2	: Computed : t	: Table : t	: Inter- : pretation
Actual MPS	6	66.77	5.40	2.57	Significant
Targeted MPS	6	47.05			(Rejected)

brought up, since there were more classes with high MPS than those who obtained low. This conforms with the numerical facts which indicates that the actual MPS of the grade six pupils far exceeded the targets for school year 1989-1990 in Jiabong-Motiong district.

Summarized Data on the Extent of
Implementation of the LAC Session
Agreements and the Pupil Achievement

As shown in Table 5, the grand weighted mean of the extent of implementation of the LAC session agreements (X) which is the average of the LAC leaders and the teachers' perception is 4.082, while the grand weighted mean for the pupil achievement (Y) is 3.74 as indicated in Table 6.

Table 5

Relationship Between the Extent of Implementation
of the LAC Session Agreements and the
Pupil Achievement

=====				
	:	:Computed	:Table Value at	:Interpretation
Variables:	N	: r value	: .05 level	:
=====				
X and Y	25	.075	.396	Insignificant Relationship
=====				

Legend:

- X = Extent of Implementation of LAC Session Agreements
- Y = Pupil Achievement in the District Test
- r = Computed Correlation Coefficient
- N = Number of cases

Table 6

Summarized Data on the Extent of Implementation
of the LAC Session Agreements (X) and the
Pupil Achievement (Y)

=====			
LAC Session Agreement :	X	:	Y
Number :	:	:	

1	4.53		4.50
2	4.24		4.25
3	4.14		3.25
4	4.00		1.75
5	4.18		1.50
6	4.53		2.25
7	4.13		2.25
8	4.10		3.50
9	4.35		4.50
10	4.25		4.25
11	3.94		2.50
12	3.97		3.00
13	3.26		2.75
14	4.00		4.75
15	4.22		4.00
16	3.81		4.75
17	3.86		4.50
18	4.10		4.25
19	3.84		4.25
20	3.89		3.25
21	4.08		5.00
22	3.96		4.75
23	3.73		4.75
24	4.45		4.75
25	4.49		4.25

Total	EX = 102.05		EY = 93.50

Grand Weighted Mean	X = 4.082		Y = 3.74
=====			

Relationship Between the Extent of
Implementation of the LAC Session
Agreements and the Pupil Achievement

Table 7 presents the result of the hypotheses testing and the relationship between the extent of implementation of the LAC agreements (X) and the pupil achievements (Y) per district test. Since the computed r value of .075 is "insignificant", being less than the table value of .396 at .05 level and 23 df, the null hypotheses that "there is no significant relationship between X and Y variables is accepted. This means that the extent of implementation of the LAC session agreements does not have much to do with the actual achievement of the pupils in the district achievement test. Obviously, there are other factors that contribute to the achievement of the pupils. Among these factors may be: (1) socio-economic status of the family, (2) the pupils factor, (3) the school facilities, including those enumerated under conclusion No. 2.

Table 7

Frequency Distribution of Pupils
Actual MPS in the District
Achievement Test

Pupil Code No.	Weighted Mean	Evaluation
1 - 4	4.50	Highly Satisfactory
5 - 8	4.25	Highly Satisfactory
9 - 12	3.25	Slightly Satisfactory
13 - 16	1.75	Slightly Satisfactory
17 - 20	1.50	Unsatisfactory
21 - 24	2.25	Slightly Satisfactory
25 - 28	2.25	Slightly Satisfactory
29 - 32	3.50	Satisfactory
33 - 36	4.50	Highly Satisfactory
37 - 40	4.25	Highly Satisfactory
41 - 44	2.50	Slightly Satisfactory
45 - 48	3.00	Satisfactory
49 - 52	2.75	Satisfactory
53 - 56	4.75	Outstanding
57 - 60	4.00	Highly Satisfactory
61 - 64	4.75	Outstanding
65 - 68	4.50	Highly Satisfactory
69 - 72	4.25	Highly Satisfactory
73 - 76	4.25	Highly Satisfactory
77 - 80	3.25	Satisfactory
81 - 84	5.00	Outstanding
85 - 88	4.75	Outstanding
89 - 92	4.75	Outstanding
93 - 96	4.75	Outstanding
97 -100	4.25	Highly Satisfactory
Total	93.50	

Chapter 5

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary, conclusions and recommendations of the study in that order.

Summary

This study was conducted to find out the extent of implementation of LAC Session agreements and actual pupil achievement in the district of Jiabong-Motiong, school year 1989-1990. This involved 10 complete elementary schools in the district that represented the whole population.

Specifically, this study sought answer to the following questions:

1. What is the extent of implementation of the LAC session agreements for Grade VI in the district of Jiabong-Motiong as perceived by the LAC leaders and the teachers?
2. Is there a significant difference between the perception of the LAC leaders and that of the teachers in the extent of implementation of the LAC session agreements for Grade VI in the district of Jiabong-Motiong?

3. What are the actual and the targeted MPS of the Grade VI pupils of Jiabong-Motiong district per district evaluation?

4. Is there a significant difference between the actual and the targeted MPS of the Grade VI pupils in the district of Jiabong-Motiong per district evaluation?

5. Is there a significant relationship between the extent of implementation of the LAC session agreement and the actual achievement of the grade six pupils in the district test?

This study attempted to test the following hypotheses:

1. There is no significant difference between the perception of the LAC leaders and of the teachers on the extent of implementation of the LAC session agreements for grade six in the district of Jiabong-Motiong.

2. There is no significant difference between the actual and the targeted MPS of the grade six pupils in Jiabong-Motiong District.

3. There is no significant relationship between the extent of implementation of the LAC session agreements and the pupils actual achievement in the district test.

This study employed the normative-analytical-descriptive research method using the questionnaire as the major instrument in gathering data.

The indicators in the form of LAC session agreements as well as the results of the district achievement test for the Grade six pupils were analyzed and made as bases for data gathering.

The respondents to the questionnaires consisted of 9 LAC leaders, 9 assistant LAC leaders, 6 class advisers, 6 subject area teachers and 100 Grade VI pupils from the selected complete elementary schools in the district.

The responses of the LAC leaders and the assistant LAC leaders were taken separately from those of the teachers. Such responses were tallied, analyzed and interpreted accordingly.

The statistical tools employed in this study were t-test for independent and non-independent samples and Pearson Product Moment Correlation Coefficient (r) to determine the relationship between the extent of implementation of the LAC session agreements and the pupil achievement in the district.

Findings

Based on the data gathered, the findings are hereby presented in accordance with the order of the specific questions:

1. The extent of implementation of the LAC session agreements for grade VI in the district as perceived by the LAC leaders reveals that; four, out of 25 LAC session agreements are perceived as "fully implemented" with weighted means ranging from 4.56 to 4.61 and 21 LAC session agreements are perceived as "highly implemented" with weighted means ranging from 3.89 to 4.47. This implies that the LAC leaders generally believe that the LAC session agreements are "highly implemented" as indicated by the grand weighted mean of 4.29.

2. The extent of implementation of LAC session agreements for grade VI as perceived by the teachers in the district is "highly implemented" as reflected on the following: one, out of 25 LAC session agreements is perceived as "fully implemented", with a weighted mean of 4.58; one "moderately implemented", with a weighted mean of 3.45. The remaining 23 agreements are perceived as "highly implemented" with weighted means ranging from 3.50 to 4.50. The grand weighted mean of 3.95 means that the

teachers generally assessed the implementation of the LAC session agreements as "highly implemented."

Therefore, both the LAC leaders and the teachers believe that the LAC session agreements for Grade VI in the district are "highly implemented." Using the t-test of significance of the difference between the two means of two independent samples, the computed t-value of 4.71 which is greater than the table value of 2.01 at .05 level and 48 degrees of freedom, the H_0 that "there is no significant difference in the perception of the LAC leaders and that of the teachers" is rejected. This means therefore, that even if the general assessment of both respondents is "highly implemented" their perceptions are not necessarily the same in all aspects of the implementation.

3. The actual mean percentage score (MPS) of the Grade VI pupils in their six subjects are higher than the targeted MPS, as indicated in the following: English, 69.82 and 40.56 respectively with a difference of -29.26; Mathematics, 64.45 and 43.68 with a difference of -20.77; Science, 66.36 and 57.20 with a gap of -9.16; H.K.S., 63.55 and 47.84 with a margin of -15.71; Filipino, 65.45 and 53.04 with a gap of 12.41; E.P.P., 71.00 and 40.00

with a difference of -3.00.

Summarizing therefore, the grand actual MPS is 66.77 which is considerably higher than the targeted MPS of 47.05. The grand mean difference is 19.71833 which is a great margin between the actual and targeted MPS. This indicates that the actual achievement of Grade VI pupils in the district did not only met but also exceeded the target for the school year 1989-1990. The null hypothesis that "there is no significant difference between the actual and the targeted MPS of the Grade VI pupils in the district" was tested using the t-test of significance of the difference between the means of two non-independent samples. The result reveals that the computed t value of 5.40 is greater than the table value of 2.57 at .05 level of significance and 5 degrees of freedom (df). The results above reflects that the hypothesis is rejected. It implies, therefore, that the achievement of the grade six pupils of Jiabong-Motiong district far exceeded the targets for school year 1989-1990.

4. There is no significant relationship between the LAC session agreements and the pupil achievement as indicated by the computed value of .075 which is less than the table value of .396 at .05 level of significance

and 23 df. This means that the extent of implementation of the LAC session agreements does not have much to do with the actual achievement of the Pupils. Obviously, there are other factors that contribute to the actual achievement of the pupils as enumerated in Chapter 4.

Conclusions

1. The perception of the LAC leaders and the teachers on the LAC session agreements which clustered on "highly implemented" with a grand weighted mean of 4.29, leads to a conclusion that the teachers cooperatively and devotedly implemented the LAC session agreements.

2. The actual grand MPS which is 66.77 which far exceeded the targeted MPS of 47.05 is an indication that the pupils may be good performers, or the achievement test may be easy for them, or the targeted MPS for each subject area may be low, or there may be a bias in the manner the examination was conducted.

3. The extent of implementation of LAC session agreements does not have much to do with the actual achievement of the pupils. Obviously, there are other factors that contribute to the achievement of the pupils. Among these factors may be: (1) socio-economic status of

the family, (2) the pupil factor, (3) the school facilities including those enumerated under conclusion No. 2.

Recommendations

Since the extent of implementation of LAC session agreements for grade six in the district of Jiabong-Motiong is perceived as "highly implemented", it is recommended that:

The LAC leaders should exert their concerted effort to maintain this high degree of devotion to service in order to live up to the expectation of the public they serve and be a model to the administrators in other districts in the Division of Samar.

The teachers should continue working cooperatively and devotedly to maintain this commendable implementation of LAC session agreements and pupil achievement so that this will serve as an example not only in the other grade levels of the same district but also in other schools/districts throughout the division.

Aside from implementing religiously the LAC session agreements, the LAC leaders and the teachers should consider the other factors that may contribute to the achievement of the pupils.

Further Research
Recommended

1. . Development and Validation of Self Learning Kit in English for Grade VI.
2. Development and Validation of Self Learning Kit in Mathematics for Grade VI.
3. Achievement Gap of Grade VI Pupils in English in the Division of Samar.

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APPENDICES

APPENDIX A

District Achievement Test Results
SY 1989-1990

Code : No. :	Engl. : :	Math. : :	Sci. : :	Fil. : :	HKS : :	EPP : :	Ave. : :	MPS
01	43	40	38	43	40	38	40.33	80.66
02	36	39	30	40	40	35	36.67	73.33
03	43	40	37	40	41	36	39.5	79.00
04	39	36	32	34	38	35	35.67	71.33
05	40	30	31	40	33	36	35.00	70.00
06	35	37	30	33	36	34	34.17	68.33
07	45	44	39	45	45	42	36.33	72.67
08	40	42	40	44	43	40	41.5	83.00
09	37	35	33	30	35	32	33.67	67.33
010	42	40	35	41	44	37	39.83	79.66
011	29	18	20	18	27	31	23.83	47.67
012	31	12	16	14	23	30	21.00	42.00
013	33	23	25	24	35	33	28.83	57.67
014	25	15	15	23	20	30	21.33	42.67
015	31	8	13	13	17	29	18.50	37.00
016	25	8	13	12	15	27	16.67	33.33
017	32	20	23	17	30	32	25.67	51.33
018	24	7	12	10	12	25	15.00	30.00
019	23	4	10	8	11	23	13.17	26.34
020	27	10	18	16	25	30	21.00	42.00
021	25	21	29	35	30	30	28.33	56.67
022	10	7	23	15	18	19	15.33	30.67
023	26	23	31	30	25	29	27.33	54.67
024	9	4	24	16	20	21	15.67	31.33
025	23	18	31	24	30	31	26.17	52.33
026	20	15	28	18	25	24	21.67	43.33
027	28	25	35	36	33	33	31.67	63.33
028	13	12	25	28	23	25	21.00	42.00
029	16	15	26	20	29	29	22.50	45.00
030	30	20	33	38	22	35	29.67	59.33
031	40	33	43	20	29	35	33.33	66.67
032	47	42	45	40	40	47	43.50	87.00
033	43	36	45	33	35	42	39.00	78.00
034	44	40	46	28	39	46	40.50	81.00

APPENDIX B

Department of Education, Culture and Sports
R e g i o n V I I I
Division of Samar
DISTRICT OF JIABONG-MOTIONG
Jiabong

DISTRICT ACHIEVEMENT TEST IN
ELEM. MATHEMATICS GRADE VI

Name: _____ Date: _____
School: _____ Teacher: _____

Direction: Read the sentences carefully, and write the letter of the correct answer on your answer sheet.

1. How many digits are there in tens billion?
a. 11 b. 12 c. 13 d. 10
2. How many step do we have to consider before we transform a word problem to number sentence?
a. 5 b. 3 c. 4 d. 6
3. What kind of number is it when a fraction is combined with a whole number?
a. whole b. similar number c. mixed number
4. When one whole number is divided into equal parts, what do you call one part?
a. part b. whole number c. number d. fraction
5. What sign is used to indicate percent?
a. % b. P c. \$ d. c
6. What polygon is having six sides?
a. pentagon b. hexagon c. nonagon d. decagon
7. Which kind of meter tells water consumption?
a. can b. water meter c. gallon d. electric meter

8. What polygon has 8 sides?
a. hexagon b. pentagon c. octagon d. nonagon
9. If sum or total is the answer in addition, what do you call the answer in subtraction?
a. quotient b. product c. multiplier d. difference
10. When the numerator of a fraction is greater than the denominator, the fraction is called?
a. improper fraction c. similar fraction
b. proper fraction d. fraction
11. What sign is used to indicate money?
a. % b. P c. # d. O
12. What do you call a number with a decimal point?
a. fraction c. decimal number
b. whole number d. Roman Number
13. What formula is used to find an area of a plane figure?
a. $2LXW$ b. LXX^2 c. $LXWXH$ d. LXW
14. What process is used to find the volume of water consumed?
a. addition c. multiplication
b. subtraction d. division
15. An object with 3 angles is called?
a. square b. circle c. triangle d. trapezoid
16. What number are factors of 100?
a. 10 & 10 b. 10 & 20 c. 10 & 9 d. 20 & 20
17. Any number multiplied by zero is equal to:
a. the number b. 10 c. 100 d. zero
18. What is the value of one million, two hundred in Roman Numeral?
a. MCC b. MMC c. CMXX d. CMCC
19. What number is added to 94 will have 200 as the answer?
a. 108 b. 112 c. 106 d. 107

31. What are the two systems of writing number?
 a. Roman numerals and Hindu Arabic
 b. Whole Number
 c. Decimal Number
 d. Mixed Number
32. If we divide $42 \div 6 = 7$ what do you call the number ??
 a. product
 b. quotient
 c. sum or total
 d. difference
33. Which is the sum of the number ?

$$\begin{array}{r} 3798409000 \\ + \quad 30940821 \\ \hline \end{array}$$

 a. 829,349,821
 b. 3,829,349,821
 c. 2,829,349,821
 d. 38,934,982
34. What is the equivalent of Roman Number DCXXIV in Hindu Arabic Number?
 a. 524
 b. 614
 c. 624
 d. 625
35. Which solid is rectangular in shape?
 a. ball
 b. ring
 c. coin
 d. book
36. What do you call the answer in subtraction?
 a. difference
 b. sum or total
 c. quotient
 d. product
37. Find the LCD of 5, 20, 10.
 a. 20
 b. 5
 c. 3
 d. 10
38. Give the quotient of $350 \div 50 =$
 a. 5
 b. 6
 c. 8
 d. 7
39. Give the product of $3,345 \times 5 =$
 a. 17,225
 b. 17,250
 c. 18,225
 d. 18,250
40. How many digits are in hundred million?
 a. 10
 b. 11
 c. 9
 d. 12

Direction: Read the problem below and write your answer on the answer sheet. Write the letter only.

- A. There are 16 days and 25 girls in the class. If each pupil has 7 notebooks, how many notebooks does the class own?
1. What is/are given in the story?
a. notebooks
b. days, girls and notebooks
c. class
d. pencils
 2. What is asked in the story?
a. number of books
b. number of pupils
c. number of notebooks
d. pencils
 3. What operation did you use?
a. addition and multiplication
b. multiplication
c. subtraction
d. addition
 4. What is the possible answer?
a. 281
b. 287 notebooks
c. 187
d. 247
- B. If pole A is 25 meters long and pole B is 5 meters long. How many times is pole A longer than pole B?
- a. 5 times
b. 4 times
c. 6 times
d. 2 times
 6. What is the operation used?
a. subtraction
b. addition
c. multiplication
d. division
- C. Alice served the restaurant customers for 2-1/2 hours today and 5-1/2 hours yesterday. How many hours did she serve?
- a. 4 hrs.
b. 7 hrs.
c. 8 hrs.
d. 5 hrs.
 8. What is the operation used?
a. multiplication
b. addition
c. subtraction
d. division
- D. A tahong producer places 5 baskets of tahong in one week. If he had 30 baskets of tahong, how many sacks of tahong are there in all?
- a. 6 sacks
b. 5 sacks
c. 7 sacks
d. 4 sacks
 10. What is the operation used?
a. subtraction
b. division
c. multiplication
d. addition

APPENDIX C

Department of Education, Culture and Sports
 Region VIII
 Division of Samar
 DISTRICT OF JIABONG-MOTIONG
 Jiabong

DISTRICT ACHIEVEMENT TEST IN FILIPINO
 Grade VI

Pangalan: _____ Petsa: _____
 Paaralan: _____ Guro: _____

Panuto: Isulat ang titik ng tamang sagot.

1. Ano ang gagawin mo kung binigyan kayo ng takdang aralin at hindi mo kayang sagutin?
 - a. Pasasagutan mo sa iyong ama.
 - b. Mangungopya sa sagot ng mga kaklase.
 - c. Hindi mo gagawin.
 - d. Magpapaturo ka.
2. Sino ang pipiliin mong kaibigan?
 - a. Iyong mahilig umistambay sa kanto.
 - b. Iyong mahilig pumunta sa kung saan-saan.
 - c. Iyong mahilig manood ng sine.
 - d. Iyong mahilig sa pagbabasa.
3. Alin sa sumusunod ang may pinakamalakas na tunog na dulot ng kalikasan?

a. hangin	c. lagaslas ng tubig sa sapa
b. kidlat	d. kulog
4. Humanga ____ Raul at Lito ang guro.

a. kay	b. kina	c. para kay	d. para kina
--------	---------	-------------	--------------
5. ____ Rhes siya sasama patungong paaralan.

a. kay	b. kina	c. para kay	d. para kina
--------	---------	-------------	--------------

6. Nagsiuwi na sa Maynila ang mga kapatid _____.
a. ako b. ko c. ikaw d. ko
7. Bakit ____ iniwan ang kapatid mo?
a. ako b. mo c. ikaw d. ko
8. Sino ang guro ninyo? Ang salitang sino ay halimbawa ng panghalip na:
a. panao b. paari c. pananong d. pamatlig
9. Ang salitang ako ay halimbawa ng panghalip na:
a. panao b. paari c. pananong d. pamatlig
10. Matibay ang sapatos na nabili niya. Ang salitang matibay ay halimbawa ng pang-uring _____.
a. pamilang b. palarawan c. pantangi d. pambalana
11. Alin sa sumusunod ang isang halimbawa ng pang-uring pasukdol?
a. bango c. higit na mabango
b. mabango d. pinakamabango
12. Alin sa sumusunod ang isang halimbawa ng pang-uring pahaming?
a. talino c. di-gaanong matalino
b. matalino d. pinakamatalino
13. Halimbawa ng pandiwang pangkasalukuyan.
a. kain b. kumain c. kumakain d. kakain
14. Maliligo kami sa sapa. Ang salitang maliligo ay nasa aspektong ____ ng pandiwa.
a. pangnagdaan c. pangkasalukuyan
b. panghinaharap d. nagawa na
15. Kahapon siya nagtungo sa Maynila. Ang salitang kahapon ay pang-abay na:
a. pamaraan b. panlunan c. pamanahon d. pamahagi
16. Alin sa sumusunod ang halimbawa ng pang-abay na panlunan?
a. sa harap b. patakbo c. maaga d. malusog

28. Alin sa mga sumusunod na pangungusap ang nasa karaniwang anyo?
 - a. Si ate Lucy ay namasyal kahapon.
 - b. Ang sundalo ay namatay sa piitan.
 - c. Namalengke ang nanay.
 - d. Ang kaibigan ay dumating kahapon.
29. Ang kasingkahulugan ng salitang maganda ay _____.
 - a. kaakit-akit b. pangit c. malinis d. masaya
30. Ang kasalungat na kahulugan ng salitang mainit ay _____.
 - a. malamig b. maputi c. malalim d. maliit
31. Ang ____ ay pakikipagsapalaran.
 - a. buhay b. buhay c. buhay d. buhay
32. Ang ____ ay nasira dahil sa lakas ng agos ng tubig.
 - a. tubo b. tubo c. tubo d. tubo
33. Alin sa sumusunod ang may kambal-katinig?
 - a. galamay b. plano c. bigat d. balat
34. Alin sa sumusunod ang salitang may diptonggo?
 - a. siya b. silya c. away d. sariwa
35. Alin sa sumusunod ang tambalang salita?
 - a. dapithapon b. dapit c. hapon d. pamamagitan
36. Alin sa sumusunod ang wastong daglat ng salitang Heneral?
 - a. Hnl. b. Hen. c. Hr. , d. He.
37. Alin sa sumusunod ang wastong daglat ng Binibini.
 - a. Bin. b. Ben. c. Bb. d. BB
38. Alin sa sumusunod ang hindi dapat isama sa grupo?
 - a. nagapi b. natalo c. nalupig d. nanalo
39. Aanhin pa ang damo, kung patay na ang _____.
 - a. kalabaw b. kambing c. kabayo d. pusa
40. Aling salita ang wasto ang pagbaybay?
 - a. tetser b. titcher c. titser d. titsir

APPENDIX D

Department of Education, Culture and Sports
 Region VIII
 Division of Samar
 DISTRICT OF JIABONG-MOTIONG
 Jiabong

DISTRICT ACHIEVEMENT TEST IN HEOGRAPIYA/
 KASAYSAYAN AT SIBIKA
 IKAANIM NA BAITANG

Pangalan: _____ Baitang: _____ Petsa: _____
 Paaralan: _____ Guro: _____

- I. Panuto: Piliin ang titik ng wastong sagot.
1. Sa taong 2,000 ang tinatayan populasyon ng Pilipinas ay:
 a. 50 milyon b. 84 milyon c. 65 milyon d. 70 milyon
2. Ayon sa sensus na ginawa noong 1984, ang bilang ng taong naninirahan sa Pilipinas ay:
 a. 33,000,000 c. 42,000,000
 b. 37,000,000 d. 45,000,000
3. Ang epekto ng pandarayuhan sa lugar na nilisan ay
 a. pagkabawa ng lakas-manggagawa
 b. pagdami ng manggagawa
 c. masaya ang lugar
 d. mahirap ang hanapbuhay
4. Ang pangkat-etniko na bumuo ng bansang Pilipinas.
 a. Ifugao b. Muslim c. Ilokano d. Maguindanao
5. Ang katangian ng populasyon na makatutulong sa pagbuo ng bansa ay ____ na mamamayan.
 a. masakitin c. may pinag-aralan
 b. mangmang d. tamad

6. Ang kahulugan ng "Bawat Kalayaan ay may Katapat na Pananagutan".
 - a. Hindi lahat ng tao ay nagtatamasa na kalayaan.
 - b. Maraming kalayaang tinatamasa ng mga mamamayan.
 - c. Sapagkatama ng kalayaan, kailangang hindi ka maka-pinsala sa iba.
 - d. Ang mga karapat-dapat lamang ang maaaring magtamasa ng kalayaan.
7. Mahalaga ang pagiging matapat sa paglilingkod ng mga pinuno at kawani ng pamahalaan upang
 - a. matigil ang suhulan sa pamahalaan.
 - b. marami ang nais maglingkod sa pamahalaan.
 - c. mawawala ang tiwala ng mamamayan sa pamahalaan.
 - d. magiging-kasiya-siya sa mga mamamayan ang pagtupad ng kanilang tungkulin.
8. Mahalaga sa atin ang pag-ibig sa kapwa sapagkat
 - a. Lahat ng tao ay pantay-pantay sa harap ng batas.
 - b. Naniniwala ang mga Pilipino na ang pag-ibig sa Diyos ay pag-ibig sa kapwa.
 - c. Karamihan sa kapwa natin ay mahihirap.
 - d. Mabait ang taong banal sa kapwa natin.
9. Natulungan ka ng iyong Ninong na makapasok bilang empleyado sa kanilang tanggapan. Paano mo maipakikita ang pagtanaw ng utang na loob sa kaniya?
 - a. Tuparin nang maayos ang iyong gawain.
 - b. Regaluhan siya ng isang mamahaling polo-barong.
 - c. Ipagmalaki na Ninong mo ang manedyer ng tanggapan.
 - d. Magsilbi ka sa kanilang tahanan tuwing Sabado.
10. Gustong-gusto ni Ruel na makatapos ng pag-aaral sa kolehiyo. Subalit, hindi siya kayang papag-aralin ng kaniyang mga magulang. Kung ikaw si Ruel, alin ang sisikapin mong gawin?
 - a. Magtrabaho habang nag-aaral.
 - b. Maghintay na mapag-aral ng magulang.
 - c. Ipagbili ang mga kasangkapan ng magulang.
 - d. Magpa-ampon sa isang mayamang kamag-anak.
11. Ang Pilipinas ay malaki kaysa
 - a. Indonesia
 - b. Grand Britanya
 - c. Canada
 - d. Mehiko

12. Ang hugis ng bansa ay
a. bao b. pahaba c. pabilog d. hiwa-hiwalay
13. Ang Pilipinas ay binubuo ng _____.
a. 7,107 b. 1,701 c. 1,107 d. 7,701
14. Ang Pilipinas ay matatagpuan sa _____ ng mundo.
a. 4 H at 21 H latitud c. 3 H at 12 H latitud
b. 6 H at 25 H latitud d. 14 H at 21 H latitud
15. Ang klima ng Pilipinas ay
a. mainit b. malamig c. tuyo d. mahalumigmig
16. Ang Pilipinas ay mayaman sa
a. salapi b. likas na yaman c. ginto d. langis
17. Ang pagputol ng mga punongkahoy sa pinanggagalingan ng tubig ay maaaring maging bunga nito ay
a. Uunti ang panustos na tubig.
b. Hihirap ang muling pagtatanim.
c. May panganib na laging magkasunod.
d. Mapipinsala ang ibang punongkahoy.
18. May mga mangingisdang patagong gumamit ng dinamita, ang idudulot nito sa kapaligiran ay ang
a. pagtaas ng halaga ng isda.
b. pagkawala ng pangisdaan.
c. pagpinsala ng yaman-tubig.
d. pagpinsala sa kagamitan ng pangisdaan.
19. Hindi nauukol sa pangangalaga ng mga hayop-gubat ang
a. pagbabawal ng pagdadala ng baril.
b. pagtatakda ng mga laang gubat.
c. pagbabawal ng paggamit ng dinamita.
d. pagtatakda ng panahon sa panghuhuli ng hayop sa gubat.
20. May mga batas na sinusunod sa pangangalaga ng mga gubat yamang-tubig, hayop-gubat at mineral. Ano ang isinasaad nito?
a. Mayaman ang Pilipinas sa Likas na Kayamanan.
b. Ang lahat ng likas na kayamanan ay para sa tao.
c. Pinangangalagaan ng pamahalaan ang likas na kayamanan.
d. Bahagi sa kapaligirang pisikal ang likas na kayamanan.

31. Sa bansang Malay, ang mga mamamayan ay nakapagpipili ng mga pinuno sa pamamagitan ng
a. halalan b. puwersa c. kagustuhan d. palitan
32. Nang matamo ang ganap na kalayaan ng bansa ang mga tao ay ____ sa pagpapabuti ng pamumuhay sa Republika.
a. nagkahiwalay c. sumalungat
b. nakiisa d. sumuway
33. Ang layunin ng kilusang katipunan ay makamit ang kalayaan sa pamamagitan ng
a. usapan b. halalan c. kompetisyon d. rebolusyon
34. Ang mga Pilipino noon sa panahon ng Amerikano ay ____ muna bago ibinigay ang paghawak ng katungkulan.
a. sinanay b. pinilit c. ikinulong d. sinubok
35. Sa unang republika nagsimula paunlarin ang mga napinsalang ____ noong digmaan.
a. kabuhay c. lupain
b. industriya d. kapangyarihan
36. Ang hindi maunlad na kabuhayan ay
a. nagdudulot ng pagbabago sa lipunan
b. gumaganda ang pamumuhay ng pamilya
c. naghihirap ang pamilya
d. natutustusan ang pangangailangan
37. Isang palatandaan ng pag-unlad ng kabuhayan ay
a. ang paglaki ng produksyon
b. ang pagbaba ng presyo
c. ang pagdami ng mandarayuhan
d. ang pagdami ng walang hanapbuhay
38. Upang mapaunlad ang kabuhayan ng bansa, ang ____ ang namamahala sa karunungan ng mga mamamayan.
a. Kagawaran ng Kalusugan
b. Kagawaran ng Edukasyon, Kultura at Isports
c. Kagawaran ng Paggawa
d. Kagawaran ng Industriya
39. Bilang pagtaguyod sa batas ng pangangalaga ng pamana ng lahi, inilunsad ng pamahalaan ang proyekto sa ____ ng mga makasaysayang pook at gusali.
a. pagbabalik-anyo c. iibang-anyo
b. pagsisira d. pagdagdag-anyo

40. Ang isang matalinong mamimili ay
 - a. bumibili ng mga produkto kahit anong uri.
 - b. naniniwala agad ng mga anunsyo.
 - c. bumibili lamang ng produkto gawa ng ibang bansa.
 - d. bumibili ng produkto na may mataas na uri.
41. Nanalo ka ng '95,000 sa "Premyo Savings Bond". Ano ang unang gagawin mo?
 - a. itatago sa bangko
 - b. ibibili ng telebisyon
 - c. ipamamahagi sa mga kapatid
 - d. ibibili ng damit
42. Ikaw ay magbabadyet. Alin ang bibigyan mo ng malaking halaga?
 - a. damit
 - b. tirahan
 - c. pagkain
 - d. sari-sari
43. Kailangang-kailangan mong bumili ng gamot ngunit wala kang pera.
 - a. mangungutang
 - b. babawasan ang naiipon
 - c. isasanla ang iyong relo
 - d. hindi bibili ng gamot
44. Ang pangunahing pangangailangan ng tao
 - a. pagkain, tirahan at edukasyon
 - b. kasuotan, sasakyan, at tirahan
 - c. pagkain, kasuotan at tirahan
 - d. edukasyon, kasuotan at sasakyan
45. Ang ginasta ng pamahalaan para sa bansa ay galing sa
 - a. buwis ng mamamayan
 - b. sa samahang sibika
 - c. mamamayan ng ibang bansa
 - d. mga samahang panrelihiyon
46. Ang taong may tamang saloobin sa paggawa ay
 - a. mahilig sa gawaing pang-opisina
 - b. tamad gumawa
 - c. ikinararangal ang gawaing manuwal
 - d. nahihiya gumawa

47. Ang ina ni Lina ay isang Metro Aide. Minsan naraanan ni Lina at ang kanyang kamag-aral ang inang nagwawalis sa daan. Kung ikaw si Lina, ano ang inyong gagawin?
- iiba ng daan
 - ipakikilala ko ang aking ina
 - magkukunwari na di nakita
 - hinintayin kong makalayo
48. Pangarap mo na magkaroon ng sariling bahay at lupa. Ano ang iyong gagawin?
- aasa sa swiptek
 - magsisikap makaipon
 - aasa sa awa ng Diyos
 - aasa sa kapalaran
49. Nagsimula kang mag-alaga ng baboy ngunit namatay sa sakit. Ano ang gagawin mo?
- hindi na mag-aalaga
 - hihikayatin ang kapitbahay na huminto sa pag-aalaga
 - magsimula muli sa pag-aalaga
 - mag-aaral at magbasa muna ukol sa pag-aalaga ng hayop
50. Gusto mong makapagtrabaho. Nagpatulong ka sa isang kakilala ngunit hanggang ngayon ay hindi ka pa tinatawag. Ano ang iyong gagawin?
- titigil na lang sa bahay
 - mag-aplay ng ibang trabaho
 - hintayin na lang ang tawag
 - hahanap ng ibang mahihingan ng tulong

APPENDIX E

Department of Education, Culture and Sports
R e g i o n V I I I
Division of Samar
DISTRICT OF JIABONG-MOTIONG
Jiabong

DISTRICT ACHIEVEMENT TEST IN HELE
Grade VI

- I. Panuto: Isulat ang titik ng wastong sagot.
1. Ang unang napupuna at hinahatulan sa iyo ng tao ay ang iyong:
 - a. panlabas na kaanyuan
 - b. ayos ng paglakad
 - c. pagsasalita
 - d. uri ng pagkain
 2. Kung gusto mong magkaroon na maayos na tindig, tikas (posture), alin sa sumusunod ang iyong susundin?
 - a. tumayo ng baluktot
 - b. tumindig ng laging nakasandal
 - c. laging tumayo na maayos at tuwid ang katawan
 - d. tumindig ng nakalabas ang tiyan
 3. Alin sa iyong gagawin ukol sa pansariling kalinisan?
 - a. maliligo araw-araw ngunit di magpapalit ng damit
 - b. laging maliligo ngunit luma ang damit
 - c. magpapalit ng damit hindi laging maliligo
 - d. laging maliligo ngunit puro mantsa ang isinusuot
 4. Ang magandang kaanyuan ay nangangailangan ng
 - a. pang-araw-araw na pangangalaga
 - b. minsan sa isang linggo ang pangangalaga
 - c. dalawang beses sa isang linggo ang pangangalaga
 - d. minsan sa isang buwan ang pangangalaga

5. Ang damit na maganda-ganda kaysa sa pang-araw-araw na pamasok sa paaralan ay tinatawag nating:
 - a. kasuotang panlakbay
 - b. kasuotang kaswal
 - c. kasuotang pang-okasyon
 - d. kasuotang pampalakasan
6. Ang pinakamagaling na gatas para sa sanggol ay ang
 - a. gatas ng ina
 - b. lusaw na gatas
 - c. kondensadang gatas
 - d. pulbo na gatas
7. Iyak ng iyak ang sanggol. Tamang-tama ikaw ang nag-aalaga. Ano ang dapat mong gawin para huminto?
 - a. papaluin hanggang huminto
 - b. kargahin at isayaw
 - c. pilitin pakainin
 - d. sikapin malaman ang dahilan
8. Ano ang tamang oras sa pagpapaligo sa bata?
 - a. maagang-maaga
 - b. sa tanghali
 - c. sa hapon
 - d. bago sumuso sa umaga
9. Ang pag-aayos at pagliligpit ng higaan ay isang gawaing.
 - a. lingguhan
 - b. buwanan
 - c. paminsan-minsan
 - d. pang-araw-araw
10. Alin sa mga sumusunod na mga pangyayari ang masasabi nating pangangailangan para sa kalusugan ng isang tao?
 - a. pagpapakulot ng buhok
 - b. panonood ng sine
 - c. pakikinig ng tugtugin
 - d. pag-inom ng katas ng kalamansi

11. Ipinalinis ng Nanay mo ang kanyang silid. Paano mo lilinisin?
 - a. pakikintabin mo ng mabuti ang gitna ngunit marumi ang sulok.
 - b. di-gaanong pakikintabin ang sahig ngunit malinis ang sulok.
 - c. pakikintabin ang buong paligid ngunit maalikabok ang mga silya.
 - d. walang makikitang alikabok ngunit hindi pakikintabin.
12. Nakita mo na punong-puno na ang inyong basurahan. Ano ang gagawin mo?
 - a. lalagyan ng takip
 - b. ikakalat sa tabi
 - c. pababayaang lamang
 - d. itatapon o kaya susunugin
13. Saan dapat mag-umpisa kung maglilinis ng bahay?
 - a. sahig
 - b. kisame
 - c. sulok
 - d. dingding
14. Sa paghuhugas ng mga kinainan, alin sa ibaba ang tamang pagkasunod-sunod ang susundin?
 - a. pinggan, baso, kutsara, kagamitang panluto
 - b. baso, kutsara, pinggan, kagamitang panluto
 - c. kutsara, baso, pinggan, kagamitang panluto
 - d. kagamitang panluto, kutsara, baso, pinggan
15. Alin sa sumusunod na pag-uugali ang kailangan mabago o mapalitan?
 - a. pagkamatulungin
 - b. pagkatsismosa
 - c. pagkamasinop
 - d. pagkamasipag
16. Ano ang dapat at kanais-nais na kaugalian sa loob ng silid-aralan habang gumagawa?
 - a. maingay habang gumagawa
 - b. tahimik habang gumagawa
 - c. kumakanta habang gumagawa
 - d. sumasayaw habang gumagawa

17. Alin ang dapat sundin bago tabasin ang tela upang hindi maiba ang sukat ng gagawing proyekto?
 - a. ibabad sa tubig
 - b. iplantsa
 - c. ibilad sa araw
 - d. ialmirol
18. Sa anong daliri isinusuot ang didal?
 - a. hintuturo
 - b. gitnang daliri
 - c. palasingsingan
 - d. hinlalaki
19. Ano ang dapat ipagawa ng isang bata kung tapos na maglaro sa kanyang mga laruan?
 - a. damputin ang mga laruan para sa bata
 - b. ipatabi sa bata ang mga laruan
 - c. pabayaang mga laruan na nakakalat
 - d. ipadampot sa katulong ang mga laruan
20. Ano ang mabuting gagawin ng isang bata kung isa sa mga kasapi ng pamilya ay may sakit?
 - a. umalis ng bahay
 - b. huwag mabahala
 - c. tumulong sa anumang iutos
 - d. huwag maki-alam
21. Kailan dapat sulsihan ang mga sirang damit?
 - a. pagkatapos labahan ang damit
 - b. sulsihan agad
 - c. bago plantsahin ang damit
 - d. pagkatapos ikula ang sirang damit
22. Gaano kadalas ang pagsasyampo ng inyong buhok?
 - a. araw-araw
 - b. minsan sa isang linggo
 - c. tuwing makalawang linggo
 - d. tuwing ikatlong linggo
23. Alin sa sumusunod na pag-aayos ng bulaklak ang nagpapahiwatig ng langit, lupa at tao na mga sagisag?
 - a. lumulutang na pag-ayos (floating arrangement)
 - b. mass flower arrangement (masa na ayos)
 - c. Ikabana
 - d. wala sa tatlo

24. Ang ahente sa mga paninda ay tinatawag na
 - a. tagapamagitan
 - b. tagapatnugot
 - c. tagapagbili
 - d. tagapagtinda
25. Ang tawag sa halagang ginagamit sa pagbibili ng mga paninda sa tindahan ay:
 - a. diskuwento
 - b. puhunan
 - c. pondo
 - d. interes
26. Ang pagbibili ng kas ay tinatawag na
 - a. kaliwaan
 - b. takda
 - c. patinda
 - d. tuwiran
27. Ang pagbabanggit ng legal ng tindahan ng mga paninda at paglilingkod sa namimili ay tinatawag na
 - a. paligsahan
 - b. dula-dulaan
 - c. pag-anunsyo
 - d. talakayan
28. May epekto sa iyong hitsura ang mga linya at disenyo ng gamit na suot mo. Kung ikaw ay pandak at medyo mataba, anong linya at disenyo ang pipiliin mo?
 - a. kurba
 - b. bertikal (patayo)
 - c. pahiga (horizontal)
 - d. putol-putol
29. Ang laboratoryong tindahan ay isang paraang ginagamit ng mga paaralan upang pagtibayin ang konsepto ng
 - a. sama-samang pagtutulungan
 - b. sari-sariling pangangalakal
 - c. pag-unawa sa kapwa
 - d. sapilitang pakikisapi

30. Sakaling bigyan ka ng sapat na pera ng iyong Nanay. Tamang-tama ikaw ay nagugutom. Alin sa mga sumusunod ang bibilhin mo?
- masasarap na pagkain
 - mamahaling pagkain
 - masustansyang pagkain
 - murang pagkain
31. Mahalagang bagay ang naitutulong ng resipe para sa mga tagapagluto ng pagkain. Magkakaiba ang impormasyon na nakukuha sa bagay na ito. Alin sa mga sumusunod ang hindi ibinibigay sa resipe?
- paraan ng pagluto
 - tamang sukat ng sangkap
 - sustansiya ng niluto
 - mga sangkap na gagamitin
32. Mahilig sa mga kuwento ang mga bata. Kung ikaw ang hihingan ng kuwento, anong uri ng kuwento ang ikukuwento mo?
- nakakatakot
 - nakakalungkot
 - may maraming aksyon
 - nakaiiyak
33. Si Lita ay may sipon. Kailangan siyang kumain ng mga prutas mayaman sa
- karbohadyret
 - bitamina C
 - protina
 - taba
34. Ang mga gawaing pambahay ay magiging magaan o madali sa pamamagitan ng pagkakaroon ng
- talatakdaan
 - katulong
 - mga gamit sa paggawa
 - listahan ng mga gawain
35. Alin ang dapat tandaan sa pagplano ng pagkain para sa mag-anak?
- laki, gulang, kalusugan, at uri ng gawain
 - laki, kalusugan at uri ng pagkain
 - laki, gulang at uri ng pagkain
 - gulang, kalusugan at uri ng pagkain

B. Panuto: Isulat ang titik ng wastong sagot ukol sa paghahanda sa sumusunod na mga pagkain.

1. Itlog at kumukulong tubig
 - a. prinitong itlog
 - b. maalat na itlog
 - c. nilagang itlog
 - d. omelet
2. Gata, lamang-ugat at asukal
 - a. kyek
 - b. ginatan
 - c. sanwits
 - d. puto
3. Tinapay at palaman
 - a. sanwits
 - b. suman
 - c. kyek
 - d. torta
4. Kalamansi, tubig at asukal
 - a. pepsi
 - b. lemonada
 - c. mirinda
 - d. pineapple juice
5. Saging saba at tubig
 - a. pritong saging
 - b. banana cue
 - c. nilagang saging
 - d. minatamis na saging
6. Mais niluto sa baga
 - a. inihaw na mais
 - b. popcorn
 - c. nilagang mais
 - d. gulay na mais
7. Kamote, asete at asukal
 - a. kyek
 - b. ginatan
 - c. camote cue
 - d. nilagang camote

8. Kamote, niyog, asukal at dahong saging
 - a. kamote tsips
 - b. kamote cue
 - c. sumang kamote
 - d. ginatan
 9. Pinya, asukal, yelo at tubig
 - a. lemonada
 - b. fruit salad
 - c. fruit punch
 - d. fruit juice
 10. Itlog, gatas, asukal
 - a. nilagang itlog
 - b. eggnog
 - c. pritong itlog
 - d. omelet
- C. Panuto: Piliin at isulat ang titik ng wastong pag-iimbak sa sumusunod na mga pagkain.
1. Bungang-kahoy
 - a. kendi
 - b. bagoong
 - c. tapa
 2. Gulay
 - a. maalat
 - b. longganisa
 - c. atsara
 3. Isda
 - a. pickled
 - b. daing
 - c. atsara
 4. Itlog
 - a. maalat
 - b. jam
 - c. tosino
 5. Karne
 - a. kendi
 - b. atsara
 - c. tosino

APPENDIX F

Department of Education, Culture and Sports
 Region VIII
 Division of Samar
 DISTRICT OF JIABONG-MOTIONG
 Jiabong

DISTRICT ACHIEVEMENT TEST IN ENGLISH
 GRADE VI

Name: _____ Date: _____
 School: _____ Teacher: _____

I. Direction: In each question, select which one of the choices could correctly answer it. Write the letter of your answer on your answer sheet.

1. What is the proper utterance to this situation?
 Ana is buying a cake in the canteen. What will she say to the saleslady?
 a. Give me that cake.
 b. May I have that cake, here is my money.
 c. Hey, give me that cake.
 d. Hurry up, give me that cake.
2. Which intonation pattern means "Susan's bag is of no other color but brown".
 a. Susan's bag is brown.
 b. Susan's bag is brown.
 c. Susan's bag is brown.
 d. Susan's bag is brown.
3. What kind of indirect quotation is this?
 Mother told Lilia to wash the clothes.
 a. request
 b. statement
 c. command
 d. question

12. Which sentence tells about things that are likely to happen?
a. I wish I could fly to outer space.
b. I hope I can be a pilot someday.
c. I wish I knew how to fly a spaceship.
d. I wish I had seen the first landing on the moon.
13. Which sentence tells about things not likely to happen?
a. I wish I could fly to the moon and play there.
b. I hope I can reach Manila.
c. Elena hopes she will see an elephant.
d. He hopes he can paint beautifully.
14. Which one is the correct form of a two-word adjective?
a. two-stanzas
b. two-stanza
c. two stanzas
d. two stanza
15. Which sentence is in the passive form of verb?
a. Mona give a report on meteors.
b. Elena made a wish on a shooting star.
c. A report on meteors was given by Mona.
d. The girls collected pictures of heavenly bodies.
16. Which one is the correct form of verb in the present perfect tense?
For how long have you _____ Lito?
a. know b. knew c. known d. will know
17. In these sentences, adjectives are used in a series. What sentence has the correct formation?
a. The two big lovely red flowers.
b. The two red big lovely flowers.
c. The two lovely big red flowers.
d. The two big red lovely flowers.
18. Which one is the comparative degree of adverb?
a. Antonio works slow.
b. Jose works slower than Antonio.
c. Ramon works the slowest.
d. She works slowly.

19. Which one is in the superlative degree of adverb?
a. Rey writes more neatly than his brother.
b. Marita runs faster than Teresa.
c. Rosie spoke most clearly among all the speakers
d. The sun shines more brightly than the moon.
20. What prefix means to remove?
a. mis b. pre c. de d. post
21. Which suffix means state of action?
a. ness b. ity c. tion d. ment
22. What is another word for humorous?
a. wealthy b. funny c. huge d. famous
23. What is the opposite meaning of the word distant?
a. near b. along c. far d. beside
24. What is the correct simile to complete this sentence?

The princess is as pretty as a . . .
a. frog b. rose c. lion d. tiger
25. Which sentence is a metaphor?
a. The boat is large.
b. The boat is useful.
c. The boat is sailing.
d. The boat plows the waves.
26. Which of the underlined word is a descriptive word?
a. Maria Clara has a long dark hair.
b. The janitor swept the floor this morning.
c. Delia washes the dishes every morning.
d. The butterfly alightened on a flower.
27. Which of the encircled word is an action word?
a. Monkeys are funny.
b. The horse is faster than the dog.
c. Please open the window.
d. My dog is alert.

28. What is the meaning of the underlined idiom?

The news of the car accident spread like wild fire.

- a. spread in all direction.
 - b. spread fast.
 - c. spread towards one direction only.
 - d. spread slowly.
29. What emotion is being shown by the character?
- a. pride b. hatred c. pity d. hope
30. What phrase will answer how question?
- a. by pushing hard and pulling.
 - b. away in the distant land.
 - c. while she was sleeping.
 - d. because he was punished.
31. What phrase will answer why question?
- a. because she lost all her savings.
 - b. by the side of the rippling brook.
 - c. while the storm is raging.
 - d. the lovely princess.
32. What part of the story is the example below?

Sunday morning in May in a nearby village.

- a. setting
 - b. character
 - c. climax
 - d. conclusion
33. What is the key sentence of this paragraph?

The owl looks wise because he sits upright; he has a big head and two big eyes in front of his head like those of persons.

- a. He has a big head.
- b. He has a two big eyes.
- c. He sits upright.
- d. The owl looks wise.

34. What is the correct restatement of this key sentence?

Do you know why there are lots of snail after the rain?

- a. Do you know why?
 - b. Lots of snail after the rain.
 - c. Why there are lots of snail after the rain?
 - d. There are snails.
35. What is the supporting details of this key sentence?

Some birds are harmful.

- a. They make us happy.
 - b. They help the farmer.
 - c. They eat our palay.
 - d. They are good friends.
36. What title should be given to this stanza?

There was a little turtle.
He lived in a box.
He swam in the river.
He climbed on the rocks.

- a. The Little Turtle
 - b. The Box
 - c. The Rocks
 - d. The River
37. Which one is following the correct direction of this sentence?

Write the word I Love You and underline it.

- a. I LOve You
 - b. I Love You
 - c. I Love You
 - d. I Love You
38. Which is the correct order of this idea?
- A. Digestion starts from the mouth.
 - B. It passes through the esophagus.
 - C. It goes down to the stomach.
 - D. Next to the small intestine.
- a. ACBD
 - b. ADCB
 - c. ABCD
 - d. BACD

39. What is the effect of the given cause?

I took good care of my plants, so . . .

- a. they died
 - b. they grew fast
 - c. they were unhealthy
 - d. they withered
40. Mother is in the house. Near her are pots of roses. She cut some into small pieces. Then she opens the sewing machine. What will she do next?
- a. She will pick flowers.
 - b. She will sew a dress.
 - c. She will wash the dress.
 - d. She will iron her dress.
41. What feeling or mood can you get after reading the stanza?
- "Every morning when the sun
Comes smiling up on everyone
It's lots of fun
To say good morning to the sun."
- a. sadness b. happiness c. anger d. fear
42. Which one does the children see when they visit their grandparents farm?
- a. big hospital
 - b. big grocery store
 - c. beautiful City Hall
 - d. many coconut trees
43. Which one is a fact?
- a. Fish can talk like a person.
 - b. Fish can swim.
 - c. Fish is a bird.
 - d. Fish has wings.

44. Which is an opinion?
a. I think Miss Matilla is a good teacher.
b. Miss Matilla is a lady.
c. Miss Matilla is single.
d. Miss Matilla is a teacher.
45. Which of the advertisements is exaggerated?
a. Folding umbrellas are cheap.
b. Folding umbrella are beautiful.
c. Folding umbrella are super magic.
d. Folding umbrella are durable.
46. Which one is a three-point topic outline?
a. I. Fruits
 A. Bananas, mangoes, oranges, atis
b. I. Starry Night
 A. Big and little stars
 B. Stars shone brightly at night
c. I. Importance of Trees
 A. Trees beautify
 B. Trees give shade
 C. Trees conserve the soil
d. I. God is Love
 A. He is our friend.
 B. He has given us rivers.
 C. He is a spirit.
 D. He is so good.
47. What is the correct syllabication of the word theory?
a. the-o-ry b. theo-ry c. theor-y d. the-ory
48. What section of the newspaper can you find this topic?

"Wanted Sales Representatives"

- a. General News
b. Classified Ads
c. Sports Page
d. Entertainment Section

49. Which of the following will you use for Greeting in a letter?
- | | |
|--------------|--------------|
| a. Dear Ana. | c. Dear Ana, |
| b. Dear Ana; | d. Dear Ana: |
50. Which word is correctly spelled?
- | | |
|----------------|---------------|
| a. accomodate | c. accomodate |
| b. accommodate | d. acomodate |

APPENDIX G

SURVEY QUESTIONNAIRE
(For LAC Leaders and LAC Members)

Name: _____ (Optional)

PART I. LAC Session Agreements:

To what extent have you implemented the following LAC Session Agreements. Encircle 5 if Fully Implemented, 4 for Highly Implemented, 3 for Moderately Implemented, 2 for Slightly Implemented, 1 for Not Implemented.

Indicators	: FI	: HI	: MI	: SI	: NI
	:(5)	:(4)	:(3)	:(2)	:(1)
1. Structuring one's classroom to create an atmosphere conducive to learning.	: 5	: 4	: 3	: 2	: 1
2. Creating the "we-our" feeling among children.	: 5	: 4	: 3	: 2	: 1
3. Discuss guidelines in the development of instructional materials.	: 5	: 4	: 3	: 2	: 1
4. Select a learning objective in the area assigned to your group that requires a teaching device to carry it out.	: 5	: 4	: 3	: 2	: 1
5. Identify and list down the indigenous materials found in your locality.	: 5	: 4	: 3	: 2	: 1
6. Writing lesson plans focused on the congruence of the different parts of a lesson.	: 5	: 4	: 3	: 2	: 1

7. Discuss Episode 3, "The Teacher As a Manager of Learning", Use/Adapt GOEM (Goal-Oriented Instructional Model) : 5 : 4 : 3 : 2 : 1
8. Use and implement the following approaches for effective learning in the following subject areas: : 5 : 4 : 3 : 2 : 1
 - English and Filipino - PVOBMB
 - Mathematics - Discovery Approach
 - Sibika at Kultura - Conceptual Approach
 - Science and Health
 - HELE - Team Teaching : 5 : 4 : 3 : 2 : 1
9. Discuss Episode 4 - "Planning: Writing Behavioral Objectives," following the acronym SMART:
 - S - specific
 - M - measurable
 - A - attainable
 - R - result-oriented
 - T - time-bounded : 5 : 4 : 3 : 2 : 1
10. Discussion by sharing the different factors or criteria you usually consider in your day-to-day teaching.: 5 : 4 : 3 : 2 : 1
11. Make a rating scale for evaluating a specific lesson. : 5 : 4 : 3 : 2 : 1
12. Scheme for self-evaluation and self-improvement. : 5 : 4 : 3 : 2 : 1
13. Discuss Form A, B, and C for recording pupil performance. Demonstrate. : 5 : 4 : 3 : 2 : 1

14. Identifying values (positive and negative). Making a values chart. Discuss each value. : 5 : 4 : 3 : 2 : 1
15. Developing a sense of Filipinism, Pagsasarili, Pagkakaisa and Pagkabayani. : 5 : 4 : 3 : 2 : 1
16. Study and discuss phases of oral language teaching. : 5 : 4 : 3 : 2 : 1
17. Conduct demonstration in teaching spelling through eclectic method. : 5 : 4 : 3 : 2 : 1
18. Study principles for teaching Word Recognition through context clues, etc. : 5 : 4 : 3 : 2 : 1
19. Discuss meanings of structural and contextual. Clarify through peer teaching. : 5 : 4 : 3 : 2 : 1
20. Classify and identify pupils difficulties in solving problems. Discuss principles in problem-solving. : 5 : 4 : 3 : 2 : 1
21. Discuss remedial measures which will help pupils overcome problem-solving difficulties as: helping pupils comprehend the problem, unlocking difficult words, etc. : 5 : 4 : 3 : 2 : 1
22. Study strategies for work attitudes habit and value development; the Evaluative Tolls for evaluating work attitudes, habits and values. : 5 : 4 : 3 : 2 : 1

23. Discussing accurate and
sufficient observation which
serves as basis for making
inferences. : 5 : 4 : 3 : 2 : 1
24. Writing and preparing
criterion-referenced tests
based on the objectives of
each subject area. : 5 : 4 : 3 : 2 : 1
25. Maintain good public
relation in the community. : 5 : 4 : 3 : 2 : 1
- =====

APPENDIX H

Computation of the Coefficient of Correlation
Between the LAC Session Agreement and the
Pupil Achievement

LAC Session : Agreements No.:	X^2	Y^2	XY
1	20.52	20.25	20.39
2	17.98	18.06	18.02
3	17.14	10.56	13.46
4	16.00	3.06	7.00
5	17.47	2.25	6.27
6	20.52	5.06	10.19
7	17.06	5.06	9.29
8	16.81	12.25	14.35
9	18.92	20.25	18.06
10	18.06	18.06	18.06
11	15.52	6.25	9.85
12	15.76	9.00	11.91
13	10.63	7.56	8.97
14	16.00	22.56	19.00
15	17.81	16.00	16.88
16	14.52	22.56	18.10
17	14.90	20.25	17.37
18	16.81	18.06	17.43
19	14.75	18.06	16.32
20	15.13	10.56	12.64
21	16.65	25.00	20.04
22	15.68	22.56	18.81
23	13.91	22.56	17.72
24	19.80	22.56	21.14
25	20.16	18.06	19.08
Total	$\Sigma X^2=418.51$	$\Sigma Y^2=376.46$	$\Sigma XY=381.87$

APPENDIX I

Extent of Implementation of the LAC Session
Agreements for Grade VI in Jiabong-Motiong
District as Perceived by LAC Leaders

LAC Session : Agreements No.:	FI : (5)	HI : (4)	MI : (3)	SI : (2)	NI : (1)	Total : Mean	Wtd. : Mean	Interpret- ation
1	11 (55)	6 (24)	1 (3)	0 (0)	0 (0)	18 (82)	4.56	FI
2	8 (40)	9 (36)	0 (0)	0 (0)	0 (0)	17 (76)	4.47	HI
3	7 (35)	9 (36)	1 (3)	0 (0)	0 (0)	17 (74)	4.35	HI
4	4 (20)	11 (44)	0 (0)	1 (2)	0 (0)	16 (64)	4.00	HI
5	10 (50)	6 (24)	2 (6)	0 (0)	0 (0)	18 (80)	4.44	HI
6	10 (50)	8 (32)	0 (0)	0 (0)	0 (0)	19 (82)	4.56	FI
7	7 (35)	10 (40)	1 (3)	0 (0)	0 (0)	18 (78)	4.33	HI
8	5 (25)	13 (52)	0 (0)	0 (0)	0 (0)	18 (77)	4.28	HI
9	11 (55)	7 (28)	0 (0)	0 (0)	0 (0)	18 (83)	4.61	FI
10	9 (45)	9 (36)	0 (0)	0 (0)	0 (0)	18 (81)	4.5	HI
11	3 (15)	13 (52)	2 (6)	0 (0)	0 (0)	18 (73)	4.06	HI
12	3 (15)	14 (56)	1 (3)	0 (0)	0 (0)	18 (74)	4.11	HI
13	9 (45)	8 (32)	1 (3)	0 (0)	0 (0)	18 (80)	4.44	HI
14	5 (25)	11 (44)	2 (6)	0 (0)	0 (0)	18 (75)	4.17	HI
15	8 (40)	10 (40)	0 (0)	0 (0)	0 (0)	18 (80)	4.44	HI
16	5 (25)	10 (40)	3 (9)	0 (0)	0 (0)	18 (74)	4.11	HI
17	3 (15)	10 (40)	5 (15)	0 (0)	0 (0)	18 (70)	3.89	HI
18	6 (30)	11 (44)	1 (3)	0 (0)	0 (0)	18 (77)	4.28	HI
19	3 (15)	12 (48)	3 (9)	0 (0)	0 (0)	18 (72)	4.00	HI
20	5 (25)	10 (40)	3 (9)	0 (0)	0 (0)	18 (74)	4.11	HI
21	7 (35)	10 (40)	1 (3)	0 (0)	0 (0)	18 (78)	4.33	HI
22	5 (25)	11 (44)	2 (6)	0 (0)	0 (0)	18 (75)	4.17	HI
23	3 (15)	12 (48)	3 (9)	0 (0)	0 (0)	18 (72)	4.00	HI
24	10 (50)	8 (32)	0 (0)	0 (0)	0 (0)	18 (82)	4.56	HI
25	8 (40)	9 (36)	1 (3)	0 (0)	0 (0)	18 (79)	4.39	HI
Total	165 (825)	247 (988)	33 (99)	1 (2)	0 (0)	446 (1914)	107.17	
Grand Wtd. Mean	5.00	4.00	3.00	2.00	0	4.29	4.29	HI

APPENDIX J

Extent of Implementation of the LAC Session
Agreements for Grade VI in Jiabong-Motiong
District as Perceived by the Teachers

LAC Session : Agreements No.:	FI : (5)	HI : (4)	MI : (3)	SI : (2)	NI : (1)	Total : :	Wtd. Mean	Interpret- ation
1	6 (30)	6 (24)	0 (0)	0 (0)	0 (0)	12 (54)	4.50	HI
2	0 (0)	12 (48)	0 (0)	0 (0)	0 (0)	12 (48)	4.00	HI
3	2 (10)	7 (28)	3 (9)	0 (0)	0 (0)	12 (47)	3.92	HI
4	0 (0)	12 (48)	0 (0)	0 (0)	0 (0)	12 (48)	4.00	HI
5	2 (12)	7 (28)	3 (9)	0 (0)	0 (0)	12 (47)	3.92	HI
6	6 (30)	6 (24)	0 (0)	0 (0)	0 (0)	12 (54)	4.50	HI
7	1 (5)	9 (36)	2 (6)	0 (0)	0 (0)	12 (47)	3.92	HI
8	1 (5)	9 (36)	2 (6)	0 (0)	0 (0)	12 (47)	3.92	HI
9	3 (15)	7 (28)	2 (6)	0 (0)	0 (0)	12 (49)	4.08	HI
10	3 (15)	5 (20)	3 (9)	0 (0)	0 (0)	11 (44)	4.00	HI
11	1 (5)	7 (28)	3 (9)	0 (0)	0 (0)	11 (42)	3.82	HI
12	2 (10)	6 (12)	4 (12)	0 (0)	0 (0)	12 (46)	3.83	HI
13	3 (15)	7 (28)	2 (6)	0 (0)	0 (0)	12 (49)	4.08	HI
14	0 (0)	10 (40)	2 (6)	0 (0)	0 (0)	12 (46)	3.83	HI
15	2 (10)	8 (32)	2 (6)	0 (0)	0 (0)	12 (48)	4.00	HI
16	0 (0)	6 (24)	6 (18)	0 (0)	0 (0)	12 (42)	3.50	HI
17	3 (15)	3 (12)	5 (15)	0 (0)	0 (0)	12 (42)	3.82	HI
18	2 (10)	7 (28)	3 (9)	0 (0)	0 (0)	12 (47)	3.92	HI
19	0 (0)	8 (32)	4 (12)	0 (0)	0 (0)	12 (44)	3.67	HI
20	1 (5)	6 (24)	5 (15)	0 (0)	0 (0)	12 (44)	3.67	HI
21	2 (10)	6 (24)	4 (12)	0 (0)	0 (0)	12 (46)	3.83	HI
22	2 (10)	5 (20)	5 (15)	0 (0)	0 (0)	12 (45)	3.75	HI
23	1 (5)	3 (12)	7 (21)	0 (0)	0 (0)	12 (38)	3.45	MI
24	6 (30)	4 (16)	2 (6)	0 (0)	0 (0)	12 (52)	4.33	HI
25	8 (40)	3 (12)	1 (3)	0 (0)	0 (0)	12 (55)	4.58	FI
Total	57 (285)	169 (676)	70 (210)	0 (0)	0 (0)	296 (1171)	98.84	
Grand Wtd. Mean	5.00	4.00	3.00	0	0	3.95	3.95	HI

CURRICULUM VITAE

NAME : ESTELA D. DASMARINAS
 ADDRESS : Motiong, Samar
 DATE OF BIRTH : September 15, 1932
 PRESENT POSITION : Principal I
 STATION : Motiong Central Elementary School
 CIVIL STATUS : Widow

EDUCATIONAL BACKGROUND

Elementary Wright Elementary School
 Paranas, Samar
 Secondary Samar High School
 Catbalogan, Samar
 College Samar College
 Catbalogan, Samar
 Graduate Studies Samar State Polytechnic
 College, Catbalogan, Samar
 Curriculum Pursued Master of Arts in Education
 Major Administration and Super-
 vision

CIVIL SERVICE ELIGIBILITY

Jr. Teacher (Regular), December 28, 1961, Catbalogan,
 Samar, 74.22%.

POSITIONS HELD

President	Motiong PSTA, 1980-1983
Board Member	Samar PSTA
Guidance Counsellor	Motiong Central
District Guidance Coordinator	Jiabong-Motiong District
Elementary School Head Teacher	Calapi Elementary School
Elementary School Principal I	Motiong Central

AWARDS RECEIVED

Regional Awardee	Outstanding Principal School Year 1989-1990
Division Awardee	Outstanding Principal School Year 1989-1990
Division Awardee	Alay Tanim Contest School Year 1989-1990
GSP Award (Anahaw)	Girl Scout of the Phil. Division of Samar

CO-CURRICULAR ACTIVITIES

Unit President	Catholic Women's League Motiong Unit, Motiong, Samar 1978-1990
Diocesan Board Member	Catholic Women's League Diocese of Calbayog 1990-1991

President	Parish Council 1980 to present Immaculate Conception Parish Motions, Samar
Adviser	Motions Makers Club, Motions Peace and Order Council (POC), Motions, Samar

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