A Study on K to 12: Profiling Grade 7 and Grade 8 Students' Financial Capacity, Career Tracks, Level of Interest and Expectations

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Abstract

This descriptive survey research aims to assess the financial capacity of Grade 7 and 8 students among feeder schools, determine the level of interest of the students on the career tracks set by DepEd and identify their expectations and future plans after graduation in Senior High School (SHS). A total of 1,547 students belonging to the higher sections of Grades 7 and 8 from 12 high schools were purposively selected as respondents of the study. The four-part 46-item instrument administered to the students was developed and validated based on the tracks specified in the SHS curriculum of the K to 12 Program.

Results showed that a household income of about PhP 63,000 can finance an average of 2.6 children at the University of the Assumption High School (UAHS) based on the current schedule of fees. With this as benchmark, it was found that families from seven feeder schools can sustain at least one student to UAHS. Financial capacities, i.e., the number of children a family can send to UAHS increase with government subsidy. In terms of degree of interest on career tracks, students appear to prefer Sports and Arts (SA) and Accountancy Business and Management (ABM) the most, obtaining mean scores of 1.97 and 1.82, respectively. These are followed by Science, Technology, Engineering and Mathematics (STEM) track (M=1.61) and Humanities, Education and Social Sciences (HES) track (M=1.51). Vocational Technology (VT) track ranked last with a mean score of 1.38. A low percentage of student-respondents (27%) across schools plan to take college in Pampanga while many (48%) plan to study in Manila.

To make UA a preferred school, rationalization of school fees to increase the financial capacities of families from feeder schools is deemed necessary. Partnership with the DepEd, GOs, NGOs and public schools relative to educational subsidy may further increase parents' financial capacity. Strong preparedness to K to12 Program particularly on curriculum and instruction relative to the 21st century learning would be a meritorious undertaking. An effective career guidance program on student career decision-making, with a seamless articulation program across departments, academic tracks and academic programs must be carefully created and implemented. All these efforts will have to be supported by aggressive dissemination to the stakeholders.

Mother Tongue-Based Instruction in Teaching College Mathematics

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Dolores D. Mallari
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Abstract

The purposes of the study are to find-out whether the use of mother tongue in teaching can improve students' performance in the subject of Mathematics and to describe the immediate outcomes of using mother-tongue in teaching and learning based on the students' test scores and individual perceptions.

This research used a straightforward descriptive-comparative-evaluative design. It also utilized mixed method. The participants for this study are 48 first year pre-service teachers divided into two sections: 20 in Group A and 28 in Group B. A pre-test was given to the participants in order to determine their level of performance in doing mathematical computations. A post-test was given after successfully executing the intervention to determine if the students have shown improvement in performing Mathematical computations. The instruments used in this study were made by the researchers and underwent content and face validation by experts in the field of mathematics and research.

Results showed that the scores of the respondents improved after being treated with the traditional method of teaching without MTB-MLE. It was also revealed that there was higher improvement on the class with MTB-MLE than the class given with a regular instruction in Mathematics.

MTB-MLE is useful for it saves the time for the students to comprehend Mathematics lessons. It encourages the students to appreciate their mother tongue language even more. Since the twin goals of the Mathematics in the K to 12 Curriculum are critical thinking and problem solving, it is imperative for the teachers to deliver the lesson in a way that the students can clearly understand varied concepts in Mathematics. This would lead to cognitive development which will focus on Higher Order Thinking Skills so as to further develop their inclination in Mathematics.

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Key Terms: mathematics, mother tongue-based instruction

Leadership in Teacher Education Institutions from the Lens of Outstanding Teacher Graduates

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Dexter M. Balajadia

Abstract

This grounded theory research sought the views and opinions of five (5) outstanding basic education teachers regarding their pre-service teaching experiences. It is conceptualized that the leadership qualities and practices in Teacher Education Institutions by the administration and faculty could bring out the best in the students to ameliorate their success via their pre-service teaching affairs. Specifically, this study probed into their experiences under the leadership of their TEIs in terms of instruction, practicum, research and extension.

General findings reveal that the experiences of the teaching strategies and leadership qualities of the faculty and administration were the most significant factors in honing up their teaching competencies. The diverse leadership styles under various circumstances further developed dynamism and moral judgment in them as they were prepared for professional teaching. Finally, they attribute their becoming outstanding in their current assignments to the qualities of transformational leadership they experienced in college, hence, a strong basis in adapting the TEI paradigm in carving future excellent leaders in education.

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Faculty Performance Evaluation: A Needs Assessment Tool

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Violy Fernanda Y. Santos
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Abstract

This study was aimed at identifying faculty needs based on faculty performance in classroom observation. This study employed the descriptive research design. Of the ninety-four teachers observed, scores are bordered on the "highly observable" zone. Seventeen (17) out of the twenty two (22) items in the instrument garnered a weighted mean score of 3.0 and above while five (5) item were labeled "moderately observed" with weighted mean of 2.00 to 2.99. This indicates that faculty members in college of the University of the Assumption are equipped with skills necessary for teaching, those weaknesses found along the instructional skills and mastery of the subject matter can be further enhanced and reinforced through faculty development program.

Interventions focusing on art of questioning, instructional skills, teaching strategies and innovative teaching will best address the needs identified. Academic exercise such as classroom observation is a rich process in determining faculty needs thus, output of this undertaking must be considered by school authorities in planning. Furthermore, a review of the evaluation instrument may also be considered in line with the new thrust of the University to develop 21st century learner.

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Surviving: A Process of Relentless Value Creation through Organizational Development and Transformation

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Abstract

Today's organizations are in constant engagement with the dynamic changes in the environment. These changes, herculean in scale and scope, oblige organizations to proactively improve their dynamic capabilities in order for them to survive and remain value producers to their loyal customers. A discourse-analysis was employed to review various insights dealing with business processes of well-known industry chieftains and scholars tackling this phenomenon.

The works of recognized scholars of Organizational Development (OD), Organizational Transformation (OT), Leadership (LD), Dynamic Capabilities (DC), Business Ecosystem (BE) and Value Creation Process (VCP) like Davenport, Porras, Collins, Bennis, Bell, Phillips, O'Reilly, Daft, Dell, Golembiewski, Harreld, Laurie, Mathur, Tushman, Moore, Eisenhardt, Zander, Cummings, Sheehy, Argyris and Bowen were reviewed. Likewise, the pool of best practices of four Information and Communications Technology (ICT) firms were analyzed from the point of view of Value Creation Process.

A paradigm of the dynamic interplay among firms' dynamic capabilities, leadership, and business ecosystems emerged from the study which would hopefully provide an additional perspective for organization's solution on survival. It is hoped that this paper would contribute awareness of insights and advocacies that would impact social development and transformation and encourage further study of the discourse.

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Key Terms: business ecosystem, dynamic capabilities, leadership, organizational development, organizational   transformation, survival, value creation.

Wittgenstein's Ladder: A Metaphor to Ascend the Meta-Physical God

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Fernando M. Lopena Jr.

Abstract

With the benefits of the internet and other social media, the youth of today have become very knowledgeable. It has been argued that they have become more knowledgeable than adults but less wise. One of the proofs that they are less wise is that with all the knowledge they possess, the attempts they make to be fully happy are not successful. It is because generally, the youth of today seem to have the wrong concept of happiness. This can be found in the expression, "I will do this to be happy," which implies selfishness.

This study seeks to address the wrong mentality by using the philosophy of language of Wittgenstein to the beatitudes taught by Jesus in the Gospel of Matthew. The metaphor of the ladder and the language-game of Wittgenstein were used to illuminate the timeless and paradoxical truths contained in the beatitudes. The study concluded three paradoxes about human happiness as the premises contained in the beatitudes, answering the question, "Using Wittgenstein's ladder, can we really ascend the meta-physical God or attain perfect happiness while we are still alive through the beatitudes?"

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Key Terms: beatitudes, Jesus, ladder and Language-game, Ludwig Wittgenstein