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THE COMPETENCY-BASED TRAINING (CBT) APPROACH TO THE HORTICULTURAL SKILLS DEVELOPMENT OF GRADE 10 STUDENTS IN STVE SUBJECT AT GEN. MACARTHUR NATIONAL AGRICULTURAL SCHOOL

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Introduction

Strengthen Technology and Vocational Education (STVE) subject had been one of the learning areas in Technical Vocational Schools (TECHVOC) in which the primary concern was to provide utmost development among students as a total person equipped with technical-vocational competencies in order to become competent in the world of work. According to Castillo (2010), the Strengthen Technology and Vocational Education Program (STVEP) helped the high school graduates find gainful employment whether they be able to get their college diploma or not. The student's skill would give them competitive advantages to become viable in the cut-throat employment market place and to compete for world-class skill

recognition. Based on the result of the National Career Assessment Examination (NCAE) in school year 2006 – 2007, revealed that out of 1.3 million examinees, only 3.76 percent had the aptitude for college while close to 60 percent had the inclination to entrepreneurship and other areas of TVE (Rimando, 2012). The Department of Education former Secretary, Armin Luistro, added that in 2007, most of the unfilled openings in the industry were technical position, "yet there was hardly any available manpower supply from the labor market". Thus, the DepEd articulated the decision to fortify TVE by launching of the Strengthen Technology and Vocational Education Program (STVEP) in 2007 which was sought to contribute to the community and to the rural development by solving the job skill gap in the market

CONTENT HIGHLIGHTS

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as it provides high school graduate with the required skills duly certified by the TESDA. The Competency Based Curriculum (CBC) was prepared and packaged by an ad hoc committee composed of experts from the Tech-Voc practitioner-academe. TEDSA and industries consisting of competencies that Tech-Voc schools students should acquire so they could be absorbed in the field of work or venture into entrepreneurship if they opt not to go to college.

The main thrust of this study was to find out if the CBT approach could improve the skills development of Grade 10 students specializing Horticulture in STVE subject, this School Year 2017-2018.

Specifically, it answered the following questions:

- What was the level of skills development of CBT approach towards the horticultural skills among students?
- To what extent did the CBT approach contribute towards horticultural skills among students?
- What was the Mean Percentage Score (MPS) of the Grade 10 students specializing Horticulture in their written test?
- What was the performance of the students on their actual demonstration?

Methodology

Conceptually, CBT demanded a different approach to teaching and even assessment. This was because CBT was different from the traditional system. It was a unit based or modular and it could be both formal and informal education and training. For these reasons training in teaching approach required flexibility (Annane, 2013).

The following facilitation methods were employed for the CBT approach.

Recognition of prior learning (RPL) or current competencies

A pre-test were given in each participants to determine prior learning competencies they have acquired during their previous grades. A participant who passed the pre-test

and acquired satisfying results of his/her interviews would move on to the next competency so that he/she should not waste time doing the learning activities. This would shorten the training hours of the particular participant.

Modular in its structure.

A competency based learning materials (CBLM) was prepared and provided to each participant. It would serve as the main material and guide for the whole training such as an information in the attainment of knowledge and skills and other activities to be undertaken. In case other training materials such as videos, computer-based learning materials, and other references needed, the CBLM usually gave direction on how these materials could be accessed and used.

Training materials are directly related to the competency standards and curriculum modules

The CBLM used during the training had conformed to the CBC and the competency standards. The teacher should always check the session plan and CBML's to ensure that all assessment criteria were attained. The competency standards could always provide the minimum requirements of the competency. A participant should always aim for the attainment of every criteria. Enhancement were also encouraged.

Learner-centered classroom should accommodate individualized and self-paced learning strategies

The participants were treated as individual learners with different characteristics, learning styles and training needs. The sessions provided varied activities, employing different methods of training. Considering that trainees were being trained

simultaneously on the different competencies, activities were always allowed trainees to work independently or in small group with minimum supervision.

Assessment was based in the collection of evidence of the performance of work to the industry required standard

Assessment was done to test whether the participants was able to perform the job based on the required criteria in the competency standard. This was done before a participant can advance to another competency. A carefully prepared evaluation tool was used to assess the competency of the participant.

Results and Discussion

CBT Approach and the Level of Horticultural Skill Developed Among the Students

The perception of the students to the level of horticultural skills they had developed were categorized into four: "Very Good", "Good", "Poor" and "Very Poor". As shown in Table 1, it could be noted that out of the sixteen (16) student-respondents, almost two-thirds (2/3) claimed that they were "Very Good" in Basal Fertilizer Application skills: when to apply (75 %); what to apply (62.5 %); amount to be applied (62.5 %); and how to apply (56.25%). Based on the weighted mean score of 3.6, students-respondents were identified as "Very Good" in Basal Fertilizer Application. Similarly, based on the weighted mean score of 3.6, the group respondents indicated "Very Good" skills on transplanting fruit-tree seedlings: 68.75% in the proper handling of seedlings; and 62.5 % in the preparations of seedlings before transplanting and almost one-half (1/2) of them said that they

possessed “Good” knowledge on the procedure in transplanting.

On the other hand, the skills of the student-respondents in the care and management of transplanted seedlings were found to be “Good” as shown on the weighted mean score of 3.1. But more than one-half (1/2) of them revealed that they were “Very Good” in the application of fertilizer.

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TIME PROGRAM AS BARRIER IN ATTAINING SUCCESS: ENHANCING SCHOOL CLASS SCHEDULE

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Introduction

Time has a very long definition in the dictionary. Briefly, it says that time is the point or period appropriate to the beginning, performance or ending of a course of action. Time is a very important aspect or factor in life which people are very dependent with, in some ways. Students are not capable of studying, making projects, doing homework at the same time managing time in how they insert the responsibilities as a student in the weekends. As the researchers' point of view, time is a factor that affects the student’s performance specifically in TLE specializations for grade 10 in their

laboratory classes. This situation shows that students with TLE specializations of almost all the strands in grade 10 K to 12 Basic Education Curriculum needs to have a long period of time for laboratory activities and practical for they are pressured by the time limit of the school scheduling in TLE. The problem is that the students lack time in their TLE laboratory activities and might affect the other subjects too. On this encountered problem, the researchers would like to help the grade 10 students in their TLE specialization specifically in the field of Bread and Pastry production. This study will be able to help the students

in their problem in terms of time management in their TLE specializations as well as to improve the academic performance of the students.

Methodology

Participant

The participant of this study were Grade 10 students of section Sikwa, and the grade 10 students of section Atsal with the specialization of Bread and Pastry in their TLE subject under the K to 12 Enhanced Basic Education Curriculum. This study focused on the comparison of their average

performance grades from the basis on the two different scheduling of their TLE laboratory activity. The sampling technique applied in this study in the Purposive Sampling.

Data Gathering Method

Researchers gave a letter to the participant's teacher adviser, to their TLE subject teacher and to their other subject teachers that will be affected on the temporary schedule in their TLE laboratory activities. The researchers asked the data from the TLE teacher as to whom on the group finished the task and did not for Focus Group Discussion Purposes. The researchers asked the TLE teacher for their average performance grades with regards to range the researchers will give to the teacher to be the basis of their performance ratings. The researchers compared the data from experimental to the control.

Data Analysis Plan

The collected data were analyzed using different statistic tools. Mean was used to determine the average performance grades of the

respondents and Z-test was used to test if there is a significant difference between the two schedules in

Results and Discussion

This research study determined the comparison between the two time scheduling of two Grade 10 sections in TLE Breads and Pastries specialization at Baybay National High School.

Specifically, this study sought to answer which ratio of time scheduling {1:2:2:0:0 and 1:1:1:1:1} per week is more effective on the performance grade of the Sikwa and Atsal sections of Grade 10 in TLE Bread and Pastry production.

There were 41 respondents in Grade 10 Atsal with the experimental group of 1:2:2:0:0 ratio of time and 40 respondents in Grade 10 Sikwa with the control group of 1:1:1:1:1 ratio of time in their TLE class. This study has a total of 81 respondents,

The findings of the study were as follows:

- 1.1. The average grade of the respondents with 1:1:1:1:1 ratio of

time per week is 47.7375.

1.2. The average grade of the respondents with 1:2:2:0:0 ratio of time per week is 49.2623.

2. There is a significant difference between the two schedules in terms of the respondents' average of performance task grade.

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Technical Assistance Provision: How DepEd-Biliran wrestles with the demands of the new normal!

*By Dr. Lucille C. Roa-SGOD Chief
Mr. Ryan G. Japay-SEPS, PRS*

The global pandemic due to Corona Virus Disease-19 (COVID-19) virus places itself as the main reason everything was put into stupor --- mass gathering, traveling, hanging outside of our homes, and even suspending important events. Various quarantine protocols were implemented nationwide so as to

contain the corona virus and stop its further transmission.

The fight against the threats of COVID-19 pandemic has created profound impacts in the society. These have resulted in the widespread disruptions such as travel restrictions, business closures, global economic recession, even in the delivery of

quality basic education.

True enough that this pandemic has brought extraordinary challenges and certainly has immense effects to the educational sector. To sustain the provision of quality education despite the lockdown and community quarantines, Schools Division Office-Biliran has taken things

into consideration in planning and in embracing the “new normal” educational set-up.

With COVID-19 pandemic still in its full swing and with the rising new cases reported in the Province, it never locks our heart to render technical assistance on research to teaching and non-teaching personnel. Despite the circumstances that SDO-Biliran encounters, it never weakens our spirit to be on service whatever platform will it be **face-to-face** or **online/virtual**.

While the new normal creates some apprehensions on the conduct

are the 31 researches (basic and action) that were submitted at the Regional Office-through Policy, Planning and Research Division, for possible BERF grants. More so, three innovations qualified in the 2021 Eastern Visayas Innovation Caucus.

In one of the research conferences, Dr. Lucille C. Roa, Chief-Schools Governance and Operations Division, encouraged the School Heads and teacher-researchers to do research about the new normal conditions and share the results to the Division Office as basis for possible policy formulation.

On the other hand, Dr. Margarito A. Cadayona, Jr., Assistant Schools Division Superintendent, also emphasized to the School Heads how vital researches are in solving school and classroom problems. He also posed a challenge to all the Master Teachers to really produce completed researches.

While we are in the verge of massive shift in education, the conduct of research among our personnel never ceases; hence, technical assistance provision still plays a huge role.

As DepEd-Biliran continues to wrestle against the pandemic, constant support and technical assistance are rendered to the schools. Amidst all challenges, the Division never fails to meet the demands of the new normal.



of technical assistance, District Research Coordinators and research enthusiasts view it as an opportunity to improve their crafts and enhance their knowledge, skills, and attitudes in research.

A strong manifestation of the great effect of the virtual and face-to-face technical assistance



Saint Bernard District I holds 1st Research Congress

By: Bryan M. Bulactin

In adherence to Division Memorandum No. 040, s. 2021 titled Call for Research Proposals, Saint Bernard District I Research Committee (SB1 DRC) under the advisory of the District In-Charge (DIC) Ms. Teresita G. Lolo and chairmanship of Mr. Bryan M. Bulactin conducted the 1st district level research proposal presentation, evaluation, and technical assistance provision on March 26, 2021 (Friday) at the district conference room.

Six of the 19 participants presented their research proposals to the three evaluators namely Mr. Bryan M. Bulactin (DRC Chairman), Ms. Gessa L. Paas (DRC Statistician), and Mr. Alexander O. Agoylo (DRC Editor) who rated their researches using

Agoylo; (3) Retooling: Its Impact on Kindergarten Learners' Mastery of Letter Sounds at Home by Ms. Rowena K. Pamel; (4) Lesson Study: A Method to Improve Academic Performance in Science 7 by Ms. Dolores P. Diaz; (5) Project TOSI: A Strategy to Increase the Number of NCII Holders among SHS Graduates by Ms. Gessa L. Paas; (6) Improving Academic Performance in Math 10 Through Printed MELCs-Based Teacher-Made Learning Activity Sheets with Project OfLAYN MTV by Mr. Bryan M. Bulactin and Ms. Rowena C. Bulactin.

The researchers presented their proposals via multimedia and accommodated questions, comments, and suggestions from evaluators during the 15-minute breaks in

between presentations. Afterwards, certificates of recognition and appreciation were distributed to the presenters and participants, respectively. On March 29, 2021, the enhanced research manuscripts with the

rubrics, letter of approval, and letter of endorsement were forwarded to the Division Research Committee.

Pre-hearing / initial screening of the submitted proposals by subject area in the division was scheduled on the first week of April per division's Research Management Cycle Flowchart. Second and third weeks of April would be intended for the Committee Evaluation and research proponents needed a minimum score of 70% to qualify for approval. Fourth week of April would be for notification of results – whether the proposals submitted qualified or not. Then, more works will start after the notice.

The activity made possible because of the kind of partnership and confidence Lolo and Bulactin had for each other. There were glitches in the process but those were part and parcels of the aftermaths.

"You were around the corner in the research field for 5 years now and I see your potentials in making this district a research-cultured one just like how I envisioned it," said Lolo to Bulactin during the signing of the activity proposal.

She further added that she used to have many research ideas, inspirations, and themes but none were materialized for she had limited exposures to research conferences, seminars, trainings, and fora in the past aside from her hectic schedules and inaccessibility to someone learned in the discipline to get research inputs from.



the rubrics stipulated in the Research Management Guidelines (RMG). Two of these researches were basic while four were action.

In the sequence of presenters, first two slots went to the basic researches and succeeding turns to the action. The following were the research titles presented with their corresponding proponents: (1) Utilization of CCT in Relation to Academic Performance of Selected Learners of Saint Bernard Central School S.Y. 2020 – 2021 by Ms. Mariecelle B. Jayma; (2) Emerging Values of Grade 7 Students in Printed Modular Learning Amid COVID-19 Pandemic by Mr. Alexander O.

Lolo and Bulactin agreed on the parts of the activity and these were eventually communicated to other teachers within the district through the available chat groups of teachers, DRC members, and school heads.

Many expressed desires to participate but were eventually trimmed down to 19 selected participants to conform with the suggested limited interface by the Municipal Inter-Agency Task Force (MIATF).

On the days prior to the schedule, the DRC worked on their respective assignments with Lolo and Bulactin on the side for guidance and support. Moreover, Dr. Fe D. Espedilla, SEPS, Planning and Research, had always made herself available in social media platforms to welcome queries regarding research initiatives.

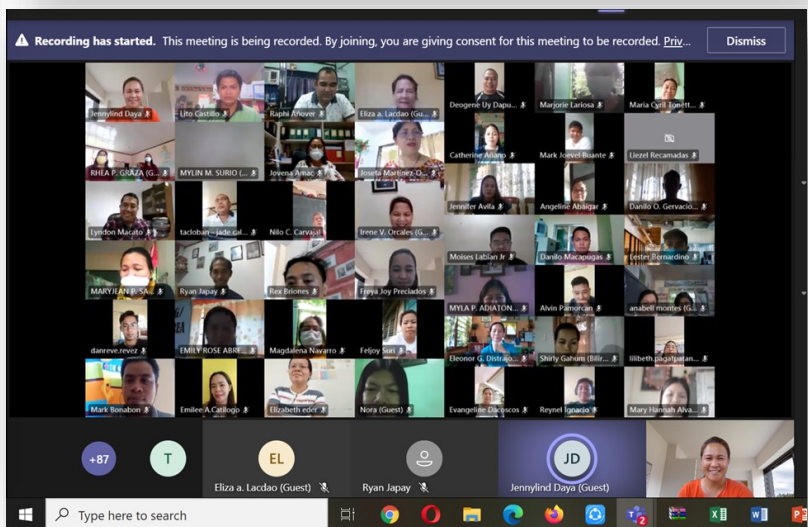
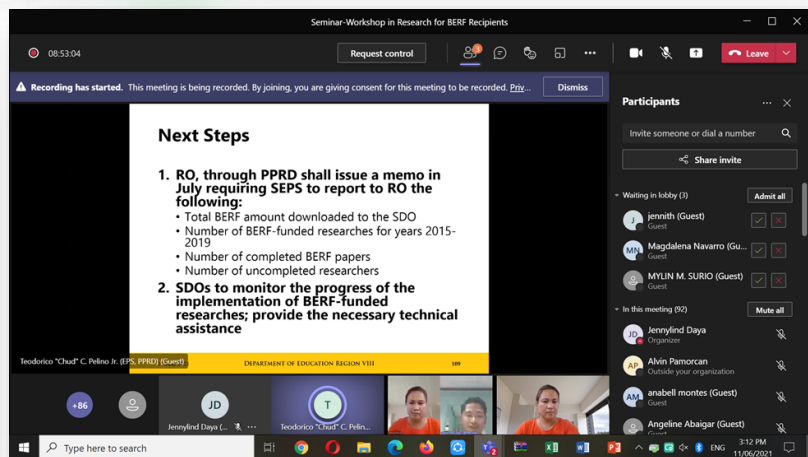
After the activity, Lolo and Bulactin talked on future plans regarding research.

"It would perhaps be nicer if we hold

research congress and capacity trainings / write shops quarterly to strengthen the information drive and produce more researches while waiting for the next call," said Bulactin to Lolo.

Bulactin also suggested the possibility of inviting research enthusiasts from other districts in future district research undertakings to learn from their best research practices and cultures.

RRC Activity Updates!



The Regional Research Secretariat together with PPRD conducted the **SEMINAR-WORKSHOP ON RESEARCH FOR BERF RECIPIENTS** via MS Teams last June 10-11, 2021 which was attended by the BERF Recipients from 2015—2019. The activity provided updates on the status of implementation and completion of researches in DepEd Region VIII; reorient the BERF recipients on Research Management Guidelines (D.O. No. 16, s. 2017) relative to submission and completion of researches; and to provide technical assistance on the writing of Research Reports.

Research



SCREENING OF ACTION AND BASIC RESEARCH PROPOSALS FOR BERF 2021

Headed by the PPRD Chief Dr. Isidro C. Catubig, the Regional Research Evaluators conducted the screening of the submitted Action Research and Basic Research proposals coming from the 13 Schools Division Offices last June 15-16, 2021. Qualified proposals shall be included in the BERF funding for 2021.



ABOUT THIS PUBLICATION

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This publication is part of the Region's projects to disseminate the findings and recommendations of highlighted studies to promote the use thereof. The views and opinions expressed here are those of the authors and do not necessarily reflect those of the Office.

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