

PROFICIENCY OF GRADE 7 ENGLISH TEACHERS AND THEIR READINESS
FOR THE IMPLEMENTATION OF THE K TO 12 CURRICULUM

A Dissertation

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Catbalogan City

In Partial Fulfillment

of the Requirements for the Degree

DOCTOR OF PHILOSOPHY

Major in Educational Management

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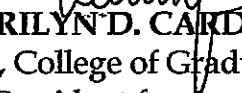
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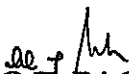
In partial fulfillment of the requirements for the degree, Doctor of Philosophy major in Educational Management, this dissertation entitled "PROFICIENCY OF GRADE 7 ENGLISH TEACHERS AND THEIR READINESS FOR THE IMPLEMENTATION OF THE K TO 12 CURRICULUM" has been prepared and submitted by Ma. Linda S. Legarse.



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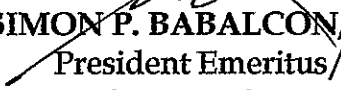
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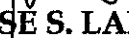
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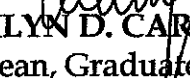

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The background of the page is a photograph of a sunset over a body of water. The sun is a bright yellow circle on the horizon, with its light reflecting on the water's surface. The sky is a gradient of orange and yellow. In the foreground, there is a dark silhouette of a bird in flight, with its wings spread wide, positioned to the left of the text.

DEDICATION

To my husband for the continued support

in every step I take

and

to my children who are my ever source of strength

and inspiration,

this humble piece of work

is heartily and lovingly dedicated.

Mama

ABSTRACT

The purpose of the study was to assess the proficiency level and readiness of the English teachers in the implementation of the K to 12 curriculum. The respondents were the grade 7 English teachers, grade 7 students and DepEd key officials of both public and private secondary schools, who were involved in the implementation of the K to 12 curriculum. The questionnaires and proficiency test, as well as unstructured interview, were used to gather data, which served as bases of the faculty development program for the English teachers of Samar Division and Catbalogan City Division. The result showed that the grade 7 English teachers were highly proficient in vocabulary and moderately proficient in the use of English and reading comprehension. Furthermore, the attitude of the Key officials, teachers and students toward the K to 12 implementation was favorable. The English teachers were ready to implement the K to 12 curriculum in terms of knowledge of curriculum content, utilization of teaching materials and utilization of instructional methodologies; whereas, they were “moderately ready” to implement or to use instructional media. The faculty development program intends to support the English teachers in their quest for professional development that are geared toward achieving educational excellence; and to strengthen the competency and proficiency of the grade 7 English teachers; and involve them in carrying out the national educational objectives; as well as re-orient them to deepen awareness as catalysts or promoters of change. The training program comes in various phases to ensure an in-depth understanding of the topics. The budgetary estimates as well as the tool for evaluation of the training program are herein presented.

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Chapter 1

THE PROBLEM AND ITS SETTING

Introduction

Education equips individuals with the necessary knowledge and skills needed to become functional member of the society. According to a World Bank report, education can be one of the strongest instruments for reducing poverty, thereupon improving the well-being of the people (World Bank, 2009:44).

In the Philippines, education prior to the mid-20th century was patterned on the educational systems of its earlier colonial powers, those of Spain and the United States. However, after the liberation of the Philippines in 1946, its educational system changed radically. The Department of Education (DepEd) administers the entire system, especially its curriculum, along with the utilization of funds for school services, equipment, and the recruitment of teachers in the public schools.

The former system was composed of six years of elementary education starting at the age of six, and four years in the high school. However, 2011 signaled the start of the implementation of the K to 12 curriculum. The new curriculum is composed of seven years in the elementary starting age five for kindergarten, and six years in the elementary grades, four years in the junior high school years while the next two years is for the senior high school. These

conceived changes were part of the efforts of the Aquino administration to respond to the perceived needs of the education sector; the purpose of which is to improve the quality of education in the Philippines that is aligned with international practice (DepEd Discussion Paper, 2010:5).

According to Bago (2008:198), the poor quality of basic education in the country was reflected in the low achievement scores of Filipino students in the national and international examinations. The National Achievement Test (NAT) for grade VI in school year 2009-2010, the passing rate was only 69.21 percent. Although this is already in a 24 percent improvement over the school year 2005-2006, still further reforms were needed to achieve substantial improvement. The NAT for High School was 46.38 percent in SY 2009-2010, a slight decrease from 47.40 percent in SY 2008-2009.

Looking back, the international test results in 2003 Trends in International Mathematics and Science Study (TIMSS) showed that the Philippines ranked 34 out of 38 countries in HS Math and 43rd out of 46 countries in HS Science; for grade 4, the Philippines ranked 23rd out of 25 participating countries in both science and math. In 2008, even with only the science high schools participating in the Advanced Mathematics Category, the Philippines ranked the lowest (Bago, 2008:199).

The national and international tests were framed in English. The medium of instruction used by teachers in teaching the core subjects like English,

mathematics, and science was English. Yet, the results revealed that the Filipino test takers perform poorly in these evaluations

The World Bank Philippines Skills Report (2009:39) revealed that high school graduates did not possess the basic competencies or emotional maturity essential for the real world of work. About 70.9 percent of the unemployed and 80 percent of the underemployed were from ages 15-34 years old. The report further cited that, there were serious gaps in critical thinking skills of the graduates such as problem solving, initiative, creativity and to a lesser extent gaps in technical and communication skills.

Undoubtedly, the effective delivery of an effectual curriculum depends largely on the skill, dedication and creativity of the school administrators, as well as the classroom teachers who are the front liners in terms of curriculum implementation. Implementers should bring about the synergy of the various elements to produce the desired results and to bring the necessary changes in the system. The basic principle of curriculum development emphasizes the importance of evaluation as one of the essential elements along with planning and implementing.

According to Mouton (2009:91), evaluating or measuring the impact of a program meant demonstrating or estimating the accumulated or differentiated proximate and emergent effect. Outcome measurement served to help one understand whether the program was effective or not. It further helped to clarify

understanding of the program. With the information collected, one can determine which activities to continue and build upon, and which needed to be changed in order to improve the effectiveness of the program.

As early as 1925, evaluation studies had observed the inadequacy of the basic education curriculum. One of the most suggested reforms was the restoration of the 7th grade into the curriculum. The Monroe Survey (1925) cited that the secondary education did not prepare students for life and recommended the training on agriculture, commerce and industry. The Prosser Survey (1930) recommended improving the phases of vocational education such as 7th grade, shop work, practical arts, home economics, gardening and agriculture education. UNESCO Mission Survey (1949) and Swanson Survey (1960) both recommended the restoration of grade seven. It included findings on the deterioration of pupil performance in reading, language and arithmetic due to poor instructional methods, large class sizes and inadequate supervision. The Commission on Education or EDCOM (1991) recommended seven years of elementary education and five years of secondary education, while the Presidential Task Force on Education (2008) cited the importance to specify the content of the 11th and 12th years and benchmark these with programs abroad (Bago, 2008).

In a survey on the Filipinos' Self-assessed Proficiency in the English Language conducted by the Social Weather Station (SWS) in March 2006 and published in the Freeman on its April 2006 issue, it was disclosed that there was

a decline in all aspects of English proficiency in the country over the past 12 years. In addition, the results of the survey showed that only 65 percent of Filipino adults understand spoken English as compared to 74 percent in December 1993 and 77 percent in September 2000. Those who read in English were also down to 65 percent from 73 percent in 1993 and 76 percent in 2000. Only 48 percent claimed they write in English as compared to the 59 percent who said they write in English in 1993 and 61 percent in 2000.

The greatest decline was noted to be in the ability to speak English. Only 32 respondents in the March 2006 survey said they could speak English compared to 56 percent in 1993 and 54 percent in 2000. Those who said they were not competent in any way in the usage of the English language also doubled to 14 percent from only seven percent in 1993 and 2000 (Bernardo, 2009:84).

Recently, the National Educational Research and Training Center (NETRC) conducted the Test of English Proficiency for Teachers-Process Skills Test (TEPT-PST). This test was administered to public school teachers with permanent positions. The grades one and two teachers took the pre-test in 2012, grades three and four in 2013, grades five and six took the test last February 2014, while the grades seven and eight teachers are expected to take the pre-test this summer of 2015, the grades nine and 10 teachers in 2016. Those who took the pre-test were likewise expected to take the post-test two years thereafter (NETRC Memo 2012).

The administration of the TEPT-PST to teachers nationwide is meant to identify the baseline information as to which extent and to which quality of English proficiency is met as a medium of instruction in teaching the core subjects of the K to 12 curriculum.

In RA 9155, school heads are considered both as instructional and administrative leaders. The teachers' primary responsibilities are to teach students. They are the implementers and enrichers of the curriculum, while the principals ensure that the curriculum is properly implemented. The teachers assist the principals in coordinating the entire school activities and deal with both internal and external stakeholders, and are accountable for the students' learning outcomes. Thus, it is important that teachers must not only have a deeper understanding of what is happening in the individual classrooms, but must also be well-versed of the ins and outs of the curriculum implemented in school. Teachers who work at these complex responsibilities function better as curriculum implementers. On the totality, teachers should know the need for advancement in the K to 12 curriculum and plan to meet the demands for quality education (Gagarin, 2012:1).

Indeed, teachers are the significant movers in implementing the curriculum and in educating the youth, and thus called as carriers of success. Hence, the advancement of these carriers of success must be the utmost concern

of the Department of Education for their role is vital in the educational successes of every Filipino.

The above-mentioned situations prompted the researcher to venture into this study to assess the proficiency level of grade 7 English teachers and their readiness for the implementation of the k to 12 curriculum. The findings of this study would undoubtedly be significant for the improvements and/or modifications in terms of teacher training augmentation before the full implementation of the K to 12 curriculum in SY 2016-2017.

Statement of the Problem

This study assessed the proficiency level of grade 7 English teachers and their readiness for the implementation of the K to 12 Curriculum during the school year 2014-2015.

Specifically, the study sought answers to the following questions:

1. What is the profile of the grade 7 English teacher-respondents in terms of the following variates:

- 1.1 age and sex;
- 1.2 civil status;
- 1.3 economic status;
- 1.4 educational background;
- 1.5 length of service;
- 1.6 in-service trainings attended;

- 1.7 performance rating;
- 1.8 teaching styles; and
- 1.9 attitude toward teaching?

2. What is the proficiency level of grade 7 English teachers based on the standardized test, along the following areas:

- 2.1 use of English;
- 2.2 vocabulary; and
- 2.3 reading comprehension?

3. What is the attitude of the DepEd key officials, grade 7 English teachers, and grade 7 students toward the implementation of the K to 12 curriculum as perceived by themselves?

4. Are there significant differences in the attitude of the DepEd key officials, grade 7 English teachers and grade 7 students toward the implementation of the K to 12 curriculum?

5. What is the level of readiness of the English teachers to implement K to 12 curriculum as perceived by the DepEd key officials, grade 7 English teachers and grade 7 students, in terms of:

- 5.1 knowledge of curriculum contents;
- 5.2 utilization of teaching materials;
- 5.3 utilization of instructional methodologies; and
- 5.4 utilization of instructional media?

6. Is there a significant relationship between the proficiency level of the grade 7 English teachers and their:

6.1 profile;

6.2 attitude toward K to 12; and

6.3 level of readiness in the implementation of the K to 12 curriculum?

7. What are the problems encountered by the grade 7 English teachers relative to the K to 12 curriculum implementation as perceived by teachers, themselves?

8. What faculty development program for grade 7 English teachers may be designed based on the results of the study?

Hypotheses

From the aforementioned specific questions, the following hypotheses were tested:

1. There are no significant differences in the attitude among the key officials, grade 7 English teachers and students toward the implementation of the K to 12 curriculum.

2. There is no significant relationship between the proficiency level of grade 7 English teachers and their:

2.1 profile;

2.2 attitude toward K to 12 curriculum ; and

2.3 level of readiness in the implementation of the K to 12 curriculum.

Theoretical Framework

This study is anchored on the theory-driven evaluation of Huey Chen (1990), a psychologist who developed the program theory, which refers to a detailed requirements and specifications of what must be done to achieve the desired goals, of what important impacts may be anticipated, and how goals are expected to be achieved. The theory explains the importance of having the chain of objectives that link inputs to activities, activities to immediate outputs, immediate outputs to mid-way outcomes, and mid-way outcomes to ultimate goals.

As applied in this study, program theory essentially proposed that teachers have to adhere to plan of actions in series of progression, which involve commitments, values, standards, principles, and beliefs that guide them as they perform tasks in the classroom. This theory helps teachers distinguish the difference between the implementation failures or the actions that are not done correctly and theory failures or the actions are done right, but still did not work.

This theory gives a strong push and support in this study that maximum successes in education will never be achieved if teachers, who are the prime movers in the implementation of the department's programs and projects are not

properly oriented and guided as to which course of actions to take so that they may perform at their best.

This study is likewise anchored on "attribution learning theory". It is a new approach to studying triumphs and successes. This theory of Weiner (1992) is a contemporary theory with implications for excellence. It incorporates behavior modification, which emphasizes the idea that individuals are strongly persuaded by pleasant outcomes and are able to feel good about themselves. It incorporates both the cognitive theory and self-efficacy theory in the sense that it emphasizes how individuals' current perceptions strongly influence the ways in which they interpret the success or failure of current efforts; hence, the future tendency to perform the same behaviors.

As applied in this study, this theory explains that teachers as individuals tend to look at success or failure in terms of three sets of characteristics: First, the cause of the success or failure may be internal or external. That is, they succeed or fail because of factors they believe have originated from within themselves or because of factors that originate in the environment. Second, the cause of success or failure may be either stable or unstable. If the cause is stable, then the outcome is likely to be the same, and perform the same behavior on another occasion. If it is unstable, the outcome is likely to be different on another occasion. Third, the cause of success or failure may be either controllable or uncontrollable. A controllable factor is one that they can alter if they wish to do so. An important

assumption of attribution theory is that people assess environment in such a way as to maintain a positive self-image. That is, they attribute their triumphs or failures to factors that enable them to feel as good as possible about themselves.

In general, this means that when teachers succeed at a teaching-learning task, they attribute this success to their exerted efforts or abilities; but when they fail, they attribute their failure to factors over which they have no control, such as insufficiency of school resources, unavailability or inadequacies of teaching resources, and the like.

Thus, the basic principle of attribution theory as it applies to educational setting is that teachers' perceptions, attitudes and attributions for success or failure determine the amount of efforts they extend on activities performed at present or may be in the future.

This study is also anchored on DECS Memorandum issued on October 7, 1999 acknowledging Philippine Commission on Educational Reforms (PCER) recommendation for the reform proposals, which stated, "Teacher competencies at the basic level should be strengthened. PCER envisions a typical teacher imbued with the passion for academic excellence, highest standards of values and at the same time abreast with the global changes around him. It further recommends the implementation of the project TEACH or Teacher Empowerment to Achieve Competence of Humanness. The objective of which is to strengthen the competencies of teachers, who are already in the field or in-

service level. The project likewise aims to develop teacher as a: 1) reading teacher, 2) critical, analytical and creative thinker; 3) a values education teacher imbued with the ideals of integrity, honesty and patriotism; 4) a teacher who is adept at using new learning technologies as means of enhancing the teaching-learning process”.

In the premise of the foregoing theories and principles, the improvement of the quality and proficiency of teachers in the service should be the utmost concern of the Department of Education. Unless teachers are qualified, competent and proficient in their fields of specialization and field of work, students’ learning would greatly be affected. Hence, it is in these theories and principles that this study finds anchorage.

Conceptual Framework

The schema in Figure 1 illustrates the working process of the study. The interplay of the variables was geared toward achieving an enhanced and creditable proficiency of grade 7 English teachers in the secondary schools within Catbalogan City and Samar Divisions through a faculty development program.

The base of the paradigm represents the locale of the study, the secondary schools in Catbalogan City and Samar Divisions, where the three groups of respondents were taken, namely: the DepEd key officials, grade 7 English teachers and grade 7 students. The upward arrow from the base represents the progress of the study as shown by the arrow pointing and touching the outer

box. The outer and bigger box contains two smaller boxes. The two smaller boxes depict the major variables considered in the study. The box to the left presents the proficiency level of grade 7 English teachers as determined through the standardized test, along these areas: a) use of English; b) vocabulary; and c) reading comprehension. The other box to the right, upper most part, contains the teacher-respondents profile, such as age and sex, civil status, economic status, educational background, length of service, in-service trainings attended relative to K to 12, performance ratings, teaching styles, attitude toward teaching, and attitude toward K to 12 curriculum; at the middle part of the box, shows the attitude of DepEd key officials, grade 7 English teachers and grade 7 students toward K to 12 curriculum, and next lower box manifests the teacher-respondents' level of readiness to implementation K to 12 curriculum along with: a) knowledge of curriculum contents; b) use of teaching materials; c) use of instructional methodologies; and d) use of instructional media while at the bottom part of the box showcases the problems encountered in the implementation of the K to 12 curriculum.

These aforecited variables were correlated to find out whether the former variables influenced the latter as shown by the two-way arrow at the center between the two smaller boxes inside the bigger and outer box. Furthermore, the arrow from the bigger and outer box points to the findings, conclusions and recommendations, which were extracted from the results of the study.

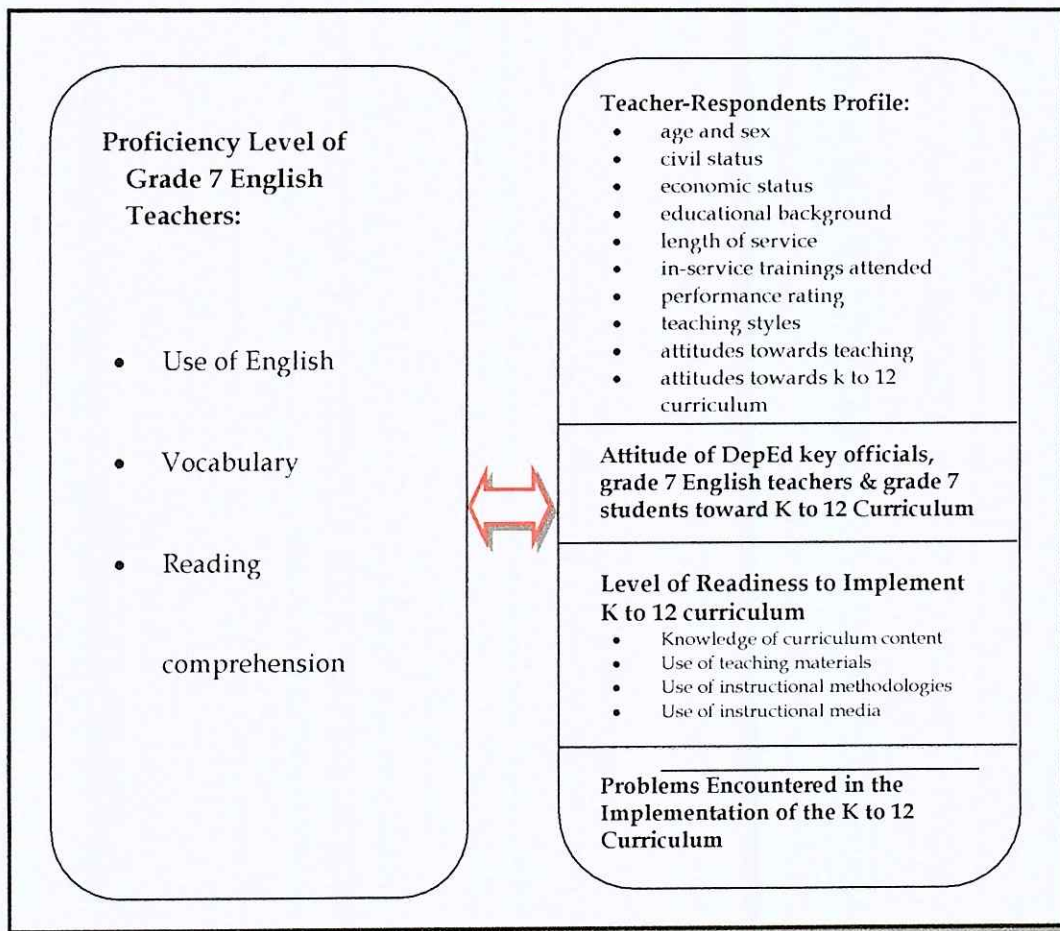
Enhanced Proficiency and Readiness of Grade 7 English Teachers for the Implementation of the K to 12 curriculum



Faculty Development Program for English Teachers



Findings, Conclusions & Recommendations



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Key Officials	Teachers	Students
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Catbalogan City and Samar Divisions

Figure 1. The Conceptual Framework of the Study

These served as bases for the faculty development program for the grade 7 English teachers, which would consequently lead to an enhanced teachers' proficiency, which would in turn translate to an improved learning of the grade 7 students in Catbalogan City and Samar Divisions. The broken lines from the findings, conclusions and recommendations point to the locale of the study as feedback mechanism to the DepEd key officials, grade 7 English teachers, and grade 7 students of Catbalogan City and Samar Divisions.

The ultimate aim of the study is an enhanced proficiency and readiness of the grade 7 English teachers in the implementation of the enhanced K to 12 curriculum in the two divisions of Eastern Visayas, Catbalogan City and Samar Divisions, as reflected at the topmost part of the schema inside the perforated rectangle.

Significance of the Study

The findings of this study would be beneficial to the following sectors: teachers, students, DepEd key officials/school administrators, parents, curriculum developers and future researchers.

Teachers. The findings of this study would foster awareness among teachers as regards to their professional status and teaching performance so that they may be able to assess their own strengths and weaknesses toward effective teaching and school performance. Hence, by knowing their own performances, they would eventually learn to make adjustments of their capabilities, values and

attitudes toward teaching to achieve maximum level of satisfaction and teaching fulfillment. This would also enhance their teaching effectiveness and efficiency for greater productivity for the ultimate benefit of the learners in particular and the school in general.

Students. The findings of this study would ultimately help the students as center of the educative process, the receiver of knowledge coming from the teachers, the knowledge that would guide, mold and develop students physically, mentally, morally, emotionally, intellectually and socially. They would benefit through the teachers' teaching effectiveness and interventions adopted from this study, thereby they would be able to learn more and improve their academic performance. Effective teaching means producing favorable results in teaching. Hence, better teachers' performance in school would bounce back to quality education on the part of the students.

School Administrators. The findings of this study would offer to the school administrators some workable bases of actions to be undertaken in order to enhance the effectiveness of the implementation of the K to 12 curriculum to achieve the long dream of quality education. This would also provide school administrators the information about the perceptions of teachers toward their profession as a whole and would give them insights in order to provide effective and auspicious situations in school, which may lead to teachers' satisfaction in the teaching profession.

DepEd Key Officials. The findings of this study would provide information and inputs to the DepEd key officials especially the policy makers in order for them to reevaluate the present educational system, especially the K to 12 curriculum, for uniform implementation in order to improve the departments' performances. This would also provide inputs for them to maintain or enhance school monitoring, assessment and evaluation as well as encourage completely the educational system to achieve its mission, vision, goals and objectives.

Parents. The findings of this study would raise awareness among the parents as regards to their children's studies so that they may be able to assess their children's strengths and weaknesses toward a better school performance. The knowledge their children acquire through quality instruction from the schools where they are into would encourage and inspire parents to do their share to complement the training provided by the school. The findings of this study would likewise guarantee parents that their children would be equipped with the basic skills at their early age, thus they would be ready and be developed physically, socially, emotionally and intellectually.

Curriculum Developers. The findings of this study would pave way for the curriculum developers' awareness of the present and existing curriculum in their respective areas. They would be provided some workable bases of actions to be undertaken in order to enhance the existing programs. Hence, they would be given the chance to maintain or improve the curriculum at hand to make it

more functional and eventually motivate them to help the educational system to achieve its mission, vision, goals and objectives.

Future Researchers. The findings of this study would serve as a rich source of reference material for researchers who would be motivated to venture on similar study in the future but may cover more variables not covered in this undertaking. They would be given inputs as to which aspects to focus on and which concerns to engage in.

Scope and Delimitation

This study focused on assessing the proficiency level of grade 7 English teachers and their readiness in the implementation of the enhanced K to 12 curriculum in the secondary schools in Catbalogan City and Samar Divisions. The proficiency level of Grade 7 English Teachers was assessed through the standardized test along these three areas, to wit; use of English, vocabulary and reading comprehension. The grade 7 English teachers' readiness was assessed relative to the following: a) knowledge of curriculum content, b) use of teaching materials, c) use of instructional methodologies, d) use of instructional media.

The respondents were categorized into three groups, namely: the DepEd key officials, grade 7 English teachers, and grade 7 students. There were 71 secondary schools in Samar Division and eight secondary schools within Catbalogan City Division involved in this study. This study employed total enumeration for the DepEd key officials and grade 7 English teachers, which

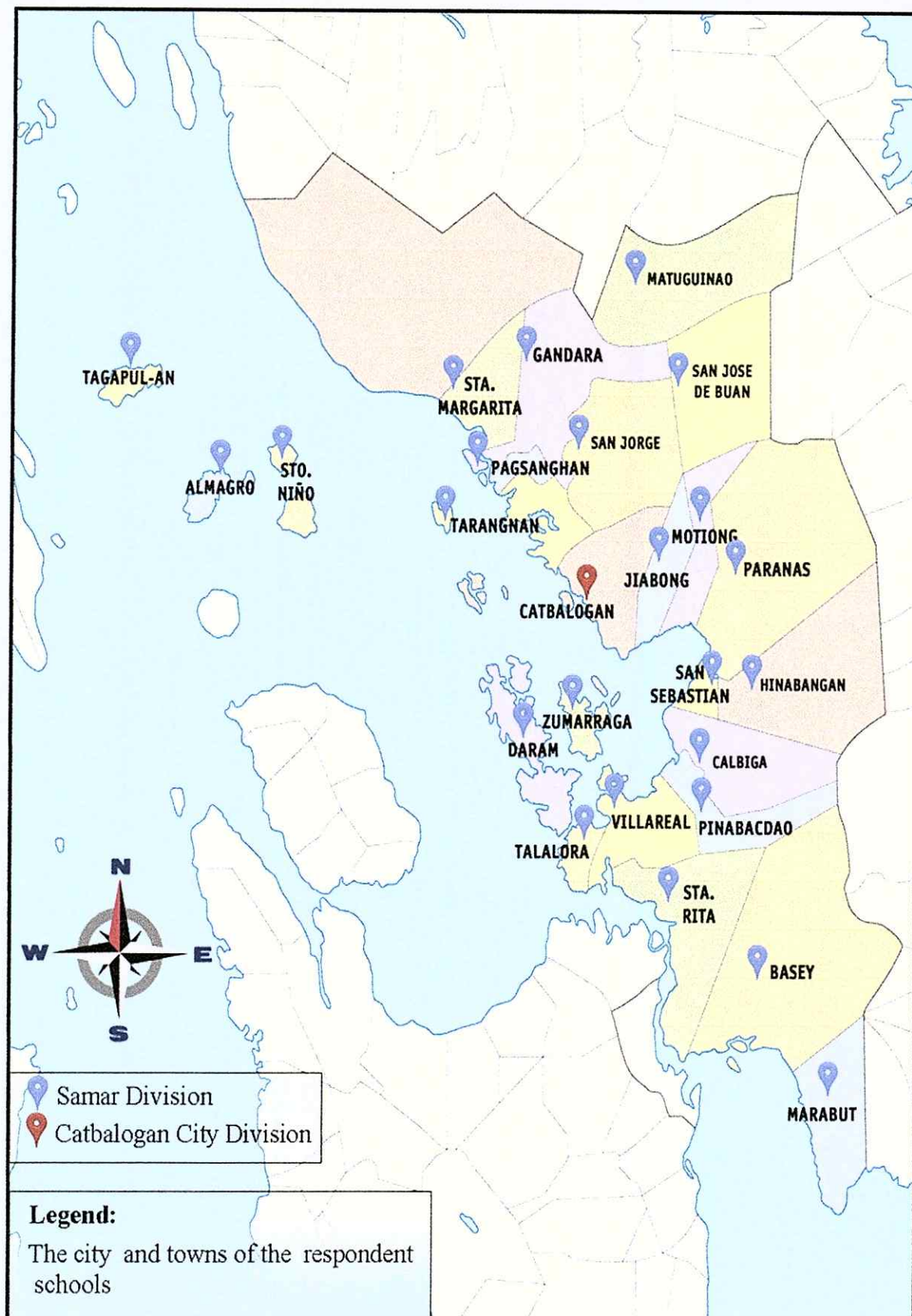


Figure 2. Map of Samar Province

meant that all grade 7 teachers and DepEd key officials involved in the implementation of the K to 12 curriculum of the aforementioned schools were taken as respondents of this study. The student-respondents were chosen using the stratified random sampling. A total of 81 DepEd key officials, 101 grade 7 English teachers and 388 grade 7 students served as respondents.

This study covered all secondary schools in Catbalogan City and Samar Divisions. Figure 2 shows the Province of Samar highlighting the research environment, the municipalities and cities where the secondary schools in Catbalogan City and Samar Divisions are located.

This study was conducted during the school year 2014-2015.

Definition of Terms

For better insights and clearer understanding of this study, the following terms are herein defined conceptually and operationally.

Academic Achievement. The term refers to the knowledge attained or skills developed in the school subject, usually designated by test scores or by marks assigned by teachers or both (Good, 1997:7). In this study, the term refers to the knowledge and skills obtained by the students based on the learning achievement and grade level they are into during the school year 2014-2015.

Academic Performance. The term refers to an accomplishment in higher learning in school based on pure art not vocational or applied (Webster, 1995:5).

In this study, the term refers to the learning performance of the student-respondents in using the English language.

Academic Rating. The term refers to the measure of performance usually derived from scores or results of an achievement test (Webster, 1986:12). In this study, it refers to the rating given to the students corresponding to their ability in comprehending and understanding the English language.

Adequacy. The term refers to the quality of being sufficient or adequate for the job (Webster, 2006:8). In this study, the term refers to the sufficiency of school facilities and acceptability of the readiness of grade 7 English teachers in the implementation of the k to 12 curriculum.

Assessment. The term refers to the process of judging the amount or value or the value fixed (Webster, 2006:20). In this study, the term refers to the determining level of the proficiency level of the grade 7 English teachers along these areas, namely: use of English, vocabulary and reading comprehension.

Attitude. The term refers to the motives of an individual or group of institutions in understanding dynamic behavior (Webster, 2006:21). In this study, the term refers to the opinions and feelings of the grade 7 teachers, grade 7 students and DepEd key officials toward the implementation of the new curriculum.

Availability. The term refers to the condition of being available, of being attainable or accessible (Webster, 2006:23). In this study, the term refers to the

availability of the school resources in the implementation of the k to 12 curriculum.

Competence. The term refers to the sufficient ability or qualification of a certain individual, which is required in a certain job or profession (Webster, 1991:200). In this study, the term refers to the teachers' capability in using varied instructional strategies, techniques, motivation, and the like in imparting knowledge to the students.

Correlation. The term refers to the relationship either of two things or of words implying the other (Webster, 1986:43). In this study, it refers to the relationship between the proficiency of teachers and their attitude towards the implementation of the K to 12 curriculum.

Curriculum. The term refers to the set of courses constituting an area of specialization (Webster, 1986:62). In this study, it refers to the concept that encompasses all the experiences of the learner gained either inside or outside the school under the guidance of the teacher.

Curriculum Content. The term refers to the substance and contents of the course program or subjects taught or the topics taught within a subject in an educational institution (Webster, 1987: 68). In this study, the term refers to the intellectually interesting materials and topics included in the k to 12 curriculum. It also pertains to the list of subjects to be taught in school.

Delegator Teaching Style. The term refers to the type of teaching style where teachers tend to place much control and responsibility on individual student or groups of students for learning. The teacher, who uses this type of teaching style often give students the choice in designing and implementing own complex learning projects and acting in a consultative role (<http://members.shaw.ca/mdde615/tchstyles.htm>).

DepEd Key Official. The term refers to the person responsible for the administrative and instructional supervision of the school or cluster schools. He/she has the authority, accountability and responsibility for setting the mission, vision, goals and objectives of the school or organization he/she is into and tasked to create an environment that is conducive to teaching and learning, implementing, monitoring and assessing the school curriculum and likewise accountable for higher learning outcomes (Implementing Rules and Regulations of RA 9155). In this study, the term refers to the Superintendent, Assistant Superintendent, School Head and/or Department Head.

Economic Status. The term refers to the standing of somebody or something in terms of financial resources (<http://dictionary.babylon.com.>) In this study, the term refers to the respondents' financial capability in the distribution, utilization and consumption of goods and services.

Educational Qualification. The term refers to the degrees, diplomas, certificates, professional titles and so forth that an individual has acquired

whether by full-time study, part-time study or private study, whether conferred in the home country or abroad and whether conferred by educational authorities, special examining bodies or professional bodies (www.Stats.oecd.org). In this study, this means the degree obtained by the English teachers and administrators.

Evaluation. The term refers to the process of judging the worth or value of something (Webster, 2006:108). In this study, the term refers to the analysis whether the perceptions of the teachers and students vary relative to the extent to which secondary school teachers practiced the different teaching styles. It further refers to the analysis of the proficiency of English teachers along these areas, namely: use of English, vocabulary and reading comprehension.

Evaluation Skills. This refers to the systematic acquisition and assessment of information to provide useful feedback about some objects (www.griffith.edu.au). In this study, this refers to the indicators of this study that caters to the proficiency levels or competencies of teachers in the implementation of the new curriculum.

Evaluation of Students' Performance. The term refers to the evaluation of students' performance rooted to the word academic, which is used as a reproach for ordinary and unimaginative work, related to the school, college or university (Encyclopedia of Knowledge, 1993:63). In this study, the term refers to the

evaluation of performance of the students or evaluation of a particular performance based on the observation or appraisal done by the teacher.

Facilitator Teaching Style. The term refers to the teaching style that tends to focus on activities. This teaching style emphasizes student-centered learning and there is much more responsibility placed on the students to take the initiative for meeting the demands of various learning tasks (<http://members.shaw.ca/mdde615/tchstyles.htm>).

Faculty Development Program. The term refers to the plans developed for the purposes to enhance the capacity and or ability of the teaching staff including administrators, who are holding academic ranks (<http://dictionary.babylon.com>). In this study, the term refers to the planned activities that aim to develop the competency and proficiency levels of the English teachers, which include but not limited to the training program or design, career-path and the like.

Formal Authority Teaching Style. The term refers to the style of teaching that is generally teacher-centered, where the teacher feels responsible for providing and controlling the flow of the content and the student is expected to receive the content (<http://members.shaw.ca/mdde615/tchstyles.htm>).

Instruction. The term refers to the process, act, or profession of teaching or education (Webster, 2006:174). In this study, the term refers to the actions the teachers do in delivering concepts or lessons in class.

Instructional Competence. The term refers to the ability of teachers or would be teachers to demonstrate specific, predetermined, and desirable pedagogical techniques on subject matter delivery (Webster, 1987:1021). In this study, it refers to the teacher's ability to do well in teaching a particular subject or skill especially acquired through experience or training.

Instructional Media. The term refers to the to the materials used to facilitate instruction such as the audio-visual materials such as the textbooks, LCD projectors, computers, moving pictures and other training devices (Encyclopedia of Educational Research, updated ed. 116). In this study, it refers to the visual aids and other teaching materials used by the secondary school teachers to facilitate teaching.

Instructional Methodologies. The term refers to the methodologies used in teaching with instructional techniques and devices, equipment and facilities as well as administrative practices used during instruction (Encyclopedia of educational Research, updated ed.:176). In this study, it refers to the system of methods or techniques used by the secondary school teachers in teaching concepts to the grade 7 students.

K to 12 Curriculum. The phrase K to 12 means Kindergarten and the 12 years of elementary and secondary education. Kindergarten points to the 5-year old child who undertakes the standardized curriculum for preschoolers. Elementary education refers to 6 years of primary school from Grades 1-6, while

secondary education means four years of junior high school from Grades 7-10 or HS Year 1-4. In addition to this, two years is allotted for senior high school called as Grades 11-12 or HS Year 5-6 (K to 12 Deped Primer, 2011). In this study, the term refers to the new basic education curriculum implemented by the Department of Education.

Level of Readiness. The term refers to the aspect of skill on quickness and speediness for an activity or situation (<http://dictionary.babylon.com>). In this study, the term refers to a particular condition of preparedness of the grade 7 teachers as well as the secondary schools in the implementation of the enhanced K to 12 curriculum.

Performance. The term refers to the process of carrying out or performing duties or responsibilities (Webster, 2006:248). In this study, the term refers to the actual instructional performance of the English teachers in Samar and Catbalogan City Divisions.

Personal Model Teaching Style. The term refers to the teaching style where a teacher tend to run teacher-centered classes with emphasis on demonstration and modeling. The teacher acts as a role model by demonstrating skills and thus acts as coach in helping students develop and apply skills and knowledge (<http://members.shaw.ca/mdde615/tchstyles.htm>).

Physical Facilities. The term refers to the school plant and equipment to be used for the school operation (Encyclopedia of Educational Research, updated

ed.: 1008). In this study, the word pertains to the physical resources of the school used for the operation and delivery of learning services of the secondary schools in Catbalogan City and Samar Divisions.

Proficiency. The term refers to the advancement in knowledge or skill of something or competence of something (Webster, 2006:264). In this study, the term refers to the intelligence quotient, mastery and competence the teachers possess in imparting knowledge to the students.

Proficiency Level. The term refers to the advancement and competence as evaluated using standardized tests (<http://dictionary.babylon.com.>). In this study, it refers to the level of proficiency of grade 7 English teachers as evaluated using a standardized proficiency test, along these areas, to wit: use of English, vocabulary and reading comprehension.

Proficiency Test. The term refers to the competence test used to measure one's capability (<http://dictionary.babylon.com.>). In this study, the term refers to the standardized test given to teachers to measure competence in the use of English, stock of vocabulary and reading comprehension.

Revised Performance Appraisal System (RPAST). This refers to the self-rating tool which measures on how the teacher respondents carry out their duties in school, such as the ratings given by the school head or anyone higher in authority. The descriptive rating is as follows; 8.60-10.00 Outstanding; 6.60-8.50

Very Satisfactory; 4.60-6.50 Satisfactory; 2.60-4.50 Unsatisfactory and 2.50 below is Poor (Guidelines, RPAST 2002).

Synergy. The term refers to the phenomenon in which the combined action of two things is greater than the sum of their separate effects (Webster, 2006:341). In this study, it refers to the working together of two or more people to produce results that are greater than their individual capabilities.

Teaching Materials. The term refers to something used in the act of delivering lessons (<http://dictionary.babylon.com>). In this study, it refers to the materials and teaching aids used by English teachers in teaching.

Teaching Skills. The term refers to the act or profession of a person who teaches or practice of being a teacher (Webster, 1987:256). In this study, it refers to the teacher's ability to do well in the teaching profession.

Teaching Styles. The term refers to the ways teachers adopt in teaching, which cause the students to learn effectively (Good, 1973:373). In this study, the term refers to the techniques and or strategies practiced by the teachers in carrying out the lessons to ensure teaching-learning process to takes place.

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

The researcher read related materials like books, general references, magazines, journals, newspapers, theses and dissertations from the different libraries in order to extract ideas and concepts that help conceptualize the present study and to establish relationship between the present and the gist of the materials herein mentioned.

Related Literature

Section 2 of Article IV of the Code of Ethics for Professional Teachers and School Officials emphasizes that: "every teacher shall uphold the highest possible standards of quality education, shall make the best preparations for the career of teaching, and shall be at his best at all times and in the practice of his profession. This emphasizes that he should fearlessly oppose one who is physically, mentally or morally deficient or who is inadequately prepared". Thus, teachers should strive hard to meet the demands of the changing times and should try their best to grow professionally.

Teachers are professionals by virtue of Presidential decree No. 1006. As professionals, it is expected that they teach with a high degree of professionalism and help resolve educational problems. They have to possess high morale because the success of the school highly depends on them performing as mature,

responsible and competent teachers. Teachers are significant inputs in education and the key factor in influencing the quality of educational output. The effectiveness of the quality of instruction in school depends to an overwhelming extent on the quality and the competency of teachers. If DepEd wants quality education, then it must have competent teachers-teachers who are interested in their job; whose love for teaching is high and whose morale is equally high (Calingasan, 2010:5).

The ideas above relates with the present undertaking for these recognize the importance of educators to the school in particular and the whole nation in general.

English in the Philippine Educational System was mandated by the Philippine Commission through the Education Act of 1901 (Act 74) ratified on January 21, 1901. Then President McKinley instructed the Philippine commission to have English as the common language of the people. Hence, the use of English as the sole medium of instruction in public schools and the total immersion of the Filipino child in learning English in school (Gonzales, 1990: 1-6).

The use of English language is a controlling domain. It is a domain of power and prestige, which is used in government administration- in executive, legislative and judiciary, business, media, and non-government institutions (Mindó, 2003:13).

Republic Act (RA) No. 546 approved in June 17, 1950 mandated Professional Regulations Commissions the use of English in all government licensure examinations given by PRC. This, therefore, added significant boost in the development of English even among professionals entering into public and private work (Reading Association of the Philippines Journal, 1990).

The Language Associations in the Philippines contributed to the propagation, elaboration, and maintenance of English as a tool of formal and business communication. Among these language associations are the College English Teachers Association (CETA) established in 1950, which aimed to advance the teaching of English in schools, colleges and universities by providing opportunities for scholarly activities conducive to professional and cultural growth. Another is the Manila Secondary Teachers of English Association (MST) established in 1980, the organization of Secondary Teachers of English in City Schools of Manila that conducted symposia and teachers' seminars in English. Then the Center for English for Specific Purposes (CESP) founded in 1981 with the headquarters at De La Salle University that provided trainings in curriculum and syllabus designing, teaching methodologies and materials development. It served as a clearinghouse of information on all matters pertaining to English for specific purposes especially at the tertiary level (Sibayan, 1994:227).

The aforementioned ideas emphasized the importance given to the English language as one of the many tools in educating every Filipino to become proficient English speakers and functional members of the society.

The K to 12 curriculum aims to give Filipino students enough time to master skills and concepts so they are ready for tertiary education when the time comes. Advocates of the program argue that students who went to kindergarten are better prepared for primary education than those who did not. However, critics presented valid concerns regarding the K to 12 curriculum. The government must therefore continue to address such concerns to further develop the model, thus continuous monitoring, evaluation, and program enhancement must be ensured. It must be made clear that a longer education cycle alone could be useless without corresponding improvements in other aspects of the education system. Proper training of teachers, additional classrooms and textbooks, better facilities such as libraries and computer rooms must therefore be deemed as urgent as the implementation of this program (URL: <http://www.pids.gov.ph>).

The K to 12 Curriculum introduces the Language Arts and Multiliteracies. This aims to help learners acquire highly developed literacy skills that enable them to understand that English language is the most widely used medium of communication in Trade and Arts, Sciences, Mathematics and in world economy. Moreover, the present curriculum is aligned with the standards for recognition of

students and/or professionals abroad such as the Bologna Process of the European Union and the Washington Accord of the United States (K to 12 Curriculum Guide, 2013:12).

K to 12 Curriculum Intervention Research Review of Educational Research (2008:78-84) cited some reasons why people go against the K to 12 curriculum implementation for the fact that: 1) it is unrealistic and may drive more youths to drop out of school; 2) it is impractical for a country that has one of the lowest budgets for education; 3) it would require extra expenses for families in the society where the majority is impoverished; 4) it could also reinforce cheap semi-skilled labor for foreign markets; and 5) and it would just add up to the burden of parents and students.

On the other hand, the research cited reasons for the implementation of the K to 12 Basic Education Program; viz: 1) it would provide time for the student to consolidate the acquired academic skills and competencies; 2) it would decongest and enhance basic education curricula, provide quality learning, and be at equality with other countries of the world, which provide more years for basic education; 3) the additional two years in the said program is crucial to come up with a proposal in enhancing our basic education program in a manner that is least disruptive to the current curriculum, which would be most affordable to government and families, and which is aligned with the

international practice; and 4) it is a good opportunity for the country to match the academic levels with other countries.

The new curriculum requires the inclusion of the universal Kindergarten into the system that began in SY 2011–2012; Grade 1 and Grade 7 or 1st Year Junior High School was rolled out last SY 2012–2013, and progressively introduced in the other grade levels in succeeding school years. Grade 11 will be introduced in SY 2016–2017 and Grade 12 in SY 2017–2018. The first batch of high school students to go through K to 12 will graduate in March 2018.

The new setup in the basic education seeks to provide a quality 12-year basic education program that each Filipino is entitled to. The purpose is not simply to add two more years of education but more importantly to enhance the existing basic education curriculum. The K to 12 graduates are assured that there would be a matching of competency requirements and standards so that 12-year basic education graduates would have the necessary skills needed to join the workforce and to match the College Readiness Standards for further education and future employment (K to 12 Curriculum Guide, 2013:6).

Outcome-Based Education (OBE) is an educational theory that educational system centers on goals or outcomes. It is more of a philosophy than a uniform set of practices. The most basic premise of OBE states that all students are capable of learning and can achieve high levels of competency when teachers delineate expectations. With these, students feel they are participants in

classroom decisions and tend to be supportive of all aspects of the class. Thus, one of the main objectives of OBE is that student has to take responsibility for successful learning outcomes and any teacher involved with OBE must be able to evaluate the effectiveness of the classroom experience.

These are the tenets of OBE and are utilized in the language arts or reading classroom: a) both teachers and students take responsibility for successful learning; b) objectives are clearly defined; c) students have choices and options, thus perform at higher levels of competency; d) instructional levels are determined after the complete assessment of student mastery; e) students are given the opportunity to gain from others and build hierarchy of learning skills; f) evaluation by both peers and instructors is ongoing; g) time varies for learning according to the needs of each student and the complexity of the task; h) students are given the opportunity to work with the core and alternative curriculum; i) all students are ensured of the opportunity for personal success (Outcome Based Education: An Overview, Denver, CO: Author,1995).

In the Philippines, OBE comes in the form of competency-based learning standards and outcomes-based quality assurance monitoring and evaluation spelled out under the Commission on Higher Education Memorandum Order (CMO) No. 46, s. 2012. Corollary to this, the CHED has offered financial incentives to the major agencies, which signed a MOA to revise their instruments for alignment with outcomes-based quality assurance, modeled by CHED. The

concerned agencies are presently at the height of responding to this CHED challenge to realign their Standards and Accreditation instruments to the Outcomes-Based Quality Assurance System.

Dr. Luis M. Sorolla Jr., AACCUP president, and Dr. Manuel T. Corpus, founding president and executive director, declaring in a letter to all presidents of state universities and colleges (SUC), that the year 2014 marked a milestone in the history of higher education in the country for it is the year when the CHED-sponsored Outcomes-Based Quality Assurance would be implemented by all HEIs concerned.

Hence, the Outcome-Based Education has metamorphosed into Outcomes-Based Quality Assurance and later, Outcome-Based Teaching Learning (OBTL) which has started not with what the teacher is going to teach, but what the outcome of that teaching should be, what the learner is supposed to do and at what standard. In Pennsylvania, Florida, North Carolina and Kansas, educators were deliberating over plans to adopt outcomes-based concrete education reforms. Twenty-six other states claim to have generated outcomes-based programs, and at least another nine are moving in that direction. The public declaration by AACCUP of its commitment to the provisions of CMO No. 46, s. 2012 and the cooperation of other accrediting agencies as well as state and private higher education institutions, to adopt outcomes-based strategies for

educational reform, foretells well. In fact, it spells out the apex of quality higher education in the country (<http://www.mb.com.ph/outcomes-based-education>).

As cited in the Manila Bulletin, May 2012 issue, the increase in student enrolment caused the shortage of teachers because those who were formerly enrolled in private schools were transferring to public schools because of tuition fee hikes. Student enrolment in academic year 2012 -2013 stood at 20.67 million: 1.77 million the kindergarten; 13.26 million elementary pupils, and 5.64 million high school students. This is one concern that needs immediate attention.

Philippine Daily Inquirer, January 22, 2012 reported that the K to 12 Basic Education Program, the universal kindergarten and the instruction in mother-tongue languages are just three of the ten point education agenda in Aquino's administration in order to improve the overall quality of education in Filipino schools. The other seven points included the following concerns: 1) establish the Madaris Education as a sub-system in the current education system; 2) make every child a reader by Grade 1; 3) improve science and mathematics; 4) expand government assistance to private education; 5) better textbooks; 6) build more schools in cooperation with local government units (LGUs); and 7) re-introduce technical and vocational education in public high schools, which is designed to give Filipino students practical skills to gain employment after graduation. This is the key component in tackling the high youth unemployment rate in the Philippines.

Education Secretary Armin Luistro (2011) in an interview over channel 2 in “Umagang kay Ganda” stated that the transition to a 12-year system would be difficult. Several people would oppose for it is true that in implementing any change, there will be difficulty and this is what we really have to work on together. It was noted that the Philippines was “already delayed” in coming up with the global standard. Therefore, everyone has to work hard to make each one understand the need for change.

Sheldon Shaeffer, director at the Bureau of Education of the UN Educational, Scientific and Cultural Organization (UNESCO) Asia Pacific, said that the K to 12 program is a necessary reform “to make the system comparable to and competitive with other countries.” At a lecture on School Leadership at the Department of Education (DepEd), Shaeffer said a 12-year education cycle would be “more useful to the personal needs and employment opportunities” of its graduates. The K to 12-education reform would upgrade the country’s education system and align it to the requirements of the 21st century. These require the K to 12 teachers to develop the essential knowledge, skills, attitudes, and values of the students to enable them to cope with these changes (UNESCO, 2005:12).

In a presentation made by the South East Asian Ministers of Education Organization (SEAMEO-INNOTECH) on Additional Years in Philippine Basic Education (2010), the comparative data on duration of Basic and Pre-University

Education in Asia showed that the Philippines allots 10 years not just for the basic education cycle but also for the pre-university education, while all the other countries have either 11 or 12 years in their basic education cycle (Center for Research on Educational Outcomes, 2009).

President Benigno S. Aquino stated that there is a need to add two years to the existing basic education program. The K to 12 basic education reforms plan to improve the quality of Filipino high school graduates by adding two years of senior high school to the current 10-year education curriculum. The Department of Education is giving an orientation training before the implementation of the curriculum to prepare teachers for the changes in templates and competencies required of the 21st century teaching-learning. Others may say yes, but are not sure if they really digest it if without practice.

Ravitz and Becker (2008:470) inquired about the Relationship between Types of Tasks and Cognitive development. They discussed teaching for understanding as having a focus on challenging objectives and tasks and all of which can easily be related to reflection activities in service learning. Challenging tasks asked students to articulate their reasoning, revised their work, and engaged in peer discourse, group decision making, and meta-cognition. They cited that these types of tasks were made feasible by allowing students access to resources, such as information and thinking tools through teachers' modeling of the learning process, by giving students freedom and responsibility, and by

assigning meaningful tasks that were consistent with the varied learning goals. They revealed that meaningful tasks should be contextually rich, that they must have real-world applications, authenticity, and in- depth- skill learning. Finally, they demonstrated that classrooms should be reorganized to give students opportunities for cooperative work groups, for leadership roles, and for learners to develop initiatives. Thus, the recent curriculum cited added the cognitive challenges that require learners to indulge in various and modified life-learning practice.

Osterberg (2004:135) revealed that many believed that in order for a person to achieve success, one must have a good background in education and the attitude of a survivor. He further added that education begun with the learners desire to learn and it is indeed important to everybody. It gives knowledge about the world around them, strengthens people in different aspects in life, gives perspectives in life, helps build opinions and have points of view in everything about life. Education is a state responsibility. The national progress of the education depends to the great extent on the productive capacity of its people. The productive efforts of its people are inherent to the individual development of the potentials. Education is tasked with the formation and transformation. To accomplish this task, to provide a strong foundation for national development and unity, then education must assume the difficult responsibility of reshaping the educational system.

Fernekes and Gaudelli (2004:85) conducted a research on Teaching Global Human Rights for Global Citizenship: Research in the Social Studies Curriculum". It was found out that the qualification, academic rank and in-service trainings showed significant relationship to the teaching competencies of instructors along with their students' learning competencies. It further showed that teaching human rights for global citizenship was rated "good" based on the documentary analysis in the subject area identified. Hence, the instructors' teaching competencies show significant relationship in terms of the matters taught.

Rapoport (2009:113) in a published journal of research on "International Education: Global Citizenship and State Social Studies Standards", found that service-learning approaches that featured cognitively challenging activities and reflection were associated with students being more likely to value school, felt more efficacious, engaged in school, enjoyed subject matters, acquired civic knowledge and increased positive civic dispositions. It was also discovered that teachers with the strongest student outcomes provide cognitive challenges into the reflection activities by asking students to investigate potential causes and solutions of the issues they address; by weighing alternative solutions to resolve conflicts and manage complex tasks.

Furthermore, it was revealed that youth who did not reflect on their service experience were more likely over time to express less socially responsible

attitudes towards the environment, toward civic involvement, and toward serving others and are less likely to report the intent to help others or the environment in the future. There was additional evidence that those who reflected the most were less likely to disengage from school. These findings strongly suggested that the amount and the nature of reflection activities were related to desired outcomes. This study aimed to relate the students' engagement in various cognitive challenges in school were likely to affect learners' future real-life performances. The study recommended that teachers have to be more creative in dealing with their children as far as school activities were concerned.

Hunzicker (2004:162) advanced the idea that teachers play a key role in various instructional activities by selecting appropriate, developmentally sequenced material and encouraging children to adopt active problem-solving approaches to learning. It was further articulated that instructional competence in which standards and best practices were expected from them, in order to provide quality learning outcomes that would enhance and prepare the young learners for the next level of their education.

Moreover, the roles of teachers in the educative process cannot be underestimated. It is expected that there are big and crucial tasks, rules, approaches and practices to be followed in the performance of their functions, and every organization has its unique or distinct supervisory practices adhered

to by the educational institutions that are considered answers in shaping and developing the future of their pupils or students.

Salandanan (2005: 264) purported that in the learning process, the teacher must show mastery of the various teaching methodologies. The teacher must have mastered this skill through sharp and incisive observation of how the learners learn. The teacher's long convincing experience regarding the factors that influence the choice of a strategy must have been honed to near perfection; otherwise, its use cannot be expected to promote learning. Numerous studies, however, have shown that there were no best strategy that could work in milieu of different learners with different background and characteristics.

Zulueta (2006:314) in his book expressed that assessment is an important instrument of the school system, teachers, learners, parents, administrators, policy makers as well as the curriculum writers. This is continuously done to determine the effectiveness of learning institutions, whether or not they are attaining the educational goals and objectives or not. The school administrators are also eager to know the effectiveness as well as the inadequacies of the educational system.

The foregoing cited works relate to the present study in the premise that all books and writings look into the teachers teaching performance based on some identified factors affecting their competency in the implementation of

every curricular program as well as other factors that affect the students' learning.

Related Studies

The researcher was not able to come across studies pertaining to K to 12 in the Philippines. Hence, the studies cited were only those that were somewhat related to the present study.

A study of David (2004) on the "Status of Preschool Education in Balibago, Angeles City" examined the profile of the preschools such as enrolment, teaching staff, physical plant and facilities, administration and supervision, and curriculum. The findings revealed that as to the educational qualification of preschool teachers, only 3 or 5.20 percent obtained the bachelor's degree with complete academic requirements for a master's degree. As to field of specialization, 11 or 18.30 percent attended school workshops related to preschool teaching. The study, further, revealed that the training program for teachers teaching preschool was deemed necessary. Thus, it could be inferred that teachers who are teaching preschool children needed to undergo professional development for improvement of their teaching performance.

The foregoing study of David showed similar variables with the current study since variables like the profile of the teacher-respondents was tackled, the attitude towards the curriculum implemented and the problems met in the implementation of the curriculum were also determined except for physical plant

and facilities. Furthermore, the former focused on the implementation of the preschool curriculum in Balibago, Angeles City while the present study on the implementation of the K to 12 curriculum in the two Divisions in Eastern Visayas, the Samar and Catbalogan City Divisions.

Gabuana (2006) conducted a study entitled "School's Performance in the Implementation of Preschool and the Teacher's and Parent's attitude towards Early Childhood Development Program (ECDP) to come up with a Program Enhancement in Mariveles, District, Division of Bataan". Her findings revealed that the implementation of the preschool education was very satisfactory. The teachers and the parents as well had very favorable attitude towards the implementation of the preschool program. The results of the findings showed that majority of the teachers were aware of the various competencies needed in the implementation of the preschool program. In addition, it was noted that relevant textbooks were available for the teaching of the said program. It was further cited that training programs conducted create awareness for those who would teach the curriculum and that instructional materials were adequately provided in the schools for the successful implementation of the new curriculum.

The foregoing study is similar to the current study in a number of aspects such as the use of the teacher- respondents because both had involved teacher-respondents and identified their attitude towards the implementation of a new education program. However, the studies differed on the programs implemented

for the former study tackled the preschool program while the current study dealt with the secondary level of the K to 12 program.

The two studies also differed in the locale and the time of the study. The former study was conducted in Mariveles, Bataan while the latter study was conducted in the two divisions of Samar and Catbalogan City Divisions in Eastern Visayas.

Tangiday (2009) in her study "Status Problem and Prospects of Kindergarten Education in Methodist Schools in Western Luzon Area, Region III", revealed that there were accessibility and handiness of resources for the implementation of the kindergarten education in Methodist schools. The study tried to find out the problems, condition and an extensive look on the implementation of the kindergarten classes. This study made use of teachers handling kindergarten classes to find out the sources of problems based on the actual experiences of the implementers of the program. The findings revealed that majority of the implementers of the kindergarten program were aware of their responsibilities and limitations as mentors. The problems based on the data gathered revealed the lack of classrooms and availability of teaching aids to support teaching-learning activities. It was discovered that other appropriate instructional aids were not available for the teaching of this kind and level of learners. It proposed further that for the program to be properly implemented as

planned, appropriate resources and materials needed must be at hand prior for the successful implementation of the program.

De la Cruz (2009) conducted a study entitled, "Implementation of the preschool Programs of the Department of Education in Region VIII". She assessed the status of implementation of the preschool programs of the department of education in Region VIII and the identified factors involving the school administrators, teachers, and parents as respondents. The study revealed major findings on the profile of schools offering preschool classes, namely: the large enrolment, high dropout rates, number of teachers teaching preschool, limited funding sources, inadequate school facilities, equipment and teaching materials. It also showed that administrators and teachers were educationally qualified for their positions yet paid with low salaries by the Department of Education. The results further revealed that the status in the implementation of the preschool programs was very satisfactory especially on curriculum and instruction, administration and supervision. However, it was perceived as unsatisfactory on learning environment and availability of teaching-learning materials.

This former study is related to the present study in a number of variables such as on assessing the implementation of the curricular program, the respondents involved such as the school administrators and teachers as well as the availability of teaching facilities and learning materials. The study of De la

Cruz showed similar variables with the current study since variables like the profile of the teacher-respondents was tackled, their attitude towards the educational curriculum implemented were assessed and the problems met in the implementation of the curriculum were also determined.

The foregoing study differed with the current study in terms of the program assessed. The former study considered the implementation of the pre-school programs of the Department of Education throughout Region VIII, while the present study focused implementation of the K to 12 program in the two Divisions in Eastern Visayas, Samar and Catbalogan City Divisions.

Divino (2007) in his study "Teaching Performance and Problems in the Division of City Schools of Quezon City and Its Implication for Teacher Development Programs" revealed that most teachers were female , married and of middle age group. Majority of the respondents had upgraded themselves educationally. The teachers had encountered some difficulty in all the criteria on instructional problems such as quality of subject matter, selection and organization of methods of teaching, subject content, instructional materials, and evaluation of teaching output, discipline and lesson planning. The teacher felt that they had difficulty in their professional advancement, salary and fringe benefits. On the other hand, educational qualification, civil service eligibility, years of experience and in service trainings attended were found out to affect the teachers teaching performance. All the rest of the criteria identified were rated as

a dire need and were perceived as necessary that can be used by teachers and educators in order to create better conditions for learner's learning.

The foregoing study of Divino is similar to the present study considering the factors undertaken in the study involved the competency level of teachers, to wit: the teaching skills, instructional materials planning, classroom management skills and evaluative skills. However, the two studies differed in terms of respondents because the former involved the intermediate teachers while the current study involved the grade 7 English teachers together with the school administrators and grade 7 students. They also differed in the locale of the study for the former study was conducted in the Division City schools of Quezon City while the recent study was conducted in the two divisions of Eastern Visayas, Samar and Catbalogan City Divisions.

Minozo (2005) conducted a study on "Competencies of Secondary Teachers in (NAT) National Achievement Test in Region VII". The study revealed that the competencies of the secondary school teachers were not significantly related to the National Achievement Test results of the second year students in the core subject areas. However, the classroom management competence was significantly related to the strategies they employed in the classroom. It further stressed the importance of continued monitoring and evaluation of the school in terms of the teaching materials utilized in teaching, availability of textbooks, and quality involvements of the internal and external

stakeholders. The study was designed to examine the extent to which the facet of the teaching had to be refashioned, strengthened, and maintained in order to achieve higher performances on in the national achievement tests. Furthermore, it was pointed out that the secondary school teachers' competencies the were affected by factors such as: the number of learners per class, the attitude of parents towards the school as a learning-environment and the involvement of the external stakeholders.

The foregoing study of Minozo is related to the current study since both are concerned with the secondary teachers and their teaching competencies. However, the former focused on the teacher's competencies in teaching the core subjects as well their classroom management which served as basis in coming up with a training program while the latter focused on teacher's proficiency in teaching English of the K to 12 curriculum as basis in coming up with a faculty development program. The current study also delved into looking at the teachers' classroom management as manifested in their choice of teaching styles and instructional materials employed in their day-to-day activities as they implement the K to 12 curriculum.

Outcome-based education is an educational system that differs from the traditional approach to teaching for it focuses on the results or outcomes of education rather than the inputs. It functions by assessing the desired results, such as being able to recite a poem by heart, or knowing the names of all the

moons that orbit Jupiter, and essentially 'working backwards' to achieve these results. Several states are attempting to implement the system, as they believe the current schooling system is not equipping students with the right skills and knowledge for today's world of work. Its thinking is that establish where you want to be and you have got the best chance of getting there. Schools have a clear idea of what their students must know at the end of each semester, so are able to base their teaching on this.

The system does, however, help to provide structure to the educational system, which all too often falls into disarray. Teachers are often confused when complex set curriculums conflict with individual pupil's interest. An outcome-based approach could provide the clear sense of direction needed by schools to provide a consistent education for all. It could also be adapted to cater for those students that need extra help. Recently across the United States, a developing theme has been encouraging students not only to get into college, but also to consider other routes such as application-based learning or learning a useful trade that may suit some students better. However, many outcomes in practice today lay too much emphasis on values and beliefs, rather than on the attainment of knowledge and skills. Having outcomes like these could affect students negatively as they may miss essential learning they would have got in an input-based system.

College admission is usually centered on standardized test scores and credit hours, a system that conflicts with outcome-based education. If it were to be put into more broad use, a radical change would be needed in the practices of colleges that operate this way. The success of outcome-based education depends on the assumption that all students can achieve a given goal, given enough time and resources. However, it remains to be seen whether a system that seeks results can be more effective than one that uses available educational resources in the most efficient way (<http://www.teach-nology.com/tour/>).

The foregoing study relates with the current study for both dealt with the evaluation of the programs implemented. However, the difference fall on the topics covered for the former study focused on the kindergarten program, its status, the problems encountered and prospects while the present study dealt with the teachers' proficiency and readiness to implement the K to 12 program. Their difference also was on the locale of the study. The former was conducted in Region III particularly in Methodist schools while the current study was conducted in the secondary schools in Region VIII.

Alandino (2004), in his study "An Enhanced Faculty Development Program for Secondary School Teachers in the City Division of Calbayog", had assessed the existing faculty development program for secondary school teachers in the Division of Calbayog City. The results of the study revealed that staff development was an activity that needs enhancement as considered by the

teacher- and administrator- respondents. It as well added that expertise of human resource development, availability of funds, and graft and corruption might have affected it. One very significant of the recommendations made was noted, that was, the need to develop a functional and realistic faculty development program for secondary school teachers in Calbayog City Division.

The study of Alandino relates to the present study since both dealt with the preparation of a faculty development program. Both studies utilized the secondary teachers and school administrators as main respondents.

The foregoing study differs with the current study in terms of the program assessed. The former study assessed the existing faculty development program for the secondary school teachers in Calbayog City Division, while the present study assessed the proficiency level of the grade 7 English teachers and their readiness relative to the implementation of the K to 12 curriculum, with the end in view of proposing a faculty development program for the grade 7 English teachers. Alandino recommended to develop a more functional and realistic faculty development program while the current study devised a faculty development program for the secondary teachers in the two divisions in Eastern Samar, Samar and Catbalogan City Division based on the result of the study.

Puyate (2008) identified the constraints to the effective implementation of vocational education program in private secondary schools in local government area. This research study was limited to four randomly selected private

secondary schools. The main instrument for data collection was a questionnaire. The data were analyzed using descriptive statistics including the sample mean and grand population mean. The findings revealed the lack of professional and qualified teachers for the teaching of vocational and technical subjects; inadequate equipment among the respondent-schools; insufficient instructional materials and books, and low financing. The salient recommendation made in this study was the provision of adequate infrastructure so that teachers would be properly equipped for more functional teaching and learning activities.

The study of Puyate relates with the present study in some ways such as the aspect of professional development for teachers, provision of instructional materials, laboratory and ICT workshops, tools and equipment. Both studies involved the secondary schools, however, the former dealt with the vocational and technical schools, while the present dealt with the schools at the main stream implementing the K to 12 curriculum.

The two studies, however, differ in the sense that the previous study dealt with the constraints to the effective implementation of vocational education program in selected private secondary schools. The current study is wider in scope that it centered on the implementation of the K to 12 curriculum in the secondary schools both in private and public schools. The former study investigated the qualification and proficiency of teachers in terms of being graduates of technical and vocational courses. On the other hand, the present

study investigated the proficiency of the teacher-respondents concerning the use of English, vocabulary and reading comprehension.

Banzon (2004) conducted a study on Academic Performance of Freshman Secondary Students in Tacloban City Division on the Revised Basic Education Curriculum as Implemented. He found out that the job performance ratings of teachers in the said division generally fall within the range of "very satisfactory". The result of the hypothesis testing indicated that among the students in the division, only their age and study habits influenced their academic performance. The teachers' civil status, academic experience and educational qualification had minimal effect on the students' performance and thus, could not predict how these teachers perform in their teaching jobs.

He recommended that the new and younger teachers must work closely with teachers who were in the middle age to be able to see and identify the effective techniques utilized by the latter. Scholarship grants and study leave should be granted to teachers who were enrolled in the master's and doctoral levels. This motivation would encourage teachers to give their best, thereby, improving their performance. It was revealed that teachers who have been in the service for years perform better with lesser intricacies in teaching the curriculum.

The significant relationship of this study to the present study is that, both were concerned with the effective performance of teachers. It is true that grading the teachers' performance could inspire them to excel in the profession; this

could also serve as incentive to strive and to compete with one another, and to attain distinct goals.

The present study deviated from the aforementioned study in the sense that the present study assessed the teachers' proficiency and readiness in terms of implementing the K to 12 curriculum, while the foregoing study assessed the academic performance of freshmen secondary students on the newly implemented Revised Basic Education Curriculum in Tacloban City Division. The two studies also differed in terms of locale and programs implemented.

Garnace (2004) conducted a study entitled the "Correlates of English Performance among Fourth Year High School Students in Philippine Science High School-Eastern Visayas Campus, Science and Technology Streams". The study showed that the results obtained by the students in the language aptitude and English proficiency test proved to be very satisfactory. Nevertheless, there was a need to enhance English language skills for excellence, thus meeting the demand for PHSS-System, that is, excellence in all learning areas. Furthermore, the overall students' English proficiency could be associated with their preference for English movies, home location, educational facilities, family's joint annual income and parents' education.

The researcher found merit in relating the present study with that of the foregoing study considering that both studies were concerned with the enhancement of language skills through the proficient English teachers.

However, the present study was concerned with the proficiency of grade 7 English teachers and their readiness in the implementation of the K to 12 curriculum. It also looked into the teachers' proficiency as perceived by their students and immediate school administrators. Both studies were concerned with excellence and proficiency in the English language.

On the other hand, the two studies differed because Garnace considered the Fourth Year students of a science high school, while the present study considered the grade 7 students of the main stream implementing the K to 12 curriculum. Furthermore, Garnace conducted the study PSHS-Eastern Visayas Campus in Tacloban City in Leyte whereas; the present study was conducted in secondary schools of Samar and Catbalogan City Divisions.

The University of Regina (URC) Carmeli in Malolos City also conducted a survey on Self-Assessed Proficiency in the English Language spearheaded by the Junior Carmelian. The outcome of the survey showed that the Carmelian students find a hard time speaking good English. They disclosed that even until now they have difficulty in the use of the English language most especially in oral discourses. Out of the total population of the students surveyed, 85 percent said that they were not so confident in conversing in English for they think that they did not have the skills and confidence to use the language (Bernardo, 2009)

As cited by Bernardo (2009), faculty of Arts and Letters of the University of Santo Tomas and Chair of the Language Area recommended that something

has to be done to avert the deteriorating performance of the students in the use of the global language. He added that the whole language department evolved programs that further hone the communication skills of the students. He further alluded that the whole Language Area assigned “English Zones” in the campus and implemented the “Speak to Us in English Scheme”. Language teachers are likewise given trainings in teaching English more creatively and effectively. He further remarked that in return, both teachers and students must make English a part of their everyday lives.

The foregoing study is related with the present in most aspects such as the use of English language as the main concern. However, the two studies differed in terms of scope, respondents, locale and time in the conduct of the study. The former study used the students of Regina Carmeli University, Malolos City, to check their proficiency in using the English language. This study was conducted to check if the result of the Social Weather Station in 2006 held true with the kind of learners enrolled in a university.

However, the present study differed with the foregoing study in a number of aspects such as the English teachers as respondents taken from the two divisions of Catbalogan City and Samar divisions, and this present study was conducted in SY 2013-2014.

Montecalvo (2004) conducted a study entitled “Quality Assurance Evaluation Model for the Teaching Competence of Mathematics Instructors in

State Universities and Colleges in Region VIII.” Her study was conducted to identify and validate the factors of quality teaching competence in mathematics instructors in state universities and colleges in Region VIII. The results served as bases for developing a Quality Assurance Evaluation Model (QAEM) to assess the teaching competence of mathematics instructors. Based on the result of her study, it was recommended that a systematic, comprehensive and periodic evaluation on teaching competence of mathematics instructors be conducted to monitor and evaluate quality instruction in Region VIII.

The relationship of above-mentioned study to the present is that both dealt with the teachers’ teaching competence. The teacher-respondents’ competences were monitored and evaluated to validate factors that affected their quality of teaching. In contrast, the present study dealt with the teachers’ proficiency in teaching English to grade 7 students, while the previous research study assessed the teachers’ competence in teaching mathematics to students in universities and colleges in Region VIII. However, both studies tried to evaluate the competences of both educators to monitor the quality of their teaching.

The two studies differed in terms of the locale covered in the study. The former was conducted in Region VIII among the college instructors in colleges and universities, while the current study was conducted to the secondary teachers in the mainstream in Samar and Catbalogan City Divisions.

Zulueta (2006) in his study of the importance of evaluation as an input to improving the school system revealed that evaluation could not be undervalued. It is important as an instrument of the school system, the teachers, the learners, the parents, the administrators, the policy makers and the curriculum writers. This was continuously done to determine the effectiveness of instruction. The pupils or students who go to school have the right to know what progress they were making, whether or not they were attaining the educational goals and objectives, which had been devised for them. The school administrator was also eager to know the effectiveness as well as the inadequacies of the educational program. The parents have also the right to know the progress of their children were making in school.

The ideas of Zulueta were related to the present study in the sense that, just like the above ideas mentioned, the present study also aimed to provide answers and benefits at the end of the study to parents, teachers, students, and school administrators. They would be the beneficiary of the results of the present study conducted. In addition, Zulueta uttered that evaluation involved the determination of the goals and objectives towards which educational efforts were directed. The determination of measurement instruments and techniques to be utilized in assessing the degree towards the desired goals set and objectives of the educational program were achieved. Evaluation included the assessment of all elements of the teaching-learning situation that contribute to effective

learning with the end in view of effecting improvement. This covered the organization and management of the school, the curriculum, the methods and strategies, attitudes and interests of the learners, administrative climate, institutional culture, management styles of school administrators and social community relations.

Zulueta's study was related to the present study since both studies were concerned at benefiting the school as a whole not just the teachers and students. In addition, the present study was conducted for the reason of getting answers on how to improve and develop not just the teachers with regards to their proficiency and competence in teaching but also on their readiness in the implementation of a new curricular program. For the students, this study served as bases on identifying which teaching techniques were effective for them and in which style do they learned best as manifested in their attitude towards the curriculum implemented. The improvement of the whole school system was the concern of the present study just like the foregoing study.

Panela (2004) in his study "Educational Management Competencies of Commissioned Officers of the 8th Infantry Division: Inputs to Management Development Program" investigated the effectiveness of the leadership styles of the Chief Officers as well as the effectiveness in performing their tasks. As revealed in the study, it stated that to improve and sustain the officers'

effectiveness, refresher courses and other in-service trainings must be tooled to come up with progress attuned to their organizations' goals and objectives.

The present study is related to the study undertaken by Panela since both studies dealt on the leaders' effectiveness in relation to their particular functions. The two studies differed in a sense that the present study dealt with the teachers' proficiency and their readiness in the implementation of the K to 12 curriculum while that of Panela dealt with Commissioned Officers' effectiveness.

Furthermore, the present study is similar to the aforesaid study since both studies delved on looking into the effectiveness and efficiency of officials in disposing their duties and responsibilities. They highly differed on their respondents for the present study used the DepEd key officials, grade 7 English teachers, and grade 7 students while the previous study used the commissioned officers of the 8th Infantry Division of the Armed Forces of the Philippines.

Another study was conducted by Arnot (2004) entitled "Factors Affecting the Implementation of Elementary Science Curriculum in Three Northern Saskatchewan Provincial Schools". It was disclosed that most teachers in the said schools were endowed with ideal vision of teaching concepts close to those specified in the curriculum, though they claimed that there was a considerable difference between vision and reality. The data indicated that few teachers used the curriculum on a regular basis and possessed the detailed familiarity with its components. Constricted linear presentation of events for implementation, as

well as challenges such as class size, limited in-service availability, and infrequent networking opportunities were identified as challenges. These challenges were linked to the need to refine or acquire skills made more necessary by new curricula, as well as by other provincial and regional initiatives. The needs to address such skill deficits were felt by most teachers, but were felt most acutely by those who were not recent graduates of teacher-training programs or those who relied primarily on locally available professional development within the context of the regular school year and setting. Teachers in this study indicated that a greater degree of instructional leadership at the school division and school level would assist them in their efforts to implement mandated changes. The data gathered revealed factors such as, instructional leadership and distance of the community to the schools. However, concerns like monitoring during the whole process of implementation would also augment the efforts to implement the program based on the specified guidelines.

The present study correlated with study conducted by Arnot in as much as curriculum implementation was concerned since both studies assessed the instructional competence of instructional leaders and looked into the factors that affected their performance in disposing their duties and functions as instructional leaders. Both studies dealt with analyzing the factors that caused and affected the implementation of the K to 12 curriculum by looking into the teachers' instructional proficiency and skills.

On the contrary, the present study differed from the aforesaid study in the sense that the present study looked into the proficiency of secondary English teachers and their readiness in the implementation of the K to 12 curriculum. The aforesaid study was conducted in foreign lands and tackled about the implementation of their elementary science curriculum.

All the aforesaid related studies served as foundation of the present undertaking. The studies indicated that teachers' proficiency is a vital force in an efficient and effective learning environment. Hence, Department of Education should struggle ceaselessly to find practical ways on how they can measure adequately the competencies and readiness of both teachers and school system for the growth and satisfaction of its clientele, in particular, and for the attainment of the department's goals and objectives in general.

Chapter 3

METHODOLOGY

This chapter deals with the methods and procedures utilized in the conduct of this study. This includes the discussion of the research design, instrumentation, validation of instruments, sampling procedures, data gathering procedure and statistical treatment of data.

Research Design

This study employed the descriptive-correlational/developmental method, which utilized the questionnaire as the basic data-gathering instrument supplemented by other data gathering technique like unstructured interview. The study was descriptive in the sense that the researcher looked into the profile of the respondents to establish personal background and assessed the perceptions of teachers toward the K to 12 curriculum while the teacher-respondents' proficiency and readiness in the implementation of the K to 12 curriculum were compared for their correlation.

Furthermore, this study correlated the teacher-respondents' proficiency along these areas: vocabulary, use of English and reading comprehension and their readiness to implement K to 12 curriculum as perceived by the DepEd key officials, students and teachers, themselves then delved into the correlational analysis on these variables to ascertain if the former influenced the latter. A

faculty development program was designed based on the findings of the study. The statistical tools used in this study included the following, to wit: weighted means, Analysis of Variances, Scheffes' test, Pearson product moment correlation coefficient and Fishers't-test. The profile of the respondents was analyzed using frequencies, percentages, means and standard deviations.

Instrumentation

The main research instruments employed in the collection and data gathering in this study included the questionnaire, unstructured interview and the standardized proficiency test.

Questionnaire. This study used three sets of questionnaires to collect the data from the three groups of respondents. The first set of questionnaire gathered data from the grade 7 teachers and was divided into eight parts that were labeled as part 1 to part VIII. The second set of questionnaire gathered data from the students while the third set gathered data from the key officials.

The questionnaire for the teacher-respondents included the following parts: Part I contains questions that elicited data regarding the respondents' profile. Part II of the questionnaire elicited information about the teaching styles practiced by the English teachers. Part III drew out information about the attitude of the English teacher-respondents toward teaching. Part IV drew out information about the proficiency level of English teachers in implementing K to 12 curriculum. Part V elicited information regarding the attitude of the English

teacher-respondents toward K to 12 curriculum. Part VI brought about data on the level of readiness of English teacher-respondents in the implementation of the K to 12 curriculum. Finally, Part VII elicited information about the problems encountered by the English teacher-respondents in the implementation of the K to 12 curriculum.

The questionnaire for the students contained two parts: Part I elicited data about the level of readiness of the grade 7 English teachers in the implementation of the K to 12 curriculum. Part II drew out information about the student's attitude toward K to 12 curriculum.

The questionnaire for the DepEd key officials comprised two parts. Part I contained the indicators about the level of readiness of grade 7 English teachers in the implementation of the K to 12 curriculum and Part II contained the indicators on the attitude of the DepEd key officials toward the K to 12 curriculum.

Proficiency Test. The standardized proficiency test was taken from Yeditepe University. The test was administered to the grade 7 English teacher-respondents. The test was divided into three parts, to wit: Part I was designed to gather the data relative to the teacher-respondents' use of English. Part II delved into gathering the data about the teacher-respondents' knowledge of words or vocabulary. Part III of the test contained items aimed at assessing the teacher-

respondents' reading comprehension. This test was administered to all grade 7 teachers teaching English to grade 7 students under the K to 12 curriculum.

Validation of Instrument

The main instruments utilized in this study were questionnaires, which were developed by the researcher herself. Considering that these were self-made questionnaires, they passed through validation process. First, the researcher drafted the questionnaires and submitted them to her adviser for corrections. After the adviser corrected the questionnaires, the researcher revised and subjected them for expert validation through the members of the panel of oral examiners, who are also professors of Samar State University and knowledgeable in doing researches. During the pre-oral defense, comments and suggestions of the panel of oral examiners or board of examiners were reflected in the revised copy.

To ascertain the reliability of the instrument, the researcher subjected the revised copy for pilot testing using test-retest method. The questionnaires were pilot tested twice to a group of validators among the grade 7 teachers, students, and DepEd key officials in Borongan National Comprehensive High School, Borongan Eastern Samar. The first administration was done February 6, 2014 in the morning and the second was administered to the same set of respondents in the afternoon of February 10, 2014. The results of the pilot tests were tabulated, categorized and analyzed using Pearson-Product Moment Correlation

Coefficient to determine the relationships between the responses and to check if the results of the questionnaires were reliable or not. The computed r-value represented the reliability coefficient that was interpreted based on the table of reliability suggested by Ebel (1965:262).

Table of Reliability

Reliability Coefficient	Degree of reliability
0.95 - 0.99	Very high
0.90 - 0.94	High
0.80 - 0.89	Fairly high, adequate for individual measurements
0.70 - 0.79	Rather low, adequate for group measurements
Below 0.70	Low, entirely adequate for individual measurements although useful for group average and school surveys

The computed coefficient correlation was 0.94. This indicated that the degree of reliability was high and was adequate for group measurements.

Sampling Procedure

The respondents in this study included the grade 7 English teachers and grade 7 students and DepEd key officials. The researcher utilized total enumeration in selecting the sample schools, which meant that all the secondary schools in Catbalogan City and Samar Divisions were utilized as respondents of this study. Likewise, in choosing the DepEd key officials and teacher-

respondents, the researcher utilized total enumeration considering that the key officials and grade 7 teachers in the whole division are just few. This meant that all the DepEd key officials, as well as the grade 7 English teachers, who are currently active in the service were utilized as respondents in this study. There were 101 teacher-respondents and 81 DepEd key officials used in this study. In choosing the student-respondents, the stratified random sampling was used. This meant that a sample was determined using Sloven's formula.

To determine the sample size out of the total population, Sloven's formula (Santos, et.al 1998:11) used is as follows:

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

Where:

n - refers to the sample size

N - refers to the total population

e - refers to the margin of error set at 0.05 level of significance

Based on the computation, the study involved 388 grade 7 student-respondents. The student-respondents were chosen using the stratified random sampling based on the total number of grade 7 students enrolled this school year.

Table 1 shows the distribution of the respondents according to location or division. The population and sample size were reflected in the table that follows.

Table 1

SAMPLING FRAME OF THE RESEARCH-RESPONDENTS

Name of School	Population			Sample Size		
	Key Officials	Teachers	Students	Key Officials	Teachers	Students
<u>1st Congressional District</u>						
1. Almagro NHS	1	1	82	1	1	3
2. Baquiw NHS	1	1	103	1	1	4
3. Baras NHS	1	1	35	1	1	1
4. Buenavista NHS	1	1	115	1	1	4
5. Buenos Aires IS	1	1	38	1	1	2
6. Cabunga-an IS	1	1	48	1	1	1
7. Clarencio CMSOF	1	2	335	1	2	10
8. Costa Rica NHS	1	1	111	1	1	3
9. Majacob IS	1	1	105	1	1	3
10. Matuguinao NHS	1	1	129	1	1	5
11. Napuro NHS	1	1	109	1	1	3
12. Oeste NHS	1	1	102	1	1	3
13. Pagsanhan NHS	1	1	275	1	1	2
14. Pinaplata IS	1	1	25	1	1	1
15. Villahermosa NHS	1	1	106	1	1	3
16. Ramon T. Diaz NHS	1	2	448	1	2	13
17. San Jorge NHS	1	1	237	1	1	7
18. Sta. Margarita NHS	1	2	189	1	2	5

19. Sto. Nino NHS	1	1	152	1	1	3
20. Tagapul-an NHS	1	1	72	1	1	2
21. Tarangnan NHS	1	1	241	1	1	7
22. Villahermosa NHS	1	1	116	1	1	4
<u>2nd Congressional District</u>						
1. Anibongon IS	1	1	73	1	1	3
2. Bagacay NHS	1	2	136	1	2	4
3. Bagacay NHS	1	1	80	1	1	2
4. Bakhaw NHS	1	1	73	1	1	2
5. Banquil NHS	1	1	37	1	1	1
6. Basey NHS	1	2	540	1	2	16
7. Bioso IS	1	1	115	1	1	3
8. Birawan NHS	1	1	107	1	1	3
9. Burgos IS	1	1	48	1	1	1
10. Cabiton-An IS	1	1	55	1	1	2
11. Calapi NHS	1	2	212	1	2	6
12. Calbiga NHS	1	5	620	1	5	18
13. Casandig NHS	1	1	122	1	1	4
14. Casapa NHS	1	1	48	1	1	1
15. Dampigan NHS	1	1	34	1	1	1
16. Daram NHS	1	2	337	1	2	10
17. Guintarcan NHS	1	1	86	1	1	2
18. Hinabangan NHS	1	2	365	1	2	11
19. Hinangutadan NHS	1	1	33	1	1	1
20. Igot NHS	1	1	106	1	1	3
21. Independencia NHS	1	1	201	1	1	9
22. Jiabong NHS	1	2	239	1	2	8
23. Malino NHS	1	1	104	1	1	4
24. Lawaan NHS	1	1	75	1	1	2

25. Marabut NHS	1	1	157	1	1	5
26. Motiong NHS	1	1	251	1	1	7
27. Mualbual IS	1	1	104	1	1	3
28. Old San agustin NHS	1	1	36	1	1	1
29. Osmena NHS	1	1	157	1	1	7
30. Parasan NHS	1	1	651	1	1	2
31. Pinabacdao NHS	1	1	37	1	1	1
32. Parasanon NHS	1	1	139	1	1	5
33. Plaridel NHS	1	1	32	1	1	1
34. Quintin Quijano NHS	1	1	95	1	1	5
35. Rizal IS	1	1	48	1	1	1
36. San Andres NHS	1	1	113	1	1	4
37. San Fernando NHS	1	1	33	1	1	3
38. San Isidro IS	1	1	63	1	1	2
39. San Jose de Buan NHS	1	1	135	1	1	4
40. San Sebastian NHS	1	1	139	1	1	4
41. Sta Rita NHS	1	1	157	1	1	5
42. Sua NHS	1	1	118	1	1	3
43. Tenani INHS	1	1	96	1	1	3
44. Tominamos IS	1	2	297	1	2	9
45. Valeriano CYMAS	1	2	203	1	2	6
46. Villareal NHS	1	1	235	1	1	10
47. Wright NHS	1	2	450	1	2	13
48. Zumarraga NHS	1	1	135	1	1	4
<u>Catbalogan City Division</u>						
49. Antonio G. Tuazon NHS	1	2	120	1	2	3
50. EVRSHS	1	1	40	1	1	2
51. CNCHS	1	1	241	1	1	5
52. Pangdan NHS	1	1	88	1	1	3
53. Guinsorongan NHS	1	1	161	1	1	4

54. Samar College	1	1	122	1	1	5
55. Silanga NHS	1	2	336	1	2	13
56. SMCC	1	1	128	1	1	3
57. Samar NS	2	6	1,597	1	6	37
58. City Division	1			1		
59. Samar Division	1			1		
Total	81	101	13,872	81	101	388

Data Gathering Procedure

The researcher prepared two letters to seek approval from the Schools Division Superintendents to conduct the study and field the questionnaires to the identified respondents, particularly, the grade 7 English teachers, grade 7 students and DepEd key officials in Catbalogan City and Samar Divisions. A letter to the Dean of the College of Graduate Studies, where the researcher is enrolled was also written to aid in seeking for approval of the request.

After which, the approved permit from the Schools Division Superintendents was used to request permission from the heads of the secondary schools that were involved in this study. The permission from the Department Heads was also sought before the questionnaires were distributed to the target respondents. The researcher personally distributed the questionnaires to ensure a high percentage of retrieval. The data collection was done during the months of February and March 2014.

The unstructured interview was also employed to ascertain and verify some information that was not clear. This further proved that the respondents were able to give the exact data to the information requested from them and to eliminate data gaps and outliers.

Statistical Treatment of Data

The researcher gathered the data using the different instruments discussed under instrumentation. The data gathered were tallied, organized and presented in tabular forms. The descriptive and inferential statistics were used in the analysis and interpretation of data. The statistical tools applied in analyzing the data were, namely: Analysis of Variance, Scheffe's Test for testing the differences of perceptions of the respondents and weighted mean. The scoring of the proficiency test was done using the following criteria:

<u>Scores</u> (20 items)	<u>Scores</u> (10 items)	<u>Percentage</u>	<u>Descriptive Equivalent</u>
16-20	9-10	75%-100%	High
11-15	6-8	51%-75%	Moderate
6-10	3-5	26%-50%	Low
0-5	0-2	0%-25%	Very Low

Analysis of Variance (ANOVA). To determine the significant differences among the perceptions of the teachers, students, as well as the DepEd key

officials, the Analysis of Variance (ANOVA) for One-Way Classification was applied. For hypotheses, which were rejected, a posteriori test like the Scheffe's test was utilized to find out where the significant difference lies. In the application of the statistical tools specified, the researcher's statistician used SPSS or Windows-based Microsoft Excel to ensure accuracy and efficiency in the computation.

Scheffe's Test. This statistical tool was used as a Posteriori Test for the hypotheses that were rejected. If the computed F value (K-1) would be greater than the critical F value, the corresponding difference between group means would be assessed as significant. On the other hand, if the computed F value would be lesser than the critical F value, then the corresponding difference between group means would be assessed not significant.

Pearson Product Moment Correlation Coefficient. This statistical tool was applied to determine the relationship between variables like age, sex, civil status, economic status, educational background and length of service to their attitude toward teaching. The following rules provided a guide for interpreting the obtained r - value in this study:

<u>Coefficient</u>	<u>Relationship</u>
± .00 to ± .20	Indifferent or Negligible
± .20 to ± .40	Low Correlation Present
± .40 to ± .70	Moderate Relationship
± .70 to ± .100	High Correlation

Fishers' t-test. This statistical tool was used to determine the significance of the computed correlation coefficient. If the computed Fisher's t-value would be greater than the critical t-value, the hypotheses would be rejected. On the other hand, if the computed Fisher's t-value would be lesser than the tabular t-value, the hypotheses would be accepted.

Finally, in testing of hypotheses $\alpha = 0.05$ as the level of significance was used in this study.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This section presents the analyses and interpretation of the data generated in this study. It includes the discussion of the following: profile of the grade 7 English teachers; proficiency level of grade 7 English teachers based on a standardized test; attitude of the DepEd key officials, teachers and students toward the K to 12 curriculum; level of readiness of grade 7 English teachers for the implementation of the K to 12; comparison of perceptions of the three categories of respondents relative to the level of readiness of grade 7 English teachers to implement the K to 12 curriculum; relationship between the proficiency of grade 7 English teachers and their profile; relationship between the proficiency of grade 7 English teachers and their level of readiness for the implementation of the K to 12 curriculum; relationship between the proficiency of grade 7 English teachers and their attitude toward the K to 12 curriculum; and the problems encountered by the grade 7 English teachers relative to K to 12 implementation.

Profile of Grade 7 English Teachers

Tables 2 to 9 present the profile of the grade 7 English teachers with respect to their age and sex, civil status, economic status expressed in terms of actual monthly income, educational background, length of service, in-service

trainings attended, performance ratings, teaching styles and attitude toward teaching.

Age and Sex. Table 2 shows the age and sex distribution of the grade 7 English teachers. Among them, 30 or 29.70 percent fell between the age ranges of 27-31 years; followed by 17 or 16.83 percent who fell between the age brackets 37-41 years; and 15 or 14.85 percent each belonged to the age brackets of 32-36 years

Table 2

Age and Sex Distribution of the Teacher-Respondents

Age in years	Sex		Total	Percent
	Male	Female		
57 - 61	1	0	1	0.99
52 - 56	3	4	7	6.93
47 - 51	2	3	5	4.95
42 - 46	2	5	7	6.93
37 - 41	4	13	17	16.83
32 - 36	1	14	15	14.85
27 - 31	9	21	30	29.70
22 - 26	6	9	15	14.85
Not Specified	0	4	4	3.96
Total	28	73	101	100.00
Mean	34.65	34.46	34.52	-
SD	11.57	7.93	9.01	-

and 22-26 years. The rest were thinly distributed in the other age ranges. The oldest teacher, a male one, fell between the ages 57-61 years; while four or 3.96 percent were the youngest teachers falling between the ages 22-26 years. The mean age of the group posted at 34.52 with SD of 9.01. The mean age for the

male teachers was 34.65 years while that of female teachers was at 34.46 years with SDs of 11.57 and 7.93, respectively. It could be said this group of grade 7 English teachers were at their middle 30's, still at their prime age.

As to sex distribution, 73 or 72.28 percent were females and 28 or 27.72 percent were males. It is evident that female teachers dominated the group, which supported the observation that there were more females who went into the teaching profession than males.

Civil Status. The civil status profile of the teacher-respondents categorized as single, married and widow/widower can be gleaned in Table 3. As reflected in the table, there were 68 or 67.33 percent who were married; 30 or 29.70 percent were single; and two or 1.98 percent were widow/widower. The finding that majority of the teacher-respondents were married is supported by the fact that their age profile is of marriageable age.

Table 3

Civil Status of the Teacher-Respondents

Civil Status	F	Percent
Single	30	29.70
Married	68	67.33
Widow/Widower	2	1.98
Not Specified	1	0.99
Total	101	100.00

Economic Status. Table 4 reflects the economic status of teacher-respondents expressed in terms of their spouse's actual monthly income.

As revealed by the table, 43 or 42.57 percent of the teacher-respondents signified their monthly income dwindling between Php15,000-Php19,000; 10 or 9.90 percent had a monthly income between Php35,000-Php39,999; eight or 7.92 percent had monthly income falling between Php20,000-Php24,999; seven or 6.93 percent had monthly income between Php10,000-Php14,999; and six or 5.94 percent had monthly income falling between Php30,000-Php34,000. The rest were thinly distributed in the other income ranges and noticeably there were four teachers or 3.96 percent whose monthly income was posted at Php45,000 and above, and three or 2.97 percent received less than Php10,000. The average monthly income of the teacher-respondents was pegged Php22, 847.00 with a standard deviation of Php10, 787.00. Based from the monthly poverty threshold (Php8,778.00 as of 2014) for a family of five as established by NEDA after typhoon Yolanda, the average actual monthly income of the teachers was higher which meant families of the grade 7 English teachers can well-provide their family with the daily basic needs.

Looking at Table 4 the following observations may be noted: 1) there were 16 or 15.84 percent of the teachers-respondents who did not specify their actual monthly income. They corroborated that they could not make reliable statements of their actual income since their spouses were either self-employed, housewife

or jobless; 2) three teachers or 2.97 percent had an actual monthly income of less than Php10,000.00; these were the teachers who had just been hired and were

Table 4

Economic Status of the Teacher-Respondents

Economic	F	Percent
45,000 & above	4	3.96
40000 - 44,999	1	0.99
35000 - 39,999	10	9.90
30000 - 34,000	6	5.94
25000 - 29,999	3	2.97
20000 - 24,999	8	7.92
15,000 - 19,999	43	42.57
10,000 - 14,999	7	6.93
<10,000	3	2.97
Not Specified	16	15.84
Total	101	20.79
Mean	Php22,847.00	-
SD	Php10,787.00	-

still single; 3) more or less 15 of the teacher-respondents or 15 percent had actual monthly income of P 35,000 and above. This could be explained as: a) some grade 7 English teachers were already occupying Teacher II, Teacher III and Master Teacher items with corresponding increase in salary. This is evidenced by their educational background profile; b) some spouses of these teachers were occupying higher positions in government service; some were businessmen,

some were also teachers occupying administrative positions; hence, the higher actual monthly income.

Educational Background. The educational background profile of the teacher-respondents is depicted in Table 5. As can be gleaned from the table, 44 teachers or 43.56 percents were still in their bachelor's degree; 43 teachers or 42.57 percent had obtained some masteral units; 11 or 10.89 percent were MA graduates; and one or 0.99 percent had already doctoral units. It can be deduced that majority of the teacher-respondents were growing professionally having acquired MA units and graduate degrees.

Table 5

Educational Background of the Teacher-Respondents

Educational Background	F	Percent
w/Ph. D./Ed. D. Units	1	0.99
MA/MAED/MS Graduate	11	10.89
w/MA/MAED/MS units	43	42.57
Bachelor's Degree	44	43.56
Not Specified	2	1.98
Total	101	100.00

Length of Service. Table 6 shows the experience profile of the grade 7 English teachers. As indicated in the table, a good number did not specify their teaching experience. There were 21 teachers or 20.78 percent or the same number of teachers signified they had length of service between 1-3 years; 11 or 10.89

percent had 7-9 years of teaching; nine or 8.91 percent each had teaching experience between < 1 year and 4-6 years. The rest of the teachers were thinly dispersed in the other years. Among them were two or 1.98 percent who had a teaching experience of 31-33 years while nine or 8.91 had a teaching experience of less than a year and were considered new teachers.

Table 6

Length of Service of the Teacher-Respondents

Length of Service (in years)	F	Percent
31 – 33	2	1.98
28 – 30	1	0.99
25 – 27	5	4.95
22 – 24	2	1.98
19 – 21	5	4.95
16 – 18	4	3.96
13 – 15	5	4.95
10 – 12	6	5.94
7 – 9	11	10.89
4 – 6	9	8.91
1 – 3	21	20.79
< 1	9	8.91
Not Specified	21	20.79
Total	101	100.00
Mean	9.32 years	-
SD	8.76 years	-

This group had an average teaching experience of 9.52 years with a standard deviation of 8.76 years. It can be said that the grade 7 English teacher-respondents were relatively new in the service.

In-Service Trainings. The in-service trainings attended by the teacher-respondents are summarized in Table 7. As can be gleaned from the table, 49 teachers or 48.51 percent signified that they attended mass training on K to 12 curriculum; 11 or 10.89 percent had attended training for grade 7 teachers; four or 3.96 percent attended capability building for grade 8 teachers. Of these teachers, 37 or 36.63 percent did not specify the training they attended.

Table 7

In-Service Trainings Attended by the Teacher-Respondents

INSET Attended	F	Percent
Mass Training on K to 12 Curriculum	49	48.51
Training for Grade Teachers	11	10.89
Capability Building for Grade 8 Teachers	4	3.96
Not Specified	37	36.63
Total	101	100.00

Based from the interviews conducted, they corroborated that they had attended trainings in the past along English teaching, not necessarily along K to 12 curriculum. It can be deduced from the data that more or less 64 teachers or 63.37 percent have had trainings along K to 12 curriculum. They had a background of the new curriculum to be implemented. The rest of the teachers somehow had trainings along their subject specialization, which were relevant in the K to 12 implementation. They were growing professionally along their line of work and specialization.

Performance Rating. The performance profile of the grade 7 English teachers is presented in Table 8. Summarized in the table were the ratings for School Years 2012-2013, 2011-2012 and 2010-2011. During SY 2010-2011, the average performance rating obtained were 8.06 with a SD of 0.49; 2011-2012 their mean performance rating was 7.90 with a SD of 0.54; and during SY 2012-2013, the mean performance rating of the group posted at 7.77, SD= 0.59 which could be interpreted as very satisfactory. The teachers, apparently, were performing

Table 8

**Performance Rating of the Teacher-Respondents for the Past
Three Years**

Category and Performance Rating	SY 2012-2013		SY 2011-2012		SY 2010-2011	
	F	Percent	F	Percent	F	Percent
9.00 - 9.49	2	1.98	2	1.98	2	1.98
8.50 - 8.99	3	2.97	4	3.96	15	14.85
8.00 - 8.49	29	28.71	33	32.67	30	29.70
7.50 - 7.99	18	17.82	21	20.79	16	15.84
7.00 - 7.49	12	11.88	11	10.89	12	11.88
6.50 - 6.99	11	10.89	4	3.96	0	0.00
Not Specified	26	25.74	26	25.74	26	25.74
Total	101	100.00	101	100.00	101	100.00
Mean	7.77	-	7.90	-	8.06	-
SD	0.59	-	0.54	-	0.49	-

very well, but their performance was steadily decreasing in the three- year period. It meant that the teachers could not sustain their enthusiasm as evidenced by the decreasing performance rating. It may be justified with the fact that these teachers were undergoing transition because of the inception of the K to 12 curriculum. A single exposure to the new curriculum was not enough to enable them to implement it accurately and confidently. Moreover, a good number of 26 of the respondents did not have performance ratings for the reason that they were newly-hired and others have not been in the service for a year.

Teaching Styles. Table 9 exemplifies the teaching styles employed by the teacher-respondents categorized into expert authority, formal authority, personal model and facilitator teaching styles.

As can be gleaned from the table, all the above named teaching styles were "often" practiced with submeans of 4.38 for personal model; 4.35 for formal authority; 4.27 for facilitator; 4.21 for expert authority and 4.04 for delegator teaching style. The group obtained a grand mean of 4.25, which indicated that the teacher-respondents utilized the different styles of teaching at one point or another. Depending upon the lesson, the teacher shifted from one style to the other.

It, further, meant that the grade 7 English teachers employed personal model, the most often as supported by submean of 4.38 and the least often employed was the delegator style of 4.04.

Table 9

Teaching Styles by the Teacher-Respondents

Indicators	Scale					Total	\bar{X}_w /Interpretation	
	5	4	3	2	1			
Expert Authority								
1. Teaches concepts and topics that are specified in the K to 12 teaching and learning guides.	32	56	11	2	0	101	4.17	O
2. Displays detailed knowledge of every subject matter in English.	36	50	12	3	0	101	4.18	O
3. Devices challenging activities to enhance students' competence.	32	46	23	0	0	101	4.09	O
4. Elicits students' prior knowledge through the art of questioning.	36	58	7	0	0	101	4.29	O
5. Encourages students' maximum participation without intimidating the inexperienced ones.	43	47	11	0	0	101	4.32	O
Sub-Total	-	-	-	-	-	-	21.00	-
Sub-Mean	-	-	-	-	-	-	4.21	O
Formal Authority								
1. Maintains a status as an authority in the use of English language.	33	60	6	2	0	101	4.23	O
2. Provides the students positive and negative feedbacks for every activity done.	43	49	8	1	0	101	4.33	O
3. Establishes learning goals, expectations, and rules of conduct for students to abide in the use of English language.	44	49	8	0	0	101	4.36	O
4. Models the correct, acceptable, and standard ways of doing things using the English language.	53	42	6	0	0	101	4.47	O
5. Provides students with the language structures they need in learning English lessons.	42	55	2	2	0	101	4.36	O
Sub-Total	-	-	-	-	-	-	21.7	-
Sub-Mean	-	-	-	-	-	-	4.35	O

Table 8 continued

Indicators	Scale					Total	Xw/Interpretation	
	5	4	3	2	1			
Personal Model								
1. Teaches by personal example and establishes a model on how to think and behave.	50	44	5	2	0	101	4.41 O	
2. Directs, guides and facilitates by showing the process on how to do things.	49	42	10	0	0	101	4.39 O	
3. Encourages students to observe and to emulate the good deeds of those, who are worth emulating.	48	47	6	0	0	101	4.42 O	
4. Teaches by elaborating and simplifying complex concepts and principles.	51	43	5	2	0	101	4.42 O	
5. Senses students' inadequacy, if they cannot live up to the expectations and standards set.	41	47	11	2	0	101	4.26 O	
Sub-Total	-	-	-	-	-	-	21.9	-
Sub-Mean	-	-	-	-	-	-	4.38	O
Facilitator								
1. Leads and initiates teacher-student interactions.	61	36	4	0	0	101	4.56 A	
2. Guides and directs students by asking questions, exploring options, and suggesting alternatives in solving problems.	54	38	7	2	0	101	4.43 O	
3. Encourages students to develop criteria in judging class activities.	34	33	22	12	0	101	3.88 O	
4. Develops students' capacity in doing independent actions and responsibilities.	34	51	13	3	0	101	4.15 O	
5. Monitors, provides support and encouragement to students as much as possible.	46	45	6	4	0	101	4.32 O	
Sub-Total	-	-	-	-	-	-	21.3	-
Sub-Mean	-	-	-	-	-	-	4.27	O

Attitude Toward Teaching. The attitude profile of the teacher-respondents is depicted in Table 10.

As can be seen in the table, the teacher-respondents “strongly agreed” with the two indicators corresponding to: item 1, “I like and love to teach” and item 4, “I communicate in a manner that students understand me”, both obtaining a weighted mean of 4.60. The remaining indicators were “agreed” by

Table 10

Attitude by the Teacher-Respondents Toward Teaching

Indicators	Scale					Total	X _w /Interpretation	
	5	4	3	2	1			
1. I like and love to teach.	69	28	2	2	0	101	4.60 VP	
2. I anticipate each day of classes.	55	40	4	2	0	101	4.45 F	
3. I miss my class whenever I am absent for training.	52	38	7	2	2	101	4.35 F	
4. I communicate in a manner that students understand me.	69	28	3	0	1	101	4.60 VP	
5. I use teaching time productively all the time.	42	46	11	2	0	101	4.25 F	
6. I provide learners an opportunity to display their learning every day.	39	51	11	0	0	101	4.28 F	
7. I monitor students' progress using appropriate assessment tools and techniques.	46	44	11	0	0	101	4.35 F	
8. I ask relevant and comprehensible questions every day.	39	48	10	2	2	101	4.19 F	
9. I develop lessons systematically.	47	43	8	3	0	101	4.32 F	
10. I use multi-media in teaching such as computers/LCD/radio, etc., to make the class enjoyable.	25	37	22	16	1	101	3.67 F	
Grand Total	-	-	-	-	-	-	43.05	-
Grand Mean	-	-	-	-	-	-	4.30	F

Legend: 4.51 - 5.00 Always/Very Favorable (VP)
 3.51 - 4.50 Agree/Favorable (F)
 2.51 - 3.50 Uncertain/Neutral (N)
 1.51 - 2.50 Disagree/ Unfavorable (UF)
 1.00 - 1.50 Strongly Disagree/Very Unfavorable (VU)

them with the weighted means ranging from 3.67 to 4.45. The indicators with the higher ratings were: item 2 , “I anticipate each day of classes” which obtained a weighted mean of 4.45 followed by items 3 and 7 corresponding to “I miss my class whenever I am absent for training” and “I monitor students’ progress using appropriate assessment tools and techniques”, respectively, both having a weighted mean of 4.35. The least rated item was item 10, “I use multi-media in teaching to make my class enjoyable” which got a mean of 3.67. As a whole, the group scored a grand mean of 4.30 equivalent to “agree” which indicated that the attitude of the teacher-respondents toward teaching was favorable.

Proficiency Level of Grade 7 Teachers Based on a Standardized English Test

The study probed into the proficiency level of grade 7 English teachers. Using a standardized English test of Yeditepe University, the teachers were tested along use of English, vocabulary and reading comprehension. Tables 11-13 exemplify the results of the proficiency test.

Use of English. Table 11 reflects the results of the test on the use of English. Of the 101 teachers tested, 68 or 67.33 percent obtained scores between 11-15 interpreted as “moderate ” proficiency; 19 or 18.81 percent scored between

6-10 equivalent to “low” proficiency; 13 or 12.87 percent got scores between 16-20 indicating “high” proficiency; and 1 or 0.99 percent got a score between 0-2 which meant “very low” proficiency. As a whole, the group got a mean of 12.60 with a standard deviation of 2.75 indicating that the grade 7 English teachers possessed moderate proficiency in the use of English.

Table 11

Proficiency Level of Grade 7 English Teachers Based on the Standardized Test Along Use of English Area

Score	Description	F	Percentage
16 – 20	High	13	12.87
11 – 15	Moderate	68	67.33
6 – 10	Low	19	18.81
0 – 2	Very Low	1	0.99
Total		101	100
Mean	High	12.60	
SD		2.75	

Vocabulary. The summarized result in the vocabulary test is contained in Table 12. Quite noticeable where the 75 teachers or 74.26 percent who scored 9-10 which indicated “high” proficiency; 25 or 24.75 percent obtained scores between 6-8 signifying “moderate” proficiency and one or 0.99 percent got a score between 3-5 equivalent to “low” proficiency. The group had a mean of 9.03 with a standard deviation of 1.12, which meant that the grade 7 English teachers were “highly” proficient in vocabulary. It may be so because it is easier to understand

words in isolation than when these words are used in context or in longer paragraphs.

Table 12

Proficiency Level of Grade 7 English Teachers Based on the Standardized Test Along Use of Vocabulary

Score	Description	F	Percentage
9 - 10	High	75	74.26
6 - 8	Moderate	25	24.75
3 - 5	Low	1	0.99
0 - 2	Very Low	0	0.00
Total		101	100
Mean	Moderate	9.03	
SD		1.12	

Reading Comprehension. Presented in Table 13 is the summary of the results in the reading test. A greater number of teachers, 46 or 45.54 percent had scores between 6-8 interpreted as "moderate" proficiency; 33 or 32.67 percent got scores between 3-5 indicating "low" proficiency; and one or 0.99 percent scored a dismal mark between 0-2 which meant "very low" proficiency. The overall assessment of the group was "moderate" proficiency as evidenced by the mean of 7.20 and SD= 2.03.

In summary, it could be deduced that the grade 7 English teachers were highly proficient in vocabulary and moderately proficient in the use of English and reading comprehension.

Table 13

**Proficiency Level of Grade 7 English Teachers Based on the
Standardized Test Along Reading Comprehension**

Score	Description	f	Percentage
9 - 10	High	33	32.67
6 - 8	Moderate	46	45.54
3 - 5	Low	21	20.79
0 - 2	Very Low	1	0.99
Total		101	100.00
Mean	Moderate		7.20
SD			2.03

**Attitude of DepEd Key Officials, Teachers
and Students toward K to 12 curriculum**

As a fact to consider for a successful implementation of the new curriculum, the study determined the attitude of the DepEd Key Officials, Teachers and Students toward the K to 12 curriculum. The results can be seen in Table 14.

Among the key officials, they "agreed" with the entire given attitude indicators with weighted means ranging from 3.80 to 4.02. Topping all of them were items 4 and 2 which corresponded to "I believe that K to 12 program aids in achieving the objectives of EFA" obtaining a mean of 4.02 and "I am positive that the K to 12 will fully enhance and develop the students in order for them to be well-prepared in the emotional and cognitive aspects" with 4.00, respectively.

Table 14

**Attitude of the Key Officials, Teachers and Students Toward
K to 12 Curriculum**

Indicators	Respondents' Category						Combined Mean/ Interpretation	
	KO		Teachers		Students			
	X_w /Inter-pretation		X_w /Inter-pretation		X_w /Inter-pretation			
1. I am interested in the K to 12 curriculum.	3.80	F	4.39	F	2.02	UF	3.40	F
2. I believe that K to 12 program will meet the standards required for professionals who would want to work abroad.	3.98	F	4.27	F	4.45	F	4.23	F
3. I am positive that the K to 12 program will fully enhance and develop the students in order for them to be will prepared in emotional and cognitive aspects.	4.00	F	4.43	F	4.49	F	4.31	F
4. I believe that the K to 12 program aids in achieving the objectives of education for all (EFA).	4.02	F	4.28	F	4.34	F	4.21	F
5. I believe that the K to 12 program will prepare children physically, socially, emotionally, and mentally for real field of work.	3.98	F	4.40	F	4.56	VP	4.31	F
6. I am positive that the K to 12 will increase the children's chance of surviving.	3.98	F	4.40	F	4.39	F	4.25	F
7. I have faith that the K to 12 will enhance the quality of basic education in the Philippines.	3.93	F	4.36	F	4.53	VP	4.27	F
8. I am optimistic that the K to 12 program will provide graduate competencies and skills relevant to the job market, thus, eliminates job-skills mismatch.	3.93	F	4.50	F	4.37	F	4.27	F
9. I have faith that the K to 12 program will prepare students for higher education.	3.87	F	4.40	F	4.52	VP	4.26	F
10. I believe that the K to 12 program will make Philippines education to be at par with international standards.	3.84	F	4.36	F	4.48	F	4.23	F
Total	39.33	-	43.76	-	42.15	-	41.75	-
Grand Mean	3.93	F	4.38	F	4.22	F	4.17	F

Legend: 4.51 - 5.00 Always/Very Favorable (VP)
 3.51 - 4.50 Agree/Favorable (F)
 2.51 - 3.50 Uncertain/Neutral (N)
 1.51 - 2.50 Disagree/Unfavorable (UF)
 1.00 - 1.50 Strongly Disagree/Very Unfavorable (VU)

The least rated indicators were items 1 "I am interested in the K to 12 curriculum" and item 10 "I believe that the K to 12 will make Philippine education to be at par with international standards" obtaining weighted means of 3.80 and 3.84, respectively. As a whole, the group had a grand mean of 3.93 equivalent to "agree" indicating that their attitude toward the K to 12 curriculum was favorable.

The teacher-respondents also "agreed" with all the indicators with weighted means ranging from 4.27 to 4.50. They rated items 8 and 3 higher than the rest. They corresponded to "I am optimistic that the K to 12 will provide graduates with competencies and skills relevant to the job market, thus, eliminate job mismatch" with a mean 4.50 and "I am positive that the K to 12 will fully enhance and develop the students in order for them to be well-prepared in emotional and cognitive aspects" with a mean of 4.43, respectively. The two indicators which were rated the least were: item 2 "I Believe that the K to 12 will meet the standards required for professionals who would want to work abroad" and item 4, "I believe that the K to 12 aids in achieving the objectives of EFA" obtaining weighted means of 4.27 and 4.28, respectively. The grand mean of the group was pegged at 4.38 equivalent to "agree" indicating that the attitude of the Grade 7 English teachers toward K to 12 curriculum was favorable.

The students, on the other hand, "strongly agreed" with items 5, 7 and 9 referring to "I believe that the K to 12 will prepare children physically, socially, emotionally and mentally for the real field of work"; "I have faith that the K to 12

would enhance the quality of basic education in the Philippines”; and “I have faith that the K to 12 will prepare students for higher education” with weighted means of 4.56, 4.53 and 4.52, respectively. Six indicators “agreed” by them with means ranging from 4.24 to 4.49. However, one indicator, specifically item 1, was “disagreed” by them referring to “I am interested in the K to 12 curriculum” obtaining a mean of 2.02. This could be explained by the fact that most students did not like to extend years in high school that entailed more expenses for the family. Taken as a whole, the overall assessment of the students was “agree” with grand mean of 4.30 indicating a favorable attitude toward the new curriculum.

In summary, the assessment of the three categories of respondents relative to their attitude toward the K to 12 curriculum was indicated by the grand means of 3.93 for key officials, 4.38 for teachers and 4.22 for students. The combined mean posted at 4.17 or “agree” indicating a favorable attitude of the key officials, English teachers and students.

Comparison of the Attitude Among the Key Officials, English Teachers and Students Toward the K to 12 curriculum

Table 15 summarizes the comparative analysis of the perceptions of the respondents of their attitude toward the implementation of the K to 12 curriculum. It may be recalled that the key officials obtained a submean of 3.93 (x_1); the teachers had a submean of 4.38 (x_2); and the students got a submean of

4.22 (x_3). The mean differences were: between x_1 and x_2 was 0.45; between x_1 and x_3 was 0.29; and between x_2 and x_3 the difference was 0.16. Testing these obtained differences for their significance, analysis of variance (ANOVA) was applied which yielded a computed F- value of 2.47 which proved to be numerically lesser than the critical F-value of 3.35 at $c = 0.05$, $df = 2$ and 27. Hence, the hypothesis that "there are no significant difference among the perceptions of the key officials, English teachers and students of their attitude toward the implementation of the K to 12 curriculum was accepted.

Table 15

Comparison Among the Attitude of the Key Officials, English Teachers and Students Toward the Implementation of the K to 12 Curriculum

SUMMARY							
Respondents	Count	Sum	Average	Variance			
Key Officials	10	39.33	3.93	0.005			
Teachers	10	43.76	4.38	0.005			
Students	10	42.15	4.22	0.602			
ANOVA							
Source of Variation	SS	df	MS	F	P-value	F crit	Evaluation
Between Groups	1.01	2	0.50	2.47	0.10	3.35	Not Significant
Within Groups	5.51	27	0.20				
Total	6.51	29	-	-	-	-	-

It meant that the attitude of the aforementioned respondents were essentially similar. It indicated that the groups of stakeholders have favorable attitude toward the K to 12 implementation.

Level of Readiness of the Grade 7 English Teachers to Implement the K to 12 Curriculum

This study also probed into the level of readiness of grade 7 English teachers to implement the K to 12 curriculum in terms of their knowledge of curriculum contents, utilization of teaching materials, utilization of instructional methodologies and utilization of instructional media. As a truth to take into account, readiness in the implementation of a new curriculum is a contributory factor for its successful operation and execution. As an avenue to explore the English teachers promptness and skill of the K to 12 curriculum, salient aspects in carrying out the teaching job were looked into. The summarized responses of the English teachers are contained in Tables 16-19.

Knowledge of Curriculum Contents. Table 16 specifically presents the level of readiness of English teachers in the implementation of the K to 12 curriculum along knowledge of curriculum contents. As can be gleaned from the table, the teacher-respondents assessed themselves as “ready” to implement the K to 12 curriculum in all the five indicators identified with the weighted means ranging from 3.81 to 3.96. Item 2 regarding the “use of motivational techniques” obtained the highest rating while item 5 “use of assessment materials, tools and techniques in assessing learning” with weighted means of 3.96 and 3.81, respectively.

Taken as a whole, the group got a grand mean of 3.90 indicating that the English teachers were ready to implement the K to 12 curriculum contents.

Table 16

**Level of Readiness of the English Teachers in the
Implementation of K to 12 Curriculum in Terms of
Knowledge of Curriculum Contents**

Indicators	Scale					Total	-	
	5	4	3	2	1		Xw/Inter-pretation	
1. Mastery of concepts, skills, and lessons in English.	13	66	22	0	0	101	3.91	R
2. Use of motivational techniques	17	66	15	3	0	101	3.96	R
3. Maximizes time on task	14	66	21	0	0	101	3.93	R
4. Mastery of learning goals and contents in English.	13	66	22	0	0	101	3.91	R
5. Use of assessment of learning, materials, tools and techniques	8	66	27	0	0	101	3.81	R
Grand Total	-	-	-	-	-	-	19.5	-
Grand Mean	-	-	-	-	-	-	3.90	R

Legend: 4.51 - 5.00 Very Much Ready (VMR)

3.51 - 4.50 Ready (R)

2.51 - 3.50 Moderately Ready (MR)

1.51 - 2.50 Slightly Ready (SR)

1.00 - 1.50 Not Ready (NR)

Utilization of Teaching Materials. The level of readiness of English teachers to implement the K to 12 curriculum along utilization of teaching materials is reflected in Table 17.

As seen in the table, the English teachers were "ready" to use "realia, contrived objects and other IMs" as supported by its mean of 3.76 and "use of assessment tools and materials" which obtained a mean of 3.68. The English

teachers were “moderately ready” along “approved and prescribed textbooks and teaching guides designed for the K to 12 curriculum” which obtained a rating of 3.46; followed by item 4, “use of supplementary materials” with a mean 3.44; and item 3, “use of prototype lesson plans” with a mean of 3.34. This was so because at the time of the study, these materials were not yet released to the field; hence, they claimed they were moderately ready for this. In the absence of these materials, the English teachers made use of what was available in the supply office of the school.

Table 17

**Level of Readiness of the English Teachers in the
Implementation of K to 12 Curriculum in Terms of
Utilization of Teaching Materials**

Indicators	Scale					Total	Xw/Inter-pretation	
	5	4	3	2	1			
1. Use of realia, contrived objects and other instructional materials.	9	63	25	4	0	101	3.76 R	
2. Approved and prescribed textbooks and teaching guides designed for the K to 12 curriculum.	6	49	35	7	4	101	3.46 MR	
3. Prototype lesson plans	3	46	38	10	4	101	3.34 MR	
4. Supplementary teaching materials	6	45	38	11	1	101	3.44 MR	
5. Assessment tools and materials.	6	62	28	5	0	101	3.68 R	
Grand Total	-	-	-	-	-	-	17.7	-
Grand Mean	-	-	-	-	-	-	3.53	R

Legend: 4.51 - 5.00 Very Much Ready (VMR)
3.51 - 4.50 Ready (R)
2.51 - 3.50 Moderately Ready (MR)
1.51 - 2.50 Slightly Ready (SR)
1.00 - 1.50 Not Ready (NR)

Taken as a whole, the overall assessment of the teachers on the utilization of teaching materials was 3.53 equivalent to “ready”. Generally, with their

initiative in providing for their own needs, they claimed they were ready to implement the K to 12 curriculum along this area of concern.

Utilization of Instructional Methodologies. Table 18 reflects the level of readiness of English teachers to implement K to 12 curriculum along utilization of instructional methodologies. Based on the table, it appeared that the English teachers were “ready” to use instructional methodologies as evidenced by the weighted means ranging from 3.62 to 3.91.

Table 18

**Level of Readiness of the English Teachers in the
Implementation of K to 12 Curriculum in Terms of
Utilization of Instructional Methodologies**

Indicators	Scale					Total	Xw/Interpretation	
	5	4	3	2	1			
1. Integrative modes of teaching strategies.	9	68	23	1	0	101	3.84	R
2. Collaborative learning activities.	13	67	20	1	0	101	3.91	R
3. Understanding by Design (UbD).	8	58	25	9	1	101	3.62	R
4. Activities/techniques/strategies to cater to the multiple intelligences (MI) of learners.	7	76	15	2	1	101	3.85	R
5. Hands-on communication techniques.	8	79	12	1	1	101	3.91	R
Grand Total	-	-	-	-	-	-	19.14	-
Grand Mean	-	-	-	-	-	-	3.83	R

Legend: 4.51 - 5.00 Very Much Ready (VMR)
3.51 - 4.50 Ready (R)
2.51 - 3.50 Moderately Ready (MR)
1.51 - 2.50 Slightly Ready (SR)
1.00 - 1.50 Not Ready (NR)

The grand mean also pointed out that the teachers were ready to employ integrative modes of teaching, collaborative learning activities, and understanding by design (Ubd) activities to cater to the multiple intelligences of learners, and hands-on techniques. This was supported by obtained grand mean of 3.83.

Utilization of Instructional Media. The level of readiness in utilizing instructional media is depicted in Table 19.

As can be gleaned from the table, the English teachers obviously assessed themselves as “moderately ready” in all indicators identified with the weighted means ranging from 2.86 to 3.14. Among the different instructional media, they were moderately ready to utilize the “computer and other forms of ICT in teaching”, with a mean of 2.88; “ICT in presenting students’ research outputs and projects” with a mean of 2.86; “camera and video recorder to document students’ performances” with a mean of 3.01; “radio and voice recorder for listening activities” with a mean of 3.10; and “technology in assessing, applying and processing abstract concepts in English” with 3.14.

The overall grand mean posted at 3.00 equivalent to “moderately ready”. This could be justified for the reason that there was lack of supply of these Information and Communications Technologies (ICT) in majority of learning institutions particularly in far-flung areas. The English teachers expressed the need to know how to use technology and other forms of ICT in teaching and

some computer applications to document student's project and investigate studies and for the assessment of students' learning.

Table 19
Level of Readiness of the English Teachers in the
Implementation of K to 12 Curriculum in Terms of
Utilization of Instructional Media

Indicators	Scale					Total	-	
	5	4	3	2	1		Xw/Inter-pretation	
1. Computers aid and other form of ICT in teaching.	5	25	37	21	13	101	2.88	MR
2. Radio and voice recorder for listening activities.	10	33	28	17	13	101	3.10	MR
3. Technology in assessing, applying, and processing abstract concepts in English.	7	35	32	19	8	101	3.14	MR
4. ICT in presenting research outputs and projects of students.	7	34	24	20	16	101	2.86	MR
5. Camera and video recorder to document and students' performances.	8	34	25	19	15	101	3.01	MR
Grand Total	-	-	-	-	-	-	14.99	-
Grand Mean	-	-	-	-	-	-	3.00	MR

Legend: 4.51 - 5.00 Very Much Ready (VMR)
3.51 - 4.50 Ready (R)
2.51 - 3.50 Moderately Ready (MR)
1.51 - 2.50 Slightly Ready (SR)
1.00 - 1.50 Not Ready (NR)

Relationship Between Proficiency Level of Grade 7 English Teachers and Their Profile

The results of the correlational analyses between the proficiency level of Grade 7 English teachers and their profile are shown in Tables 20 to 22. The proficiency level was expressed in terms of use of English, vocabulary and

reading comprehension. The personal profile were in terms of age, sex, civil status, income, educational background, length of service, performance rating, teaching styles and attitude toward teaching.

Use of English. In correlating the proficiency level of Grade 7 English teachers along the use of English and their profile, Table 20 has the data.

It may be noted from the table that the correlation coefficient derived from correlating the teachers' use of English and their attitude toward K to 12 was 0.206. When this obtained value was tested for its significance using Fisher's *t*, the computed *t*-value posted at 2.10 which proved to be numerically greater than the critical value of 1.96 @ $\alpha=0.05$, $df=99$. Therefore, the hypothesis that "there is no significant relationship between the proficiency level of English teachers and their attitude toward teaching", was rejected. It indicated that the proficiency level of English teachers along use of English was influenced by their attitude toward teaching. The computed *r* being positive further indicated that the relationship existing between the said variables was directly proportional. It meant, further, that the more favorable was the attitude of English teachers toward teaching, the higher was their competency in the use of English. Attitude influences the teachers' competence for the reason that they possess good disposition in the use of English with some interest to learn the English language, the teachers' goal to improve their proficiency to use the language become pleasurable and easy. With ease in the use of the medium, they can be effective teachers of English. Between the teachers' proficiency in the use of English and

their age, sex, civil status, income, educational background, length of service, performance rating, expert authority, formal authority, personal model, facilitator and delegator, the correlation coefficients were pegged at -0.024,

Table 20

Relationships Between the Proficiency Level of Grade 7 English Teachers Along Use of English and their Profile

Profile	r_{xy}	Fisher's t_c	Evaluation
Age	-0.024	0.24	NS
Sex	-0.063	0.63	NS
Civil Status	0.036	0.35	NS
Income	-0.0101	0.10	NS
Educational Background	-0.174	1.76	NS
Length of Service	-0.106	1.07	NS
Performance Rating	0.007	1.07	NS
Teaching Styles			
Expert Authority	0.181	1.83	NS
Formal Authority	0.016	1.83	NS
Personal Model	0.147	0.16	NS
Facilitator	0.088	1.48	NS
Delegator	0.082	0.88	NS
Attitude toward Teaching	0.206	2.10	S

Legend: NS - Not Significant; S - Significant

t_c - computed Fisher's t-value evaluated at $\alpha = 0.05$, $df = 99$; critical $t = 1.96$

-0.063, 0.036, 0.0101, -0.174, -0.106, 0.007, 0.181, 0.016, 0.147, 0.088, and 0.082, respectively. When tested for their significance using Fisher's t , the computed t -values were: 0.24 for age; 0.63 for sex; 0.35 for civil status; 0.10 for income; 1.76 for educational background; 1.07 for length of service; 0.07 for performance; 1.83

for expert authority; 0.16 for formal authority; 1.48 for personal model; 0.88 for facilitator and 0.82 for delegator which by inspection were all numerically lesser than the critical t-value of 1.96 at $\alpha=0.05$, $df=99$. Thus, the hypotheses involving the relationship between the English teachers' proficiency in the use of English and the aforementioned teacher-related variates were accepted. It meant that the said teachers' characteristics had nothing to do with their level of proficiency along the use of English.

Vocabulary. Table 21 showcases the results of the correlational analyses performed between the English teachers' level of proficiency and their profile. It can be gleaned that all the variates did not correlate significantly with the teachers' proficiency along vocabulary as supported by the coefficient 0.005 for age; -0.36 for sex; 0.056 for civil status; -0.140 for income; -0.120 for educational background; -0.094 for length of service; 0.012 for performance; 0.079 for expert authority; -0.036 for formal authority; 0.037 for personal model; 0.050 for facilitator; 0.008 for delegator and -0.002 for attitude toward teaching. Testing the significance of these computed r 's using Fisher's t , it yielded the following computed t-values: age, 0.05; sex, 0.36; civil status, 1.58; income, 1.41; educational background, 1.20; length of service, 0.94; performance rating, 0.12; expert authority, 0.79; formal authority, 0.36; personal model, 0.36; facilitator, 0.50; delegator, 0.08; and attitude toward teaching, 0.02 which were all numerically lesser than the critical t-value of 1.96 at $\alpha=0.05$, $df=99$. Thus, the hypothesis involving the relationship between teachers' level of proficiency

along vocabulary and the aforementioned characteristics were accepted. It meant that the said variates did not influence the teachers' level of efficiency in terms of vocabulary.

Table 21

Relationships Between the Proficiency Level of Grade 7 English Teachers Along Vocabulary and their Profile

Profile	r_{xy}	Fisher's t_c	Evaluation
Age	0.005	0.05	NS
Sex	-0.036	0.36	NS
Civil Status	0.156	1.58	NS
Income	-0.140	1.41	NS
Educational Background	-0.120	1.20	NS
Length of Service	-0.094	0.94	NS
Performance Rating	0.012	0.12	NS
Teaching Styles			
Expert Authority	0.079	0.79	NS
Formal Authority	-0.036	0.36	NS
Personal Model	0.037	0.36	NS
Facilitator	0.050	0.50	NS
Delegator	0.008	0.08	NS
Attitude toward Teaching	-0.002	0.02	NS

Legend: NS - Not Significant; S - Significant

t_c - computed Fisher's t-value evaluated at $\alpha = 0.05$, $df = 99$; critical $t = 1.96$

Comprehension. The correlational analyses done between the teachers' level of proficiency along comprehension and their profile are summarized in Table 22.

It can be seen from the table that teachers' sex, educational background, formal authority teaching style, personal model teaching style and attitude

toward teaching correlated significantly with the teachers' proficiency in comprehension as evidenced by the computed correlation coefficients of -0.338, -0.431, 0.195, 0.211 and 0.246, respectively. When the r 's were tested for its significance using Fisher's t , the computed t -values were 3.57 for sex; 4.75 for educational background; 1.98 for formal authority and learning style; 2.15 for personal model learning style; and 2.52 for attitude toward teaching which proved numerically greater than the critical t -value of 1.96 at $\alpha=0.05$, $df=99$. This led to the rejection of the hypothesis involving the relationship between the teachers' proficiency in comprehension and the aforesaid teacher-related variates.

The computed r 's for sex and educational background being negative, indicated that the relationship between these variables were inversely proportional. It meant that: a) male teachers had better comprehension than females. The research findings that revealed that females were better in language than males was disproven in this particular case. This may be affected by their number since they only comprised 27.72 percent who were tested as compared to the females which were composed of 72.28 percent; b) the higher was the educational background of the English teacher, the lower was their proficiency in comprehension. It can be explained by the fact that some if not most of the English teachers teaching grade 7 English especially in island and in small high schools were not majors in English. In fact, in several newly-opened high schools, school heads refused that their English teachers be tested with the

English Proficiency Test because of the specialization problem of the concerned teachers.

Table 22
Relationships Between the Proficiency Level of Grade 7 English Teachers Along Reading Comprehension and their Profile

Profile	r_{xy}	Fisher's t_c	Evaluation
Age	0.064	0.64	NS
Sex	-0.338	3.57	S
Civil Status	-0.114	1.14	NS
Income	0.081	0.80	NS
Educational Background	-0.431	4.75	S
Length of Service	0.011	0.11	NS
Performance Rating	-0.039	0.39	NS
Teaching Styles			
Expert Authority	0.179	1.81	NS
Formal Authority	0.195	1.98	S
Personal Model	0.211	2.15	S
Facilitator	0.024	0.24	NS
Delegator	0.054	0.54	NS
Attitude toward Teaching	0.246	2.52	S

Legend: NS - Not Significant; S - Significant

t_c - computed Fisher's t-value evaluated at $\alpha = 0.05$, $df = 99$; critical $t = 1.96$

The computed r 's of formal authority teaching style, formal model teaching style and attitude for teaching being positive indicated that the relationship between these groups of variables was directly proportional. It indicated that; a) the more often the teachers employed formal authority teaching style and personal model teaching, the higher was the proficiency of the teacher in comprehension. Maintaining the status as authority in the use of English, teachers were encouraged to improve their reading comprehension, one area in

the language acts. Using personal model teaching style, the teachers teach by personal examples and teach by elaborating and simplifying complex concepts and principles; b) the more favorable the attitude of the English teachers, the higher was their proficiency in comprehension. Teachers who had the interest and love for reading engage reading being an effective strategy of improving comprehension. Teachers with positive attitude toward teaching continuously read to enrich their lessons in English before going to the classroom. Being a communication skill and as an aspect in the language acts, teachers read subsequently to improve their comprehension; thus, making them effective language teachers.

In correlating the level of proficiency of the English teachers with their age, civil status, income, length of service, performance rating, expert authority, facilitator and delegator teaching styles, the resulting correlation coefficient were 0.064, -0.114, 0.081, 0.011, -0.039, 0.179, 0.024 and 0.054, respectively. Testing the values of their significance using Fisher's *t*, the computed *t*-values posted at 0.64 for age, 1.14 for civil status, 0.80 for income, 0.11 for length of service, 0.59 for performance rating, 1.81 for expert authority style, 0.24 for facilitator style and 0.54 for delegator style which were all numerically lesser than the critical *t*-value of 1.96 at $\alpha=0.05$, $df=99$. Thus, the hypotheses involving the relationship of the teachers' level of proficiency along reading comprehension and aforecited variates were accepted. It can be said these variates did not influence the reading comprehension proficiency of the English teachers.

**Relationship between the Level Proficiency
of Grade 7 English Teachers and their
Attitude Toward K to 12 Implementation**

The study also determined the relationship between the level of proficiency of grade 7 English teachers along use of English, vocabulary and reading comprehension and their attitude toward the K to 12 curriculum. The results of the correlational analyses are reflected in Table 23.

As seen in the table, the correlation coefficient between use of English and attitude posted at 0.0102, between vocabulary and attitude was 0.122 and between reading comprehension and attitude was 0.158. When these obtained r 's were tested for their significance using Fisher's t , the resulting computed t -values were pegged at 1.02 for use of English; 1.22 for vocabulary and 1.60 for reading comprehension which proved to be numerically lesser than the critical t -value of 1.96, at $\alpha = 0.05$, $df=99$.

Table 23

**Relationships Between the Proficiency Level of Grade 7 English
Teachers and their Attitude Toward K to 12 Curriculum**

Indicator	r_{xy}	Fisher's t_c	Evaluation
Use of English	0.102	1.02	NS
Vocabulary	0.122	1.22	NS
Reading Comprehension	0.158	1.60	NS

This gave evidence to accept the hypothesis that there is no significant relationship between the English teachers' proficiency in the use of English,

vocabulary and reading comprehension and their attitude toward the K to 12 curriculum. It meant further that the proficiency of teachers had nothing to do with their attitude toward the implementation of the K to 12 curriculum.

**Relationship between the Level of Proficiency
of Grade 7 English Teachers and their Level
of Readiness to Implement the K to 12 Curriculum**

Tables 24-26 present the results of the correlational analyses performed between the proficiency level of grade 7 English teachers in the use of English, vocabulary and reading comprehension and the level of readiness of the grade 7 English teachers in terms of knowledge of the curriculum contents, utilization of teaching materials, utilization of instructional methodologies, and utilization of instructional media.

Use of English. Table 24, particularly, displays the result of the correlational analyses between the English teachers' proficiency in the use of English and their level of readiness along the four areas of K to 12 curriculum. As can be gleaned from the table, the correlation coefficient posted at 0.157 for knowledge of curriculum contents; 0.069 for utilization of teaching materials; 0.007 for utilization of instructional methodologies; and 0.128 for utilization of instructional media. Testing the significance of these obtained values using Fisher's *t*, the results yielded computed *t*-values of 1.58 for knowledge of curriculum contents; 0.69 for utilization of teaching materials; 0.07 for utilization of instructional methodologies; and 1.28 for utilization of instructional media

which by inspection probed to be numerically lesser than the critical t-value of 1.96 at $\alpha = 0.05$, $df = 99$. This led to the acceptance of the hypothesis involving the relationships between the teachers' proficiency of English and their level of readiness in terms of the previously mentioned areas of concern. It meant that the English teachers' proficiency in the use of English did not affect, somehow, their level of readiness in knowledge of curriculum contents, utilization of teaching materials, utilization of instructional materials, utilization of instructional methodologies and utilization of instructional media. Their proficiency in the use of English had no bearing to their readiness to implement the K to 12 curriculum.

Table 24

Relationships Between the Proficiency Level of Grade 7 English Teachers Along the Use of English and their Level of Readiness in the K to 12 Curriculum Implementation

Indicator	r_{xy}	Fisher's t_c	Evaluation
Knowledge of Curriculum Contents	0.157	1.58	NS
Utilization of Teaching Materials	0.069	0.69	NS
Utilization of Instructional Methodologies	0.007	0.07	NS
Utilization of Instructional Media	0.128	1.28	NS

Vocabulary. In correlating the teachers' proficiency in vocabulary and their level of readiness in terms of knowledge of contents, utilization of teaching materials, utilization of instructional methodologies, and utilization of

instructional media, the resulting correlation coefficients were: 0.070, 0.056, 0.010 and 0.071, respectively. This data is shown in Table 25.

Table 25

Relationships Between the Proficiency Level of Grade 7 English Teachers Along Vocabulary and their Level of Readiness in the K to 12 Curriculum Implementation

Indicator	r_{xy}	Fisher's t_c	Evaluation
Knowledge of Curriculum Contents	0.070	0.70	NS
Utilization of Teaching Materials	0.056	0.56	NS
Utilization of Instructional Methodologies	0.010	0.10	NS
Utilization of Instructional Media	0.071	0.70	NS

Using Fisher's t to test its significance, the computed t -values were: 0.70 for knowledge of curriculum content; 0.056 for utilization of teaching materials; 0.010 for utilization of instructional methodologies; and 0.071 for utilization of instructional media which are probed numerically lesser than the critical t -value of 1.96 at $\alpha = 0.05$, $df = 95$. Therefore, the hypothesis involving the relationship between the English teachers' proficiency in vocabulary and their level of readiness in the aforementioned areas were accepted. It indicated that teachers' proficiency in vocabulary did not influence the teachers' readiness to implement the K to 12 curriculum with respect to the aforesaid areas. The teachers may possess a good stock of vocabulary but they are not ready to implement the new curriculum or vice-versa.

Reading Comprehension. Between the proficiency level of English teachers along comprehension and their level of readiness to implement the K to 12 curriculum along knowledge of the curriculum contents, utilization of teaching materials, utilization of instructional methodologies and utilization of educational media, Table 26 has the summarized results.

Obviously, it was only utilization of educational media that registered a significant correlation with the teachers' proficiency in reading comprehension yielding a correlation coefficient of 0.314. The test of significance performed on this value revealed a computed t-value of 3.29 which proved numerically greater than the critical t-value of 1.96 at $\alpha=0.05$, $df=99$. Thus, the hypothesis that there is no significant relationship between the grade 7 English teachers' level of proficiency in reading comprehension and the readiness to utilize instructional media was rejected. It meant that reading comprehension had something with the teachers' use of instructional media in teaching. It cannot be gainsaid that instructional media like computers, radio, voice recorder, camera, video recorder and the like are not only effective devices for advocacy about K to 12 curriculum but for effective teaching of communication skills as well. There is plenty to read and understand when it comes to the directions on how to use these technologies; in accessing, applying, and processing abstract concepts in English; in presenting research outputs and projects of students; and in documenting students' performances.

Table 26

Relationships Between the Proficiency Level of Grade 7 English Teachers Along Reading Comprehension and their Level of Readiness in the K to 12 Curriculum Implementation

Indicator	r_{xy}	Fisher's t_c	Evaluation
Knowledge of Curriculum Contents	0.136	1.37	NS
Utilization of Teaching Materials	0.137	1.37	NS
Utilization of Instructional Methodologies	0.114	1.15	NS
Utilization of Instructional Media	0.314	3.29	S

Between the teachers' proficiency in reading comprehension and their level of readiness in the knowledge of contents, utilization of teaching materials and instructional methodologies, the correlational analyses yielded the computed r 's of 0.136, 0.137, and 0.114, respectively. When these values were tested for its significance using Fisher's t , the computed t -values posted at 1.37 for curriculum contents; 1.37 for teaching materials; and 1.15 for instructional methodologies which proved to be numerically lesser than the critical t -value of 1.96, at $\alpha = 0.05$, $df=99$. Hence, the hypothesis involving the relationship of the teachers' proficiency in reading comprehension and the previously mentioned variates were correspondingly accepted. It can be said that the teachers' level of comprehension does not influence their readiness to learn the curriculum contents, use teaching materials and instructional methodologies as they implement the K to 12 curriculum.

**Problems Encountered by Grade 7 English Teachers
Relative to the K to 12 Implementation**

The study also delved into the problems encountered by the grade 7 English teachers concerning their implementation of the K to 12 curriculum. Table 27 summarizes the result of the survey. As can be perceived from the table, the most prevailing problems met by the English teachers were: 1) lack of mastery of K to 12 concepts; 2) lack of understanding of the K to 12 curriculum; 3) lack of enthusiasm in teaching the K to 12 curriculum; 4) lack of expertise in designing collaborative activities; and 5) lack of knowledge in the use of teaching strategies.

Table 27

**Problems Encountered by the Grade 7 English Teachers Relative
to the K to 12 Curriculum Implementation as Perceived by the
Teachers, Themselves**

Problems	Rank
Lack of Mastery of K to 12 concepts	1
Lack of understanding of the K to 12 curriculum	2
Lack of enthusiasm in teaching K to 12 curriculum	3
Lack of expertise in designing collaborative activities	4
Lack of knowledge on the use of teaching strategies	5
Lack of knowledge on the use of electric methods	6
Lack of competence in teaching English as sounds and rhythm	7
Lack of facility in English	8
Lack of teachers' training on K to 12 curriculum	9
Lack of knowledge on ICT	10

Those that were assessed as least problems were: 1) lack of knowledge of

The least rated problem about ICT was more on the lack of ICT equipment like computers, radios, and voice recorder, technology in accessing, applying and processing abstract concepts in English, camera and video recorders, how's of computer-assisted instruction and not on the lack of knowledge on ICT per se.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter contains the summary of findings, the conclusions derived from the findings and the corresponding recommendations.

Summary of Findings

The study crystallized the following salient findings:

1. The grade 7 English teacher-respondents registered an average age of 34.52 with the SD of 9.00 years. The mean age for the male teachers posted at 34.65 years with SD of 11.57 years; while that of the female teachers was 34.46 years, standard deviation=7.93.

As to the sex distribution, 73 or 72.28 percent were female teachers and 28 or 27.72 percent were males.

2. As to the civil status, majority of the teachers or 68 or 67.33 percent were married.

3. The actual average monthly income of the respondents was pegged at P22,847.00 with the SD of P10,787.00, a little higher than the poverty threshold of P8,778.00 established by NEDA as of 2014.

4. The educational background profile of the respondents showed that 44 teachers or 43.56 percent had still a bachelor's degree; 43 or 42.37 percent had

obtained masteral units; 11 or 10.89 percent were MA graduates; and one or 0.99 percent had doctoral units.

5. The average teaching experience of the respondents was 9.32 years, SD =8.76 years.

6. In terms of INSETs attended, 49 teachers or 48.51 percent had trainings about K to 12 curriculum; 11 or 10.89 percent had attended trainings for grade 7 teachers; 4 or 3.96 percent attended capability building seminar for grade 8 teachers and 37 teachers or 36.63 percent claimed that they had attended seminars along English teaching but not on K to 12 curriculum.

7. The mean performance ratings of the teachers were as follows: 8.06 with SD = 0.49 for the SY 2010-2011; 7.90 with SD =0.54 for the SY 2011-2012; and 7.77 with SD=0.59.

8. All the teaching styles such as expert authority, formal authority, personal model, facilitator and delegator were all often practiced by the teachers as supported by the submeans of 4.21, 4.35, 4.376, 4.267 and 4.036, respectively.

9. The attitude profile of the English teacher respondents was assessed with grand mean of 4.30 equivalent to "agree" indicating a favorable attitude.

10. The level of proficiency of the English teachers based on standardized proficiency test was as follows: use of English- moderate proficiency supported by a mean score of 12.60, SD=2.75; vocabulary- high proficiency with a mean

score of 9.03, $SD=1.12$; and reading comprehension- moderate proficiency with a mean score of 7.20, $SD=2.03$.

11. The attitude of the Key officials, teachers and students towards the K to 12 implementation was favorable as evidenced by the grand mean of 3.93, 4.38 and 4.22, respectively. The combined mean posted at 4.17 interpreted as "favorable".

12. In comparing the attitude of the Key officials, English teachers and students toward the K to 12 implementation, the computed f-ratio was 2.47 which proved numerically to be lesser than the critical t-value of 3.35 at $\alpha = 0.05$, $df=99$. Thus, the hypothesis, that there are no significant differences in the attitude among the Key officials, English teachers and students towards the K to 12 implementation was accepted.

13. The English teachers were ready to implement the K to 12 curriculum in terms of knowledge of curriculum content, utilization of teaching materials and utilization of instructional methodologies as supported by its grand means of 3.90, 3.53 and 3.83, respectively. Whereas, they were "moderately ready" to implement or to use instructional media with a mean of 3.00.

14. In correlating the proficiency level of grade 7 teachers along use of English and their attitude towards teaching, the computed r was 0.206 which when tested for its significance yielded a computed t-value of 2.10 greater than

the critical t-value of 1.96 at $\alpha = 0.05$, $df=99$. Thus, the corresponding hypothesis was rejected.

Whereas, between the proficiency level of grade 7 teachers along use of English and their age, sex, civil status, income, educational background, length of service, performance, teaching styles of expert authority, formal authority, personal model, facilitator and delegator. The computed r 's were : -0.024, -0.063; 0.036; 0.010; -0.174; 0.007; 0.181, 0.016, 0.147, 0.088, and 0.082 which when tested for their significance yielded computed t-values of : 0.24 for age; 0.63 for sex; 0.35 for civil status; 0.10 for income; 1.76 for educational background; 1.07 for length of service; 0.07 for performance; 1.83 for expert authority; 0.16 for formal authority; personal model ; 0.88 for facilitator and 0.82 for delegator which were all lesser than the critical value of 1.96 at $\alpha=0.05$, $df=99$. Hence, the hypothesis involving the relationship between the aforesaid variates were correspondingly accepted.

15. Between the proficiency level of English teachers along vocabulary and their profile, all tests of significance on the computed correlation coefficient resulted in computed t-values numerically lesser than the critical t-value of 1.96, @0.05, $df=99$. Hence, the corresponding hypotheses involving these sets of variables were accepted.

16. The correlational analyses done between the proficiency level of English teachers along reading comprehension and their sex, educational

background, formal authority teaching style, personal model teaching style and attitude toward teaching resulted in computed r 's of -0.338, -0.431, 0.195, 0.211 and 0.246, respectively. The tests of significance done on these values yielded computed t -values of: 3.57 for sex; 4.75 for educational background; 1.98 for formal authority; 2.15 for personal model and 2.52 for attitude which proved numerically greater than the critical t -value of 1.96 @ $\alpha=0.05, df=99$. This led to the rejection of the corresponding hypotheses.

Whereas, age, civil status, income, educational background, length of service, performance rating, expert authority teaching style, facilitator and delegator teaching styles showed correlational coefficients which when tested for its significance yielded computed t -values which were numerically lesser than critical t -values of 1.96 @ $\alpha=0.05, df=99$. Hence, the corresponding hypotheses were accepted.

17. In correlating the proficiency level of grade 7 English teachers along use of English, vocabulary, reading comprehension and their attitude toward the K to 12 curriculum, the computed r 's were: 0.102, 0.122 and 1.58, respectively. When these values were tested for its significance, the computed t -values were: 1.02 for use of English; 1.22 for vocabulary; and 1.60 for reading comprehension which all proved to be numerically lesser than the t -value of 1.96, at $\alpha=0.05, df=99$. This gave the evidence to accept the corresponding hypotheses.

18. When the proficiency level of grade 7 teachers in the use of English and their level of readiness to implement the K to 12 curriculum along knowledge of curriculum contents, utilization of teaching materials, utilization of instructional methodologies and utilization of instructional media were correlated, the resulting coefficients of correlation when tested for its significance registered t-values which were lesser than the critical t-value of 1.96, at $\alpha=0.05$, $df=99$. This led to the acceptance of the corresponding hypotheses.

19. In the case between the proficiency level between the proficiency level of grade 7 English teachers along vocabulary and their level of readiness in terms of knowledge of curriculum contents, utilization of teaching materials, utilization of instructional methodologies, and utilization of instructional media, their correlation coefficient when tested for its significance resulted in computed t-values lesser than the critical t-value of 1.96, at $\alpha=0.05$, $df=99$. Hence, the corresponding hypotheses were likewise accepted.

20. Between the proficiency level of grade 7 English teachers along reading comprehension and their level of readiness to utilize instructional media, correlational analyses showed a computed r of 0.31 which when tested for its significance resulted in a computed t-value of 3.29 which proved numerically greater than the critical t-value of 1.96 at $\alpha=0.05$, $df=99$. Thus, the corresponding hypothesis was rejected.

Whereas, the correlation coefficient resulting from the correlational analyses between the proficiency level of English teachers along reading comprehension and their level of readiness with respect to knowledge of curriculum contents, utilization of teaching materials, and utilization of instructional methodologies, which when tested for its significance came up with computed t-values which were lesser than the critical t-value of 1.96, at=0.05, df=99. This led to the acceptance of the corresponding hypotheses.

21. The problems encountered by the grade 7 English teachers relative to K to 12 implementation surfaced as follows: 1) lack of mastery of K to 12 concepts; 2) lack of understanding of the K to 12 curriculum; 3) lack of enthusiasm in teaching the K to 12 curriculum; 4) lack of expertise in designing collaborative activities; 5) lack of knowledge on the use of teaching strategies; 6) lack of knowledge on the use of eclectic methods; 7) lack of competence in teaching English sounds and rhythm; 8) lack of facility in English; 9) lack of teacher training on K to 12 curriculum; 10) lack of knowledge on ICT.

22. There is a need for a Faculty Development Program. It is expected that teachers need to undergo this program.

Conclusions

On the basis of the foregoing findings, the researcher came up with the following conclusions:

1. The grade 7 English teacher-respondents were in their mid-30's dominated by females; can well-provide the basic needs of the family, majority were married, educationally qualified and professionally growing while in service; relatively new in the profession; performing very satisfactorily and had favorable attitude toward teaching.

2. The teacher-respondents were highly proficient along vocabulary but moderately proficient in the use of English and reading comprehension.

3. The attitude of the Key officials, grade 7 English teachers and students toward the K to 12 implementation was favorable.

4. The grade 7 English teachers employed the different teaching styles, viz: expert authority, formal authority, personal model, facilitator and delegator teaching styles.

5. The grade 7 English teachers were ready to implement the K to 12 curriculum in terms of knowledge of curriculum contents, use of teaching materials and use of instructional methodologies but were moderately ready with regard to the use of instructional media.

6. The grade 7 English teachers' proficiency level on the use of English and reading comprehension correlated significantly with their attitude toward teaching; thus, the teachers' proficiency in these aforementioned skills was influenced by their attitude toward teaching.

7. Teachers' sex, educational background, formal authority teaching style and personal model teaching style correlated significantly with the teachers' proficiency in reading comprehension; hence, the teachers' proficiency in reading comprehension was affected by the aforementioned variates.

8. The teachers' proficiency in reading comprehension correlated significantly with their level of readiness to use instructional media; thus, the teachers' proficiency in reading comprehension influenced their level of readiness in the utilization of instructional media.

9. The most prevailing problems encountered by grade 7 English teachers were on K to 12 curriculum and its implementation, teaching of English and lukewarm attitude in teaching K to 12 curriculum and the non-availability of computer hardware, radio, and voice recorder, cameras, video recorder and other technologies related to computer-assisted instruction.

Recommendations:

Based on the foregoing findings and conclusions, the researcher recommends the following:

1. There is a need to evolve a faculty development program for the grade 7 English teachers that revolves around these topics: a) K to 12 curriculum, the "why", "what" and the "how" of it; b) English proficiency in grammar and reading comprehension; c) teaching strategies in English designed to equip teachers in designing collaborative activities, use of teaching strategies and

eclectic methods; d) ICT hardware and software specifically on computer applications on computer-assisted instruction, applications for assessing and processing abstract concepts and in presenting research outputs and projects of students; and e) values reorientation to enkindle the teachers' interest and enthusiasm in teaching as they implement the new curriculum.

2. Conduct a validation of the proposed faculty development program for grade 7 English teachers and subsequently revising it for workability and relevance among peers of grade 7 English teachers, experts in program development, majors in English and finally a pilot tryout of the revised faculty development program at the school level.

3. Implement the validated faculty development program at the school, district or division level.

4. A built-in research component be installed during the implementation of the faculty development program, notwithstanding the formative evaluation of the program along the way.

5. Evaluate the faculty development program for its efficiency and effectiveness.

6. A study "The Effect of the Faculty Development Program on the Achievement of Grade 7 Students" may be conducted.

7. A replication study on the same variables among the grade 8,9 and 10 English teachers and among teachers of other learning areas.

8 A replication study on the same variables among teachers in the Senior High or English and other learning areas.

9. A study on construction, validation and standardizing English tests to measure English proficiency to fill in the lack of these proficiency tests prepared locally both in the elementary and secondary schools.

Chapter 6

A FACULTY DEVELOPMENT PROGRAM FOR K TO 12 ENGLISH TEACHERS

This chapter presents the final output of this study, a faculty development program for the implementers of the grade 7 English curriculum. The program shall serve as a reference for the program designers, school heads, department heads and seminar organizers, who want to provide meaningful, useful and relevant trainings for the grade 7 teachers especially with regards to the implementation of the new and enhanced K to 12 curriculum.

The results of the study revealed problems on the following: 1) lack of mastery of K to 12 concepts, 2) lack of understanding of the K to 12 curriculum, 3) lack of enthusiasm in teaching the K to 12 curriculum, 4) lack of expertise in designing collaborative activities, and 5) lack of knowledge on the use of various teaching strategies.

I- RATIONALE:

Implementing a new program or curriculum is not an easy task. It requires enough preparations on the part of the teacher in order to provide quality teaching. In this study, the proficiency level of the grade 7 English teachers were focused on vocabulary, and reading comprehension. It was found out that English teachers were moderately proficient on these skills. It is therefore expected that English teachers and implementers of the K to 12

curriculum must be proficient in the above cited areas. Hence, the proposed faculty development program would serve as guide for the development of a faculty training programs needed in the implementation of the new and enhanced K to 12 curriculum.

II- OBJECTIVES:

The faculty development program intends to assist and support the English faculty members in their quest for professional development by developing strategies that enrich learning which regard highly innovative teaching and learning that are geared towards achieving educational excellence.

The following are the objectives of the faculty development program:

1. Strengthen the competency and proficiency of grade 7 English teachers in the delivery of learning services to the target clientele.
2. Involve grade 7 English teachers in carrying out the national objectives in the implementation of the new curriculum.
3. Re-orient teachers and deepen awareness of their duties and responsibilities as catalysts or promoters of change.
4. Expose teachers to various possible learning activities, which they can apply in teaching.
5. Enable teachers to self-assess for them to know their strengths and weaknesses so as to device strategies on how weaknesses can be improved.

6. Device functional activities which can help and transform teachers to become passionate in their job.
7. Design lessons with collaborative activities through a conglomeration of various teaching methods or the use of eclectic methods.

III- FEATURES OF THE FACULTY DEVELOPMENT PROGRAM

The faculty development program proposed by the researcher includes the activities to be conducted and implemented by the grade 7 English teachers in the implementation of the K to 12 curriculum as well as the time duration and the activities to be conducted. This will also cover the monitoring and evaluation procedures to be performed by the school heads.

Time/duration: This faculty development program can be delivered in 15 days or equivalent to 3 weeks

Participants: The participants will be the Grade 7 English teachers or English Teachers who are or who will be the K to 12 implementers.

IV- TRAINING PROPER/ IMPLEMENTATION PHASE

The faculty development program is divided into three phases, namely, the pre-implementation phase, implementation phase and the post implementation phase.

Faculty Development Targets:

The ultimate aim of this study is to enhance the proficiency of grade 7 English teachers in the service by providing them trainings or workshops that

are geared towards the improvement of their teaching competencies. As the front liners in the implementation of DepEd's programs and projects, teachers are looked up to as the best authority in terms of expertise, enthusiasm and competence. Thus, it is expected of them that they teach with full mastery and understanding of the topics they are expected to deliver. The pre-implementation phase is the stage for the thorough examination of the needs of teachers as manifested through the results of the survey conducted. The following were the steps undertaken in designing the faculty development program for the teachers, such as:

1. In-depth examination about the teachers' needs based on the results of the study;
2. Consultation with the persons in authority regarding the training programs that would benefit the teachers who are still in the service;
3. Information dissemination regarding the trainings designed for the teachers;
4. Preparation of the needed materials, persons or speakers and the venue where the training will be held, like at the SNS Audio-visual room, SNS Social Hall and others;
5. Identification of the resources and materials needed, their availability and the schedule for their availability;

6. Identification of the schedule for the trainings that are in lined with the availability of the venue, availability of the speakers and the availability of the resources.
7. Constant communication with the persons in authority to keep updated with the nuances in the Department so as to integrate them in the topics to be dealt with during the training;
8. Dissemination of the training program to try out the training in the school where the researcher teaches.

V. PHASES OF THE FACULTY DEVELOPMENT PROGRAM

I. Pre-Implementation Phase

II. Implementation Phase

- a. Curriculum Content
- b. Instructional Materials Preparation
- c. Values Formation
- d. Lesson Planning
- e. Training on ICT

III. Post Implementation Phase

- a. Conduct Impact Evaluation of the Program
- b. Initiate Institutionalization of Plans
- c. Research

VI. BUDGETARY ESTIMATES

VII. EVALUATION TOOLS

FACULTY DEVELOPMENT PROGRAM FOR K TO 12 ENGLISH TEACHERS

PHASES OF THE PROGRAM/ OBJECTIVES	OBJECTIVES AND VERIFIABLE INDICATORS	ACTIVITIES/ STRATEGIES	DURATION	RESOURCE REQUIREMENT		MEASURE OF VERIFICATION
				HUMAN	RESOURCES	
<u>I. PRE-IMPLEMENTATION PHASE</u>						
1. Conference with the School Heads about the Faculty Development Program	Identify the instruments and advocacy plans <ul style="list-style-type: none"> Organize training staff 	School Advocacy through the Following: <ul style="list-style-type: none"> announcement area or bulletin board 	15 DAYS	<ul style="list-style-type: none"> Principals Department Heads 	<ul style="list-style-type: none"> School local fund or Special Education Fund 	<ul style="list-style-type: none"> Advocacy Guidelines
2. Plan with the School Heads	<ul style="list-style-type: none"> Minutes of conferences 	<ul style="list-style-type: none"> meetings of faculty or department meetings 		<ul style="list-style-type: none"> English Supervisors 		<ul style="list-style-type: none"> Memos
3. Conduct advocacy and information dissemination		<ul style="list-style-type: none"> staff meetings 		<ul style="list-style-type: none"> Key 		<ul style="list-style-type: none"> List of interested

<p>about the faculty development program</p> <p>4. Conduct Planning Conference with the English Supervisor</p> <p>5. Organize or Identify the Speakers</p> <p>6. Identify the Target or prospective number of participants</p> <p>7. Identify the Venue</p>				<p>Officials</p>		<p>Participants</p>
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PHASES OF THE PROGRAM	OBJECTIVES AND VERIFIABLE INDICATORS	ACTIVITIES / STRATEGIES	DURATION	RESOURCE REQUIREMENTS		MEASURE OF VERIFICATION
				HUMAN	RESOURCES	
<p><u>II.</u> <u>IMPLEMENTATION</u> <u>PHASE</u></p> <p><u>A. Curriculum Content</u></p> <ul style="list-style-type: none"> • Training on the Content & Skills of the K to 12 Curriculum 	<ul style="list-style-type: none"> • Understand the key concepts of the K to 12 curriculum needed in the teaching-learning activities 	<ul style="list-style-type: none"> • Conduct a 3-day seminar-workshop • Conduct a 3-day seminar for IMs preparation 	<p>3 DAYS</p>	<ul style="list-style-type: none"> • Principal • Department Heads • English Supervisors • Grade 7 Teachers 	<ul style="list-style-type: none"> • School local fund or • Special Education Fund • MOOE 	<ul style="list-style-type: none"> • List of Participants • List of Trainers • Availability of the

Trainin g material				<ul style="list-style-type: none">• Focus on the content of the K to 12 curriculum particularly on teaching the use of English language• Provide teachers time to reflect on their calling as educators for them to renew their commitments to the job		
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PHASES OF THE PROGRAM	OBJECTIVES AND VERIFIABLE INDICATORS	ACTIVITIES / STRATEGIES	DURATION	RESOURCE REQUIREMENTS		MEASURE OF VERIFICATION
				HUMAN	RESOURCES	
<p><u>II. IMPLEMENTATION PHASE</u></p> <p>B. Instructional Materials (IMs)</p> <ul style="list-style-type: none"> • Training on Instructional Materials (IMs) Preparation 	<ul style="list-style-type: none"> • Understand the standards and principles in IMs preparation • Apply creativity in preparing IMs 	<ul style="list-style-type: none"> • Conduct a 3-day seminar for IMs preparation • Focus on the content of the K to 12 curriculum particularly on concretizing abstract concepts 	3 DAYS	<ul style="list-style-type: none"> • School Principals • Department Heads • English Supervisors • Grade 7 Teachers 	<ul style="list-style-type: none"> • School local fund or • Special Education Fund • MOOE 	<ul style="list-style-type: none"> • List of Participants • List of Trainers • Availability of the Training materials

<p><u>C. Values Formation or Recollection</u></p>	<ul style="list-style-type: none"> Use resourcefulness in devising and constructing IMs from the existing indigenous materials 	<ul style="list-style-type: none"> Provide teachers the chance to showcase talents and creativity by giving recognition to owners of excellent outputs 	<p>3 DAYS</p>	<ul style="list-style-type: none"> Principals Department Heads English Supervisors 	<ul style="list-style-type: none"> School local fund or Special Education Fund 	<ul style="list-style-type: none"> Availability of superb outputs for benchmarking List of Participants List of Trainers
<ul style="list-style-type: none"> Renew commitments in teaching making the best preparation one can for his calling 	<ul style="list-style-type: none"> Conduct a 3-day seminar-workshop 	<ul style="list-style-type: none"> School local fund or Special Education Fund 	<ul style="list-style-type: none"> List of Participants List of Trainers 			

	<ul style="list-style-type: none">• Understand what it requires for one to become efficient and effective in the service	<ul style="list-style-type: none">• Focus on the self-inspection to know the reasons why some teachers along the way lose the desire and the passion for teaching• Find time to listen to other people so as to understand and support them if necessary		<ul style="list-style-type: none">• Grade 7 Teachers	<ul style="list-style-type: none">• MOOE	
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<p><u>D. Lesson Planning</u></p> <ul style="list-style-type: none"> • Training on Lesson planning focusing on Designing and integrating Collaborative activities 	<ul style="list-style-type: none"> • Apply the standards and principles in Lesson Plan preparation • Apply creativity in designing collaborative activities • Use understanding of the learners' needs and interests in preparing lessons 	<ul style="list-style-type: none"> • Conduct a 3-day seminar in Lesson Planning • Focus on the content of the K to 12 curriculum particularly on simplifying the abstract concepts • Allow teachers to display competence in preparing lessons for their kind of learners 	<p>3 DAYS</p>	<ul style="list-style-type: none"> • School Principal • Department Heads • English Supervisors • Grade 7 Teachers 	<ul style="list-style-type: none"> • School local fund or • Special Education Fund • MOOE 	<ul style="list-style-type: none"> • List of Participants • List of Trainers • Availability of the Training materials
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PHASES OF THE PROGRAM	OBJECTIVES AND VERIFIABLE INDICATORS	ACTIVITIES / STRATEGIES	DURATION	RESOURCE REQUIREMENTS		MEASURE OF VERIFICATION
				HUMAN	RESOURCES	
<p><u>II. IMPLEMENTATION PHASE</u></p>						
<p><u>E. Training on ICT</u></p> <ul style="list-style-type: none"> • Training on computer-assisted instruction 	<ul style="list-style-type: none"> • Perform the basics in operating a computer • Perform acts like searching and surfing information from the internet • Submit training outputs through the internet 	<ul style="list-style-type: none"> • Conduct a 3-day seminar the basics for the beginners • Give complex tasks like uploading, downloading and burning data for the advanced participants • Display competence in preparing lessons, computing students' outputs and presenting them using the computer 	<p>3 DAYS</p>	<ul style="list-style-type: none"> • School Principal • Department Heads • English Supervisors • Grade 7 Teachers 	<ul style="list-style-type: none"> • School local fund • Special Education Fund • MOOE 	<ul style="list-style-type: none"> • List of Participants • List of Trainers • Availability of the Training material

PHASES OF THE PROGRAM	OBJECTIVES AND VERIFIABLE INDICATOR	ACTIVITIES/ STRATEGIES	DURATION	RESOURCE REQUIREMENT		MEASURE OF VERIFICATION
				HUMAN	RESOURCES	
<u>III-POST-IMPLEMENTATION PHASE</u>						
<u>1. Conduct Impact Evaluation of the Program</u>	<ul style="list-style-type: none"> Analyze the effect and impact of the program 	<ul style="list-style-type: none"> Conduct a post-implementation evaluation to ascertain if the program is effective or not 	5 DAYS	<ul style="list-style-type: none"> School Principal M&E or Monitoring and Evaluation Group 	<ul style="list-style-type: none"> School local fund or Special Education Fund MOOE 	<ul style="list-style-type: none"> Positive Impact as seen through the teacher-participants' performances in school
<u>2. Initiate Institutionalization Plan</u>	<ul style="list-style-type: none"> Prepare plan to institutionalize the program 	<ul style="list-style-type: none"> Continue to conduct the program every summer or semestral break 	5 DAYS Every Summer Or	<ul style="list-style-type: none"> Principal Department heads English Teachers English supervisor 	<ul style="list-style-type: none"> Local Fund MOOE 	<ul style="list-style-type: none"> Established Training program for English Teachers

<p><u>3. Research</u></p>	<ul style="list-style-type: none">• Conduct a research on how the program can be improved	<ul style="list-style-type: none">• Prepare an action plan for the program institutionalization	<p>5 DAYS during the semestral break</p>	<ul style="list-style-type: none">• Program specialist	<ul style="list-style-type: none">• SEF Fund• MOOE	<ul style="list-style-type: none">• Submit an action research proposal
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VI. BUDGETARY ESTIMATE

The budget estimate helps the training organizer to determine approximately the amount of money she or she needs, and how much financial augmentation is needed to meet the desired goal. The actual costs may differ but at least it may not be far from what has been conceptualized depending upon the prizes of the items and services specified. The amount the organizer spends depends greatly on his or her own personal situation and individual preparations as well as choices.

The budgetary estimate presented in this section is for training with trainers who are not from the academe, yet are considered persons in authorities concerning topics at hand. These trainers are considered as private individuals who can extend technical assistance being experts in the field they are into. This training requires a registration fee from the participants. There is also a need to budget for the venue because of the number of participants that could not be accommodated in public places or school venues. There is a need to look for bigger and more spacious places for convenience and comfort of everyone who takes part in the conference

Title of Training Program:	FACULTY DEVELOPMENT TRAINING PROGRAM
Training Duration:	3 DAYS
Speakers:	PRIVATE ENTITIES
Source of Fund:	REGISTRATION/MOOE/LOCAL FUND/SEF
Registration Fee:	Php 1,500
No. of Participants:	101 PERSONS
Amount Collected:	Php 151,500

Training Venue:	CASA CRISTINA HOTEL
Venue Per Day:	PhP 5,000
Training Materials Needed:	Computer set, LCD, extension wire, tarpaulin, etc.

Training Expenses	Quantity Required	Cost Estimate	Total
Trainers/Speakers	3 persons	PhP 5,000 (each person)	PhP 15,000
Transport/Travelling	3 persons	PhP 5,000	PhP 15,000

<p>Food/Refreshments</p>	<p>101x6=606 snacks</p>	<p>606 snacks @ each</p>	<p>PhP 15,150</p>
<p>Training Supplies</p>	<p>101x3=303 meals</p>	<p>303 meals @</p>	<p>PhP 18,180</p>
	<p>10 folders</p>	<p>PhP 40.00</p>	<p>PhP 2,029</p>
	<p>10 ball pens</p>	<p>60.00</p>	
	<p>10 fasteners</p>	<p>10.00</p>	
	<p>1 glue</p>	<p>29.00</p>	
	<p>1 stapler</p>	<p>18.00</p>	
	<p>1 box staple wires</p>	<p>660.00</p>	
	<p>101 handouts (12 pages each)</p>	<p>1,212.00</p>	

Miscellaneous (documentation, registration forms evaluation sheets,)	-	-	5,000
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PHP 70,359

TOTAL EXPENSES:

BUDGETARY ESTIMATE

The budgetary Estimate presented below is for a training with trainers and/or speakers coming from DepEd pool of trainers and the venue is not owned by private entities. It is expected that trainers are identified and recognized by the Department of Education Regional Office VIII to render technical assistance without honoraria. Thus, finances with this kind of training do not involve budget for honoraria and other expenditures concerning accommodation, plane ticket and the like.

Title of Training Program: <p style="text-align: center;">FACULTY DEVELOPMENT TRAINING PROGRAM</p>
Training Duration: <p style="text-align: center;">3 DAYS</p>
Speakers: <p style="text-align: center;">DEPED PERSONNEL (From the team of trainers)</p>

Source of Fund:	MOOE/LOCAL FUND/SPECIAL EDUCATION FUND
Registration Fee:	NONE
No. of Participants:	101 PERSONS
Amount Collected:	NONE
Training Venue:	REDAJA HALL/ SAMAR NATIONAL SCHOOL SOCIAL HALL/ CATBALOGAN I ICT HALL/ CATBALOGAN III COVERED COURT/ SILANGA ELEM SCHOOL COVERED COURT

Venue Per Day:	NONE
Training Materials Needed:	Computer set, LCD, extension wire, tarpaulin, paper, folders, etc.

Training Expenses	Quantity Required	Cost Estimate	Total
Trainers/Speakers	3 persons	Token/Honoraria	PhP 1,500
Transport/Travelling	3 persons	PhP 15.00 (@ 3 daysx3 persons)	PhP 135

Food/Refreshments	101x6=606 snacks	606 snacks @ each	PhP 15,150
Training Supplies	101x3=303 meals	303 meals @	PhP 18,180
	10 folders	PhP 40.00	PhP 2,029
	10 ball pens	60.00	
	10 fasteners	10.00	
	1 glue	29.00	
	1 stapler	18.00	
	1 box staple wires	660.00	
	101 handouts (12 pages each)	1,212.00	

Miscellaneous (documentation, registration forms evaluation sheets)	-	-	5,000
--	---	---	-------

PHP 41,994

TOTAL EXPENSES:

Name: (Optional) _____ Name of Training: _____
 School: _____ Venue: _____ Date: _____

	<u>Interpretation</u>
5 – Strongly Agree (SA)	Very Favorable (VP)
4 – Agree (A)	Favorable (F)
3 – Uncertain (U)	Neutral (N)
2 – Disagree (D)	Unfavorable (UF)
1 – Strongly Disagree (SD)	Very Unfavorable (VU)

Content Evaluation Checklist	5	4	3	2	1
<i>Direction:</i> Please evaluate the content quality of the training by responding Yes or No to each of these questions below:	(SA)	(A)	(U)	(D)	(SD)
1. The content is based on job tasks.					
2. Steps are broken down into detailed, how-to instructions.					
3. The content is targeted to the experience level of the participants.					
4. "Nice-to-know" information is eliminated or reduced to a minimum.					
5. One-third of the time is spent on the presentation of content.					
6. Two-third of the time is spent on the application (i.e. practice) of content and feedback.					
7. Principles of adult learning are built into the training program.					
8. The training materials are designed to suit the activities at hand.					
9. The structure of the training follows the structure of the targets.					
10. Exercises presented simulate the tasks at hand.					
11. Activities help transfer skills learned as can be applied to the job.					
12. Adequate time is spent on difficult-to-learn tasks.					
13. The content is reviewed at regular intervals.					
14. The training has been validated by technical experts and end users.					
15. The over-all effectiveness of the training has been evaluated.					

Source: www.langevin.com

Name: (Optional) _____ Name of Training: _____
 School: _____ Venue: _____ Date: _____

Material Evaluation Checklist	Yes	No	Comments for Improvements
<i>Direction:</i> Please evaluate the quality of the training material used by responding Yes or No to each question below:			
1. Does the material clearly state what its overall goals are?			
2. Does the material clearly state the level of training (basic, intermediate, advanced)?			
3. Are the underlying principles and values of the material clearly stated?			
4. Is the format of the training well defined?			
5. Is the training schedule well defined?			
6. Are the training's setup needs well defined?			
7. Does the material give references where participants can obtain additional information on the topic?			
8. Does the material adequately cite the sources of its information?			
9. Is the content of the material based on the best knowledge currently available?			
10. Is the content of the material appropriate for the time allotted for the entire training program?			

Source: www.ispcan.org/resource/resmgr/training_curricula/checklist_for_review

Name: (Optional) _____ Name of Training: _____
 School: _____ Venue: _____ Date: _____

Program Significance Evaluation Checklist	Yes	No	Comments for Improvements
<i>Direction:</i> Please evaluate the program significance or essence by responding Yes or No to each of the following questions below:			
1. Does the program clearly identify the professional disciplines for which it is intended (mental health, medicine, legal, multidisciplinary, etc.)?			
2. Is the program appropriate for the intended participants?			
3. Are the examples and case stories of the program relevant to participants?			
4. Does the program address the local social, political, economic, and cultural challenges that participants face?			
5. Does it address the barriers that may exist between disciplines in creating a coordinated approach to child abuse and neglect?			
6. Does each section of the program clearly define what its learning objectives are?			
7. Does the overview of the program clearly state what participants will know and be able to do as a result of participating in this training program?			
8. Are sessions of the program organized in a logical order?			
9. Is the content of the program appropriate for the level of expertise of the intended participants?			
10. Is the content that is presented in each section of the program appropriate for the time allotted to each section?			
11. Does the program's content adequately meet the stated learning objectives?			
12. Does it provide the opportunity to identify and explore the current realities, including strengths, resources and needs?			
13. Does it increase participants' knowledge of the discipline?			
14. Are sessions sufficiently developed?			
15. Are they appropriate to the local context?			

Source: http://c.ymcdn.com/sites/www.ispcan.org/resource/resmgr/training_-_curricula/checklist

Name: (Optional) _____ Name of Training: _____
 School: _____ Venue: _____ Date: _____

Learning Activities Checklist <i>Direction:</i> Please evaluate the quality of the learning activities used by responding Yes or No to each question below:	Yes	No	Comments for Improvements
1. Do the activities encourage an active trainee participation?			
2. Do the learning activities give trainees the opportunity to share their experiences on the topic?			
3. Does the activities use a variety of teaching methods?			
4. Are the activities clearly identified with the appropriate materials needed?			
5. Do the learning activities offer alternative exercises for facilitator selection?			
6. Are the materials needed to conduct the learning activities readily available?			
7. Do the learning activities contain materials for small group discussions?			
8. Are the materials needed to conduct the exercises clearly identified?			
9. Do the exercises reinforce the learning objectives?			
10. Do the learning exercises clearly explain their purpose?			

Source: www.ispcan.org/resource/resmgr/training_curricula/checklist_for_review

Name: (Optional) _____ Name of Training: _____
 School: _____ Venue: _____ Date: _____

Facilitator Support Checklist	Yes	No	Comments for Improvements
<i>Direction:</i> Please evaluate the quality and competence of the facilitators by responding Yes or No to each of these questions below:			
1. Does the facilitator's manual accompany the materials used in the training program?			
2. Does the facilitator provide a clear background of the material used?			
3. Does the material specify the skills and expertise needed to present the training?			
4. Are the facilitators' notes and support sufficient to replicate the training by another facilitator?			
5. Are facilitators' notes present throughout the material?			
6. Are the facilitators' notes adequate? Do they provide sufficient information to present the training effectively?			
7. Does the material clearly identify additional resources needed to conduct the training?			
8. Does the material advise the facilitator on how to adapt the training to the local setting and participant group?			
9. Are the training materials presented in a fun and entertaining manner, to stimulate and maintain participants' interest?			
10. Are the actions, plans, and strategies presented in the material realistic for the resources that are available?			

Source: http://www.ispcan.org/resource/resmgr/training_curricula

Name: (Optional) _____ Name of Training: _____
 School: _____ Venue: _____ Date: _____

Participation Evaluation Checklist			
	Yes	No	Comments for Improvements
<i>Direction:</i> Please evaluate the quality of participation of training participants by responding Yes or No to each question below:			
1. How well the training met participants' needs?			
2. How well the training objectives were met?			
3. Does the material suggest next steps for learning and development?			
4. Do the various activities give participants the opportunity to share their experiences?			
5. Do the various activities encourage active trainee participation?			
6. Does the material solicit participant response throughout the training, so facilitators can continually assess the level of understanding?			
7. Does the material suggest possible follow-up activities with participants?			
8. Is the feedback provided by the evaluation process useful for planning future training?			
9. What, if any, specific recommendations do you have on how this material should be used?			
10. Does the material include a process for participants to evaluate the training?			

http://www.ispcan.org/resource/resmgr/training_curricula

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www.langevin.com

APPENDICES

APPENDIX A**LETTER REQUEST FOR APPROVAL OF DISSERTATION TITLE**

Republic of the Philippines
Commission on higher Education
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan City

July 10, 2013

DR. MARILYN D. CARDOSO
Dean, College of Graduate Studies
Samar State University
Catbalogan City

Madam:

In my earnest desire to start writing my dissertation proposal, I have the honor to submit for approval the following titles, preferably title number 1:

1. PROFICIENCY OF GRADE 7 ENGLISH TEACHERS AND READINESS OF SECONDARY SCHOOLS IN CATBALOGAN CITY DIVISION FOR THE IMPLEMENTATION OF THE K TO 12 CURRICULUM
2. READING & SPEAKING PROGRAM FOR THE DEPRIVED LEARNERS OF REGION VIII
3. LINKING LEADERSHIP AND PERFORMANCE OF SECONDARY SCHOOL HEADS IN SAMAR DIVISIONS

I hope for a favorable action on this matter. Thank you & God speed.

Very truly yours,

(Sgd.) **MA. LINDA S. LEGARSE**
Graduate Student

Recommending Approval:

Thesis Committee:

1. (Sgd.) Dr. Eusebio T. Pacolor
2. (Sgd.) Dr. Letecia R. Guerra
3. (Sgd.) Dr. Alfredo D. Dacuro, CESO VI

APPENDIX B

ASSIGNMENT OF ADVISER

Republic of the Philippines
Commission on Higher education
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan City

NAME: MA. LINDA S. LEFGARSE

COURSE: DOCTOR OF PHILOSOPHY

SPECIALIZATION: Educational Management

TITLE OF PROPOSAL: PROFICIENCY OF GRADE 7 ENGLISH TEACHERS
AND THEIR READINESS FOR THE
IMPLEMENTATION OF THE K TO 12
CURRICULUM

NAME OF ADVISER: DR. ALFREDO D. DACURO, CESO VI

(Sgd.) MA. LINDA S. LEGARSE
Researcher

CONFORME:

(Sgd.) DR. ALFREDO D. DACURO, CESO VI
Adviser

APPROVED:

(Sgd.) MARILYN D. CARDOSO, Ph.D.
Dean, College of Graduate Studies

APPENDIX C**LETTER TO THE DEAN**

Republic of the Philippines
Commission on Higher Education
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan City

February 03, 2014

MARILYN D. CARDOSO, Ph.D.
Dean, College of Graduate studies
Samar State University
Catbalogan City

MADAM:

Greetings!

The undersigned researcher is currently conducting a dissertation entitled **“PROFICIENCY OF GRADE 7 ENGLISH TEACHERS AND THEIR READINESS FOR THE IMPLEMENTATION OF THE K TO 12 CURRICULUM”**, as part of the requirements of the Degree **Doctor of Philosophy Major in Educational Management**.

In this regard, the researcher would like to seek permission from your office to allow her to venture into the gathering of data needed in the study.

Hoping for a favorable action on this matter. Thank you & God speed.

Respectfully yours,

(Sgd.)MA. LINDA S. LEGARSE
Researcher

APPENDIX D

Republic of the Philippines
Department of Education
Regional Office VIII
CATBALOGAN CITY DIVISION
Catbalogan City, Samar

February 03, 2014

EDITA S. DE VEYRA, Ph.D.
City Schools Division Superintendent
Catbalogan City Division
Catbalogan City, Samar

Madam:

Greetings!

The undersigned researcher is currently conducting a dissertation entitled **“PROFICIENCY OF GRADE 7 ENGLISH TEACHERS AND THEIR READINESS FOR THE IMPLEMENTATION OF THE K TO 12 CURRICULUM”**, as part of the requirements for the Degree Doctor of Philosophy Major in Educational Management.

In this regard, the researcher would like to seek permission from your good office to allow her to venture into the gathering of data needed in the study, which will involve the secondary schools, where your legal authority extends. Rest assured that the data gathered will be held with strict confidentiality and shall be used solely for purpose of this study.

Hoping for a favorable action on this matter. Thank you & God speed.

Respectfully yours,

(Sgd.) MA. LINDA S. LEGARSE
Researcher

Approved:

(Sgd.) EDITA S. DE VEYRA, Ph.D.
City Schools Division Superintendent
Date: _____

APPENDIX E

Republic of the Philippines
Department of Education
Regional Office VIII
DIVISION OF SAMAR
Catbalogan W. Samar

February 03, 2014

THELMA CABADSAN-QUITALIG, Ph.D., CESO V
Schools Division Superintendent
Division of Samar
Catbalogan

Madam:

Greetings!

The undersigned researcher is currently conducting a dissertation entitled **"PROFICIENCY OF GRADE 7 ENGLISH TEACHERS AND THEIR READINESS FOR THE IMPLEMENTATION OF THE K TO 12 CURRICULUM"**, as part of the requirements for the Degree Doctor of Philosophy Major in Educational Management.

In this regard, the researcher would like to seek permission from your office to allow her to venture into the gathering of data needed in the study, which will involve the secondary schools, where your legal authority extends. Rest assured that the data gathered will be held with strict confidentiality and shall be used solely for the betterment of service.

Hoping for a favorable action on this matter. Thank you & God speed.

Respectfully yours,

(Sgd.) MA. LINDA S. LEGARSE
Researcher

Approved:

(Sgd.) THELMA CABADSAN-QUITALIG, Ph.D., CESO V
Schools Division Superintendent
Date: _____

APPENDIX F

Republic of the Philippines
Department of Education
Regional Office VIII
DIVISION OF SAMAR
Catbalogan W. Samar

February 03, 2014

Schools Head/Department Head
Division of Samar

Madam/Sir:

Greetings!

The undersigned researcher is currently conducting a dissertation entitled **"PROFICIENCY OF GRADE 7 ENGLISH TEACHERS AND THEIR READINESS FOR THE IMPLEMENTATION OF THE K TO 12 CURRICULUM"**, as part of the requirements for the Degree Doctor of Philosophy Major in Educational Management. In addition, your school is chosen as one of the respondents of this study.

In this regard, the researcher would like to ask permission from your good office to allow her to venture into the gathering of data needed in the study. This will involve the grade 7 English teachers and grade 7 students. The researcher assures that the data gathered will be held with strict confidentiality and shall be used solely for the purpose of this study.

Hoping for a favorable action on this matter. Thank you & God speed.

Respectfully yours,

(Sgd.) MA. LINDA S. LEGARSE
Researcher

Approved:

(Sgd.) THELMA CABADSAN-QUITALIG, Ph.D., CESO V
Schools Division Superintendent

Date: _____

APPENDIX G

Republic of the Philippines
Department of Education
Regional Office VIII
DIVISION OF SAMAR
Catbalogan W. Samar

February 03, 2014

Schools Head/Department Head
Catbalogan City Division

Madam/Sir:

Greetings!

The undersigned researcher is currently conducting a dissertation entitled **"PROFICIENCY OF GRADE 7 ENGLISH TEACHERS AND THEIR READINESS FOR THE IMPLEMENTATION OF THE K TO 12 CURRICULUM"**, as part of the requirements for the Degree Doctor of Philosophy Major in Educational Management. In addition, your school is chosen as one of respondents in the study.

In this regard, the researcher would like to ask permission from your good office to allow her to venture into the gathering of data needed in the study. This will involve the grade 7 English teachers and grade 7 students. The researcher assures that the data gathered will be held with strict confidentiality and shall be used solely for the purpose of this study.

Hoping for a favorable action on this matter. Thank you & God speed.

Respectfully yours,

(Sgd.) MA. LINDA S. LEGARSE
Researcher

Approved:

(Sgd.) THELMA CABADSAN-QUITALIG, Ph.D., CESO V
Schools Division Superintendent

Date: _____

**COVER LETTER OF THE QUESTIONNAIRE FOR
THE DepEd KEY OFFICIALS**

Republic of the Philippines
Commission on Higher Education
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan City

February 3, 2014

DEAR RESPONDENTS:

Greetings!

The undersigned is currently undertaking a study entitled "**PROFICIENCY OF GRADE 7 ENGLISH TEACHERS AND THEIR READINESS FOR THE IMPLEMENTATION OF THE K TO 12 CURRICULUM**", as part of the requirements of the degree **Doctor of Philosophy Major in Educational Management**.

As a potent source of information, the undersigned requests your wholehearted cooperation by answering the attached questionnaire honestly and sincerely. Any information given shall be held in strict confidentiality and shall be used solely for the purpose of this study.

Thank you for your cooperation and support.

Respectfully yours,

(Sgd.) MA. LINDA S. LEGARSE
Researcher

**COVER LETTER OF THE QUESTIONNAIRE FOR
TEACHER-RESPONDENTS**

Republic of the Philippines
Commission on Higher Education
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan City

February 3, 2014

DEAR RESPONDENTS:

Greetings!

The undersigned is currently undertaking a study entitled "**PROFICIENCY OF GRADE 7 ENGLISH TEACHERS AND THEIR READINESS FOR THE IMPLEMENTATION OF THE K TO 12 CURRICULUM**", as part of the requirements of the degree **Doctor of Philosophy Major in Educational Management**.

As a potent source of information, the undersigned requests your wholehearted cooperation by answering the attached questionnaire honestly and sincerely. Any information given shall be held in strict confidentiality and shall be used solely for the purpose of this study.

Thank you for your cooperation and support.

Respectfully yours,

(Sgd.) MA. LINDA S. LEGARSE
Researcher

Republic of the Philippines
Commission on Higher Education
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan City

Cover Letter of the Questionnaire for Student-Respondents

December 20, 2013

Dear Respondents:

Greetings!

The undersigned is currently undertaking a study entitled "**PROFICIENCY OF GRADE 7 ENGLISH TEACHERS AND THEIR READINESS FOR THE IMPLEMENTATION OF THE K TO 12 CURRICULUM**", as part of the requirements for the degree **Doctor of Philosophy Major in Educational Management**.

As a potent source of information, the undersigned requests your wholehearted cooperation by answering the attached questionnaire honestly and sincerely. Any information given shall be held in strict confidentiality and shall be used as solely for the purpose of this study.

Thank you for your cooperation and support.

Respectfully yours,

(Sgd.) MA. LINDA S. LEGARSE
Researcher

Republic of the Philippines
Commission on Higher Education
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan City

QUESTIONNAIRE FOR THE GRADE 7 TEACHERS

PART I. PROFILE OF THE RESPONDENTS

DIRECTION: Please answer the following questions by putting a check (/) mark on the blank spaces provided and by writing on the blanks the required information.

1. Name: (Optional) _____
2. Age: _____ Sex: Male Female
3. Civil Status: Single Married Widow/Widower Separated
4. Economic Status: Elite Middle/Average below average
5. Educational Background:
- Ph.D./Ed.D. etc.
- MA + Doctoral Units
- MA/MAEd/MS
- MA/MAEd/MS units
- Bachelor's Degree
6. Length of Service: (In years) _____
7. In-Service Trainings Attended:
- | <u>Level</u> | <u>No. of Trainings Attended</u> |
|--------------|---|
| National | 1(<input type="checkbox"/>) 2(<input type="checkbox"/>) 3(<input type="checkbox"/>) more (<input type="checkbox"/>) |
| Regional | 1(<input type="checkbox"/>) 2(<input type="checkbox"/>) 3(<input type="checkbox"/>) more (<input type="checkbox"/>) |
| Division | 1(<input type="checkbox"/>) 2(<input type="checkbox"/>) 3(<input type="checkbox"/>) more (<input type="checkbox"/>) |
| School | 1(<input type="checkbox"/>) 2(<input type="checkbox"/>) 3(<input type="checkbox"/>) more (<input type="checkbox"/>) |
8. Performance Rating (SY 2012-2013): _____
- SY 2011-2012 _____
- SY 2010-2011 _____

PART II. TEACHING STYLES OF ENGLISH TEACHERS AND THE EXTENT THEY ARE PRACTICED

DIRECTION: Below are indicators, which describe the teaching styles practiced by the secondary English teachers. *To what extent do you practice them?* Please indicate your level of perception using the following five-point scales.

- 5 - Always (A)
 4 - Often (O)
 3 - Sometimes (S)
 2 - Seldom (S)
 1 - Never (N)

TEACHING STYLES	Responses				
	A (5)	O (4)	S (3)	S (2)	N (1)
A. Expert Authority					
1. Teaches concepts and topics that are specified in the K to 12 teaching and learning guides.					
2. Displays detailed knowledge of every subject matter in English.					
3. Devises challenging activities to enhance students' competence.					
4. Elicits students' prior knowledge through the art of questioning.					
5. Encourages students' maximum participation without intimidating the inexperienced ones.					
6. Others, please specify: _____					
B. Formal Authority					
1. I am proficient by maintaining a status as an authority in the use of English language.					
2. I am proficient in providing students positive and negative feedbacks for every activity done.					
3. I am proficient in establishing learning goals, expectations, and rules of conduct for students					

to abide in the use of English language.					
4. I am proficient and always concerned with the correct, acceptable, and standard ways of doing things using the English language.					
5. I am proficient in providing students with the language structures they need in learning English lessons.					
6. Others, please specify: _____					
C. Personal Model					
1. I am proficient in "teaching by personal example" and establishing a model on how to think and behave.					
2. I am proficient in directing, guiding, and facilitating by showing the process on how to do things.					
3. I am proficient in encouraging students to observe and to emulate the good deeds of those, who are worth emulating.					
4. I am proficient in teaching by elaborating and simplifying complex concepts and principles.					
5. I am proficient in sensing students' inadequacy, if they cannot live up to the expectations and standards set.					
6. Others, please specify: _____					
D. Facilitator					
1. I am proficient in leading and initiating teacher-student interactions.					
2. I am proficient in guiding and directing students by asking questions, exploring options, and suggesting alternatives in solving problems.					
3. I am proficient in encouraging students to develop criteria in judging class activities.					
4. I am proficient in developing in students' capacity in doing independent actions and responsibilities.					

5. I am proficient in providing support and encouragement to my students as much as possible.					
6. Others, please specify: _____					
E. Delegator					
1. I am competent in preparing IMs that students can read through and manipulate to learn and complete tasks.					
2. I am an expert in preparing tasks wherein students have work in groups and rely on each other in completing the task.					
3. I am an expert in designing individual and group tasks that requires students to present outputs in organized form.					
4. I am competent in delegating class lecturers on topics students do not fully understand.					
5. I am an expert in delegating students to various tasks so that they will perceive themselves as independent learners.					
6. Others, please specify: _____					

PART III. ATTITUDE OF ENGLISH TEACHERS TOWARD TEACHING

DIRECTION: Below are indicators, which describe the attitude of English teachers toward teaching. Please indicate your views of your own attitude toward teaching using the following five-point scales:

Interpretation

5 - Strongly Agree (SA)

4 - Agree (A)

3 - Uncertain (U)

2 - Disagree (D)

1 - Strongly Disagree (SD)

Very Favorable (VP)

Favorable (F)

Neutral (N)

Unfavorable (UF)

Very Unfavorable (VU)

Attitude Toward Teaching	Responses				
	SA (5)	A (4)	U (3)	D (2)	SA (1)
1. I like and love to teach.					
2. I anticipate each day of classes.					
3. I miss my class whenever I am absent for training.					
4. I communicate in a manner that students understand me.					
5. I use teaching time productively all the time.					
6. I provide learners an opportunity to display their learning every day.					
7. I monitor students' progress using appropriate assessment tools and techniques.					
8. I ask relevant and comprehensible question every day.					
9. I develop lessons systematically.					
10. I use multi-media in teaching such as computers/LCD/radio, etc. to make the class enjoyable.					

PART IV. PROFICIENCY LEVEL OF ENGLISH TEACHERS

DIRECTION: Below are statements, which describe your proficiency level as secondary English teachers. *How proficient are you in implementing K to 12 curriculum?* Please rate yourself using the following five-point scales:

- 5 – Very Proficient (VP)
- 4 – Proficient (P)
- 3 – Moderately Proficient (MP)
- 2 – Slightly Proficient (SP)
- 1 – Not Proficient (NP)

Teachers' Proficiency	Responses				
	VP (5)	P (4)	MP (3)	SP (2)	NP (1)
A. Knowledge of the Curriculum Content					
1. I show mastery of concepts and skills and clearly deliver the lessons in English.					
2. I motivate the students intrinsically and extrinsically every day.					
3. I discuss lesson as if they are related and integrated tasks all the time.					
4. I explain learning goals and content clearly, accurately and enthusiastically.					
5. I teach with integrity and competence.					
6. Others, specify: _____					
B. Utilization of Teaching Materials					
1. I use realia in teaching English concepts.					
2. I use the approved textbooks designed for the K to 12 program.					
3. I use the prescribed prototype lesson plans.					
4. I use computer and other forms of technology in teaching.					
5. I use the speech laboratory in teaching the sounds of English.					
6. Others, specify: _____					
C. Utilization of Teaching Strategies					
1. I use various integrative modes of teaching.					

2. I use collaborative teaching –learning activities, such as group tasks.					
3. I use the eclectic strategy of teaching depending upon the group of learners.					
4. I use activities that require learners to apply life-skills in solving problems.					
5. I use varied activities that cater to the learners' varied multiple intelligences.					
6. Others, please specify: _____					
D. Utilization of Instructional Media					
1. I use computers or any form of ICT in teaching.					
2. I use radio or voice recorder for listening activities.					
3. I require students to use ICT in presenting research outputs or projects.					
4. I use technology in assessing, applying and processing abstract concepts in English.					
5. I use experiment in developing learners' proficiency in the use of English language.					
6. Others, specify: _____					

PART V. ATTITUDE OF ENGLISH TEACHERS TOWARD K to 12 CURRICULUM

DIRECTION: Below are indicators, which describe the attitude of teachers toward the implementation of the K to 12 curriculum. Please indicate your attitude towards K to 12 using the following five-point scales:

Interpretation

5 – Strongly Agree (SA)	Very Favorable (VP)
4 - Agree (A)	Favorable (F)
3 – Uncertain (U)	Neutral (N)
2 – Disagree (D)	Unfavorable (UF)
1 – Strongly Disagree (SA)	Very Unfavorable (VU)

Attitude Toward K to 12 Curriculum	Responses				
	SA (5)	A (4)	U (3)	D (2)	SA (1)
1. I am interested in the K to 12 curriculum.					
2. I believe that K to 12 program will meet the standards required for professionals who would want to work abroad.					
3. I am positive that the K to 12 program will fully enhance and develop the students in order for them to be well prepared in emotional and cognitive aspects.					
4. I believe that the K to 12 program aids in achieving the objectives of education for all (EFA).					
5. I believe that the K to 12 program will prepare children physically, socially, emotionally, and mentally for real field of work.					
6. I am positive that the K to 12 will increase the children's chance of surviving.					
7. I have faith that the K to 12 will enhance the quality of basic education in the Philippines.					
8. I am optimistic that the K to 12 program will provide graduates competencies and skills relevant to the job market, thus, eliminates job-skills mismatch.					

9. I have faith that the K to 12 program will prepare students for higher education.					
10. I believe that the K to 12 program will make Philippine education to be at par with international standards.					

PART VI. LEVEL OF READINESS OF THE ENGLISH TEACHERS FOR K TO 12

DIRECTION: Below are statements, which describe the readiness of the English Teachers to implement the K to 12 curriculum. *How ready are you?* Please indicate your perception as to your readiness using the following five-point scales:

- 5 – Very Much Ready (VMR)
- 4 – Ready (R)
- 3 – Moderately Ready (MR)
- 2 – Slightly Ready (SR)
- 1 – Not Ready (NR)

Readiness of the English Teachers	Responses				
	VMR (5)	R (4)	MR (3)	SR (2)	NR (1)
A. Curriculum Content					
1. The teachers are equipped with the mastery of concepts and skills of the K to 12 curriculum.					
2. The teachers are completely ready and enthusiastic in teaching the k to 12 curriculum.					
3. The teachers are completely proficient in teaching the k to 12 curriculum.					
4. The teachers are equipped with the full grasp of the content of the k to 12 curriculum.					
5. Others, specify: _____					

B. Utilization of Teaching Materials					
1. The teachers can readily apply creativity and ingenuity in preparing instructional materials.					
2. The teachers are ready with the approved and prescribed textbooks designed for the K to 12 program.					
3. The teachers can readily manipulate and use computer and other forms of technology in teaching.					
4. The teachers are completely competent in using a speech laboratory to teach the sounds and rhythm of English.					
5. Others, please specify: _____					
C. Utilization of Instructional Methodologies					
1. The teachers are prepared to use any of the various integrative modes of teaching strategies.					
2. The teachers are equipped with expertise in monitoring and using collaborative activities.					
3. The teachers are ready to apply eclectic teaching strategies to suit to the various learning styles of learners.					
4. The teachers are equipped with the approved textbooks designed for the K to 12 program.					
5. Others, specify: _____					
D. Utilization of Instructional Media					
1. The teachers can readily use computers or any form of ICT in teaching.					
2. The teachers are prepared with their radio or voice recorder for teaching listening activities.					
3. The teachers are ready to teach students the use ICT in presenting research outputs or projects.					
4. The teachers are ready to train and develop students' proficiency in the use of English language.					
5. Others, specify: _____					

PART VII. PROBLEMS ENCOUNTERED BY ENGLISH TEACHERS IN THE IMPLEMENTATION OF THE K TO 12 CURRICULUM

DIRECTION: Below are problems, which indicate the readiness of the grade 7

English teachers the in the implementation of the K to 12 curriculum. *How prevalent are these problems?* Please check as many as they are felt and rank from 1 to 10. Rank 1 as the most prevalent problem, 2 as the next and so on, while 10 is the least felt problem.

Problems Encountered	Check	Rank
1. Lack of mastery of concepts and skills of the K to 12 curriculum		
2. Lack of understanding of the topics of the K to 12 curriculum		
3. Lack of competence in using speech laboratory to teach sounds and rhythm in English		
4. Lack of knowledge on the use of varied teaching strategies		
5. Lack of know-how to monitor and use collaborative activities		
6. Lack of knowledge on the use of eclectic methods to suit to the learners varied learning styles		
7. Lack of comprehensive teachers' trainings		
8. Lack of technical know-how in the use of technology in teaching, such as computer, LCD, OHP, etc.		
9. Lack of enthusiasm in teaching K to 12 curriculum		
10. Lack of facility in the use of English language		
11. Others, please specify: _____		

Thank you so much for your cooperation.

(Sgd.) MA. LINDA S. LEGARSE

Researcher

Republic of the Philippines
 Commission on Higher Education
SAMAR STATE UNIVERSITY
 COLLEGE OF GRADUATE STUDIES
 Catbalogan City

QUESTIONNAIRE FOR THE GRADE 7 STUDENTS

PART I. PROFILE OF THE RESPONDENTS

DIRECTION: Please answer the following questions by putting a check (/) mark on the blank spaces provided and by writing on the blanks the required information.

Name (Optional) _____

School: _____

1. Academic Performance: (Rating for the Second Grading Period)

1.1 English _____

1.2 Mathematics _____

1.3 Science _____

PART II. PROFICIENCY LEVEL OF ENGLISH TEACHERS

DIRECTION: Below are teaching competencies of your secondary school teachers. *How well do they teach?* Rate you teachers' proficiency level using the scale below:

5 - Very Proficient (VP)

4 - Proficient (P)

3 - Moderately Proficient (MP)

2 - Slightly Proficient (SP)

1 - Not Proficient (NP)

Teachers' Proficiency	Responses				
	VP (5)	P (4)	MP (3)	SP (2)	NP (1)
A. Knowledge of the Curriculum Content					
1. My teacher shows mastery of concepts and clearly delivers the lessons in English.					
2. My teacher motivates the students intrinsically and extrinsically every day.					
3. My teacher discusses lessons as if they are related and integrated tasks all the time.					
4. My teacher explains learning goals and content clearly, accurately and enthusiastically.					
5. My teacher teaches with integrity and competence. Others, specify: _____					
B. Utilization of Teaching Materials					
1. My teacher uses realia in teaching English concepts, such as the use of real objects, etc.					
2. My teacher uses the approved textbooks designed for the K to 12 program.					
3. My teacher uses the prescribed prototype lesson plans.					
4. My teacher uses computer and other forms of technology in teaching.					
5. My teacher uses the speech laboratory in teaching the sounds of English.					

6. Others, specify:_____					
C. Utilization of Teaching Strategies					
1. My teacher uses various integrative modes of teaching.					
2. My teacher uses collaborative teaching - learning activities, such as group tasks.					
3. My teacher uses the eclectic strategy of teaching depending upon the group of learners.					
4. My teacher uses activities that require learners to apply life-skills in solving problems.					
5. My teacher uses varied activities that cater to the learners' varied multiple intelligences.					
6. Others, specify:_____					
D. Utilization of Instructional Media					
1. My teacher uses computers or any form of ICT in teaching.					
2. My teacher uses radio or voice recorder for listening activities.					
3. My teacher requires students to use ICT in presenting research outputs or projects.					
4. My teacher uses technology in assessing, applying and processing abstract concepts in English.					
5. My teacher uses experiment in developing learners' proficiency in the use of English language.					
6. Others, specify:_____					

E. Evaluation of Student Performance					
1. My teacher evaluates students' output using criteria suited for the activity at hand.					
2. My teacher evaluates students' performance to check progress and development.					
3. My teacher evaluates students' performance to suggest improvements, if needed.					
4. My teacher evaluates students' performance to assess language proficiency.					
5. My teacher evaluates students' performance to assess intelligence and knowledge in areas covered by the discussions.					
6. Others, specify: _____					

PART III. LEVEL OF READINESS OF SECONDARY SCHOOLS

DIRECTION: Below are indicators, which describe the readiness of your school to implement the k to 12 curriculum. Please rate the availability and adequacy of your school facilities using the scale below:

5 – Very Much Available & Adequate (VMA)

4 – Available and Adequate (AA)

3 – Moderately Available & Adequate (MAA)

2 – Slightly Available & Adequate (SAA)

1 – Not Available & Adequate (NAA)

Readiness of the School	Responses				
	VMA (5)	AA (4)	MAA (3)	SAA (2)	NAA (1)
A. School Facilities					

1. The school has Speech laboratory for speech lessons.					
2. The school has adequate classrooms and chairs for the students.					
3. The school has adequate classrooms, tables, and chairs for the teachers.					
4. The school has adequate space for English culminating activities.					
5. Others, specify: _____					
B. Teaching Guides					
1. The school has teaching guides available for every teacher.					
2. The school has teaching manuals for the K to 12 program.					
3. The school has available textbooks for K to 12 program.					
4. The school has available English Dictionary, encyclopedia, etc.					
5. Others, specify: _____					
C. Learning Modules					
1. The school has comprehensive modules for the students' autonomous learning.					
2. The school has the complete learning module for the 4 quarters.					
3. The school has available learning modules for each student.					
4. The school has available grade 7 books for the K to 12 topics.					

5. Others, specify: _____					
D. Textbooks					
1. The school has available general references.					
2. The school has available textbooks on K to 12 English for grade 7 students.					
3. The school has available supplemental textbooks such as textbooks on Philippine literature.					
4. The school has available journals or magazines on K to 12.					
5. The school has textbooks on English Communication Arts and Skill with Literatures of the Philippines.					
6. Others, specify: _____					
7.					
E. Support Instructional Materials					
1. The school has photocopy machine.					
2. The school has audio-visual room with LCD.					
3. The school has journals and magazines for K to 12.					
4. The school has video materials at the students' disposal.					
5. Others, specify: _____					

Thank you so much for your cooperation.

(Sgd.) **MA. LINDA S. LEGARSE**
 Researcher

Republic of the Philippines
Commission on Higher Education
SAMAR STATE UNIVERSITY
COLLEGE OF GRADUATE STUDIES
Catbalogan City

Cover Letter of the Questionnaire for the Key Officials

December 20, 2014

Dear Respondents:

Greetings!

The undersigned is currently undertaking a study entitled **“PROFICIENCY OF GRADE 7 ENGLISH TEACHERS AND READINESS OF SECONDARY SCHOOLS IN CATBALOGAN CITY DIVISION FOR THE IMPLEMENTATION OF THE K TO 12 CURRICULUM”**, as part of the requirements of the degree **Doctor of Philosophy Major in Educational Management**.

As a potent source of information, the undersigned requests your wholehearted cooperation by answering the attached questionnaire honestly and sincerely. Any information given shall be held in strict confidentiality and shall be used as solely for the purpose of this study.

Thank you for your cooperation and support.

Respectfully yours,

(SGD) MA. LINDA S. LEGARSE
Researcher

Republic of the Philippines
 Commission on Higher Education
SAMAR STATE UNIVERSITY
 COLLEGE OF GRADUATE STUDIES
 Catbalogan City

QUESTIONNAIRE FOR THE KEY OFFICIALS

PART I. PROFICIENCY LEVEL OF ENGLISH TEACHERS

DIRECTION: Below are teaching competencies of your secondary English teachers. How well do they teach? Please rate your teachers' proficiency level using the scale below:

- 5 - Very Proficient (VP)
- 4 - Proficient (P)
- 3 - Moderately Proficient (MP)
- 2 - Slightly Proficient (SP)
- 1 - Not Proficient (NP)

Teachers' Proficiency	Responses				
	VP (5)	P (4)	MP (3)	SP (2)	NP (1)
A. Knowledge of the Curriculum Content					
1. The teachers show mastery of concepts and skills and clearly deliver the lessons in English.					
2. The teachers motivate the students intrinsically and extrinsically every day.					
3. The teachers discuss the lessons as if they are related and integrated tasks all the time.					

3. The teachers discuss the lessons as if they are related and integrated tasks all the time.					
4. The teachers explain learning goals and content clearly, accurately and enthusiastically.					
5. The teachers teach with integrity and competence.					
6. Others, specify: _____					
B. Utilization of Teaching Materials					
1. The teachers use realia in teaching English concepts, such as the use of real objects, etc.					
2. The teachers use the approved textbooks designed for the K to 12 program.					
3. The teachers use the prescribed prototype lesson plans.					
4. The teachers use computer and other forms of technology in teaching.					
5. The teachers use the speech laboratory in teaching the sounds of English.					
6. Others, specify: _____					
C. Utilization of Teaching Strategies					
1. The teachers use various integrative modes of teaching.					
2. The teachers use collaborative teaching - learning activities, such as group tasks.					
3. The teachers use the eclectic strategy of teaching depending upon the group of learners.					

4. The teachers use activities that require learners to apply life-skills in solving problems.					
5. The teachers use varied activities that cater to the learners' varied multiple intelligences.					
6. Others, specify:_____					
D. Utilization of Instructional Media					
1. The teachers use computers or any form of ICT in teaching.					
2. The teachers use radio or voice recorder for listening activities.					
3. The teachers require students to use ICT in presenting research outputs or projects.					
4. The teachers use technology in assessing, applying and processing abstract concepts in English.					
5. The teachers use experiment in developing learners' proficiency in the use of English language.					
6. Others, specify:_____					
E. Evaluation of Student Performance					
1. The teachers evaluate students' output using criteria suited for the activity at hand.					
2. The teachers evaluate students' performance to check progress and development.					

3. The teachers evaluate students' performance to suggest improvements, if needed.					
4. The teachers evaluate students' performance to assess language proficiency.					
5. The teachers evaluate students' performance to assess intelligence and knowledge in areas covered by the discussions.					
6. Others, specify: _____					

PART II. LEVEL OF READINESS OF SECONDARY SCHOOLS

DIRECTION: Below are indicators, which describe the readiness of your secondary schools in your division. Please indicate your attitude as to their readiness using the following five-point scales:

- 5 - Very Much Available & Adequate (VMA)
- 4 - Available and Adequate (AA)
- 3 - Moderately Available & Adequate (MAA)
- 2 - Slightly Available & Adequate (SAA)
- 1 - Not Available & Adequate (NAA)

Readiness of the School	Responses				
	VMA (5)	AA (4)	MAA (3)	SAA (2)	NAA (1)
A. School Facilities					
1. The school has Speech laboratory for speech lessons.					
2. The school has adequate classrooms and chairs for the students.					

3. The school has adequate classrooms, tables, and chairs for the teachers.					
4. The school has adequate space for English culminating activities.					
5. Others, specify: _____					
B. Teaching Guides					
1. The school has teaching guides available for every teacher.					
2. The school has teaching manuals for the K to 12 program.					
3. The school has available textbooks for K to 12 program.					
4. The school has available English Dictionary, encyclopedia, etc.					
5. Others, specify: _____					
C. Learning Modules					
1. The school has comprehensive modules for the students' autonomous learning.					
2. The school has the complete learning module for the 4 quarters.					
3. The school has available learning modules for each student.					
4. The school has available grade 7 books for the K to 12 topics.					
5. Others, specify: _____					
D. Textbooks					

1. The school has available general references.					
2. The school has available textbooks on K to 12 English for grade 7 students.					
3. The school has available supplemental					
4. textbooks such as textbooks on Philippine literature.					
5. The school has available journals or magazines on K to 12.					
6. The school has textbooks on English Communication Arts and Skill with Literatures of the Philippines.					
7. Others, specify: _____					
E. Support Instructional Materials					
1. The school has photocopy machine.					
2. The school has audio-visual room with LCD.					
3. The school has journals and magazines for K to 12.					
4. The school has video materials at the students' disposal.					
5. Others, specify: _____					

Thank you so much for your cooperation.

(Sgd.) MA. LINDA S. LEGARSE
Researcher

CURRICULUM VITAE

CURRICULUM VITAE

Name : MA. LINDA S. LEGARSE
Address : Purok 5, Palanas, Brgy. Munoz
 Catbalogan City, Samar
Age : 44 years old
Date of Birth : August 19, 1971
Place of Birth : Brgy. Botoc, Pinabacdao, Samar
Present Position : EPS II M&E
 (Education Program Specialist II)
 Division Research Coordinator
Civil Status : Married
Husband : Adan P. Legarse

Civil Service Eligibility:

: Licensure Examination for Teachers

Educational Attainment:

<u>Post Graduate:</u>	<u>Year Graduated/Units</u>
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Doctor of Philosophy (Ph.D.)-E.M. Samar State University	March 2015
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Graduate:

Master in English (M.E.) Leyte Normal University	March 2009
---	------------

Master of Arts in Educational Management (M.A.Ed.) Samar College, Catbalogan City	March 2005
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Collegiate:

Bachelor of Secondary Education	March 1998
Major: English & Literature	
Samar College, Catbalogan City	

Secondary

Samar National School	March 1988
Catbalogan City, Samar	

Elementary

Catbalogan III Elem. School	March 1984
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Work Experiences:

April 1, 2015 to date	Education Program Specialist Catbalogan City Division, & Division Research Coordinator
August 18, 2010 to March 2015	Secondary School Teacher Samar National School
June 2006 – Aug.18, 2010	College Instructor CoEd, Samar College
June 2000- 2006	Secondary School Teacher Samar College

TRAINING/SEMINAR ORGANIZED/CONDUCTED:

- Division Research Training –Workshop
For Master Teachers and Research Enthusiasts
August 13-15, 2015
Viila Josefa, Ubanon, Catbalogan City
- INSET on Rubrics Preparation, Language Teaching Approaches and Learning Styles
Samar National School, Catbalogan City
August 26-28, 2011

RESOURCE SPEAKER/LECTURER

- Division Research Training –Workshop
For Master Teachers and Research Enthusiasts
August 13-15, 2015
Villa Josefa, Ubanon, Catbalogan City
- Seminar-Workshop on Lesson Planning for Practice Teachers
Samar College, Catbalogan City
November 23, 2014
- INSET for Teachers on Effective Instruction on the K to 12 Curriculum
DepEd Samar National School, Catbalogan City
October 22-24, 2014
- Seminar-Workshop on Language Proficiency
DepEd, Samar National School
May 14-16, 2014
- Seminar-Workshop on Campus Journalism
DepEd Samar National School
July 20-21, 2012

- Seminar-Workshop on Multiple Intel., Effective Comm. & Strategies
DepEd Samar National School
October 28-30, 2011

NATIONAL RESEARCH PRESENTER:

- National Research Conference on Strengthening School-Based
Management for Effective K to 12 Curriculum
Koronadal City, Philippines
April 1-18, 2015

TRAININGS/SEMINARS ATTENDED:

District Level/School Level:

- Training on Examination Administration Conducted by Civil Service
Samar State University
Sept.28, 2012 and Sept. 6, 2013
- INSET On Multiple Intelligences, Effective Communication and Learning
Strategies in Literature, Oct. 28-30, 2011
- INSET on Computer Skills Enhancement for English Teachers
SNS, English Department
September 30-Oct. 2, 2011
- INSET on Rubrics Preparation Language Teaching Approaches, Language
Learning Styles and Strategies
SNS, English Department
August 26- 28, 2011

Regional Level:

- Regional-Division Based Training-Workshop on the K to 12 Curriculum, June 28-July 3, 2012.
- Regional Seminar on Public Accountability, Samar State University, May 31-June 3, 2011. (Facilitator)
- Regional-Division Based Training-Workshop of Teachers on the 2010 SEC of Its 2nd Year Level of Implementation(Facilitator)
- Regional Training for 2nd Year English Teachers on 2010 SEC, DepEd Regional Office, Candahug, Palo, Leyte(Demo Teacher)May 24-28, 2012

National Level:

- National Research Conference on Strengthening School-Based Management for Effective K to 12 Curriculum
Koronadal City, Philippines
April 1-18, 2015
- National ALS Convention
Baguio City, August 9-12, 2013
- Getting into the Core of 2010 SEC (Secondary Education Curriculum)
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