

MICROFICHERD

ARCSEB-P-72-0122-01
EXCHANGE B
ZSIC



IN SCHOOL-OFF SCHOOL PROJECT



PROGRESS REPORT

NO. 3



ARCSEB

4034

Department of Education and Culture
Region VII, Central Visayas
DIVISION OF CEBU
SEAMEO INNOTECH-PHILIPPINES PROJECT IS-OSA

P R O G R E S S R E P O R T

JULY 1976-DECEMBER 1976

by

FE L. REYES
Project Director

PRO-11 (Rev. 1-1-64) 10-11-64

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100 101 102 103 104 105 106 107 108 109 110 111 112 113 114 115 116 117 118 119 120 121 122 123 124 125 126 127 128 129 130 131 132 133 134 135 136 137 138 139 140 141 142 143 144 145 146 147 148 149 150 151 152 153 154 155 156 157 158 159 160 161 162 163 164 165 166 167 168 169 170 171 172 173 174 175 176 177 178 179 180 181 182 183 184 185 186 187 188 189 190 191 192 193 194 195 196 197 198 199 200 201 202 203 204 205 206 207 208 209 210 211 212 213 214 215 216 217 218 219 220 221 222 223 224 225 226 227 228 229 230 231 232 233 234 235 236 237 238 239 240 241 242 243 244 245 246 247 248 249 250 251 252 253 254 255 256 257 258 259 260 261 262 263 264 265 266 267 268 269 270 271 272 273 274 275 276 277 278 279 280 281 282 283 284 285 286 287 288 289 290 291 292 293 294 295 296 297 298 299 300 301 302 303 304 305 306 307 308 309 310 311 312 313 314 315 316 317 318 319 320 321 322 323 324 325 326 327 328 329 330 331 332 333 334 335 336 337 338 339 340 341 342 343 344 345 346 347 348 349 350 351 352 353 354 355 356 357 358 359 360 361 362 363 364 365 366 367 368 369 370 371 372 373 374 375 376 377 378 379 380 381 382 383 384 385 386 387 388 389 390 391 392 393 394 395 396 397 398 399 400 401 402 403 404 405 406 407 408 409 410 411 412 413 414 415 416 417 418 419 420 421 422 423 424 425 426 427 428 429 430 431 432 433 434 435 436 437 438 439 440 441 442 443 444 445 446 447 448 449 450 451 452 453 454 455 456 457 458 459 460 461 462 463 464 465 466 467 468 469 470 471 472 473 474 475 476 477 478 479 480 481 482 483 484 485 486 487 488 489 490 491 492 493 494 495 496 497 498 499 500 501 502 503 504 505 506 507 508 509 510 511 512 513 514 515 516 517 518 519 520 521 522 523 524 525 526 527 528 529 530 531 532 533 534 535 536 537 538 539 540 541 542 543 544 545 546 547 548 549 550 551 552 553 554 555 556 557 558 559 560 561 562 563 564 565 566 567 568 569 570 571 572 573 574 575 576 577 578 579 580 581 582 583 584 585 586 587 588 589 590 591 592 593 594 595 596 597 598 599 600 601 602 603 604 605 606 607 608 609 610 611 612 613 614 615 616 617 618 619 620 621 622 623 624 625 626 627 628 629 630 631 632 633 634 635 636 637 638 639 640 641 642 643 644 645 646 647 648 649 650 651 652 653 654 655 656 657 658 659 660 661 662 663 664 665 666 667 668 669 670 671 672 673 674 675 676 677 678 679 680 681 682 683 684 685 686 687 688 689 690 691 692 693 694 695 696 697 698 699 700 701 702 703 704 705 706 707 708 709 710 711 712 713 714 715 716 717 718 719 720 721 722 723 724 725 726 727 728 729 730 731 732 733 734 735 736 737 738 739 740 741 742 743 744 745 746 747 748 749 750 751 752 753 754 755 756 757 758 759 760 761 762 763 764 765 766 767 768 769 770 771 772 773 774 775 776 777 778 779 780 781 782 783 784 785 786 787 788 789 790 791 792 793 794 795 796 797 798 799 800 801 802 803 804 805 806 807 808 809 810 811 812 813 814 815 816 817 818 819 820 821 822 823 824 825 826 827 828 829 830 831 832 833 834 835 836 837 838 839 840 841 842 843 844 845 846 847 848 849 850 851 852 853 854 855 856 857 858 859 860 861 862 863 864 865 866 867 868 869 870 871 872 873 874 875 876 877 878 879 880 881 882 883 884 885 886 887 888 889 890 891 892 893 894 895 896 897 898 899 900 901 902 903 904 905 906 907 908 909 910 911 912 913 914 915 916 917 918 919 920 921 922 923 924 925 926 927 928 929 930 931 932 933 934 935 936 937 938 939 940 941 942 943 944 945 946 947 948 949 950 951 952 953 954 955 956 957 958 959 960 961 962 963 964 965 966 967 968 969 970 971 972 973 974 975 976 977 978 979 980 981 982 983 984 985 986 987 988 989 990 991 992 993 994 995 996 997 998 999 1000 1001 1002 1003 1004 1005 1006 1007 1008 1009 1010 1011 1012 1013 1014 1015 1016 1017 1018 1019 1020 1021 1022 1023 1024 1025 1026 1027 1028 1029 1030 1031 1032 1033 1034 1035 1036 1037 1038 1039 1040 1

AT 31 1944777-270 4701

Project Director
Ed L. Davis

PART I: BACKGROUND

I. Rationale:

The high rate of growth of population in the Philippines today has resulted in a growing demand for more teachers, more school buildings and other facilities which strain the resources of the government. The cost of education is high. How can we bring down the cost and at the same time bring up the standard of elementary education?

Most of the learnings that both young and adults consider important for survival in a rapidly changing world have been acquired through influences outside the school, i.e., forces in the community. In recent years the community has merged the most vibrant educative laboratory within the reach of every learner. Optimum use of its resources offers a potent approach to cutting down costs for primary education in developing countries, where funds for education are scarce, and to infusing it with relevance.

II. Objectives:

The general objective of Project IS-OSA is to develop an effective and economical delivery system of mass primary education through the optimum use of community resources.

III. Characteristics:

1. A master teacher is in charge of 80 pupils. Forty (Group A) report to her for in-school or formal instruction for one week while the other 40 (Group B) undertake off-school work. The following week, Group B reports for in-school instruction while Group A does off-school work. Throughout the year this alternate in-school-off-school pattern is adopted. The in-school portion are the activities that are undertaken in the school within the framework of institutional practices, the off-school part involves those that are deinstitutionalized and thus non-formal.

2. During the in-school portion pupils learn in the ordinary classroom structure. Emphasis is on reading, writing, speaking, listening, computational and process skills. Mastery learning strategies are employed.
3. During off-school hours there is individualized learning through self-learning materials. Mastery learning strategies are also employed.
4. Pupils are grouped. Fast learners tutor slow learners.
5. Learners are not classified or paced according to grade levels but in terms of the learning tasks they have successfully performed.
6. The learner is encouraged to seek varied specified resources in the community. He/She visits different workers or places of work and interview and observe people in relation to the subject matter found in the self-learning material.

7. Pupils are encouraged to do apprentice work with community workers. They may earn while they learn.

8. The home becomes a learning center. Parents, older siblings, relatives and neighbors are expected to assist the learners through tutorials and remedial instruction.

PART II. STATUS OF PROJECT IS-OSA

A summary of Phase I in two stages is given below:

Stage I - July 1974-June 1975

- A. Survey of site and acceptance campaign.
- B. Training of 3 SLK (acronym for self-learning kits) writers in Manila.
- C. Training of 5 SLK writers in Cebu.
- D. Orientation and on-the-job training of one Grade IV master teacher.
- E. Writing and printing of Grade IV self-learning kits for the school year 1974-1975.
- F. Try-out of the components of the delivery system at Grade IV level.
- G. The restructuring of the class organization to make it suitable to community based learning adopting an alternate in-school and off-school scheme.
- H. Funding at this time was the main problem. Luckily the school board of Medellin gave supplies in the amount of ₱10,000. The provincial board also gave

additional supplies. Asia Foundation came up with ₱15,000.

The first year was a lean year. The SLK writers worked long hours in spite of the fact that they were not given honorarium allowances. They worked because of their commitment to the project.

Stage II - July 1975-June 1976

- A. Continuation of the try-out of the components of the delivery system as enumerated above.
- B. Try-out of the components of the delivery system at Grave V level.
- C. Cooperative effort by Project IMPACT and Project IS-OS in the development and production of self-learning materials (modules).

The Department of Education and Culture and the SEAMEO Regional Center for Educational Innovation and Technology agreed that a cooperative effort by the two Projects be undertaken in the development and production of self-learning materials. Savings

would be realized in staff time for the development and try out of materials and in production time. A production management system would be developed to insure maximum utilization of identical instructional materials and in production time.

Project IS-OSA was funded by IDRC in the amount of \$7,082 for Year I. The item for supplies was only \$300 a month. For Year I, IS-OSA was staffed by the following:

- 1 Project Director
- 8 SLK writers
- 1 Typist
- 1 Mimeographer

Because of the limited number of staff members, the Project Director had also to take the role of Education Analyst, Instructional Methods Expert, Editor, Finance Officer and Secretary. She had to type all the reports because the only typist could hardly cope with the typing of the modules. There was no item for collator and binder. The SLK writers had to collate and bind their modules. We did not have any PERT schedule. Every week the Project

Director gave to the writers, typist and mimeographer a list of self-learning kits that needed priority. It was rough going during the first few months but everybody persevered because of each one's commitments to the project. Noticing the monstrous job the Project Director had to do, the Division Superintendent of Schools assigned a Guidance Coordinator to help the Director in office work. This office aide has been working from July 1975 to the present time without any honorarium. There was no backlog in writing, typing and mimeographing. Everybody worked with ease and in peace. Quality was not sacrificed. They were able to turn out materials of better quality because of the lack of tension.

This was the situation IS-OSA was in until February 16, 1976 when module production became a joint effort of the IMPACT and IS-OS writers. Project IMPACT plotted the PERT schedule for all the joint activities. Because the production activities for both projects are merged into one, the IS-OS director thought it best not to make another PERT schedule for IS-OS. This might only complicate things. Module

production is the critical path for IS-OS writers. They know this fully well. In fact some of the IS-OS writers were ahead of schedule because they were always conscious of the PERT.

If the IS-OS writers have backlogs, the same is true with IMPACT writers. The Language and Reading specialists in both projects have backlogs. This proves that Reading and Language modules are difficult to write. The IS-OS Social Studies writer had a backlog because she was on maternity leave. The IMPACT director and the IME requested the IS-OS director not to place a substitute because of the difficulty in training the substitute in module writing. It was only later on that they requested for a substitute to help proof read the modules. The Social Studies writer for IMPACT helped write 3 modules. Anyway, the IS-OS Social Studies writer did overtime work because of her commitment to the project.

Problems in Module Production

A. Problems brought about by the merger of IMPACT and IS-OS.

1. The greatest problem was in the unequal manpower of the merged staff as provided for in their respected budget. This was pointed out earlier in this report. The questions that IS-OS would want to pose are these:

Did IDRC and INNOTECH expect the Department of Education and Culture to provide the rest of the staff needed for the smooth progress of the project?

or

Was it not the purpose of IDRC and INNOTECH to allow IS-OSA to function as a partner of IMPACT with the meager funds and staff IS-OSA can offer?

If an equal number of staff for both projects is a prerequisite for the merger, then this should have been thought of before the signing of the agreement. The IMPACT director thinks

that the unequal staffing is a constraint to IMPACT. Can the IS-OS director be blamed for this?

- a. There has never been any item for IME in the IS-OS budget. The IS-OS director had to critique all the drafts of the 8 writers before the merger. With the merger, a full time IME for IS-OS was needed.
- b. There was no provision for editor in the IS-OS budget. Before the merger the IS-OS director had to do overtime work to edit all the self learning kits. With the ending of the school year the ISOS director was swamped with the making of the progress and financial reports. She could not help the IMPACT editor anymore. She had to repeatedly request the Division Superintendent of Schools for a teacher to be detailed as editor. Because her request was unheeded, she had to allow her office aide who is a guidance coordinator to be

a part time editor until the Division Superintendent would give her another office aide. This was the situation for the months of April and May. One head teacher and one guidance counselor were detailed to help the IS-OS director in office work. The editor had been doing full time work since June up to the present time without any honorarium.

- c. IS-OS had only one typist, one illustrator and one printer. There was no item for collator. The IMPACT collators had to collate the modules of IS-OS. The IMPACT director suggested that the IS-OS director should get her own collators and increase the number of typists, illustrators and printers. This was difficult to do because we cannot just pull out teachers from the field anytime we want to. We cannot also hire an outsider because we lack funds to pay their salaries.

Another problem was in the sharing of materials. The IMPACT director suggested that there should be a 50-50 sharing of materials.

The IS-OS director agreed to this. Later it was found out that this arrangement would be to the detriment of IS-OS. We are only allotted \$300 for supplies. With an equal sharing of materials, the funds allotted to supplies would not be enough. Besides that, ISOS did not print materials for level 3. This was pointed out by the ISOS printer. He was reluctant to implement agreed upon by the IS-OS and IMPACT directors. The IS-OS director saw his point which unfortunately could not be seen by the IMPACT director. It was the IS-OS director who resolved the problem by separating the printing of IS-OS materials. The printer for IS-OS had to print 100 copies of the modules and collate them himself. This made production for IS-OS very slow.

The pupils in the field were clamoring for more modules which could not be delivered on time. This problem was solved when the National Power Corporation, the Bureau of Soil and Argao Agricultural School offered to help us print the modules. We could not have delivered modules

on time had these government entities not helped us.

And if the IS-OS director had no commitment to the project, she would not have cared whether the pupils would receive modules or not. She would not have tried her best to beg the help of people not connected to the project. This is one instance wherein we have availed of the help of a community resource.

Requests for collators and additional printer illustrator and typist were sent to the Division Superintendent of Schools. Three collators, one typist and one printer were sent to the Project office in June. They have been serving from June to the present without any honorarium.

There was some problem regarding the recruitment of an illustrator. Illustrating is a special talent. We had a difficult time looking for one among the teachers in the field. This request for an illustrator had been sent since April 1976 but the response came only in October 1976.

The IS-OS director did not follow the suggestion of the IMPACT director to split some budget items in order to increase the number of support staff for the following reasons:

- (1) IS-OS cannot get an outsider to work as a support staff because of the irregularity in the remittance of funds from INNOTECH.
- (2) We cannot just pull out a teacher from the field anytime we need her/him as a member of the support staff.

d. The monthly performance of both IMPACT and IS-OS is reflected in the Line of Balance. The summary of the performance of module writers show that in Language the IMPACT writer has a backlog of 4 while that of IS-OS has a backlog of 3. Both writers have a backlog of 3 in Reading. In Pilipino, the IMPACT writer has a backlog of 3 while that of ISOS has none. In Social Studies the ISOS writer has a backlog of 12 because she was on maternity leave but she was able to

finish all the modules in November by doing overtime work. The IMPACT writer helped her by writing 3 modules out of the 12. The unequal pacing was not just on the part of ISOS but was true to both groups. That's why it was not necessary that Project IMPACT should impose its heavy weight on IS-OS people. There's no heavy nor light weight in both projects. The weight is equal. IS-OS people have never resented the PERT schedule. What IS-OS resented was in putting the blame always on IS-OS when something went wrong.

2. Since the Project was begun in July 1975, absences and leaves from the office during working hours were reflected in a logbook. of which a sample is included in this report. The logbook is open for inspection by authorities. Reasons for absences are valid - illness and family or personal problems. The IS-OS director feels that a writer cannot write well if he has a grave problem bothering him. Of what use is your physical presence if you cannot

SEAMEO INNOTECH PROJECT IS-06A
Cebu City

[illegible]

concentrate on your work. It is not your presence everyday that is important. What is most important is whether you can submit the required number of modules on the date set.

The IS-OS science writer had already finished all the modules for Set A when she left for abroad. In fact she had already finished her modules when she began absenting herself to follow up the approval of her papers for abroad. Her leaving for abroad was never a problem to the IS-OS director.

3. The on-going training of module writers was conceived by the IMPACT director. The IS-OS director was happy about this. Because of the merger, it was but proper for the IS-OS writers to be included in the training. The absences of both groups are recorded by the IME. The IME has never brought to the attention of the IS-OS director the irregularity of attendance of the IS-OS staff in training. This was never been a problem. It was not necessary again for the IMPACT management to impose its heavy weight on their partners.

B. A grave problem since January 1976 was in the irregularity in the transmittal of project funds. IS-OS was left without funds from January to May. The printing of materials was affected because certain materials could not be secured on credit but on cash basis. Although this did not affect very much the staff because all of them are connected with the Department of Education and Culture, still this was very demoralizing. Still they continued working without any grumble because of their commitment to the project.

Non-receipt of honoraria for several months had never affected IS-OS production rate. Up to the present time funds from October to December 1976 have not yet been received.

- C. There has been a vertical and horizontal expansion of IS-OSA beginning July 1976.
1. Expansion upwards to include Level 6.
 2. Expansion downwards to include Levels 1 and 2. Programmed teaching is used for these grades.

3. Another project site was mounted in San Roque Elementary School. Levels 1, 2, 4, 5 and 6 classes were opened. This will provide a comparison of results between Talisay and a rural area. It will test among other things - acceptance by the people, effectiveness of the system and the savings in costs by doubling the present enrolment up to 80 pupils.

a. Problems Regarding the Expansion

- (1) The expansion in San Roque is not funded. The teachers are not receiving honoraria. Modules used by the pupils are borrowed from the Central School.
- (2) Cassettes are not used for levels 1 and 2.
- (3) ISOS was able to print only modules 1-10 for levels 1 and 2. It was difficult to locate the rest of the modules as there was no systematic filing of used stencils among the IMPACT printers. The master teachers had to prepare their own lessons based on the continuum.

D. Problem in lack of space

In June 1976, the Division Superintendent of Schools, in response to the request of the ISOS director sent a head teacher and a guidance counselor to help in office work. Their work was to give tests to the IS-OS pupils in Talisay, interpret the test results, type the reports, and other little things necessary for the smooth functioning of the office. It was very necessary that these two should stay in the office close to the table of the IS-OS director. But the IMPACT director thought otherwise. She sent these two ladies packing with no place to go. They had to stay temporarily in the room of the Cebu Normal College garden teacher. The Superintendent of the Cebu Normal College, noticing their plight, housed them in the upper story of the Home Economics building. This became a problem for the ISOS director because she had to shuttle to and fro in order to have things in the office.

The 4 ISOS collators stayed who are lady teachers stayed with the printers. The IMPACT

director also sent them packing their things. They had to stay with the two office aides in the Home Economics building about 150 meters away from the Production room. They had a hard time carrying the modules to be collated to the H.E. and the already collated modules back to the production room.

The ISOS printer had a space in the production room for all the materials needed for printing. They were placed on a table so as to be free from rats and other vermin. The IMPACT director directed the ISOS printers to vacate the place as that will be used for IMPACT materials. ISOS workers had to carry these materials to the H.E. Building.

ISOS would like to ask what kind of merger is this?

- E. There had never been a problem concerning the relationship between the two groups of writers including the two groups of support staff. The relationship was one of cooperation, one of give and take.

Problems arose when uncalled for remarks from

IMPACT side were heard such as:

1. IS-OS writers have no commitment to the Project.
2. IS-OS is a constraint to Project IMPACT.
3. IS-OS writers have backlogs in module writing.
4. IS-OS writers are frequently absent and leave their work to attend to other business.

These remarks are irritants which caused the tense situation in the office.

F. STAFFING

Present Project Staff:

1. One (1) Project Director
2. Eight (8) Subject Specialists
3. One (1) Editor (no honorarium)
4. Ten master teachers (5) for the Central School and (5) for San Roque Elementary School (only 4 are given honorarium)
5. Two (2) office aides (no honorarium)
6. Two (2) typists (only one receives honorarium)
7. Two (2) illustrators (only one receives honorarium)

8. Two (2) mimeographers (only one receives honorarium)

9. Four (4) collators (no honorarium)

ISOS is composed of 32 staff members. $\frac{1}{2}$ or 50% of these do not receive honoraria. They are working without any complaint. What better proof of one's commitment to both projects can be shown than these:

1. working without honorarium
2. waiting for almost 6 months at the most for the funds to be released.
3. doing overtime work in order to beat the deadline

Achievement from July to December 1976

A. Diagnosis of learners' needs

When children entered school last June, they went through a series of evaluative activities to determine at what level to start in the different subject areas of the curriculum.

1. Diagnostic tests in Reading

The Guidance Coordinator of Talisay Central School gave the Dolch Reading Test in oral reading and comprehension to all Grades IV, V and VI pupils - IS-OSA and non IS-OSA. Table I shows the number of substitutions, additions, mispronunciations, reversals and words not read by Grade and Section.

Table II-A. Shows the percentage of oral reading and comprehension levels of pupils by Grade and Section. It also shows the percentage of ratings of pupils getting outstanding, very satisfactory, satisfactory, moderately satisfactory and needs improvement by Grade and Section.

Diagnostic Test in Reading
Talisay Central School

Table 1

Number of Mistakes Made

GRADE	:	Substitutions:	Additions	:	Omissions	:	Mis-pronunciations:	Reversals	:	Words not
IV										
IS-OSA - Group A	:	64	:	23	:	89	:	105	:	10
IS-OSA - Group B	:	44	:	6	:	58	:	118	:	7
Controlled - Mango	:	18	:	13	:	16	:	94	:	0
Controlled - Chico	:	73	:	59	:	73	:	127	:	10
Four - Pomelo	:	38	:	25	:	26	:	97	:	13
Four - Guava	:	26	:	0	:	6	:	50	:	2
V										
IS-OSA - Group A	:	50	:	24	:	50	:	73	:	3
IS-OSA - Group B	:	38	:	10	:	19	:	127	:	0
Controlled - Libra	:	24	:	9	:	20	:	68	:	0
Controlled-Gemini	:	8	:	1	:	9	:	66	:	0
Five - Capricorn	:	5	:	0	:	2	:	101	:	0
Five - Aries	:	54	:	10	:	20	:	134	:	4
VI										
IS-OSA - Group A	:	25	:	14	:	55	:	44	:	1
IS-OSA - Group B	:	23	:	5	:	14	:	103	:	0
Controlled - Green	:	7	:	7	:	8	:	278	:	0
Controlled - Pink	:	0	:	3	:	7	:	123	:	0
Six - Blue	:	23	:	14	:	45	:	81	:	0
Six - Yellow	:	31	:	18	:	17	:	121	:	0
Six - Red	:	57	:	22	:	53	:	33	:	0

Diagnostic Test in Reading

Talisay Central School

Table II-A

GRADE	NO.	Non Reader	Oral Reading						Non Reader	Comprehension Level						O	VS	S
			I	II	III	IV	V	VI		I	II	III	IV	V	VI			
FOUR																		
IS-OSA - Group A	:40	---	2%	8%	32%	50%	8%			28%	36%	20%	16%			7%	28%	
IS-OSA - Group B	:40	---	8%	13%	30%	36%	13%			31%	40%	15%	11%	3%		8%	22%	
Controlled - Mango	40	---	---	8%	27%	38%	5%	22%		5%	20%	20%	32%	8%	15%	5%	42%	
Controlled-Chico	:40	---	10%	5%	35%	28%	5%	17%		28%	30%	22%	5%	5%	10%	8%	32%	
Pomelo	:35	---	32%	17%	45%	6%		-		34%	54%	6%	6%			3%	31%	
Guava	:35	23%	8%	6%	26%	20%	3%	14%	23%	32%	18%	6%	12%	6%	3%	3%	8%	
AVE.	:35	3.84	10	9.5	32.5	29.66	5.66	8.84	3.84	26.34	33	14.84	13.66	3.66	4.66	2.66	16.66	
FIVE																		
IS-OSA - Group A	:31		6%	10%	10%	32%	32%	10%		19%	10%	22%	39%	10%		-	16%	
IS-OSA - Group B	:31		3%		16%	26%	20%	32%		29%	10%	13%	19%	29%		-	35%	
Controlled-Libra	:30					7%	33%	60%			20%	7%	37%	33%	3%	20%	46%	
Controlled-Gemini	:29				7%	10%	10%	73%		3%	17%	10%	21%	18%	31%	24%	34%	
Capricorn	:27		4%	7%	11%	30%	30%	18%		30%	15%	11%	22%	11%	11%	7%	15%	
Aries	:28		25%	18%	14%	35%	4%	4%		36%	39%	14%	11%	11%			28%	
AVE.	:		6.33	6.34	9.66	23.34	21.5	32.83		19.5	18.5	12.83	24.83	16.84	7.5	8.5	24.33	
SIX																		
IS-OSA - Group A	:27				15%	15%	30%	40%			22%	19%	22%	22%	15%	7%	37%	
IS-OSA - Group B	:28				4%	14%	18%	64%		4%		25%	39%	21%	11%	7%	25%	
Controlled-Green	:28					4%		96%					4%		96%	82%	14%	
Controlled-Pink	:29					10%	35%	55%				3%	18%	11%	68%		35%	
Blue	:34							100%				3%	9%	38%	50%	38%	59%	
AVE.	:				3.8	8.6	16.6	71		.8	44	10	18.40	18.40	48	26.8	38	

Diagnostic Test in Reading

Talisay Central School

Table II-B

GRADE	NO.	Oral Reading			Comprehension Level			Rating			
		Below Gr. Level:	On Gr. Level:	Above Gr. Level:	Below Gr. Level:	On Gr. Level:	Above Gr. Level:	0	VS	S	M
FOUR											
IS-OSA	: 80	: 47%	: 43%	: 10%	: 86%	: 13%	: 1%	:	: 8%	: 24%	: 4%
Controlled	: 80	: 42%	: 33%	: 25%	: 63%	: 19%	: 19%	: 6%	: 38%	: 29%	: 2%
Non-Controlled:	70	: 78%	: 13%	: 9%	: 87%	: 9%	: 4%	: 2%	: 5%	: 26%	: 3%
FIVE											
IS-OSA	: 62	: 53%	: 26%	: 21%	: 81%	: 19%	: --	: -	: 26%	: 37%	: 2%
Controlled	: 59	: 12%	: 22%	: 66%	: 58%	: 25%	: 17%	: 22%	: 41%	: 25%	: 1%
Non-Controlled	55	: 73%	: 16%	: 11%	: 89%	: 56%	: 5%	: 4%	: 8%	: 24%	: 3%
SIX											
IS-OSA	: 55	: 47%	: 53%	: -	: 87%	: 13%	: --	: 7%	: 31%	: 44%	: 1%
Controlled	: 57	: 25%	: 75%	: -	: 18%	: 82%	: -	: 40%	: 35%	: 16%	:
Non-Controlled	34	: 25%	: 100%	: -	: 50%	: 50%	: -	: 38%	: 59%	: 3%	:

Submitted by:

(Miss) FE L. REYES
Project Director

In Table II-B. the pupils are grouped into three-IS-OSA, controlled, non-controlled.

In Grade IV, the IS-OSA and controlled group have almost the same oral reading ability; but in comprehension it is the non-controlled group that is almost the same level as that of the IS-OSA.

In Grade Five the controlled group is far advanced in oral reading and comprehension than the IS-OSA and non-controlled group. In Grade Six it is the non-controlled that is better.

2. The Complete Man Intelligence Test

The Complete Man Intelligence Test was given to Level One pupils of San Roque School and Talisay Central.

Objective: To test the maturity level, intellectual perception and emotional level of the Grade I children of both the experimental and controlled groups of San Roque and Talisay Central.

The Table below shows the result of the test.

Table III - Experimental Group (Programmed Teaching)

School	No.	Age Level				Intellectual Perception	Emotional Level		
		7	6	5 $\frac{1}{2}$	5	Average	Low	Mature	Immature
1. Talisay Central	36	8%	47%	45%	-	8%	92%	8%	92%
2. San Roque Elem.	33	30%	34%	36%	-	30%	70%	30%	70%
	Ave.	19%	40.5%	40.5%		19%	81%	19%	81%

Table 2 - Controlled Group (Tradition)

School	No.	Age Level				Intellectual Perception	Emotional Level		
		7	6	5 $\frac{1}{2}$	5	Average	Low	Mature	Immature
1. Talisay Central	31	39%	42%	13%	6%	39%	61%	39%	61%
2. San Roque Elem.	31	29%	45%	26%	-	29%	71%	29%	71%
	Ave.	34%	43.5%	11.5%	3%	34%	66%	34%	66%

Interpretation:

In both the experimental and controlled groups there are more pupils who fall below the age level of seven. This accounts to the fact that there are more pupils who have low intellectual perception and immature emotional level.

3. Diagnostic tests in the fundamental skills in Mathematics (Addition, Subtraction, Division, Multiplication.

4. Characteristics and Behavior Inventory

A copy of this inventory is included in this report. Result of this will be given in the annual report.

5. Philippine Personality Inventory. This was given to Levels 4, 5 and 6 pupils. The purpose of this test was to determine the emotional and social maturity of the pupils. The graph presented here is very interesting. It shows that while the pupils in all levels have a high degree of dominance and extroversion they have low emotional stability and maturity and an average degree of social maturity.

6. Baseline Survey Test

This test was prepared by the subject specialists of both projects. This was given to pupils of both projects in Talisay and Naga. Another test will be given at the end of the school year.

[illegible]

	Contact		
	1	2	3
17. Tilts head forward when looking at objects			
18. Rubs eyes frequently			
19. Stumbles frequently			
20. Uninterested in distant objects ..			
B. Hearing Acuity			
1. Discharge from ears			
2. Earaches			
3. Noises in the ears			
4. Spells of dizziness			
5. Excess of ear wax			
6. Mastoid operation			
7. Lip reading or mouth twitching ...			
8. Seems confused-.....			
9. Says, "What?" constantly			
10. Cups ear with hand			
11. Tilts head at unusual angles to get sound			
12. Intent listener			
13. Language handicap			
14. Daydreaming			
15. Ignores verbal directions			

		Contact		
		1	2	3
16.	Monotone speech			
17.	Merely follows what others do			
18.	Speaking, too hard or too soft ...			
19.	Gestures substituted for words ...			
C. Speech				
a. Voice				
1.	Lacks variety			
2.	Too loud			
3.	Too soft			
4.	Inflections tiresomely repetitious			
5.	Suggests a person of different age			
6.	Suggests opposite sex			
7.	Annoying			
8.	High pitch			
b. Language				
9.	Shows difficulty in learning to read			
10.	Has difficulty to express himself			
11.	Uses signs or gestures to express his wants			
12.	Has difficulty in remembering names of common objects			
13.	Shows difficulty in understanding simple oral directions			

		Contact		
		1	2	3
c. Expression				
14. Talking requires undue effort				
15. Adds superfluous sounds				
16. Attention invited to how he is saying things rather than to what he is saying				
17. Presence of distractive movement of tongue or lips in talking				
18. Hard to understand his pronunciation of certain words				
19. Substitutes unusual sounds to standard sounds				
20. Speech blocked at times				
21. Shows distracting movement of head, shoulders, face, hands and other parts of the body during speech block				
22. Sounds repeated unnecessarily				
D. Health				
a. Physical Characteristics				
1. Retarded height or stature				
2. Excessive height				
3. Awkward posture				
4. Obese (overweight)				
5. Thin (underweight)				

		Contact		
		1	2	3
6. Poor teeth				
7. Swollen hands or feet				
8. Puffiness of eyes and face				
9. Complexion sallow				
10. Sore gums				
11. Mouth breather				
12. Frequent sore throat				
13. Scaly skin				
14. Itching skin				
15. Eyeballs protruding				
16. Chronic cough				
b. Handicaps				
17. Faulty gait				
18. Partially paralyzed				
19. Had rheumatic fever				
20. Crippled				
21. Has tics, nervous mannerisms				
22. Has fainting spells				
23. Convulsions				
24. Not immunized against disease				

c. Emotional Behavior

25. Resents correction
26. Plays truant
27. Uncooperative'
28. Cheats
29. Wets bed (enuresis)
30. Easily angers
31. Manifests tantrums
32. Steals
33. Untruthful
34. Avoids others
35. Unfriendly
36. Overconscientious
37. Vindictive'
38. Irritable
39. Quarrelsome'
40. Defiant
41. Cruel to animals
42. Seeks attention
43. Procrastinates
44. Overcritical of others

[illegible]

Contact			
	1	2	3
45. Bully			
46. Bossy			
47. Suspicious			
48. Envious			
49. Jealous			
50. Daydreams			
51. Bites fingernails			
52. Depressed			
53. Worries			
54. Fearful			
55. Timid			
56. Overdependent			
57. Cries easily			
58. Pessimistic			
59. Shunned by others			
60. Pretends to be ill			

ACADEMIC BEHAVIOR

A. Study Skills and Habits

1. Unable to read study aids-maps, globes, charts, graphs
2. Inefficient use of table of contents

Contact		
1	2	3

		Contact		
		1	2	3
3.	Inefficient use of index			
4.	Fails to comprehend text			
5.	Quite slow reader			
6.	Inefficient use of the dictionary .			
7.	Inefficient use of the library			
8.	No schedule for study			
9.	Unable to plan			
10.	Unable to outline			
11.	Short interest span			
12.	Short attention span			
D. Reading Deficiencies				
1.	Miscalls words			
2.	Guesses at words			
3.	Confuses letters			
4.	Confuses words			
5.	Skips words			
6.	Adds words			
7.	Unable to sound letters			
8.	Will not try hard words			
9.	Very slow reader			
10.	Disinterested in reading			

		Contact		
		1	2	3
11.	Finds hard to recall what he reads			
12.	Poor comprehension			
C. Arithmetic Deficiencies in				
1.	Reading numbers			
2.	Writing numbers			
3.	Column Addition			
4.	Carrying and borrowing			
5.	Two-and more-place multipliers			
6.	Number facts			
7.	Mixed numbers			
8.	Proper fractions			
9.	Addition of fractions			
10.	Subtraction of fractions			
11.	Multiplication of fractions			
12.	Division of fractions			
13.	Improper fractions			
14.	Reduction of fractions			
15.	Reading of decimals			
16.	Writing of decimals			
17.	Addition of decimals			
18.	Subtraction of decimals			

	Contact		
	1	2	3
19. Multiplication of decimals			
20. Division of decimals			
21. Expressing per cent in decimals ...			
22. Expressing decimals in per cent ...			
23. Problems in percentage			
24. Two-step problems			
25. Three-step problems			

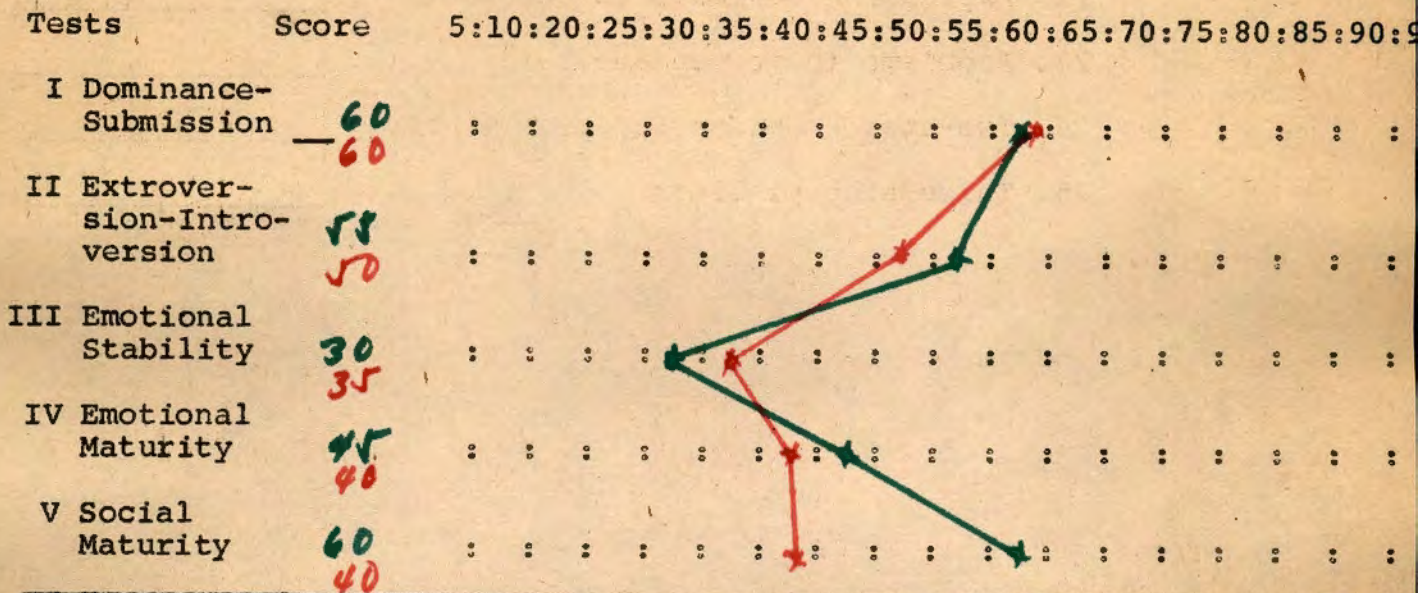
Personality Profile
Philippine Personality Inventory
Form I or Form II

Name Grade Four Sec. IS-OSA Sex _____
Last First

School Talisay Elem. Town _____ Date of Test 11/15/76

Examiner _____ Pupil's Age _____ Date of Birth _____

Percentile Rank



Summary (Personality Comments)

Signature _____

Legend:

A —

B —

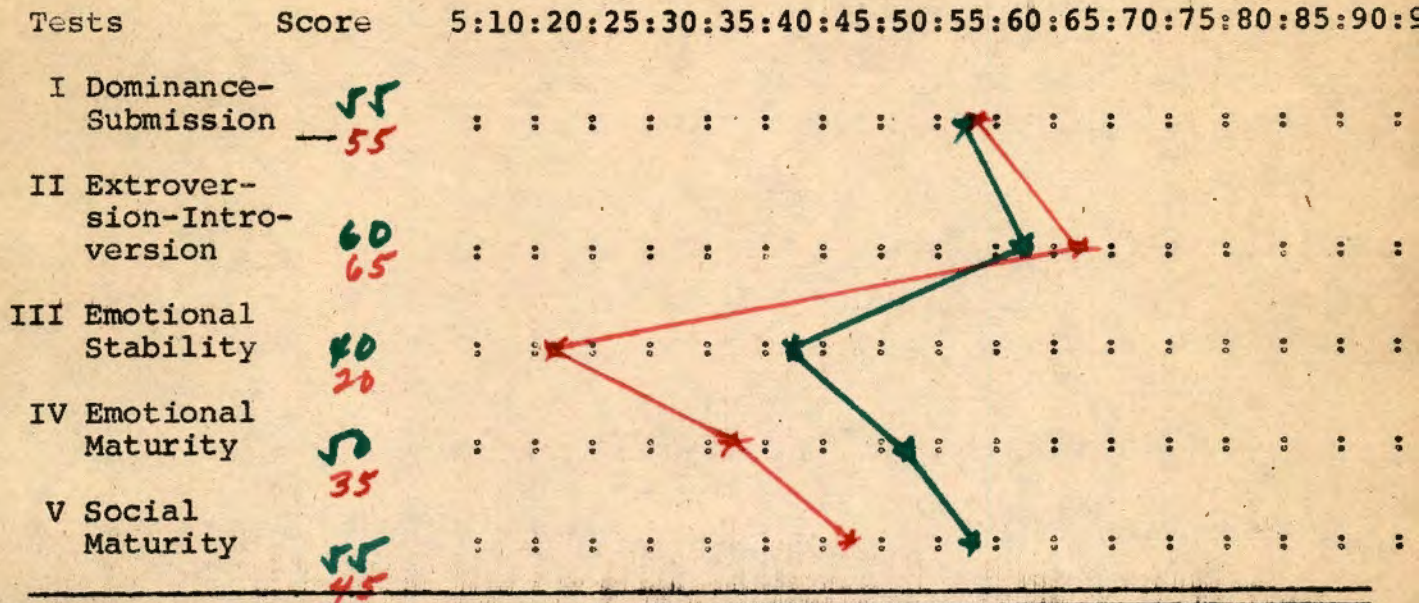
Personality Profile
Philippine Personality Inventory
Form I or Form II

Name Grade Five Sep. 15-DSA Sex
Last First

School Talisay Elem. Town Date of Test 11/4/76

Examiner Pupil's Age Date of Birth

Percentile Rank



Summary (Personality Comments)

Signature

Legend:

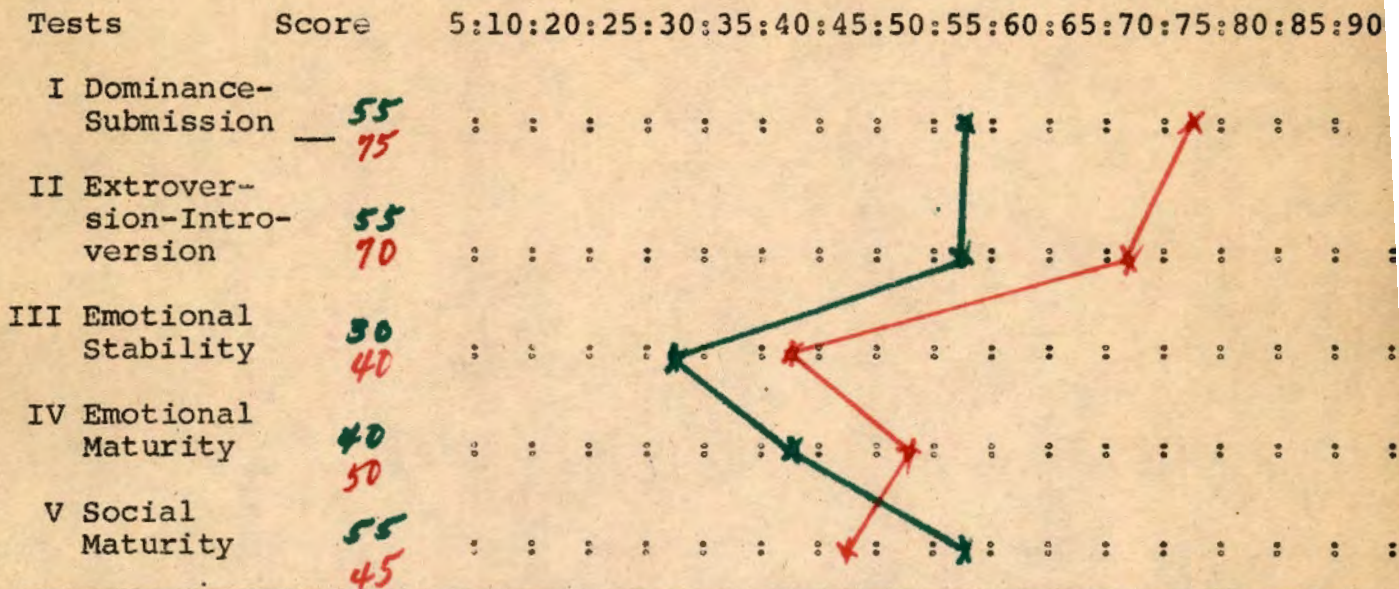
A -

B -

Personality Profile
Philippine Personality Inventory
Form I or Form II

Name Grade Six Sec. IS-OSA Sex _____
 Last First
 School Talisay Elem. Town _____ Date of Test 11/4/76
 Examiner _____ Pupil's Age _____ Date of Birth _____

Percentile Rank



Summary (Personality Comments)

Legend:

A -

B -

Signature _____

Interpretation of test results will be presented in the annual report.

7. Comments made by teachers on the modules prepared by the subject specialists. These are just samples of comments made by the master teachers in their weekly feedback.

a. Level 4

- (1) Illustrations do not tally with the captions. The children become confused.
Ex. Language 4 - The drawing shows two windows but the sentence has a singular verb.
- (2) The stress in Pilipino is sometimes not correct.
- (3) In Pilipino, the children find some difficulty in writing numbers in words.

b. Level 5

- (1) Modules are too long for the children to accomplish in one week's time.
- (2) Language 25 is too difficult for the children.
- (3) Math 24 p. 51 - The answer is 72 instead of 64.
- (4) Pilipino 26 p. 44 - The answer is 375 instead of 373.

c. Level 6

Language modules are too difficult for the children.

B. The Use of Community Resources

1. The master teachers conducted a survey of community resources. A list of these resources was posted on the bulletin board of the IS-OSA room. The children were grouped according to their preferences. The persons involved indicated that they are available for at least one hour a day to groups of pupils by appointment. The owners of factories were willing to hire pupils as apprentices. The teachers scheduled the time the pupils visited the factories. A list of these resources is included in this report.

A. Community Resources

1. Plastic Factory
2. Silver Sol Box Factory
3. Figueroa's Rattan Craft
4. Delima's Philippine Rattan
5. Baculao's Shellcraft
6. Paquito's Shellcraft
7. Caballero's Shellcraft
8. Dr. Llaguna's Shellcraft
9. Delima's Shellcraft
10. Blue Pacific Shellcraft
11. Manson Shellcraft
12. Enecio's Shellcraft
13. Lim's Shellcraft
14. Naya's Fighting Cock
15. Bravo Farms
16. Cabahug's Poultry
17. Lariosa's Garden
18. Dejon and Meki Factory
19. Conrado's Sugar Mills
20. Empace's Sugar Mills
21. Galog Sugar Mills
22. Adang Sugar Mills
23. Leriang's Rice & Corn Mill
24. Dador's Rice & Corn Mill
25. Green Grow Fertilizers
26. Talisay Poultry Feeds

B. Schools

1. Talisay Malayan Academy
2. St. Theresa's School
3. St. Scholastica's Academy
4. East Visayan Academy

C. Churches

1. Roman Catholic
2. Protestant
3. Aglipay
4. Jehovah's Witness
5. Seventh Day Adventist
6. Jesus Christ Church
7. Church of Christ

D. Hotels

1. Tourist Seaside Hotel

E. Human Resources

1. Farmers - 19
2. Manicurists and Pedicurists - 12
3. Hair stylists - 6
4. Dressmakers - 15
5. Tailors - 8
6. Barbers - 8
7. Physicians - 4
8. Lawyers - 7
9. Engineers - 1

Table IV - Ages of Parents

	Talisay Central						San Roque					
	Fathers			Mothers			Fathers			Mothers		
AGES	IV	V	VI	IV	V	VI	IV	V	VI	IV	V	VI
18-19	-	-	-	-	-	-	-	-	2%	-	-	-
20-29	-	-	-	11%	3%	7%	3%	3%	-	6%	6%	2%
30-39	40%	36%	47%	55%	38%	50%	35%	44%	29%	51%	53%	38%
40-49	38%	42%	32%	18%	41%	36%	51%	40%	40%	38%	27%	42%
50-59	13%	14%	21%	16%	16%	7%	8%	10%	24%	5%	12%	18%
60-69	3%	5%	-	-	2%	-	3%	3%	5%	-	2%	-
70-79	-	3%	-	-	-	-	-	-	-	-	-	-

Table V - Educational Qualification of Parents of Grade IV Pupils

Talisay Central No. 80				San Roque			
E. Q.	Fathers	Mother		Fathers	Mothers	Average	
Illiterate:	11%	6%		4%	15%	9%	
Primary	13%	26%		7%	20%	16.5%	
Intermediate:	32%	34%		37%	35%	34.5%	
High School:	27	31%		41%	24%	30.75%	
College	11%	3%		7%	3%	6%	
College Graduate	6%	0%		4%	3%	3.25%	

Table VI - Educational Qualifications
of Parents of Grade V Pupils

E. Q.	Talisay Control No.:		San Roque No.:		Average
	Fathers	Mothers	Fathers	Mothers	
Illiterate	7%	4%	14%	2%	6.75%
Primary	28%	19%	13%	23%	20.75%
Intermediate	26%	32%	31%	42%	32.75%
High School	28%	35%	31%	21%	28.75%
College	2%	4%	3%	4%	3.25%
College Graduate	9%	6%	8%	8%	7.75%

Table VII - Educational Qualification.
of Parents of Grade VI Pupils

E. Q.	Talisay Central		San Roque		Average
	Fathers	Mothers	Fathers	Mothers	
Illiterate	4%	11%	7%	11%	8.25%
Primary	12%	14%	13%	36%	18.75%
Intermediate	15%	32%	45%	31%	30.75%
High School	54%	32%	25%	17%	32%
College	4%	4%	2%	2%	3%
College Graduate	11%	7%	8%	3%	7.25%

Table VIII - Educational Qualifications
Siblings of IS-OSA Pupils

E. Q.	Talisay Central			San Roque			Average
	Gr. IV	Gr. V	Gr. VI	Gr. IV	Gr. V	Gr. VI	
Primary	44%	39%	22%	51%	32%	28%	34%
Intermediate	27%	35%	38%	23%	44%	36%	32%
High School	21	18%	26%	22%	18%	25%	22%
College	4%	5%	10%	4%	3%	7%	5%
College Graduate	4%	2%	4%	-	3%	4%	3%

Table IX - Educational Qualification of
other Relative staying with the family

E. Q.	Talisay Central			San Roque			Average
	Gr. IV	Gr. V	Gr. VI	Gr. IV	Gr. V	Gr. VI	
Illiterate	:	:	:	:	7%	:	1%
Primary	21%	40%	40%	45%	19%	13%	30%
Intermediate	29%	32%	13%	41%	38%	36%	31%
High School	38%	24%	13%	14%	17%	44%	25%
College	8%	4%	21%	-	7%	2%	7%
College Graduate	4%	-	13%	-	12%	5%	6%

Table X - Occupation of IS-OSA FATHERS

OCCUPATION	: Talisay Central			: San Roque:			Average
	:Gr.IV	:Gr. V	:Gr. VI	: Gr. IV	:Gr.V	:Gr.VI:	
Fisherman	: 9%	: 32%	: 4%	: 21%	: 35%	: 13%	: 19%
Laborer	: 16%	: 8%	: 22%	: 15%	: 4%	: 19%	: 14%
Driver	: 11%	: 9%	: 9%	: 13.5%	: 16.5%	: 9%	: 11%
Carpenter	: 12%	: 6%	: 4%	: 8%	: 12%	: 2%	: 7%
Farmer	: 5%	: 3%	: 4%	: 5%	: 1.5%	: 9%	: 5%
Merchant	:	: 12%	: 4%	:	: 3%	: 7%	: 4%
Clerk	: 5%	: 4%	: 8%	:	: 3%	: 2%	: 4%
Janitor	:	:	: 4%	: 2.5%	: 1.5%	: 8%	: 3%
Electrician	:	:	: 13.5%	: 2.5%	:	:	: 3%
Vendor	: 3%	: 2%	:	:	: 4%	: 2%	: 2%
Barber	: 3%	:	: 4%	: 2.5%	:	:	: 2%
Mechanic Sailor	:	:	: 4%	:	:	: 4%	: 2%
Salesman; Policeman	:	:	: 4%	:	: 3%	:	: 1%
Security Guard	: 3%	:	:	:	: 1.5%	: 2%	: 1%
Jobless	: 0%	:	:	: 5%	:	:	: 2.5%

The rest are agents, waiters, photographers, watch repairers, tinsmiths, pursers, plumbers, tuba gatherers, painters, teachers, tailors, bartenders, cargo locators, postmaster, painters and masons.

Table XI - Occupation of IS-OSA MOTHERS

OCCUPATION	Talisay Central			San Roque			Average
	Gr. IV	Gr. V	Gr. VI	Gr. IV	Gr. V	Gr. VI	
Housewife	: 71%	: 33%	: 56%	: 61%	: 51%	: 64%	: 56%
Vendor	: 6%	: 35%	: 16%	: 30%	: 33%	: 15%	: 22.5%
Dressmaker	: 6%	: 11%	: 12%	: 3%	: 3%	: 3%	: 6%
Merchant	: 6%	: 11%	:	: 3%	: 3%	: 6%	: 5%
Laundry woman	: 8%	: -	: 8%	:	:	: 6%	: 4%
Teacher	:	: 3%	: 8%	: 3%	: 5%	: 2%	: 3.5%
Employee	:	: 3%	:	: 1%	:	:	: .66%
Laborer	:	: 2%	:	:	:	: 2%	: .66%
Midwife	: 3%	:	:	:	:	:	: .5%
Factory Worker	:	:	:	:	:	:	: .33%
Family Planning Motivator:	:	: 2%	:	:	:	:	: .33
Field Canvasser	:	:	:	:	:	:	: .16%

Interpretation

I. Ages of Parents

53% of the mothers are still young, still in their reproductive years. 42% of the father are still in their productive years, still young and strong.

II. Educational Qualification

A. Parents -

1. 34.5% of the parents of Grade IV pupils have reached Grade VI. Some of them indicated that they have already forgotten their Grade IV lessons. They are not very qualified to tutor. Some of them feel that they have to study the modules with their children.

30.75% have reached the High School Level; 6% college level and 3.25% are college graduates. This means that on the basis of educational qualification, 40% of the parents are qualified to tutor the Grade IV pupils.

9% are illiterate and 16.5% have reached the primary level. They are not qualified to tutor.

2. 32.75 of the parents of Grade Five pupils have reached the intermediate level. They are not very qualified to tutor Grade V pupils. 6.75% are illiterates and 20.75 have reached only the primary level. They are not qualified to tutor Grade V pupils. 28.75% have reached the High School level; 3.25 College level and 7.75% are college graduates. On the basis of E.Q., only 39.75% of the parents of Grade V pupils are qualified to tutor.

Department of Education and Culture
Region VII, Central Visayas
DIVISION OF CEBU
INNOTECH TALISAY PROJECT IS-OS

June 18, 1976

Tinahud kong G _____

Ani-ay among guipadala nga mga pangutana.
Palihug pagtubag niini ug ipadala kini pagbalik sa
inyong anak. Ani-a usay usa ka "schedule" nga among
guipadala. Kini usa lang ka sumbanan. Makahimo kamo
ug inyong kaugalingong "schedule" para sa inyong anak.

Daghang salamat.

Matinahuron,

Fe L. Reyes
(Miss) FE L. REYES
Project Director

MGA PANGUTANA PARA SA MGA GUINIKANAN

NGALAN SA AMAHAN _____ EDAD _____

EDUKASYON _____ PANGITA _____

NGALAN SA INAHAN _____ EDAD _____

EDUKASYON _____ PANGITA _____

MGA ANAK:

	NGALAN	EDAD	GRADO
1.	_____	_____	_____
2.	_____	_____	_____
3.	_____	_____	_____
4.	_____	_____	_____
5.	_____	_____	_____
6.	_____	_____	_____
7.	_____	_____	_____
8.	_____	_____	_____
9.	_____	_____	_____
10.	_____	_____	_____

UBAN PANG NANAGPUYO SA BALAY

NGALAN EDAD GRADO IC-UNSA SA

2. The Project Staff conducted a survey of households of IS-OSA pupils. The purpose of the survey was to find out the educational qualification and occupation of parents, siblings and other relatives in the household. This is very important. Pupils who encounter difficulty in their self-learning activities need home tutors. These pupils may solicit the services of home tutors on the basis of their affinity and proximity to the learners from all literate persons in the community, including high school and college students.

Parents have signified their willingness to tutor, but the demands of their struggle for livelihood frequently prevent them from fully performing their roles.

A summarized result of the questionnaire distributed to parents is presented here.

3. Monthly meeting with Parents

A meeting of parents was held both in Talisay (poblacion) and in San Roque. The municipal, barangay, PTA and school officials attended

the meeting. The mayor, barangay captains and District Supervisor helped explain the rationale of IS-OS. The following topics were discussed:

- a. attendance of children
- b. tutoring at home by the parents and siblings
- c. involvement of parents in the learning activities of their children

A homeroom PTA was organized. Parents expressed their willingness to attend meetings but because of their busy schedule they could not do so every month. It was decided that if it would be necessary to call individual parents to a conference the teacher would send a letter or visit the homes.

Parents who did not accept the project before have become supportive. The mayor has played an important role in convincing the parents to support ISOS. In spite of this, there were parents who decided to enrol their children somewhere else not because they do not believe in the project but for

the reason that nobody is left at home the whole day and they are afraid their children would just wonder around instead of studying their lessons.

In San Roque, the site of the expansion, the reverse happened. Parents of non-IS-OS children came to school complaining why their children are not included in IS-OS classes. The San Roque parents were attracted to the off-school scheme. At last they said that somebody would be at home to take care of the house while they would be away the whole day.

With the help of the mayor and his wife who is the librarian of San Roque Elementary School, there is a plan to put up a community learning center in San Roque where parents could come any time of the day to read or to discuss some topics with the librarian and the teachers. If plans will materialize, this community learning center will be the biggest and best not only in the province of Cebu but also in Region VII. This has already the blessings of the regional director.

PLANS

A. Further research and development of the delivery system components.

Experiences gained previously will be utilized in the research activities. An analysis of the data gathered during this period will be useful in determining remedial measures or modifications to achieve the maximum development of the system and its components. The critical behavior of master teachers that have so far been identified through observations of their day-to-day activities will continue to be identified and classified. Which of the critical behavior of teachers affect learning? To what extent do they affect learning?

The staff will make research studies as to which instruments will be utilized as a means of identification, classification and evaluation of the attainment of these critical behaviors of the master teachers.

B. A more intensive training program for master teachers will be undertaken in Talisay. A comprehensive syllabus will be prepared.

C. Use of Community Resources

Research studies will be made as to what strategies to use to tap and maximize the use of community resources.

1. Human resources

a. Parents

More meetings of parents will be conducted. Another survey on the present status of parent involvement will be conducted. This will be compared with parent involvement the previous years.

b. Skilled workers

Updating the list of skilled workers. A comparative study on the involvement the skilled workers this year and that of last year will be made.

c. Use of High School Students as Tutors

Fourth year High School students from Malayan Academy will still be used for tutorial services. They will tutor either in the homes of pupils, in the school or in the learning centers.

d. A study on the Filipino social attitudes and values which impede changes, especially educational changes will be made.

The problem will be situated in the Philippine context:

- (1) The Potential of Filipino Values and Attitudes
- (2) The Philippine Value-System: Structural Framework
- (3) Human Factors in Philippine Rural Development
- (4) Personality Development: the Philippine case.