

Engaging in the Departmental Teaching for Elementary School: Interactive Development Plan

Aline P. Dy

Doctor in Dev. Ed. Student, Cebu Technological University Main Campus

Abstract:

The research assessed the level of perception of the teachers of Maribago Elementary School, Lapu-Lapu City on engaging in the departmental teaching for elementary schools. Descriptive method using survey questionnaire was utilized in the study. Simple percentage, weighted mean and averaging were also used to get and interpret the gathered data. From the survey, it was revealed that there was a significant relationship between the identified profile of the respondents and their level of perception and there were issues and concerns related to departmental teaching along number of preparations, counselling, class scheduling, mentoring and coaching and home visiting. Therefore, there is a need for teachers to do active commendation of departmentalized instruction. Thus, the Interactive Development Plan is recommended for adoption and possible implementation.

Chapter I

THE PROBLEM AND ITS SCOPE

INTRODUCTION

Rationale of the Study

System of education around the globe varies but despite of its variety, they have a common practice. They practice departmentalization as structure of instructional organization.

In USA, departmentalization is implemented in the elementary schools despite its decades of controversial issues between pros and cons of the structure (Horton, 2013). In Europe, it was considered as the most suitable structure to all subjects (Takala & Malmivaara, 2013). In Australia, they considered it as joint delivery of instruction which is important and can look different from one classroom to the next or even from one unit of work to the next within the same class (Sonter, 2013). In Africa, the concept of departmentalization has its role in assisting learners of various abilities in a diverse class (Henderson & Ferreira, 2014). In Asia, this is also a widespread phenomenon for countries like Hong Kong, Japan, Korea, and Taiwan (Heo and Mann, 2015).

Philippines is one of the countries in Asia which implements departmentalization (DM No. 101, s. 2016). A memorandum stated that the Department of Education mentioned about Teaching Loads and Assignments of Public School Teacher. It also mentioned departmental teaching or team teaching to be implemented to higher levels in the schools. It mandates that a teacher should render six hours of actual teaching and/or equivalent teaching related activities and duties and the remaining two hours of work within or outside the school premises to comply with the eight working hour by engaging teaching-related

activities and duties like preparation of lesson/ instructional plans, action/work plans, instructional materials, evaluation/assessment tools/ rubrics and counseling, mentoring, coaching of learners.

In line to this, there are studies about departmentalization which gives different views. Like *The Impact of Departmentalization in Elementary Schools within a Middle Tennessee School District* of April Lee, Kay Francis Martin and Rebecca Trim of Lipscomb University, Tennessee, USA. They investigated on what impacted elementary school children as to academic achievements. They concluded that both teacher and administrator prefer departmentalization; however, they found out that it was the teacher who impacted learners' academic achievement not the departmentalization structure of organization (Lee, Martin, and Trim, 2016).

Another study is *Teachers' Role in Shared Decision-making in a Pakistani Community School* by Zainab Salim of George Mason University, Fairfax, Virginia, USA, which focused on shared decision-making. Shared decision-making was defined in the study as all voices of the members in making decisions were included. Majority of the teachers in the environment of the study wanted to be counted on shared decision-making; however, they preferred limited participation to the decision-making as they have time constraint, loss of instructional time, and lack of relevant staff development. They also consider intrinsic factors like the belief that a teacher's work was only to teach and their lack of confidence to shoulder responsibility of making decisions beyond the classroom. Yet, they stressed that they have the desire to be involved in instructional and curricular decisions like planning and designing curriculum, choosing textbook, designing syllabus and improving co-teaching structure that could enhance teaching skills and promote learners' achievement (Salim, 2016). Additional findings revealed that professional collaboration between teachers within and across grade levels needed additional time (Salim, 2016).

Departmental teaching had been given perceptions from the different parts of the world. It had garnered different views from different groups of respondents.

However, perceptions from the teachers of Maribago Elementary School, Lapu-Lapu City regarding departmentalization along number of preparation, class scheduling, counseling, mentoring/coaching including home visiting was not gathered yet. This made the researcher become inquisitive. Questions like, what is the perception of Maribago Elementary School teachers on departmental teaching? Were respondents' identified profile indicators had significant relationship to it? Does departmental teaching have issues and concerns? What intervention can be proposed to answer the problem?

With this, the researcher has the desire to conduct this research on engaging in the departmental teaching for the elementary schools.

Theoretical Background

This research is anchored on two theories namely: Social Development Theory, and Hill's Team Leadership Model.

Social Development Theory. This is a theory from a Russian Psychologist Lev Vygotsky (1896-1934) which mentions three major themes for cognitive development; the social interaction, the more knowledgeable other, and the zone of proximal development.

According to Vygotsky, social interaction plays a vital role in the process of cognitive development. This theory is in contrast to Jean Piaget's child development which development precedes learning. For Vygotsky, social learning precedes development. He added that every function in a cultural development of a child appears twice: first, on the social level or between people (interpsychological) and later, on the individual or inside the child (intrapsychological).

His More Knowledgeable Others (MKO). The MKO refers to anyone which has higher level of understanding and ability than the learner. It can be the teacher, coach or older adult. It can also be peers or younger persons or computer. MKO influence the learners then, learners learned.

His Zone Proximal Development (ZPD). This refers to the distance of learners to do a task with adult supervision or from peer collaboration to his ability to solve problems by his own. For Vygotsky, learning happened in this zone. He added, people and sociocultural context act and interact in shared experiences. Humans used speech and writing improved from culture as tools to mediate social environment. Children develop these tools as a way of communicating and for social function. Vygotsky believed that if these tools are internalized it will lead to higher thinking skills.

This research anchored to this theory of Vygotsky as it relates the significance of classroom setting to the academic achievement of learners; development of knowledge; and teachers' role inside the classroom for them to give their perception about departmental teaching.

Hill's Team Leadership Model. This is a model developed by Susan Kogler Hill. The model demonstrates mental road map for both leader and members to function as an effective member for an organization to succeed. It starts with the leadership decisions. To Hill, a leader has to monitor or take action based upon internal or external actions. He has to take two phases in initial search. First he will do information search. He will ask his members about the present state function of the team. He will interpret the data he gathered and bring it to second phase, the information structuring. Then, a leader will structure the team and continue to monitor for team's effectiveness and to find out the weakness. From that weakness, he will take actions.

According to Hill, in order for a leader to take actions, he has to identify whether the team needs internal which is maintenance issue or external task which is environmental issue. She added that task enables focus from the members to use time and skills to finish the job. If the leader found out that the problem is on the member who diverts attention from his job, he will use the internal task intervention; if it's on the members who are not working together, internal relational intervention; and if it is on the environment which did not support the group, the leader will go for the external environmental intervention.

The model shows few examples for the action category. Like for an internal task action leader might do focusing goals, result structuring, facilitates decisionmaking, training members and maintaining excellence standards. For internal relational actions, he might do coaching team members on skills on how to maintain good relationship towards co-members, collaborating or model strong commitment and ethical and principled practices. Lastly, external environment actions which a leader might do networking and forming alliances, advocating and representing the team, securing team's necessary resources, support and recognition through negotiating, keeping members from environmental distractions or sharing related information with the team.

Furthermore, the team has two critical functions: the performance or the quality of outcomes of the work of the team and development or the team's cohesiveness and the members' ability to satisfy their own needs while working effectively in a team.

The reason of this research to anchor on Hill's Team Leadership Model is that the model deals on both leader and member of the team to find answers to problems and take appropriate action to correct it through mental road map. Respondents of this study can relate to this model of team leadership because they are in a departmental teaching structure of instruction wherein each grade level has a team leader and each member works as a team. Thus, they can give perceptions about departmental teaching structure.

This study is also anchored on Division Memorandum No. 101, s. 2016, entitled Teaching Loads and Assignments of Public School Teacher. The memorandum mentioned regarding implementation of departmental teaching or team teaching to higher levels in the schools. And that a teacher should have six hours of actual teaching and/or equivalent teaching related activities and duties shall render the remaining two hours of work within or outside the school premises to comply with the eight working hour by engaging teaching-related activities and duties like preparation of lesson/ instructional plans, action/work plans, instructional materials, evaluation/assessment tools/ rubrics; and counseling, mentoring, coaching of students including home visitation.

The reason of employing this memorandum to this research is to show evidence regarding mandates from the Department of Education on the implementation of departmentalization.

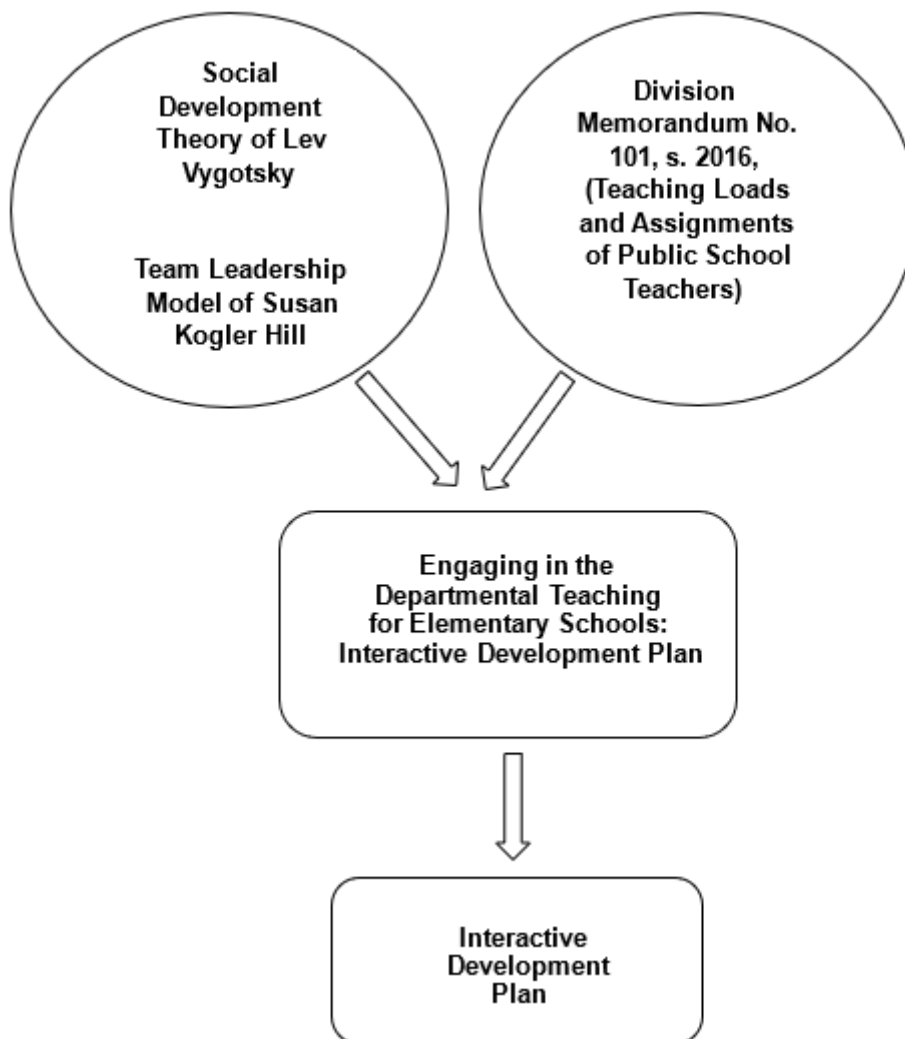


Figure 1

Theoretical Framework of the Study

THE PROBLEM Statement of the Problem

This research assessed the status of departmental teaching for the elementary public schools at Maribago Elementary School, Lapu-Lapu City during the school year 2018-2019 towards Interactive Development Plan.

Specifically, this answered the following:

1. What is the profile of the respondents
 - 1.1 age and gender,
 - 1.2 civil status,
 - 1.3 highest educational attainment,
 - 1.4 field of specialization,
 - 1.5 relevant trainings and seminars attended, and
 - 1.6 length of service?
2. What is the level of teacher's perception to departmental teaching along The following features:
 - 2.1 number of preparation,
 - 2.2 class scheduling,
 - 2.3 counseling,
 - 2.4 mentoring/coaching, and
 - 2.5 home visiting?
3. Is there significant relationship between the identified profile indicators and the teacher's perception on departmental teaching?
4. What are the issues and concerns related to departmental teaching?
5. Based on findings, what interactive development plan can be formulated?

Null Hypothesis

There is no significant relationship between identified profile indicators and the teacher's perception on departmental teaching along number of preparations, counseling, mentoring and coaching of students including home visitation and no issues and concerns related to departmental teaching as perceived by the teachers.

Significance of the Study

In the conduct of this study, this will benefit the following:

School Administrators Through the findings of this study, they can formulate basis of supervisory plan for the next academic year. They may include in their plans some ways correcting the weaknesses in order to strengthen the program for instruction on engaging in the departmental teaching in the elementary schools

Teachers The data of this study will serve as the basis for the teachers to be enhanced professionally that would help them improve their skills in teaching that will make them more effective and more efficient teachers that will produce quality learners.

Learners The result of this study gives opportunity to the learners to receive more effective strategies and techniques in the teaching-learning process given by the teachers. In that way, they will improve holistically.

Parents This study is beneficial also on the part of the parents in a way that if they have observed their children have improvement they will be more cooperative to school programs and activities for the improvement of the school.

Community Community will be benefitted also from this study. The findings will help the teacher to be more effective and more efficient educators that will produce quality learners which becomes an asset of the community.

Researchers This will give information and will serve as reference material to future researchers who would want to conduct similar studies or any studies related to the topic.

RESEARCH METHODOLOGY

Design

Descriptive method was the means of collecting data in this research. It showed relationships between variables for interpretations. It gave information regarding engaging in the departmental teaching for elementary schools.

Flow of the Study

The inputs start with the profiling of the respondents as to age and gender; civil status, highest educational attainments, field of specialization, relevant trainings and seminars attended, length of service; level of teachers’ perceptions to departmental teaching along number of preparation, class scheduling, counseling, mentoring/coaching and home visitation; significant relationship between the identified profile indicators and the teachers’ perceptions on departmental teaching; and the issues and concerns related to it were considered and included in the inputs. In processing, transmittal letters, survey questionnaire and table of distributions were present. Transmittal letters had sent to the superintendent and administrator of the environment of the study - Maribago Elementary School asking permission and approval for the conduct of the research. Meeting with the respondents followed. They were informed regarding the purpose of the study. Survey questionnaires were distributed and collected right after the respondents gave their responses. It was summarized, tallied and tabulated for analysis and interpretation.

Profiling of the respondents played significant role in this study. Name, age, gender, and civil status gave them basic identification; highest educational attainments, field of specialization, relevant trainings and seminars attended length of service, level of perception to departmental teaching of the respondents helps the researcher to get further data for the research.

Transmittal letters were also important in the flow of the study. They were means of communication in asking permission from the persons in authority to allow the researcher conduct the research in the environment- Maribago Elementary School, Lapu-Lapu City. Survey questionnaire which was both researcher-made and revised questions from the study of Cody R. Miller entitled, “*A Descriptive Case Study of the Implementation of the Departmentalized Looping Team Model* “ and the table of distribution also helped the researcher gather data and interpret data for this research during processing. Output is the proposed interactive development plan.

INPUTS

1. Profile of the respondents as to:	2. Level of teacher's perception to departmental teaching	3. Significant relationship between the identified profile indicators and the teacher's perception on departmental teaching	4. Issues and concerns related to departmental teaching
1.1 age and gender	along		
1.2 civil status	2.1 number of preparatio		
1.3 highest educational attainments	2.2 class scheduling		
1.4 field of specialization	2.3 counseling		
1.5 relevant trainings and seminars attended	2.4 mentoring/coaching, and		
1.6 length of service	2.5 home visiting?		

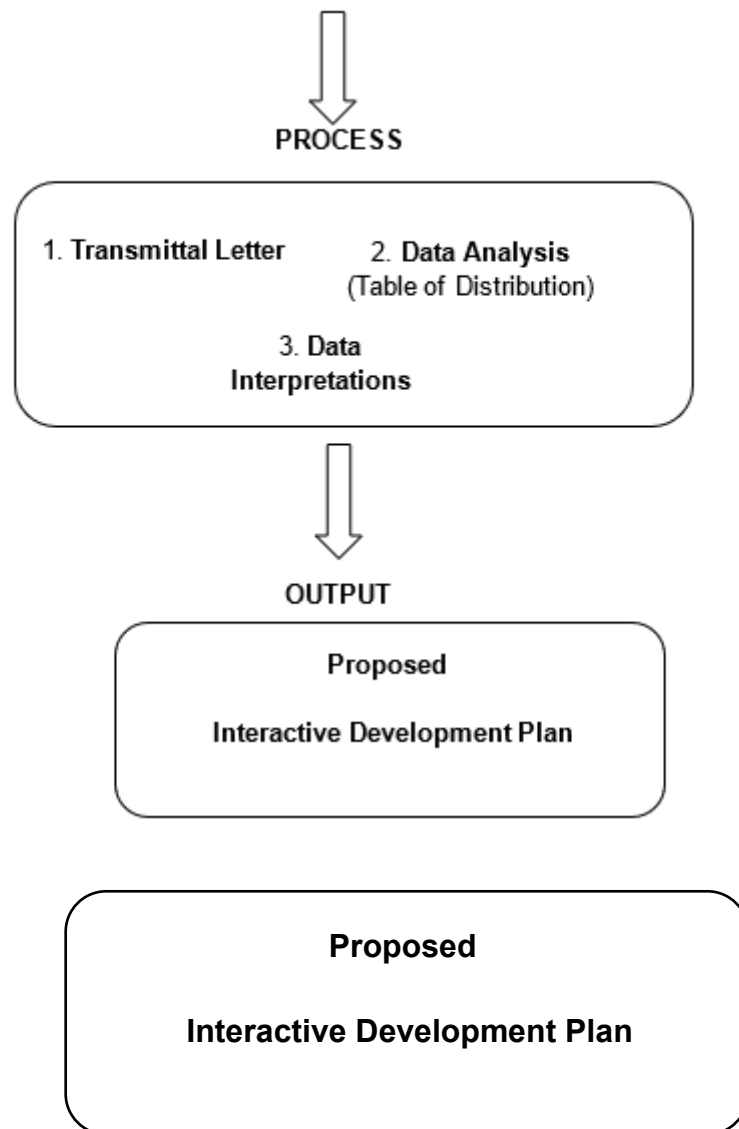


Figure 2.

Flow of the Study

Environment

This study was conducted during the school year 2018-2019 at Maribago Elementary School, Lapu-Lapu City. It is a Local Government urban public Elementary school located at Datag, Maribago, Lapu-Lapu City, Cebu, Philippines. It lies north of Imperial Palace presently Jpark Hotel and west of Maribago Bluewater Resort as presented in Figure 3. It is in District IV managed by a school principal. It has a population of approximately 1704 learners with twenty-seven (27) classrooms and other facilities. It has forty-seven (47) teachers. Shifting of classes is practiced due to its large population of pupils that cannot be catered by the number of classrooms existed. The school has both self-contained and departmental teaching structure of organization.



Figure 3.

Location Map of Research Environment

Respondents

The respondents of this study included the teachers from grade four to grade six of Maribago Elementary School. Respondents' number in each grade level was reflected in Table 1.

Hence, there were 25 teachers in the higher grade level of Maribago Elementary School, Lapu-Lapu City.

Table 1 Distribution of Respondents

Grade Level	Teac hers	
	f	%
Four	8	32.00
Five	9	36.00
Six	8	32.00
Total	25	100.00

Instruments

The instrument of this study was based on survey questionnaires wherein some questions were revised from the study of Cody R. Miller entitled, “*A Descriptive Case Study of the Implementation of the Departmentalized Looping*

Team Model.” Transmittal letters were also included and considered important as they served as way of communicating the researcher to the person in authority for the approval of the conduct of this research. Survey questionnaire was also a tool to gather data and information. Distributions of questionnaires were self-administered by the researcher. Respondents was given ample time in giving their responses.

Furthermore, survey questionnaire was a respondent friendly questionnaire. It was a checklist type of questionnaire wherein respondents checked their respective responses.

The questionnaire has three (3) parts. Part One (1) shows the profile of the respondents; age and gender, civil status, highest educational attainment, field of specialization, relevant trainings and seminars attended and length of service. Part

Two (2) focuses on collecting data about the respondents’ level of perception and belief on engaging in the departmental teaching for elementary schools along number of preparation, class scheduling, counseling, mentoring/coaching, and home visiting for the school year 2018-2019. Part Three (3) inquires issues and concerns related to departmental teaching as experienced by the respondents. The data collected from the survey was used to identify if there were significant relationship between the identified profile indicators and the teacher’s level of perception on departmental teaching and what were the issues and concern related to it.

Gathering of Data

The research used survey methodology in collecting data. Before the conduct of the survey, transmittal letter to the schools division superintendent and to the school administrator of the environment of this study requesting for an approval to conduct the study was done. The letter explained the purpose of the research, the anticipated time which the survey required to be completed, the description and procedures on how to answer the questionnaire, and the assurance that data was for the purpose of the research only. Respondents were being explained on the manner on how to give their responses which was checklist type and on the scaling of which 5 for perfect score and 1 as the lowest score for their level of perception on departmental teaching along number of preparations, class scheduling, mentoring and coaching, counseling and home visiting and 1 as the highest score and 5 as the lowest scale for the issues and

concerns related to departmental teaching. They were informed that their participation is voluntary and that they are allowed to discontinue their participation anytime.

Survey questionnaires were personally distributed by the researcher to the identified respondents. These were collected right after the respondents are done giving their responses.

Statistical Treatment of Data

Upon completion of the survey, the respondents’ responses were kept for data analysis. The frequency of the responses was tallied, tabled and subjected to the following statistical computations:

Simple Percentage. This was used to describe the respondent’s profile to get the number of frequency and their corresponding percentage.

Weighted Mean. To determine the level of teacher’s perception to departmental teaching, the average weighted mean was used.

Averaging. To get the rank of the items of issues and concerns of departmental teaching as responded from the twenty-five (25) teacher- respondents.

Scoring Procedures

After retrieving the questionnaires, data were analyzed. For part 1, it was as to how many frequencies on each item. After getting its frequency, the researcher computed frequency’s percentage for each survey item.

Descriptive statistics was used to interpret the data in order to identify the respondents’ level of perception on engaging in the departmental teaching for elementary school.

Respondents’ responses have corresponding weights. 3 for **High**, 2 for **Moderate** and 1 for **Low**.

A scale of 5 as the highest score and 1 as the lowest score was used for the descriptive equivalent with the corresponding range of the means obtained on the level of perceptions on engaging departmentalization are:

WEIGHT	RANGE	CATEGORY	VERBAL DESCRIPTION
3	2.34 – 3.00	High	Attained 5 mastery of the skills of the aspects of departmental teaching
2	1.68 – 2.33	Moderate	Attained the 3 to 4 mastery of the skills of the aspects of departmental teaching
1	1.00 – 1.67	Low	Attained 1 to 2 mastery of the skills of the aspects of departmental teaching

As to issues and concerns related to departmental teaching, responses were rank according to its average. A scale of 1 as the highest and 5 for the lowest was utilized. The scale was shown below.

WEIGHT CATEGORY VERBAL DESCRIPTION

High Attained 1 to 2 mastery of the skills on the aspects of departmental teaching

Moderate Attained 3 to 4 mastery of the skills on the aspects of departmental teaching

Low Attained the 5 mastery of the skills on the aspects of departmental teaching

DEFINITION OF TERMS

The following terms found in the title and variables of this research are defined as used in the study:

Departmental Teaching or Departmentalization This refers to team teaching wherein two or more teachers are handling the class

Engaging in the departmental teaching

Interactive Development Plan This is a tool that will help teachers who belong to Departmental Teaching structure of organization improved on their level of perceptions on engaging in the departmental teaching along number of preparation, class scheduling, counseling, mentoring/coaching, and home visiting for professional enhancement

Class Scheduling This is one of the features of departmental teaching which refers to the class schedules of both teacher and learner

Counseling This is one of the features of departmental teaching. It is a teaching-related activity wherein teachers give advices and support to learners, coteachers and sometimes parents to deal with usually school- related problems and decision-making

Home Visiting This is one of the teaching-related activities of a teacher wherein he or she needs to visit the learners at home who are at risks of dropping out

Mentoring and Coaching This is one of the aspects of the departmental teaching. It is one of the teaching- related activities wherein teachers trained learners for competitions or coached co-teachers to improve on difficult to teach subjects

Number of Preparations This is one of the aspects of departmental teaching which refers to the preparation of teachers like instructional materials, class records and others
Other related terms are:

Curriculum Guide This refers to a structured document that delineates the philosophy, goals, objectives, learning experiences, instructional resources and assessments that comprise a specific educational program; it represents an articulation of what learners should know and be able to do and supports teachers in knowing how to achieve these goals.

Learning Action Cell in Department of Education, it is a group of teachers who engage in collaborative learning sessions to solve shared challenges encountered in the school facilitated by the school head or designated LAC Leader
Rigid This refers to unwillingness to change opinions or behavior

Scaling This is the procedure of measuring and assigning the objects to the numbers according to the specified rule.

Self-Contained Instruction This refers to structure generally consists of one teacher who is a generalist and teaches the entire required core subjects to one group of learners for the complete school year

Shared decision-making This is a kind of decision by which all voices of the members in a team is included during making decisions

Shifting of Classes This is a mandatory policy by the Department of Education as means of addressing the classroom shortage and increasing class sizes

Social Development Theory This is a theory of a Russian psychologist Lev Vygotsky stating social interaction precedes cognitive development

Spotlight This means to light up or draw attention to by, or as by, a spotlight

Syllabus This is a document which lists the subjects and states how the course will be assessed

Variables This means may vary or alter

Visual Aids This refers to instructional materials used in teaching

Chapter 2

PRESENTATION, DATA ANALYSIS AND INTERPRETATION

In this chapter, presentation, analysis and interpretation of data were being discussed. The data gathered as level of perception to departmental teaching and issues and concerns related to it using questionnaire

from the grades 4, 5 and 6 teachers of Maribago Elementary School, Lapu-Lapu City for the school year 20182019 were tallied, tabulated and treated statistically. It was interpreted and analyzed to answer the sub problems to formulate interactive development plan.

PROFILE OF THE RESPONDENTS

This portion pertains to the profile of the grades 4, 5 and 6 teachers as to age and gender, civil status, highest educational attainment, field of specialization, length of service in higher grades and relevant trainings and seminars attended were being presented.

Age and Gender

Age and gender of respondents were given importance as it can have significant relationship towards their level of perceptions to departmental teaching structure of organization.

Table 2 presents the frequency and percentage of distribution of the age and gender of the grades 4, 5 and 6 teachers of Maribago Elementary School, LapuLapu City.

Table 2 Age and Gender of the Grades 4, 5, and 6 Teachers

AGE	GENDER				TOTAL	
	M		Fe			
	f	%	f	%	f	%
61-65	0	0.00	1	4.00	1	4.00
51-60	0	0.00	3	12.00	3	12.00
41-50	1	4.00	9	36.00	10	40.00
31-40	0	0.00	11	44.00	11	44.00
23-30	0	0.00	1	4.00	1	4.00
Total	1	4.00	24	96.00	25	106.00
Mean	4	4.5	4	3.9	44	

As shown on Table 2, there were no male teacher and one (1) or 4 percent were female teachers or one (1) percent were at the range 61-65 years old; no male teacher and three (3) female teachers or 12 percent who were at the range of 51-60 years old; one (1) or 4 percent male teacher and nine (9) or 36 percent female teachers in 41-50 years old range; no male teacher and 11 female teachers or 44 percent who were in a range of 31-40 years old; no male teacher and one(1) female teachers or 4 percent who were in a range of 23-30 years old.

The Table indicated that there was only one (1) or 4 percent male teacher and twenty-four or 96 percent female teachers.

Men are outnumbered by women in teaching profession. Survey shows 20142015 data revealed that in the Philippines only 26 percent were male teachers and 74percent were female teachers (Vera Files, 2017). Over years, teaching profession was not able to attract males. This may be due to notions like if men

entertain thoughts on becoming a teacher they were branded as weak or dull. In addition, traditionally, women were left at home nurturing the children which can be the reason why teaching profession was perceived as a profession for women believing they were more nurturing compared to male teacher. But experts believe that male teachers are as nurturing as female teachers. This can be supported Peterson’s study findings which found that in South Africa, many professional fields including education has increasing trend on more equal balance regarding numbers of men and women and the issue of quality of teaching given by educators were emphasized and not to gender (Peterson, 2014). It is also indicated in the table that the mean of their age is 44, a dynamic age wherein teachers are said to be flexible and energetic, ready to accept challenges in their teaching profession.

Civil Status

One of the aspects of respondent’s profile which were given consideration was the marital status. It was examined to determine if it has significant relationship to the level of perceptions of these twenty-five teachers on departmental teaching.

Table 3 reveals the civil status of the grades 4, 5, and 6 teachers of Maribago Elementary School, Lapu-Lapu City.

Table 3 Civil Status of the Grades 4, 5, And 6 Teachers

Civil Status	Frequency	Percent
Single	3	12.00
Married	21	84.00
Widow/ Widower	1	4.00
TOTAL	25	100.00

Table 3 displayed that three (3) or 12 percent were single teachers; 21 or 84 percent were married; one (1) or 4 percent was a widow.

It had been found that in employment there usually a biased hiring of employment as to gender and marital status specifically to married applicants. Employers preferred married men than married women for a notion that married women’s job performance decline after some time compare to married man who stays the same (Nadler and Kufahl, 2014).In addition, it was said that kids and families matters may affect one’s job performance. However, these matters of having kids and families makes the employees perform better on their jobs (Donaldsons-Evans, 2015).

The result showed married status has the highest frequency. This would mean further that this group has a positive vision on the idea of departmental teaching as they will be more inspired to work because of their families and kids.

Highest Educational Attainments

Highest educational attainment played a role in the study. It was identified to determine its significant relationship to teachers’ level of perception regarding departmental teaching structure of organization.

Table 4 shows the highest educational attainment of the grades 4, 5, and 6 teachers of Maribago Elementary School, Lapu-Lapu City

Table 4 Highest Educational Attainments of the Grades 4, 5, and 6 Teachers

Highest Educational Attainment	Frequency	Percentage
Doctorate Degree Holders	0	0.00
Master Degree Holders	5	20.00
BEED with Masters Unit	17	68.00
BEED without Masters Unit	0	0.00
BSED with Masters Unit	3	12.00
BSED without Masters Unit	0	0.00
TOTAL	25	100.00

As revealed in Table 4, none of the teachers graduated Doctorate Degree only five (5) or 20 percent graduated Master Degree; seventeen (17) or 68 percent were BEED with Masters Unit and three (3) or 12 percent were BSED with Master Unit.

Teachers who are already in service are encouraged to pursue their Graduate Studies for the purpose of enhancing their knowledge and skills in dealing with children especially elementary school learners. Further education may have impact in terms of monetary status and to the goal of the study.

Field of Specialization

Field of specialization is one the aspects which had given consideration as it can have significant relationship towards level of perception of the respondents to departmental teaching.

Table 5 displays the field of specialization of the grades 4, 5 and 6 teachers of Maribago Elementary School, Lapu-Lapu City.

Table 5 Field of Specialization of the Grades 4, 5 and 6 Teacher

Field of Specialization	Frequency	Percentage
English	5	20.00
Mathematics	5	20.00
Filipino	3	12.00
Science	1	4.00
MAPEH	1	4.00
Araling Panlipunan	2	8.00
Character Education	0	0.00
Home Economics	5	20.00
General Education	3	12.00
TOTAL	25	100.00

As presented in the Table 5, five (5) or 20 percent of the teachers specialized English; five (5) or 20 percent also specialized Mathematics; there were three (3) or 12 percent specialized Filipino; one (1) or 4 percent specialized Science ; MAPEH were specialized by one (1) or 4 percent of the teachers; two (2) teachers specialized Araling Panlipunan; nobody specialized Character education; five (5) or 20 percent specialized Home Economics; and three (3) or twelve percent specialized General Education.

Specialization plays an important role in teaching as if teachers are not mastered with the subject they are handling it affects their teaching performance. The result showed subjects like Science and MAPEH which both received a frequency of one (1) and none for the Character Education; this means that in three (3) levels as grade 4, 5 and 6, only one (1) teacher specializes Science, another one (1) teacher specializes MAPEH and none specializes Character Education. It could be gleaned that there were teachers who were handling subjects not in line to their field of specialization. This result can possibly be a threat to departmental teaching.

Relevant Trainings and Seminars Attended

In demographic profile of the respondents, relevant trainings and seminars attended was taken consideration as it can have significant relationship to the level of perception of teachers regarding departmentalization structure.

Table 6 indicates the relevant trainings and seminars attended of the grades 4, 5 and 6 teachers of Maribago Elementary School, Lapu-Lapu City.

Table 6 Relevant Trainings and Seminars Attended of the Grades 4, 5 and 6 Teachers

Relevant Trainings and Seminars Attended	Frequency	Percentage
National Seminar	1	4.00
Regional Seminar	4	16.00
Division Seminar	5	20.00
District Seminar	9	36.00
School Seminar	6	24.00
Total	25	100.00

Table 6 reflected one (1) or 4 percent of the teachers attended National Level Training or Seminar; four (4) or 16 percent attended Regional Level; five (5) or 20 percent attended Division Level; nine (9) or 36 percent attended District Level; and six (6) or 24 percent attended School Level Seminar.

Relevant trainings help teachers gain knowledge and enhance their skills in teaching especially if it is relevant to the subjects assigned to them. Results showed that most of the trainings attended by the teachers were District Level Training. Thus, they will need training which are conducted at the Regional Level in order for them to become equipped in the implementation of departmentalization.

Length of Service

Length of service played part on the profile of the teachers as it is one of the aspects which had given importance to be identified as it can have significant relationship to the level of perception of teachers towards departmental or teamteaching.

Table 7 exhibits the length of service of the grades 4, 5 and 6 teachers of Maribago Elementary School, Lapu-Lapu, City.

Table 7 Length of Service of the Grades 4, 5, and 6 Teachers

Length of Service	Frequency	Percentage
16 and above years	6	24.00
11-15 years	9	36.00
6-10 years	3	12.00
4-5 years	4	16.00
0-3 years	3	13.00
TOTAL	25	100.00
Mean	10.44	

As indicated in Table 7, six (6) or 24 percent of the teachers were at the range of 16 and above years in service; nine (9) or 36 percent were in 11-15 years; three (3) or 12 percent were in 6-10 range of years in teaching; four (4) or 16 percent were in 4-5 years range; and three (3) or 13 percent of the teachers were 0-3 years in service.

Furthermore, the table indicated 10.44 mean in length of service of the teachers. This would mean that higher grade level (grades 4, 5 and 6) teachers of Maribago Elementary School, Lapu-Lapu City were mostly not newly hired teachers and had already experiences when it comes to team teaching structure of organization. This would also be an indication that they are expected to have enough backgrounds regarding the said structure.

LEVEL OF PERCEPTION TO DEPARTMENTAL TEACHING

In this portion of the study, the level of perception to departmental teaching along number of preparation, class scheduling, counseling, mentoring and coaching and home visiting of the twenty-five respondents of Maribago Elementary School,

Lapu-lapu City was gathered . Each aspect of departmentalization’s items with **Low** perception were emphasized and discussed.

Number of Preparations

Number of preparations is one of the features of departmental teaching. It is one of the teaching-related activities in which teachers need to comply for effective teaching-learning process. Such preparations were mostly for the lesson like instructional materials that would fit to different types and sets of learners; class records to how many learners handled and others.

The feature plays an important role to departmental teaching as it determines the number of workload of a teacher as to how many preparations needs to be prepared. Workloads have to be minimized as it can affect the teaching performance of a teacher. Too much workload can lead to burnt out. It has to be modified preferable and advantageous on the part of a teacher as it can hinder effective departmental teaching structure of organization.

Table 8 reflects departmental teaching along number of preparations as perceived by 25 respondents of Maribago Elementary School, Lapu-Lapu City.

Table 8 Departmental Teaching along Number of Preparations

Number of Preparations	No. of Respondents= 25			\bar{x}	VD
	High	Moderate	Low		
	3	2	1		

Departmental teaching can allocate to varied topics	15	0	10	2.20	Mo
Teachers prepare less class records to 4-component subjects like MAPEH	2	0	23	1.16	Lo
Teachers are given with the flexibility and creativity to integrate all subjects in the lesson	18	0	7	2.44	Hi
There is integration of the curriculum	19	0	6	2.52	Hi
Teacher prepare less for IM's so as to fit the learning ability of learners on every group	4	3	18	1.44	Lo
Teacher can differentiate in preparing IM's according to the capabilities of the learners	6	3	16	1.60	Lo
The teacher can make connections across the curriculum	17	0	8	2.36	Hi
Teachers felt at ease handling specializing one or two subjects only	21	1	3	2.72	Hi
Teacher can make adjustments to multiple grade level subjects handled	9	3	13	1.84	Mo
Average weighted mean				2.03	Moderate
Standard deviation				<i>0.54</i>	

Legend: 2.34 - 3.00 **High (Hi)**

1.68 - 2.33 **Moderate (Mo)**

1.00 - 1.67 **Low (Lo)**

\bar{x} is the Weighted Mean

VD is the Verbal Description

Table 8 reflected “Teacher can differentiate in preparing her instructional materials according to the capabilities of the learners as she may prepare 1 IM’s for all sections or groups she handled either homogeneous or heterogeneous group” with 1.60, **Low**; “teacher has less preparation for IM’s so as to fit the learning ability of learners on every group or sections she handled” with 1.44, **Low**; and “teachers prepare less class records specially if the subject she handled has 4 components like MAPEH subject” with 1.16 and verbal description of **Low**.

Departmental teaching along number of preparations’ features has items which perceived **Low** by the teachers. Teachers perceived **Low** as to preparing IM’s for different types of learners for all sections. IM’s should be fit to the ability of the learners. In one group of learners or section there were fast, average and slow types of learners. Each group differs as to ability, too. The teacher needs to prepare numbers of IM’s that corresponds as to how many types of learners in all sections handled because if there were only one IM’s to be used to all types of learners it is useless as teaching-learning will be ineffective.

“Teachers prepare less class records especially if the subject she handled has four (4) components like MAPEH subject” had the **lowest** weighted mean. It is considered as the lowest variable in departmental teaching along number of preparations. It is unfavorable to teachers handling MAPEH as to preparing class records. Say, a teacher handled MAPEH to five (5) sections in grade six level with fifty (50) learners each group. This means, the teacher will be computing or giving grades to an equivalent of 1000 learners

as compared to one component subject computing or giving grades to 250 learners only. Thus, these can be an issue on departmental teaching.

Moreover, too much number of preparations is a great burden for the teacher which can affect the performance of teaching. Hence, there should be a moderate level of it on the part of the teacher.

Class Scheduling

Class scheduling is one of the aspects of departmental teaching. It is significant in the mentioned organizational structure as it is where schedules of every member of the team was being presented, adjusted and modified just to fit to everybody’s schedule during planning.

Table 9 displays departmental teaching along class scheduling as perceived by 25 respondents of Maribago Elementary School, Lapu-Lapu City.

Table 9 Departmental Teaching along Class Scheduling

Class scheduling	No. of Respondents= 25			\bar{x}	VD
	High	Moderate	Low		
Sharing learners with other teachers promotes the feeling of classroom community	3	2	1	2.24	Mo
If the subject teacher is absent the class can directly be took over by a teacher	15	1	9	2.52	Hi
Teacher can make visual aids during vacant periods as her materials were inside the classroom with ongoing classes	19	0	6	2.64	Hi
As activities fell on the same time with the subject, classes aren’t affected.	20	1	4	1.84	Mo
It gives teacher the freedom as to what subject she needs to double time to teach	9	3	13	2.12	Mo
Teacher can stay in her classroom as she has to transfer rooms according to schedules	12	4	9	1.28	Lo
If the subject assigned is not the field of specialization of the teacher, there is comfort in teaching	3	1	21	1.56	Lo
There is no need for the teachers to work more in order to make learners attentive if the subject handled fall on sleepy time	6	2	17	1.36	Lo
Average Weighted Mean				1.95	Moderate
Standard Deviation				0.52	

As revealed in the Table 9 “If the subject assigned is not the field of specialization of the teacher, she feels comfortable and easy to teach” with 1.56 as weighted mean and verbal description of **Low**; 1.36 weighted mean and verbal description of **Low** for “There is no need for the teachers to work more in order to make learners attentive if the subject handled fall on sleepy time”; lastly, “teacher can stay in her classroom as she has to transfer from one classroom to another” with 1.28 and verbal description of **Low**.

As to field of specialization, these items received **Low** level of perception from the teachers. It is not easy and not comfortable to teach unfamiliar subjects.

This could affect teachers’ confidence in teaching which could lead to ineffective teaching performance that gives negative effects to learners’ achievements. In addition, there were subjects that fall on sleepy time that made teachers work more in order to make the learner interested and attentive to the lesson. Another item in departmental teaching along class scheduling that received the **lowest** weighted mean. It is unfavorable to teachers as they cannot stay in their classroom longer because they need to transfer from one classroom to another depending on the schedule of their handled subject. Furthermore, these can be considered as disadvantage on departmentalization structure of organization.

Counseling

Counseling is a teaching-related activities and one of the features of departmental teaching. It has importance to departmentalization structure as this is where teachers give advices and support to learners, co-teachers and sometimes parents to problems and decision-making which related to school.

Table 10 shows departmental teaching along counseling as perceived by 25 respondents of Maribago Elementary School, Lapu-Lapu City.

Table 10

Departmental Teaching along Counseling

Counseling	No. of Respondents= 25			\bar{x}	VD
	High	Moderate	Low		
Consistency in disciplining learners is possible when they have different teachers.	3	2	1	1.76	Mo
30-50 minute a day meeting of the learner enables teacher to know the learner that well.	7	5	13	1.84	Mo
It will not take time for a teacher to know learners’ personalities; their likes, and dislikes; their interests and struggles	8	5	12	1.84	Mo
Meeting less than an hour a day develops good relationship between teacher and learners	9	3	13	2.24	Mo
Learners feel comfortable to tell their problems to any of his teachers	13	5	7	1.88	Mo
Average Weighted Mean				1.91	Moderate
Standard Deviation				<i>0.19</i>	

As shown on the table, “Meeting less than an hour a day develops good relationship between teacher and learners got the highest weighted mean of 2.24.”

Next, “Learners feels comfortable to tell their problems to any of his teachers” with 1.88; “30-50 minute a day meeting of the learners enables teacher to know the learner that well” and “It will not take time for a teacher to know learners’ personalities; their likes, and dislikes; their interests and struggles” with both have an weighted mean of 1.84 followed; lastly, “Consistency in disciplining learners is possible when they have different teachers” with 1.76 weighted mean. All were perceived **Moderate** by the teachers. Knowing the learners well helps the teacher adjust to the learner; modify strategies to use in teaching-

learning process for the improvement of learners’ achievements. It also plays an important role in disciplining them. Short span of incontact time with the learners gives less opportunity for teachers to know them well. There is less opportunity of talking and knowing the learners more. Thus, it will take a long time for a teacher to know their interest, likes and dislikes.

However, meeting them every day can be considered as a way to slowly know these learners better. This can be the reasons why teachers of Maribago Elementary School, Lapu-Lapu City perceived this feature of departmental teaching as **Moderate** with its average weighted mean of 1.91 and **Moderate** as verbal description.

Mentoring and Coaching

Mentoring and coaching as one of the aspects of departmental teaching has significance to the said organizational structure. It is one of the teaching-related activity of teachers in which there is training, mentoring and coaching to both learners, and co-teachers.

Learners when send to competitions have to trained and be mentored by the coach to give excellent, winnable performance. There were teachers who need mentoring also as to difficult to teach subjects. This can be done through peer tutoring or peer coaching way with the help and assistance of the school principal or a Master Teachers.

Table 11 reveals departmental teaching along mentoring/coaching as perceived by 25 respondents of Maribago Elementary School, Lapu-Lapu City.

Table 11
Departmental Teaching along Mentoring and Coaching

Item No.	No. of Respondents= 25			\bar{x}	VD
	High	Moderate	Low		
Mentoring and Coaching	3	2	1		
It is easy to coach learners who are not under your advisory	5	4	16	1.56	Lo
Adviser can monitor the learner’s attendance to other subjects	7	0	18	1.56	Lo
Handling 1or 2 subjects give teachers focus on the whole ability of the learners	11	0	14	1.88	Mo
Mentoring and coaching of learners is always possible to the schedule of the teacher	7	2	16	1.64	Lo
Different subject teachers with different sets of teacher-made tests will not give effect on learner’s rating or grades	11	1	13	1.92	Mo
Conflicting opinions of teachers is clear to learners	5	0	15	1.20	Lo
Much variation gives opportunity to habit formation to all learners	7	6	12	1.80	Mo
It won’t demand more time and energy during planning and evaluation from the members	7	3	16	1.72	Mo
It won’t take longer during group discussions and group decisions.	10	3	12	1.92	Mo
There is always convenience as to revision of courses so as to accommodate the team-teaching method	9	2	14	1.80	Mo

Teachers in the team who work less will not affect the whole team.	7	1	17	1.60	Lo
Teacher with rigid personality who prefer to single method feels comfortable to the structure	4	4	17	1.48	Lo
Teachers who simply dislike other members can't affect the whole team.	14	0	11	2.12	Mo
Co-members are willing to risk humiliation and discouragement and possible failures	4	19	15	2.60	Hi
All members of the team are willing to share the spotlight	14	2	9	2.20	Mo
Average Weighted Mean				1.80	Moderate
Standard Deviation				<i>0.34</i>	

As displayed in Table 11 , with a weighted mean of 1.64, **Low** verbal description for “Mentoring and coaching of learners is always possible to the schedule of the teacher”; “Teachers in the team who work less will not affect the whole team”, 1.60,**Low**; “It is easy to coach learners who are not under your advisory” and “Adviser can monitor the learner’s attendance to other subjects” with both 1.56 weighted mean and verbal description of **Low**; “Teacher with rigid personality who prefer to single method feels comfortable in departmental teaching structure”, 1.48, **Low**; and “Conflicting opinions of teachers is clear to learners” with 1.20 weighted mean and **Low** as verbal description.

“Mentoring and coaching of learners is always possible to the schedule of the teacher” and “it is easy to coach learners who are not under your advisory”, was perceived **Low** by the teachers. In order to win in a certain academic contest, coaching needs focus. The teacher coach and learner player need more time in contact with each other for mentoring. Say, during mentoring schedule pupil player has a class to attend with other subject teacher and teacher coach has another class schedule to handle, the mentoring time lessens. If it is in a self-contained, it can be teacher coach who just stays in on classroom has plenty of time to monitor and follow up on improvement of the player.

“Teachers in the team who work less will not affect the whole team” and “Teacher with rigid personality who prefers to single method feels comfortable in departmental teaching structure.” Teachers perceived it **Low**. Because it is a team teaching, the success of one is a success to all; the failure of one is a failure to all due to the fact that they function as one.

“Adviser can monitor the learner’s attendance to other subjects.” Because teachers keep on transferring from one classroom to another and handle one or two subjects only, teacher advisers found it hard to monitor the attendance of the learners under her advisory especially the issue of cutting classes.

Conflicting opinions of teachers is clear to learners has **Low** level perception from the teachers, too. Because there were number of teachers who handled the class it is inevitable that there were conflicting of ideas imparted to the learners which can give confusion. They considered this as barriers to departmental teaching along mentoring and coaching.

Home Visiting

One of the features of departmental teaching is the home visitation. It is one of the teaching-related activities of the teacher conducted to those learners who are at risk of dropping out. It plays a vital role to the aforementioned structure as learners would go back to school and finish the school year.

Table 12 indicates departmental teaching along home visiting as perceived by 25 respondents of Maribago Elementary School, Lapu-Lapu City.

Table 12
Departmental Teaching along Home Visiting

Item No.	No. of Respondents= 25			\bar{x}	VD
	High	Moderate	Low		
Home Visiting	3	2	1		
It is easy for a teacher to home visit learners not under his or her advisory who are at risks of dropping out	7	0	18	1.56	Low
Teacher will feel comfortable home visiting learners and talking to parents not under her advisory	8	1	16	1.68	Moderate
Average Weighted Mean				1.62	Low
Standard Deviation				<i>0.08</i>	

As shown on the Table, “It is easy for a teacher to home visit learners not under his or her advisory who are at risks of dropping out” with the weighted mean of 1.56 has verbal description of **Low**.

Home visitation is one of important factors in learners’ achievement especially to those learners who are at risk of dropping out. It gives opportunity to teachers to know the learner better. Meeting the parents, checking learners’ behavior at home and the kind of community surrounds the learner will help the teacher acquire strategies to help the learner improved achievements. It is also a way of tapping the parents’ support so that children will be more motivated to learn.

The table reflected the average weighted mean of 1.62 with a verbal description **Low**. This showed that there’s barrier as to home visitation perceived by the teachers who are in a departmental teaching structure.

TEST ON SIGNIFICANT RELATIONSHIP BETWEEN THE IDENTIFIED PROFILE INDICATORS AND THE TEACHER’S PERCEPTION ON DEPARTMENTAL TEACHING

Testing the variables to know if there were significant relationship between profile indicators of the respondents and their level perception to departmental teaching is important as it determines as to what variables affects the said level of perceptions to team-teaching structure of organization.

Table 13 shows the test on significant relationship between the identified profile indicators and their perceptions about departmental teaching.

Table 13 Test on Significant Relationship between the Identified Profile Indicators and the Teacher’s Perception on Departmental Teaching

<i>Regression Statistics</i>			
Multiple R	0.9562		
Coef of Determination	0.9143		
Adjusted R Square	0.8857		
Standard Error	0.3225		
Observations	25		
	<i>Coef</i>	<i>t Stat</i>	<i>P-value</i>
Intercept	1.0735	2.7599	0.0129 Significant

Gender	-0.1201	-0.6646	0.5148	
Civil Status	-0.0452	-0.1929	0.8492	
Educational Attainment	-0.0184	-0.0796	0.9374	
Specialization	0.4377	4.8784	0.0001	Highly Significant
Length of service	-0.5581	-2.5691	0.0193	Highly Significant
Seminars	0.3636	2.3202	0.0323	Significant

R-value should be ranges from 0.01-0.99 to show relationship between variables. As indicated on the table, it displayed a result of 0.95. The teachers' perception accounts 91percent of the identified profile. These were evidences that there is a strong relationship between the teachers' perception and their profile (Rvalue). Generally, the found correlation is significant, highly significant with field of specialization and length of service, significant with relevant trainings and seminars.

Perception is strongly affected by specialization, length of service and seminars. Field of specialization strongly affects the perception of teachers regarding departmental teaching. In-field of specialization teachers were highly effective teachers as they possess in-depth understanding on the subjects they are teaching compared to out-of-field of specialization teachers. Out-of-field of specialization teachers can be concerned to negative effects of their teaching performance to learners' academic achievements. Because of lack of

understandings, they can be dependent only to traditional and ineffective ways like relying on textbooks. Moreover, they can have an inability to demonstrate the content relevant to the daily lives of learners. They can feel devastated from being a competent teacher to a suddenly an incompetent teacher who does not know how to teach because of lack of knowledge on the content of the subject assigned to them.

It is difficult to teach a subject that you don't know (Hobbs, 2015).

Another profile indicator that strongly affects teachers' perception is the length of service. Being in service for how many years shows job satisfaction (Muranga, 2018). The long stay was an evidence of better job familiarity. The same with departmental teaching structure of organization. Teachers have to gain more experienced being in the structure to gather and acquire backgrounds on team teaching. He or she has to know the art on how to deal with his or her co-teams in order to maintain harmonious relationship and be equipped enough with the knowledge and skills to work as a productive member of the team so it could function effectively.

Relevant trainings and seminars also affect their perception on departmental teaching. It is a development of teachers beyond their initial training (The Professional Development of Teachers, 2018). Relevant trainings and seminars gives opportunity to teachers' knowledge on the content of the subject they are handling to be updated to recent advances. It is also an agent to update teachers' skills, attitudes and techniques to new approaches and practices in teaching. It nurtures collegial collaboration as it gives teachers chances to share and exchange information and expertise. It helps weaker teachers to become more effective.

Perception is negatively correlated with gender, civil status, and highest educational attainment. As indicated on the Test on Relationship table, the three indicators did not affect the perceptions of teachers regarding departmental teaching.

ISSUES AND CONCERNS RELATED TO DEPARTMENTAL TEACHING

Issues and concerns related to departmental teaching played an important role as it revealed unknown problems. It is the key to formulate ways for improvement to make the structure more effective as drafted for the advantage on both teachers and learners.

Number of Preparation

As to number of preparations on issues and concerns of departmental teaching, issues should be determined as number of preparations is one of the aspects that a teacher needs to comply in the field of teaching. Thus, identifying such concerns will give an opportunity to find solution for the benefit of the teachinglearning process.

Table 14 reflects issues and concerns related to departmental teaching along number of preparations as perceived by 25 respondents of Maribago Elementary School, Lapu-Lapu City.

Table 14 Issues and Concerns Related to Departmental Teaching along Number of Preparation

	No. of Respondents= 25			Ave	Rank
	High	Moderate	Low		
Number of Preparations	3	2	1		
Teacher has to prepare more class records especially if the subject she handled has 4 components like MAPEH subject	23	0	2	2.84	1
Teacher has lots of preparation for IM’s so as to fit the learning ability of learners on every group or sections she handled	19	1	5	2.56	2
The teachers are given multiple grade level subjects to handle which is hard to prepare and adjust to different grade level set-ups.	16	3	6	2.40	3
Teacher can’t differentiate in preparing IM’s according to learners’ capabilities as she may prepare 1 IM’s for all types of learners	16	2	7	2.36	4
Departmental teaching can’t allocate to varied topics	9	3	13	1.84	5
The teacher finds it hard to make connections across the curriculum because he or she is not in control of all the content.	9	3	13	1.84	6
There is absence of integration of the curriculum which allows deeper comprehension of the subject matter	6	2	17	1.56	7
Teachers felt bored and lead to burnt out specializing one or two subjects only.	3	5	17	1.44	8
Teachers are not given with the flexibility and creativity to integrate all subjects in his or her lesson	3	2	20	1.32	9

The Table revealed three (3) topmost issues and concern related to departmental teaching along number of preparations. **First** is “Teacher has to prepare more class records especially if the subject she handled has 4 components like MAPEH subject”. MAPEH is a four component subject (Music, Arts, Physical Education and Health). Each component has its own grade. Say, a teacher is handling five (5) sections

with fifty (50) learners in each section; he or she has to give four (4) grades each to two hundred fifty (250) learners. If we will try to compare the situation to one-component subjects, teachers prepare less class records especially if the subject she handled has 4 components like MAPEH subject.

Second, “Teacher has lots of preparation for IM’s so as to fit the learning ability of learners on every group or sections she handled”. In the preparation of IM’s, it must be prepared and designed fitted to the learners’ ability. Say, a Math teacher handled five (5) sections which are all heterogeneous group. Each group has different abilities, strengths and weaknesses. Fit-to-learner IM’s wise, the teacher has to prepare instructional materials for each type of learners, one for fast, one for average, and another one for slow learners and modify such IM’s to fit to the ability of the learners in other group because if the teacher will just use one (1) IM’s to all learners, it is useless because it is ineffective.

Third, “The teachers are given multiple grade level subjects to handle which is hard to prepare and adjust to different grade level set-ups.” There were times a teacher was given multiple grade level to handle. For instance, Teacher A was given TLE subjects to grades 4, 5 and 6 levels due to lack of teachers to handle it and most, Teacher A happens to be an Education graduate with TLE as specialized subject. The in-field of specialization purpose and lack of teachers gave disadvantage on the part of Teacher A as there were lots of preparations to make like sets of lesson plans and instructional materials. Thus, this workload is a burden for a teacher.

Class Scheduling

Another feature that needs to be considered as to issues and concerns regarding departmental teaching is the class scheduling. Class scheduling defines the schedules of each members of the team. It has to be planned so as to fit and avoid conflict of schedules which could give negative effect to the effectiveness of the team. Furthermore, problems on scheduling have to be known so as to give solutions for a team to function successfully.

Table 15 displays issues and concerns related to departmental teaching along class scheduling as perceived by 25 respondents of Maribago Elementary School, Lapu-Lapu City.

Table 15 Issues and Concerns Related to Departmental Teaching along Class Scheduling

Class scheduling	No. of Respondents= 25			Ave	Rank
	High	Moderate	Low		
	3	2	1		
The teacher cannot stay in one classroom as he or she has to transfer from one classroom to another	21	0	4	2.68	1
The subject handled will fall on” sleepy time” of learners so teachers need to work more in order to make the learners attentive	19	2	4	2.60	2
There is delay in coping up with the budgeted lesson as classes were affected when there are activities which falls on the same time with the subject handled	13	1	11	2.08	3
Sharing learners with other teachers dilutes the feeling of classroom community	9	2	14	1.80	4

If the subject teacher is absent no one can take over the class, learners misbehaves which lead to some troubles and accidents	7	2	16	1.64	5
There is no freedom for teachers as to what subject she needs to double time to teach	6	4	15	1.64	6
Teacher cannot make visual aids during vacant periods as materials were inside the classroom with ongoing classes	4	1	20	1.36	7

The Table displayed three (3) topmost issues and concerns of departmental teaching along class scheduling.

First is the “The teacher cannot stay in one classroom as he or she has to transfer from one classroom to another”. In departmental teaching, teacher has to move from one classroom to another depending on the time of schedule of the subject handled. Such situation dilutes the feeling of the classroom community. It gives unfavorable situation to teachers as it hinders the issue of monitoring, one of the most important functions of a teacher. It hinders monitoring of physical environment of the classroom as to what part needs improvement for the safety of the occupants. It did not give also opportunity to teachers’ monitoring of learners as to attendance and other subject performance aspect. . If the teacher will just stay in one classroom, there is awareness regarding classroom’s physical condition and opportunity to identify who are those learners that need follow up.

Moreover, the manner of transferring from one classroom to another gave hassle to the part of the teacher. It took some part of the allotted time as the teacher needs to set up visual aids to the next group. Like for instance, the teacher use power point in the lesson, as he transfer to another classroom, he needs to set it up again that could take some more minutes as compared to a teacher which remains in one classroom there’s no need for setting everything up again as it was there already. Therefore, time and effort wise, this transferring to another classroom is disadvantageous schedule to the part of a teacher.

Second, “The subject handled will fall on” sleepy time” of learners so teachers need to work more in order to make the learners attentive.” In selfcontained organizational structure of instruction, teachers have freedom to make their own class program, plotting their preferred schedule as to subject to teach that would give convenience to both learners and teachers. Opposite to self-contained, departmental teaching structure did not give teachers such freedom. Teachers need to consider other teachers schedule during plotting of class program because they work and function as a team.

Furthermore, between one o’ clock to three o’ clock in the afternoon are said to be sleepy time of learners especially due to factors like the teacher rely on lecture method, a one-way communication that made learners mind becomes idle and feel sleepy which unfortunately resulted to no learning at all. Lev Vygotsky theory on Social Development states that social interaction made the child learn. Teachers need to engage learners in doing activities with other children in order to learn. Other factors which made learners sleepy are poor ventilation, eating a large meal during lunchtime and tiredness from playing too much during lunch break. Moreover, there also subjects that are less interesting for learners (Kuppuraju, 2018; Sar and Quanguin, 2018) Teachers find it disadvantageous if the subject they are handling will fall on sleepy time as they need to double time working and improving the kind of activities they need to give to the learners to arouse their interest and be attentive.

Third, “There is delay in coping up with the budgeted lesson as classes were affected when there are activities which falls on the same time with the subject handled”. There were activities that fell on the same time of the handled subject.

This is unfavorable to the part of the teacher as there’s a need to double time in coping up with the budgeted lesson in every quarter or grading period. Moreover, the manner of transferring from one group to another group of learners gives additional burden as it hinders the purpose of double time in coping with the budgeted lesson.

Counseling

Counseling is one of the aspects of departmental teaching. It should have involvement as to identifying issues and concerns related to it since

departmentalization deals with different sets of learners and teachers with different attitudes, skills and abilities. Counseling plays a vital role to mediate individual differences to make the team function effectively.

Table 16 reveals issues and concerns related to departmental teaching along counseling as perceived by 25 respondents of Maribago Elementary School, LapuLapu City.

Table 16 Issues and Concerns Related to Departmental Teaching along Counseling

Counseling	No. of Respondents= 25			Ave	Rank
	High	Moderate	Low		
	3	2	1		
30-50 minutes a day meeting is difficult for teacher to know the learners that well.	17	2	6	2.44	1
Less opportunity for learners to meet their advisers longer as there are who feel comfortable to tell problems to their advisers	16	2	7	2.36	2
Consistency in disciplining learners can become an issue when they have different teachers.	16	1	8	2.32	3
Takes time for a teacher to know learners’ personalities; their likes, and dislikes; their interests and struggles which are needed as different aspects of their lives affect their learning ability	15	0	10	2.20	4
Meeting less than an hour a day hinders good teacher-learner relationship which is needed to made them eager to learn	10	3	12	1.92	5

There were three (3) topmost issues and concerns of departmentalization as to counseling showed in Table 16. **First**, “30-50 minutes a day meeting is difficult for teacher to know the learners that well.” With this short span of time meeting the learners made the teacher had hard time to know the learners well. Knowing them is an important thing in teaching because it is a springboard to modify teaching method, approaches and techniques so as to fit their interest for them to learn. **Second**, “Less opportunity for learners to meet their advisers longer as there are who feel comfortable to tell problems to their advisers.” There were learners who were comfortable to tell their problems to their advisers. With the manner of transferring

from one classroom to another, hinders the opportunity for learner and teacher to meet longer within a day. Giving advices to these learners had significant role as it will serve as their guide to solve on both school and family-related problems that would greatly affect their studies and a big reason to continue or drop out school.

Third, “Consistency in disciplining learners can become an issue when they have different teachers.” One of the aspects of classroom management is to discipline. Effective learning can be affected if the teacher cannot manage the class well. Having numbers of teachers is an issue which subject teachers had hard time solving it because they cannot monitor the progress of the learners they had given disciplinary action due to the scheduling which made them transfer from one classroom to another. Thus, this should be reflected as this is one of the issues of departmental teaching.

Mentoring and Coaching

Mentoring and coaching is one of the features of departmental teaching. It has to be included to be reflected and examined carefully as both learners and teachers are involved in the structure of organization which inevitable that they need those assistance as mentoring and coaching.

Table 17 shows issues and concerns related to departmental teaching along mentoring and coaching as perceived by 25 respondents of Maribago Elementary School, Lapu-Lapu City.

Table 17 Issues and Concerns Related to Departmental Teaching along Mentoring and Coaching

Mentoring and Coaching	No. of Respondents= 25			Ave	Rank
	High	Moderate	Low		
Conflicting opinions of teachers gives confusions to learners	3	2	1	2.56	1
There are teachers with rigid personality which prefer to a single method	19	1	5	2.52	2
Mentoring and coaching of learners isn't always possible to the schedule of the teacher	18	2	5	2.44	3
Adviser can't monitor learner's attendance to other subjects	18	0	7	2.44	4
It will demand more time and energy during planning and evaluation from the members	18	0	7	2.40	5
Teachers in the team who work less will affect the whole team.	17	1	7	2.36	6
Co-members are not willing to risk humiliation and discouragement and possible failures	17	0	8	2.36	7
It is easy not easy to coach learners who are not under the advisory	14	6	5	2.32	8
There is inconvenience as to revision of courses so as to accommodate the team-teaching method	16	1	8	2.32	9
Much variation hinders habit formation to all learners	16	1	8	2.28	10

Handling one or two subjects made teachers loss focus on the whole ability of the learners	14	0	11	2.12	11
Different subject teachers with different sets of teacher-made tests will give effect on learner’s rating or grades	13	0	12	2.04	12
It will take longer during group discussions and group decisions.	10	2	13	1.88	13
All members of the team are willing to share the spotlight	9	4	12	1.88	14
Teachers who simply dislike other members affect the whole team.	9	3	13	1.84	15

It was reflected on Table 17 that the three (3) topmost issues and concern along mentoring and coaching were: **first**, “Conflicting opinions of teachers may give confusion to learners”. Because it is team teaching, each section will be handled by different teachers with different ideas. Say, during integration of lesson to other subjects, English teacher integrate her lesson to Science subject which can be out-of her field of specialization, if the teacher attempts to cross the bridge just to carry on the lesson, this conflicting ideas give confusions to learners. This is an issue that needs to be considered departmental teaching structure of organization; **second**, “There are teachers with rigid personality which prefer to a single method.” There were teachers which prefer single method. They work and made decisions alone. Such things hinder teamwork which is needed departmental teaching structure of organization; **third**, “Mentoring and coaching of learners isn’t always possible to the schedule of the teacher”. There were times that coaching learner not under advisory teacher mentor find hard to realize mentoring and coaching sessions due to conflicting schedules. For instance, teacher mentor’s vacant period will be spent for training the contestant for a competition but learner mentee and contestant has a class with another subject teacher. If the teacher mentor pulls the contestant out from the class for the training, the latter will miss and might be behind with the lessons on the other subject teacher. Such concerns need thorough consideration.

Home Visiting

Home visitation is a teaching-related activity of the teachers. It is one of the aspects of departmentalization that can have issues. It has to be considered as it has significant role on both teachers and learners. It is an intervention for teachers to have a record on “no drop-out” and learners who were at risk of dropping out will continue and finish the school year.

Table 18 shows issues and concerns related to departmental teaching along mentoring and coaching as perceived by 25 respondents of Maribago Elementary School, Lapu-Lapu City.

Table 18 Issues and Concerns Related to Departmental Teaching along Home Visiting

Home Visiting	No. of Respondents= 25			Ave	Rank
	High	Moderate	Low		
Teachers find it hard to home visit not under advisory learners who are at risks of dropping out	3	2	1		
Teachers find it hard to home visit not under advisory learners who are at risks of dropping out	15	2	8	2.28	1
There is inconvenience in home visiting learners whom you are not really familiar with	14	2	9	2.20	2

As displayed on Table 18 that there were two (2) issues and concerns of departmental teaching. **First**, “Teachers find it hard to home visit not under advisory learners who are at risks of dropping out.”, and **second**, “There is inconvenience in home visiting learners whom you are not really familiar with.”

The two issues were relevance to each other. There were learners who cut classes to some subject teachers. Subject teacher concerned wants to give intervention to such issue. One of the ways to solve the problem is to home visit the learner. However, subject teacher find it hard to do home visitation because of unfamiliarity as to learner’s background like where the learner live? Do parents of the learners open to teachers’ home visitation activity? These can be the concerns. Subject teachers have less contact with the learners and their parents compared to the teacher adviser. Thus, this could hinder the home visitation which needs to be examined thoroughly.

Chapter 3

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS In this chapter, the study was summarized by the researcher; findings revealed; conclusions displayed and recommendations were given.

SUMMARY

The study’s main thrust was to assess the level of perception on engaging in the departmental teaching for elementary school along number of preparation, class scheduling, mentoring and coaching, including home visiting of the teachers of Maribago Elementary School, Lapu-Lapu City. Result was served as basis for the proposed Interactive Development Plan.

Furthermore, this study sought to determine the profile of the teachers; their perceptions on engaging departmental teaching along number of preparation, class scheduling, mentoring and coaching, including home visiting; the issues and concerns they have encountered related to departmental teaching; and the significant relationship between their profile indicators and the level of perceptions on engaging departmental teaching for elementary schools.

The respondents of this study are the grades 4, 5, and 6 teachers of Maribago Elementary School, Lapu-Lapu City during the school year 2018-2019. This study used descriptive correlational method. Quantification of data was made possible using weighted mean, simple percentage and averaging for ranking items.

FINDINGS

The findings show that in terms of respondent’s profile, their mean age is 44. Only one is male of the twenty-five respondents; eighty percent were married; four percent were widow; and twelve percent were single teachers. In terms of highest educational attainment, none of them graduated Doctorate Degree; twenty percent graduated Master Degree; sixty eight percent were BEED with Master Degree units; and twelve were BSED with Master Degree units.

In terms of field of specialization, twelve percent of the teachers specialized English and twenty percent specialized Mathematics, too; twelve percent specialized Filipino and four percent for Science; four percent for MAPEH; eight percent for Araling Panlipunan; twenty percent specialized Home Economics ; twelve percent specialized General Education; and none specialized Character Education. As to relevant trainings and seminars attended, only one of the twenty-five respondents attended National Level training; four had attended Regional Level; five attended Division Level; nine attended District Level; and six at School Level training.

Length of service teaching in higher grades' average weighted mean obtained was 10.44. Twenty-four percent were sixteen and above years in teaching. Thirty-six percent were in eleven to fifteen years; twelve percent for six to ten years; sixteen percent for four to five years in service range; and thirteen percent for zero to three years in teaching in higher grades.

Departmental teaching along number of preparations had an average weighted mean of 2.03 and a verbal description of **Moderate**. Three out of nine items were perceived **Low** like: *Teacher can differentiate in preparing IM's according to the capabilities of the pupils; Teacher prepare less for IM's so as to fit the learning ability of learners on every group and Teachers prepare less class records to 4-component subjects like MAPEH.*

Along class scheduling, it obtained 1.95 average weighted mean with verbal description of **Moderate**. Three out of eight items were perceived **Low** by the teachers, namely: *If the subject assigned is not the field of specialization of the teacher, there is comfort in teaching; There is no need for the teachers to work more in order to make learners attentive if the subject handled fall on sleepy time and Teacher can stay in her classroom as she has to transfer rooms according to schedules.*

In terms of departmental teaching along counseling, it garnered 1.91 average weighted mean and a verbal description of **Moderate**. All items were perceived **Moderate**.

Along mentoring and coaching, it made an average weighted mean of 1.80 and **Moderate** as verbal description. Six (6) out of 15 items were perceived **Low**, namely: *Mentoring and coaching of pupils is always possible to the schedule of the teacher; Teachers in the team who work less will not affect the whole team; It is easy to coach learners who are not under your advisory; Adviser can monitor the learner's attendance to other subjects; Teacher with rigid personality who prefer to single method feels comfortable to the structure and Conflicting opinions of teachers is clear to learners.*

Departmental teaching along home visitation had **Low** verbal description and an average weighted mean of 1.62. Fifty percent of the variables were perceived **Low**. It's *It is easy for a teacher to home visit learners not under his or her advisory who are at risks of dropping out.*

As to issues and concerns related to departmental teaching each aspect have ranking of items. The three (3) topmost issues and concerns along number of preparations were: *Teacher has to prepare more class records especially if the subject she handled has 4 components like MAPEH subject; Teacher has lots of preparation for IM's so as to fit the learning ability of learners on every group or sections she handled and The teachers are given multiple grade level subjects to handle which is hard to prepare and adjust to different grade level set-ups.*

Along class scheduling as to issues and concerns, the three (3) topmost items were: *The teacher cannot stay in one classroom as he or she has to transfer from one classroom to another; The subject handled will fall on "sleepy time" of learners so teachers need to work more in order to make the learners attentive and There is delay in coping up with the budgeted lesson as classes were affected when there are activities which falls on the same time with the subject handled.*

Issues and concerns related to departmental teaching along counseling's three (3) topmost items were: *30-50 minutes a day meeting is difficult for teacher to know the learners that well; Less opportunity for learners to meet their advisers longer as there are who feel comfortable to tell problems to their advisers and Consistency in disciplining learners can become an issue when they have different teachers.*

The three (3) topmost issues and concerns related to departmentalization along mentoring and coaching were named as follows: *Conflicting opinions of teachers gives confusions to learners; There are teachers*

with rigid personality which prefer to a single method and Mentoring and coaching of learners isn't always possible to the schedule of the teacher.

Lastly, home visiting aspect of departmental teaching's two (2) topmost issues and concerns were: *Teachers find it hard to home visit not under advisory learners who are at risks of dropping out and There is inconvenience in home visiting learners whom you are not really familiar with.*

CONCLUSION

Based on the findings, it is concluded that departmental teaching is helpful in the basic education. This is strengthened by the theory of team leadership by Susan P. Hill that any educational endeavor like departmentalized teaching can be successful with cooperation of the school leader and teachers.

Chapter 4

OUTPUT OF THE STUDY

Rationale

Professional development played an important role in education system. Teachers, as professionals, are the main being in the teaching process inside the classroom. If he or she doesn't have the ability to make the child learn, there will be no learning that takes place. So, he or she has to be equipped professionally to teach learners in order to perform well during teaching-learning process.

Thus, findings show that there is a need for proposed interactive development plan for professional development of the teachers.

Objectives

After the implementation of the proposed Interactive Development Plan,

1. the teachers are expected to have enhancement on knowledge and skills in teaching for higher level of professional improvement and to improve their level of perception on engaging in the departmental teaching for elementary school along number of preparation, class scheduling, mentoring and coaching, including home visiting;
2. teachers are expected to be equipped enough with the skills and abilities in dealing with the issues and concerns related to departmental teaching;
3. learners are expected to have improvement on academic performance; and
4. teachers will gain more innovation, techniques and adjustment on how to sustain with departmental teaching structure of organization on their daily teaching experience .

Scheme of Implementation

This proposal will be presented to the supervisors for perusal and possible implementation during the school year 2018-2019 for the benefits of the teachers handling higher grades with departmental teaching structure of organization.

INTERACTIVE DEVELOPMENT PLAN

The proposed Interactive Development Plan is intended for the higher grade level (grades 4, 5, and 6) teachers of Maribago Elementary School, Lapu-Lapu City who are involved in departmental teaching structure of organization. This is a tool that will help teachers who belong to the said structure of organization improved on their level of perceptions on engaging in the departmental teaching along number of preparation, class scheduling, counseling, mentoring/coaching, and home visiting for professional enhancement.

The said Interactive Development Plan reflected the **areas of concern** which pertains to the weaknesses in the profile of the teachers; their perceptions on engaging departmental teaching and the issues and concerns related to it. **Objective** is present so as to find solutions to the identified problems and weaknesses. It cites various **strategies** and on how to implement in order attain the objective. It enumerates **persons to be involved**; suggests **resources needed** to accomplish the plan and indicates estimated **timeframe** on how long it has to take to get the expected outcome.

Length of Service		Assigned teachers who have longer experience handling higher grades	School Principal. Teachers		Year-Round	Improvement in the level of perception on engaging in the departmental teaching for elementary schools		
Relevant Training and seminars Attended		Attend relevant training and seminars in line to the subjects handled to acquire more knowledge and strategies to improve teaching skills	Teachers, Master Teachers or Resource Speakers	Financial Budget (P3500)	Year Round			
		Attend seminar-workshop for professional development	Teachers, Master Teachers or Resource Speakers	Financial Budget (P3500)	Year-Round	Enhancement of teachers' ability in handling departmental teaching		

PROPOSED INTERACTIVE DEVELOPMENT PLAN								
Areas of Concern	Objective	Strategies	Persons Involved	Resources Needed	Time Table	Expected Outcome	Actual Accomplishments	Remarks
I. Weaknesses in the Profile of the Teachers Field of Specialization	To identify the weaknesses in the profile of the teachers and find ways to improve it	Encourage teachers to finish their graduate studies to improve professionally	Teachers	Financial Budget (P10000)	Year-Round	Teachers will improve on professional aspect		
		Attend relevant training and seminars on the subject handled	Teachers, Master Teachers or Resource Speakers	Financial Budget (P3500)	Year-Round			

<p>-Teacher can differentiate in preparing her instructional materials according to the capabilities of the pupils as she may prepare 1 IMs for all sections or groups, she handled either homogeneous or heterogeneous group</p> <p><u>Class Scheduling</u></p> <p>-Teacher can stay in her classroom as she has to transfer from one classroom to another</p> <p>-If the subject assigned is not the field of specialization of the teacher, she feels comfortable and easy to teach</p>								
		LAC Session on how to modify schedule advantageous to the part of the teacher	School Principal, Teachers			Adjusted subject schedules favorable to the teachers		
		Attend trainings related to the subject handled	Teachers, Master Teachers or Resource Speakers	Financial Budget (P3500)	Year-Round	Teachers acquired skills and abilities to enhanced strategies in teaching on the subject		
		Attend training specializing teaching techniques	Teachers, Master Teachers or Resource Speaker	Financial Budget (P3500)	Year-Round	Enhanced teaching techniques on the teacher's part		

<p>II. Perception on Engaging Departmental Teaching along:</p> <p>To identify aspects of departmental teaching with low perception and discuss what strategies to solve it</p> <p><u>Number of Preparation</u></p> <p>-Teachers prepare fewer class records especially if the subject she handles has 4 components like MAPEH subject</p> <p>-Teacher has less preparation for IM's so as to fit the learning ability of pupils on every group or sections she handled; and</p>		LAC Session which centers on dividing labors on handling MAPEH subjects to the teachers in a certain grade level	School Principal, Teachers			Division of labor on handling MAPEH subject		
		Attend seminar-workshop which centers on instructional material	Teachers, Master Teachers or Resource Speakers	Financial Budget (P3500)	Year-Round	There will be improvements on teachers' ability to prepare instructional materials		

<p>Teachers on the team who Working less will not affect the whole team; and</p> <p>- Teacher with a rigid personality who prefer to single method feels comfortable in departmental teaching structure</p> <p>Home Visiting</p> <p>It is easy for a teacher to home visit pupils not under her advisory who are at risks of dropping out in her subject handled</p>	<p>Attend seminar/workshop to acquire knowledge and skills on difficult to teach subjects</p>	<p>Teachers, Master Teachers or Resource Speakers</p>	<p>Financial Budget (P3500)</p>	<p>Year-Round</p>			
	<p>Attend training workshop which centers on improvement of professional skills reminding duties and responsibilities as co-member in a team and the value of teamwork</p>	<p>Teachers, Master Teachers or Resource Speakers</p>	<p>Financial Budget (P3500)</p>	<p>Year-Round</p>	<p>Improved professional skills which made them not a liability but an asset in the team</p>		
	<p>Parent-Teacher Conference to all parents in a grade level</p>	<p>Parents and Teachers</p>		<p>Once every quarter</p>	<p>Harmonious relationship between teachers and parents; and a convenient feeling for teachers to home visit pupils under any teachers' advisory</p>		

<p>-There is no need for the teachers to work more to make pupils attentive if the subject handled fall on sleepy time</p> <p>Mentoring and Coaching</p> <p>-It is easy to coach pupils who are not under your advisory; and</p> <p>- Mentoring and coaching of pupils is always possible to the schedule of the teacher</p> <p>-Teacher adviser can monitor the pupil's attendance to other subjects like pupils who cuts classes if they don't like the subject teacher</p> <p>-Conflicting opinions of teachers is clear to pupils</p>	<p>LAC Session regarding coaching schedule</p>	<p>School Principal, Teachers</p>			<p>Clear coaching schedule favorable to both teachers and pupils</p>		
	<p>LAC Session About monitoring of pupils' attendance</p>	<p>School Principal, Teachers</p>			<p>Teamwork on grade level teachers on monitoring pupils' attendance</p>		
	<p>Lecture-Demo With the teachers as participants to be handled by a Master Teacher or Resource Speaker</p>	<p>Teachers, Master Teachers or Resource Speakers</p>			<p>Teachers acquired knowledge on difficult to teach subjects</p>		
	<p>LAC Session for peer coaching for teachers who needs assistance on difficult to teach subject</p>	<p>Teachers, Master Teachers or Resource Speakers</p>			<p>Synchronized opinions among teachers to avoid confusions on the part of the pupils</p>		

<p>III. Issues and Concerns Related to Departmental Teaching along:</p> <p>Number of Preparations</p> <p>-The teacher must prepare more class records specially if the subject she handled has 4 components like the MAPEH subject</p> <p>- Teacher has lots of preparation for IM's so as to fit the learning ability of learners in every group or section she handled</p> <p>-The teachers are given multiple grade-level subjects to handle which is hard to prepare and adjust to different grade level set-ups.</p>	<p>To identify the three topmost issues and concerns related departmental teaching along the aspects of departmental teaching and to give a solution to it</p>	<p>LAC Session on how to divide labors on handling MAPEH subject to the teachers in the team</p> <p>Attend trainings that centers on instructional material</p> <p>LAC Session on how to arrange the schedule and preparations for the lessons which is convenient to the teachers</p>	<p>School Principal, Teachers</p> <p>Teachers, Master Teachers or Resource Speakers</p> <p>School Principal, Teachers</p>	<p>Financial Budget (P3500)</p> <p>Financial Budget (P3500)</p> <p>Financial Budget (P3500)</p>	<p>Year-Round</p> <p>Year-Round</p>	<p>Division of labor on handling MAPEH Subject</p> <p>Improved teachers' ability on preparing IM's</p> <p>Convenient schedules advantageous on the part of the teachers</p>		
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<p>Class Scheduling</p> <p>-The teacher cannot stay in her classroom as she must transfer from one classroom to another</p> <p>-The subject handled will fall on "sleepy time" of pupils so teachers need to work more to make the pupils attentive</p> <p>-There is delay in coping up with the budgeted lesson as classes were affected when there are activities which falls on the same time with the subject handled</p>		<p>Attend seminar-workshop for enhancement of knowledge and skills on how to deal with multiple grade-level classes</p> <p>LAC Session on how to arrange the schedule convenient to the teachers</p> <p>Attend seminar-workshop for enhancement of knowledge and skills and acquire effective techniques and strategies regarding strong pupil motivation to arouse the interest of pupils</p> <p>LAC Session on schedules of activities so as not to affect classes</p>	<p>Master Teachers or Resource Speakers</p> <p>School Principal, Teachers</p> <p>Teachers, Master Teachers or Resource Speakers</p> <p>School Principal, Teachers</p>	<p>Financial Budget (P3500)</p> <p>Financial Budget (P3500)</p>	<p>Year-Round</p> <p>Year-Round</p>	<p>Teachers who are equipped with knowledge and skills how to deal with multiple grade level classes</p> <p>Convenient schedules favorable to the teachers</p> <p>Teachers who are equipped with knowledge and skills on how to motivate pupils when they lost interest in the lesson</p> <p>Activities that won't affect to class schedules and budgeted lessons were met</p>		
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<p>Counseling</p> <p>-30-50 minutes a day meeting makes it difficult for the teacher to know the student that well.</p> <p>-Less opportunity for learners to meet their advisers longer as some feel comfortable telling problems to the advisers</p> <p>-Consistency in disciplining pupils can become an issue when they have different teachers.</p> <p>Mentoring and Coaching</p> <p>-Conflicting opinions of teachers may cause confusion among learners</p>		<p>Attend seminar-workshop to gain skills in effective guidance and counseling</p> <p>LAC Session for the arrangement of schedules that the advisers should stay in one corner of the classroom during vacant periods</p> <p>LAC Session for synchronized decision and follow-up to learners given disciplinary actions</p> <p>Lecture-Demo The teachers as participants to be handled by a Master Teacher or Resource Speaker</p>	<p>Teachers, Master Teachers or Resource Speakers</p> <p>School Principal, Teachers</p> <p>School Principal, Teachers</p> <p>Teachers, Master Teachers or Resource Speakers</p>	<p>Financial Budget (P3500)</p> <p>Financial Budget (P3500)</p>	<p>Year-Round</p>	<p>Effective teachers for learners in the field of guidance and counseling</p> <p>Longer opportunity to meet between advisers and learners</p> <p>Teachers with synchronized decisions and follow-up to learners who had given disciplinary actions</p> <p>Synchronized opinion among teachers; and one clear opinion given to pupils</p>		
<p>-Mentoring and coaching of learners isn't always possible due to the schedule of the teacher</p> <p>Home Visiting</p> <p>-Teachers find it hard to do home visits not under advisory learners who are at risks of dropping out</p> <p>-There is inconvenience in home visiting pupils whom you are not familiar with</p>		<p>LAC Session for team agreement on mentoring and coaching schedule of learners</p> <p>LAC Session for home visitation schedule of both teacher adviser and subject teacher</p> <p>Parent-Teacher Conferences to all sections handled</p> <p>LAC Session to arrange the schedule for conducting home visitation by both subject and adviser teachers</p>	<p>School Principal, Teachers</p> <p>School Principal, Teachers</p> <p>School Principal, Teachers and Parents</p> <p>School Principal, Teachers</p>			<p>Accessible mentoring and coaching schedule for both teacher and learner</p> <p>Conduct home visitation to learners at risk of dropping out which is convenient to the teacher</p> <p>Parents and teachers who are acquainted with each other; and home visitation activity convenient to both teachers, learners and parents</p>		

RECOMMENDATIONS

As a recommendation for further research, the following research topics may be continued:

1. Effectiveness of Interactive Development Plan on Engaging Departmental
2. Teaching Along Number of Preparations, Class Scheduling, Counseling, Mentoring and Coaching, and Home Visiting
3. Departmentalization to Self-Contained Instruction for the Grades 4, 5 and 6 Levels of Maribago Elementary School, Lapu-Lapu City

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