

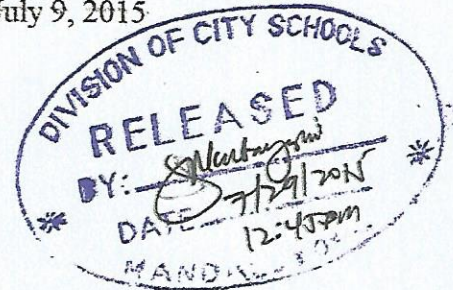


Republic of the Philippines
Department of Education
National Capital Region
SCHOOLS DIVISION OFFICE
City of Mandaluyong

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July 9, 2015



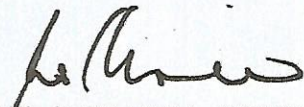
Memorandum:

To Secondary Principals

1. Attached is a request letter from students of RTU together with their professors to conduct a study related to Computer Hardware servicing as an explanatory subject in the secondary schools.

2. This office interposes no objection to this activity on the condition that:

1. no office materials will be used for this study
2. a copy / abstract on the result of the study will be furnished to the office of the school head.


NERISSA L. LOSARIA, CESO VI
Officer In-Charge
Office of the Schools Division Superintendent

July 2, 2015

DR. NERISSA L. LOSARIA
OIC, Office of the schools Division Superintendent
Division of Mandaluyong

Madam:

Greetings of joy!

We, the students of Rizal Technological University, taking up Bachelor of Secondary Education Major in Computer Education are currently conducting a study entitled "Factors affecting the implementation of Computer Hardware Servicing as an Exploratory Subject in the Division of Mandaluyong City". In line with this, may we ask your permission to allow us to conduct a survey among the different public Secondary Schools in this Division.

The data that will be gathered in our survey will serve as an input to this study which may benefit both the researcher and the respondents, for this study might give us ideas and recommendations that will help us address the existing problems and flaws in implementing the subject.

Rest assured that all the data gathered will remain confidential.

We are hoping for your positive response regarding this matter.

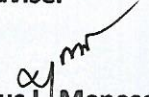
Thank you and God bless.

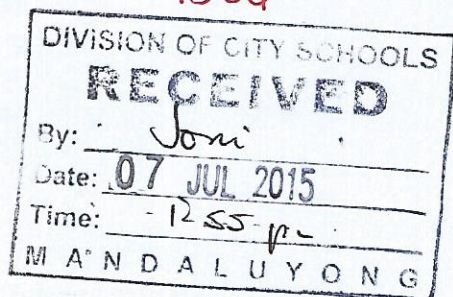
Respectfully yours,

Macalindong, Christine
Olpus, Janrey
Sagana, Ronaldo Jr.
Tolin, Jake
Yermo, Jessica
Zambra, Joel

Noted:


Prof. Nilmar Moreno
Adviser


Dr. Julius L. Meneses
Thesis Professor



Teacher's Questionnaire Survey

Dear Teachers,

Good Day!

We are gathering information regarding the factors affecting the implementation of Computer Hardware Servicing as an exploratory subject which had already been changed into Computer System Servicing.

The purpose of this survey is to identify the factors affecting the implementation of the Computer Hardware Servicing in the different Secondary schools in Mandaluyong City which may be another reason for the sudden change of the subject. The information to be gathered is vital in order to make possible recommendation in improving the subject area. Your participation is very important. Thus, the confidentiality of your information will be maintained and no name of the respondents will be included in the report.

Thank you for participating in this survey.

Sincerely,

The Researchers

Part 1.1 Demographic Profile of the Respondents

Instructions: Please provide the following as appropriately to the best of your knowledge. Supply the needed information by marking your appropriate answer. For the text type, please write your answer clearly and legibly.

School: _____

Name(Optional): _____

Highest Educational Attainment:

Bachelor Bachelor with MA units
Masteral MA with Doctorate units
Doctorate

No. of Trainings and Seminars attended:

School Level : _____
Division Level : _____
Regional Level : _____
National Level : _____
International Level : _____

No. of Years of experience in teaching the subject: _____

No. of teaching load last school year: _____

No. of Subject/Load Preparation: _____

Part 1.2 Assessment of the other factors

1.2.1 Pedagogical Content/Approach

4 – With some great extent 3 – With not so great extent
2 – With extent 1 – Not really

	1	2	3	4
1. The learning environment is supportive and productive.				
1.1 Do you work to build positive relationships through knowing and valuing each student?				
1.2 Do you create a learning environment which promotes value and respect?				
1.3 Do you use explicit strategies to support students to have confidence in themselves and take risks with their learning?				
1.4 Do you work to ensure each student experiences success through structured supporting and valuing of the efforts and recognition of their work?				
2. The learning environment promotes independence, interdependence and self-motivation.				
2.1 Do you encourage and support students to take responsibility for their learning?				
2.2 Do you use strategies that build skills of productive collaboration?				
3. Students' needs, backgrounds, perspectives and interests are reflected in the learning program.				
3.1 Is your program flexible and responsive to the values, needs and interests of individual students?				
3.2 Do you use a range of strategies that support the different ways of thinking and learning?				
3.3 Do you plan your program to build on students' prior experiences, knowledge and skills?				
3.4 Do you capitalise on students' experience of a technology-rich world?				
4. Students are challenged and supported to develop deep levels of thinking and application.				
4.1 Does your teaching sequences promote sustained learning that builds over time and emphasises connections between ideas?				
4.2 Do you encourage significant discussion of ideas in your lesson?				
4.3 Do you clearly signal high expectations of each student?				
4.4 Do you use strategies that challenge and support students to question and reflect?				
4.5 Do you use strategies to develop investigating and problem-solving skills?				
4.6 Do you use strategies to foster imagination and creativity?				
5. Assessment practices are an integral part of learning and teaching.				
5.1 Does your assessment practices reflect the full range of learning objectives?				
5.2 Do you provide frequent feedback to support their further learning?				
5.3 Do you make assessment criteria explicit for the students?				
5.4 Do you use practices that encourage self-assessment?				
5.5 Do you use assessment information to plan or adjust learning program?				
6. Learning connects strongly with communities and practice beyond the classroom.				
6.1 Do the students in your class engage with contemporary knowledge and practice?				
6.2 Do you plan for students to interact with local and broader communities?				
6.3 Do you use technologies in ways that reflect professional and community practices.?				

1.2.2 Student's interest towards the subject

4- High
2- Fair

3- Satisfactory
1- Poor

Student behaviour during discussion	1	2	3	4
1.) Answers in own words at a desired cognitive level.				
2.) Participates actively in the class with some level of independence.				
3.) Asks questions relevant to the lesson.				
4.) Sustain interest in the lesson/activity.				
5.) Follows routine and procedure to maximize instructional time.				
6.) Shows appropriate behaviour of individualism and collaboration in classroom interactions.				
7.) Demonstrate in varied ways all learning achieved in the activities.				

1.2.3 Facilities

4- Strongly Agree
2- Disagree

3- Agree
1- Strongly Disagree

Facility Assessment	1	2	3	4
1. Appropriateness. The medium that we use are suitable to the learner's ability to comprehend and the media used are source of plain learning, but not amusement or entertainment.				
2. Availability. The equipment/hardware (. e.g. audial or visual projector, etc.) or already prepared lesson material/software (e.g. filmstrip, slides, computer programs and etc.) are always and available and sufficient enough.				
3. Suitability. The media that we use fits the set of instructional event, resulting in information, motivation, or psychomotor display.				
4. Sufficiency. The learning environment is well ventilated and can cater all our students and the ratio of our students using the computer is 1:1.				
5. Objective-matching. Overall, the medium helps in achieving the learning objectives.				

Part 2. Implementation

Instruction: This part asks the level of implementation in terms of the **Content and performance Standards** for the Computer Hardware Servicing as an exploratory subject in the different Secondary Schools in the Division of Mandaluyong base on the standards from the DepEd module.

Using the scale below please rate how the school implements each strands of standards.

4- High
2- Fair

3- Satisfactory
1- Poor

2.1 Content Standard	1	2	3	4
1.) The understood basic concepts and underlying theories of Computer Hardware Servicing.				

2.) The learners understood one's PECs(Personal Entrepreneurial Competencies) in relation to Computer Hardware Servicing.				
3.) The learners understood the concepts of the environment and market that relates with a career choice in Computer Hardware Servicing.				
4.) The learners understood the use of Hand tools and equipment for Computer Hardware Servicing.				
5.) The learners understood the concepts and the underlying principles in maintaining the tools, equipment and paraphernalia for Computer Hardware Servicing.				
6.) The learners demonstrated understanding of concepts and the underlying principles in performing measurements and calculations.				
7.) The learners demonstrated understanding of concepts and the underlying principles in preparing and interpreting technical drawings and work plans for Computer Hardware Servicing.				
8.) The learners demonstrated understanding of concepts and the underlying principles of Occupational Health and Safety (OHS) procedures in relation to Hazards and Risks in the workplace.				
2.1 Performance Standard	1	2	3	4
1.) The learner independently demonstrated common competencies in computer hardware servicing as prescribed by TESDA training regulations.				
2.) The learner recognized his/her PECs and prepared an activity plan that aligns with the PECs of a practitioner/entrepreneur's in computer hardware servicing.				
3.) The learner independently generates a business idea based on the analysis of environment and market in computer hardware servicing.				
4.) The learner independently used hand tools and equipment for computer hardware servicing.				
5.) The learner independently maintained the tools, equipment and paraphernalia for computer hardware servicing.				
6.) The learner independently performed accurate measurements and calculations based on a given tasks.				
7.) The learner independently prepared and interpreted technical drawings and work plans accurately.				
8.) The learner consistently observed and practiced occupational health and safety procedures in the workplace.				

*****END*****

Factors Affecting the Curriculum and Instruction Implementation of Computer Hardware Servicing as an Exploratory Subject in the Division of Mandaluyong.

Statement of the Problem

1. What is the Demographic Profile of the Public Secondary Teachers in terms of the following:
 - 1.1 Educational Attainment;
 - 1.2 Trainings and Seminar;
 - 1.3 Years of teaching experience;
 - 1.4 No. of teaching load last school year; and
 - 1.5 No. of subject/load preparation

2. How do the respondents assess the following factors affecting the Curriculum and Instruction Implementation of CHS as an Exploratory Subject in the Division of Mandaluyong?
 - 2.1 Pedagogical context/approach;
 - 2.2 Student's Interest towards the Subject; and
 - 2.3 Facilities.

3. How do the Teachers assess Curriculum and Instruction Implementation of the Computer Hardware Servicing Subject in terms of Content and Performance standards?

4. Is there a significant relationship between the level of Curriculum and Instruction implementation of CHS as an exploratory subject and the following factors:
 - 4.1 Teaching Methodologies/Approaches;
 - 4.2 Student's Interest towards the Subject; and
 - 4.3 Facilities.

5. Is there a significant relationship between the level of Curriculum and Instruction implementation of CHS as an exploratory subject and the Respondents Profile in terms of:
 - 5.1 Educational Attainment;
 - 5.2 Trainings and Seminar;
 - 5.3 Years of teaching experience;
 - 5.4 No. of teaching load last school year; and
 - 5.5 No. of subject/load preparation.