

Research Abstracts

Master of Arts in Education

“Research is to see what everybody else has seen, and to think what nobody else has thought”.

Albert Szent-Gyorgyi

INTEGRATION OF TECHNOLOGY IN TEACHING COLLEGE ALGEBRA: A PHENOMENOLOGICAL RESEARCH

by

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Major: Mathematics

October 4, 2012

Abstract

This is a phenomenological research focusing on the experiences of 10 faculty members in the integration of technology in teaching College Algebra. They were chosen based on the following criteria: availability of computer-related gadgets in school and trained in the use of technology in teaching mathematics.

Four themes (with corresponding subthemes) were generated from the experiences of the participant-teachers which constitute the salient findings of this study:

Theme 1: The use of computer technology in teaching is *more of a boom than a doom*. The subthemes are *innovativeness, technology-student fit, interactivity, productivity* and *contextualization*.

Theme 2: There are prompts in the use of technology in teaching. Its subthemes are classroom conditions, current teaching trends, desire for teaching success, and school mandate.

Theme 3: Powerpoint tops them all. It has no subtheme.

Theme 4: There are barriers in the use of technology in teaching. These barriers are *inadequacy (and / or incompatibility) of technological facilities/ equipment, faculty/staff training, time and teacher-owned laptops or computers and slow internet connection.*

The researcher's insight is that modern technology *alone* does not define high quality teaching and learning; it is not a quality assurance. High quality teaching and learning requires a *complete package* – *adequate, well-functioning technological facilities/tools; adequate, well-selected, well-trained faculty/staff with risk-taking and positive attitudes toward change and with own technological resources for practice and experimentation during off-duty; school administrators who fully understand their roles as resource providers/ mentors/trainers/ models/inspirers; adequate finances to make all necessary resources available; students who value learning and appreciate modern technological resources as aids to learning; good-quality processes and other school services; parents who fully understand their roles as resource providers*

and inspirers; and the community at large which in one way or another provides the technological needs that the school cannot provide.

To validate the findings of this study, the following are strongly recommended:

- Similar studies may be conducted in other regions of the country and/or
- Experimental / correlational studies may be made on the use of specific computer software/programs as predictors of academic achievements.

**WORK VALUES AND STRESS LEVELS AS
DETERMINANTS OF TEACHING PERFORMANCE
AND BASES FOR A FACULTY
DEVELOPMENT PLAN**

by

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Major: Educational Management

March 2013

Abstract

This is a quantitative research which utilized the descriptive survey design for the work values, stress levels and teaching performance of teachers in

selected schools of Apo San Jose Catholic Educational System (ACES) who were mostly female, 26 to 35 years old and with teaching experience of not more than 5 years. In addition, the researcher attempted to test the influence of the teacher-participants' demographic profile, work values and stress levels on their teaching performance; hence, correlational analysis was also used.

As to findings, the most common *core values* of the teacher-participants were *respect, achievement, honesty* and *spirituality*. When it comes to work environment, the participants wanted it to be *conducive for learning, relaxing, structured* and *provides high earnings*. In terms of the participants' work interaction, they valued first and foremost, *teamwork, support, trust* and *leadership*. They also preferred activities that *promote helping one another, creativity, leading edge* and *challenge*.

Teaching performance ranged from *very satisfactory* to *outstanding* notwithstanding the *moderate stress level* which was experienced by some of them. The correlation test further proved that said teaching performance is not influenced by such factors as gender, work values and stress levels. It was *age* and *length of teaching* that caused significant variation in work performance.

The researcher highly recommends that the Faculty Development Plan, which was developed based on

the findings of this study, be utilized by the administrators of the ACES for further school improvement.

ISSUES AND CONCERNS IN THE IMPLEMENTATION OF THE ESEP CURRICULUM

by

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Abstract

The researcher used both survey and correlational methods in determining the issues and concerns of the 87 second to fourth year high school students under the Engineering and Science Education Project (ESEP) of DOST curriculum in Talavera National High School. Majority of these students were between 14-15 years old and female with sufficient monthly family income.

The students' major issues and concerns regarding the implementation of the ESEP curriculum pertained to the following:

- their questionable study habits and other personal matters and

- the school facilities which include inadequate science/ computer equipment/apparatuses and internet access, unsafe old library building, and inadequate library resources.

They had no issues/concerns regarding their teachers' teaching skills, classroom management and learning assessment and regarding their rapport with peers and their teachers.

Unanimity could be observed in the responses of the second, third and fourth year students as regards the above concerns, hence, these deserve serious attention from authorities concerned, as part of the recommendations,

- the proposed activities be utilized by all concerned for optimum learning of student-beneficiaries and
- replication of the study in another ESEP-recognized schools in the Province of Nueva Ecija be made for validation purposes.

**THE IMPLEMENTATION OF SCHOOL-BASED
MANAGEMENT (SBM) IN SAN MIGUEL NORTH
DISTRICT, PROVINCE OF BULACAN:
AN ASSESSMENT**

by

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Abstract

Mixed approach was used combining such strategies as survey, comparative and phenomenological in order to get better and broader insights on the extent of implementation of the four SBM dimensions:1) Leadership and Governance, 2)Curriculum and Instruction, 3) Accountability and Continuous Improvement, and 4) Management of Resources in 10 schools in San Miguel North District, Division of Bulacan, with 10 participant principals and 48 teacher-validators.

As to findings, SBM implementation in individual schools ranged from “Developing”, the lowest level, to “Advance”, the highest level, in the four dimensions of SBM. Viewed collectively, three of these schools were “Developing” while seven were in the “Maturing” level.

T-test was used to compare the principals’ and the teacher-validators’ overall assessment, and as to

result, the principals' self-assessment was significantly higher than their teachers' in dimension 2. Viewed separately, the principal's self-assessment in one school was significantly higher than their teachers' - "Maturing" level for the principal and "Developing" level for teachers in dimensions 3 and 4, while in another school, the principal's self-assessment was "Advance" level in dimensions 1, 3 and 4 and for teacher, "Maturing" level. These findings are somewhat contrary to the positive themes and subthemes that were generated from the interview results of these two groups, for instance, in dimension 1, the theme was **"There is collaborative planning of programs and school activities"**; dimension 2 with the theme **"The curriculum is responsive to the needs of the learners"**; dimension 3 with theme **"All stakeholders are accountable"**; and dimension 4, **"Transparent utilization of school resources"**. These discrepancies prompted the researcher to design a Training Plan for principals in the District.

**SUPERVISORY PRACTICES OF ACADEMIC
LEADERS IN STO. DOMINGO DISTRICT: A BASIS
IN DESIGNING AN INSTRUCTIONAL
SUPERVISION MODEL**

by

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Abstract

Using the descriptive normative survey and the phenomenological method of research, it was found out that majority of the participant teachers were 40 years old and below, female, married, no graduate degrees and quite new in teaching while the academic leaders were all married male and female; majority were 41 years old and above, relatively new in their position as academic leaders and only 50% of them were graduate degree holders.

With regard to instructional supervision for improvement of instructional plans, audio-visual devices, instructional strategies, classroom management and learning assessments, autonomy in leadership prevailed which sprang from the academic leaders' belief and trust that education graduates are knowledgeable in what they do, and this autonomy, coupled with informality in instructional supervision, led to very high satisfaction ratings in the survey

responses from their teachers. The themes derived from phenomenological phase of this study could shed more light on the high satisfaction ratings of teachers on their leaders' instructional supervision. These are as follows:

- Planning made easy; teaching should not be sacrificed at the expense of planning;
- Resourcefulness; quality of instruction should not be sacrificed by lack of high-tech materials;
- Trust in people's capability breeds autonomy in academic leadership; and
- Classroom management is multi-dimensional; the best judge on what to do in class is the teacher.

To conclude, it may be inaccurate to presume that all teacher-education graduates are well-equipped, that they do not need guidance or supervision. On this premise, and based on the participants' claim that they did not have any instructional supervision model to guide them in their work and in their judgment, the teacher-researcher proposed an Instructional Supervision Model for the District of Sto. Domingo, Nueva Ecija.