RELATIONSHIP OF STUDENTS' ACADEMIC PERFORMANCE AND PERCEIVED ROLE MODEL ATTRIBUTES OF TEACHERS AND PARENTS

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APPROVAL SHEET

In partial fulfillment of the requirements for the degree, MASTER OF ARTS IN EDUCATION, this thesis entitled "RELATIONSHIP OF STUDENTS' ACADEMIC PERFORMANCE AND PERCEIVED ROLE MODEL ATTRIBUTES OF TEACHERS AND PARENTS" has been prepared and submitted by EDGAR P. LONZAGA, who having passed the comprehensive examination is hereby recommended for oral examination.

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To all of you, THANKS A MILLION!

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DEDICATION

This humble work is dedicated

to my wife

CAROLYN GUBALA-LONZAGA

to my parents

NANAY *and* **TATAY**

and to

DADDY *and* **MOMMY**

whose love, prayers, inspiration,

and support made this

work possible.

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ABSTRACT

This study determined the relationship of first year high school students' academic performance in Mathematics, English and Science in the three public secondary schools in the Districts of Oras, Division of Eastern Samar and the role model attributes of teachers and parents during the School Year 2003-2004. This is a descriptive-correlational type of research with the use of questionnaire-checklist as the principal instrument in gathering data, supplemented by personal interview and observations. The students' academic performance is significantly related to the role model attributes of the teachers and parents manifested/shown to their students/children. This means that an effective Math teacher must be competent along teaching strategies and classroom management. He must also manifest social responsibility and nationalism and patriotism. For an effective English teacher, they must have good command in teaching strategies and must manifest values on social responsibility, love, nationalism and patriotism. Moreover, an effective Science teacher must be proficient in teaching strategies, classroom management, and resource management complemented by the values of health and harmony with nature, love, social responsibility, and nationalism and patriotism. For better students' the parents must always undertake constant follow-up on their students' school activities and provide all the needed financial/material support to their children. Although, attendance/participation of parents in school related activities does not show any relation to the students' academic performance, to some extent, it might affect another form of human personal growth.

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Chapter 1

THE PROBLEM AND ITS BACKGROUND

Introduction

Improving teaching and enhancing the learning outcomes are universal educational maxims frequently used by educators of all nations since time immemorial.

In the Philippines for example, the Department of Education is trying its best to achieve its corporate objectives of providing access to quality basic education. To achieve this educational goal, numerous strategic plans, programs, projects, and innovations are being pushed forward in order to hasten national development. Expectations are being raised with slogans such as "Quality Education for Philippine 2000", "Education for All", "People Empowerment Through Education" and many more hoping for a more meaningful life of the people in the years to come.

However, it is sad to note that, up to this time, despite the various programs and projects implemented in all levels of education for academic improvement, still an alarming record of students academic achievement, particularly of elementary and high school students reveals to be very poor as measured by the National Achievement

Test (NAT) given by the National Educational Testing and Research enter (NETRC) every year. For the school year 2002-2003 NAT results, it reveals that the average percentage of correct responses of the subject areas test is only 46.64 percent placing Mathematics on top with 51.27 percent, followed by Science with 44.29 percent and English with 44.22 percent (DepEd Regional Memorandum No. 187, S. 2003).

Moreover, results of the previous National Elementary Achievement Test (NEAT) also revealed that of 131 competencies and skills, less than one-third were learned by the pupils (Espiritu, 2000:134).

Furthermore, results of the Third International Math and Science Study (TIMSS) elucidated that among the 41 participating countries, the Philippines was ranked third from the bottom in the test of Math and Science given to 13-year-olds (Grades 7 and 8). In Mathematics, America's score was 500 which was average, and placed America 28th in this world league. England's score was 506, giving it a rank of 25. Top of the league was Singapore with a score of 643 followed by South Korea, Japan and Hong Kong. Thailand's score of 522 placed it in the middle. And the Philippines scored 399 placing it third from the bottom

(Philippine Journal of Education, Vol. LXXX, No. 2, July 2003).

These have serious implications to the country's desire to "leapfrog" and join the neighboring newly industrialized countries as Science and Mathematics are the basic skills and languages of the global economy. These imply further that the Philippine educational system still have a long way to go to ensure that all children achieve to world-class standards. The students continue to remain far from the national goal of being first in the world in Mathematics and Science.

In line with this performance assessment which pictures the real scenario of the students' academic performance, the Regional Director of the Department of Education, Region VIII recommended to all Mathematics, Science and English teachers that all the learning competencies must be taught with 80% mastery through intervention strategies such as: 1) provision for "hands-on" learning experiences during instruction and stimulate/ enhance learning through skillful art of questioning; 2) provision of performance tests on varied levels of cognition gradually lifting from low to high level thinking; 3) overriding emphasis on the list of

competencies included in the National Achievement Test for it constitutes the heart of the English, Science and Mathematics curriculum; 4) remediation, reinforcement and enhancement lessons as alternative means to achieve the desired level of mastery; and 5) provision of regular school-based testing program by units of study and shall be carefully analyzed to identify weaknesses and propose "best practices" for better learning outcomes.

By looking once more at the aforementioned statistics of the academic performance of the students, quality education is still an end to achieve as evidenced by the failure in attaining the 75 percent mastery level required by the DepEd. Crisis in education up to this time is still evident. High school students are graduating functionally illiterates. Teachers are accused of being incompetent. The declining standard of education in the Philippines is becoming a major issue. And the children are caught in the middle. DepEd officials always blame the teachers when pupils' academic performance is very low or not reaching the 75 percent mastery level (Asuncion, 2002:154).

At the higher education level, the issue of quality can be as serious as the quality of basic education. Poor quality is also manifested in the declining passing rates

in many professional regulatory examinations. In the teaching profession, for example, the average annual percentage of passing candidates from 1991 to 1995 was 23.30 percent. Accountancy has an average passing rate of 16.10 percent from 1989-1994. In the Bar Exam, the average passing rate was 23.70 percent from 1990-1994 (Espiritu, 2000:135).

How can this quality education that the Philippine educational system is portraying above be effected? Well, it is very simple but never easy since it concerns the individuality of the teacher - the desirability of her personal qualities and the effectiveness of her techniques of teaching.

The personal qualities which endear a teacher to her students and make her teaching efficacious are not always easy to define, but they are easy to recognize in her as she goes about her work discharging her manifold duties. These qualities consist more or less in such characteristics as good humor, friendliness, interest in the lives of students, commanding respect, square dealing, pleasantness of speaking voice, patience with children, taste in dress, and being both human and just. A teacher possessing these traits and attributes certainly lives in

the minds and hearts of her students not only in the present but in the years ahead and such gift from students is, undoubtedly, the greatest satisfaction she can ever experience in her work. Enhancing these personal attributes of teachers is a means of improving teaching and learning.

Another important factor that greatly contribute to the effective learning outcomes of students is the home or parents' factors. If parents in every home would only do their part in considering parenthood as a sacred trust and to the best of their abilities; would provide for their children's spiritual, material, and moral needs, along with the everyday comforts of food, shelter and clothing; if only they would not leave the education of their children entirely to the school, then the schools would succeed in realizing this important objective of improving quality education (Carpio, 2002:287).

Furthermore, parents should involve themselves in their children's academic lives by maintaining communication lines between their teachers. A good relationship with the teachers is vital in working together to nurture and educate the child. Teachers, though they may be the primary educators of the children, need parental

support and cooperation to ensure a well-rounded education for these youngsters. They simply cannot do without parents' help.

In present times, involving the parents in all school programs and projects has been the practice of the school heads and classroom teachers particularly in the elementary and secondary levels. This practice brings the home and the school closer and enables parents and teachers to cooperate more effectively in physical, mental, social, and spiritual development of their children.

The institutionalization of the home-school relationship is provided for in the Education Act of 1982 which clearly states that children's education are the responsibilities of parents and the school should involve them in its programs and activities (Duka, 1999:125). Commer (1989) echoed this provision when he said: "the development of quality education is not the monopoly of the school. Hand in hand with the school is the home, each one complementing and supplementing each other in the maximum development of the child." In same vein, Cruz (1986) contends that in this home-school relationship, the teacher is the skilled team coordinator while the parents are cooperating members.

While it is true that good academic performance of students may be largely due to inherent high intelligence, it may be averred nonetheless, that the effect of home and school environment, especially the competencies and values of teachers and parental support and supervision, on his performance cannot be discounted. For whether an individual may be inherently intelligent or otherwise, certainly is to a certain extent affected by his family conditions and home environment.

It is on the forgoing premise, therefore that the researcher desired to undertake the present study to investigate further on the relation of teachers and parents-related attributes to the academic performance of students with the hope of contributing a share in the promotion of academic excellence for national development.

Statement of the Problem

This study determined the relationship of first year high school students' academic performance in Mathematics, English and Science in the three public secondary schools in the Districts of Oras, Division of Eastern Samar and the perceived role model attributes of teachers and parents.

Specifically, it sought answers to the following questions:

1. What is the profile of the selected first year students in the three public secondary schools in the Districts of Oras, Division of Eastern Samar with respect to:

1.1 sex;

1.2 age; and

1.3 religion?

2. What is the profile of the first year teachers handling Mathematics, English and Science in the three public secondary schools in the Districts of Oras, Division of Eastern Samar with respect to:

2.1 sex;

2.2 age;

2.3 religion;

2.4 civil status;

2.5 educational attainment; and

2.6 length of teaching experience?

3. What is the profile of the parents of student-respondents in the three public secondary schools of the Districts of Oras, Division of Eastern Samar with respect to:

3.1 sex;

3.2 age;

3.3 religion;

3.4 family monthly income;

3.5 educational attainment; and

3.6 employment/livelihood?

4. What is the level of students' academic performance in Mathematics, English and Science based on the Division Achievement Test results?

5. What is the level of teaching competencies of teachers handling Mathematics, English and Science as perceived by the students and the teachers themselves based on the following instructional aspects:

5.1 teaching strategies;

5.2 classroom management/discipline; and

5.3 resource management?

6. Is there a significant difference between the perceptions of students and their teachers on the level of teachers' competencies based on the three instructional aspects?

7. What is the extent of the values manifested by the teacher-respondents as perceived by the students and the teachers themselves based on the DECS Values Education Thrusts as follows:

7.1 health and harmony with nature;

7.2 love;

7.3 social responsibility; and

7.4 nationalism and patriotism?

8. Is there a significant difference between the perceptions of students and teachers themselves on the extent of values manifested by them based on the DECS Values Education Thrusts as:

8.1 health and harmony with nature;

8.2 love;

8.3 social responsibility; and

8.4 nationalism and patriotism?

9. What is the level of parental support and supervision provided them as perceived by the students and the parents themselves based on the following:

9.1 attendance/participation in school activities;

9.2 follow-up undertaken; and

9.3 financial/material support?

10. Is there a significant difference between the perceptions of the students and their parents on the level of parental support and supervision provided them based on the following:

10.1 attendance/participation in school activities;

10.2 follow-up undertaken; and

10.3 financial/material support?

11. Is there a significant relationship between the academic performance of the student-respondents and the following:

11.1 teachers' level of teaching competencies along teaching strategies, classroom management, and resource management;

11.2 values manifested by the teachers along health and harmony with nature, love, social responsibility and nationalism and patriotism; and

11.3 extent of parental support and supervision provided to them along attendance/ participation in school activities, follow-up undertaken and financial/material support?

12. What policy redirection can be recommended to improve students' academic performance?

Hypotheses

The following hypotheses were formulated and tested based on the foregoing problems:

1. There is no significant difference between the perceptions of students and their teachers on the level of teachers' competencies based on the three (3) instructional aspects:

    1.1 teaching strategies;

    1.2 classroom management/discipline; and

    1.3 resource management.

2. There is no significant difference between the perceptions of students and the teachers themselves on the extent of values manifested by them based on the DECS Values Education Thrusts as:

    2.1 health and harmony with nature;

    2.2 love;

    2.3 social responsibility; and

    2.4 nationalism and patriotism.

3. There is no significant difference between the perceptions of the students and their parents on the level of parental support and supervision provided them based on the following:

3.1 attendance/participation in school activities;

3.2 follow-up undertaken; and

3.3 financial/material support.

4. There is no significant relationship between the academic performance of the student-respondents and the following:

4.1 teachers' level of teaching competencies along teaching strategies, classroom management, and resource management;

4.2 values manifested by the teachers along health and harmony with nature, love, social responsibility and nationalism and patriotism; and

4.3 level of parental support and supervision provided to them along attendance/ participation in school activities, follow-up undertaken and financial/material support.

Theoretical Framework

This study is anchored on Bandura's modeling or observational learning theory (Berk, 1993:17).

Bandura recognized that children acquire many favorable and unfavorable responses simply by watching and listening to others around them. He regarded modeling as the foundation for all aspects of social development.

In support of Bandura's theory of learning, Woodworth reported that the conduct of parents, the personality of the teachers, the movies-all are perfect models for imitation to the very young. He contented that, in adult life, the acceptance by the majority of the current mores may be largely attributed to imitation. It cannot be denied that imitation is an important moral, intellectual, and social agent in formal education (Gregorio, 1976:102).

On a similar line, Bronfenbrenner on his ecological systems theory asserted that "the child as developing within a complex system of relationships affected by multiple levels of the surrounding environment, from the immediate setting to broad cultural values, laws and customs." He emphasized that to understand child development, one must keep in mind that all relationships are bidirectional and reciprocal. That is, adults affect children's behavior, but children's characteristics - their personality styles and ways of thinking - also influence the behavior of adults. And for children to develop at

their best, child-rearing supports must also exist in the larger environment. So this theory refers to connections among micro-systems, such as home, school, neighborhood, and child-care center, which foster children's development (Berk, 1993:26).

This reconciled John Lockes' behaviorism theory which states that "a child begins with nothing at all, and their characters could be shaped by all kinds of experiences during the course of growing up." Locke described parents as rational tutors who could mold the child in anyway they wished, through careful instructing, effective example, and rewards for good behaviors. Locke also viewed development as continuous. Adult-like behaviors are gradually built up through the warm, consistent teachings of parents (Berk, 1993:8).

Herbart also contented that "the mind develop through its own experiences, through the acquisition of presentation based on sense-perception." He stressed that a child learns new things by associating them with the old ones (Duka, 1999:82).

The above statements, therefore, are healthy reminders to teachers and parents, particularly in the lower grades, that it is important for them, as representative of the

adult society to embody desirable patterns of behavior and values. Teachers, for instance, serve as models in their attitudes toward the subject they teach and toward learning itself. And the family (or parents), as a "nursery of human nature," must serve as greatest agent in the early socializing and learning process of the child's life (Bustos, 1985:46).

Finally, this study is also based on the philosophical point of view of Suzuki (Rilloma, 2003:21) which states that "every child is unique and capable of learning." He firmly believes that the environment, more than heredity, plays the bigger part in a child's learning. Thus, a child's inability in any subject is a result of a deficiency in the environment.

Integrating the theories, principles, and philosophies earlier presented which the present study is anchored, the researcher developed a conceptual model which presents the schematic diagram of the study.

Conceptual Framework

Figure 1 shows the schema of the conceptual framework of the study illustrating, among other things, the research environment, the respondents of the study, the major variables, and the major activities performed.

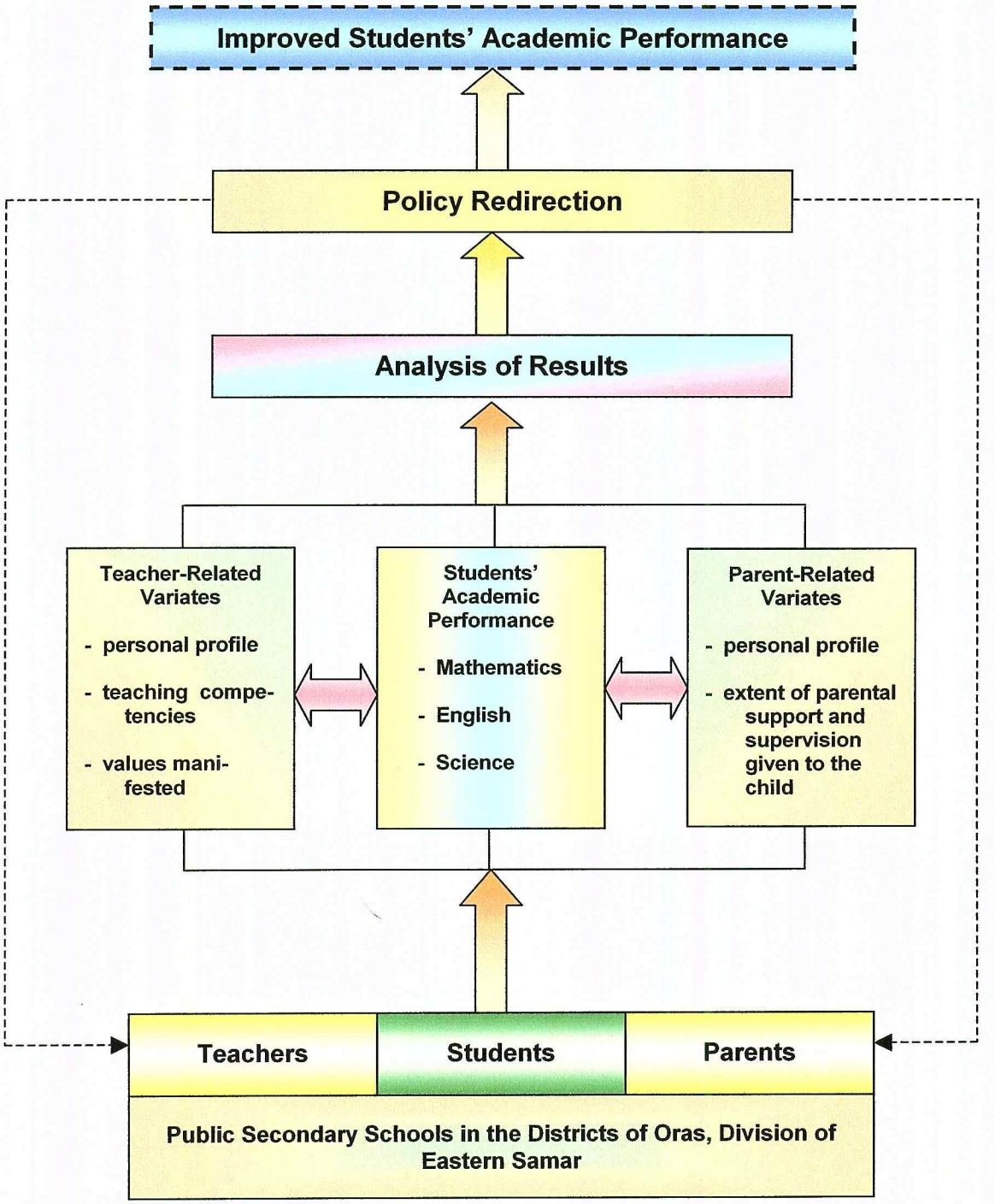

Figure 1. The Conceptual Framework of the Study

The first layer of the boxes represents the research environment where the study was conducted. This refers to the three (3) public secondary schools in the Districts of Oras, Division of Eastern Samar. Together in this box are the respondents of the study which are the first year students, the teachers teaching Math, English, and Science, and the parents of the student-respondents.

The major variables related to teachers and parents and the students' academic performance are presented in the second box, going upward. The arrow pointing to both sides, at the outset, presumes that the teachers and parents' role in the students and/or school related activities greatly influence their academic performance establishing a relationship as viewed by the sample respondents in the study. This implies that teachers and parents must possess good role model attributes and vital characteristics in order to improve the academic performance of the students particularly in Mathematics, English and Science.

Moving higher to the next level represents the activity in the study which is the Analysis of the Results from the answers given by the three (3) groups of respondents to the questionnaire given them to answer.

The box on Policy Redirection represents the researcher's recommendations based on the analyzed findings of the study which at the same time can be enhanced by feedbacks coming from the teachers themselves, the parents, and the school personnel who are directly or indirectly involved in the study. All these lead towards the improvement of students' academic performance which is the very goal of this study.

Significance of the Study

Knowledge of the factors affecting the academic performance of the students is of vital importance to the students, teachers, parents, school administrators and the future researchers. In this study, the researcher believes that the expected result would serve as an instrument for the attainment of quality education.

To the students. The result of the study would inspire the students to study hard. The teachers who are competent serve as effective models of the students. This study would open their young mind to the fact that there is something they can effectively do to make their parents participate in school-related activities other than the eats and funfare. While it is easier to get many parents'

attention today in the negative reports about their children in school, the students should think and consider of the positive means of getting their parents' participation in school-related activities like offering them good grades in exchange for their parents' attendance or involvement in school activities.

To the teachers. Knowledge of the level of competencies and values would be compensating on the part of the teachers because they would find ways and means to strengthen these teaching competencies. They would also strive to develop those values that ought to be possessed by them and their students. The teacher would be further enlightened and his creative potentials challenged for resourcefulness and ingenuity towards improving students' academic performance. The negative findings of the study would challenge the teacher to check his teaching strategies and values. He can either infer from them his strength and weaknesses in the subject he is teaching. With improved classroom instruction and values of teachers, students would benefit thereby improving their academic performance.

To the parents. The parents are highly thought of as the foundation of the family. They are the models of

behavior for and of their children. The world would definitely be a better place if parents would take even half the time they spend driving their children to various extra-curricular pursuits and used it to teach manners instead.

With the result of this study, parents would come to realize the significant role they play in either the success or failure of their children's efforts, especially in school. They would come to understand why their presence in school related activities influence or affect the academic performance of their children. They would also realize that the support they give their children is not exclusive of material things they provide, but more importantly, the interest they show in their children and in the little things they do can mean a lot. Further, the parents would realize the importance of their involvement in the PTCA and other related school activities, from their planning to their implementation. Getting involved in the school activities of their children is an avenue reinforcing parent-child relations.

To the school administrators. The result of this study would be an eye-opener to the school administrator to the need of coming up with programs or activities that

would enhance the teachers' competencies and values formation that could be emulated by the students. The result of the study would also help the school administrator to come up with an intensive supervisory plan that would focus on the use of teaching strategies that would enhance learning of the students.

To the future researchers. This study is relevant for giving future researchers sufficient data which would possibly contribute to new knowledge and information for further studies. The researcher hopes further that this study would lead up to further research related to the improvement of academic performance of the student at any level of education and other determining factors of attaining good academic performance.

Scope and Delimitation

This study is centered on the investigation of the relationship between the academic performance of the students in Mathematics, English and Science and the role model attributes of teachers and parents.

The major variables considered in the study were those of the role model attributes of teachers and parents specifically referring to the teaching competencies and values and the parental support and supervision provided to

their children.

The respondents of the study were 90 selected first year students, 14 first year teachers handling Mathematics, English and Science and the 90 parents of the student-respondents summing up to 194 respondents in all.

The public secondary schools involved in this study were: 1) Oras National High School located in Barangay San Roque, Oras West District, Oras, Eastern Samar; 2) Nicasio Alvarez II Memorial National High School in Barangay San Eduardo, Oras East District, Oras, Eastern Samar; and 3) Oras National Agro-Industrial School in Barangay Cadi-an, Oras West District, Oras, Eastern Samar. Figure 2 which is the Map of the Municipality of Oras, Eastern Samar shows the exact location of the respondent-schools.

This study was conducted during the school year 2003-2004.

Definition of Terms

For purposes of this study, the terms or phrases used shall mean or be understood as follows:

Academic Performance of Students. It is the status of a pupil with respect to attained skills or knowledge as compared with other pupils or with the school's adopted standard (Good, 1973:7). In this study, it refers to the

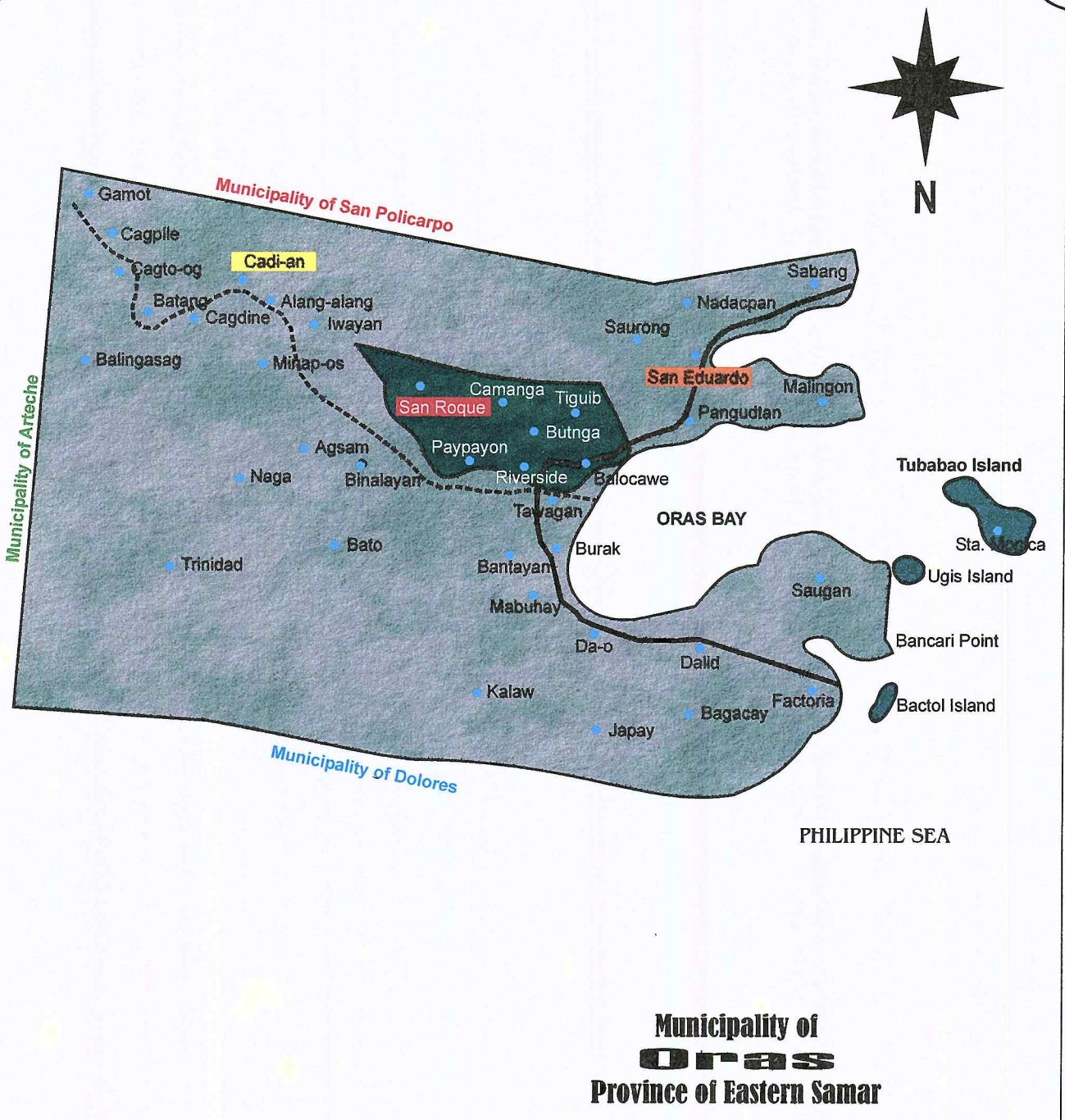

Figure 2. The Research Environment of the Study Showing the Representative Secondary Schools of the Districts of Oras, Eastern Samar.

academic performance level of the first year students in terms of Mean Percentage Score (MPS) as a result of the Division Achievement Test given during the SY 2003-2004 by the Division Office, Division of Eastern Samar, specifically in Mathematics, English and Science.

Basic Education. It is the education intended to meet basic learning needs which lays the foundation on which subsequent learning can be based. It encompasses early childhood, elementary and high school education (The Governance of Basic Education Act of 2001:22).

Classroom Management. This is defined as the administration or direction of activities with special reference to such problems as discipline, democratic techniques, use and care of supplies and reference materials, the physical features of the classroom, general housekeeping, and the social relationships of pupils (Lardizabal, *et. al.*, 2000:268). In this study, this term means the technique used by Math, English and Science teachers to control or promote the factors considered in the teaching-learning process.

DAT. It stands for Division Achievement Test given to first year students by the Division Office, Division of Eastern Samar. This is an achievement test intended to

measure the academic performance level of first year students in the five (5) subjects in high school - English, Math, Science, Filipino and Makabayan. For this study, it only includes the result of the three subjects, namely: Math, English and Science.

Health and Harmony With Nature. It refers to the physical fitness and cleanliness of the teacher. The physical nature of man calls for a certain harmony with material universe (The DECS Values Education Program, 1998:3).

Love. A strong, complex emotion or feeling causing one to appreciate, delight in, and crave the presence or possession of another and to please or promote the welfare of the other (The New International Webster's Dictionary and Thesaurus, 1999:580). In this study, this implies the quest for personal integrity and the development of self-worth or self-esteem, honesty and personal discipline which are marks of a mature person and useful citizen.

Nationalism and Patriotism. This means love of country and the people as the distinct political unit bound by common history committed by the common cause and sharing common destiny (The DECS Values Education Program, 1998:3).

Parents. This refers to a father or a mother (The New International Webster's Dictionary and Thesaurus, 1999:706). As used in this study, this term refers to both father and mother or the guardian of the students who assumes direct support and supervision on the school activities of the child.

Parental Support and Supervision. This refers to the process in which parents guide and make follow-up of their children's assignment and other school activities in their home premises or their attendance in school-related activities as proof of their love and concern on what their children do or are required to do by the school (Marco, 1997). In this study, this particularly refers to parents' attendance or participation in school activities, follow-up undertaken by them to their children's studies, and financial or material support given to their children in school.

Quality Education. It is the appropriateness, relevance and excellence of the education given to meet the needs and aspirations of an individual and society (The Governance of Basic Education Act of 2001:23).

Resource Management. It is the administration and direction of the school with special emphasis on such

matters as discipline, availability of supplies, care of buildings and grounds, and physical comfort (Good, 1973:349). In this study, this refers to the effective utilization of resources of teachers in the classroom.

Role Model Attributes. The behavioral patterns of functions expected of or carried out by an individual or a given societal context (Good, 1973:502). In this study, it refers to the attributes of teachers and parents which influence the academic performance of students. This particularly refers to the competencies of teachers, values manifested by them and the parental support and supervision given to their children.

School. It is an educational institution, private and public, undertaking educational operation with a specific age group of pupils or students pursuing defined studies and defined levels, receiving instruction from teachers, usually located in a building or a group of buildings in a particular physical or cyber site (The Governance of Basic Education Act of 2001:25). In this study, this refers to the three (3) public secondary schools in the Districts of Oras, Division of Eastern Samar.

School Head or School Administrator. Refers to a person responsible for the administrative and instructional

supervision of the school or a cluster of schools (The Governance of Basic Education Act of 2003:24). In this paper, it refers to the principal, head teacher, teacher in-charge of the three public secondary schools in the Districts of Oras, Eastern Samar.

Social Responsibility. It is strengthening the family as the foundation of the nation, which carries the traditional values of mutual love, mutual respect and fidelity. Social interaction must be characterized by concern for others and the common good, the love of freedom, democratic principles of equality and respect of human rights (The DECS Values Education Program, 1998:3).

Student. A person engaged in a course of study; especially, one in a secondary school, college or university (The New International Webster's Dictionary and Thesaurus, 1999:956). In this study, it refers to the first year students in the three (3) public secondary schools in the Districts of Oras, Eastern Samar, seeking basic literacy skills and functional life skills or support services for the improvement of the quality of his/her life.

Teacher. It is defined as a person who teaches or helps others achieve knowledge, skills and attitudes (Ajos,

2003:318). In this study, this means the first year teachers teaching Mathematics, English and Science from the three (3) public secondary schools in the Districts of Oras, Division of Eastern Samar.

Teachers' Competencies. This refers to the competencies of teachers in teaching strategies, classroom management, and resource management.

Teaching Strategies. Rational ordering and balancing in the light of knowledge and purpose, of the several elements that enter into the educative process, the nature of the pupil, the materials of instruction, and the total learning situation. Standard procedures in the presentation of instructional materials and the content of activities (Good, 1973:590). In this study, it refers to the classroom approaches used by the teachers such as question and answer, small group discussion, lecture method, role play or simulation, etc.

Teachers' Values. These are values manifested by teachers such as health and harmony with nature, love, social responsibility, nationalism and patriotism (the DECS Values Education Program, 1998:2).

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

This chapter contains relevant information in the form of conceptual literature obtained from related readings on books, periodicals and documents and research literature taken from published and unpublished works like theses, dissertations and other research papers. These available literature and studies both of local and foreign origin are cited which bear relationship to the present study.

Related Literature

In assessing the students' academic performance, one should consider the many factors that contribute to either the success or the failure of the student. This can be attributed to teachers, the learners themselves, the parents, and other school and home-related factors.

Of significant consideration in this study is the Nash's (1973:571) concept of students' achievement. He strongly believes that teacher's attitudes has something to do with the pupils' achievement in school when he said:

> ". . . in a complex factor of determining pupils' achievement, it must surely be recognized that the teachers' attitude and expectations are of paramount importance. We readily accept that

> curriculum change cannot be affected without the whole-hearted involvement of the teachers; we are perhaps a little less ready to recognize that change in curriculum no matter how far reaching, will have little effect on the pupils from whom the teacher expects and obtains a low level of achievement."

Based on Nash's idea, it can be claimed that the teacher is always considered as the focal point in a teaching-learning situation. A close examination of the many sided role of a teacher will show that no amount of improvement and sophistication in school facilities, programs, and instructional materials can take the place of the teacher. He is the authority who sets the tone and direction of classroom behavior and activities. He affects eternity and can never tell where his influence stops (Bustos, 1982:2).

In addition to the above statements, Ornstein (1992:57) specifically discussed on classroom management that in order to teach, the teacher must be able to manage the students. No matter how much potential the teacher has, if he unable to control the students in his classroom, little learning will take place. Classroom management is an integral part of teaching, and technique of managing students both can and must be acquired by the teacher. Inadequate classroom management and discipline are widely

considered by the public to be the major educational problem.

According to a recent NEA teacher opinion poll, 90 percent of the teachers maintain that students misbehavior interferes with their teaching, and nearly 25 percent claim that it greatly interferes. The same poll revealed that approximately 100,000 teachers suffers personal attack from students annually, most often in front of other students in the classroom. The problem of discipline is persistent, especially in the inner-city schools because many teachers lack systematic methods for dealing with discipline problems, parents failed to discipline their children at home, break-up of traditional family values, and schools' lack of authority to deal with the problem (Ornstein, 1992:58).

In the same view, Duque (1983:400) contended that a teacher can only be effective if he sincerely gears his positive attitudes and interests towards creating an ideal teaching-learning situation. He considers his learners as the least resources for teaching outputs. He creates an atmosphere of classroom discipline and motivation. He respects his pupils' ideas, rights, and prerogatives, their idiosyncrasies and their developmental levels. He exhibits

wholesome attitudes, honesty, moral character, self-confidence, faith and genuine interest and lives a life worth as a credible example for the growing and developing learners in his jurisdiction.

The foregoing statements clearly show that positive attitude and genuine interest of teachers are of paramount importance in the teaching-learning situation, thus leading towards better academic performance of the learners.

Similarly, Maier (1989:15) discussed that the most effective learning strategies that would interest and motivate students are those that provide success and develops self-esteem. He added that a caring educator will highlight the possibility of a number of factors affecting, at anytime, the overall school development of the child and look toward responding to and meeting the needs of the individual in the quest to ensure that each child reaches his or her full potential.

Another literature which inspired the researcher is that of Section 16 of P.D. No. 603 (Nolledo, 1995:12-13). It provides, among other things that every teacher shall: 1) perform his duties to the school by discharging his responsibilities in accordance with the philosophies, goals, and objectives of the school; 2) be accountable for

the efficient and effective attainment of specified learning objectives in pursuance of national development goals within the limits of available school resources; 3) render regular reports on performance of each student and to the latter and the latter's parents or guardians with specific suggestions for improvement; 4) assume the responsibilities to maintain and sustain his professional growth and advancement and maintain professionalism in his behavior at all times; 5) refrain from making deductions in students' scholastic ratings for acts that are clearly not manifestations of poor scholarship; and 6) participate as an agent of constructive social, economic, moral, intellectual, cultural and political change in his school and the community within the context of national policies.

In addition to the above provision, the Magna Carta for Public School Teachers and Professional Ethics (Tulio, 1999:90) provides that teachers as model should be examples of high moral standards, impeccable character, conservative dress and grooming, and refined manner. In line with this statement, Hergreaves (1975:132) indicated that students approve teachers whose pleasant disposition creates a warm, relaxed, and friendly climate of personal relationships wherein the learning process can proceed.

In this case, the teacher can be traditionally considered as a surrogate parent to the students in the schools (Luna, 2000:134-135). As a parent, the teacher needs to be patient, kind, and understanding to the needs and moods of the students. He must be approachable so that students would feel at ease with him. Contrary to this, she pointed out that a teacher who ridicules his students or who is sarcastic is often avoided by the students. They fear him instead of respecting him. A teacher needs to be respected out of love by the students; he is respected by the students for the sheer amount of knowledge that he is capable of sharing with his students. Like any normal human being, a student has his ups and downs. The teacher should realize this and should find ways of coping with the moods of the students. A healthy classroom environment is one where teacher and students respect each other.

In the discussion of Gregorio (1979:46) based on Dewey's educational philosophy, he said that: 1) The child is made the center of educative process. This means that the abilities, interests, and needs of the child or pupil must be taken into consideration in the selection and organization of school programs or activities. The child is considered the starting principle of teaching and

learning; 2) Promoting the total growth of the child is made the aim of education for education is growth. Growth means growth in knowledge, habits, skills, and abilities; 3) Teaching and learning must utilize the theory of self-activity. The teacher must bear in mind that he could not learn for his or her pupils.

These principles of education are supported by the aim of education under the new society which is directed toward the total development of the individual, community, and the nation." The general aim of education in the Constitution are designed to accelerate individual growth and self-discipline, social growth, and economic development. It is also the purpose of the new education to attain a high moral regeneration and improve the peoples' character, attitudes, and skills necessary in the national development (Gregorio, 1979:47).

These objectives of education can only be achieved through the dedicated and committed service of the teacher who is the frontliner in the educational process. To quote Adler (Rivera and Sambrano, 1992:26), he said that teaching, the highest of the ministerial or cooperative arts is devoted to the good of others. It is a supreme act of generosity. In the words of Adler, teaching, as a

cooperative art involves a relation between the learners and that of the teacher. He strongly asserted by saying that teacher's preparation should be more than increased knowledge and skills. It should include his transformation as a person who can effect change in his future students. Further, he said that, "for a deeper appreciation of the human body as a temple of God's love and as a vehicle of lofty ideas, feelings and sentiments, teachers and would-be mentors must help develop respect for the human body, good health, cleanliness and neatness."

If education is the transfer of man's accumulated knowledge through the years, then it is the teacher's responsibility to transmit skills well without sacrificing quality. And so Villamor (Rivera and Sambrano, 1992:44) discussed that in fostering kindness in children, we should show kindness in our actions; if we must teach them respect, let us give them examples of respect, if we wish to unfold them ideas of justice, honesty, and truth, we should utilize the opportunity which are afforded by everyday happenings to show them unmistakable examples of these virtues.

To complement the above statement, Andres (1999:89) commented on the topic: What makes a professional teacher

by saying that: "It is the person of the teacher himself; just being himself." Knowledge is not the center of the teacher; it is the person of the teacher himself that should influence his students through inspiration and motivation.

Then, Sabbaluca (2003:313) on her article "Teachers as Role Models," presented that the role of the teachers in nation building can never be under-estimated. They share a greater bulk of responsibility in moulding the minds of the leaders of tomorrow. They serve as second parents and models in school. As a role model, they must protect good public image worthy of emulation. They must manifest dedication, sincerity, dignity, professionalism, simplicity, and self-respect. They must also have respect for people, faith in their intelligence, and willingness to enter into human relationships with peers and/or co-workers, parents and citizens.

Sabbaluca also added that, the responsibility given to teachers may be difficult because of the many expectations the public demands from them. But if only they will perform their duties and responsibilities in accordance with the Code of Conduct for Teachers, then and only then, teachers are role models today, tomorrow and forever.

Ramiso (2003:314) also discussed the same idea. He stated that the teachers are special in each and every way. They mould the children attending schools. The role which a teacher plays in the classroom and the teaching styles which he/she adopts, are varied. The teachers' behavior will be determined by the nature of his/her personality, experiences, and teaching situations in which he/she finds himself.

Dispuig (2003:419) on the same view, discussed that being an educator is something to boast about because educators are looked up to in the society where they are in, and likewise are being emulated by their students for the good image they have set as an example. They can feel that the teachers' voice is a voice of truth, of happiness, and the voice of inspiration for the young.

While it is true that teachers possess numerous of influences on the development of the students in school, the parents, too, must play very vital role in their development as a child. And so, the State considers the education of its constituents to be its primary concern. The Family Code of the Philippines, also known as Executive Order No. 209, in its Article 149, recognizes the family as its vehicle through which the State goals may be realized,

so it says: "The family, being the foundation of the nation, is a basic social institution which public policy cherishes and protects" (Nolledo, 1987:30).

Complementing this legal provision is Article II, Section 12 of the same law which recognized the sanctity of family life, protect and strengthen it being a basic autonomous social institution. It also gave importance to the natural and primary right and duty of parent in the rearing of the youth for civic efficiency and the development of moral character.

Similarly, the Universal Declaration of the Rights of the Child (DECS Order No. 107, S. 1989) provides the right to enjoy special protection and opportunities to develop his physical, mental, spiritual, moral, and social well-being in a condition of freedom and dignity. It is the paramount consideration of this law to give the best interest of the child.

Towards the attainment of this goal, there must have a strong cooperative and collaborative efforts of the home, the school, the mass media, and the various government sectors for the proper education of the children. So Section 77 of P.D. No. 603 (Nolledo, 1995:7) provides that every elementary and secondary school shall organize a

parent-teacher association for the purpose of providing a forum for the discussion of problems and their solution, relating to the total program, and for ensuring the full cooperation of parents in the efficient implementation of such program. All parents who have children enrolled in a school are encouraged to be active members of its PTA and to comply with whatever obligation and responsibility such membership entails.

To complement this legal provision, Sections 14 and 15 of Education Act of 1982 (Duka, 1999:125-127) enumerated the duties and obligation of parents and teachers as follows: 1) Parents shall cooperate with the school in the implementation of the school program - curricular and co-curricular; and 2) Teachers shall be accountable for the efficient and effective attainment of specific learning objectives in pursuance of national development goals, within the limits of available resources.

In line with the above provision, Schikedanz, et. Al. (1993:468) contended that it is the parents and teachers who teach children to value academic achievement and help them learn that, with appropriate effort, they can be both competent and effective academically.

To emphasize the foregoing statements, White

(2001:134-137) discussed on Home and School as Partners and expressively said that the teachers in the home and the teachers in school should have a sympathetic understanding of one another's work. They should labor together harmoniously, imbued with the same missionary spirit, striving together to benefit the children physically, mentally, and spiritually, and to develop character that will stand the test of temptation. By prayers, by patience, by forbearance, parents can undo much of the wrong caused by impatience and unwise indulgence.

If parents are so engrossed in the business and pleasures of their life, they neglect the proper discipline of their children, the work of the teacher is not only made very hard and trying, but often rendered wholly fruitless.

White discussed further that, in the formation of character, no other influences count so much as the influence of the home. The teacher's work should supplement that of the parents, but is not to take its place. In all that concerns the well-being of the child, it should be the effort of parents and teachers to cooperate. If parents faithfully act their part, the work of the teacher will be greatly lightened. His hope and courage will be increased. Parents whose hearts are filled

with the love of Christ will refrain from finding fault and will do all in their power to encourage and help the one whom they have chosen as teacher for their children. The teachers should not be left to carry the burden of his work alone. He needs the sympathy, the kindness, the cooperation and the love of every parent. The parents should encourage the teacher by showing that they appreciate his efforts. Never should they say or do anything that will encourage insubordination with their children.

Furthermore, Martin Luther (Milan, 2002:277) considered the home as the basic educational agency and considered good home training, parental discipline, and sound family life as the foundations of good government and social welfare. He added that the family in the Filipino society performs the task of status placement very effectively. The parents influence the child's way by example. As the child grows older, the family prepares him with specific skills so that he may function successfully in his community.

Aristotle and St. Thomas Aquinas emphasized the needs of the child for an external agent in the form of a parent in developing his values and behavior (The Philippine

Normal College Training Staff, 1989:19).

The words of White in the foregoing statements are strongly supported by Lardizabal, et. al. (2000:11-12) by saying that the teacher should maintain harmonious and cooperative relationship with parents. He should keep continuous contact with parents to inform them of their children's progress and problems in school. He should be tactful in his relationship with parents.

Guthrie (2003:811), on this regard, suggested that parents should also model lifelong learning by engaging in new learning experience, taking part in community and government life, and helping their children apply their knowledge to real life activities. Parents should visit their child's school, talk with the teachers, and help with homework. Parents can help their children bond with their school by encouraging participation in school activities, showing school spirit, inviting school friends home to work on projects, and participating in school clean-up and work days.

In primitive societies much of the teaching was done in the family. Children learned by observation and imitation, by sharing in the work and other activities in the family, and by direct institution from parents in

matters of conduct and belief regarded as important (Encyclopedia Americana, 1989:344).

To cite a more concrete example, dela Cruz (2000:7) presented an article in the Modern Teacher about the topic: Parents, Who Are They Really? She cited Teodora Alonzo, the mother of the national hero, Dr. Jose Rizal. Alonzo had the greatest influence on his son's life or status today. Through her teachings, young Rizal learned to read and write at the age of two years. Rizal's thirst or quest for knowledge was due to his parents.

It is true that parents are the first teachers because before children enter the school, their minds and attitudes are shaped by the beliefs and attitudes of the parents. Even when they are already enrolled in the school, this influence of their parents has a great bearing on them.

Of much significance to the foregoing views, J. E. Hoover (Meily, 2003:20) said that the influence of a good mother is the world's mightiest force in shaping tomorrow's men and women. Mothers (and fathers, too) are partners with God in creating life. However, it is not only the act of giving birth that makes a mother. The sleepless nights, nursing them when they are sick, laughing, and crying with them, and providing them with a home where they are shaped

and moulded into the kind of persons God meant them to be.

Writers and researchers agree that the influence of the family on the personality development of the child is so pervasive that the very atmosphere that characterizes a family or even the accidental occurrence that transpire therein leave indelible imprints that may sooner or later influence the child (Lorenzo, 1986:7). This means that the entire family/home experience of a child for good or ill, is an educational program for him which he absorbs into his system starting from his prenatal existence.

In the Philippines, according to Cueto (2002:61), majority of parents desire to give whatever is best for their children. They want them to attain success in their lifetime. However, parents and educators often focus mainly on the cognitive skills necessary for academic competence. They must also be concerned about children's social, emotional, and moral development as the world nowadays is more complex and filled with contradictions.

Another article which bears significant relation to the present study is that of Martinborough (2000:191) which says: "Of all the privileges and responsibilities granted to human beings, parenthood is the one of the most solemn and far-reaching." He added by saying that, "the hand that

rocks the cradle rules the world." Parenthood is powerful, not only because it influences children as they face the issue of early life, but also because it influences them for or against eternal life. While it is true that ultimately each child decides his or her own destiny, it is also true that, as parents, they influence that momentous decision.

Since the education of the children is a shared responsibility of the home and school, Camalao (1986:15) pointed out that home-school partnership is a basic commendable approach to improve quality education through parent involvement in school affairs.

Similarly, Villanueva (1994:32) reported that relatively high level of parental involvement characterize successful schools. Because of the significance the home-school partnership has on children's education, Villanueva suggested that schools must reach to parents to establish partnership for education is a shared responsibility.

The foregoing articles and write-ups are some of the available related literature which are cited and have strongly posed the need to determine the extent which parents and teachers-related variables influence the academic performance of the students. These enable the

researcher to gain more insights and background of the present investigation.

Related Studies

This portion of the chapter presents some significant findings of researches that are related to the present study.

One of the notable study which bears relationship to the present investigation is that of Fernando (2000). Her subjects are the intermediate school children seeking to establish influences of parents as they affect the behavior of the pupils. On her findings, it prevails that parental influences significantly affect the behavior of intermediate school children in study habits, discipline, socialization and spirituality. It clearly indicates the vital roles played by parents for the growth and development of their kids by influencing child's study habits. This could be done through encouraging them to make good in school work and giving assistance in doing it; giving them enough time to study their lessons; monitoring their attendance in school; and evaluating their school performance.

The study of Fernando is related to the present study because it aims at improving the behavior of students

particularly on the study habits of the children thus making better performance in academic which is the primary goal of the present study.

In the study conducted by Marco (1997), he looked into the relationship of parental supervision and the academic performance of elementary school pupils, specifically the grade six pupils of selected elementary schools of the Municipality of Catbalogan, Samar. From the findings of the study, it revealed that the academic performance of the children can be affected by the kind of supervision parents provide them in their studies and in other school-related activities. To a greater extent, this implies that parents who really give time to supervise the studies and other school-related activities of the children get the corresponding reward that children give them back through better grades or better academic performance.

Scope-wise, Marco's study is simpler than the present investigation because the present investigation includes variables not only that of parents but also on the teacher-related variables, especially on the teaching competencies and values as they influence academic performance of the students. Notably, the present study considers the first year students, their parents and their teachers in the

three secondary schools of the Districts of Oras, Division of Eastern Samar while Marco considered the elementary school pupils.

Another study that is also related to the present investigation is that of Baladad (1999) which inquired on determining parents and teachers involvement in school and community affairs, expressed specifically in terms of teachers and parents influences. In this study, it is recommended that parents and teachers should continue to work hand in hand to maintain a harmonious relationship and in order to solve the different problems they encountered in relation to school and community development.

This has bearing to the present study because it deals with the parents and teachers as major subjects in the current study and their involvement in the improvement of the school and the community specifically on the part of the students as the end beneficiaries of the school and home affairs.

A superficial investigation on the competencies of master teachers as relate to the REAT achievement of pupils from high and low scoring elementary schools in Samar Division was conducted by Arga (2002). Arga's findings reveal the following results: The instructional

competencies of the master teachers from these high and low scoring elementary schools had very little effect on the academic achievement of pupils particularly on REAT. This led to the conclusion that even the master teachers had performed very well or are competent in their work as teachers, it is not a guarantee in this study that pupils' academic performance had been influenced by it. From this conclusion, it could be implied that poor pupils' performance must have been affected and influenced by other factors which are stronger than that of the teachers' instructional competence.

This is also the very purpose of the present study to investigate other (determining) factors that have bearing on the academic performance of students aside from the teaching competencies of teachers. Since Arga utilized the elementary school pupils as the subjects of the study, the present researcher included the secondary school students as one of the respondent groups. As recommended by her to conduct similar study, the above finding gains more interest and motivation to the present researcher to find out further if teachers' instructional competencies really have a little effect on the academic performance of the students in high school.

It was further recommended in Arga's study that factors affecting pupils' performance like absenteeism, family background, economic status and health problems be given consideration by the school administrators and teachers so as to find out whether or not these factors might have caused the low performance of pupils and where focus of instruction must be exerted. Further, parents assistance must be sought in the improvement of their children's academic achievement by way of extending follow-up instructions and/or assistance and guidance at home. Teachers must be oriented on the value of compassion, commitment, creativity, resourcefulness and competence. These are the values that must be possessed by teachers so as to make them more devoted to their work as teachers and as role models.

In the study of Philips (Schikedanz, 1993:472), he found out that a child's perceived competence is strongly influenced by her parents' beliefs about her intellectual abilities. In his study, third graders view of their academic competence to be related more to their parents' beliefs about their abilities than to their actual record of achievement in the early elementary grades. Schikedanz also found that parents' beliefs about the difficulty of

school tasks are important too. If the parents of one academically successful child view school tasks as difficult, the two children can view their competence quite differently despite their similar performance.

Another research work which inspired the present researcher was that of Sarillo (1994) utilizing 261 randomly selected parents of pupils from the private elementary schools of Quezon City. It was found out that among the five classification of parents' role perception, the role of a co-teacher had the highest mean followed by the role perception as volunteer, policy-maker and financier. Role perception of parent as spectator had the lowest mean. Based on the scaling adopted by Sarillo, it could be deduced that parents of elementary grade pupils are "Often" involved in the education of their children as co-teachers, volunteers and policy-makers. From this finding, and in connection with the present study, it could be implied that parents are "Often" involved in social and cultural activities of the school and they sometimes participate also as financier in physical improvement as well as in cleanliness and sanitation activities.

With the foregoing findings, this present study likewise expects that parents' participation would exhibit

the same level of involvement in affairs related to the children's education for it is the primary concern of this study to determine factors affecting students' academic performance in relation to the parents and teachers factors.

Robin (1990) has conducted a study on the "Causes of Students' Failures in Public General Secondary Schools of Eastern Samar." Findings revealed that teachers' inadequate preparation as manifested in their little mastery of the subject matter, seldom or no use of teaching aids/devices, and inadequate preparation for the days' lesson were believed by the administrator to have little effect on students' failures which were perceived similarly by the students. It further revealed that poor communication ability of the teacher as perceived by the administrators and students claimed to be contributory factors to students' failure. Another factor that caused students' failures is the home factor. As reported in the study, absence or less assistance and supervision given by parents to their children caused students' low academic performance.

Another significant study which bears relationship to the present investigation is that of Ndura (1994) on the

"Perceptions of Administrators, Teachers, Parents, and Students Regarding Parental Participation in Children's Schooling." Findings suggested that educators, students and parents from different ethnic backgrounds all believe in the importance of parental involvement in children's schooling. Findings also showed that parental participation is not limited to school-based activities but rather extends to the whole structure and environment of the students' home. Results also suggested that educators and parents are willing to work together in order to establish long-lasting home-school partnerships and ensure their students' academic and social success.

This is also the very purpose of the present study to establish relationship on teachers and parents-related factors and their influence to students' academic performance.

As a whole, all related literature and related studies presented in this chapter laid down the basic foundation for the present study since they dealt on how the academic performance of the students are related to the several factors particularly those of the parents and teachers-related factors. These generated more insights to conduct the present study.

Chapter 3

METHODOLOGY

This chapter presents a detailed discussion of the methods and procedures to be used in the study with particular focus on research design, instrumentation, validation of the research instruments, sampling procedure, data gathering procedure and treatment of data. It also includes the statistical measures and treatment used to analyze and interpret the data gathered in the study.

Research Design

The Descriptive-Correlational Method of research was adopted in this study using the questionnaire-checklist as the main instrument in gathering data. This method was supplemented by personal interview and actual observation to verify or cross-check some initial information and responses which were doubtful to the researcher.

This method was the most appropriate since the study involved fact-finding, description, analysis and interpretation of facts regarding the personal information coming from the three groups of respondents, the students, teachers and parents; the students' academic performance;

and the respondents' perceptions on teaching competencies and values manifested by teachers and parental support and supervision which were the primary focus of this study.

Appropriate statistical measures were applied in order to establish significant differences and relationship among the major variables treated in this study. The mean was used in order to find the relative position of each response to the items and to determine the students' academic performance using the SY 2003-2004 DAT result. The t-test for independent samples was employed in order to test whether or not the perceptions of the two groups of respondents, i.e. students and parents or students and teachers, are significantly different. To test the relationship between the students' academic performance and the level of teaching competencies and values manifested by teachers and the level of parental support and supervision provided to their students, the Pearson-Product Moment Correlation Coefficient was used. And to test the significance of the computed r-value, the Fisher's t-test was employed.

Instrumentation

In order to gather appropriate data needed in this study, the researcher modified two major prepared research

instruments. One was the questionnaire-checklist developed by Marco (1997) and another was that of Amoyan (1998). Minor revisions of these instruments were made in order to fit to the purpose of the present study.

This research instrument used in the present study was discussed and described in details as follows:

The Questionnaire-Checklist. The questionnaire-checklist was an instrument used which primarily aims to gather appropriate data needed as main input in the development of the study. It was especially designed for purposes of collecting information relative to respondents' personal background such as age, sex, civil status, religion, educational attainment, monthly income, source of livelihood or employment status. It also aims to collect the perceptions of the three groups of respondents on the teaching competencies of teachers, values manifested by teachers and the support and supervision the parents provide to their children.

There were three (3) sets of questionnaires employed in this study. Set A is prepared for Student-respondents; Set B for Parent-respondents; and Set C for Teacher-respondents. Set A consists of four (4) main parts, namely: Part I - Personal Information; Part II - Perceived

Competencies of Teachers Along Teaching Strategies, Classroom Management and Resource Management; Part III - Perceived Values Manifested by Teachers Along Health and Harmony with Nature, Love, Social Responsibility and Nationalism and Patriotism; and Part IV - Perceived Parental Support and Supervision based on Attendance/Participation in School Activities, Follow-up Undertaken and Financial/Material Support. Set B consists of two (2) main parts, namely: Part I - Personal Information and Part II - Questionnaire Proper which focused on the Parental Support and Supervision Given. Finally, Set C consists of three (3) main parts, namely: Part I - Personal Information, Part II - Perceived Competencies of Teachers and Part III - Values Manifested by Teachers. The questionnaires were provided with a cover letter addressed to the respondents.

Part I of all sets of questionnaire helped the researcher in gathering information on the respondents' personal background individually such as name (optional), sex, age, and religion for student-respondents while for the parent-respondents are additional information on family monthly income, educational attainment and employment/ livelihood; and for teacher-respondents, length of teaching

experience is added.

For the parental support and supervision given, the five-point assessment scale was used where the respondents were asked to simply check his/her choice as follows:

5 - Always (A)

4 - Often (O)

3 - Sometimes (S)

2 - Seldom (Se)

1 - Never (N)

For the teachers' competencies, the following rating scale was employed:

5 - Extremely Competent (EC)

4 - Highly Competent (HC)

3 - Moderately Competent (MC)

2 - Slightly Competent (SC)

1 - Not Competent (NC)

For Perceived Values Manifested by the Teachers, the following scales was used:

5 - Always Manifested (A)

4 - Oftentimes Manifested (O)

3 - Sometimes Manifested (S)

2 - Seldom Manifested (Se)

1 - Not Manifested (N)

For the parents' questionnaire, a waray-waray translation of questions was provided to facilitate understanding and to ensure truthful answering.

Validation of the Instrument

Since the present researcher have done some modifications or revisions on the questionnaires constructed by Marco and Amoyan, the research instrument was subjected to a validation process through a day trial run among a few samples of the three groups of respondents from Oras National High School, Oras, Eastern Samar, who are not included in the actual selection of samples. For this purpose, the researcher initially distributed questionnaires to at least 15 students, 15 parents and 15 teachers to solicit comments and suggestions which served as additional inputs to the final revision of the questionnaire.

Moreover, the test-retest method has been undertaken to determine the reliability of the instruments. Using the Pearson-Product Moment Correlation Coefficient, the computed r_{xy}-value yielded to 0.91 interpreted as "very high positive" correlation implied that the questionnaire-checklist was reliable.

For a much better and valid questionnaire-checklist, the researcher consulted his research adviser for her assistance in the finalization of the instrument. The finally revised questionnaire has been reproduced in sufficient number of copies for distribution to the actual respondents of the study.

Sampling Procedure

In the selection of the respondent-schools involved in this study, the researcher employed the total enumeration procedure of sampling. That is, all the public secondary schools in the Districts of Oras, Division of Eastern Samar were included, namely: Oras National High School, Oras National Agro-Industrial School both belong to Oras West District, and Nicasio Alvarez II Memorial National High School located in Oras East District, Oras, Eastern Samar.

For choosing the student-respondents, originally, the present researcher has supposedly be using the quota sampling procedure using the Sloven's formula in determining the sample size as presented during preliminary oral defense before the panel of examiners. However, because of the concept of the Division personnel of the Division of Eastern Samar of administering the Division Achievement Test to only thirty (30) purposively selected

first year students (those who belong to the top 30) in selected sample schools of Eastern Samar Division, the researcher has modified his sampling procedure, with the permission or consultation from his research adviser. As a result, the study finally employed the total enumeration method taking all those first year students who have taken the Division Achievement Test. This sampling procedure has been done because the researcher utilized the same result of achievement in determining the level of students' academic performance in Mathematics, English and Science inputed in this research with the appropriate permission from the Schools Division Superintendent Eastern Samar Division.

Since there were only thirty (30) students selected from each respondent-school, a total of ninety (90) student-respondents has been identified to participate in the study coming from the three (3) public secondary schools in the Districts of Oras, Eastern Samar.

As basis for determining the parent-respondents, the same procedure has been employed as in the selection of the student-respondents. Total enumeration has been applied. That means that those parents of the thirty (30) selected students who have taken the Division Achievement Test were

included as samples in this study under the parents group, summing up to 90 parents from the 3 public secondary schools.

To select the teacher-respondents, all first year teachers handling Mathematics, English and Science classes were included in the teacher-respondents group coming up with a total of fourteen (14) teachers, 5 from Oras National High School, 5 from Oras National Agro-Industrial School and 4 from Nicasio Alvarez II Memorial National High School.

Taking all the respondents of this study from the three - students, teachers and parents, Table 1 shows the respondents' distribution by school and by group.

Table 1

Distribution of Respondents by School and by Group

School	Students	Parents	Teachers	Total
Oras Nat'l. High School	30	30	5	65
Nicasio Alvarez II Memorial N.H.S.	30	30	4	64
Oras Nat'l. Agro-Industrial School	30	30	5	65
TOTAL	90	90	14	194

It can be gleaned from the above table that from each representative school, 30 students were included coming up

with a total of 90 respondents for students, 90 for parents and 14 teachers. It can also be seen from the table that the lowest number of respondents was that of the teachers knowing the fact that there were only very few teachers handling the subjects aforementioned.

Data Gathering Procedure

The researcher sought permission from the Schools Division Superintendent of the Division of Eastern Samar and the Secondary School Administrators of the different respondent schools in the Districts of Oras, Division of Eastern Samar to field the questionnaire to the respondents. The researcher personally administered the data gathering himself with the assistance of the class advisers and with the proper guidance of the school head to ensure high percentage of retrieval. As a supplementary technique, the researcher interviewed the respondents when necessary, to ascertain their ideas. He also made use some observations on the respondents as they answer the questionnaire.

To safequard the validity of the results of the study, especially on the responses of the teachers and parents, the researcher saw to it that the parents and teachers answer the questionnaire either simultaneously with the

students or immediately after the students took their answering to the questionnaire so that all sets of respondents have no way of influencing each other in the giving of the responses. Here, the researcher requested those selected 30 students to let their parents attend a homeroom PTA meeting the next day after the Division Achievement Test through a written communication from the class advisers noted by the school head. Right after the meeting, the researcher distributed the survey questionnaire with the assistance of the advisers and requested them to give all the informations being asked for in the research instrument. This was done simultaneously with the student-respondents in separate classrooms.

To gather data on the level of students' academic performance, the researcher asked appropriate permission from the Schools Division Superintendent of the Division of Eastern Samar to utilize the result of the Division Achievement Test considering only those result of the respondent-schools which were at the same time sample schools in the administration of the aforementioned achievement test.

Unfortunately, one of the respondent-schools of this study, that was, the Oras National Agro-Industrial School

was not a sample school for that test. So, the researcher sought appropriate permission from the Chief Examiner of the other sample schools to administer the same test to 30 selected first year students who also belong to the top 30 in that respondent-school immediately after the two schools had been tested using similar instrument.

The result of the Division Achievement Test was the one utilized in this study considering the availability of recent data pertaining to students' academic performance. The result of the test was treated in this study in terms of Mean Percentage Score (MPS) of the Math, English and Science subjects by school.

All results gathered in this study were treated with utmost confidentiality by the researcher.

Statistical Treatment of Data

The data which were gathered through the use of the questionnaire-checklist were tallied in a master sheet by respondent-school, by subjects and by category. These were properly tabulated, analyzed and interpreted qualitatively and quantitatively using the appropriate statistical measures and procedures.

For the tables which involved a five-point scale of assessment, the statistical measures used were frequency

counts and weighted means.

To interpret the level of teaching competencies, values manifested by teachers, and parental support given, the following table was used:

MEAN RANGES	WEIGHT	QUALITATIVE DESCRIPTION
4.51 - 5.00	5	Extremely Competent (EC)/Always (A)
3.51 - 4.50	4	Highly Competent (HC)/Oftentimes (O)
2.51 - 3.50	3	Moderately Competent (MC)/Sometimes (S)
1.51 - 2.50	2	Slightly Competent (SC)/Seldom (S)
1.00 - 1.50	1	Not Competent (NC)/Never (N)

To determine the level of students' academic performance using the Division Achievement Test result, the Mean Percentile Score (MPS) was used treating the result by respondent-school and by subject area.

To test the hypothesized differences of the perception of the three groups of respondents on the teaching competencies of teachers, values manifested by teachers and parental support and supervision provided to the children, the t-test ratio was used with the following formula (Pagoso, 1992:202):

$$t = \frac{\bar{X}_1 - \bar{X}_2}{\sqrt{\frac{(n_1-1)\ S_1^2 + (n_2-1)\ S_2^2}{n_1 + n_2 - 2}\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

Where t = refers to the computed t-value;

$\bar{X}_1$ = refers to the mean of the 1st group;

$\bar{X}_2$ = refers to the mean of the 2nd group;

S_1^2 = refers to the sample variance of the 1st group;

S_2^2 = refers to the sample variance of the 2nd group;

n_1 = refers to the number of cases for the 1st group;

n_2 = refers to the number of cases for the 2nd group;

$n_1 + n_2 - 2$ = degree of freedom

To test the significant relationship between the students' academic performance and the following: 1) teaching competencies of teachers; 2) values manifested by teachers; and 3) parental support and supervision provided to their children, the Pearson-Product Moment Correlation Coefficient was applied. This can be obtained using the following formula (Alcausin, et. al., 1989:144-145):

$$r = \frac{N\Sigma XY - (\Sigma X)\ (\Sigma Y)}{\sqrt{[n\Sigma X^2 - (\Sigma X)^2]\ [n\Sigma Y^2 - (\Sigma Y)^2]}}$$

Where: X = the observed data for the teachers and parents related variates;

Y = the observed data for the students' academic performance

n = the sample size; and

r = the degree of relationship between X and Y.

To determine whether the obtained correlation-coefficient was significant at $\alpha = 0.05$ level of significance, the Fisher's t-test for testing the significance of r was used. This can be computed using the formula below (Alcausin, et. al., 1989:144-145):

$$t = r\sqrt{\frac{n - 2}{1 - r^2}}$$

Where: r = the obtained Pearson r value; and

n = size of sample.

Chapter 4

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter contains a detailed presentation, analysis and interpretation of the data gathered with the use of the questionnaire fielded to the respondents and the result of the Division Achievement Test in response to the specific questions posed in Chapter 1, including the discussion on the results of the hypothesis testing.

The data are presented in tabular forms representing the responses of the three groups of respondents such as: 1) students; 2) Math, English and Science teachers; and 3) parents. Each table is accompanied by statistical analysis with their corresponding interpretation in accordance with the specific question asked in the study.

Profile of the Student-Respondents

This section discusses the profile of the first year high school student-respondents from the three secondary schools of the Districts of Oras, Eastern Samar indicated by age, sex and religion.

Sex. Majority of the student-respondents are female numbering to 64 or 71.11 percent among the 90 respondents

in the three secondary schools of the Districts of Oras, Eastern Samar. The remaining 26 or 28.88 percent of the total respondents are males.

Age. Table 2 shows the age distribution of the student-respondents. It can be gleaned from the table that the majority of the respondents, that is 45 out of 90 or 50 percent, are 13 years old with 16 and 17 years old, getting the least number both with only 2 or 2.22 percent of all the student-respondents. With the mean of 13.50 years, it can be said that the first year high school students in the three secondary schools of the Districts of Oras, Eastern Samar are of the ideal age in relation to the curriculum year level where they belong.

Table 2

Age Distribution of the Student-Respondents

Age in Years	Number of Students	Percent
12	9	10.00
13	45	50.00
14	27	30.00
15	5	5.56
16	2	2.22
17	2	2.22
Total	90	100.00
Mean	13.50 yrs.	-
SD	0.99 yr.	-

Religion. Table 3 shows the religion profile of the student-respondents. Looking at it, majority of the student-respondents are members of the Roman Catholic religion. This is evidenced by the 85 or 94.44 percent of the 90 students involved in the study. The remaining 5 students belong to other religious group such as Protestant (2) and Iglesia ni Cristo (2) with 1 student whose religion is not specified.

Table 3

Profile of the Student-Respondents by Religion

Religion	Number of Students	Percent
Roman Catholic	85	94.44
Protestant	2	2.22
Iglesia ni Cristo	2	2.22
Others:	1	1.11
Total	90	100.00

Profile of the Teacher-Respondents

The teachers' profile include age, sex, religion, civil status, educational attainment and length of teaching experience. These are presented in the succeeding tables.

Age. Table 4 presents the profile of teacher-respondents in terms of age. As shown, majority of them are 30 years old with a number of 3 or 21.43 percent out of 14 teacher-respondents. Other ranges from the age of 34 to 56 years old with only 1 teacher-respondent for each and 3 others are below 30 years old aging 25, 27 and 28, respectively. The mean age of the teacher-respondents is pegged at 37.14 years with a standard deviation of 10.21 years. Hence, the age norm of the teacher-respondents is from 26.93 to 47.35 years.

Table 4

Age Distribution of the Teacher-Respondents

Age in Years	Number of Teachers	Percent
56	1	7.14
53	1	7.14
52	1	7.14
41	1	7.14
40	1	7.14
39	1	7.14
35	1	7.14
34	1	7.14
30	3	21.43
28	1	7.14
27	1	7.14
25	1	7.14
Total	14	100
Mean	37.14 yrs.	-
SD	10.21 yrs.	-

Sex. Of the total number of 14, there are more female than male teacher-respondents numbering to 11 or 78.57 percent and 3 or 21.42 percent, respectively. This finding confirms the observation that in the respondent-schools, the number of female teachers dominates over the males.

Religion. Table 5 shows the religion profile of the teacher-respondents. Among the 14 teachers included in the study, 11 of them or 78.57 percent belong to the Roman Catholic Church, 2 or 14.29 percent are members of the Iglesia ni Cristo and 1 or 7.14 percent is a Born Again Christian.

Table 5

Profile of the Teacher-Respondents by Religion

Religion	Number of Teachers	Percent
Roman Catholic	11	78.57
Iglesia ni Cristo	2	14.29
Others: Born Again	1	7.14
Total	14	100

Civil Status. The civil status of the teacher-respondents show that most of the teachers involved in this study are married showing a number of 8 or 57.14 percent

out of 14 teachers. About 6 or 42.85 percent are single.

This implies that married teachers are expected to perform better in classroom and resource management because of their experiences in general housekeeping activities in their respective homes. With this attribute, they are also expected to show/manifest values of being responsible parents not only to their own children but to their students as well.

Educational Attainment. Table 6 depicts the profile of the teacher-respondents on their educational attainment. Of the 14 teachers in the study, 8 or 57.14 percent are BSE/BSEd degree-holders with units in M.A./MS studies. Of the least representation are teachers of the MA/MS with only 1 or 7.14 percent.

The data could mean that the teachers possess the necessary educational qualifications as evidenced by earning units in the graduate studies and even holding a degree in the masteral course. This is a good indication for the teachers to upgrade themselves professionally. This finding, however, still suggests that the administrators should encourage the other teachers to pursue graduate studies during summer vacation for

professional enhancement. This will help them improve their teaching competencies.

Table 6

Educational Attainment of the Teacher-Respondents

Educational Attainment	Number of Teachers	Percent
BSE/BSEd	5	35.71
BSE/BSEd with MA/MS units	8	57.14
MA/MS	1	7.14
Total	14	100.00

Length of Teaching Experience. Table 7 presents the profile of teacher-respondents on their length of teaching experiences. This refers to the actual number of years of teaching in the secondary schools. It can be deduced from the table that the teachers are still young in the profession as evidenced by the mean age of 8.33 years with a standard deviation of 4.12 years. Most of them have teaching experiences of 10 years and below numbering to 10 or 71.42 percent. There are only 4 teachers whose teaching experience ranges from 15 to 26 years or 28.57 percent.

This finding indicates that with their length of experience, they still need to acquire more knowledge, skills and competencies in teaching and enhance their

Table 7

Teaching Experience of the Teacher-Respondents

Teaching Experience in Years	Number of Teachers	Percent
26	1	7.14
23	1	7.14
19	1	7.14
15	1	7.14
10	2	14.29
8	1	7.14
7	2	14.29
5	1	7.14
3	1	7.14
2	1	7.14
1	2	14.29
Total	14	100
Mean	8.33 yrs.	-
SD	4.12 yrs.	-

attitudes and values in the job. This would not only benefit themselves but more importantly their students.

Profile of the Parent-Respondents

This portion discusses the profile of the parent-respondents indicated by age, sex, religion, family monthly income, educational attainment, and employment/livelihood. They are presented in Tables 8, 9, 10, 11 and 12.

Age. As shown in Table 8, the age distribution of the parent-respondents displays that majority of the parents

Table 8

Age Distribution of the Parent-Respondents

Age in Years	Number of Parents	Percent
70 - 72	1	1.11
67 - 69	1	1.11
64 - 66	1	1.11
61 - 63	3	3.33
58 - 60	4	4.44
55 - 57	6	6.67
52 - 54	5	5.56
49 - 51	3	3.33
46 - 48	4	4.44
43 - 45	10	11.11
40 - 42	12	13.33
37 - 39	11	12.22
34 - 36	13	14.44
31 - 33	6	6.67
Not specified	10	11.11
Total	90	100.00
Mean	34.11 yrs.	-
SD	1.37 yrs.	-

belong to an age bracket of "34-36 years" with a number of 13 or 14.44 percent. This is followed by "40-42 years" age bracket with 12 or 13.33 percent belonging to it. The least represented age brackets are "64-66 years", "67-69 years" and "70-72 years" with only 1 parent each represents. The mean age of the parent-respondents marked at 34.11 years with a standard deviation of 1.37 years.

This finding on the age profile of the parent-

respondents would mean that the parents in the respondent-schools are still young and capable of providing the necessary material and financial support and supervision to their children's studies and other school-related activities. At their young age, they are still strong and full of energy in looking for their livelihood to support the needs of the whole family.

Sex. As gathered from the survey-questionnaire, most of the parent-respondents are females with a number of 55 or 61.11 percent against the 35 or 38.88 percent representing the male parent-respondents. This finding corroborates the observation that in the three respondent-schools the mothers generally represent the parents during school meetings or gatherings.

Religion. Table 9 shows the religion of the parent-respondents of the study. It can be seen in the table that 86 or 95.56 percent of the parents are members of the Roman Catholic religion. There is 1 Protestant, 1 belong to the Baptist Church, 1 to Iglesia ni Cristo and 1 is a Born Again Christian. Comparing the responses of the student-respondents and parent-respondents, there is a slight difference in their religious affiliations as evidenced by

Table 9

Profile of the Parent-Respondents by Religion

Religion	Number of Parents	Percent
Roman Catholic	86	95.56
Protestant	1	1.11
Baptist	1	1.11
Iglesia ni Cristo	1	1.11
Others: Born Again	1	1.11
Total	90	100.00

Tables 3 and 9.

Family Monthly Income. The profile of the parent-respondents in terms of their average monthly income is presented in Table 10. Unfortunately, there are 40 parents or 44.44 percent of the parent-respondents did not specify their average monthly income which comprise the greatest number in the distribution as shown on the table. However, there are 15 or 16.67 percent of them whose monthly income ranges from Php 500.00 - Php 1,659.00 and there are 10 of them or 11.11 percent having a monthly income of Php 2,820.00 - Php 3,979 or coming up as second and third, respectively. None of them having income of Php 6,300.00 - poverty threshold set by NEDA for 2002 at Php 10,712.00.

Table 10

Average Monthly Income of the Parent-Respondents

Average Monthly Income (Php)	Number of Parents	Percent
Php 12,100.00 - Php 13,259.00	1	1.11
Php 10,940.00 - Php 12,099.00	2	2.22
Php 9,780.00 - Php 10,939.00	3	3.33
Php 8,620.00 - Php 9,779.00	0	0.00
Php 7,460.00 - Php 8,619.00	1	1.11
Php 6,300.00 - Php 7,459.00	0	0.00
Php 5,140.00 - Php 6,299.00	2	2.22
Php 3,980.00 - Php 5,139.00	7	7.78
Php 2,820.00 - Php 3,979.00	10	11.11
Php 1,660.00 - Php 2,819.00	9	10.00
Php 500.00 - Php 1,659.00	15	16.67
Not specified	40	44.44
Total	90	100.00
Mean	Php 3,663.80	-
SD	Php 3,214.31	-

This means that their income per month is not enough to support the needs of the family as evidenced by the mean of Php 3,663.80 monthly income.

Educational Attainment. The parents' educational attainment is presented in Table 11. The data reveal that most of the parents have "High School level" of education with 22 or 24.44 percent followed by those who are "Elementary Graduates" with 18 parents or 20.00 percent.

Table 11

Educational Attainment of the Parent-Respondents

Educational Attainment	Number of Parents	Percent
With units in MA/MS	1	1.11
College Graduate	7	7.78
College Level	12	13.33
High School Graduate	14	15.56
High School Level	22	24.44
Elementary Graduate	18	20.00
Elementary Level	15	16.67
Not specified	1	1.11
Total	90	100.00

Of the least representation are parents having "units in MA/MS" with only 1 or 1.11 percent aside from another one whose educational attainment is not specified. Hence, majority of the parents of the first year high school students in the three secondary schools in the districts of Oras, Eastern Samar obtained only elementary or high school level of education.

Employment/Livelihood. Table 12 presents the profile of the parent-respondents in terms of their employment/livelihood. It can be gleaned on the table that majority of the parents are "Farmers" representing 44.44 percent or 40 out of the 90 parent-respondents included in

Table 12

Employment/Livelihood of the Parent-Respondents

Occupation	Number of Parents	Percent
Teacher	6	6.67
Entrepreneurs	5	5.56
Farmer	40	44.44
Helper	11	12.22
Dressmaker/Tailor	5	5.56
Employee/Clerk	2	2.22
Vendor	5	5.56
Others	9	10.00
Not specified	7	7.78
Total	90	100.00

the study. Next in number is "Helper" getting 11 or 12.22 percent and only 2 or 2.22 percent of them are "Employees." About 9 of them or 10.00 percent are getting their livelihood from other sources aside from those enumerated. There are 7 of them or 7.78 percent who did not specify their source of livelihood. Looking at the total picture, the parents highly depends on farming as the source of livelihood.

Students' Academic Performance

Table 13 presents the academic performance of the first year students in Mathematics, English and Science utilizing the result of the Division Achievement Test for

School Year 2003-2004 of the three public secondary schools in the Districts of Oras, Eastern Samar.

Mathematics. It can be noted on the table that school code number 1 has the highest mean of 17.20 with an MPS of 49.14 followed by school code number 3 with a mean of 13.80 corresponding to 39.42 MPS. School code number 2 has the least mean of 12.63 or an MPS of 36.08. The average mean is 14.54 with MPS of 41.54. This result shows a big gap in relation to the targetted MPS of 75.00 set by the DepEd. This means that Math teachers must have to exert more effort to reach the DepEd desired goal.

Table 13

Level of Students' Academic Performance by Subject Area Based on the Division Achievement Test

School Code	Examination Category by Subject						
	Math		English		Science		Average
	Mean	MPS	Mean	MPS	Mean	MPS	MPS
1	17.20	49.14	16.06	64.24	16.10	64.40	59.26
2	12.63	36.08	14.50	58.00	14.06	56.24	50.10
3	13.80	39.42	12.10	48.40	12.03	48.12	45.31
Average	14.54	41.54	14.22	56.88	14.06	56.25	51.55

English. Looking at the table, school code number 1

has the highest obtained mean of 16.06 and MPS of 64.24, followed by school code number 2 which obtained a mean of 14.50 or an MPS of 58.00 and school code number 3 having the least obtained mean of 12.10 or an MPS of 48.40. In this subject, school code number 2 performed better than school code number 3 not like in Mathematics. School code number 1 is still the best performer in terms of mean and MPS. But generally, students performed better in English showing an average mean of 14.22 corresponding to 56.88 MPS. Comparing this result to the DepEd targetted MPS of 75.00, it is still far behind that goal. This implies that there is a need to improve English instructional skills and methodology to enhance students' learning.

Science. Like in the other 2 subjects, school code number 1 is still the highest in terms of obtained mean and MPS having a mean of 16.10 and MPS of 64.40. This is followed by school code number 2 with a mean of 14.06 and MPS of 56.24. The least obtained mean is 12.03 obtained by school code number 3. Looking at the average mean of 14.06 and MPS of 56.25 Science ranked second among the three public secondary school-respondents of Oras, Eastern Samar with Mathematics as rank 3 in terms of MPS.

Considering the over-all average MPS of 51.55 for the three subject areas, there is a need to improve the academic performance of students in the three secondary schools in the Districts of Oras, Division of Eastern Samar. This result is far behind the targetted MPS of 75.00 set by the DepEd. This implies that Math, English and Science teachers must provide teaching interventions in order to achieve the desired level of performance.

Level of Teaching Competencies of the Teachers

The level of teaching competencies of teachers in Mathematics, English and Science as perceived by themselves and the students along teaching strategies, classroom management and resource management are presented and discussed in this section. They are shown on Tables 14 - 28.

Teaching Strategies. Table 14 shows the level of competence of teachers along teaching strategies as perceived by themselves. As shown, they perceived themselves to be "Highly Competent" in the use of 5 teaching strategies such as "whole class discussion," "Practical Work Approach," "Lecture Method," "question and answer method to develop higher order thinking skills

Table 14

Level of Competence of the Teacher-Respondents Along Teaching Strategies as Perceived by Themselves

Indicators	Responses					Total	Mean	Interpre-Tation
	5 EC	4 HC	3 MC	2 SC	1 NC			
Ability of the teacher to use the following:								
1. Question and answer method to develop higher order thinking skills (HOTS)	0	9	5	0	0	14	3.64	HC
2. Small group discussion	0	8	5	1	0	14	3.50	MC
3. Whole class discussion	0	11	3	0	0	14	3.79	HC
4. Lecture method	1	8	4	1	0	14	3.64	HC
5. Role play / simulation	0	7	7	0	0	14	3.50	MC
6. Games	0	5	8	0	1	14	3.21	MC
7. Film showing	1	2	6	2	3	14	2.71	MC
8. Experiential learning	2	3	6	3	0	14	3.29	MC
9. Project Method	0	5	5	2	1	13	3.08	MC
10. Discovery Method	1	6	5	1	1	14	3.36	MC
11. Problem Solving	0	2	5	6	1	14	2.57	MC
12. Cooperative Learning	2	8	4	0	0	14	3.86	HC
13. Practical Work Approach	3	4	7	0	0	14	3.71	HC
14. Integrative Teaching	2	4	8	0	0	14	3.57	HC
Total	-	-	-	-	-	-	47.43	-
Grand Mean	-	-	-	-	-	-	3.39	MC

Legend:

4.51 - 5.00 Extremely Competent (EC)
3.51 - 4.50 Highly Competent (HC)
2.51 - 3.50 Moderately Competent (MC)
1.51 - 2.50 Slightly Competent (SC)
1.00 - 1.50 Not Competent (NC)

(HOTS)," and "Integrative Teaching" with a mean of 3.79, 3.71, 3.64, 3.64, and 3.57, respectively. While in the other 8 teaching strategies, teachers perceived themselves to be just "Moderately Competent." As evidenced by the grand mean of 3.39, teachers perceived themselves to be "Moderately Competent" along the use of different teaching strategies.

Table 15 shows the level of competence of the Mathematics teachers along teaching strategies as perceived by the student-respondents. It can be deduced from the table that the student-respondents perceived their Mathematics teachers to be "Highly Competent" in using the 11 teaching strategies such as "HOTS question and answer," "small group discussion," "whole class discussion," "lecture method," "experiential learning," "project method," "discovery method," "problem solving," "cooperative learning," "practical work approach" and "integrative teaching" with mean ranges from 3.74 to 4.35. For the remaining 3 teaching strategies such as "role play/ simulation," "film showing" and "games", the teachers are perceived by their students to be just "Moderately Competent" with means of 3.34, 3.05, and 2.88, respectively. As a whole, the student-respondents

Table 15

Level of Competence of the Math Teachers Along Teaching Strategies as Perceived by the Student-Respondents

Indicators	Responses					Total	Mean	Interpre-tation
	5 EC	4 HC	3 MC	2 SC	1 NC			
Ability of the teacher to use the following:								
1. Question and answer method to develop higher order thinking skills (HOTS)	40	36	5	3	0	84	4.35	HC
2. Small group discussion	31	21	18	18	0	88	3.74	HC
3. Whole class discussion	40	29	18	3	0	90	4.18	HC
4. Lecture method	39	28	17	6	0	90	4.11	HC
5. Role play / simulation	14	24	31	18	2	89	3.34	MC
6. Games	3	20	34	29	4	90	2.88	MC
7. Film showing	8	21	34	17	8	88	3.05	MC
8. Experiential learning	30	35	15	6	4	90	3.90	HC
9. Project Method	30	25	23	6	0	84	3.94	HC
10. Discovery Method	32	24	26	6	2	90	3.87	HC
11. Problem Solving	32	24	26	6	2	90	3.87	HC
12. Cooperative Learning	36	37	16	0	0	89	4.22	HC
13. Practical Work Approach	27	44	16	3	0	90	4.06	HC
14. Integrative Teaching	37	36	11	5	1	90	4.14	HC
Total	-	-	-	-	-	-	53.63	-
Grand Mean	-	-	-	-	-	-	3.83	HC

Legend:

4.51 - 5.00 Extremely Competent (EC)
3.51 - 4.50 Highly Competent (HC)
2.51 - 3.50 Moderately Competent (MC)
1.51 - 2.50 Slightly Competent (SC)
1.00 - 1.50 Not Competent (NC)

perceived their Mathematics teachers "Highly Competent" as evidenced by the grand mean of 3.83. Comparing the perceptions of the teachers and students, the students perceived their Mathematics teachers better than by themselves. This implies that students have a high regard to their Mathematics teachers in as much as teaching strategies are concerned.

Table 16 shows the perceived responses of the student-respondents on the level of competence of the English teachers along teaching strategies. The students perceived their English teachers to be "Highly Competent" in almost all the teaching strategies indicated, except for the use of "games" and "film showing" which they perceived their English teachers to be just "Moderately Competent." The strategy which received the highest mean of 4.14 is on "integrative teaching." This means that the English teachers are highly competent in teaching using this strategy. "Film showing" is rated least to have a mean of 3.10 but still interpreted as "Moderately Competent." The grand mean of 3.77 indicates that students perceived their English teachers to be "Highly Competent" along the use of the different teaching strategies while the teacher-respondents perceived themselves to be "Moderately

Table 16

Level of Competence of the English Teachers Along Teaching Strategies as Perceived by the Student-Respondents

Indicators	Responses					Total	Mean	Interpre-tation
	5 EC	4 HC	3 MC	2 SC	1 NC			
Ability of the teacher to use the following:								
1. Question and answer method to develop higher order thinking skills (HOTS)	26	35	18	4	1	84	3.96	HC
2. Small group discussion	30	27	24	8	1	90	3.86	HC
3. Whole class discussion	27	40	17	4	2	90	3.96	HC
4. Lecture method	28	31	21	9	1	90	3.84	HC
5. Role play / simulation	14	31	31	11	1	88	3.52	HC
6. Games	14	21	28	21	6	90	3.18	MC
7. Film showing	10	17	37	16	6	86	3.10	MC
8. Experiential learning	28	36	14	9	3	90	3.86	HC
9. Project Method	36	24	21	7	2	90	3.94	HC
10. Discovery Method	18	36	25	10	1	90	3.67	HC
11. Problem Solving	22	32	27	6	2	89	3.74	HC
12. Cooperative Learning	33	33	16	5	2	89	4.01	HC
13. Practical Work Approach	30	36	19	5	0	90	4.01	HC
14. Integrative Teaching	39	29	14	5	1	88	4.14	HC
Total	-	-	-	-	-	-	52.79	-
Grand Mean	-	-	-	-	-	-	3.77	HC

Legend:

4.51 - 5.00 Extremely Competent (EC)
3.51 - 4.50 Highly Competent (HC)
2.51 - 3.50 Moderately Competent (MC)
1.51 - 2.50 Slightly Competent (SC)
1.00 - 1.50 Not Competent (NC)

Competent" with a grand mean of 3.39. This means that students also shows high regards to teachers in connection to the use of teaching strategies.

The level of competence of the Science teachers along teaching strategies as perceived by the student-respondents is shown in Table 17. It can be gleaned from the table that there are 6 strategies used by Science teachers which are rated as "Extremely Competent." These are "whole class discussion," "cooperative learning," "HOTS question and answer," "project method," "integrative teaching," and "lecture method," with means of 4.70, 4.64, 4.63, 4.57, 4.57, and 4.55, respectively. Again the strategy with the least mean perception is "film showing" with a mean of 3.40 but still interpreted as "Moderately Competent." The over-all or grand mean obtained by the student-respondents is 4.36 interpreted as "Highly Competent" and for teachers themselves is 3.39 interpreted as "Moderately Competent." In this regard, students also consider their Science teachers as "Highly Competent" in the use of the different teaching strategies.

These findings imply that although teachers are generally "highly competent" in the use of these teaching strategies, they still need to be exposed more in these

Table 17

Level of Competence of the Science Teachers Along Teaching Strategies as Perceived by the Student-Respondents

Indicators	Responses					Total	Mean	Interpre-tation
	5 EC	4 HC	3 MC	2 SC	1 NC			
Ability of the teacher to use the following:								
1. Question and answer method to develop higher order thinking skills (HOTS)	58	19	6	0	0	83	4.63	EC
2. Small group discussion	52	27	9	2	0	90	4.43	HC
3. Whole class discussion	67	14	3	2	0	86	4.70	EC
4. Lecture method	59	23	4	3	0	89	4.55	EC
5. Role play / simulation	43	25	14	6	0	88	4.19	HC
6. Games	26	31	17	14	2	90	3.72	HC
7. Film showing	21	16	35	12	5	89	3.40	MC
8. Experiential learning	56	24	8	2	0	90	4.49	HC
9. Project Method	62	19	8	0	1	90	4.57	EC
10. Discovery Method	53	22	8	1	1	85	4.47	HC
11. Problem Solving	46	26	6	3	1	82	4.38	HC
12. Cooperative Learning	60	25	1	0	1	87	4.64	EC
13. Practical Work Approach	45	34	10	1	0	90	4.37	HC
14. Integrative Teaching	64	13	13	0	0	90	4.57	EC
Total	-	-	-	-	-	-	61.11	-
Grand Mean	-	-	-	-	-	-	4.36	HC

Legend:

4.51 - 5.00 Extremely Competent (EC)
3.51 - 4.50 Highly Competent (HC)
2.51 - 3.50 Moderately Competent (MC)
1.51 - 2.50 Slightly Competent (SC)
1.00 - 1.50 Not Competent (NC)

strategies particularly on the use of "games," "film showing" and "role play/simulation." This could be possible through in-service trainings with demonstration lessons as one of the regular activities of the schools. They should also try to utilize other teaching strategies which they believe would make them highly competent or even extremely competent in the subjects they are teaching.

Classroom Management/Discipline. Another teaching competency expected of teachers is classroom management/discipline. The level of competence of the teacher-respondents along classroom management/discipline as perceived by the teachers themselves and the student-respondents are presented on Tables 18, 19, 20, and 21.

Table 18 shows the teachers' perceived competence along classroom management/discipline. As shown on it, teachers perceived themselves to be "Highly Competent" in "having a sense of humor to sustain students' interest and attention" and "giving students time to adapt to the new patterns of behavior" with means of 3.86 and 3.79, respectively. These are good qualities that teachers must possess for the improvement of students' academic performance. The rest of the indicators are rated "Moderately Competent" which means that the teachers can

Table 18

Level of Competence of the Teacher-Respondents Along Classroom Management/Discipline as Perceived by Themselves

Indicators	Responses					Total	Mean	Interpre-tation
	5 EC	4 HC	3 MC	2 SC	1 NC			
Ability of the teacher to:								
1. Establish clear policies/rules for the classroom with consensus of the class officers.	0	8	5	1	0	14	3.50	MC
2. Give students time to adapt to the new pattern of behavior.	0	11	3	0	0	14	3.79	HC
3. Plan program of experiences and activities for the students.	0	7	7	0	0	14	3.50	MC
4. Make clear the limits of behavior expected from every output of students.	0	5	8	0	1	14	3.21	MC
5. Relate to students' needs and interests.	1	2	6	2	3	14	2.71	MC
6. Allow creative and original participation.	2	3	6	3	0	14	3.29	MC
7. Manifest a sense of fair play and desire for justice.	0	5	5	2	1	13	3.08	MC
8. Keep oneself relaxed and rested during class activities.	1	6	5	1	1	14	3.36	MC
9. Get a good balance of firmness and kindness.	0	2	5	6	1	14	2.57	MC
10. Have a sense of humor to sustain students' interest and attention.	2	8	4	0	0	14	3.86	HC
Total	-	-	-	-	-	-	32.86	-
Grand Mean	-	-	-	-	-	-	3.29	MC

Legend:

4.51 - 5.00 Extremely Competent (EC)
3.51 - 4.50 Highly Competent (HC)
2.51 - 3.50 Moderately Competent (MC)
1.51 - 2.50 Slightly Competent (SC)
1.00 - 1.50 Not Competent (NC)

manage/discipline their students as expected from them as one of their important obligations in the classroom. The least mean obtained from the teachers' perception is that of "getting a good balance of firmness and kindness" which is 2.57. This implies that teachers need to improve themselves in terms of consistency in implementing school rules and regulations and in giving their students chances to perform better in the class. In general, teachers perceived themselves to be "Moderately Competent" in classroom management/discipline as evidenced by the grand mean of 3.29 interpreted as "Moderately Competent."

Table 19 shows the level of competence of the Mathematics teachers along classroom management/discipline as perceived by the student-respondents. From this table, it can be gleaned that all indicators along this aspect are rated "Highly Competent" as perceived by the students with a grand mean of 4.02. It could be implied that Mathematics teachers possessed good disciplinary practices in managing the class. However, in the perception of the teachers along their classroom management ability, it shows a lower mean compared to that of the students' perception with 3.29 and 4.02, respectively. This could be implied that the teachers themselves still need for improvement in classroom

Table 19

Level of Competence of the Math Teachers Along Classroom Management/ Discipline as Perceived by the Student-Respondents

Indicators	Responses					Total	Mean	Interpre-tation
	5 EC	4 HC	3 MC	2 SC	1 NC			
Ability of the teacher to:								
1. Establish clear policies/rules for the classroom with consensus of the class officers.	35	26	15	10	0	86	4.00	HC
2. Give students time to adapt to the new pattern of behavior.	35	33	18	3	0	89	4.12	HC
3. Plan program of experiences and activities for the students.	27	31	24	3	1	86	3.93	HC
4. Make clear the limits of behavior expected from every output of students.	27	36	20	3	2	88	3.94	HC
5. Relate to students' needs and interests.	48	34	8	0	0	90	4.44	HC
6. Allow creative and original participation.	33	35	18	2	0	88	4.13	HC
7. Manifest a sense of fair play and desire for justice.	25	26	26	10	2	89	3.70	HC
8. Keep oneself relaxed and rested during class activities.	28	20	25	10	7	90	3.58	HC
9. Get a good balance of firmness and kindness.	37	30	20	1	1	89	4.13	HC
10. Have a sense of humor to sustain students' interest and attention.	41	32	15	2	0	90	4.24	HC
Total	-	-	-	-	-	-	40.22	-
Grand Mean	-	-	-	-	-	-	4.02	HC

Legend:

4.51 - 5.00 Extremely Competent (EC)
3.51 - 4.50 Highly Competent (HC)
2.51 - 3.50 Moderately Competent (MC)
1.51 - 2.50 Slightly Competent (SC)
1.00 - 1.50 Not Competent (NC)

management as they rated themselves "Moderately Competent."

Table 20 shows the level of competence of the English teachers along classroom management/discipline as perceived by the student-respondents. Similarly, students also perceived their English teachers to be "Highly Competent" in classroom management/discipline with a grand mean of 4.00. The indicator "Have a sense of humor to sustain students' interest and attention" received the highest mean of 4.23 while that of "Keep oneself relaxed and rested during class activities" shows the lowest mean of 3.64 which is still interpreted as "Highly Competent."

In Table 21, which shows the level of competence of the Science teachers along classroom management as perceived by the student-respondents, it reveals that students perceived their Science teachers to be "Extremely Competent" in the indicators of "Relate to the students' needs and interests," "Have a sense of humor to sustain students' interest and attention," "Plan program of experiences and activities for the students," and "Get a good balance of firmness and kindness," with a mean of 4.69, 4.64, 4.60, and 4.55, respectively. From all the indicators, that of "Relating to the students' needs and interests" got the highest mean of 4.69 while that of

Table 20

Level of Competence of the English Teachers Along Classroom Management/Discipline as Perceived by the Student-Respondents

Indicators	Responses					Total	Mean	Interpre-tation
	5 EC	4 HC	3 MC	2 SC	1 NC			
Ability of the teacher to:								
1. Establish clear policies/rules for the classroom with consensus of the class officers.	38	25	17	4	1	85	4.12	HC
2. Give students time to adapt to the new pattern of behavior.	35	24	21	10	0	90	3.93	HC
3. Plan program of experiences and activities for the students.	26	32	23	7	1	89	3.84	HC
4. Make clear the limits of behavior expected from every output of students.	28	39	20	2	1	90	4.01	HC
5. Relate to students' needs and interests.	38	32	16	3	0	89	4.18	HC
6. Allow creative and original participation.	31	36	18	3	2	90	4.01	HC
7. Manifest a sense of fair play and desire for justice.	23	36	21	7	3	90	3.77	HC
8. Keep oneself relaxed and rested during class activities.	28	26	18	12	6	90	3.64	HC
9. Get a good balance of firmness and kindness.	42	30	13	3	1	89	4.22	HC
10. Have a sense of humor to sustain students' interest and attention.	39	35	14	2	0	90	4.23	HC
Total	-	-	-	-	-	-	39.96	-
Grand Mean	-	-	-	-	-	-	4.00	HC

Legend:

4.51 - 5.00 Extremely Competent (EC)
3.51 - 4.50 Highly Competent (HC)
2.51 - 3.50 Moderately Competent (MC)
1.51 - 2.50 Slightly Competent (SC)
1.00 - 1.50 Not Competent (NC)

Table 21

Level of Competence of the Science Teachers Along Classroom Management/Discipline as Perceived by the Student-Respondents

Indicators	Responses					Total	Mean	Interpretation
	5 EC	4 HC	3 MC	2 SC	1 NC			
Ability of the teacher to:								
1. Establish clear policies/rules for the classroom with consensus of the class officers.	57	14	9	3	1	84	4.46	HC
2. Give students time to adapt to the new pattern of behavior.	55	20	9	2	2	88	4.41	HC
3. Plan program of experiences and activities for the students.	61	21	6	1	0	89	4.60	EC
4. Make clear the limits of behavior expected from every output of students.	51	29	8	1	0	89	4.46	HC
5. Relate to students' needs and interests.	65	21	2	1	0	89	4.69	EC
6. Allow creative and original participation.	52	28	9	1	0	90	4.46	HC
7. Manifest a sense of fair play and desire for justice.	42	22	17	9	0	90	4.08	HC
8. Keep oneself relaxed and rested during class activities.	45	22	8	2	8	85	4.11	HC
9. Get a good balance of firmness and kindness.	63	16	8	0	2	89	4.55	EC
10. Have a sense of humor to sustain students' interest and attention.	67	16	5	2	0	90	4.64	EC
Total	-	-	-	-	-	-	44.45	-
Grand Mean	-	-	-	-	-	-	4.44	HC

Legend:

4.51 - 5.00 Extremely Competent (EC)
3.51 - 4.50 Highly Competent (HC)
2.51 - 3.50 Moderately Competent (MC)
1.51 - 2.50 Slightly Competent (SC)
1.00 - 1.50 Not Competent (NC)

"Manifest a sense of fair play and desire for justice" got the lowest mean of 4.08. This means that students like most those Science teachers who can give them planned program of experiences and activities for the class, those who can relate to their needs and interests as students, those who have a good balance of firmness and kindness, and those teachers who have sense of humor. These are good qualities of teachers that students admire from them.

Resource Management. The teachers' level of competencies on resource management is shown in Tables 22, 23, 24 and 25 as perceived by themselves and the student-respondents.

The teachers' competence in resource management is expressed in terms of indicators which are on these tables.

Table 22 shows the level of competence of the teachers as perceived by themselves. The findings reveal that the teachers are generally "Highly Competent" in resource management as indicated by the grand mean of 3.92. The item which obtained the highest mean is, "Monitor class attendance every meeting" with a mean of 4.36 while the lowest is that of "Procure instructional materials and utilize them" getting a mean of 3.64. This implies that all teachers are good enough in resource management.

Table 22

Level of Competence of the Teacher-Respondents Along Resource Management as Perceived by Themselves

Indicators	Responses					Total	Mean	Interpretation
	5 EC	4 HC	3 MC	2 SC	1 NC			
Ability of the teacher to:								
1. Put every corner of the room to good use.	4	4	6	0	0	14	3.86	HC
2. Arrange charts, pictures and other teaching aids accordingly.	3	7	3	1	0	14	3.86	HC
3. Structure room appropriately and skillfully.	4	4	6	0	0	14	3.86	HC
4. Involve students in the proper up-keep of the room.	5	5	4	0	0	14	4.07	HC
5. Prepare fresh and neatly written boardwork.	3	7	4	0	0	14	3.93	HC
6. Procure instructional materials and utilize them effectively.	2	5	7	0	0	14	3.64	HC
7. Make wise use of vacant periods.	5	5	3	1	0	14	4.00	HC
8. Ensure wise and proper use of textbooks disposed to students.	4	4	6	0	0	14	3.86	HC
9. Monitor class attendance every meeting.	6	7	1	0	0	14	4.36	HC
10. Ensure that all needed instructional materials and facilities are available when needed.	2	7	5	0	0	14	3.79	HC
Total	-	-	-	-	-	-	39.21	-
Grand Mean	-	-	-	-	-	-	3.92	HC

Legend:

4.51 – 5.00 Extremely Competent (EC)
3.51 – 4.50 Highly Competent (HC)
2.51 – 3.50 Moderately Competent (MC)
1.51 – 2.50 Slightly Competent (SC)
1.00 – 1.50 Not Competent (NC)

However, there is still a need for improvement particularly on "Putting every corner of the room to good use," "Arranging charts, pictures, and other teaching aids accordingly," "Structuring room appropriately and skillfully," "Procuring and utilizing instructional materials," "Wise and proper use of textbooks" and "Keeping all needed instructional materials and facilities always available." This could be done through proper monitoring and supervision of the school administrators.

Table 23 shows the level of competence of the Mathematics teachers along resource management as perceived by the student-respondents. As shown, the highest mean is 4.29 that of "Monitor class attendance every meeting" followed by 4.26 for "Make wise use of vacant periods," while the lowest mean is 3.83 for that of "Procure instructional materials and utilize them effectively." Generally, the student-respondents perceived their Mathematics teachers to be "Highly Competent" along resource management as evidenced by the grand mean of 4.09.

The next table depicts the level of competence of the English teachers along resource management as perceived by the student-respondents. Like in Table 23, the student-respondents perceived their English teachers to be "Highly

Table 23

Level of Competence of the Math Teachers Along Resource Management as Perceived by the Student-Respondents

Indicators	Responses					Total	Mean	Interpre-Tation
	5 EC	4 HC	3 MC	2 SC	1 NC			
Ability of the teacher to:								
1. Put every corner of the room to good use.	43	22	18	3	0	86	4.22	HC
2. Arrange charts, pictures and other teaching aids accordingly.	29	34	20	5	1	89	3.96	HC
3. Structure room appropriately and skillfully.	36	28	21	4	0	89	4.08	HC
4. Involve students in the proper up-keep of the room.	43	25	18	4	0	90	4.19	HC
5. Prepare fresh and neatly written boardwork.	35	24	19	9	1	88	3.94	HC
6. Procure instructional materials and utilize them effectively.	28	26	26	7	1	88	3.83	HC
7. Make wise use of vacant periods.	45	29	9	5	1	89	4.26	HC
8. Ensure wise and proper use of textbooks disposed to students.	44	21	10	12	3	90	4.01	HC
9. Monitor class attendance every meeting.	48	29	7	3	3	90	4.29	HC
10. Ensure that all needed instructional materials and facilities are available when needed.	35	35	15	2	2	89	4.11	HC
Total	-	-	-	-	-	-	40.89	-
Grand Mean	-	-	-	-	-	-	4.09	HC

Legend:

4.51 – 5.00 Extremely Competent (EC)
3.51 – 4.50 Highly Competent (HC)
2.51 – 3.50 Moderately Competent (MC)
1.51 – 2.50 Slightly Competent (SC)
1.00 – 1.50 Not Competent (NC)

Table 24

Level of Competence of the English Teachers Along Resource Management as Perceived by the Student-Respondents

Indicators	Responses					Total	Mean	Interpre-Tation
	5 EC	4 HC	3 MC	2 SC	1 NC			
Ability of the teacher to:								
1. Put every corner of the room to good use.	35	25	17	9	0	86	4.00	HC
2. Arrange charts, pictures and other teaching aids accordingly.	32	29	18	9	1	89	3.92	HC
3. Structure room appropriately and skillfully.	28	32	19	8	2	89	3.85	HC
4. Involve students in the proper up-keep of the room.	29	30	22	5	3	89	3.87	HC
5. Prepare fresh and neatly written boardwork.	36	26	22	4	1	89	4.03	HC
6. Procure instructional materials and utilize them effectively.	26	27	23	9	3	88	3.73	HC
7. Make wise use of vacant periods.	28	22	25	9	5	89	3.66	HC
8. Ensure wise and proper use of textbooks disposed to students.	48	22	11	6	3	90	4.18	HC
9. Monitor class attendance every meeting.	39	22	19	6	2	88	4.02	HC
10. Ensure that all needed instructional materials and facilities are available when needed.	29	35	18	6	1	89	3.96	HC
Total	-	-	-	-	-	-	39.22	-
Grand Mean	-	-	-	-	-	-	3.92	HC

Legend:

4.51 - 5.00 Extremely Competent (EC)
3.51 - 4.50 Highly Competent (HC)
2.51 - 3.50 Moderately Competent (MC)
1.51 - 2.50 Slightly Competent (SC)
1.00 - 1.50 Not Competent (NC)

Competent" in resource management as evidenced by the grand mean of 3.92, as shown in Table 24. However, the indicator which receives the highest mean of 4.18 is "Ensure wise and proper use of textbooks disposed to students." This implies that English teachers always check the textbooks given to students whether they are using it properly and wisely or not. This must always be the case because in teaching English, the students must be properly equipped with their textbooks and other reading materials every meeting.

Along resource management, the perception of the student-respondents on the level of competence of Science teachers is presented in Table 25. The table shows that Science teachers are "Extremely Competent" in "Putting every corner of the room to good use," "Involving students in the proper up-keep of the room," and "Arranging charts, pictures and other teaching aids accordingly," with means of 4.62, 4.60, and 4.57, respectively. This implies that the students are really observant to what their Science teachers are doing in the classroom in terms of resource management. These are good qualities of Science teachers, especially in the management of the Science Laboratories to avoid untoward incidents during laboratory classes. The

Table 25

Level of Competence of the Science Teachers Along Resource Management as Perceived by the Student-Respondents

Indicators	Responses					Total	Mean	Interpretation
	5 EC	4 HC	3 MC	2 SC	1 NC			
Ability of the teacher to:								
1. Put every corner of the room to good use.	65	11	8	2	0	86	4.62	EC
2. Arrange charts, pictures and other teaching aids accordingly.	60	22	5	2	0	89	4.57	EC
3. Structure room appropriately and skillfully.	55	23	8	1	2	89	4.44	HC
4. Involve students in the proper up-keep of the room.	62	18	9	0	0	89	4.60	EC
5. Prepare fresh and neatly written boardwork.	58	17	11	2	1	89	4.45	HC
6. Procure instructional materials and utilize them effectively.	41	33	12	1	1	88	4.27	HC
7. Make wise use of vacant periods.	40	22	16	8	3	89	3.99	HC
8. Ensure wise and proper use of textbooks disposed to students.	59	22	4	4	1	90	4.49	HC
9. Monitor class attendance every meeting.	59	15	10	4	1	89	4.43	HC
10. Ensure that all needed instructional materials and facilities are available when needed.	51	25	9	3	1	89	4.37	HC
Total	-	-	-	-	-	-	44.22	-
Grand Mean	-	-	-	-	-	-	4.42	HC

Legend:

4.51 – 5.00 Extremely Competent (EC)
3.51 – 4.50 Highly Competent (HC)
2.51 – 3.50 Moderately Competent (MC)
1.51 – 2.50 Slightly Competent (SC)
1.00 – 1.50 Not Competent (NC)

grand mean is very high which is 4.42 interpreted as "Highly Competent."

Comparison of the Perceptions of the Teachers and Students on the Teaching Competencies of the Teachers

This section presents the summary of comparing the responses of the teachers and students on the level of competence of the teachers along teaching strategies, classroom management, and resource management. It also includes discussion whether or not the perceptions of the two groups of respondents are significant using T-test in order to decide whether to accept or reject the hypothesis posed in Chapter 1. These data are presented in Tables 26, 27 and 28.

Teaching Strategies. Table 26 shows the summary of responses of the teachers and students on the level of competence of the teachers along teaching strategies comparing the responses using T-test. A glance at the table, reveals that teachers and students perceive differently in terms of the teachers' ability in using the different teaching strategies. This is evidenced by the grand mean of 3.39 for teachers' perception and 3.99 students' perception interpreted as "Moderately Competent"

Table 26

Summary of the Responses of the Teachers and Students on the Level of Competence of the Teachers Along Teaching Strategies and Comparison Using T-test

Indicators	Respondents' Category			
	Teachers		Students	
	Mean/Inter-pretation		Mean/Inter-pretation	
Ability of the teacher to use the following:				
1. Question and answer method to develop higher order thinking skills (HOTS)	3.64	HC	4.31	HC
2. Small group discussion	3.50	MC	4.01	HC
3. Whole class discussion	3.79	HC	4.28	HC
4. Lecture method	3.64	HC	4.17	HC
5. Role play / simulation	3.50	MC	3.68	HC
6. Games	3.21	MC	3.26	MC
7. Film showing	2.71	MC	3.18	MC
8. Experiential learning	3.29	MC	4.08	HC
9. Project Method	3.08	MC	4.15	HC
10. Discovery Method	3.36	MC	4.00	HC
11. Problem Solving	2.57	MC	4.00	HC
12. Cooperative Learning	3.86	HC	4.29	HC
13. Practical Work Approach	3.71	HC	4.14	HC
14. Integrative Teaching	3.57	HC	4.28	HC
Total	47.43	-	55.83	-
Grand Mean	3.39	MC	3.99	HC
Computed t-value:	4.223			
Critical t-value at $\alpha = 0.05$ & df = 26	2.056			
Evaluation:	Significant / Reject H_o			

Legend:

4.51 - 5.00 Extremely Competent (EC)	1.51 - 2.50 Slightly Competent (SC)
3.51 - 4.50 Highly Competent (HC)	1.00 - 1.50 Not Competent (NC)
2.51 - 3.50 Moderately Competent (M	

and "Highly Competent," respectively. To determine whether the difference is significant or not, t-test for

independent samples is applied. It reveals that the computed t-value of 4.223 is found to be higher than the critical t-value of 2.056 at 0.05 level of significance and at 26 degrees of freedom. With this result, it is safe to conclude that there is a significant difference between the perception of the teachers and students on the level of competence of teachers along teaching strategies, thus leading to the decision of rejecting the hypothesis number 1.1 which states that there is no significant difference between the perception of students and their teachers on the level of teachers' competencies along teaching strategies.

This finding would mean that the students are satisfied with the teaching strategies their teachers are using in the class. While the students say that their teachers are highly competent in their ability to use these teaching strategies, the teachers considered them to be only moderately competent. From this point of view, the teachers are still looking for more rooms of improvement in as much as teaching strategies are concerned. They are not yet satisfied with what they are doing in their classes along this line.

Classroom Management/Discipline. Table 27 shows the comparison of the perceptions of the teachers and students on the level of teachers' competence along classroom management/discipline after analyzing the results of their responses. Treating each response given by both respondents on every indicator, it is shown that out of the 10 indicators, both respondents perceived similarly on the 2 indicators to be "Highly Competent" on "Giving students time to adapt to the new pattern of behavior" and "Having a sense of humor to sustain students' attention" while on another 8 items, they differ on their perceptions. Students say that their teachers are "Highly Competent" while their teachers rate themselves to be just "Moderately Competent" on these indicators along classroom management/discipline.

Looking at Table 27 as a whole, it can be seen that while the students consider their teachers to be "Highly Competent" in classroom management/discipline as evidenced by a grand mean of 4.16, the teachers themselves claim to be just "Moderately Competent" with a grand mean of 3.29. Qualitatively, there is a difference in the perceptions of the teachers and students on the level of teachers' competence along classroom management/discipline thus

Table 27

Summary of the Responses of the Teachers and Students on the Level of Competence of the Teachers Along Classroom Management/ Discipline and Comparison Using T-test

Indicators	Respondents' Category			
	Teachers		Students	
	Mean/Inter-pretation		Mean/Inter-pretation	
Ability of the teacher to:				
1. Establish clear policies/rules for the classroom with consensus of the class officers.	3.50	MC	4.19	HC
2. Give students time to adapt to the new pattern of behavior.	3.79	HC	4.16	HC
3. Plan program of experiences and activities for the students.	3.50	MC	4.12	HC
4. Make clear the limits of behavior expected from every output of students.	3.21	MC	4.14	HC
5. Relate to students' needs and interests.	2.71	MC	4.44	HC
6. Allow creative and original participation.	3.29	MC	4.20	HC
7. Manifest a sense of fair play and desire for justice.	3.08	MC	3.85	HC
8. Keep oneself relaxed and rested during class activities.	3.36	MC	3.78	HC
9. Get a good balance of firmness and kindness.	2.57	MC	4.30	HC
10. Have a sense of humor to sustain students' interest and attention.	3.86	HC	4.37	HC
Total	32.87	-	41.55	-
Grand Mean	3.29	MC	4.16	HC
Computed t-value:	5.882			
Critical t-value at $\alpha = 0.05$ & df = 18	2.101			
Evaluation:	Significant / Reject H_o			

Legend:

4.51 – 5.00 Extremely Competent (EC)
3.51 – 4.50 Highly Competent (HC)
2.51 – 3.50 Moderately Competent (M
1.51 – 2.50 Slightly Competent (SC)
1.00 – 1.50 Not Competent (NC)

leading to the decision of rejecting hypothesis number 1.2 which states that there is no significant difference between the perceptions of students and their teachers themselves on the level of teachers' competence along classroom management/discipline. This is evidenced by the computed t-value of 5.882 which is found to be higher than the critical or tabular t-value of 2.101 at 0.05 level of significance and degree of freedom of 18.

From the findings, it can be implied that the students have high regards to their teachers in as much as their ability in classroom management/discipline is concerned. Students who idolized teachers possessing these qualities tend to achieve better in their school works because of the discipline their teachers are imposing on them.

Resource Management. Table 28 presents the data showing the comparison of responses of the teachers and students on the teachers' competence along resource management.

As shown on the table, it is very interesting to note that the teachers and students perceived similarly on the teachers' competence along resource management rating them to be "Highly Competent" as testified by the grand mean of 3.92 for teachers' perception and 4.15 for students'

Table 28

Summary of the Responses of the Teachers and Students on the Level of Competence of the Teachers Along Resource Management and Comparison Using T-test

Indicators	Respondents' Category			
	Teachers		Students	
	Mean/Inter-pretation		Mean/Inter-pretation	
Ability of the teacher to:				
1. Put every corner of the room to good use.	3.86	HC	4.28	HC
2. Arrange charts, pictures and other teaching aids accordingly.	3.89	HC	4.15	HC
3. Structure room appropriately and skillfully.	3.86	HC	4.12	HC
4. Involve students in the proper up-keep of the room.	4.07	HC	4.22	HC
5. Prepare fresh and neatly written boardwork.	3.93	HC	4.14	HC
6. Procure instructional materials and utilize them effectively.	3.64	HC	3.94	HC
7. Make wise use of vacant periods.	4.00	HC	3.97	HC
8. Ensure wise and proper use of textbooks disposed to students.	3.86	HC	4.23	HC
9. Monitor class attendance every meeting.	4.36	HC	4.25	HC
10. Ensure that all needed instructional materials and facilities are available when needed.	3.79	HC	4.15	HC
Total	39.23	-	41.45	-
Grand Mean	3.92	HC	4.15	HC
Computed t-value:	3.148			
Critical t-value at $\alpha = 0.05$ & df = 18	2.101			
Evaluation:	Significant / Reject H_o			

Legend:

4.51 - 5.00 Extremely Competent (EC)	1.51 - 2.50 Slightly Competent (SC)
3.51 - 4.50 Highly Competent (HC)	1.00 - 1.50 Not Competent (NC)
2.51 - 3.50 Moderately Competent (M	

perception. Looking qualitatively at the items on this aspect, both teachers and students have similarly rated teachers' resource management abilities to be "Highly Competent." However, on the computed t-value of 3.148, it appears to be higher than the critical or tabular t-value of 2.101 at 0.05 level of significance and 18 degrees of freedom. Based on this quantitative result, it can be concluded that there is a significant difference between the perceptions of the students and their teachers themselves on the level of teachers' competence along resource management. This leads further to the decision of rejecting hypothesis number 1.3 which states that there is no significant difference between the perceptions of the students and the teachers themselves on the level of teachers' competence along resource management.

Extent of Values Manifested by The Teacher-Respondents

This section presents the extent of values manifested by the teachers based on the DECS Values Education Program which include the following: health and harmony with nature, love, social responsibility and nationalism and patriotism.

The extent to which these values are manifested by

Math, English and Science teachers as perceived by themselves and the students are presented in Tables 29-44.

Health and Harmony with Nature. Table 29 reveals the extent of values manifested by teacher-respondents along health and harmony with nature as perceived by themselves. As shown, the items on "Is neat and clean in appearance," "Sets good example to students in conduct, manners and speech," "Appreciates the beauty of nature," and "Maintains a clean classroom and surroundings," are "Always Manifested" by the teachers with means of 4.79, 4.64, 4.57, and 4.57, respectively. While the indicators on "Maintains healthy body and mind," "Shows appreciation of art works such as paintings, poems, music, etc.," "Expresses one's ideas through writing, singing and dancing," and "Is decent in speech and action" are considered by the teachers as "Often Manifested." However, it is sad to note that from the indicators given, there are 2 which are identified by them as "Sometimes Manifested." These are items on "Does physical fitness activities before the class starts" and "Visits educational spots and joins educational tours" with means of 3.36 and 2.71, respectively. As a whole, the teachers perceived themselves to be "Often Manifested" those values as provided in the DECS Values Education

Table 29

Extent of Values Manifested by the Teacher-Respondents Along Health and Harmony with Nature as Perceived by Themselves

Indicators	Responses					Total	Mean	Interpre-Tation
	5 (A)	4 (O)	3 (S)	2 (Se)	1 (N)			
1. Does physical fitness activities before the class starts.	1	6	5	1	1	14	3.36	S
2. Maintains healthy body and mind.	7	7	0	0	0	14	4.50	O
3. Is neat and clean in appearance.	11	3	0	0	0	14	4.79	A
4. Maintains a clean classroom and surroundings.	8	6	0	0	0	14	4.57	A
5. Visits educational spots and joins educational tours.	1	2	6	2	3	14	2.71	S
6. Appreciates the beauty of nature.	9	4	1	0	0	14	4.57	A
7. Shows appreciation of arts works such as paintings, poems, music, etc.	7	5	2	0	0	14	4.36	O
8. Expresses one's ideas through writing, singing and dancing.	5	4	4	1	0	14	3.93	O
9. Is decent in speech and action.	7	7	0	0	0	14	4.50	O
10. Sets good example to students in conduct, manners and speech.	9	5	0	0	0	14	4.64	A
Total	-	-	-	-	-	-	41.93	-
Grand Mean	-	-	-	-	-	-	4.19	O

Legend:

4.51 – 5.00 Always Manifested (A)
3.51 – 4.50 Often Manifested (O)
2.51 – 3.50 Sometimes Manifested (S)
1.51 – 2.50 Seldom Manifested (Se)
1.00 – 1.50 Not Manifested (N)

Program, as evidenced by the grand mean of 4.19.

Table 30 shows the extent of values manifested by the Mathematics teachers along health and harmony with nature as perceived by the student-respondents. It is happy to note that out of 10 indicators along health and harmony with nature, 9 of them are "Often Manifested" by the Mathematics teachers with only 1 which is "Sometimes Manifested" by them. This is on the item of "Expresses one's ideas through writing, singing, and dancing." This means that Mathematics teachers lack or are not talented in writing, singing and dancing. This implies something on providing training on personality enhancement with focus on word, music and bodily kenestitic intelligences of the teachers. But generally speaking Math teachers in the three secondary schools in the Districts of Oras, Eastern Samar "Often Manifest" those values worth emulating by the students as evidenced by the grand mean of 3.88.

In the extent of values manifested by English teachers along health an harmony with nature as perceived by the student-respondents is shown in Table 31. It can be clearly seen that the students perceived their English teachers to be "Often Manifest" those values indicators along health and harmony with nature with a grand mean of

Table 30

Extent of Values Manifested by Math Teachers Along Health and Harmony with Nature as Perceived by the Student-Respondents

Indicators	Responses					Total	Mean	Interpre-tation
	5 (A)	4 (O)	3 (S)	2 (Se)	1 (N)			
1. Does physical fitness activities before the class starts.	28	20	25	10	5	88	3.64	O
2. Maintains healthy body and mind.	41	24	18	5	0	88	4.15	O
3. Is neat and clean in appearance.	49	29	6	3	1	88	4.39	O
4. Maintains a clean classroom and surroundings.	44	28	12	3	2	89	4.22	O
5. Visits educational spots and joins educational tours.	19	36	24	4	3	86	3.74	O
6. Appreciates the beauty of nature.	32	31	16	8	3	90	3.90	O
7. Shows appreciation of arts works such as paintings, poems, music, etc.	26	23	29	7	4	89	3.67	O
8. Expresses one's ideas through writing, singing and dancing.	10	28	34	11	6	89	3.28	S
9. Is decent in speech and action.	27	23	27	10	2	89	3.71	O
10. Sets good example to students in conduct, manners and speech.	41	25	14	5	4	89	4.06	O
Total	-	-	-	-	-	-	38.76	-
Grand Mean	-	-	-	-	-	-	3.88	O

Legend:

4.51 – 5.00 Always Manifested (A)
3.51 – 4.50 Often Manifested (O)
2.51 – 3.50 Sometimes Manifested (S)
1.51 – 2.50 Seldom Manifested (Se)
1.00 – 1.50 Not Manifested (N)

Table 31

Extent of Values Manifested by English Teachers Along Health and Harmony with Nature as Perceived by the Student-Respondents

Indicators	Responses					Total	Mean	Interpre-tation
	5 (A)	4 (O)	3 (S)	2 (Se)	1 (N)			
1. Does physical fitness activities before the class starts.	25	28	21	10	4	88	3.68	O
2. Maintains healthy body and mind.	40	26	16	6	0	88	4.14	O
3. Is neat and clean in appearance.	40	35	8	2	3	88	4.22	O
4. Maintains a clean classroom and surroundings.	38	26	12	9	4	89	3.96	O
5. Visits educational spots and joins educational tours.	24	27	24	9	5	89	3.63	O
6. Appreciates the beauty of nature.	33	32	17	5	1	88	4.03	O
7. Shows appreciation of arts works such as paintings, poems, music, etc.	38	28	16	4	3	89	4.06	O
8. Expresses one's ideas through writing, singing and dancing.	34	23	22	7	3	89	3.88	O
9. Is decent in speech and action.	33	29	17	5	3	87	3.97	O
10. Sets good example to students in conduct, manners and speech.	52	24	8	2	3	89	4.35	O
Total	-	-	-	-	-	-	39.90	-
Grand Mean	-	-	-	-	-	-	3.99	O

Legend:

4.51 – 5.00 Always Manifested (A)
3.51 – 4.50 Often Manifested (O)
2.51 – 3.50 Sometimes Manifested (S)
1.51 – 2.50 Seldom Manifested (Se)
1.00 – 1.50 Not Manifested (N)

3.99. The highest mean is 4.35 that of "Sets good example to students in conduct, manners and speech," while the lowest mean is 3.63 that of "Visits educational spots and joins educational tours." But qualitatively speaking, this is still interpreted as "Often Manifested" by the English teachers.

Table 32 on the other hand, presents the values manifested by Science teachers in terms of health and harmony with nature as perceived by the student-respondents. As clearly presented on it, there are 3 indicators which are "Always Manifested" by them. These are "Is neat and clean in appearance," "Maintains a clean classroom and surroundings," and "Appreciates the beauty of nature" with means of 4.68, 4.61, and 4.58, respectively. All of the other indicators are "Often Manifested" by the Science teachers as perceived by the student-respondents. At a grand mean of 4.30, the Science teachers are generally "Always Manifesting" those indicators along the value of health and harmony with nature.

Love. Presented on this section are the extent of values manifested by the teacher-respondents along love as perceived by themselves and the student-respondents.

Table 32

Extent of Values Manifested by Science Teachers Along Health and Harmony with Nature as Perceived by the Student-Respondents

Indicators	Responses					Total	Mean	Interpre-tation
	5 (A)	4 (O)	3 (S)	2 (Se)	1 (N)			
1. Does physical fitness activities before the class starts.	42	18	13	9	6	88	3.92	O
2. Maintains healthy body and mind.	60	16	8	3	1	88	4.49	O
3. Is neat and clean in appearance.	67	17	2	1	1	88	4.68	A
4. Maintains a clean classroom and surroundings.	67	13	6	2	1	89	4.61	A
5. Visits educational spots and joins educational tours.	42	16	16	7	1	82	4.11	O
6. Appreciates the beauty of nature.	57	22	7	0	0	86	4.58	A
7. Shows appreciation of arts works such as paintings, poems, music, etc.	44	21	21	2	1	89	4.18	O
8. Expresses one's ideas through writing, singing and dancing.	26	34	17	7	3	87	3.84	O
9. Is decent in speech and action.	38	29	16	5	1	89	4.10	O
10. Sets good example to students in conduct, manners and speech.	58	22	8	1	0	89	4.54	O
Total	-	-	-	-	-	-	43.05	-
Grand Mean	-	-	-	-	-	-	4.30	O

Legend:

4.51 – 5.00 Always Manifested (A)
3.51 – 4.50 Often Manifested (O)
2.51 – 3.50 Sometimes Manifested (S)
1.51 – 2.50 Seldom Manifested (Se)
1.00 – 1.50 Not Manifested (N)

Table 33 shows the teachers' perceptions on the extent of values manifested by them along love. As clearly shown, teachers are "Always Manifesting" those indicators on "Shows concern for the welfare of students" with mean of 4.64, "Acts as the students' second parents" with mean of 4.71, "Respects individual differences" with mean of 4.57, and "Fulfills his/her teaching responsibilities with honesty, zest and energy" with a mean of 4.57. Other indicators are just "Often Manifested" by the teachers. As a whole, teachers "Always Manifest" these values along love as evidenced by a grand mean of 4.51. These findings clearly indicate that the teachers value their work so much not because it is a means of survival but because of the love for teaching and love for their students as they do with their real children.

Table 34 shows the result of assessment of the student-respondents on the extent of values manifested by their Mathematics teachers along love. It clearly appears that, generally, the students perceived their Mathematics teachers to "Often Manifest" those values indicated along love as evidenced by the Grand Mean of 3.94 assessed as "Often Manifested." The highest mean is 4.14 that of "Fulfills his/her teaching responsibilities with honesty,

Table 33

Extent of Values Manifested by the Teacher-Respondents Along Love as Perceived by Themselves

Indicators	Responses					Total	Mean	Interpre-Tation
	5 (A)	4 (O)	3 (S)	2 (Se)	1 (N)			
1. Shows concern for the welfare of students.	9	5	0	0	0	14	4.64	A
2. Acts as the students' second parents.	10	4	0	0	0	14	4.71	A
3. Knows how to appropriately deal with students' misbehaviors.	6	8	0	0	0	14	4.43	O
4. Respects individual differences.	8	6	0	0	0	14	4.57	A
5. Fulfills his/her teaching responsibilities with honesty, zest and energy.	8	6	0	0	0	14	4.57	A
6. Shows enjoyment in teaching his/her class.	6	8	0	0	0	14	4.43	O
7. Knows how to encourage depressed and disappointed learners.	7	7	0	0	0	14	4.50	O
8. Integrates love messages whenever possible in the lesson.	7	6	1	0	0	14	4.43	O
9. Avoids embarrassing students in the class.	6	6	1	1	0	14	4.21	O
10. Shows respect for individual differences.	9	5	0	0	0	14	4.64	A
Total	-	-	-	-	-	-	45.14	-
Grand Mean	-	-	-	-	-	-	4.51	A

Legend:

4.51 – 5.00 Always Manifested (A)
3.51 – 4.50 Often Manifested (O)
2.51 – 3.50 Sometimes Manifested (S)
1.51 – 2.50 Seldom Manifested (Se)
1.00 – 1.50 Not Manifested (N)

Table 34

Extent of Values Manifested by Math Teachers Along Love as Perceived by the Student-Respondents

Indicators	Responses					Total	Mean	Interpretation
	5 (A)	4 (O)	3 (S)	2 (Se)	1 (N)			
1. Shows concern for the welfare of students.	42	27	15	3	3	90	4.13	O
2. Acts as the students' second parents.	30	26	18	11	5	90	3.72	O
3. Knows how to appropriately deal with students' misbehaviors.	26	35	21	3	5	90	3.82	O
4. Respects individual differences.	33	34	17	3	1	88	4.08	O
5. Fulfills his/her teaching responsibilities with honesty, zest and energy.	44	21	21	2	2	90	4.14	O
6. Shows enjoyment in teaching his/her class.	33	27	21	5	3	89	3.92	O
7. Knows how to encourage depressed and disappointed learners.	27	35	21	3	4	90	3.87	O
8. Integrates love messages whenever possible in the lesson.	30	33	19	5	3	90	3.91	O
9. Avoids embarrassing students in the class.	27	33	20	6	4	90	3.81	O
10. Shows respect for individual differences.	35	27	15	7	2	86	4.00	O
Total	-	-	-	-	-	-	39.41	-
Grand Mean	-	-	-	-	-	-	3.94	O

Legend:

4.51 – 5.00 Always Manifested (A)
3.51 – 4.50 Often Manifested (O)
2.51 – 3.50 Sometimes Manifested (S)
1.51 – 2.50 Seldom Manifested (Se)
1.00 – 1.50 Not Manifested (N)

zest, and energy" and the lowest mean is 3.72 which falls on "Acts as the students' second parents" but still interpreted as "Often Manifested." This implies that from the everyday school activities of the students, they can feel the love and concern of their Mathematics teachers as what is really expected from them. This further means that Mathematics teachers are highly regarded by their students in terms of the love they show to the class.

Table 35 presents the data on the extent of values manifested by the English teachers along love as perceived by the student-respondents. As in their Mathematics teachers, students also perceived their English teachers to "Always Manifest" love on them. The Grand Mean of 4.05 strongly supports that English teachers, like the Mathematics teachers really show love and concern to their students as attested by the ratings they gave on each indicator. This also implies that the students display high regards to their English teachers in as much as values of love is concerned.

In like manner, Table 36 presents data on the extent of values manifested by the Science teachers along love as perceived by the student-respondents. It shows that all the indicators along the values of love are rated "Often

Table 35

Extent of Values Manifested by English Teachers Along Love as Perceived by the Student-Respondents

Indicators	Responses					Total	Mean	Interpre-tation
	5 (A)	4 (O)	3 (S)	2 (Se)	1 (N)			
1. Shows concern for the welfare of students.	42	34	10	2	2	90	4.24	O
2. Acts as the students' second parents.	38	30	13	5	4	90	4.03	O
3. Knows how to appropriately deal with students' misbehaviors.	31	36	16	4	3	90	3.98	O
4. Respects individual differences.	33	34	14	6	2	89	4.01	O
5. Fulfills his/her teaching responsibilities with honesty, zest and energy.	43	22	14	2	1	82	4.27	O
6. Shows enjoyment in teaching his/her class.	43	27	14	3	3	89	4.19	O
7. Knows how to encourage depressed and disappointed learners.	31	30	19	5	5	90	3.86	O
8. Integrates love messages whenever possible in the lesson.	40	28	11	6	5	90	4.02	O
9. Avoids embarrassing students in the class.	28	35	17	5	5	90	3.84	O
10. Shows respect for individual differences.	35	30	20	4	1	90	4.04	O
Total	-	-	-	-	-	-	40.49	-
Grand Mean	-	-	-	-	-	-	4.05	O

Legend:

4.51 – 5.00 Always Manifested (A)
3.51 – 4.50 Often Manifested (O)
2.51 – 3.50 Sometimes Manifested (S)
1.51 – 2.50 Seldom Manifested (Se)
1.00 – 1.50 Not Manifested (N)

Table 36

Extent of Values Manifested by Science Teachers Along Love as Perceived by the Student-Respondents

Indicators	Responses					Total	Mean	Interpretation
	5 (A)	4 (O)	3 (S)	2 (Se)	1 (N)			
1. Shows concern for the welfare of students.	62	16	8	1	3	90	4.48	O
2. Acts as the students' second parents.	52	25	5	6	2	90	4.32	O
3. Knows how to appropriately deal with students' misbehaviors.	45	24	17	1	3	90	4.19	O
4. Respects individual differences.	47	26	12	3	1	89	4.29	O
5. Fulfills his/her teaching responsibilities with honesty, zest and energy.	53	25	9	1	2	90	4.40	O
6. Shows enjoyment in teaching his/her class.	54	22	7	3	3	89	4.36	O
7. Knows how to encourage depressed and disappointed learners.	46	27	13	3	1	90	4.27	O
8. Integrates love messages whenever possible in the lesson.	52	22	10	3	3	90	4.30	O
9. Avoids embarrassing students in the class.	46	27	9	4	4	90	4.19	O
10. Shows respect for individual differences.	50	26	10	3	1	90	4.34	O
Total	-	-	-	-	-	-	43.14	-
Grand Mean	-	-	-	-	-	-	4.31	O

Legend:

4.51 – 5.00 Always Manifested (A)
3.51 – 4.50 Often Manifested (O)
2.51 – 3.50 Sometimes Manifested (S)
1.51 – 2.50 Seldom Manifested (Se)
1.00 – 1.50 Not Manifested (N)

Manifested" with the highest mean of 4.48 on "Shows concern for the welfare of students" and with the lowest mean of 4.19 on "Knows how to appropriately deal with the students' misbehavior" and "Avoids embarrassing students in class." While this is so, still it is interpreted to be "Often Manifested." In general, Science teachers are highly looked up to by the students in terms of the love and concern they manifest to their students. This is testified by the Grand Mean of 4.31 interpreted as "Often Manifested."

Social Responsibility. The teachers' perception on their extent of values manifested along social responsibility is shown in Table 37. It discloses that teachers "Always Manifest" in almost all of the 10 indicators identified except those of "Is willing to extend help to others if necessary" and "Considerate with other people's shortcomings" with means of 4.50 and 4.43, respectively. But generally speaking, they really "Always Manifest" these values of social responsibility as evidenced by the Grand Mean of 4.63. This grand mean yielded on the extent to which social responsibility is manifested by the teachers implies that the need to be socially responsible is a very important value teachers

Table 37

Extent of Values Manifested by the Teacher-Respondents Along Social Responsibility as Perceived by Themselves

Indicators	Responses					Total	Mean	Interpre-tation
	5 (A)	4 (O)	3 (S)	2 (Se)	1 (N)			
1. Has a heart that yearns for the good of others.	9	5	0	0	0	14	4.64	A
2. Sincere, honest and finds joy in the family.	9	4	1	0	0	14	4.57	A
3. Leads a clean and dignified life.	10	4	0	0	0	14	4.71	A
4. Sets a good example to his/her children at home or to other members of the family.	9	5	0	0	0	14	4.64	A
5. Considerate with other people's shortcomings.	7	6	1	0	0	14	4.43	O
6. Is willing to extend help to others if necessary.	7	7	0	0	0	14	4.50	O
7. Respects the rights of others.	11	3	0	0	0	14	4.79	A
8. Is open to other people's ideas and suggestions.	9	5	0	0	0	14	4.64	A
9. Accepts constructive criticisms and shows willingness to improve.	9	4	1	0	0	14	4.57	A
10. Obeys laws and persons in authority.	10	3	0	0	0	13	4.77	A
Total	-	-	-	-	-	-	46.27	-
Grand Mean	-	-	-	-	-	-	4.63	A

Legend:

4.51 - 5.00 Always Manifested (A)
3.51 - 4.50 Often Manifested (O)
2.51 - 3.50 Sometimes Manifested (S)
1.51 - 2.50 Seldom Manifested (Se)
1.00 - 1.50 Not Manifested (N)

should internalize and possess for the good of the students, the family and the respective communities where they serve.

Table 38 presents the extent of values manifested by the Mathematics teachers along social responsibility as perceived by the students. From the table, it can be gleaned that indicator number 1 that is on "Has a heart that yearns for the good of others" received the highest mean of 4.21 followed by "Sincere, honest and finds joy in the family" getting a mean of 4.14. The lowest mean is 3.77 which is that of "Considerate with other people's shortcomings." Generally, as evidenced by the grand mean of 4.01, the Mathematics teachers are perceived by their students to "Often Manifest" those indicators along the value of social responsibility.

On Table 39, the extent of values manifested by English teachers on social responsibility as perceived by the students is reflected. As it is, it can be seen that indicator number 1 has the highest mean of 4.26 which is "Has a heart that yearns for the good of others." It is followed by indicator number 2 which mean is 4.21 and that is on "Sincere, honest and finds joy in the family." Considering all the indicators, they are rated "Often

Table 38

Extent of Values Manifested by Math Teachers Along Social Responsibility as Perceived by the Student-Respondents

Indicators	Responses					Total	Mean	Interpre-tation
	5 (A)	4 (O)	3 (S)	2 (Se)	1 (N)			
1. Has a heart that yearns for the good of others.	46	24	15	3	2	90	4.21	O
2. Sincere, honest and finds joy in the family.	46	26	8	5	5	90	4.14	O
3. Leads a clean and dignified life.	37	28	14	7	4	90	3.97	O
4. Sets a good example to his/her children at home or to other members of the family.	38	25	18	8	1	90	4.01	O
5. Considerate with other people's shortcomings.	25	35	17	10	3	90	3.77	O
6. Is willing to extend help to others if necessary.	37	25	18	7	3	90	3.96	O
7. Respects the rights of others.	40	23	18	6	3	90	4.01	O
8. Is open to other people's ideas and suggestions.	36	31	13	7	3	90	4.00	O
9. Accepts constructive criticisms and shows willingness to improve.	36	32	13	5	3	89	4.04	O
10. Obeys laws and persons in authority.	36	32	9	11	2	90	3.99	O
Total	-	-	-	-	-	-	40.10	-
Grand Mean	-	-	-	-	-	-	4.01	O

Legend:

4.51 – 5.00 Always Manifested (A)
3.51 – 4.50 Often Manifested (O)
2.51 – 3.50 Sometimes Manifested (S)
1.51 – 2.50 Seldom Manifested (Se)
1.00 – 1.50 Not Manifested (N)

Table 39

Extent of Values Manifested by English Teachers Along Social Responsibility as Perceived by the Student-Respondents

Indicators	Responses					Total	Mean	Interpre-tation
	5 (A)	4 (O)	3 (S)	2 (Se)	1 (N)			
1. Has a heart that yearns for the good of others.	46	29	9	4	2	90	4.26	O
2. Sincere, honest and finds joy in the family.	43	31	11	2	3	90	4.21	O
3. Leads a clean and dignified life.	38	34	10	8	2	92	4.07	O
4. Sets a good example to his/her children at home or to other members of the family.	48	21	10	9	2	90	4.16	O
5. Considerate with other people's shortcomings.	26	34	22	6	2	90	3.84	O
6. Is willing to extend help to others if necessary.	31	36	17	4	2	90	4.00	O
7. Respects the rights of others.	43	24	17	4	2	90	4.13	O
8. Is open to other people's ideas and suggestions.	38	28	15	5	4	90	4.01	O
9. Accepts constructive criticisms and shows willingness to improve.	37	24	21	3	5	90	3.94	O
10. Obeys laws and persons in authority.	35	30	16	6	1	88	4.05	O
Total	-	-	-	-	-	-	40.67	-
Grand Mean	-	-	-	-	-	-	4.07	O

Legend:

4.51 – 5.00 Always Manifested (A)
3.51 – 4.50 Often Manifested (O)
2.51 – 3.50 Sometimes Manifested (S)
1.51 – 2.50 Seldom Manifested (Se)
1.00 – 1.50 Not Manifested (N)

Manifested" by the English teachers. This coincides with grand mean of 4.09 interpreted as "Often Manifested." This implies something about English teachers to be socially responsible in their work that is showing concern for the good of others especially their students, family and the bigger community.

Presented in Table 40 is the extent to which the student-respondents perceived their Science teachers on the level of values manifested along social responsibility. As gleaned from the data, the student-respondents perceived their Science teachers to possess highly on values of social responsibility as evidenced by the mean of each indicator ranging from 4.15 to 4.47 interpreted as "Often Manifested." Looking at the grand mean of 4.28, it can be said that Science teachers are being looked up to by the students to be good examples of responsible adults in their work, in their family and in the community that they are serving.

Nationalism and Patriotism. This portion presents the extent of values manifested by Math, English and Science teachers along nationalism and patriotism as perceived by themselves and the student-respondents. These data are presented in Tables 41, 42, 43 and 44.

Table 40

Extent of Values Manifested by Science Teachers Along Social Responsibility as Perceived by the Student-Respondents

Indicators	Responses					Total	Mean	Interpre-tation
	5 (A)	4 (O)	3 (S)	2 (Se)	1 (N)			
1. Has a heart that yearns for the good of others.	60	17	9	3	1	90	4.47	O
2. Sincere, honest and finds joy in the family.	54	24	8	3	1	90	4.41	O
3. Leads a clean and dignified life.	46	28	6	3	6	89	4.18	O
4. Sets a good example to his/her children at home or to other members of the family.	53	21	11	2	3	90	4.32	O
5. Considerate with other people's shortcomings.	46	29	9	4	2	90	4.26	O
6. Is willing to extend help to others if necessary.	49	25	9	5	2	90	4.27	O
7. Respects the rights of others.	53	20	11	4	2	90	4.31	O
8. Is open to other people's ideas and suggestions.	48	21	15	4	2	90	4.21	O
9. Accepts constructive criticisms and shows willingness to improve.	44	26	10	6	3	89	4.15	O
10. Obeys laws and persons in authority.	47	25	8	4	4	88	4.22	O
Total	-	-	-	-	-	-	42.79	-
Grand Mean	-	-	-	-	-	-	4.28	O

Legend:

4.51 – 5.00 Always Manifested (A)
3.51 – 4.50 Often Manifested (O)
2.51 – 3.50 Sometimes Manifested (S)
1.51 – 2.50 Seldom Manifested (Se)
1.00 – 1.50 Not Manifested (N)

As shown on Table 41, the extent of values manifested by teachers as perceived by themselves along nationalism and patriotism reveals that 4 out of the 10 indicators are perceived by them to be "Always Manifested." These are on indicators number 1, 2, 5, and 8 enumerated as "Shows love for Filipino," "Shows pride in being a Filipino," "Shows pride towards the Filipino heroes," and "Shows willingness to abide with the laws of the country" with corresponding mean of 4.79, 4.64, 4.57 and 4.57, respectively. The remaining indicators are just rated by them to be "Often Manifested." With the highest mean of 4.79 and the lowest which is 4.07, it can be said that, with the support of the Grand Mean of 4.46, the teachers "Often Manifest" these values along nationalism and patriotism. This finding could be a good basis of saying that the teachers are manifesting the ideals of nationalism and patriotism. This implies that teachers are really setting good examples to students of being nationalistic and patriotic citizens of the country.

Table 42 shows specifically the extent to which the students perceived the values manifested by their Mathematics teachers along nationalism and patriotism. As gleaned from the data, "Shows pride in being a Filipino"

Table 41

Extent of Values Manifested by the Teacher-Respondents Along Nationalism and Patriotism as Perceived by Themselves

Indicators	Responses					Total	Mean	Interpre-tation
	5 (A)	4 (O)	3 (S)	2 (Se)	1 (N)			
1. Shows pride in being a Filipino.	9	5	0	0	0	14	4.64	A
2. Shows love for Filipino.	11	3	0	0	0	14	4.79	A
3. Respects and understands the Filipino culture.	7	7	0	0	0	14	4.50	O
4. Believes that the national language can unite the people.	8	4	2	0	0	14	4.43	O
5. Shows pride towards the Filipino heroes.	8	6	0	0	0	14	4.57	A
6. Knows the ideals of the Filipino heroes.	7	6	1	0	0	14	4.43	O
7. Shows involvement for the good of the community.	6	7	1	0	0	14	4.36	O
8. Shows willingness to abide with the laws of the country.	8	6	0	0	0	14	4.57	A
9. Participates in programs and projects that will benefit the community.	6	5	3	0	0	14	4.21	O
10. Assumes leadership roles in community work.	6	4	3	1	0	14	4.07	O
Total	-	-	-	-	-	-	44.57	-
Grand Mean	-	-	-	-	-	-	4.46	O

Legend:

4.51 - 5.00 Always Manifested (A)
3.51 - 4.50 Often Manifested (O)
2.51 - 3.50 Sometimes Manifested (S)
1.51 - 2.50 Seldom Manifested (Se)
1.00 - 1.50 Not Manifested (N)

yields the highest mean of 4.43. The second highest mean of 4.30 is concentrated on "Respects and understands

Table 42

Extent of Values Manifested by Math Teachers Along Nationalism and Patriotism as Perceived by the Student-Respondents

Indicators	Responses					Total	Mean	Interpre-tation
	5 (A)	4 (O)	3 (S)	2 (Se)	1 (N)			
1. Shows pride in being a Filipino.	58	11	16	1	1	87	4.43	O
2. Shows love for Filipino.	50	18	13	5	2	88	4.24	O
3. Respects and understands the Filipino culture.	48	24	11	4	1	88	4.30	O
4. Believes that the national language can unite the people.	40	26	16	5	1	88	4.13	O
5. Shows pride towards the Filipino heroes.	39	26	17	3	3	88	4.08	O
6. Knows the ideals of the Filipino heroes.	29	29	12	4	4	78	3.96	O
7. Shows involvement for the good of the community.	40	22	16	8	2	88	4.02	O
8. Shows willingness to abide with the laws of the country.	37	28	13	5	3	86	4.06	O
9. Participates in programs and projects that will benefit the community.	47	22	10	6	3	88	4.18	O
10. Assumes leadership roles in community work.	45	19	15	4	4	87	4.11	O
Total	-	-	-	-	-	-	41.50	-
Grand Mean	-	-	-	-	-	-	4.15	O

Legend:

4.51 - 5.00 Always Manifested (A)
3.51 - 4.50 Often Manifested (O)
2.51 - 3.50 Sometimes Manifested (S)
1.51 - 2.50 Seldom Manifested (Se)
1.00 - 1.50 Not Manifested (N)

the Filipino culture." Yielding the lowest mean of 3.96 is "Knows the ideals of the Filipino heroes." A glance to the

table, however, it is clear that the Mathematics teachers "Often Manifest" those ideals of nationalism and patriotism as perceived by their students as evidenced by the Grand Mean of 4.15. This means that students look up their Mathematics teachers as good examples of these ideals.

Table 43 presents the extent of values manifested by the English teachers along nationalism and patriotism as perceived by the student-respondents. As clearly reflected on the table, all the indicators on this regard are rated "Often Manifested" with the highest mean of 4.32 on "Respects and understands the Filipino culture" followed by "Shows pride in being a Filipino" with a mean of 4.28. The lowest mean of 4.01 falls on "Shows pride towards the Filipino heroes." A glance to the grand mean of 4.14, it is safe to say that English teachers are highly looked up to by the students to manifest often on the indicators of being nationalistic and patriotic. Teachers must be good examples of these values for they are the moulders of the leaders of tomorrow.

Shown in Table 44 is the extent of values manifested by Science teachers along nationalism and patriotism as perceived by the student-respondents. Of the 10 indicators identified in this aspect, fortunately there are 2 of them

Table 43

Extent of Values Manifested by English Teachers Along Nationalism and Patriotism as Perceived by the Student-Respondents

Indicators	Responses					Total	Mean	Interpre-tation
	5 (A)	4 (O)	3 (S)	2 (Se)	1 (N)			
1. Shows pride in being a Filipino.	54	16	10	5	3	88	4.28	O
2. Shows love for Filipino.	53	16	11	6	2	88	4.27	O
3. Respects and understands the Filipino culture.	47	31	4	3	3	88	4.32	O
4. Believes that the national language can unite the people.	40	28	14	4	2	88	4.14	O
5. Shows pride towards the Filipino heroes.	42	19	18	4	5	88	4.01	O
6. Knows the ideals of the Filipino heroes.	43	20	15	6	4	88	4.05	O
7. Shows involvement for the good of the community.	40	28	11	5	4	88	4.08	O
8. Shows willingness to abide with the laws of the country.	40	24	11	8	3	86	4.05	O
9. Participates in programs and projects that will benefit the community.	40	22	19	4	1	86	4.12	O
10. Assumes leadership roles in community work.	40	27	11	5	4	87	4.08	O
Total	-	-	-	-	-	-	41.39	-
Grand Mean	-	-	-	-	-	-	4.14	O

Legend:

4.51 - 5.00 Always Manifested (A)
3.51 - 4.50 Often Manifested (O)
2.51 - 3.50 Sometimes Manifested (S)
1.51 - 2.50 Seldom Manifested (Se)
1.00 - 1.50 Not Manifested (N)

are rated "Always Manifested" with a mean of 4.52 for "Shows pride in being a Filipino" and 4.56 for "Respects

Table 44

Extent of Values Manifested by Science Teachers Along Nationalism and Patriotism as Perceived by the Student-Respondents

Indicators	Responses					Total	Mean	Interpre-tation
	5 (A)	4 (O)	3 (S)	2 (Se)	1 (N)			
1. Shows pride in being a Filipino.	60	17	8	3	0	88	4.52	A
2. Shows love for Filipino.	53	23	5	4	1	86	4.43	O
3. Respects and understands the Filipino culture.	56	27	2	1	1	87	4.56	A
4. Believes that the national language can unite the people.	53	19	14	0	2	88	4.38	O
5. Shows pride towards the Filipino heroes.	53	19	13	1	2	88	4.36	O
6. Knows the ideals of the Filipino heroes.	52	16	12	4	3	88	4.25	O
7. Shows involvement for the good of the community.	55	20	5	6	2	88	4.36	O
8. Shows willingness to abide with the laws of the country.	48	23	8	4	3	86	4.27	O
9. Participates in programs and projects that will benefit the community.	53	19	11	1	3	87	4.16	O
10. Assumes leadership roles in community work.	54	17	8	5	3	87	4.31	O
Total	-	-	-	-	-	-	43.80	-
Grand Mean	-	-	-	-	-	-	4.38	O

Legend:

4.51 - 5.00 Always Manifested (A)
3.51 - 4.50 Often Manifested (O)
2.51 - 3.50 Sometimes Manifested (S)
1.51 - 2.50 Seldom Manifested (Se)
1.00 - 1.50 Not Manifested (N)

and understands the Filipino culture." Majority of the indicators are rated "Often Manifested" with the lowest

mean of 4.25 that is on "Knows the ideals of the Filipino heroes." But in general, the Science teachers "often manifest" these values as assessed by the students and evidenced by the grand mean of 4.38.

Comparison of the Perceptions of the Students and Teachers on the Extent of Values Manifested by the Teachers

This section presents the summary of responses comparing the perceptions of the students and the teachers themselves on the extent of values manifested by them along health and harmony with nature, love, social responsibility and nationalism and patriotism. These data are reflected on Tables 45, 46, 47 and 48, respectively. This section also analyzes and interprets the data presented on these tables using t-test.

Health and Harmony with Nature. Table 45 presents the comparison of perceptions between the students and teachers along health and harmony with nature. Treating each summary response given by both respondents on every item of the questionnaire, it reflects that 4 of the 10 indicators are perceived similarly by both the students and the teachers to be "Often Manifested." These fall on "Maintains healthy body and mind," "Shows appreciation of

Table 45

Summary of the Responses of the Teachers and Students on the Values Manifested by the Teachers Along Health and Harmony and Comparison Using T-test

Indicators	Respondents' Category			
	Teachers		Students	
	Mean/Inter-pretation		Mean/Inter-pretation	
1. Does physical fitness activities before the class starts.	3.36	S	3.75	O
2. Maintains healthy body and mind.	4.50	O	4.26	O
3. Is neat and clean in appearance.	4.79	A	4.43	O
4. Maintains a clean classroom and surroundings.	4.57	A	4.26	O
5. Visits educational spots and joins educational tours.	2.71	S	3.83	O
6. Appreciates the beauty of nature.	4.57	A	4.17	O
7. Shows appreciation of arts works such as paintings, poems, music, etc.	4.36	O	3.97	O
8. Expresses one's ideas through writing, singing and dancing.	3.93	O	3.67	O
9. Is decent in speech and action.	4.50	O	3.92	O
10. Sets good example to students in conduct, manners and speech.	4.64	A	4.31	O
Total	41.93	-	40.57	-
Grand Mean	4.19	O	4.06	O
Computed t-value:	0.599			
Critical t-value at $\alpha = 0.05$ & df = 18	2.101			
Evaluation:	Not Significant / Accept H_o			

Legend:

4.51 - 5.00 Always Manifested (A)
3.51 - 4.50 Often Manifested (O)
2.51 - 3.50 Sometimes Manifested (S)
1.51 - 2.50 Seldom Manifested (Se)
1.00 - 1.50 Not Manifested (N)

art works such as paintings, poems, music, etc.," "Expresses one's ideas through writing, singing and dancing," and "Is decent in speech and action." However, in the remaining 6 indicators, the students and teachers have different perceptions. Like in item number 1 on "Does physical fitness activities before the class starts, the students say that it is "Often Manifested" by their teachers while the teachers themselves claim that it is only "Seldom Manifested" by them showing a disagreement in their perceptions. But in the grand mean of 4.19 for teachers and 4.06 for students, the two groups of respondents put these values manifestations on the same spot as "Often Manifested." By looking at the computed t-value of 0.599 and the critical or tabular t-value of 2.101 at 0.05 level of significance and 18 degrees of freedom, it appears that the computed t-value is less than the critical t-value. This leads to the acceptance of the hypothesis which states that there is no significant difference between the perceptions of the students and the teachers themselves on the extent of values manifested by them based on health and harmony with nature.

The finding implies that there is a positive sign that the teachers have inculcated in the minds of the students

this value which is very important to be imparted to them being the future leaders of the community.

Love. Table 46 reveals the summary of the responses of the teachers and students on the values manifested by the teachers along love and their comparison using t-test. A glance at it, there are 5 of the identified indicators to be perceived as "Often Manifested" by both the students and the teachers themselves. While the other 5 items are perceived by them differently. For the item on "Shows concern for the welfare of the students," for example, the teachers perceived themselves to "Always Manifest" this value while that of the student perception it is just "Often Manifested" by their teachers but only with a very small difference in mean. This is also true to the other indicators. And as a whole, teachers perceived themselves differently from their students' assessment along this values manifestation of love. This is testified by the grand mean of 4.51 for teachers and 4.10 for students interpreted as "Always Manifested" and "Often Manifested," respectively. Comparing the computed t-value of 6.989 and the critical t-value of 2.101 at 0.05 level of significance and degrees of freedom of 18, it is clear that the computed t-value is greater than the critical or tabular t-value.

Table 46

Summary of the Responses of the Teachers and Students on the Values Manifested by the Teachers Along Love and Comparison Using T-test

Indicators	Respondents' Category			
	Teachers		Students	
	Mean/Inter-pretation		Mean/Inter-pretation	
1. Shows concern for the welfare of students.	4.64	A	4.29	O
2. Acts as the students' second parents.	4.71	A	4.03	O
3. Knows how to appropriately deal with students' misbehaviors.	4.43	O	4.00	O
4. Respects individual differences.	4.57	A	4.13	O
5. Fulfills his/her teaching responsibilities with honesty, zest and energy.	4.57	A	4.27	O
6. Shows enjoyment in teaching his/her class.	4.43	O	4.16	O
7. Knows how to encourage depressed and disappointed learners.	4.50	O	4.00	O
8. Integrates love messages whenever possible in the lesson.	4.43	O	4.08	O
9. Avoids embarrassing students in the class.	4.21	O	3.95	O
10. Shows respect for individual differences.	4.64	A	4.13	O
Total	45.13	-	41.04	-
Grand Mean	4.51	A	4.10	O
Computed t-value:	6.989			
Critical t-value at $\alpha = 0.05$ & df = 18	2.101			
Evaluation:	Significant / Reject H_o			

Legend:

4.51 - 5.00 Always Manifested (A)
3.51 - 4.50 Often Manifested (O)
2.51 - 3.50 Sometimes Manifested (S)
1.51 - 2.50 Seldom Manifested (Se)
1.00 - 1.50 Not Manifested (N)

Therefore, the hypothesis that there is no significant difference between the perceptions of the students and the

teachers themselves on the extent of values manifested by them along love is rejected. In other words, there is a significant difference between their perceptions on this aspect.

Social Responsibility. Table 47 compares the perceptions of the teachers and students on the summarized responses on the values manifested by teachers along social responsibility using t-test. As shown on the table, majority of the indicators on social responsibility are perceived by the two groups of respondents differently except on the items of "Considerate with other peoples' shortcomings" and "Is willing to extend help to others if necessary" where their perceptions are the same and rated them as "Often Manifested." On the side of the teachers, they claim that they "Always Manifest" these indicators which is contrary to students' perception of "Often Manifested." This means that there is a disagreement of the students and teachers on the value of social responsibility being possessed by the teachers. And this is true as evidenced by the grand mean of 4.63 for teachers and 4.12 for students' perceptions interpreted as "Always Manifested" and "Often Manifested," respectively. A cursory glance at Table 47, it reflects that the computed

Table 47

Summary of the Responses of the Teachers and Students on the Values Manifested by the Teachers Along Social Responsibility and Comparison Using T-test

Indicators	Respondents' Category			
	Teachers		Students	
	Mean/Inter-pretation		Mean/Inter-pretation	
1. Has a heart that yearns for the good of others.	4.64	A	4.31	O
2. Sincere, honest and finds joy in the family.	4.57	A	4.26	O
3. Leads a clean and dignified life.	4.71	A	4.07	O
4. Sets a good example to his/her children at home or to other members of the family.	4.64	A	4.16	O
5. Considerate with other people's shortcomings.	4.43	O	3.96	O
6. Is willing to extend help to others if necessary.	4.50	O	4.07	O
7. Respects the rights of others.	4.79	A	4.15	O
8. Is open to other people's ideas and suggestions.	4.64	A	4.07	O
9. Accepts constructive criticisms and shows willingness to improve.	4.57	A	4.05	O
10. Obeys laws and persons in authority.	4.77	A	4.08	O
Total	46.26	-	41.18	-
Grand Mean	4.63	A	4.12	O
Computed t-value:	10.428			
Critical t-value at $\alpha = 0.05$ & df = 18	2.101			
Evaluation:	Significant / Reject H_o			

Legend:

4.51 - 5.00 Always Manifested (A)
3.51 - 4.50 Often Manifested (O)
2.51 - 3.50 Sometimes Manifested (S)
1.51 - 2.50 Seldom Manifested (Se)
1.00 - 1.50 Not Manifested (N)

t-value of 10.428 is obviously greater than the critical or tabular t-value of 2.101 at 0.05 level of significance and 18 degrees of freedom. This result leads to the rejection of the hypothesis that there is no significant difference between the perceptions of the students and the teachers themselves on the extent of values manifested by the teachers along social responsibility. This implies that the two groups of respondents are on disagreement in so far as their perceptions on the value of social responsibility is concerned. This further implies that although teachers always manifest these values as they perceived them to be, the extent of the manifestation is not so evident to the students.

Presented in Table 48 is the extent to which the students and the teachers themselves perceived the values manifested by them along nationalism and patriotism. It also present the comparison between the two perceptions using t-test. As gleaned from the table, majority of the indicators are perceived similarly by the two groups of respondents to be "Often Manifested," and perceived differently on the remaining 5 indicators. The teachers perceived themselves "Always Manifested" on the item of "Shows pride in being a Filipino" with a mean of 4.64 while

Table 48

Summary of the Responses of the Teachers and Students on the Values Manifested by the Teachers Along Nationalism and Patriotism and Comparison Using T-test

Indicators	Respondents' Category			
	Teachers		Students	
	Mean/Inter-pretation		Mean/Inter-pretation	
1. Shows pride in being a Filipino.	4.64	A	4.41	O
2. Shows love for Filipino.	4.79	A	4.31	O
3. Respects and understands the Filipino culture.	4.50	O	4.39	O
4. Believes that the national language can unite the people.	4.43	O	4.21	O
5. Shows pride towards the Filipino heroes.	4.57	A	4.15	O
6. Knows the ideals of the Filipino heroes.	4.43	O	4.09	O
7. Shows involvement for the good of the community.	4.36	O	4.16	O
8. Shows willingness to abide with the laws of the country.	4.57	A	4.12	O
9. Participates in programs and projects that will benefit the community.	4.21	O	4.22	O
10. Assumes leadership roles in community work.	4.07	O	4.17	O
Total	44.57	-	42.23	-
Grand Mean	4.46	O	4.22	O
Computed t-value:	3.126			
Critical t-value at $\alpha = 0.05$ & df = 18	2.101			
Evaluation:	Significant / Reject H_o			

Legend:

4.51 - 5.00 Always Manifested (A)
3.51 - 4.50 Often Manifested (O)
2.51 - 3.50 Sometimes Manifested (S)
1.51 - 2.50 Seldom Manifested (Se)
1.00 - 1.50 Not Manifested (N)

the students look at them to "Often Manifested" this item with a mean of 4.41. On the indicator of "Shows love for Filipino" the mean perception of teachers is 4.79 while that of the students is 4.31 which is interpreted as "Always Manifested" and "Often Manifested," respectively. This shows disagreement on the perceptions of the two groups of respondents both quantitatively and qualitatively. And comparing the grand mean, of 4.46 for teachers group and 4.22 for students group, there is a difference in mean of about 0.24. Although both are interpreted qualitatively as "Often Manifested," the computed t-value of 3.126 reflects to be higher than the critical t-value of 2.101. This shows a significant difference in the two perceptions thus leading to the decision of rejecting the hypothesis that there is no significant difference between the perceptions of students and teachers themselves on the extent of values manifested by them along nationalism and patriotism. In other words, there is a significant disagreement on the perceptions between the two groups of respondents that of teachers and students. This has to imply that teachers are manifesting the ideals of nationalism and patriotism and setting good

examples to their students although the extent of values manifestation on this aspect is not so evident as perceived by the students. This further implies that the teachers need to be enhanced through involvement in activities and participation in programs and projects concerning nationalism and patriotism like their attendance in flag raising ceremonies and other similar gatherings.

Level of Parental Support and Supervision

Presented in this section are the level of parental support and supervision provided by the parents to their children along: 1) Attendance/Participation in School Activities; 2) Follow-up Undertaken; and 3) Financial/ Material Support as perceived by the students and the parents themselves. These data can be seen on Tables 49, 50, 51, 52, 53, and 54.

Attendance/Participation in School Activities. Table 49 shows the perceptions of the parent-respondents on the extent of parental support and supervision they provide to their children along attendance/participation in school activities. Showing the computed mean on each indicator, the perceptions of parents on the support and supervision they provide is either "Always" or "Often." The indicator

Table 49

Level of Parental Support and Supervision Provided by Parents Along Attendance/Participation in School Activities as Perceived by the Parents Themselves

Indicators	Responses					Total	Mean	Interpre-tation
	5 (A)	4 (O)	3 (S)	2 (Se)	1 (N)			
1. Parents attend school/ classroom meetings.	65	9	14	0	2	90	4.50	O
2. Parents actively participate in PTCA activities.	53	19	14	1	3	90	4.31	O
3. Parents attend school programs where their child is a participant.	53	17	16	3	1	90	4.31	O
4. Parents participate in school projects initiated by the parents.	65	8	17	0	0	90	4.53	A
5. Parents initiate knowing the different policies and regulations of the school.	68	14	5	0	0	87	4.72	A
6. Parents show support to school officials on policies, programs that are geared towards the improvement of the school.	55	21	9	2	2	89	4.40	O
Total	-	-	-	-	-	-	26.78	-
Grand Mean	-	-	-	-	-	-	4.46	O

Legend:

4.51 - 5.00 Always (A)	1.51 - 2.50 Seldom (Se)
3.51 - 4.50 Often (O)	1.00 - 1.50 Never (N)
2.51 - 3.50 Sometimes (S)	

with the highest mean of 4.72 is that on "Parents initiate knowing the different policies and regulations of the school" followed by "Parents participate in school projects initiated by them" with a mean of 4.53 both interpreted as

"Always." From the 90 parent-respondents who participated in the study, the grand mean of 4.46 put the parents' perceptions on their attendance/participation in school activities to be only "Often." This implies that not all of the school activities where parents' attendance or participation are required the parents can do it. Perhaps because of the nature of their work on farming where the means of transportation is the mean reason.

On the other hand, Table 50 shows the perception of the student-respondents on the level of parental support and supervision their parents provided them along attendance/participation in school activities. The 90 purposively selected students in the study taken individually give their responses either as "Always" or "Often" as reflected on Table 50. But treated as one, it shows a unified perception of "Often" with a computed grand mean of 4.34.

Follow-up Undertaken. Table 51 reveals the perception of parent-respondents on the level of follow-up undertaken or given to their children's studies and other school-related activities. Individually speaking, the 90 parents who participated in the study variably give their perception to be either "Always" or "Often" with 5 of the

Table 50

Level of Parental Support and Supervision Provided by Parents Along Attendance/Participation in School Activities as Perceived by the Student-Respondents

Indicators	Responses					Total	Mean	Interpre-tation
	5 (A)	4 (O)	3 (S)	2 (Se)	1 (N)			
1. Parents attend school/ classroom meetings.	66	8	10	0	3	87	4.54	A
2. Parents actively participate in PTCA activities.	44	24	12	4	4	88	4.14	O
3. Parents attend school programs where their child is a participant.	49	16	16	4	5	90	4.11	O
4. Parents participate in school projects initiated by the parents.	61	16	8	3	2	90	4.46	O
5. Parents initiate knowing the different policies and regulations of the school.	52	19	14	1	2	88	4.34	O
6. Parents show support to school officials on policies, programs that are geared towards the improvement of the school.	59	16	12	1	2	90	4.43	O
Total	-	-	-	-	-	-	26.02	-
Grand Mean	-	-	-	-	-	-	4.34	O

Legend:

4.51 - 5.00 Always (A)	1.51 - 2.50 Seldom (Se)
3.51 - 4.50 Often (O)	1.00 - 1.50 Never (N)
2.51 - 3.50 Sometimes (S)	

10 indicators rated as "Always" and also 5 rated as "Often." Taken as a group, the parents put their perception on "Often" as evidenced by the computed grand mean of 4.27. Looking at the distribution of responses

Table 51

Level of Parental Support and Supervision Provided by Parents Along Follow-up Undertaken as Perceived by the Parents Themselves

Indicators	Responses					Total	Mean	Interpre-tation
	5 (A)	4 (O)	3 (S)	2 (Se)	1 (N)			
1. Parents ask their child of his/her assignment at home.	65	7	12	3	0	87	4.54	A
2. Parents help their child in doing his/her assignment.	30	20	29	6	5	90	3.71	O
3. Parents help their child in his/her school projects.	46	11	27	2	3	89	4.07	O
4. Parents go to school to see their child's teacher or any school personnel on his/her school problems.	48	10	19	6	7	90	3.96	O
5. Parents make follow-up in school on matters that affect their child.	40	10	13	6	21	90	3.47	O
6. Parents appreciate their child's achievement in school.	73	8	7	0	2	90	4.67	A
7. Parents supervise their child's studies.	75	5	10	0	0	90	4.72	A
8. Parents show interest in their child's school activities.	67	13	8	0	1	89	4.63	A
9. Parents discuss to their child matters pertaining to his/her schooling.	50	17	22	1	0	90	4.29	O
10. Parents show interest in their child's grades.	73	10	4	2	1	90	4.69	A
Total	-	-	-	-	-	-	42.74	-
Grand Mean	-	-	-	-	-	-	4.27	O

Legend:

4.51 - 5.00 Always (A)	1.51 - 2.50 Seldom (Se)
3.51 - 4.50 Often (O)	1.00 - 1.50 Never (N)
2.51 - 3.50 Sometimes (S)	

using the scale of 5 for "Always", 4 for "Often", 3 for "Sometimes", 2 for "Seldom" and 1 for "Never," the parents differed in their perception of the extent of parental support and supervision given to their children in as much as follow-up undertaken is concerned.

Table 52 exhibits the level of parental support and supervision provided by parents along follow-up undertaken as perceived by the student-respondents. As shown on it, 9 of the 10 indicators are perceived by the students to be "Often" with only 1 indicator rated as "Always." This means that almost all of the indicators are done "Often" by their parents in terms of "follow-up undertaken" on their children's studies as perceived by their children. This is evidenced by the computed grand mean of 4.20 described as "Often."

Financial/Material Support. The perception of the parents on the level of financial/material support they provide to their children is disclosed in Table 53. As shown on the table, around 75 to 80 out of 90 parents who are involved in the study claim that they "Always" provide their child's financial needs in school, provide their child adequate supply of paper, notebooks and other

Table 52

Level of Parental Support and Supervision Provided by Parents Along Follow-up Undertaken as Perceived by the Student-Respondents

Indicators	Responses					Total	Mean	Interpre-tation
	5 (A)	4 (O)	3 (S)	2 (Se)	1 (N)			
1. Parents ask their child of his/her assignment at home.	58	12	16	1	2	89	4.38	O
2. Parents help their child in doing his/her assignment.	36	19	25	1	7	88	3.86	O
3. Parents help their child in his/her school projects.	55	15	13	3	2	88	4.34	O
4. Parents go to school to see their child's teacher or any school personnel on his/her school problems.	40	25	16	2	7	90	3.99	O
5. Parents make follow-up in school on matters that affect their child.	35	26	13	7	9	90	3.79	O
6. Parents appreciate their child's achievement in school.	49	18	17	3	1	88	4.26	O
7. Parents supervise their child's studies.	55	13	14	4	1	87	4.34	O
8. Parents show interest in their child's school activities.	60	19	11	0	0	90	4.54	A
9. Parents discuss to their child matters pertaining to his/her schooling.	46	22	18	2	2	90	4.20	O
10. Parents show interest in their child's grades.	57	11	13	5	2	88	4.32	O
Total	-	-	-	-	-	-	42.03	-
Grand Mean	-	-	-	-	-	-	4.20	O

Legend:

4.51 - 5.00 Always (A)
3.51 - 4.50 Often (O)
2.51 - 3.50 Sometimes (S)
1.51 - 2.50 Seldom (Se)
1.00 - 1.50 Never (N)

Table 53

Level of Parental Support and Supervision Provided by Parents Along Financial/Material Support as Perceived by the Parents Themselves

Indicators	Responses					Total	Mean	Interpretation
	5 (A)	4 (O)	3 (S)	2 (Se)	1 (N)			
1. Parents provide their child's financial needs in school.	75	4	8	1	2	90	4.66	A
2. Parents buy the materials needed for their child's school projects on time.	62	10	11	5	1	89	4.43	O
3. Parents provide their child adequate supply of paper, notebooks, and others.	77	4	6	3	0	90	4.72	A
4. Parents provide their child reading materials and references other than those provided by the school.	36	15	17	5	17	90	3.53	O
5. Parents give their child money to pay school contributions required.	80	2	5	2	1	90	4.76	A
6. Parents give their child enough allowance for his/her fare and snacks.	49	9	22	5	5	90	4.02	O
7. Parents pay their child's fees for field trips and other educational tours.	60	9	8	10	3	90	4.26	O
Total	-	-	-	-	-	-	30.37	-
Grand Mean	-	-	-	-	-	-	4.34	O

Legend:

4.51 - 5.00 Always (A)
3.51 - 4.50 Often (O)
2.51 - 3.50 Sometimes (S)
1.51 - 2.50 Seldom (Se)
1.00 - 1.50 Never (N)

materials, and give their child money to pay authorized/ required authorized contributions, while the rest of them

only provide their children "Often" on these needs with the grand mean of 4.34, it is clear that the parents extend financial or material support to their children only "Often." This could be attributed to the reason that the source of livelihood or income they get from farming is not sufficient to provide financial or material support to their children's needs in school.

Table 54 provides information on the level of financial/material support the students received from their parents as perceived by themselves. As reflected on this table, the students say that their parents "Always" provide their children adequate supply of paper, notebooks and other materials and "Always" provide their financial needs in school, as evidenced by the mean of 4.61 and 4.51, respectively. But their parents, as claimed by the students, only provide "Often" to the other needs such as: 1) money to buy the materials needed for school projects; 2) reading materials and references other than those provided by the school; 3) money to pay school contribution; 4) enough allowance for fare and snacks; and 5) money to pay field trips and other educational tours. Looking at the total picture, the students perceived the financial or material support given by their parents to be

Table 54

Level of Parental Support and Supervision Provided by Parents Along Financial/Material Support as Perceived by the Student-Respondents

Indicators	Responses					Total	Mean	Interpre-tation
	5 (A)	4 (O)	3 (S)	2 (Se)	1 (N)			
1. Parents provide their child's financial needs in school.	63	14	10	2	12	90	4.51	A
2. Parents buy the materials needed for their child's school projects on time.	60	19	9	0	2	90	4.50	O
3. Parents provide their child adequate supply of paper, notebooks, and others.	69	11	7	2	1	90	4.61	A
4. Parents provide their child reading materials and references other than those provided by the school.	44	21	12	6	7	90	3.99	O
5. Parents give their child money to pay school contributions required.	64	8	10	4	4	90	4.38	O
6. Parents give their child enough allowance for his/her fare and snacks.	43	21	17	1	8	90	4.00	O
7. Parents pay their child's fees for field trips and other educational tours.	45	25	11	4	5	90	4.12	O
Total	-	-	-	-	-	-	30.11	-
Grand Mean	-	-	-	-	-	-	4.30	O

Legend:

4.51 - 5.00 Always (A)	1.51 - 2.50 Seldom (Se)
3.51 - 4.50 Often (O)	1.00 - 1.50 Never (N)
2.51 - 3.50 Sometimes (S)	

only "Often" as evidenced by the computed grand mean of 4.30.

Comparison of the Perceptions of the Students and Parents

This portion provides and discusses the information comparing the level of perceptions of the students and the parent-respondents on the parental support and supervision provided to their children along: 1) Attendance/ Participation in school activities; 2) Follow-up undertaken; and 3) Financial/Material support using the t-test. These are presented on Tables 55, 56 and 57.

Attendance/Participation in School Activities. Table 55 compares the summarized responses of the parents and students on the extent of parental support and supervision given by parents to their children along attendance/participation in school activities. From the aforesaid table, it can be gleaned that, of the 6 indicators along this aspect, 3 of which show an agreement on the descriptive perception of "Often" by the parents and students. While on the other 3 indicators there is a disagreement of their perceptions. For the item on "Parents attend school/classroom meetings," the parents responded as "Often" while the students said "Always." Contrary to their responses on "Parents participate in school projects initiated by parents" and "Parents initiate

Table 55

Summary of the Responses of the Parents and Students on the Extent of Support and Supervision Given by Parents Along Attendance and Participation and Comparison Using T-test

Indicators	Respondents' Category			
	Teachers		Students	
	Mean/Inter-pretation		Mean/Inter-pretation	
1. Parents attend school/ classroom meetings.	4.50	O	4.54	A
2. Parents actively participate in PTCA activities.	4.31	O	4.14	O
3. Parents attend school programs where their child is a participant.	4.31	O	4.11	O
4. Parents participate in school projects initiated by the parents.	4.53	A	4.46	O
5. Parents initiate knowing the different policies and regulations of the school.	4.72	A	4.34	O
6. Parents show support to school officials on policies, programs that are geared towards the improvement of the school.	4.40	O	4.43	O
Total	26.77	-	26.02	-
Grand Mean	4.46	O	4.34	O
Computed t-value:	1.298			
Critical t-value at $\alpha = 0.05$ & df = 10	2.228			
Evaluation:	Not Significant / Accept H_o			

Legend:

4.51 - 5.00 Always (A)
3.51 - 4.50 Often (O)
2.51 - 3.50 Sometimes (S)
1.51 - 2.50 Seldom (Se)
1.00 - 1.50 Never (N)

knowing the different policies and regulations of the school," the parents claim that they "Always" do these things while the students perceive to be only "Often" doing these. But it is very interesting to note that although

there is a disagreement on the descriptive perceptions of the identified indicators it is shown, however, that in the over-all or grand mean both the parents and students put their perceptions on the same spot of "Often" and quantitatively speaking, there is only a very small difference of the two mean perceptions of 0.12 making the difference of perceptions not significant. This is supported by the computed t-value of 1.298 which appears to be less than the critical t-value of 2.228 at 0.05 level of significance and 10 degrees of freedom. As a result, the hypothesis that there is no significant difference between the perceptions of the parents and students along attendance and participation in school activities by their parents is accepted. Therefore, it is safe to conclude that there is really no significant difference between the perceptions of the parents and students on this aspect. In other words, the parents and the students agree that parents "Often" attend or participate in the school activities which their attendance/participation is required by the school. This implies that there are times when these parents do not attend/participate in school activities. This can be attributed to several reasons or factors of not doing so.

Follow-up Undertaken. Table 56 refers to the summarized responses of the parents and students on the extent of support and supervision given by the parents to their children along follow-up undertaken and comparing their perceptions using t-test. Of the 10 identified indicators, 6 are similarly perceived by the two groups of respondents to be either "Often" or "Always." While on the 4 indicators, they differ in their perceptions as the parents say "Always" while the students claim "Often." A very interesting point on the comparison is that, both the parents and the students perceived "Always" on the item of "Parents show interest in their child's school activities." Taking the comparison of perceptions of the parents and students as a whole, it reflects that, although the descriptive interpretations are both "Often" for parents and students, it can be noted that the difference is not significant as evidenced by the computed t-value of 0.450 which appears to be less than the critical t-value of 2.101 at 0.05 level of significance and the degree of freedom of 18. Hence, the acceptance of the null hypothesis that there is no significant difference between the perceptions of the students and their parents on the level of parental support and supervision provided to them along follow-up

Table 56

Summary of the Responses of the Parents and Students on the Extent of Support and Supervision Given by Parents Along Follow-up Undertaken and Comparison Using T-test

Indicators	Respondents' Category			
	Teachers		Students	
	Mean/Inter-pretation		Mean/Inter-pretation	
1. Parents ask their child of his/her assignment at home.	4.54	A	4.38	O
2. Parents help their child in doing his/her assignment.	3.71	O	3.86	O
3. Parents help their child in his/her school projects.	4.07	O	4.34	O
4. Parents go to school to see their child's teacher or any school personnel on his/her school problems.	3.96	O	3.99	O
5. Parents make follow-up in school on matters that affect their child.	3.47	O	3.79	O
6. Parents appreciate their child's achievement in school.	4.67	A	4.26	O
7. Parents supervise their child's studies.	4.72	A	4.34	O
8. Parents show interest in their child's school activities.	4.63	A	4.54	A
9. Parents discuss to their child matters pertaining to his/her schooling.	4.29	O	4.20	O
10. Parents show interest in their child's grades.	4.69	A	4.32	O
Total	42.75	-	42.02	-
Grand Mean	4.27	O	4.20	O
Computed t-value:	0.450			
Critical t-value at $\alpha = 0.05$ & df = 18	2.101			
Evaluation:	Not Significant / Accept H_o			

Legend:

4.51 - 5.00 Always (A)
3.51 - 4.50 Often (O)
2.51 - 3.50 Sometimes (S)
1.51 - 2.50 Seldom (Se)
1.00 - 1.50 Never (N)

undertaken. This implies that while there are disagreements on some of their perceptions on the different indicators in terms of the descriptive interpretations, they are unanimously agreeable on the perceived follow-up undertaken by the parents to their children.

Financial/Material Support. Table 57 deals with the level of financial/material support the parents provide to their children summarizing their responses and comparing them using the t-test. As reflected on the table, it is obvious that both the parents and the students perceived similarly on the indicators for financial/material support except on "Parents give their child money to pay school contributions required" which the parents perceived it to be "Always" while the students look at it as "Often." With the grand mean of 4.34 for parents' perceptions and 4.30 for students' perception, the descriptive interpretation of "Often" is given. Comparing the two means, it can be clearly observed on the table that the computed t-value of 0.198 is less than the critical t-value of 2.179 at 0.05 level of significance and 12 degrees of freedom which leads to the decision of accepting the hypothesis that there is no significant difference between the perceptions of the students and the parents themselves on the level of

Table 57

Summary of the Responses of the Parents and Students on the Extent of Support and Supervision Given by Parents Along Financial/ Material Support and Comparison Using T-test

Indicators	Respondents' Category			
	Teachers		Students	
	Mean/Inter-pretation		Mean/Inter-pretation	
1. Parents provide their child's financial needs in school.	4.66	A	4.51	A
2. Parents buy the materials needed for their child's school projects on time.	4.43	O	4.50	O
3. Parents provide their child adequate supply of paper, notebooks, and others.	4.72	A	4.61	A
4. Parents provide their child reading materials and references other than those provided by the school.	3.53	O	3.99	O
5. Parents give their child money to pay school contributions required.	4.76	A	4.38	O
6. Parents give their child enough allowance for his/her fare and snacks.	4.02	O	4.00	O
7. Parents pay their child's fees for field trips and other educational tours.	4.26	O	4.12	O
Total	30.37	-	30.11	-
Grand Mean	4.34	O	4.30	O
Computed t-value:	0.198			
Critical t-value at $\alpha = 0.05$ & df = 12	2.179			
Evaluation:	Not Significant / Accept H_o			

Legend:

4.51 - 5.00 Always (A)
3.51 - 4.50 Often (O)
2.51 - 3.50 Sometimes (S)
1.51 - 2.50 Seldom (Se)
1.00 - 1.50 Never (N)

parental support and supervision provided to their children along financial/material support. Hence, the conclusion

that the difference between the perceptions of the two groups of respondents is not significant.

Relationship of Students' Academic Performance in DAT and Teachers' Teaching Competencies, Values Manifested by Teachers and Extent of Parental Support and Supervision Provided by Parents to Their Children

This section presents the data showing the relationship of the students' academic performance in the Division Achievement Test in Mathematics, English and Science and the teachers' teaching competencies, teachers' values manifested, and the parental support and supervision provided by the parents to their children. It includes discussions and interpretations of data based on the resulting relationships that exist using the Pearson-Product Moment Correlation Coefficient and the Fisher's t-test for testing the significance of the computed r-value.

Relationship Between the Students' Academic Performance and the Mathematics Teachers' Teaching Competence. Shown on Table 58 is the relationship between the students' academic performance and teaching competence of Mathematics teachers along teaching strategies, classroom management, and resource management. It can be deduced from the table that of the three (3) areas of

Table 58

Relationship Between Students' Academic Performance and Their Math Teachers' Teaching Competence

Areas of Teaching Competence	r_{xy}	Fisher's t-value	df	Critical t-value	Evaluation
Teaching Strategies	0.969	5.547	2	2.920	Significant
Classroom Management	0.975	6.205	2	2.920	Significant
Resource Management	0.265	0.389	2	2.920	Not Significant

teaching competence of Mathematics teachers, there are two (2) of them appeared to have significant relationship between students' academic performance and teachers' teaching competence. These are on teaching strategies which corresponding computed Fisher's t-test value of 5.547 appears to be higher than the critical t-value of 2.920 and classroom management which shows a computed Fisher's t-test value of 6.205 to be higher than the critical t-value of 2.920 with both degrees of freedom of 2. Thus, this finding leads to the rejection of the hypothesis that there is no significant difference between the academic performance of the student-respondents and the Math teachers' teaching competencies along teaching strategies and classroom management. However, on the area of resource

management, it is reflected on the table that the evaluation of "Not Significant" is shown. This is proven by the computed r_{xy}-value of 0.265, although positive but negligible value of relationship, thus resulting to a computed Fisher's t-test of 0.389 which is obviously lower than the critical t-value of 2.920 with a degree of freedom of 2.

From the above findings, it could be implied that Mathematics teachers should be competent enough in the use of the different teaching strategies and in classroom management because these areas of teaching competence really have something to do with the academic performance of the students. Considering the nature of the Math subject, the students need to be properly managed by the teachers in terms of their behaviors and proper discipline so that they can have concentration on the lesson the teacher is presenting. Similarly, the teachers should provide for their students a wholesome, properly and appropriately structured Mathematics classroom aside from being proficient in using different teaching strategies. But unfortunately, it was found out that resource management does not affect the students' academic performance. This suggests something that even the Math

teachers are not proficient in resource management or in providing various teaching/instructional materials for as long as their classrooms are appropriately structured and the students are well-managed/disciplined by the teachers, still a good academic performance could be expected from them.

Relationship Between the Students' Academic Performance and the English Teachers' Teaching Competencies. Table 59 presents the relationship between the students' academic performance and their English teachers' teaching competencies along teaching strategies, classroom, management, and resource management. Among the three (3) areas of teaching competence, it is sad to note that only the teaching strategies of teachers seem to relate to the academic performance of the students as evidenced by the degree of correlation of 0.978 interpreted as very high positive correlation. This is further supported by the computed Fisher's t-test value of 8.063 which is higher than the critical t-value of 2.353 for 3 degrees of freedom. This therefore, leads to the rejection of the hypothesis that there is no significant relationship between the academic performance of the students and the teaching strategies of English teachers. This means that

Table 59

Relationship Between Students' Academic Performance and Their English Teachers' Teaching Competence

Areas of Teaching Competence	r_{xy}	Fisher's t-value	df	Critical t-Value	Evaluation
Teaching Strategies	0.978	8.063	3	2.353	Significant
Classroom Management	0.579	1.231	3	2.353	Not Significant
Resource Management	-0.105	-0.149	3	2.353	Not Significant

the computed r_{xy}-value is very significant. Hence, the conclusion that teaching strategies of teachers is significantly related to the students' academic performance.

As an implication to this findings, it could be signified that regardless of the classroom management and resource management of the English teachers for as long as they excel in the utilization of the different teaching strategies, learning English can still be effective. Teachers in English must provide for "hands-on" learning experiences during instruction and stimulate learning through skillful art of questioning from low to high level of thinking. Effective learning outcomes in English can be achieved if the English teacher is very efficient and effective of the different teaching strategies like role

playing/simulation, games, cooperative learning and a lot more. The result on the relationship of students' academic performance and classroom resource management of teachers suggests for further verification by conducting similar study.

Relationship Between the Students' Academic Performance and Their Science Teachers' Teaching Competence. Herein presented is the discussion on the relationship of the Science teachers' teaching competencies and the students' academic performance. Referred to Table 60, it is very interesting to note that the three (3) areas of teaching competence of teachers there exist a very high positive correlation between the students' academic performance and teaching competencies of Science teachers along resource management, classroom management and teaching strategies as clearly shown by the computed r_{xy}-values of 0.982, 0.963 and 0.887, respectively. Testing the significance of the computed r_{xy}-values using the Fisher's t-test, Table 60 clearly displayed the result of 7.405, 6.153, and 3.336 which are viewed to be all higher than the critical t-value of 2.353, 2.353, and 2.353, respectively with 3 degrees of freedom. Since all the computed Fisher's t values reveal to be higher than the

Table 60

Relationship Between Students' Academic Performance and Their Science Teachers' Teaching Competence

Areas of Teaching Competence	r_{xy}	Fisher's t-value	df	Critical t-Value	Evaluation
Teaching Strategies	0.887	3.336	3	2.353	Significant
Classroom Management	0.963	6.153	3	2.353	Significant
Resource Management	0.982	7.405	3	2.353	Significant

critical t-values, these lead to the rejection of the hypothesis that there is no significant relationship between the students' academic performance and the Science teachers' teaching competencies along teaching strategies, classroom management and resource management. Therefore, it is safe to conclude that there is a significant relationship between the students' academic performance and the Science teachers' teaching competencies along the three areas such as teaching strategies, classroom management and resource management.

These imply that as Science teachers, it is very important to possess these teaching competencies for they are very necessary in achieving good academic performance of students. It is even safe to suggest that school

administrators should make these findings as bases for the selection and hiring of Science teachers.

Relationship Between Students' Academic Performance and the Values Manifested by Their Mathematics Teachers. A cursory glance at Table 61 reflects a significant relationship between the students' academic performance and the values of Mathematics teachers on social responsibility and nationalism and patriotism while on health and harmony with nature and love, there is no significant relationship that is evident. Apparently looking at the computed r_{xy}-value of 0.975 for social responsibility and 0.913 for nationalism and patriotism, a very high positive correlation between the students' academic performance and these values manifestation is reflected. This is confirmed using the Fisher's t-test in testing the significance of the computed r_{xy}-value. As shown, the computed Fisher's t-values of 6.252 and 3.165 for social responsibility and nationalism and patriotism, respectively, appear to be higher than the critical t-value of 2.920, for 2 degrees of freedom. This directs to the decision of rejecting the hypothesis that there is no significant relationship between the students' academic performance and the values manifested by Mathematics teachers along social

Table 61

Relationship Between Students' Academic Performance and The Values Manifested by Their Math Teachers

Values Thrusts	r_{xy}	Fisher's t-value	df	Critical t-Value	Evaluation
Health and Harmony with Nature	0.789	1.816	2	2.920	Not Significant
Love	0.526	0.875	2	2.920	Not Significant
Social Responsibility	0.975	6.252	2	2.920	Significant
Nationalism and Patriotism	0.913	3.165	2	2.920	Significant

responsibility and nationalism and patriotism. Therefore, it is reliable to conclude that the values on social responsibility and nationalism and patriotism manifested by Mathematics teachers are really related to the academic performance of students.

Contrary to this finding is the claim that health and harmony with nature and love manifested by the Mathematics teachers is not significantly related to the academic performance of the students as evidenced by the computed Fisher's t-values of 1.816 and 0.875 which are less than the critical t-value of 2.920 for 2 degrees of freedom. Therefore, the claim that there is no significant relationship between the academic performance of students

and the values manifested by Math teachers along these values thrusts is accepted. So it is valid to say that health and harmony with nature and love have nothing to do with the students' academic performance.

This finding implies that Mathematics teachers need not have to display healthful and loving gestures to their students for as long as they are socially responsible to their duties and obligations as teachers, learning mathematics is still effective. So the perception that Mathematics teachers are usually terrors is somewhat true and acceptable. This result suggests for further investigation to verify this finding.

Relationship Between the Students' Academic Performance and the Values Manifested by Their English Teachers. Table 62 discloses the relationship between the students' academic performance and the values manifested by English teachers. Unfortunately, the values thrust on health and harmony with nature shows no significant relationship to the students' academic performance as shown by the computed Fisher's t-value of 1.614 which is less than the critical t-value of 2.353 at 3 degrees of freedom. However, an interesting result is exhibited along the values of love, social responsibility, and nationalism and

Table 62

Relationship Between Students' Academic Performance and The Values Manifested by Their English Teachers

Values Thrusts	r_{xy}	Fisher's t-value	df	Critical t-Value	Evaluation
Health and Harmony with Nature	0.682	1.614	3	2.353	Not Significant
Love	0.934	4.534	3	2.353	Significant
Social Responsibility	0.948	5.177	3	2.353	Significant
Nationalism and Patriotism	0.861	2.936	3	2.353	Significant

patriotism. As lucidly displayed on the table, a very high positive correlation exists between the academic performance of the students and the values manifested by English teachers on love and social responsibility while a high positive correlation on nationalism and patriotism are shown with resulting r_{xy}-values of 0.934, 0.948, and 0.861, respectively. Comparing the values of Fisher's t and values of critical t, it can be observed that the Fisher's t-values are higher than the critical t-values on the love, social responsibility and nationalism and patriotism. Hence, the rejection of the hypothesis that there is no significant relationship between the students' academic performance and the values manifested by the teachers along

love, social responsibility, and nationalism and patriotism, and accepting the hypothesis that there is no significant relationship between the students' academic performance and the values manifested by English teachers along health and harmony with nature.

In other words, the values manifested by English teachers on health and harmony with nature is not significantly related to the students' academic performance while the values of love, social responsibility, and nationalism and patriotism manifested by English teachers 9are significantly related to the students' academic performance.

This implies that English teachers should always set themselves as role models of love, social responsibility, and nationalism and patriotism to their students. As role models of these virtues, they should always manifest a sweet language and loving gestures, responsible in their work, and integrates lessons on nationalism and patriotism in teaching the English language.

Relationship Between the Students' Academic Performance and the Values Manifested by Their Science Teachers. Table 63 vividly shows the extent of relationship between the students' academic performance and

Table 63

Relationship Between Students' Academic Performance and The Values Manifested by Their Science Teachers

Values Thrusts	r_{xy}	Fisher's t-value	df	Critical t-Value	Evaluation
Health and Harmony with Nature	0.990	11.886	3	2.353	Significant
Love	0.994	15.189	3	2.353	Significant
Social Responsibility	0.849	2.787	3	2.353	Significant
Nationalism and Patriotism	0.924	4.183	3	2.353	Significant

the values manifested by the Science teachers. The interesting point of this table is that all the values manifested by the Science teachers are significantly related to the students' academic performance. This is strongly supported by the high and very high positive correlation of these values and the academic performance of the students as evidenced by the computed r_{xy}-values of 0.990, 0.994, 0.849, and 0.924. Testing the significance of these r_{xy}-values, all the computed Fishers' t-value of 11.886, 15.189, 2.787, and 4.183 are obviously higher than the critical t-values of 2.353 for 3 degrees of freedom in all the values thrusts indicated. By these results, it is impeccable to decide that the hypothesis which states that

there is no significant relationship between the students' academic performance and the Science teachers' values manifested be rejected. It is therefore truthful to conclude that the students' academic performance is significantly related to the values manifested by the Science teachers.

This finding is a very good basis to imply that in selecting and hiring Science teachers, the administrators should give a strict and appropriate qualification standard in hiring looking into consideration the values manifested by the Science teacher-applicants along these values thrusts.

Relationship Between the Students' Academic Performance and the Parental Support and Supervision Provided. Clearly presented on Table 64 are the data showing the relationship of the students' academic performance and the parental support and supervision provided to their children's studies and other school-related activities in terms of: 1) attendance/ participation in school activities; 2) follow-up undertaken; and 3) provision of material/financial support.

As indicated on this table, the extent of parental support and supervision provided by the parents to their

Table 64

Relationship Between Students' Academic Performance and Parental Support and Supervision Provided

Kinds of Support	Rxy	Fisher's t-value	df	Critical t-Value	Evaluation
Attendance/Participation in School Activities	0.177	0.475	7	1.895	Not Significant
Follow-up Undertaken	0.603	2.001	7	1.895	Significant
Provision of Material/Financial Support	0.603	2.002	7	1.895	Significant

children along follow-up undertaken and provision of material/financial support shows a significant relationship to the students' academic performance in the three subjects such as Math, English and Science but the attendance/participation of parents in school activities does not show a positive significant relationship to their academic performance.

To ascertain these findings, the Pearson-Product Moment Correlation Coefficient was used which resulted to the computed r_{xy}-values of 0.177, 0.603, 0.603 for attendance/participation in school activities, follow-up undertaken, and provision of material/financial support, respectively. From these three values of r_{xy}, attendance/

participation in school activities by the parent is not significantly related to the students' academic performance as evidenced by the computed Fisher's t-value of 0.475 which is less than the critical t-value of 1.895 claiming therefore, that the relationship between the students' academic performance and the parental support and supervision along attendance/ participation in school activities is not significant. By looking, however, at the other kind of support and supervision given by the parents such as "follow-up undertaken" and "provision of material/financial support," the Fisher's t-values of 2.001 and 2.002 at 7 degrees of freedom, respectively, they appear to be higher than the critical/tabular t-value of 1.895 evaluated therefore, as "significant." This finding leads to the rejection of the hypothesis that there is no significant relationship between the students' academic performance and the extent of parental support and supervision provided by the parents to their children along follow-up undertaken and provision of material/financial support. By this decision, it can be simply said that the students' academic performance is significantly related to the type of support and supervision the parents extend to their children.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusions and recommendations of this study.

Summary of Findings

The following are the salient findings of the study:

1. The average age of the student-respondents is 13.50 years with standard deviation of 0.99 year.

2. Majority of the students involved in this study are females, with 64 out of 90 or 71.11 percent.

3. Most of the student-respondents are Roman Catholic with 85 out of 90 or 94.44 percent.

4. The teacher-respondents involved in the study have an average age of 37.14 years with standard deviation of 10.21 years.

5. The females, numbering to 11 out of 14 or 78.57 percent predominate in the teacher-respondents against the males with 3 out of 14 or 21.42 percent.

6. The Roman Catholic religion is the most represented by the teacher-respondents, with 11 out of 14 or 78.57 percent.

7. Of the 14 teacher-respondents, there are 8 or 57.14 percent are married with only 6 or 42.85 percent are single.

8. The greatest majority of the teacher-respondents are BSE/BSEd degree holder with units in MA/MS, numbering to 8 out of 14 or 57.14 percent.

9. The average length of teaching experience of the teacher-respondents is 8.33 years with standard deviation of 4.12 years.

10. The parent-respondents of the study have an average age of 34.11 years with standard deviation of 1.37 years.

11. Most of the parent-respondents are mothers with 55 out of 90 or 61.11 percent.

12. The greatest majority of the parent-respondents belong to the Roman Catholic religion with 86 out of 90 or 95.56 percent.

13. The average family monthly income of the parent-respondents involved in the study is Php 3,663.80 with standard deviation of Php 3,214.31.

14. Majority of the parent-respondents are "high school" level of education, numbering to 22 out of 90 or 24.44 percent, followed by "elementary graduate" with 18 of

them or 20 percent.

15. Forty (40) out of 90 or 44.444 percent of the parent-respondents are farmers.

16. The average mean students' academic performance in Mathematics is 14.54 with MPS of 41.54, in English, 14.22 with MPS of 56.88, and in Science, 14.06 with MPS of 56.25.

17. The level of teaching competence of teachers along teaching strategies as perceived by the teacher themselves is "Moderately Competent" with a grand mean of 3.39 while the student-respondents perceived their teachers' teaching competence along teaching strategies as "Highly Competent" with a grand mean of 3.83 for Math Teachers, 3.77 for English teachers, and 4.36 for Science teachers.

18. The level of teaching competence of teachers along classroom management/discipline as perceived by the teachers themselves is "Moderately Competent" with a grand mean of 3.29 while the student-respondents perceived their Math, English and Science teachers as "Highly Competent" with grand means of 4.02, 4.00, and 4.44, respectively.

19. The level of teaching competence of teachers along resource management as perceived by the teachers

themselves is "Highly Competent" with a grand mean of 3.92 while the student-respondents perceived their Math, English and Science teachers as "Highly Competent" along resource management with grand means of 4.09, 3.92 and 4.42, respectively.

20. The hypothesis that "there is no significant difference between the perceptions of the students and the teachers themselves on the level of teaching competencies of the teachers along teaching strategies" is rejected. This is attributed to the fact that the computed t-value of 4.223 is higher than the critical t-value of 2.056 at 0.05 level of significance and 26 degree of freedom.

21. In comparing the perceptions between the students and the teachers themselves on the level of teaching competencies along classroom management the computed t-value resulted to 5.882 which turned out to be higher than the critical t-value of 2.101 at $\alpha = 0.05$ and df = 18. Thus, the hypothesis that "there is no significant difference between the perceptions of the students and the teachers on the level of teaching competencies along classroom management/discipline is rejected.

22. The hypothesis that "there is no significant difference between the perceptions of the students and the

teachers themselves on the level of teaching competence along resource management" is rejected. This is supported by the computed t-value of 3.148 which is higher than the critical t-value of 2.101 at $\alpha = 0.05$ and df = 18.

23. The extent of values manifested by the teacher-respondents along health and harmony with nature as perceived by the teachers themselves is "Often Manifested" with a grand mean of 4.19, and the student-respondents perceived similarly their Math, English and Science teachers as "Often Manifested" with grand means of 3.88, 3.99, and 4.30, respectively.

24. The teacher-respondents themselves perceived their extent of values manifested along love as "Always Manifested" with a grand mean of 4.51 while the student-respondents perceived their Math, English and Science teachers as "Often Manifested" with grand means of 3.94, 4.05, and 4.31, respectively.

25. Along social responsibility, the teacher-respondents perceived themselves to be "Always Manifested" with a grand mean of 4.63 while the students perceived their Math, English and Science teachers as "Often Manifested" with grand means of 4.01, 4.07, and 4.28, respectively.

26. The extent of values manifested by teachers along nationalism and patriotism as perceived by the teachers themselves is "Often Manifested" with a grand mean of 4.46. Similarly, the student-respondents perceived their Math, English and Science teachers also as "Often Manifested" with grand means of 4.15, 4.14, and 4.38, respectively.

27. The hypothesis that "there is no significant difference between the perceptions of the students and the teachers themselves on the extent of values manifested by them along health and harmony with nature" is accepted because the computed t-value of 0.599 is less than the critical t-value of 2.101 at $\alpha = 0.05$ and df = 18.

28. The hypothesis that "there is no significant difference between the perception of the students and the teachers on the extent of values manifested by the teachers themselves along love" is rejected, showing clearly the fact that the computed t-value of 6.989 is higher than the critical t-value of 2.101 at $\alpha = 0.05$ and df = 18.

29. The hypothesis that "there is no significant difference between the perceptions of the students and the teachers themselves on the extent of values manifested by the teachers along social responsibility" is rejected as

attested by the computed t-value of 10.428 which is higher than the critical t-value of 2.101 at $\alpha = 0.05$ and df = 18.

30. The computed t-value for comparing the difference between the perceptions of the students and the teachers on the extent of values manifested by the teachers themselves along nationalism and patriotism resulted to 3.126 which proves to be higher than the critical t-value of 2.101 at $\alpha = 0.05$ and df = 18. Thus, the hypothesis that "there is no significant difference between the perception of the students and the teachers themselves on the extent of values manifested by them along nationalism and patriotism" is rejected.

31. Relative to the level of parental support and supervision provided by the parents to their children along attendance/participation in school activities, the parents rated their participation as "Often" with a grand mean of 4.46. On the same view, the students rated their parents' participation as "Often" with a grand mean of 4.34.

32. Along follow-up undertaken, both the students and the parents perceived as "Often" on the extent of parental support and supervision provided by the parents to their children with a grand mean of 4.27 for parents and 4.20 for students.

33. For the parental support and supervision provided by parents to their children along financial/material support, both the parents and students perceived it as "Often" with a grand mean of 4.34 and 4.30, respectively.

34. The t-test reveals a computed t-value of 1.298 and a critical t-value of 2.228 at $\alpha = 0.05$ and df = 10. The computed t-value being less than the critical t-value, leads to the acceptance of the hypothesis that "there is no significant difference between the perceptions of the students and their parents on the extent of parental support and supervision provided them along attendance/ participation in school activities."

35. There is no significant difference between the perceptions of the students and the parents on the extent of parental support and supervision provided them along follow-up undertaken, as evidenced by the computed t-value of 0.450 at $\alpha = 0.05$ and df = 18 which is less than the critical t-value of 2.101. Hence, the acceptance of the null hypothesis.

36. There is no significant difference between the perceptions of the students and the parents on the extent of parental support and supervision provided them along financial/material support, as indicated by the computed t-

value of 0.198 which turned out to be less than the critical t-value of 2.179 at $\alpha = 0.05$ and df = 12. The null hypothesis is also accepted.

37. The students' academic performance in Mathematics is "significantly related" to the Math teachers' teaching competence along teaching strategies (with $r_{xy} = 0.969$ and Fisher's t-value of 5.547) and classroom management (with $r_{xy} = 0.975$ and Fisher's t-value of 6.205). However, it is "not significantly related" to the teachers' competence along resource management in as much as the computed r_{xy} is equal to 0.265 with corresponding Fisher's t-value of 0.389. The computed Fisher's t-values are compared with the critical t-value of 2.920 at $\alpha = 0.05$ and df = 2.

38. The students' academic performance in English is found to be "significantly related" to the English teachers' teaching competence along teaching strategies in as much as the computed r_{xy} yields to 0.978 with corresponding Fisher's t-value of 8.063 which is found to be greater than the critical t-value of 2.353 at $\alpha = 0.05$ and df = 3. However, it is "not significantly related" to the English teachers' teaching competence along classroom management (with $r_{xy} = 0.579$ and Fisher's t-value = 1.231) and resource management (with $r_{xy} = -0.105$ and Fisher's t-

value of −0.149) as compared to the corresponding critical t-value of 2.353 at $\alpha = 0.05$ and df = 3.

39. The students' academic performance in Science is "significantly related" to the Science teachers' teaching competence along all the three areas such as teaching strategies (with $r_{xy} = 0.887$ and Fisher's t-value = 3.336), classroom management (with $r_{xy} = 0.963$ and Fisher's t-value = 6.153) and resource management (with $r_{xy} = 0.982$ and Fisher's t-value = 7.405) which are obviously higher than the critical t-value of 2.353 at $\alpha = 0.05$ and df = 3.

40. The students' academic performance in Mathematics is "not significantly related" to the Mathematics teachers' values manifested along health and harmony with nature (with $r_{xy} = 0.789$ and Fisher's t-value = 1.816) and love (with $r_{xy} = 0.526$ and Fisher's t-value = 0.875). However, it is "significantly related" to the Math teachers' values manifested along social responsibility (with $r_{xy} = 0.975$ and Fisher's t-value = 6.252) and nationalism and patriotism (with $r_{xy} = 0.913$ and Fisher's t-value = 3.165), compared to the critical t-value of 2.920 at $\alpha = 0.05$ and df = 2.

41. The students' academic performance in English is "not significantly related" to the English teachers' values manifested along health and harmony with nature (with $r_{xy} =$

0.682 and Fisher's t-value = 1.614) compared to the critical t-value of 2.353 at $\alpha = 0.05$ and df = 3. However, it is found to be "significantly related" to the teachers' values manifested along love (with $r_{xy} = 0.934$ and Fisher's t-value = 4.543), social responsibility (with $r_{xy} = 0.948$ and Fisher's t-value = 5.177), and nationalism and patriotism (with $r_{xy} = 0.861$ and Fisher's t-value = 2.936).

42. The students' academic performance in Science is found to be "significantly related" to the Science teachers' values manifested along all the three values thrusts as health and harmony with nature (with $r_{xy} = 0.990$ and Fisher's t-value = 11.886), love (with $r_{xy} = 0.994$ and Fisher's t-value = 15.189), social responsibility (with $r_{xy} = 0.849$ and Fisher's t-value = 2.787) and nationalism and patriotism (with $r_{xy} = 0.924$ and Fisher's t-value = 4.183), which are compared to the critical t-value of 2.353 at $\alpha = 0.05$ and df = 3.

43. The students' academic performance is "not significantly related" to the parental support and supervision along attendance/participation in school activities as evidenced by the computed r_{xy}-value of 0.177 and Fisher's t-value of 0.475 which is less than the critical t-value of 1.895 at $\alpha = 0.05$ and df = 7. However,

it is found to be "significantly related" to parental support and supervision along follow-up undertaken (with r_{xy} = 0.603 and Fisher's t-value = 2.001), and provision of material/financial support (with r_{xy} = 0.603 and Fisher's t-value = 2.002) and with corresponding critical t-value of 1.895 at α = 0.05 and df = 7.

Conclusions

In the light of the foregoing findings, the following conclusions are drawn:

1. Normally, the student-respondent of this study is 13½ years of age, female and a Roman Catholic.

2. The typical teacher involved in this study is in her late 30's, female, a Roman Catholic, married, with units in MA/MS, and who has been in the teaching profession for 8 years.

3. Commonly, the parent-respondent is in her mid-30's, a mother, belonging to the Roman Catholic religion, with an average family monthly income of Php 3,663.80, high school level and usually a farmer.

4. The Mean Percentage Score (MPS) for the three (3) subject areas are below the targetted MPS at 75.00, indicating that there is a need for mastery learning in Math, English and Science. This can be implied that Math,

English and Science teachers need to be "extremely competent" in using the different teaching strategies mentioned earlier. Perhaps being "moderately competent" or "highly competent" in using these strategies is not yet enough for the teachers to improve the students' academic performance. Similarly, on values manifested by teachers, there is still a need to enhance these values especially on social responsibility, nationalism and patriotism. Their academic performance can also be improved if parents' attributes will "always" be provided by them.

Of course, this poor academic performance of students in the three public secondary schools in Oras, Eastern Samar might also be attributed to other factors aside from the teachers and parents factors. This might be due to inadequate school facilities and equipment like school buildings, textbooks, chairs and many others.

5. In general, the teacher-respondents rated themselves "Moderately Competent" to "Highly Competent" in terms of teaching competencies. On the other hand, the student-respondents perceived their teachers to be "Highly Competent."

6. The students rated their teachers much higher in the teaching competence compared to their teacher's self-

ratings along teaching strategies, classroom management, and resource management. This is a good indicator that the students regarded their teachers highly insofar as teaching competencies are concerned.

7. Generally, the teacher-respondents perceived themselves as "Often Manifested" to "Always Manifested" on the values that they possessed along health and harmony with nature, love, social responsibility and nationalism and patriotism. On the other hand, the student-respondents rated their teachers to be "Often Manifested" on these values.

8. Although the teachers and the student-respondents generally differ in their perceptions on the values manifested by the teachers along health and harmony with nature, they share a common feeling on the values manifested by the teachers along love, social responsibility, and nationalism and patriotism. Therefore, there is a need for the teachers to show themselves as effective role model along the values of health and harmony with nature.

9. Both the parents and the student-respondents manifested the same perceptions of "Often" on the extent of parental support and supervision along attendance/

participation in school activities, follow-up undertaken, and provision of material/financial support. This can be attributed to the fact that, as a family, the family members must have a sharing of their experiences, insights, ideas and family responsibilities.

10. The students' academic performance are significantly related to the role model attributes of the teachers and parents manifested/shown to their students/children.

10.1 This means that an effective Math teacher must be competent along teaching strategies and classroom management. He must also manifest social responsibility and nationalism and patriotism. For an effective English teacher, he must have a good command in teaching strategies and must manifest values on social responsibility, love, nationalism and patriotism. Moreover, an effective Science teacher must be proficient in teaching strategies, classroom management, and resource management complemented by the values of health and harmony with nature, love, social responsibility, and nationalism and patriotism.

10.2 For a better students' academic performance in Math, English and Science, the parents must always

undertake constant follow-up on their students' school activities and provide all the needed financial/ material support to their children. Although, attendance/participation of parents in school related activities does not show any relation to the students' academic performance, to some extent, it might affect in another form of human personal growth.

Recommendations

From the findings and conclusions derived from this study, the following recommendations are formulated.

1. Based on the result of the Division Achievement Test, it reflects a very low students' academic performance compared to the targetted MPS of 75.00. Along this line, the following are recommended:

1.1 Schools must undertake intervention programs which focused more on the improvement of students' performance in Mathematics, English and Science. Regular testing program, computer-aided instructions, remediation/reinforcement and enhancement lessons in these three subjects are just few of them.

1.2 Provision of adequate school facilities and equipment like enough classrooms, textbooks, chairs, science laboratory, Math and Science centrum and many

more for students' academic performance are affected by several factors aside from those of teachers and parents-related factors.

1.3 Constant and intensive classroom observation by the school head is an effective avenue for improving teachers' and students' performance. The teachers are encouraged to teach more if school heads provide a good and appropriate motivation and follow-up to what the teachers are doing in their classroom.

1.4 Provision of additional Math, English and Science teachers. Lack of teachers who are majors in these subjects can greatly contribute to the poor achievements of students.

1.5 Participating or implementing Project RISE (Raising Initiatives in Science Education) in all schools which involves among others, re-training Mathematics and Science teachers.

1.6 Provision of standardized performance tests from national to school level focusing on the varied levels of difficulty gradually lifting from low to high level thinking.

2. There is a need to upgrade the capability of the teachers to use the following through school based training

program with demonstration teaching.

2.1 Problem Solving strategy especially in Mathematics and Science subjects.

2.2 Film Showing and Role Playing or Simulation for Science and English; and

2.3 Games as a recreational teaching strategy for Math, English and Science.

3. Teachers in Math and Science must be enhanced in terms of competencies in the following through professional readings and practices:

3.1 Relating to students' needs and interest;

3.2 Getting a good balance of firmness and kindness; and

3.3 Manifesting a sense of fair play and desire for justice.

In the school, the teachers act as the parents to their students under the principle of *in loco parentis*. As such, their personal effectiveness is enhanced, if they practice fairness especially in the giving of grades to their students. Students hate to the marrow of their bones teachers who practice favoritism, partiality and prejudice in their classroom teaching-learning behavior.

4. Teachers, especially in Science should maintain a good classroom environment which at the same time enhance her resource management competencies that are very important in achieving effective learning.

5. It is also highly recommended that health practices among teachers such as doing physical fitness and maintaining a healthy body, healthy mind and healthy heart must be observed. A pleasing personality enhances the personal effectiveness of a teacher and commands the respect of her students, fellow teachers, superiors, and the community. The teachers' physique - the structure, strength, or appearance of the body - will do wonders in teaching and learning. A teacher can hardly maximize her enhanced personal effectiveness in teaching and learning if she is very sickly.

6. They should also visit beautiful spots and engage in educational tours to widen their concepts about environment. This is recommended for the school administrators to provide this as a yearly program of the school for the teachers, especially the Science teachers.

7. In hiring of teacher-applicants, selection should be based on their teaching competencies and values manifested as follows:

7.1 Math teacher-applicant must be efficient in the use of the different teaching strategies and classroom management. He should also be screened based on his values on social responsibility and nationalism.

7.2 English teacher-applicant must be efficient in the use of the different teaching strategies, coupled with his values on love, social responsibility and nationalism.

7.3 Science teacher-applicant must be efficient in all teaching competencies as teaching strategies, classroom management and resource management. He should also be screened on his values on health, love, social responsibility and nationalism.

These teachers' attributes are recommended to the school selection board or the school head for purposes of hiring teachers in Math, English and Science.

8. In like manner, the Teacher Education Institutions should integrate in the curriculum the following:

Course/Major	Subjects to be Integrated
BSE - Mathematics	◎ Strategies in Math Teaching and Classroom Management

- Values Enhancement on Social Responsibility & Nationalism/ Patriotism

BSE - English

- Strategies in English Teaching
- Values Enhancement in Love, Social Responsibility and Nationalism/Patriotism

BSE - Science

- Strategies in Science Teaching
- Strategies in Classroom and Resource Management
- Values Enhancement in Health/ Harmony with Nature, Love, Social Responsibility and Nationalism/Patriotism

9. The parents should constantly follow-up their children on their school works at home or in school. Making the communication lines open between parents and children, between parents and teachers and between students and teachers will improve students' performance in school for education is a harmonious partnership between home and school.

10. The parents should also provide all the required financial/material support needed by their children.

11. The role of parents in the education of their children is also recommended to be redefined. It should not be focused more on their attendance or participation in school activities but more importantly, on their strong

support and supervision in terms of follow-up on the studies of their children and provision of financial or material support.

12. In general, setting good examples to the students in terms of the commitment and dedication in teaching, fostering love, social responsibility, health and patriotism among teachers and the strong support of the parents to their children are strongly recommended.

13. Finally, the researcher humbly recommends to the future investigators to conduct similar study to find out if the same result would come out and also to discover if some variations could be shown enhancing new recommendations to enrich students' academic performance thus attaining academic excellence.

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APPENDICES

APPENDIX A

Republic of the Philippines
Samar State Polytechnic College
Catbalogan, Samar

The DEAN
Graduate and Post Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar

Sir:

In my earnest desire to start writing my thesis proposal, I have the honor to submit for approval one of the following research problems, preferably problem No. 1.

1. The Relationship of Students' Academic Performance and Perceived Role Model Attributes of Teachers and Parents.

2. An Assessment of Parents' Perceptions, Skills and Practices as Basis for Effective Parenting Via Distance Education.

3. Teaching Competencies of Mathematics Teachers in Relation to Students Performance in Selected Public Secondary Schools in Eastern Samar.

I hope for your favorable action on this request.

Very truly yours,

(SGD.) **EDGAR P. LONZAGA**
Researcher

APPROVED:

(SGD.) **EUSEBIO T. PACOLOR, Ph.D.**
Dean, Graduate and Post Graduate Studies

APPENDIX B

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

SCHOOL OF GRADUATE STUDIES

APPLICATION FOR ASSIGNMENT OF ADVISER

Name: LONZAGA, EDGAR PECAYO
Surname First Name Middle Name

Candidate for Degree: Master of Arts in Education

Area of Specialization: Administration and Supervision

Title of Proposed Thesis/Dissertation: THE RELATIONSHIP OF STUDENTS' ACADEMIC PERFORMANCE AND PERCEIVED ROLE MODEL ATTRIBUTES OF TEACHERS AND PARENTS

(SGD.) **EDGAR P. LONZAGA**
Applicant

(SGD.) **MARILYN D. CARDOSO, Ph.D.**
Name of Designated Adviser

APPROVED:

(SGD.) **EUSEBIO T. PACOLOR, Ph.D.**
Dean, Graduate & Post Graduate Studies

APPENDIX C

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

January 24, 2004

The DEAN
School of Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar

Madam:

I have the honor to apply for Pre-Oral Defense of my Thesis/Dissertation entitled THE RELATIONSHIP OF STUDENTS' ACADEMIC PERFORMANCE AND THE PERCEIVED ROLE MODEL ATTRIBUTES OF TEACHERS AND PARENTS on a date convenient for your office.

Thank you.

Very truly yours,

(SGD.) **EDGAR P. LONZAGA**
Applicant

Recommending Approval:

(SGD.) **MARILYN D. CARDOSO, Ph.D.**
Research Adviser

January 31, 2004
Date of Oral Defense
8:30 A.M.
Time

APPROVED:

(SGD.) **MARILYN D. CARDOSO, Ph.D.**
Dean

APPENDIX D

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

COLLEGE OF GRADUATE STUDIES

The Dean
College of Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar

March 2, 2004
Date

Sir:

This thesis/dissertation _____ entitled "RELATIONSHIP OF STUDENTS' ACADEMIC PERFORMANCE AND PRECEIVED ROLE MODEL ATTRIBUTES OF TEACHERS AND PARENTS"

prepared and submitted by Mr. Edgar P. Lonzaga
in partial fulfillment of the requirements for the degree of Master of Arts in Education Major in Administration and Supervision is recommended for Pre/Final oral examination on the date and time convenient to your office.

(SGD.) **MARILYN D. CARDOSO, Ph.D.**
Adviser

Date of
ORAL DEFENSE
March 9, 2004
Tuesday Day
8:30 am Time

SSPC GRADUATE SCHOOL
Dean's Office

APPENDIX E

Republic of the Philippines
Department of Education
Region VIII
Division of Eastern Samar
ORAS NATIONAL HIGH SCHOOL
Oras, Eastern Samar

February 2, 2004

DR. SOLEDAD B. ACIDRE, CESO V
Schools Division Superintendent
Division of Eastern Samar
Borongan, Eastern Samar

Ma'am:

Greetings!

I have the honor to request permission for the use of the SY 2003-2004 Division Achievement Test Result of the first year students in the three (3) secondary schools of the districts of Oras, Eastern Samar which will be needed in my thesis, **"The Relationship of Students' Academic Performance and the Perceived Role Model Attributes of Parents and Teachers."**

Further, may I be allowed to use half of the day's session on any of the dates from February 4-6, 2004 for the data-gathering of the study tapping the First Year class advisers to assist the undersigned in the administration of the questionnaire in a classroom setting.

It shall be deeply appreciated if a written permission from that Office be provided to facilitate my activity and my study.

Thank you very much in appreciation of your kind action.

Very truly yours,

(SGD.) **EDGAR P. LONZAGA**
Secondary School Head Teacher I
Researcher

APPENDIX F

Republic of the Philippines
Department of Education
Region VIII
DIVISION OF EASTERN SAMAR
Borongan

1st Indorsement
February 2, 2004

Respectfully returned to MR. EDGAR P. LONZAGA, Secondary School Head Teacher I, through the Principal of Oras National High School, Oras, Eastern Samar, approving the herein requests for the permission to use the SY 2003-2004 Division Achievement Test result as well as the permission to conduct a half day session on data gathering in February 4-6, 2004, provided his official duties in the school shall not be disrupted.

(SGD.) **SOLEDAD B. ACIDRE, CESO V**
Schools Division Superintendent

APPENDIX G

Republic of the Philippines
Department of Education
Region VIII
Division of Eastern Samar
ORAS NATIONAL HIGH SCHOOL
Oras, Eastern Samar

February 3, 2004

Mr. Ceferino C. Amoyan
Secondary School Principal
Oras National High School
Oras, Eastern Samar

Sir:

Greetings!

I have the honor to request permission to field my Questionnaire in your school using half of a day's session on Wednesday, February 4, 2004, for the data-gathering in connection with my research study which is entitled: **"The Relationship of Students' Academic Performance and the Perceived Role Model Attributes of Parents and Teachers."**

Further, may I request for the assistance of the first year class advisers in that school to assist the researcher in the administration of the data-gathering activity in a classroom setting.

It shall be deeply appreciated if that Office can advise the concerned teachers in this matter.

Thank you very much in sincere appreciation for your kind action.

Very truly yours,

(SGD.) **EDGAR P. LONZAGA**
Secondary School Head Teacher I
Researcher

APPENDIX H

Republic of the Philippines
Department of Education
Region VIII
Division of Eastern Samar
ORAS NATIONAL HIGH SCHOOL
Oras, Eastern Samar

February 3, 2004

Mr. Jessie J. Pajanustan
Teacher In-Charge
Nicasio Alvarez II Mem. Nat'l High School
San Eduardo, Oras, Eastern Samar

Sir:

Greetings!

I have the honor to request permission to field my Questionnaire in your school using half of a day's session on Wednesday, February 4, 2004, for the data-gathering in connection with my research study which is entitled: **"The Relationship of Students' Academic Performance and the Perceived Role Model Attributes of Parents and Teachers."**

Further, may I request for the assistance of the first year class advisers in that school to assist the researcher in the administration of the data-gathering activity in a classroom setting.

It shall be deeply appreciated if that Office can advise the concerned teachers in this matter.

Thank you very much in sincere appreciation for your kind action.

Very truly yours,

(SGD.) **EDGAR P. LONZAGA**
Secondary School Head Teacher I
Researcher

APPENDIX I

Republic of the Philippines
Department of Education
Region VIII
Division of Eastern Samar
ORAS NATIONAL HIGH SCHOOL
Oras, Eastern Samar

February 3, 2004

Mrs. Lilia B. Durango
Secondary School Head Teacher I
Oras National Agro-Industrial School
Cadi-an, Oras, Eastern Samar

Ma'am:

Greetings!

I have the honor to request permission to field my Questionnaire in your school using half of a day's session on Wednesday, February 4, 2004, for the data-gathering in connection with my research study which is entitled: **"The Relationship of Students' Academic Performance and the Perceived Role Model Attributes of Parents and Teachers."**

Further, may I request for the assistance of the first year class advisers in that school to assist the researcher in the administration of the data-gathering activity in a classroom setting.

It shall be deeply appreciated if that Office can advise the concerned teachers in this matter.

Thank you very much in sincere appreciation for your kind action.

Very truly yours,

(SGD.) **EDGAR P. LONZAGA**
Secondary School Head Teacher I
Researcher

APPENDIX J

Republic of the Philippines
Department of Education
Region VIII
Division of Eastern Samar
ORAS NATIONAL HIGH SCHOOL
Oras, Eastern Samar

_____
Date

Dear Respondent,

Greetings!

The undersigned is presently conducting a study on **"The Relationship of Students' Academic Performance and the Perceived Role Model Attributes of Parents and Teachers."**

In this regard, you are a choiced partner for this research work that I am undertaking in partial fulfillment of the requirements in the Masteral Course at the Samar State Polytechnic College, Catbalogan, Samar. But , more than this is my desire to collect some data that can be used for a more meaningful contribution to quality education, starting here at Oras, Eastern Samar.

May I then request your kind assistance by answering the Questionnaire especially prepared for you. Be assured that the information you will give will be treated with strict confidentiality and care.

Thank you very much.

Very truly yours,

(SGD.) **EDGAR P. LONZAGA**
Secondary School Head Teacher I
Researcher

APPENDIX K

Set A

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

SURVEY QUESTIONNAIRE
(Students)

PART I – PERSONAL INFORMATION

Direction: Please answer the following questions by writing on the space provided or checking the blank corresponding to your choice.

1. Name (optional): _____
2. Sex: ____ Male ____ Female
3. Age (in years): _____
4. Religion:
   ____ Roman Catholic
   ____ Protestant
   ____ Iglesia ni Cristo
   ____ Seventh Day Adventist
   ____ Baptist
   ____ Others, please specify: _____

PART II – PERCEIVED COMPETENCIES OF TEACHERS

Direction: Please assess your teachers in Math, English and Science based on the listed criteria below. Write the number opposite the item with a description that approximate your evaluation, using the following scales:

5 - Extremely Competent (EC)
4 - Highly Competent (HC)
3 - Moderately Competent (MC)
2 - Slightly Competent (SC)
1 - Not Competent (NC)

Areas/Indicators	Math Teacher	English Teacher	Science Teacher
A. Teaching Strategies Ability of the teacher to use the following: 1. Question and answer method to develop higher order thinking skills (HOTS)			
2. Small group discussion			
3. Whole Class discussion			
4. Lecture Method			
5. Role play/simulation			
6. Games			
7. Film showing			

Areas/Indicators	Math Teacher	English Teacher	Science Teacher
8. Experiential learning			
9. Project Method			
10. Discovery Method			
11. Problem Solving			
12. Cooperative Learning			
13. Practical Work Approach			
14. Integrative Teaching			
15. Others, please specify:			
B. Classroom Management/discipline Ability of the teacher to: 1. Establish clear policies/rules for the classroom with concensus of the class officers.			
2. Give students time to adapt to the new pattern of behavior.			
3. Plan program of experiences and activities for the students.			
4. Make clear the limits of behavior expected from every output of students.			
5. Relate to students' needs and interests.			
6. Allow creative and original participation.			
7. Manifest a sense of fair play and desire for justice.			
8. Keep oneself relaxed and rested during class activities.			
9. Get a good balance of firmness and kindness.			
10. Have a sense of humor to sustain students' interest and attention.			
11. Others, please specify:			
C. Resource Management Ability of the teacher to: 1. Put every corner of the room to good use.			
2. Arrange charts, pictures, and other teaching aids accordingly.			
3. Structure room appropriately and skillfully.			
4. Involve students in the proper up-keep of the room.			
5. Prepare fresh & neatly written boardwork.			
6. Procure instructional materials & utilize them effectively.			
7. Make wise use of vacant periods.			

Areas/Indicators	Math Teacher	English Teacher	Science Teacher
8. Ensure wise and proper use of textbooks disposed to students.			
9. Monitor class attendance every meeting.			
10. Ensure that all needed instructional materials and facilities are available when needed.			
11. Others, please specify:			

PART III – PERCEIVED VALUES MANIFESTED BY TEACHERS

Direction: Please assess your teachers in Math, English and Science in terms of the values that they manifest based on the listed criteria below. Write the number opposite the item with a description that approximate your evaluation, using the following scales:

5 - Always Manifested (A)
4 - Oftentimes Manifested (O)
3 - Sometimes Manifested (S)
2 - Seldom Manifested (Se)
1 - Not Manifested (N)

Areas/Indicators	Math Teacher	English Teacher	Science Teacher
A. Health & Harmony with Nature			
1. Does physical fitness activities before the class starts.			
2. Maintains healthy body and mind.			
3. Is neat and clean in appearance.			
4. Maintains a clean classroom and surroundings.			
5. Visits educational spots and joins educational tours.			
6. Appreciates the beauty of nature.			
7. Shows appreciation of arts works such as paintings, poems, music, etc.			
8. Expresses one's ideas through writing, singing and dancing.			
9. Is decent in speech and action.			
10. Sets good example to students in conduct, manners and speech.			
11. Others, please specify:			
B. Love			
1. Shows concern for the welfare of students.			
2. Acts as the students' second parents.			

Areas/Indicators	Math Teacher	English Teacher	Science Teacher
3. Knows how to appropriately deal with students' misbehaviors.			
4. Respects individual differences.			
5. Fulfills his/her teaching responsibilities with honesty, zest and energy.			
6. Shows enjoyment in teacher his/her class.			
7. Knows how to encourage depresses and disappointed learners.			
8. Integrates love messages whenever possible in the lesson.			
9. Avoids embarrassing students in the class.			
10. Shows respect for individual differences.			
11. Others, please specify:			
C. Social Responsibility 1. Has a heart that yearns for the good of others.			
2. Sincere, honest and finds joy in the family			
3. Leads a clean and dignified life.			
4. Sets a good example to his/her children at home or to other members of the family.			
5. Considerate with other people's shortcomings.			
6. Is willing to extend help to others if necessary			
7. Respects the rights of others.			
8. Is open to other people's ideas and suggestions.			
9. Accepts constructive criticisms and shows willingness to improve.			
10. Obeys laws and persons in authority.			
11. Others, please specify:			
D. Nationalism & Patriotism 1. Shows pride in being a Filipino.			
2. Shows love for Filipino.			
3. Respects and understands the Filipino culture.			
4. Believes that the national language can unite the people.			
5. Shows pride towards the Filipino heroes.			
6. Knows the ideals of the Filipino heroes.			
7. Shows involvement for the good of the community.			

Areas/Indicators	Math Teacher	English Teacher	Science Teacher
8. Shows willingness to abide with the laws of the country.			
9. Participates in programs and projects that will benefit the community.			
10. Assumes leadership roles in community work.			
11. Others, please specify:			

PART IV – PERCEIVED PARENTAL SUPPORT AND SUPERVISION

Direction: Please assess the support and supervision given by your parents based on the listed criteria below. Check the column corresponding to your answers using the following scales: 5 - Always (A)
4 - Often (O)
3 - Sometimes (S)
2 - Seldom (Se)
1 - Never (N)

Indicators of Parental Support & Supervision	Responses				
	5 (A)	4 (O)	3 (S)	2 (Se)	1 (N)
A. Attendance/Participation in School Activities					
1. Do your parents attend school/classroom meetings?					
2. Do your parents actively participate in PTCA activities?					
3. Do your parents attend school programs where you are a participant?					
4. Do your parents participate in school projects initiated by the parents?					
5. Do your parents initiate knowing the different policies and regulations of the school?					
6. Do your parents show support to school officials on policies, programs that are geared towards the improvement of the school?					
7. Others, please specify:					
B. Follow-up Undertaken					
1. Do your parents ask you of your assignment at home?					
2. Do your parents help you in doing your assignment?					
3. Do your parents help you in your school projects?					

Indicators of Parental Support & Supervision	Responses				
	5 (A)	4 (O)	3 (S)	2 (Se)	1 (N)
4. Do your parents go to school to see your teacher or any school personnel on your school problems?					
5. Do your parents make follow-up in school on matters that affect you?					
6. Do your parents appreciate your achievements in school?					
7. Do your parents supervise your studies?					
8. Do your parents show interest in your school activities?					
9. Do your parents discuss to you matters pertaining to your schooling?					
8. Do your parents show interest in your grades?					
9. Others, please specify:					
C. Financial/Material Support					
1. Do your parents provide your financial needs in school?					
2. Do your parents buy the materials needed for your school projects on time?					
3. Do your parents provide you adequate supply of paper, notebooks, and others?					
4. Do your parents provide you reading materials and references other than those provided by the school?					
5. Do your parents give you money to pay school contributions required?					
6. Do your parents give you enough allowance for your fare and snacks?					
7. Do your parents pay your fees for field trips and other educational tours?					
8. Others, please specify:					

Thank You Very Much !

The Researcher

APPENDIX L

Set B

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar
SURVEY QUESTIONNAIRE (Parents)

PART I – PERSONAL INFORMATION

Direction: Please answer the following questions by writing on the space provided or checking the blank corresponding to your choice.

1. Name (optional): _____
2. Sex: ____ Male ____ Female
3. Age (in years): _____
4. Religion: ____ Roman Catholic ____ Iglesia ni Cristo ____ Protestant ____ Seventh Day Adventist ____ Baptist ____ Others, please specify: _____
5. Average Monthly Income Per Month (in Pesos): _____
6. Educational Attainment:
   ____ None ____ College Graduate
   ____ Elementary level ____ with units in MA/MS Level
   ____ Elementary Graduate ____ MA/MS Graduate
   ____ High School Level ____ with units in Ph.D./Ed.D.
   ____ High School Graduate ____ Ph.D./Ed.D. Graduate
   ____ College Level
7. What is your occupation?
   ____ Teacher (Magturutdo) ____ Clerk (Nag-oopisina)
   ____ Entrepreneur (Negosyante) ____ Overseas Contract Worker
   ____ Farmer (Patag-uma) ____ Fisherman (Paragpangisda)
   ____ Helper (Nag-aalayon/Kabulig) ____ Vendor (Naglilibot/Paratinda)
   ____ Dressmaker/Tailor (Parag-panahi) ____ Military/Police (Sundalo/Police)
   ____ Others, please specify: _____

PART II – PARENTAL SUPPORT AND SUPERVISION GIVEN

Direction: Please assess the support and supervision you extend to your children based on the listed criteria below. Check the column corresponding to your answers using the following scales:

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

Indicators of Parental Support & Supervision	Responses				
	5 (A)	4 (O)	3 (S)	2 (Se)	1 (N)
A. Attendance/Participation in School Activities					
1. Do you attend school/classroom meetings? (Naatender ka ba hit meting ha eskwelahan?)					
2. Do your actively participate in PTCA activities? (Aktibo ka ba nga nakikipagburublig han PTCA nga buruhaton?)					
3. Do you attend school programs where your child is a participant? ((Naatender ka ba hin buruhaton nga diin an imo anak napartisipar?)					
4. Do you participate in school projects initiated by the parents? (Nakikipagburublig ka ba han mga buruhaton ha eskwelahan nga pinangungunahan han mga kag-anak?)					
5. Do your initiate knowing the different policies and regulations of the school? (Natalinguha ka ba nga mahibaro han mga palisiya ug regulasyon han eskwelahan?)					
6. Do you show support to school officials on policies, programs that are geared towards the improvement of the school? (Nagpapakita ka ba hin pagsuporta han mga opisyal han mga programa ug palisiya nga magpapauswag han eskwelahan?)					
7. Others, please specify (Iba pa, isurat la):					
B. Follow-up Undertaken					
1. Do your ask your child of his assignments? (Ginpapakianhan ba nimo an imo anak han iya assignment?)					
2. Do you help your child in doing his/her assignment? (Ginbubuligan mo ba an imo anak han iya assignment?)					
3. Do you help your child in his/her school projects? (Ginbubuligan mo ba an imo anak han iya mga projects?)					
4. Do you go to school to see your child's teacher or any school personnel on his/her school problems? (Nakikipagkita ka ba han maestro/maestra o hin-o nga may kalabutan hit problema han imo anak?)					
5. Do you make follow-up in school on matters that affect your child? (Naghihimo ka ba pag-aalinsusunod hin bagay na nakakaaapekto han imo anak?)					

Indicators of Parental Support & Supervision	Responses				
	5 (A)	4 (O)	3 (S)	2 (Se)	1 (N)
6. Do you appreciate your child's achievements in school? (Iginkakalipay mo ba an maupay nga binuhatan han imo anak ha eskwelahan?)					
7. Do you supervise your child's studies? (Nanginginano ka ba han pag-aram han imo anak?)					
8. Do you show interest in your child's school activities? (Nagpapakita ka ba hin interes han mga buruhaton han imo anak ha eskwelahan?)					
9. Do you discuss to your child matters pertaining to his/her schooling? (Nakikipag-uroistorya ka ba hit imo anak mahiunong han iya pag-aram?)					
10. Do you show interest in your child's grades? (Nag-iinteres ka ba han mga grado han imo anak?)					
11. Others, please specify (Iba pa, isurat la):					
C. Financial/Material Support					
1. Do you provide your child's financial needs in school? (Ginhahatag mo ba an finansyal nga panginginahanglan hit imo anak?)					
2. Do you buy the materials needed by your child in school projects on time? (Ginpapalit mo ba dayon an mga kinahanglanon nga materyales han imo anak para han iya mga proyekto ha eskwelahan?)					
3. Do you provide your child adequate supply of paper, notebooks, and others? (Gintatagan mo ba an imo anak han iya mga kinahanglanon nga papel, notebook ug iba pa?)					
4. Do you provide your child reading materials and references other than those provided by the school? (May ada ba niyo barasahon labot la hadton ginhatag han eskwelahan ha iyo balay?)					
5. Do you give your child money to pay school contributions required? (Nahatag ka ba hin kwarta para han mga kinahanglanon nga kontribusyon han imo anak ha eskwelahan?)					
6. Do you give your child enough allowance for fare and snacks? (Gintatagan mo ba an imo anak para pamasahe ug meryenda?)					
7. Do you pay your cxhild's fees for field trips and other educational tours? (Ginbabaydan mo ba an baraydan han imo anak para field trip ug iba pa nga educational tours?)					

Indicators of Parental Support & Supervision	Responses				
	5 (A)	4 (O)	3 (S)	2 (Se)	1 (N)
8. Others, please specify (Iba pa, isurat la):					

Thank You Very Much !

The Researcher

APPENDIX M

Set C

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

SURVEY QUESTIONNAIRE
(Teachers)

PART I – PERSONAL INFORMATION

Direction: Please answer the following questions by writing on the space provided or checking the blank corresponding to your choice.

1. Name (optional): _____
2. Sex: ____ Male ____ Female
3. Age (in years): _____
4. Religion: ____ Roman Catholic ____ Iglesia ni Cristo ____ Protestant ____ Seventh Day Adventist ____ Baptist ____ Others, please specify: _____
5. Civil Status: ____ Single ____ Married ____ Widow/Widower ____ Separated
6. Subject Taught: ____ Math ____ English ____ Science
8. Educational Attainment:
   ____ BSE/BSEd Major: _____
   ____ BSE/BSEd with MA/MS units
   ____ BSE/BSEd with MA/MS (CAR)
   ____ MA/MS degree holder Major: _____
   ____ MA/MS with Ph.D./Ed.D. units
   ____ MA/MS with Ph.D./Ed.D. (CAR)
   ____ Ph.D./Ed.D. degree holder Major: _____
8. Length of Teaching experience (in years): _____

PART II – PERCEIVED COMPETENCIES OF TEACHERS

Direction: Please assess your competency based on the listed criteria below. Check the column corresponding to your evaluation, using the following scales:

5 - Extremely Competent (EC)
4 - Highly Competent (HC)
3 - Moderately Competent (MC)
2 - Slightly Competent (SC)
1 - Not Competent (NC)

Areas/Indicators	Responses				
	5 (EC)	4 (HC)	3 (MC)	2 (SC)	1 (NC)
A. Teaching Strategies My ability to use the following: 1. Question and answer method to develop higher order thinking skills (HOTS)					
2. Small group discussion					
3. Whole Class discussion					
4. Lecture Method					
5. Role play/simulation					
6. Games					
7. Film showing					
8. Experiential learning					
9. Project Method					
10. Discovery Method					
11. Problem Solving					
12. Cooperative Learning					
13. Practical Work Approach					
14. Integrative Teaching					
15. Others, please specify:					
B. Classroom Management/discipline My ability to: 1. Establish clear policies/rules for the classroom with concensus of the class officers.					
2. Give students time to adapt to the new pattern of behavior.					
3. Plan program of experiences and activities for the students.					
4. Make clear the limits of behavior expected from every output of students.					
5. Relate to students' needs and interests.					
6. Allow creative and original participation.					
7. Manifest a sense of fair play and desire for justice.					
8. Keep oneself relaxed and rested during class activities.					
9. Get a good balance of firmness and kindness.					
10. Have a sense of humor to sustain students' interest and attention.					
11. Others, please specify:					

Areas/Indicators	Responses				
	5 (EC)	4 (HC)	3 (MC)	2 (SC)	1 (NC)
C. Resource Management My ability to: 1. Put every corner of the room to good use.					
2. Arrange charts, pictures, and other teaching aids accordingly.					
3. Structure room appropriately and skillfully.					
4. Involve students in the proper up-keep of the room.					
5. Prepare fresh & neatly written boardwork.					
6. Procure instructional materials & utilize them effectively.					
7. Make wise use of vacant periods.					
8. Ensure wise and proper use of textbooks disposed to students.					
9. Monitor class attendance every meeting.					
10. Ensure that all needed instructional materials and facilities are available when needed.					
11. Others, please specify:					

PART III – VALUES MANIFESTED BY THE TEACHER

Direction: Please assess yourself in terms of the values that you manifest to your students based on the listed criteria. Check the column corresponding to your evaluation, using the following scales:

5 - Always Manifested (A)
4 - Oftentimes Manifested (O)
3 - Sometimes Manifested (S)
2 - Seldom Manifested (Se)
1 - Not Manifested (N)

Areas/Indicators	Responses				
	5 (A)	4 (O)	3 (S)	2 (Se)	1 (N)
A. Health & Harmony with Nature 1. Does physical fitness activities before the class starts.					
2. Maintains healthy body and mind.					
3. Is neat and clean in appearance.					
4. Maintains a clean classroom and surroundings.					
5. Visits educational spots and joins educational tours.					
6. Appreciates the beauty of nature.					
	Responses				

Areas/Indicators	5 (A)	4 (O)	3 (S)	2 (Se)	1 (N)
7. Shows appreciation of arts works such as paintings, poems, music, etc.					
9. Expresses one's ideas through writing, singing and dancing.					
10. Is decent in speech and action.					
11. Sets good example to students in conduct, manners and speech.					
11. Others, please specify:					
B. Love 1. Shows concern for the welfare of students.					
2. Acts as the students' second parents.					
3. Knows how to appropriately deal with students' misbehaviors.					
4. Respects individual differences.					
5. Fulfills his/her teaching responsibilities with honesty, zest and energy.					
6. Shows enjoyment in teacher his/her class.					
7. Knows how to encourage depresses and disappointed learners.					
8. Integrates love messages whenever possible in the lesson.					
9. Avoids embarrassing students in the class.					
10. Shows respect for individual differences.					
11. Others, please specify:					
C. Social Responsibility 1. Has a heart that yearns for the good of others.					
2. Sincere, honest and finds joy in the family					
3. Leads a clean and dignified life.					
4. Sets a good example to his/her children at home or to other members of the family.					
5. Considerate with other people's shortcomings.					
6. Is willing to extend help to others if necessary					
7. Knows how to encourage depresses and disappointed learners.					
8. Integrates love messages whenever possible in the lesson.					
9. Avoids embarrassing students in the class.					
10. Shows respect for individual differences.					
11. Others, please specify:					

Areas/Indicators	Responses				
	5 (A)	4 (O)	3 (S)	2 (Se)	1 (N)
D. Nationalism & Patriotism 1. Shows pride in being a Filipino.					
2. Shows love for Filipino.					
3. Respects and understands the Filipino culture.					
4. Believes that the national language can unite the people.					
5. Shows pride towards the Filipino heroes.					
6. Knows the ideals of the Filipino heroes.					
7. Shows involvement for the good of the community.					
8. Shows willingness to abide with the laws of the country.					
9. Participates in programs and projects that will benefit the community.					
10. Assumes leadership roles in community work.					
11. Others, please specify:					

Thank You Very Much !

The Researcher

CURRICULUM VITAE

CURRICULUM VITAE

Name . . . . . EDGAR P. LONZAGA

Birthdate . . . . . February 10, 1968

Birthplace . . . . . Arteche, Eastern Samar

Address . . . . . Kalawit, San Roque, Oras, E. Samar

Civil Status . . . . . Married

Wife . . . . . Carolyn J. Gubala

Educational Background

Primary . . . . . Bonga Elementary School
Bonga, Tarangnan, Samar

Elementary . . . . . Tarangnan Central Elementary School
Tarangnan, Samar

College . . . . . University of Manila
Sampaloc, Manila
Major . . . . . Mathematics
Minor . . . . . English

Graduate Studies . . . Samar State Polytechnic College
Catbalogan, Samar
Major . . . . . Administration and Supervision

Civil Service Eligibility

Professional Board Examination for Teachers .. 1991 (74.41%)

Career Service Professional Examination . . . 1991 (80.26%)

Awards and Distinctions

Bronze Medal of Merit for Meritorious and Outstanding Service, Boy Scout of the Philippines Eastern Samar Chapter, October 31, 2002.

Certificate of Appreciation, for Active Participation and Involvement as Adviser, Nutrition Month Celebration, Oras, Eastern Samar, July 25, 2002.

Certificate of Training, Basic Computer Training, PCs for Public School Project, Department of Trade and Industry, Taft National High School, Taft, Eastern Samar, April 16-17, 2002.

Certificate of Recognition, for Invaluable Efforts and Service as Adviser, Eastern Samar Girl Scout Council Area Encampment, January 27, 2002.

Certificate of Recognition, for Grateful Appreciation of Invaluable Time, Effort, Material Contribution and Personal Concern, Boy Scout of the Philippines Eastern Samar Chapter, July 31, 2001.

Certificate of Loyalty, Oras National High School, March 29, 2001.

Certificate of Appreciation, for Invaluable Service, Support and Cooperation, as Coach, POPQUIZ 2000, ESECC, Borongan, Eastern Samar, September 18, 2000.

Certificate of Recognition, for Meritorious and Outstanding Services, Boy Scout of the Philippines Area BSP Advancement Camp for Senior Scouts, Oras, Eastern Samar, January 26-27, 2000.

Certificate of Appreciation, for Active Participation, as Coach, 1999 POPQUIZ Show, Eastern Samar Educational and Cultural Center, Borongan, Eastern Samar, September 29, 1999.

Certificate of Recognition, as Coach, fifth Annual DECS-DOST Regional DAMATH Competition, Samar Regional School of Fisheries, Catbalogan, Samar, January 7-8, 1999.

Certificate of Appreciation, for Active Participation as Facilitator, Clean and Green and Beautification Campaign, Barangay San Roque, Oras, Eastern Samar, July 30, 1996.

Certificate of Recognition, for Meritorious Services, Valued Assistance, Cooperative Support and Active Participation, Division Seminar-Workshop on Research Agenda for Science and Mathematics Educators, Can-avid, Eastern Samar, October 22-27, 1993.

Seminar-Workshop / Conferences Attended

Mass Training for High School Mathematics Teachers Secondary Level, Eastern Samar National Comprehensive High School, June 13-15, 2002.

Third Administrators Conference, Oras West central Elementary School, Oras, Eastern Samar, March 23, 2001.

Division Top Level Management Conference on the Integrated School Health and Nutrition Program, ESECC, Borongan, Eastern Samar, March 9, 2001.

Second Administrators Conference, Gen. MacArthur National Agricultural School, Gen. MacArthur, Eastern Samar, February 16, 2001.

Modular Seminar-Workshop on the Updating and Formulation of Comprehensive Land Use Plan and Zoning Ordinance, Municipality of Oras, Eastern Samar, February 22-24, 2001.

Fifth Division Administrators Conference, Samar National Pilot Opportunity School of Agriculture, San Policarpio, Eastern Samar, December 6, 2000.

Third Division Administrators Conference, Lalawigan National High School, Lalawigan, Borongan, Eastern Samar, August 23, 2000.

Regional Education Summit for Secondary School Administrators, Eastern Samar National Comprehensive High School, Borongan, Eastern Samar, May 15-16, 2000.

Regional Workshop on the Refinement and Finalization of Implementation of Revitalized Homeroom Guidance Program (RHGP), RELC, DECS RO8, Candahug, Palo, Leyte, August 18-20, 1999.

Division Training Program on Practical Work Approach for Science and Mathematics Teachers, ESECC, Borongan, Eastern Samar, June 28 - July 4, 1999.

Division Training for Science and Mathematics Education Manpower Development Program, Dolores National High School, September 23-27, 1997.

Second Quarterly Conference for Public Secondary School Administrators, RELC, DECS RO8, Government Center, Candahug, Palo, Leyte, June 20-21, 1996.

First Consultative Conference on Public Secondary Education, RELC, DECS RO8, Government Center, Candahug, Palo, Leyte, January 16-17, 1996.

Developmental Filipino: Edukasyong Pangwika sa Siglo 21 Seminar-Workshop, University of the Philippines, March 30 - April 1, 1995.

Division Seminar-Workshop on Cooperative Learning as an Approach in Teaching Mathematics to Slow Learners, Dolores Central Elementary School, Dolores, Eastern Samar, November 19-21, 1994.

Division-Based Regional Seminar-Workshop on Current DECS Thrusts and Programs, Samar National School of Arts and Trades, Taft, Eastern Samar, September 12-18, 1994.

Working Experience

1991-1992

Private School Teacher, Our Lady of Perpetual Succor School, Concepcion, Marikina, Metro Manila

1993-1996

Secondary School Teacher I/Teacher In-Charge, Oras Provincial High School, Oras, Eastern Samar

1996-1999
Secondary School Teacher I, Oras National High School, Oras, Eastern Samar

1999-2002
Secondary School Teacher I/Teacher In-charge, Oras National High School, Oras, Eastern Samar

2002-present
Secondary School Head Teacher I, Oras National High School, Oras, Eastern Samar

LIST OF TABLES

LIST OF FIGURES