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RESEARCH BULLETIN

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Effectiveness of the Guidance Services of Tabango National High School, Tabango, Leyte

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Introduction

Students' holistic development and academic excellence are the goals of every learning institution. As such, establishing the Guidance Services catering directly to all the students' needs is important. It plays a vital role in the academic life of the students. It manages the administrative life, resolving and finding remedies on institutional issues, and enrolments, enabling students to take full benefits of their academic lives. It is consciously concerned about the attainment of students' maximum self-realization both academically and socially. Therefore, every institution's administration of today should give a greater emphasis on more organized and systematic services.

The researcher hoped to gain answers on the field of guidance services applied today in Tabango

National High School, Tabango, Leyte. These look into how these services facilitate student's learning interests and performances towards schooling and how far these affect the institutions' performance and career in general.

Methodology

a. Sampling

The study was conducted at Tabango National High School, Tabango, Leyte.

Quota sampling was used in determining the number of respondents representing the total populace from five (5) sections of Grade 9 and four (4) sections of Grade 10 enrolled in SY 2018-2019. The total respondents were 180, 100 students from Grade 9 and 80 students from Grade 10.

CONTENT HIGHLIGHTS

- 1 Effectiveness of The Guidance Services of Tabango National High School, Tabango, Leyte
- 3 Lesson Study and Its Effect on the Instructional Competence of Junior High School Science Teachers
- 5 A Phenomenological Study in the Lived Experiences of Sulat National High School Math Teachers In Their Students' Math Anxieties
- 7 School MOOE Fund Utilization Transparency and Truthfulness Index: Measuring Public Spending in The Division Of Northern Samar

b. Data Collection

The approved research instrument was reproduced considering the number of respondents. The steps undertaken in the data collection were informing school authorities of the intention of researching by the researcher, fielding of the questionnaires, data gathering,

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presentation, interpretation, analysis, and lastly, statistical treatment.

The questionnaire contained three (3) main parts - Extent of Students' Knowledge on the Components of the Guidance Services; Effectiveness of Guidance Services; and Strengths and Weaknesses of the Guidance Services.

A try-out was made to a group of students of Tabango National High School who were not respondents to validate the questionnaire before it was finally administered.

Results and Discussion

This part shows the discussions of data taken from students' responses using the descriptive method. The knowledge of the students is the dependent variable whereas the guidance services are the independent variable.

The research instrument used in the study was adopted from the evaluation form of the Guidance

Services parallel to the unpublished dissertation of Gonzales, E. (2010).

I. EXTENT OF THE KNOWLEDGE OF THE STUDENTS REGARDING THE COMPONENTS OF THE GUIDANCE SERVICES

The Guidance Services have nine components – (1) individual inventory, (2) student orientation to high school life, (3) guidance and counseling, (4) student assistance program, (5) career counseling, (6) testing, (7) admission, (8) follow-up, and (9) co-curricular programs and activities, with the general purpose of helping individual students adjust to school. The extent of knowledge is emphasized not taking for granted students' familiarity about these components.

Co-Curricular Programs and Activities got the highest rating with a weighted mean of 4.62. This implies that the school is not only developing every student academically but is also concerned with assisting the students to explore, expand and cultivate interests related to learning, hobbies, leisure time, and other activities which encourage more adequate social, personal, educational, emotional and vocational development. This improves and enhances students' total well-being that leads to their self-actualization and self-growth.

Guidance and Counselling Services got the lowest rating with a weighted mean of 3.79. This service is the "heart" of the Guidance Services and is of vital importance. It is primarily for guidance and counseling purposes of students who have not adjusted to high school life – catering not only to student's academic and personal problems but also the development of their accomplishments, achievements, and interests.

Tabango National High School does not have a Guidance Office or a Guidance Counselor, despite item vacancy based on the Personal Services Itemization and Plantilla of Personnel (PSIPOP) of the school. To address this, the school designates a teacher who attends various seminars, trainings, and workshops as a guidance advocate.

II. EFFECTIVENESS IN THE PERFORMANCE OF THE DIFFERENT COMPONENTS OF THE GUIDANCE SERVICES

The same indicators were used as bases for determining the effectiveness of Guidance Services in helping students in crisis.

The school had three (3) components rated very effective, three (3) effective, and also three (3) moderately effective performances by the students. The grand mean is 3.88 with a descriptive equivalent of effective. This implies that all components were implemented by the school varying in effectiveness depending on the students' awareness, experience, and involvement.

III. STRENGTHS AND WEAKNESSES OF THE GUIDANCE SERVICES

The different strengths and weaknesses were determined by the students based on their observations and perceptions following the majority rule of 50 + 1.

Individual Inventory ranked first among the nine (9) components. Students were aware that individual inventory provides meaningful insights into the motivation behind their behavior, enabling them to build better inter and intrapersonal relationships. All personal information is kept

confidential and the school kept an organized and systematic record of each student

Testing, which is an integral part of the Guidance Services, on the other hand, ranked last due to their observation and perspective that they were not provided with the necessary testing materials needed in admission, aptitude, psychological, performance, and intelligence. Students admitted that the results were not interpreted and shown to them.

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Lesson Study and Its Effect on the Instructional Competence of Junior High School Science Teachers

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Introduction

Classroom teachers play a vital role in developing the knowledge, skills, and attitude of every learner. They set the tone in their classrooms; build a good, friendly environment conducive to learning, and are role models in and outside of the classroom in every aspect. According to Pillen et al. (2012), teachers need to grow in the school culture and system to further develop their professional identity and build routines for classroom management and teaching techniques. Teachers enter similar classrooms every day during class days in their respective schools to teach the same or similar concepts. Despite the same mission and vision, similar trainings attended, strategies and approaches in teaching the subject, and learning goals and plans, teachers are often left alone working in making lesson plans,

planning developmental activities, and learning routines. Such experiences tend to exhaust and make them unable to perform at their best and full potential. Though some of the teachers can write some reflections, insights, and discoveries, only during Learning Action Cell (LAC) sessions and seminars where teachers share and exchange ideas with a limited time.

Lesson study is a professional model for development that originated in Japan, where teachers plan collaboratively, design a lesson, deliver, observe, and discuss certain pedagogical focus often related to a difficult content or aspects of a certain subject. Lesson study focused on students and learning outcomes to develop pedagogical content knowledge of the teachers (Cerbin and Kopp 2006)

Methodology

This study utilized multiple Case Study designs and methods. The lesson study team was composed of the Principal, Head Teacher, Master Teachers, and all Junior High School Science teachers in the different levels (Grades 7 – 10). Each grade level had two implementers and each one of them was considered a separate and unique case. The team identified specific student needs, formulated, and developed the lesson plan after brainstorming, thorough and careful planning. After it, the lesson plan was implemented by the designated lesson implementer for 60 minutes. The implementation was closely monitored by the lesson study team. After the first implementation, the team gathered and discussed together with the lesson possible lesson adjustments to improve the lesson plan making it ready for the second

implementation by the second lesson implementer. After the second implementation, the team members again met and discussed students learning, teacher learning, and pedagogical content learning. Along the process, a large amount of qualitative data in the form of audio-video recordings, observations, and interviews to both the students and teachers were gathered and collected. These qualitative data were transcribed verbatim, and codes were used in finding the common themes.

Results and Discussion

After a series of lesson study implementations, it resulted in the following themes: Teacher Role, Students' behavior, content-related concerns.

Teacher Role:

Generally, the teachers acted as a facilitator of learning. For the entire period, the students were engaged from the first activity down to the elaborate part. Students were the ones explaining the outcomes of the different activities throughout the entire lesson. In the interview, the implementers admitted that the way teachers planned the lesson could make the students do more on their own. Furthermore, the teachers realized that preparation is the key to make the lesson students centered meaning students are engaged in the different parts of the lesson especially on answering the guide questions and explaining ideas in their own words.

Teachers felt that it is easy for them to implement the lesson since the lesson plan was well organized and checked by the team. Facilitative learning is evident most especially in the final implementation.

This was even supported by

the study of Dudley (2013) which revealed that lesson study gave support to the teacher learning since the critical discourse by knowledge construction was done through a social learning environment. Teachers build school professional learning groups and develop their professional knowledge in terms of the subject matter that they are teaching, the strategies that they use, and the content pedagogy.

Students' Behavior

Students were generally used to answer activities individually, by pair or 4 members in a group. The students in this setup were dependent only on one person. Some of the members of the group rely only upon the answer of the leader. After thorough planning of the lesson, the implementer tried to let the students perform the activity with at least 12 members a group. The members participated in the activity and they were busy explaining their results to their group mates.

It is evident from the behavior of the students that they are participative most especially if they work in a group. Each one of them is given a task to do their role. This is even supported in the study of Murata, et.al, (2012) explaining the events on how a Lesson study impacts the students, and that it develops teachers' knowledge of how the learners learn through discussions around the planned research lesson.

Content-related Concerns:

Content-related concerns refer to the mastery of the subject matter. Since the Lesson study is used in Science subjects, knowledge of the topic is one of the most important concerns as a teacher. This is to ensure that the concepts learned

by the students are correct and reliable. Through this Lesson study, the team was able to correct the unclear ideas from the first implementation. Broad ideas were noted and corrected during the reflection process participated by the members of the team to make the topic easier and fit to the level of understanding among the learners.

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A Phenomenological Study in the Lived Experiences of Sulat National High School Math Teachers In Their Students' Math Anxieties

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Introduction

The Philippine education was composed of six years in elementary and four years of secondary education—a total of ten years. The implementation of the present Philippine education curriculum which is the K-12 program marks history in our educational system. It provides sufficient time to master skills and for mastery of concepts and develops lifelong learners. This kind of change in our curriculum enables every Filipino to become globally competitive and to acquire the skills needed in today's generation.

The curriculum is highly anchored to the so-called "Spiral Progression" for mastery learning. It is where subjects are taught starting from the simplest concepts in the lower grades and gradually becoming complicated in the upper grades (Chua 2016, p.3).

Mathematics, for me, is considered one of the core subjects. This is offered from primary up to the tertiary level of education. This compulsory nature of the subject brings with it the importance of the subject to all the members of society (Adolphus, 2011).

Mathematics teachers use different methods in teaching the subject. They make different decisions on how to implement a particular lesson. After finishing the lesson, they reflect if the instructional decisions they have made were successful or not through the students' results (McAninch, 2015). However, teachers

also encounter difficulties in teaching mathematics. Most students have a negative attitude towards the study of Mathematics even though it is considered a bedrock of science and technology (Adolphus, 2011).

Poor math achievement is also a manifestation of math anxiety. Students with math anxiety tend to avoid Math situations that therefore lead to not participating in the teacher's discussion, not performing assigned tasks, not answering exercises, which result in failures during examinations.

The problem of the students as well as teachers, the confusing results of students' performance in their math subjects, and the lived experiences of the secondary school math teachers in Sulat National High School motivated the researcher to pursue this study to find ways on how teachers could improve their teaching performance, give and construct strategies in teaching math through seminar and workshops, and encourage them to motivate their students in learning more about math.

This study was conducted to determine the experiences of the secondary school teachers in the math anxieties of their students and to identify the strategies they used to address these anxieties.

Methodology

A qualitative research method was used in the study, phenomenological type of research specifically. This study applied

Coalizzi's approach in analyzing the data. The target population was the mathematics teachers of Sulat National High School. Purposive sampling technique was used to get the sample and all the mathematics teachers teaching mathematics of the chosen school was then the participants of the study.

Results and Discussion

The study found out that participants had experienced varied forms of anxieties, were challenged in teaching the subject, and had observed that their students showed negative attitudes towards the subject. However, these teachers incorporated different teaching strategies to make their students become motivated in learning mathematics wherein they used manipulative, models, android phone during the game, differentiated instruction, 'hugot-lines', and some jokes to make the discussion lively.

The participants claimed that the strategies they used were effective. The students became participative and they were confident in expressing their ideas and showing their works to the class. The students also became more interested in the subject because they now enjoyed learning Math with the use of different teaching strategies applied by their teachers.

Thus, it is highly recommended that the teachers must be fully equipped with the different teaching strategies through seminars and workshops, in-service training,

peer mentoring with the department heads and master teachers, and presenting the result of this study to the different stakeholders.

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School MOOE Fund Utilization Transparency and Truthfulness Index: Measuring Public Spending in the Division of Northern Samar

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Introduction

Effective, efficient, and economic public spending serves a pivotal function in the attainment of institutional goals. Quality spending drives school operation towards quality learning. However, the accounting arm of DepEd has to continuously deal with untraceable expenditures and disapproved

liquidation reports due, in part, to the lack of tools in evaluating financial reports accomplished by the individuals entrusted with the funds. Poor MOOE management results in a budget deficit and failure to meet the target.

In this study, the researchers developed and tested a survey instrument that measures the transparency and truthfulness level of

MOOE utilization among elementary and secondary schools in the Division of Northern Samar. The instrument could be used to guide policy-makers and school administrators towards efficient, effective, economic, and ethical public spending.

Methodology

Through instrument development, exploratory sequential

mixed methods research design (Creswell & Plano Clarke, 2013), accounts of personal experiences and insights concerned with school MOOE transparency and utilization practices were collected through focus group discussions and interviews with 36 teachers, 36 school heads, 36 BAC members, and 8 district bookkeepers from the elementary and secondary schools across the Division of Northern Samar. Constructs with corresponding survey statements were drawn through thematic analysis (Braun & Clarke, 2006). Thereafter, the survey instrument was administered among the 514 teachers, 168 BAC members, and 171 school heads for a total of 853 survey respondents. Then, the transparency index was subjected to exploratory factor analysis (EFA) and confirmatory factor analysis (CFA) while the truthfulness index underwent exploratory factor analysis. Finally, a reliability test using Cronbach's alpha coefficient was administered to ascertain the validity and reliability of the instrument.

Results and Discussion

From the qualitative phase, the results indicated that openness, involvement, and timeliness comprised transparency while authenticity, completeness, and accuracy characterized truthfulness components. To achieve transparency, the participants emphasized the school head's accommodation of teacher's queries about the MOOE, use of transparency board, presentation of liquidation report during the meetings, and inclusion of relevant attachments. Teachers' involvement as members of the Board of Canvassers, supply officer, and participation in the

formulation of the School's Operating Budget was among the emphases of involvement. The participants also underscored the timeliness of the reporting of the MOOE liquidation. Further, it was ascertained that the considerations for the truthfulness of liquidation reports required technical knowledge of the entire liquidation process which is done by the BAC members and the school heads. This implies that prompting the teachers to answer the truthfulness survey would yield unreliable data as they lack the technical knowledge to objectively perform the assessment. Hence, the researchers opted to have the teachers answer only the transparency survey while the BAC members and the school heads rated both the transparency and the truthfulness surveys.

In the quantitative phase, during the EFA, the factor loadings merged openness (10 items) and involvement (11 items). Likewise, the truthfulness constructs comprised of authenticity (21 items), completeness (9 items), and accuracy (6 items) were found to belong to one factor. The dual-factor transparency index, openness and timeliness, gained acceptable goodness-of-fit measures (GFI = .884, AGFI = .846, CFI = .919, NFI = .915, TLI = .904), convergent validity (Openness = 0.57, Timeliness = 0.712) and discriminant validity (Squared Correlation = 0.425). It has also obtained an excellent reliability level ($\alpha = .921$). In like manner, the factor loadings during the EFA resulted in the merging of the three truthfulness constructs to a single-factor. The 13-item truthfulness factor obtained an acceptable reliability level ($\alpha = .918$). In general, there were 13 statements for each of the School MOOE Fund Utilization Transparency

and Truthfulness Index. The use of this instrument is highly advised to better serve the interest and welfare of stakeholders through accountable public spending.

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Research

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Development of Research Agenda 2021



ABOUT THIS PUBLICATION

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