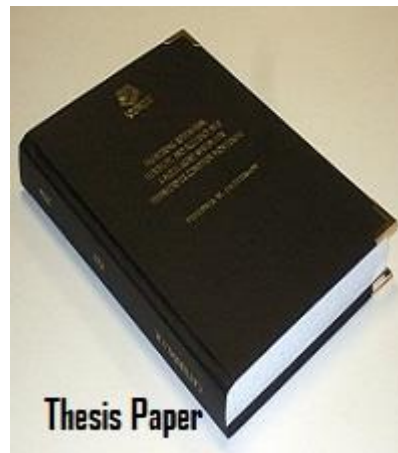


**EVALUATION OF MADRASAH EDUCATION IN ELEMENTARY  
SCHOOLS OF DIGOS CITY**

**MABELE D. ALAG**



**THESIS SUBMITTED TO THE FACULTY OF THE COLLEGE OF  
AGRICULTURAL SCIENCES, SOUTHERN PHILIPPINES  
AGRI-BUSINESS AND MARINE AND AQUATIC  
SCHOOL OF TECHNOLOGY, MATTI, DIGOS  
CITY, IN PARTIAL FULFILLMENT  
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FOR THE DEGREE**

**MASTER OF ARTS IN EDUCATION  
(EDUCATIONAL ADMINISTRATION)**

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## **ABSTRACT**

**ALAG, MABELE D.**, Southern Philippines Agri Business and Marine and Aquatic School of Technology, Matti, Digos City, April 2013. **"EVALUATION OF MADRASAH EDUCATION IN ELEMENTARY SCHOOLS OF DIGOS CITY"**, Master's Thesis.

Adviser: Augie E. Fuentes, Ph.D.

This study on evaluation of Madrasah Education in elementary schools of Digos City was conducted to determine the demographic profile of Asatidz, the problems met in their respective Madrasah and their curriculum implementation. To measure the Asatidz competency level in teaching Arabic Language and Islamic Values, the tool used was taken from Curriculum Management Assessment Data culled from the fourth domain of the Philippine National Competency-Based Teacher Standard (NCBTS).

The Descriptive-correlational method was used in this study. The results of responses coming from all Asatidz in nine (9) Madaris of Digos City were used in the analysis using the relative frequency, mean, standard deviation, and Pearson *r*.

Results of the study disclosed that there was no significant relationship between the demographic profile of the Asatidz and the extent of their Madrasah curriculum implementation. Also, on the extent of the problems met by the Asatidz and the extent of their Madrasah curriculum

implementation did not show a significant relationship. However on educational attainment, there was a highly significant relationship in the implementation of Madrasah curriculum.

It is recommended that the DepEd must design policies that will provide more education trainings for Asatidz to become more capable of helping students to acquire the competencies needed to evolve in today's society.

## APPROVAL SHEET

This thesis outline **entitled "EVALUATION OF MADRASAH EDUCATION IN ELEMENTARY SCHOOLS OF DIGOS CITY"**, prepared and submitted by **MABELE DALUMPINES ALAG** in partial fulfillment of the requirements for the degree of **Master in Education major in Educational Administration** is hereby accepted.

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M.A.D.

## **DEDICATION**

This thesis is dedicated to the person who has meant and continues to mean so much to me. Although he is no longer in this world but his memories continue to regulate my life.

I dedicate this study to my 31 years old brother, Mark Sim R. Dalumpines, who passed away last March 13, 2012 because of kidney failure. He has been my source of inspiration, motivation and strength during the moments of despair and discouragement. Thank you dong for the joy you had given to us, I really missed you a lot. Though your life was short, I will make sure your memory lives on as long as I live. May you find peace and happiness in God's Kingdom. I love you so much!

M.A.D.



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## **CHAPTER I**

### **THE PROBLEM AND ITS BACKGROUND**

#### **Introduction**

In the global scenario, students in the Muslim world receive some or all of their formal education in a Madrasah which generally refers to schools with core emphasis on Islamic studies and Arabic literacy. Customarily, these schools provide young Muslims with a religious foundation in Qur'anic recitation and Islamic values.

In the Philippines, the Department of Education under DepED Order No. 51, s. 2004 prescribed the standard curriculum for elementary public schools and private Madaris as benchmarked from the Autonomous Region in Muslim Mindanao (ARMM) which was approved by virtue of ARMM RG Executive Order No. 13-A, s. 2004. With these educational policies, Madrasah educational system has now been upgraded as a vital component of the national educational system, similar to the Christian and Chinese schools systems.

The Madaris institutions are the oldest educational institution in Mindanao. These are established with the primordial purpose of preserving of the Islamic faith and culture in the Philippines.

Recently, Madaris are scattered nationwide and majorities are found in Central and Western Mindanao. Approximately, there are between 600 and 1,000 Madaris in Mindanao with a total student population of between 60,000 and 100,000. Identified areas with over 100 Madaris each are the provinces in Lanao del Sur, Basilan and Maguindano.

Currently, the Department of Education (DepEd) has 459 public schools nationwide implementing Madrasah. This statistics does not include the Autonomous Region in Muslim Mindanao (ARMM) as having its own regional DepEd; technically independent of the national DepED. Here in the Division of Digos City, there are nine institutions implementing the Madrasah Curriculum.

Muslims, like all other Filipino citizens, have intellectual and educational capacity to participate actively in the social, economic and political endeavors of the country. However, the dilemma of the Asatidz or teachers in dispensing their routinely activities includes lack of support from higher officials, insufficient instructional materials, inadequate classrooms and other facilities as well as limited trainings for teachers in teaching the Arabic Language.

Recognizing the changing needs in this age of competitiveness, the researcher found relevant to probed deeper and to find out the current predicament of the Asatidz. Further, the researcher found also equally

important to evaluate the extent of the Madrasah Curriculum implementation in order to generate valuable information whether the *mudarras*- the male teacher, or the *mudarrasah* - female teacher actually implemented the *derrasah*- set of competencies in their respective Madaris.

Thus, study is primarily aimed at determining the common problems besetting the Asatidz in the different public and private Madaris in Digos City and its relationship to their Madrasah Curriculum Management Practices.

### **Statement of the Problem**

The study determined the relationship among the demographic profile of the Asatidz, the common problems encountered by the Asatidz, and the extent of their Madrasah Curriculum implementation in the elementary schools in Digos City.

Specifically, this study attempted to answer the following questions:

1. What is the demographic profile of Asatidz along these areas:
  - 1.1 Age;
  - 1.2 Gender;
  - 1.3 Marital Status;



- 1.4 Educational Qualification;
- 1.5 Numbers of Trainings Attended?
2. What are the extent of the problems encountered by the Asatidz in dispensing their routinely activities?
3. What is the extent of the Madrasah Curriculum implementation of the Asatidz along the following strands:
  - 3.1 Demonstrates mastery in teaching
  - 3.2 Communicates clear learning goals
  - 3.3 Establishes routines and procedures to maximize instructional time
  - 3.4 Translates learning competencies to instructional objectives
  - 3.5 Designs and utilizes teaching methods
  - 3.6 Cultivates good study habits among pupils through appropriate activities
  - 3.7 Utilizes multi-media facility to enhance teaching and Learning?
4. Is there a significant relationship between the demographic profile of Asatidz and the extent of their Madrasah Curriculum implementation?
5. Is there a significant relationship between the extent of the problems encountered by the Asatidz and the extent of their Madrasah Curriculum implementation?

## **Significance of the Study**

On the basis of the result of this study, the Asatidz shall be able to see the strengths of fellow asatids and ensure that such strengths be consistently utilized in teaching practice.

The Asatidz will be benefitted as they will be able to determine specific areas that need improvement, thereby making possible enhancement if any, to improve Madrasah Curriculum implementation.

The data will help the Asatidz chart their own professional development plan. This will also inform the DepEd officials who are the decision-makers in designing training programs and development activities that would benefit the school, the cluster, division and region.

The DepEd officials will also be benefitted from the result of this study. They will be able to plan-out relevant programs and activities which are geared towards the improvement of the implementation of the Madrasah Curriculum.

The officials from the private Madaris will likewise gain relevant information from this study. They will be able to find out the common predicaments the Asatidz are facing in their routinely activities. With the result, they may be able to give appropriate assistance to improve the Madrasah curriculum implementation in their respective schools.

The Asatidz value of voluntarism will also be recognized and be documented in this study as to their efforts in voluntary teaching the Muslim pupils to become more disciplined and nationalistic individual without neglecting their devotion to their indigenous tradition and practices as Muslim, though they were deprived from having salaries from local or national fund.

Conversely, the student-researchers will likewise gain from this guided introspection as the rich literature on Madrasah Curriculum will aid them in their future research studies.

### **Scope and Limitation of the Study**

The study examined the demographic profile of Asatidz, the problems met in their respective Madrasah and their curriculum implementation. It tried to find out whether the Asatidz persistently respond to the demands and call of the profession by efficiently teaching the Arabic Language and Islamic Values Education.

The study was conducted among the 9 Madaris in Digos City from November to December, 2012.

## Definition of Terms

The following were the operational definition of terms used in the study:

**Arabic Language and Islamic Values Education.** This refers to the content subjects which are the central core of the Madrasah educational system as vital component of the national education system.

**Asatidz.** As used in this study refers to teachers who are teaching Arabic Language and Islamic Values Education.

**Demographic Profile.** This comprises the personal and professional information of the Asatidz.

**Madrasah** (plural- madaris). This refers to schools which cater to the Muslim learners. Madaris Institution. This refers to the oldest educational institution in Mindanao. These are established with the primordial purpose which is the preservation of the Islamic faith and culture in the Philippines.

**Madrasah Curriculum.** This refers to the set of competencies with core emphasis in teaching Arabic Language and Islamic Values Education focusing Islamic religious and cultural subjects and includes some mathematics and sciences courses, with Arabic as the medium of instruction.

**Mudarrres.** This refers to the male teacher of Madrasah.

**Mudarrresah.** This refers to the female teacher of Madrasah.

**National Competency Based Teacher Standards.** This refers to an integral theoretical framework that defines the different dimensions of effective teaching, where effective teaching means being able to help all types of student learn the different learning goals in the curriculum.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### Demographic Profile of the Asatidz

Children are precious gift from Allah and parents have been given the responsibility to make sure that they are educated according to Islam. Muslim children were sent by their parents to Madaris Institutions to learn Arabic Language and Islamic Values Education based on the following principles (Ghafar, 2001) which are as follows: a.) an integrated effort to impart and acquire knowledge, skills and an internalization of Islam based on the Quran and Sunnah in order to create a spiritually, intellectually and physically vibrant Muslim community with a clear understanding of Islamic worldview; b.) an integrated curriculum design to impart awareness of the students' responsibility as future religious leaders striving for excellence for one's own self and the life hereafter (Ikhlas, 2010). Asatiz are the teachers who are teaching Arabic Language and Islamic Values Education in public and private Madaris. Asatidz plays a vital role in educating the Muslim children. The Philippine government under DepEd Order No. 51, s. 2004 is prescribing the Standard Curriculum for Madrasah Education in the Philippines has set guidelines under DepEd Order No. 61, s. 2010 for the

training and development of Muslim Teachers of Arabic Language and Islamic Values Education (ALIVE) in public and private elementary schools in the Philippines who are offering Madrasah Education (Valisno, 2010).

Asatidz under the Madrasah Education Program, have undergone trainings to raise the quality of delivery of ALIVE subjects. The qualified Asatidz who passed the Arabic Qualifying Examination (QE) being administered by a Team Arabic Experts undergo a 23- day Pre- Service Training on Language Enhancement and Pedagogy (LEaP). Upon the completion of the training the Asatidz were deployed in schools implementing the ALIVE Program. While the Asatidz are teaching, they undergo a screening to qualify for the Accelerated Teacher Education Program (ATEP) an initiative of the Basic Education Assistance for Mindanao (BEAM) project which seeks to assist the Department of Education (DepED) implement its Muslim Basic Education Roadmap on professionalizing the Asatidz. ATEP is based on the relevant provisions of President's Mindanao Natin Agenda, Medium-Term Philippines Development Plan (2004-2010 and the GRP-MNLF Peace Agreement). It is envisioned to build on existing knowledge and skills of the Asatidz who have obtained diplomas in Islamic Sciences and teaching experience in the Madrasah. ATEP allows the Asatidz to upgrade their teacher education qualification while maintaining teaching job either in the public school or

pilot Madaris. After completing ongoing summer program, the Asatidz will earn a Bachelor in Elementary Education Degree under the Expanded Tertiary Education Equivalency and Accreditation Program (ETEEAP) approved by the Commission on Higher Education ([www.SACCSD-USM.NET23.NET](http://www.SACCSD-USM.NET23.NET)).

In Region XI there are estimated one hundred twenty Asatidz who already earn Bachelor in Elementary Education Degree in the University of Southeastern Philippines (USEP) through the Accelerated Teacher Education Program (ATEP). Currently, a total of 1567 Asatidz passed the training in S.Y. 2010-2011 and were deployed in ALIVE classes with a monthly allowance of ₱5,000.00 ([www.yahoo.com](http://www.yahoo.com)).

### **Problems on Madrasah Education Encountered by the Asatidz**

Mindanao is the largest and southernmost island in the Philippines. While Christians populate much of the Mindanao region, it is also home to the country's Muslim (or Moro) populations (Faizan, 2005). The roots of conflict between Muslim and Christians in Mindanao go back more than 400 years, when the Muslim and indigenous Lumad people in Mindanao resisted Spanish/Catholic colonization of the Philippine Islands. During the period of Moro resistance against the colonizers (Spain and U.S.A.) Madrasah Education was the single institution that made the survival of



Islam possible in the Philippines. In the Spanish period of colonization, Madrasah was the only education available to the Bangsa Moro. During the American period, the western system of secular education was introduced in Mindanao, Sulu and Palawan. However, the Moro Muslims rejected the western concept of education, thinking that it would "Christianize" their children. In the late 1960's, perhaps spurred on by other third world independence movements, aspirations emerged for creating a separate Muslim state in parts of Mindanao and Sulu Archipelago. The Autonomous Region in Muslim Mindanao (ARMM) was formally established in 1988, incorporating four (and later five) provinces. The Moro Islamic Liberation Front (MILF) formed opposition to government policies and aimed not only to establish a separate state for Muslims but to create an "Islamic State." To check the growing strength of the MILF, the government launched a full-scale military offensive in 2000, resulting in the displacement of more than 400 thousand people. Limited economic investment in the region and dwindling public services (especially education) has led to economic stagnation, high unemployment, social frustration, and increase levels of conflict and criminality. Many fears that Mindanao youth will be undereducated, underemployed, and frustrated by the lack of economic opportunity, they are vulnerable to recruitment by criminal or other undesirable elements.

Against this historical backdrop of marginalization, conflict and poverty, one finds an education system that is struggling just to keep afloat. The ARMM region has its own Department of Education (DepEd ARMM) which is technically independent of the National Department of Education with severely limited tax collection system and limited support from the National DepEd, the DepED ARMM can barely make ends meet. The system faces massive challenges in terms of access to damaged or destroyed school buildings, overcrowded classrooms, grossly insufficient supplies, and a dearth of bridging mechanisms to encourage dropouts and displaced children to re-enroll in the school system. In terms of quality notable shortcomings include under trained teachers and a severe shortage of textbooks and instructional materials. To make matter worst, corruption widespread leading to late payment or non payment of teachers salaries, textbooks that are paid for often don't arrive and other debilitating that reduce people's confidence in the school system. Recent statistics published by government and other organizations indicate that children in the ARMM are severely disadvantaged in contrast to the larger Philippines population ([www.google.com](http://www.google.com)).

The dichotomy in the education of Filipino Muslims has put them at great disadvantage. The sectarian Madaris institutions teach the religion of Islam with Arabic as the medium of instruction and exclude English,

Filipino, Philippine History, and Social Life in their curriculum. Graduates there are virtual foreigners in their own country. They are unemployable in government services and private enterprises. The public schools do not offer Arabic Language and Islamic Values, thereby depriving Filipino Muslims of knowledge and skills in the language of Islam and the universal values of Islam. Madrasah completers who graduate from full time, unaccredited Madaris have few if any options for continuing their education. They face a host of access barriers (above and beyond the usual poverty and opportunity costs), because they tend to be quite weak in English and Filipino Languages, the two mediums of instruction in the public school system. This inevitably leads to poor performance, frustration, and dropout. To make matter worse, with no recognized academic record and no recognized paper works, the Madrasah graduate will often face a brick wall when trying to transfer to the formal school system. As a consequence, most students of full time Madaris are not able to transfer in the formal school system at the elementary or secondary level ([www.yahoo.com](http://www.yahoo.com)).

Inadequate schools in Muslim communities in Mindanao are the result of historical marginalization of Muslims in a Catholic country. Students are poor, teachers are not well educated or trained and do not

received salaries, and the infrastructure and support system is weak (Angliongto, 2005).

### **Implementation of Madrasah Education in the Philippines**

The Philippine government is committed to the Education for All (EFA) targets and to achieving the Millennium Development Goals (Guerrero, 2003). However, the situation amongst the poorest regions remains of considerable concern with enrolment and achievement less than half that of some of the wealthier Regions.

The Medium-Term Philippine Development Plan (MTPDP) 2004–2010 noted the deterioration of the quality of Philippine basic education and outlined five key reform policy directions:

KRT 1. Get all schools to continuously improve;

KRT 2. Enable teachers to further enhance their contribution to learning outcomes;

KRT 3. Increase social support to attainment of desired learning outcomes;

KRT 4. Improve impact on outcomes from complementary early childhood education, alternative learning systems and private sector participation; and

KRT 5. Change institutional culture of DepED to better support

these key reform thrusts.

The last five years have shown some improvements with greater investment and with dropout rates falling and achievement results improving slightly, nevertheless net enrolment continues to decline. DepED, working with key partners developed the policy objectives into a strategic reform agenda (Basic Education Sector Reform Agenda 2005 - 2010 BESRA). Main elements of the reform are to develop school based management (SBM) with school based fiscal autonomy, relevant learning materials, to improve teacher quality through a National Competency Based Standards (Pineda, 2002).

The most recent development is geared towards the directions for an inclusive approach to Muslim and IP education. The Department of Education under DepED Order No. 51, s. 2004 prescribed the standard curriculum for elementary public schools and private Madaris.

In the Autonomous Region in Muslim Mindanao (ARMM) the Madrasah educational system was approved by virtue of ARMM RG Executive Order No. 13-A, s. 2004 ( Tamano, 2004). The Madaris learning institution are established with the primordial purpose which is the preservation of the Islamic faith and culture in the Philippines.

With these educational policies, the Madrasah Educational system has now been upgraded as a vital component of the national educational

system, similar to the Christian and Chinese schools systems (Faisal, 2004). Although, the Madaris institution has been the oldest educational institution in some areas Mindanao; these learning entities are recently scattered nationwide, with the majority found in Central and Western Mindanao. Approximately, there are between 600 and 1,000 madaris in Mindanao with a total student population of between 60,000 and 100,000. Identified areas with over 100 madaris each are the provinces in Lanao del Sur, Basilan and Maguindano (Quijano, 2004).

As of the present, the Department of Education (DepEd) has 459 public schools nationwide implementing madrasah. This statistics does not include the Autonomous Region in Muslim Mindanao (ARMM) as having its own regional DepEd; technically independent of the national DepEd (Faizan, 2005).

The Philippine government through the Department of Education has developed the Road Map for Upgrading Muslim Basic Education, a comprehensive program for the educational development of Filipino Muslims which are as follows: that Muslims, like all other Filipino citizens, shall have intellectual and educational capacity to participate actively in the social, economic and political endeavors of the country; that a progressive Muslim will be a peace-loving and patriotic Filipino citizen who is able to compete in the job market locally and globally to upgrade

his/her quality of life and that Muslims as Filipino citizens shall advance their educational status, from which the Philippine nation shall obtain political and economic gains and benefits that will ensure a steady flow of investment, not only in Mindanao but in the whole country (Panganiban, 2005).

As expressed by Angliongto (2005) there are three descriptive types of madrasah in the Philippines.

**Traditional or weekend Madrasah.** Instruction is basically religious. It is considered as non-formal education due to its characteristics: (a) classes are held on Saturdays and Sundays only or days agreed upon by the teacher and the students/pupils; (b) it does not have a formal curriculum; (c) it is non-graded and may have multi-age grouping; and (d) it only requires its teachers to be graduates of a madrasah or to be an *imam* (Muslim religious leader).

**Developmental or formal madrasah.** This type offers hierarchically structured education and sequential learning generally attuned with the formal education system. It operates like a regular school where the students go through madrasah *edadi* (pre-school), to madrasah *sanawi* (high school). The teachings concentrate on Islamic religious and cultural subjects and include some mathematics and sciences courses, with Arabic as the medium of instruction. Expectedly, the

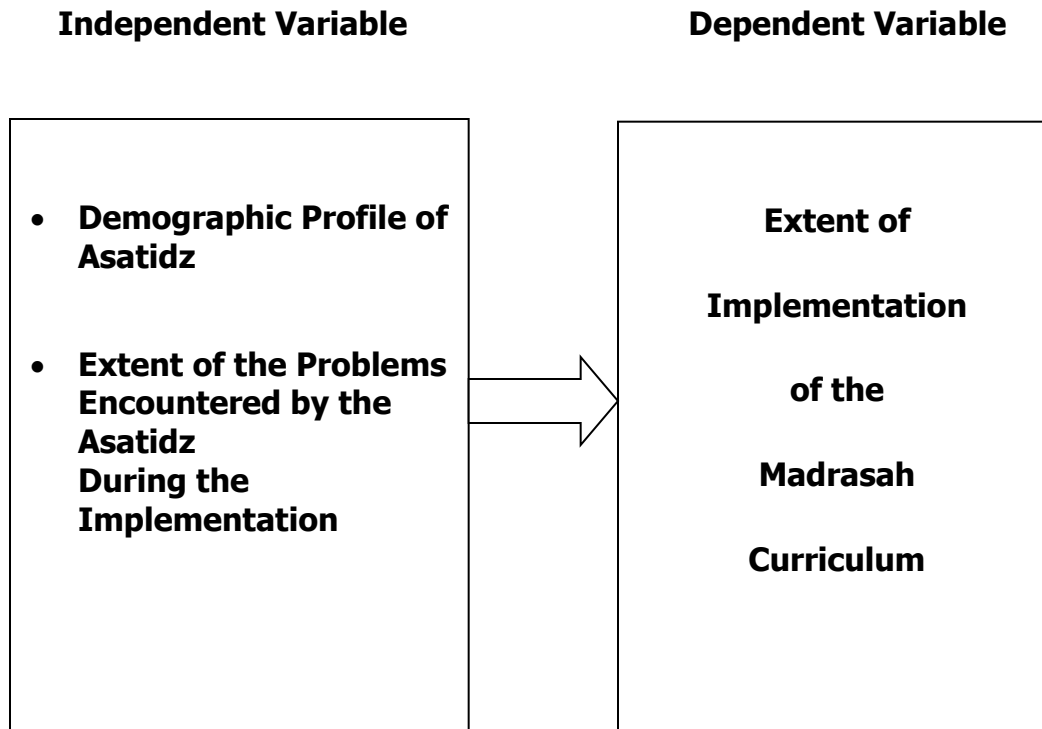
madaris students lack competitive skills required for employment and are not eligible for transfer to regular schools because the madaris do not implement the standard curriculum of the Department of Education. This type is not recognized and accredited by the Department of Education.

**Standard private madrasah.** This type of madrasah has been harmonized, upgraded and modified to become a component of the Philippine education system through the issuance of DepED Order No. 51, s. 2004, prescribing the Standard Curriculum for Elementary Public Schools and Private Madaris.

Henceforth, all madrasah institutions in the country shall be required to adopt and implement said standard curriculum to obtain government recognition and accreditation. In the public schools, the enriched curriculum is likewise prescribed mandating the offering of Arabic language and Islamic values for Muslim students throughout the country in areas where there is a Muslim population.



## Conceptual Framework



**Figure 1. Conceptual Framework portraying the variables of the study "Evaluation of Madrasah Education in the Elementary Schools of Digos City".**

## Hypotheses

The null hypothesis to be tested in this study at 0.05 alpha levels are the foregoing:

Ho1. There is no significant relationship between the demographic profile of Asatidz and the extent of their Madrasah Curriculum implementation.

Ho2. There is no significant relationship between the extent of the problems encountered by the Asatidz and the extent of their Madrasah Curriculum implementation.

## **CHAPTER III**

### **METHODOLOGY**

#### **Research Locale**

The Division of Digos City was approximately fifty six (56) kilometers away or one hour ride from Davao City. It was accessible by land transportation plying the Marbel-General Santos-Davao City, Kidapawan-Davao City, Cotabato - Davao City and Tacurong - Davao City routes. (DEDP Handbook 2008).

This study was conducted among the following schools namely: Ramon Magsaysay Central Elementary School, Digos City Central Elementary School; Don Mariano Marcos Elementary School; Badiang Elementary School; Pedro S. Garcia Elementary School; Aplaya Elementary School; From the private schools : Eastern Mindanao Arabic institute; Madrasah Ammar Bni Yasir; and Mahad Digos Al Islamic.

#### **Research Design**

This study used the descriptive-correlational method of research. The researcher tried to compare the relationship between the demographic profile and extent of the problems met by the Asatidz which

was the independent variable and the extent of Madrasah Curriculum Implementation which was the dependent variable.

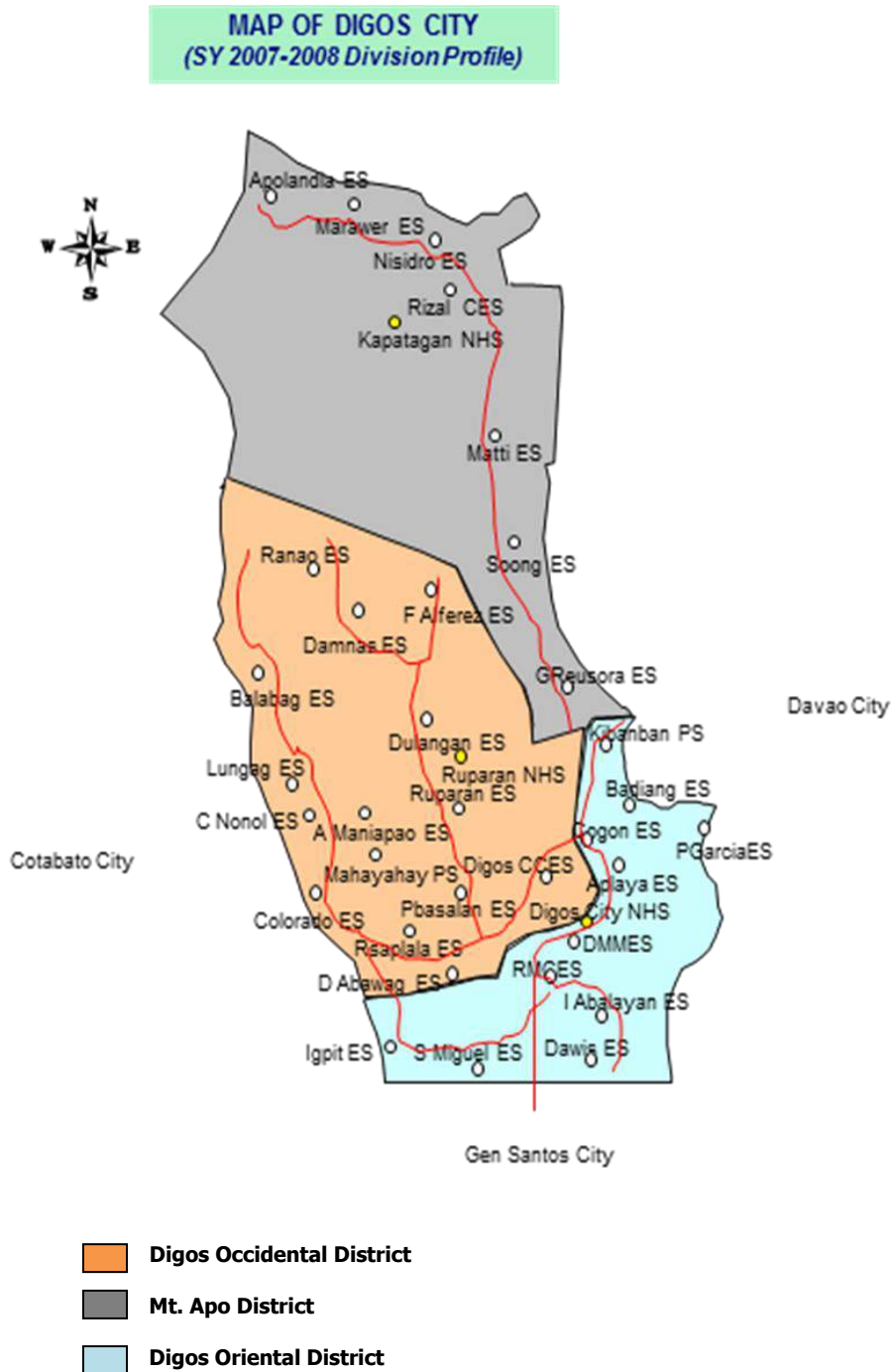
### Research Respondents

The respondents of this study were the 10 Asatidz coming from 6 public schools and 30 Asatidz from the 3 private schools in Digos City. There was a total of 40 Asatidz who were the respondents of the study.

**Table 1. Number of respondents in the Evaluation of Madrasah Education in Elementary Schools of Digos City for SY 2012-2013.**

| Respondent Schools                           | No. of Asatidz |
|--|----------------|
| 1. Ramon Magsaysay Central Elementary School | 3              |
| 2. Digos City Central Elem. School           | 3              |
| 3. Don Mariano Elem. School                  | 1              |
| 4. Badiang Elementary School                 | 1              |
| 5. Pedro S. Garcia Elementary School         | 1              |
| 6. Aplaya Elementary School                  | 1              |
| 7. Eastern Mindanao Arabic Institute         | 10             |
| 8. Madrasah Ammar Bni Yasir                  | 10             |
| 9. Mahad Digos Islamic                       | 10             |
| <b>TOTAL</b>                                 | <b>40</b>      |

**Figure 2. Location Map of Digos City Division**



## **Sampling Design and Technique**

This study employed the total enumeration technique wherein all the members of the whole population of Asatidz coming from the 9 Madaris in Digos City were measured and were the respondents of the study.

## **Research Instrument**

The tool used in this study was divided into 3 parts. First part was dealing with the demographic profile; the second part took up the extent of problems met by the Asatidz utilizing the following scale: 3 means the problem was in highest extent; 2 means the problem was in moderate extent; and 1 means the problem was in low extent.

The third part was taken from the fourth domain of the National Competency Based Teacher Standard Framework which was on Curriculum Management. The 5 point Likert scale was used to quantify the level of responses where a numerical rating of 5 means high implementation of the competency; 4 means adequate implementation of the competency; 3 means moderate implementation of the competency; 2 means satisfactory implementation of the competency and 1 means low implementation of the competency.

## **Data**

The information which was taken from the Asatidz' demographic profile, extent of problems met and the levels of implementation of Madrasah Curriculum had formed part and parcel of the data of this study.

### **Data Gathering Procedure**

In conducting the study, the researcher used the following procedures: First, secured permission from the Schools Division Superintendent to conduct the study in the schools in the Division of Digos City. Second, the researcher furnished the District Supervisors and the school administrators from the private schools a copy of the endorsement of the Schools Division Superintendent and a cover letter on the subject of the study in order to solicit their support and cooperation.

Next, arranged the schedule of the researcher's visit to the participating schools in order to personally conduct the self-assessment questionnaires.

The Asatidz from the public and private schools were assured of confidentiality of their responses. All accomplished questionnaires were immediately retrieved right after the test administration. The data had been encoded and tabulated for statistical analysis.

## Statistical Tools

In the treatment of data, the following statistical procedures were utilized:

1. The Relative Frequency was used to answer sub problem 1.
2. The Mean and the Standard Deviation were used to answer sub problems 1,2 and 3.
3. The Pearson  $r$  was used to determine significant relationship between the variables in sub problems 4 and 5.

All computations were analyzed with the aid of the Statistical Packages for Social Sciences (SPSS) software.



## CHAPTER IV

### RESULTS AND DISCUSSION

#### Demographic Profile of the Asatidz

Table 2 shows the demographic profile of the Asatidz in the Elementary Schools of Digos City S.Y. 2012-2013. Results revealed that most of the Asatidz belong to the age group from 46-50 (32.5%); 25% belong to 36-45 years old along with 35 years old and below; and 17.5% belong to 51-65 years old.

Teaching can be viewed as a relatively stable career with strong job security. This can be attractive for those in the profession and those wishing to join it. Age is one of the very important factor in teaching, according to Atkinson (2005) it can also create a risk of inertia and lack of flexibility if the teacher workforce becomes comprised largely of older and more risk-verse workers.

Data on the gender profile of the Asatidz show that 26 out 40 (65%) are female; and 14 out 40 (35%) are male.

Marital Status of the respondents reveals that 92.5% is married; 5% is single; and 2.5% is a widow or widower.

Most of the Asatidz have rendered services in teaching Arabic language and Islamic Values for 6-10 years and 5 years and below with the same relative frequency of 22.5%; 20% for 11-15 years and 16-20 years; and 15% for 31 years and above.

Data on educational attainment of the Asatidz show that 40% graduated high school; 27.5% graduated Islamic studies; 17.5% completed their baccalaureate degree; 7.5% is college level; 5% has units earned in Master's Degree; and 2.5% is high school level.

Data on the number of trainings attended by the Asatidz show that 50% have 0-1 training attended; 35% have 2-3 trainings attended; 15 have 4-5 trainings attended.

The quantity and quality of teacher's initial education is clearly important in shaping their work once they begin teaching in schools and should influence their further education and other aspects of their development. Continuing training has to be perceived as an integral element of teachers' professional responsibilities. This is not generally the case, since traditionally; teacher education has focused mostly on initial teacher education. According to Boyd et al (2008) continuing training should be closely articulated with initial teacher education: many times, continuing training programmes are carried off with little coherence with the initial education received by teachers. These continuing training

programmes are effective when they have a certain length, are based on school's needs and allow interaction among teachers (peer-to-peer, mentoring).

According to Melissa Kelly (ND) teachers are often faced with the challenge of instructing students at various levels of academic progress. Knowing how to connect with all students regardless of their aptitude level is critical to ensuring that the educational material is effectively disseminated to each student, on each level. Ongoing teacher training can be a vital tool in ensuring their success. While all teachers experiment with new lessons and techniques from time to time, teachers without proper training will often try things that education might have taught them would not work. This experimenting comes at a cost in terms of student learning. The ultimate cost of this failure is in what the student will not achieve in the classroom.

### **Extent of the Problems Encountered by the Asatidz in Dispensing their Routinely Activities**

Table 3 shows the extent of the problems encountered by the Asatidz in dispensing their routinely activities. Data noted that problems on support and assistance from higher officials have a mean of 2.60 with an SD of 0.590; insufficient instructional materials have a mean of 2.40

**Table 2. Demographic Profile of the Asatidz in Elementary Schools of Digos City for SY 2012-2013.**

| <b>Demographic Profile</b>          | <b>Frequency</b> | <b>Relative Frequency (%)</b> |
|-------------------------------------|------------------|-------------------------------|
| <b>Age</b>                          |                  |                               |
| 35 and below                        | 10               | 25.0                          |
| 36 to 45                            | 10               | 25.0                          |
| 46 to 50                            | 13               | 32.5                          |
| 51 to 65                            | 7                | 17.5                          |
| <b>Total</b>                        | <b>40</b>        | <b>100.0</b>                  |
| <b>Gender</b>                       |                  |                               |
| Male                                | 14               | 35.0                          |
| Female                              | 26               | 65.0                          |
| <b>Total</b>                        | <b>40</b>        | <b>100.0</b>                  |
| <b>Marital Status</b>               |                  |                               |
| Single                              | 2                | 5.0                           |
| Married                             | 37               | 92.5                          |
| Widow/widower                       | 1                | 2.5                           |
| <b>Total</b>                        | <b>40</b>        | <b>100.0</b>                  |
| <b>Years in Service</b>             |                  |                               |
| 5 years and below                   | 9                | 22.5                          |
| 6 to 10 years                       | 9                | 22.5                          |
| 11 to 15 years                      | 8                | 20.0                          |
| 16 to 20 years                      | 8                | 20.0                          |
| 21 to 25 years                      | 0                | 0.0                           |
| 26 to 30 years                      | 0                | 0.0                           |
| 31 years and above                  | 6                | 15.0                          |
| <b>Total</b>                        | <b>40</b>        | <b>100.0</b>                  |
| <b>Educational Attainment</b>       |                  |                               |
| High School Level                   | 1                | 2.5                           |
| High School Graduate                | 16               | 40.0                          |
| College Level                       | 3                | 7.5                           |
| College Graduate                    | 7                | 17.5                          |
| Graduate Studies w/ Units only      | 2                | 5.0                           |
| Islamic Studies                     | 11               | 27.5                          |
| <b>Total</b>                        | <b>40</b>        | <b>100.0</b>                  |
| <b>Number of Trainings Attended</b> |                  |                               |
| 0-1 Training                        | 20               | 50.0                          |
| 2-3 Trainings                       | 14               | 35.0                          |
| 4-5 Trainings                       | 6                | 15.0                          |
| <b>Total</b>                        | <b>40</b>        | <b>100.0</b>                  |

with an SD of 0.50, inadequate classrooms have a mean of 2.48 with an SD of 0.55, facilities constraints have a mean of 2.63 with an SD of 0.54 and limited trainings in teaching Arabic Language and Islamic Values Education have a mean of 2.85 with an SD of 0.43. The extent of the problems encountered have an over all mean rating of 2.59 with a standard deviation of 0.38 which denotes that the response of the Asatidz are consistent to its highest extent.

Teachers encountered problems in dispensing their routinely activities if the school they are employed with has inadequate classrooms, lack of facilities and materials needed for a good learning environment of the pupils. According to John B. Lyons (ND) learning is a complex activity that supremely tests students' motivation and physical condition. Teaching resources, teachers' skill, facilities, support and assistance from higher officials for the school plays a vital role in a child's education.

### **Extent of Madrasah Curriculum Implementation**

Table 4 highlighted the extent of Madrasah Curriculum Implementation of the Asatidz along the following strands: Demonstrates mastery in teaching; Communicates clear learning goals; Establishes routines and procedures to maximize instructional time; Translates learning competencies to instructional objectives; Designs and utilizes

**Table 3. The extent of the problems encountered by the Asatidz in dispensing their routinely activities for S.Y. 2012-2013.**

|  | <b>Mean</b> | <b>Standard Deviation</b> | <b>Qualitative Descriptive</b> |
|--|-------------|---------------------------|--------------------------------|
| <b>Support and Assistance from Higher Officials</b>                                  | 2.60        | 0.59                      | Highest Extent                 |
| <b>Insufficient Instructional Materials</b>  | 2.40        | 0.50                      | Moderate Extent                |
| <b>Inadequate Classroom Facilities Constraints</b>                                   | 2.48        | 0.55                      | Highest Extent                 |
| <b>Limited Training in Teaching the Arabic Language and Islamic Values Education</b> | 2.85        | 0.43                      | Highest Extent                 |
| <b>Overall Extent</b>  | 2.59        | 0.38                      | Highest Extent                 |

teaching methods; Cultivates good study habits among pupils through appropriate activities; Utilizes multi-media facility to enhance teaching and learning.

On demonstrates mastery in teaching, it has an extent mean rating of 4.20 with the standard deviation of 0.81 which means that the extent of the Madrasah curriculum is quite variable since the mean rating varies from moderate to adequate to high implementation of the competency.

Teacher's quality is the most important within-school factor affecting student performance. Armed with the knowledge of how to instruct students with different capacities for learning, teachers can more readily maintain academic requirements necessary to comply with district and state standards. As expressed by Edutopia (2008) mastery in teaching is very essential in imparting knowledge to the pupils. It can help implement techniques to ensure that less advanced students keep up with the tempo of the class. This results in a more uniform performance and allows schools to uphold their academic integrity.

On communicates clear learning goals, it has an extent mean rating of 4.36 with the standard deviation of 0.68 which means that the extent of Madrasah curriculum implementation of the Asatidz varies from adequate to high implementation of the competency.

The starting place for all effective instruction is designing and communicating clear learning goals. Once learning goals are clearly identified, they should be stated in a form that provides clear direction for students. As stated by Marzano, et al. (2009) the teacher should not be the only one setting learning goals during a unit of instruction. Students should be asked and invited to establish their own learning goals that complement those established by the teacher.

On establishes routines and procedures to maximize instructional time, it has an extent mean rating of 4.19 with the standard deviation of 0.75 which means that the extent of madrasah curriculum implementation of the Asatidz is quite variable since the mean rating varies from moderate to adequate to high implementation of the competency.

Procedures and routines create a classroom environment where everyone understands which student behaviors are appropriate and what teacher responses are expected in every situation. Along with classroom rules, procedures help ensure excellent behavior by teaching students specific behaviors for specific circumstances. According to Harry Wong (ND) the only way to have responsible students and to help students who may be at-risk is to have procedures and routines for which the students can feel responsible.

On translates learning competencies to instructional objectives, it has an extent mean rating of 3.51 with the standard deviation of 0.96 which means that the extent of Madrasah curriculum implementation of the Asatidz mean rating varies from moderate to adequate implementation of the competency.

Objectives is very important in guiding the instructional process by synchronizing the planning and implementation of teaching, learning, and assessment activities, thereby focusing on the outcomes teachers want



students to achieve. According to Mager (1997) clearly defined instructional objectives steer efficient course planning. In addition, they guide the selection of teaching and learning activities, direct the development of measurement instrument, and empower students to take charge of their own learning to meet teacher's expectation.

On designs and utilizes teaching methods, it has a mean rating of 4.13 with a standard deviation of 0.78 which means that the extent of Madrasah curriculum implementation of the Asatidz is quite variable since the mean rating varies from moderate to adequate to high implementation of the competency.

A lesson is only as effective as the material and the methods used to teach it. As expressed by Erin Schreiner (ND) teachers need to create effective teaching materials and methodologies to ensure that students are learning to their maximum potential. Any tool used to convey information or test understanding is a teaching material. This broad category includes common classroom elements such as worksheets, videos, quizzes and activities. When designing materials, teachers need to consider a number of factors. By taking time to consider educational goals---and ways to create and deliver materials appropriate to the specific body of students being taught---teachers will be more successful in creating quality teaching material and methods that promotes learning.

On cultivates good study habits among pupils through appropriate activities, it has an extent mean rating of 4.19 with the standard deviation of 0.75 which means that the extent of the Madrasah curriculum implementation of the Asatidz is quite variable since the mean rating varies from moderate to adequate to high implementation of the competency.

Education and a love of learning should be instilled in people at a very young age. It is important, more than ever, that the young generations of today receive a good education. As stated by Joan Inong (2009) many distractions, like the television or video games, stand in the way of children's study times. Successful children are organized children. If student's study habits are not scheduled, regular, and internalized, then they stand the risk of not succeeding academically.

On utilizes multi-media facility to enhance teaching and learning, it has a mean rating of 1.85 with a standard deviation of 1.22 which means that the extent of Madrasah curriculum implementation of the Asatidz is quite variable since the mean rating varies from low to satisfactory to moderate implementation of the competency. This is the lowest mean rating among the 7 strands.

The infusion of multi-media technology into the teaching and learning process is changing the way teachers teach and students learn.

It is providing powerful tools for accessing, storing and disseminating information. In the face of rapid technology advancement, educators in this age of digital information and technology not only have to be proficiently knowledgeable in the field(s) that they are teaching, but must also be skilled in the technologies that are being used to convey the educational content. As a result, in the educational arena today, there is an emerging breed of technologically proficient educators who are using the information and communication technology (ICT) to create a better teaching and learning environment. The marriage of content and technology not only provides the teacher with a more effective way to transfer knowledge and information to students, but also enables them to learn in a more productive way. It is fast gaining popularity as a powerful instructional tool for disseminating knowledge and information to the learners. As stated by Lindstrom (1994), "Multimedia provides a means to supplement a presenter's efforts to garner attention, increase retention, improve comprehension, and to bring an audience into agreement." In light of this, educators can thus take advantage of the multi-sensory environment created by the multiple digital media elements to create multimedia education materials that would not only stimulate a variety of senses from the audience, but also elicit high attention and retention rates from them

**Table 4. The extent of the Madrasah curriculum implementation of the Asatidz in the Elementary Schools of Digos City for S.Y. 2012-2013.**

|   | <b>Mean</b> | <b>Standard Deviation</b> | <b>Qualitative Descriptive</b>                |
|---|-------------|---------------------------|---|
| <b>Demonstrates mastery in teaching</b>   | 4.20        | 0.81                      | Adequate implementation of the competency     |
| <b>Communicates clear learning goals</b>  | 4.36        | 0.68                      | Adequate implementation of the competency     |
| <b>Establishes routines and procedures to maximize instructional time</b>       | 4.19        | 0.75                      | Adequate implementation of the competency     |
| <b>Translates learning competencies to instructional objectives</b>             | 3.51        | 0.96                      | Adequate implementation of the competency     |
| <b>Designs and utilizes teaching methods</b>                                    | 4.13        | 0.78                      | Adequate implementation of the competency     |
| <b>Cultivates good study habits among pupils through appropriate activities</b> | 4.19        | 0.75                      | Adequate implementation of the competency     |
| <b>Utilizes multi-media facility to enhance teaching and learning</b>           | 1.85        | 1.22                      | Satisfactory implementation of the competency |
| <b>Overall Extent</b>   | 4.10        | 0.66                      | Adequate implementation of the competency     |

### **Significant Relationship between the Demographic Profile of the Asatidz and the extent of Madrasah Curriculum Implementation**

The correlation analysis on the demographic profile of the Asatidz and the extent of their Madrasah curriculum implementation as observed in Table 5, the demographic profile of the Asatidz has nothing to do with the extent of their Madrasah curriculum implementation except on educational attainment. Result reveals a negligible relationship positively or negatively between the demographic profiles in the extent of their madrasah curriculum implementation. Since no association has been established, thus, null hypothesis is accepted. There is no evidence to conclude that there is a significant relationship between demographic profile and the extent of their Madrasah curriculum implementation. On educational attainment, null hypothesis is rejected. There is a sufficient evidence to conclude that educational attainment is associated to the extent of Madrasah curriculum implementation of the Asatidz. The coefficient  $r$  is equal to 0.331 which denotes a weak relationship. The coefficient of determination ( $r^2$ ) is equal to 0.1096 or 10.96% which indicates that the variation (10.96%) in the extent of Madrasah curriculum implementation of the Asatidz is due to the educational attainment, other variations are caused by other factors not included in the study.

Teacher education is important because of its impact upon teacher quality. To teach is a complex and demanding intellectual work, one that cannot be accomplished without the adequate preparation. Teacher education not only ensures that teachers are – and remain competent, but it also allows to assure that they stay motivated through time. Research shows that most effective way to raise educational quality is to modify initial teacher education and recruitment, and to develop the means to train teachers that are already in-service; indeed, teacher education has a significant impact on teachers' behaviours and teaching skills, and on the student outcomes.

As stated from OECD (2005) it is very important to update, develop and broaden the knowledge teachers acquired during the initial teacher education and/or provide them with new skills and professional understanding. Even if they receive quality initial teacher education, teachers need to be trained their whole life. Continuing training is even more important in countries where teachers do not have all the academic preparation they should have. Continuing training is a great tool to develop the skills needed to reach higher student outcomes. The promotion of continuing training is also very much linked to the idea that schools are valuable places for teacher learning.

**Table 5. Correlation Analysis on the demographic profile of Asatidz and the extent of their Madrasah Curriculum Implementation the Elementary Schools of Digos City.**

|                               |                           | <b>Level of Sustainability</b> | <b>Qualitative Description</b> |
|-------------------------------|---------------------------|--------------------------------|--------------------------------|
| <b>Age</b>                    | Correlation Coefficient r | -0.071 <sup>NS</sup>           | Negligible Relationship        |
|                               | Sig.(2-tailed)            | 0.561                          |                                |
|                               | N                         | 40                             |                                |
| <b>Gender</b>                 | Correlation Coefficient r | -0.115 <sup>NS</sup>           | Negligible Relationship        |
|                               | Sig.(2-tailed)            | 0.387                          |                                |
|                               | N                         | 40                             |                                |
| <b>Marital Status</b>         | Correlation Coefficient r | 0.030 <sup>NS</sup>            | Negligible Relationship        |
|                               | Sig.(2-tailed)            | 0.817                          |                                |
|                               | N                         | 40                             |                                |
| <b>Length of Service</b>      | Correlation Coefficient r | -0.108 <sup>NS</sup>           | Negligible Relationship        |
|                               | Sig.(2-tailed)            | 0.364                          |                                |
|                               | N                         | 40                             |                                |
| <b>Educational Attainment</b> | Correlation Coefficient r | 0.331 <sup>**</sup>            | Weak Relationship              |
|                               | Sig.(2-tailed)            | 0.007                          |                                |
|                               | N                         | 40                             |                                |
| <b>No. of Training</b>        | Correlation Coefficient r | 0.184 <sup>NS</sup>            | Negligible Relationship        |
|                               | Sig.(2-tailed)            | 0.123                          |                                |
|                               | N                         | 40                             |                                |

*NS means Not Significant ; \*\* means highly significant*

### **Significant Relationship between the extent of the Problems encountered by the Asatidz and the extent of their Madrasah Curriculum Implementation**

Table 6 shows the correlation analysis on the problems encountered by the Asatidz and the extent of their Madrasah curriculum implementation. As shown in the table 6, a weak negative relationship of the extent of problems encountered by the Asatidz in dispensing their routinely activities and the extent of their Madrasah curriculum implementation. P-value (sig.) is greater than 0.05 which implies that there is no sufficient evidence to associate the extent of the problems encountered by the Asatidz and the extent of their Madrasah curriculum implementation. Since there is no association that has been established, thus, null hypothesis is accepted.

Teachers though faces problems in dispensing their routinely activities in the school, they manages to look for ways for the children to learn the entire competency that a child must learn throughout the school year. As stated by John B. Lyons (ND) teachers may have faced a lot of problems while teaching. But good teachers always remain committed to their profession and try solving those problems.



**Table 6. Correlation Analysis between the extent of the problems encountered by the Asatidz and the extent of their Madrasah Curriculum implementation in the Elementary Schools of Digos City for S.Y. 2012-2013.**

|   |                | <b>Extent of<br/>Madrasah<br/>Curriculum<br/>Implementation</b> | <b>Qualitative<br/>Description</b>    |
|---|----------------|---|---------------------------------------|
| <b>Extent of the<br/>Problems<br/>Encountered</b> | Correlation    | -0.237 <sup>NS</sup>  | Weak negative<br>linear relationship. |
|   | Coefficient r  |   |                                       |
|   | Sig.(2-tailed) | 0.140   |                                       |
| N   |                | 40  |                                       |

*NS means Not significant*

## CHAPTER V

### SUMMARY, CONCLUSION AND RECOMMENDATION

The fundamental purpose of this study is to evaluate the implementation of Madrasah Education in elementary schools of Digos City.

The Descriptive-correlational method was utilized in this study. Data used were taken from the responses of the Asatidz and were analyzed using the relative frequency, mean, standard deviation, and Pearson r.

This was conducted in the Division of Digos City, specifically all the schools which are implementers of Madrasah Education namely: Ramon Magsaysay Central Elementary School, Digos City Central Elementary School, Don Mariano Marcos Elementary School, Badiang Elementary School, Pedro S. Garcia Elementary School, Mahad Mindanao Islamic, Madrasah Ammar Bni Yasir, and Mahad Digos Al Islamic. Total Enumeration Technique was employed, wherein all the members of the whole population of Asatidz coming from the 9 Madaris in Digos City were measured.

On the demographic profile of the Asatidz when assessed along the five strands namely: 1) Age; 2) Gender; 3) Marital Status; 4. Years in

Service; 5) Educational Attainment; 6) Number of Trainings Attended; reflected an authentic data which indicates that most of the Asatidz have an age from 36-35 and 35-below, mostly are female (65%), married (92.5%), have rendered service in teaching for 5 years and below and 6 to 10 years which has the same relative frequency of 40%, 50% of the Asatidz have 0-1 attended training, 35% have 2-3 trainings attended and 15% for 4-5 trainings attended.

On the extent of the problems encountered by the Asatidz in dispensing their routinely activities, data revealed that problems on support and assistance from higher officials, insufficient instructional materials, in adequate classrooms, facilities constraints, limited trainings in teaching Arabic Language and Islamic Values Education are problems in highest extent.

On the extent of Madrasah curriculum implementation of the Asatidz along the following strands: 1) Demonstrates mastery in teaching; 2) Communicates clear learning goals; 3) Establishes routines and procedures to maximize instructional time; 4) Translates learning competencies to instructional objective; 5) Designs and utilizes teaching methods; 6) Cultivates good study habits among pupils to through appropriate activities; 7) Utilizes multi-media facility to enhance teaching and learning, based on the data, Asatidz satisfactorily implemented the

competency on utilizing multi-media facilities while the remaining strands were adequately implemented. The overall mean rating in the extent of Madrasah curriculum is 4.10 with a standard deviation of 0.66 which means that the rating varies from moderate to adequate to high implementation of the competency.

On significant relationship between the demographic profile of the Asatidz and the extent of their Madrasah curriculum implementation, result shows that demographic profile on age, gender, marital status, years in service and number of trainings attended reveals a negligible relationship positively or negatively between demographic profile and the extent of Madrasah curriculum implementation. Since no association has been established, thus, null hypothesis is accepted. Only on educational attainment with a coefficient  $r$  equal to 0.333 denotes a weak relationship, hence, null hypothesis is rejected. There is a sufficient evidence to conclude that educational attainment is associated to the extent of Madrasah curriculum implementation of the Asatidz.

On the significant relationship between the extent of the problems encountered by the Asatidz and the extent of their Madrasah curriculum implementation revealed that  $P$ - value (sig.) is greater than 0.05 which implies that there is no sufficient evidence to associate the extent of their

Madrasah curriculum implementation. Since no association has been established, thus, null hypothesis is accepted.

### **Conclusions**

Based on the findings and analysis of the data gathered, the following conclusions were made:

1. Asatidz level of educational attainment are mostly high school graduate as shown in table 2. Some Asatidz are not well educated and in need of trainings on teaching strategies and methods.
2. Most Private Madaris never received government's support financially, no supervision. Asatidz have low salaries and some do not received any compensation at all. They have insufficient instructional materials and have inadequate classrooms.
3. Asatidz are not skilled on using multi-media facilities.
4. The relationship between the demographic profiles of the Asatidz and the extent of their Madrasah Curriculum implementation do not establish a correlation except on educational attainment which denotes highly significant to the extent of their Madrasah Curriculum implementation.

5. The extent of the problems met by the Asatidz and the extent of their Madrasah Curriculum implementation did not show a significant relationship.

### **Recommendation**

Based on the conclusions drawn in this study the following are recommended:

1. DepEd officials should plan- out relevant programs, activities and trainings to all Asatidz to enhance their strategies and methodologies in teaching that are geared towards the improvement of the implementation of the Madrasah Curriculum;
2. Local government must help Madaris institutions in Digos City through allocating funds to improve their school facilities, and giving honoraria for the Asatidz;
3. Asatidz must be skilled in using multi-media facilities to create a better teaching and learning environment. It provides the teacher with a more effective way of transferring knowledge and information to the students;
4. Teacher education is important because of its impact upon teacher quality (Eurydice, 2004). Teachers need to be trained their whole life. Continuing training is even more important when teachers do not have

all the academic preparation they should have. Continuing training is a great tool to develop the skills needed to reach higher student outcomes;

5. Asatidz should be more responsive of their roles and responsibilities and urgently address the problems encountered in dispensing their routinely activities and intensify interventions for learners to learn.

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## Appendix I

### SURVEY QUESTIONNAIRE ON EVALUATION OF MADRASAH EDUCATION IN ELEMENTARY SCHOOLS OF DIGOS CITY

#### PART I: DEMOGRAPHIC PROFILE

Instructions:

1. Kindly fill up the personal profile.  
(Please be assured that all the answers herein shall be kept confidential)
2. Please indicate (/) mark on the appropriate box.

Name: \_\_\_\_\_

School: \_\_\_\_\_

Age Profile:     35 and below  
                   36 to 45  
                   46 to 50  
                   51 to 65

Gender:         Male  
                   Female

Marital Status:  Single  
                      Married  
                      Widow

Widower

Years in Service:

5 years below  
 6 -10 years  
 11 -15 years  
 16 -20 years

21 – 25 years  
 26 – 30 years  
 31 and above

Educational Attainment:

Baccalaureate Degree: \_\_\_\_\_

Graduate Studies:

Units only ( )      CAR ( )      M.A. Graduate ( )

Post Graduate:

Units only ( )      CAR ( )      EdD Graduate ( )

Seminars Attended:

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**PART II: Extent of the Problems Encountered by the Asatidz in Dispensing Their Routinely Activities**

**Indicators:**    **3** means - the problem is in "Highest extent"  
                           **2** means - the problem is in "Moderate extent"  
                           **1** means - the problem is in "low extent"

| Indicators   | <b>1</b> | <b>2</b> | <b>3</b> |
|--|----------|----------|----------|
| 1. Support and Assistance from Higher Officials                                  |          |          |          |
| 2. Insufficient Instructional Materials  |          |          |          |
| 3. Inadequate Classroom  |          |          |          |
| 4. Facilities Constraints  |          |          |          |
| 5. Limited Training In Teaching The Arabic Language And Islamic Values Education |          |          |          |
| Other Problems Encountered:<br>Please specify.                                   |          |          |          |
|  |          |          |          |

**PART III: EXTENT OF THE MADRASAH CURRICULUM  
IMPLEMENTATION OF THE ASATIDZ**  
(Based on the National Competency-Based Teachers' Standard)

Instructions:

1. This questionnaire is designed to determine your Managerial Competence based on your personal perceptions.
2. Each area is provided with specific indicator of which you are to carefully analyze and rate.
  - 5-** means **high implementation of the competency**
  - 4-** means **adequate implementation of the competency**
  - 3-** means **moderate implementation of the competency**
  - 2-** means **satisfactory implementation of the competency**
  - 1-** means **low implementation of the competency**
3. After careful analysis, please indicate a check (/) mark on the appropriate box, which represents best your response to the item stated.
4. There are no right or wrong answers, hence please feel free to respond to the statement in every item.
5. Please do not leave any item unanswered.

| <b>1 Teacher demonstrates mastery of the Arabic Language and Islamic Values Education</b>                |  |          |          |          |          |          |
|--|--|----------|----------|----------|----------|----------|
| <b>At what level do I...</b>   |  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 1  | have updated knowledge in content and teaching strategies in my subject area?  |          |          |          |          |          |
| 2  | apply the updated content and appropriate strategies in my teaching?   |          |          |          |          |          |
| 3  | commit to use accurate and updated content knowledge in my teaching?   |          |          |          |          |          |
| <b>Explains learning goals , instructional procedures and content clearly and accurately to students</b> |  |          |          |          |          |          |
| <b>At what level do I...</b>   |  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 4  | possess in-depth understanding of the subject area's learning goals, instructional procedures and content based on the current curriculum? |          |          |          |          |          |
| 5  | explain clearly and accurately the learning goals, concept and process to my learners?   |          |          |          |          |          |
| 6  | give sufficient time to explain the lessons for clear understanding of my learners?  |          |          |          |          |          |
| 7  | appreciate the value of aligning objectives with all the parts of a lesson?  |          |          |          |          |          |
| <b>2. Communicates clear learning goals in teaching Arabic Language and Islamic Values Education;</b>    |  |          |          |          |          |          |
| <b>Sets appropriate learning goals</b>   |  |          |          |          |          |          |
| <b>At what level do I...</b>   |  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 8  | know the learning goals/objectives vis-à-vis specific subject content of the level I am teaching?  |          |          |          |          |          |
| 9  | set do-able and appropriate daily learning goals/objectives for the learners?  |          |          |          |          |          |
| 10   | reflectively choose appropriate learning goals/objectives?   |          |          |          |          |          |
| <b>Understands the learning goals</b>  |  |          |          |          |          |          |
| <b>At what level do I...</b>   |  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 11   | understand the connection of the short-term goals/objectives to the long-term goals of learning?   |          |          |          |          |          |
| 12   | practice connecting short-term goals to long term goals for learning?  |          |          |          |          |          |
| 13   | value the importance of learning goals set in the  |          |          |          |          |          |

|   |  |          |          |          |          |          |
|---|--|----------|----------|----------|----------|----------|
| curriculum?   |  |          |          |          |          |          |
| <b>3. Establishes routines and procedures to maximize instructional time in teaching Arabic Language and Islamic Values Education</b>       |  |          |          |          |          |          |
| <b>At what level do I...</b>  |  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 14  | understand the principles and procedure of maximizing instructional time?  |          |          |          |          |          |
| 15  | apply techniques of "time on task" in planning and delivering lessons?   |          |          |          |          |          |
| 16  | observe strict observance in the use of my time in teaching?   |          |          |          |          |          |
| <b>Plans lessons to fit within available instructional time</b>   |  |          |          |          |          |          |
| <b>At what level do I...</b>  |  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 17  | know the principles and techniques of lesson planning taking into consideration the allotted instructional time?           |          |          |          |          |          |
| 18  | design parts of the lesson within the allotted instructional time?   |          |          |          |          |          |
| 19  | show efficiency in the use of time to effectively attain learning goals/objectives?  |          |          |          |          |          |
| <b>4. Translates learning competencies to instructional objectives in teaching Arabic Language and Islamic Values Education</b>             |  |          |          |          |          |          |
| <b>At what level do I...</b>  |  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 20  | know the learning competencies in the students' learning areas in order to formulate appropriate instructional objectives? |          |          |          |          |          |
| 21  | translate learning competencies into instructional objectives?   |          |          |          |          |          |
| 22  | show a reflective attitude in translating learning competencies to instructional objectives?                               |          |          |          |          |          |
| <b>Selects, prepares, and utilizes technology and other instructional materials appropriate to the learners and the learning objectives</b> |  |          |          |          |          |          |
| <b>At what level do I...</b>  |  | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 23  | know various technology and instructional materials appropriate to my learning area?                                       |          |          |          |          |          |
| 24  | select and utilize updated and appropriate technology/instructional materials?   |          |          |          |          |          |
| 25  | use appropriate technology resources to achieve curriculum standards and objectives?                                       |          |          |          |          |          |
| 26  | Prepare adequate and appropriate instructional materials to support the learning objectives of the learners?               |          |          |          |          |          |
| 27  | manifest resourcefulness in preparing instructional  |          |          |          |          |          |



|   |   |          |          |          |          |          |
|---|---|----------|----------|----------|----------|----------|
|   | materials?  |          |          |          |          |          |
| <b><i>Provides activities and uses materials which fit the learners' learning styles, goals and culture</i></b>   |   |          |          |          |          |          |
| <b>At what level do I...</b>  |   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 28  | know the principles of instructional material preparation for different types of learners?              |          |          |          |          |          |
| 29  | use relevant activities and materials suited to the learning styles, goals and culture of the learners? |          |          |          |          |          |
| 30  | value the need to provide activities and use materials appropriate to the learners?                     |          |          |          |          |          |
| <b><i>5. Designs and utilizes teaching methods in teaching Arabic Language and Islamic Values Education that take into account the learning process</i></b> |   |          |          |          |          |          |
| <b>At what level do I...</b>  |   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 31  | know different teaching methods, approaches and strategies suitable to various learners?                |          |          |          |          |          |
| 32  | have knowledge about general and specific learning processes?   |          |          |          |          |          |
| 33  | apply teaching-learning methodologies that respond to general and specific learning processes?          |          |          |          |          |          |
| 34  | recognize the need to design teaching methods that match with the learning process?                     |          |          |          |          |          |
| <b><i>6. Cultivates good study habits among pupils through appropriate activities integrated in Arabic Language and Islamic Values Education</i></b>        |   |          |          |          |          |          |
| <b>At what level do I...</b>  |   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 35  | know the techniques in forming good study habits?   |          |          |          |          |          |
| 36  | determine the current study habits of my students?  |          |          |          |          |          |
| 37  | provide appropriate learning tasks and projects that support development of good study habits?          |          |          |          |          |          |
| 38  | take extra time to help students form good habits?  |          |          |          |          |          |
| 39  | encourage students to develop good study habits thru appropriate and meaningful activities?             |          |          |          |          |          |
| 40  | develop and design relevant programs and activities that stimulates students' good study habits?        |          |          |          |          |          |
| <b><i>7. Utilizes multi-media facility to enhance teaching and learning in teaching Arabic Language and Islamic Values Education</i></b>                    |   |          |          |          |          |          |
| <b>At what level do I . . . .</b>   |   | <b>1</b> | <b>2</b> | <b>3</b> | <b>4</b> | <b>5</b> |
| 41  | understand how ICT-based instructional materials/learning resources support teaching and                |          |          |          |          |          |

|    |  |  |  |  |  |  |
|----|--|--|--|--|--|--|
|    | learning?  |  |  |  |  |  |
| 42 | understand the process in planning and managing ICT-assisted instruction?              |  |  |  |  |  |
| 43 | design, develop new or modify existing digital and/ or non-digital learning resources? |  |  |  |  |  |
| 44 | use of ICT resources for planning and designing teaching-learning activities           |  |  |  |  |  |
| 45 | use ICT tools to process assessment and evaluation data and report results?            |  |  |  |  |  |



REPUBLIC OF THE PHILIPPINES

Department of Education



Region XI

Division of Digos City

Digos Oriental District

**Pedro S. Garcia Elementary School**

November 21, 2012

**RECOLITO Y. DELOS REYES Ed.D.**

City Schools Division Superintendent

Division of Digos City

Roxas St. Digos City

Sir:

Greetings of Peace!

I am presently undertaking a study entitled: **EVALUATION OF MADRASAH EDUCATION IN ELEMENTARY SCHOOLS OF DIGOS CITY** at the Graduate School of Southern Philippines Agri-business and Marine and Aquatic School of Technology (SPAMAST).

In consonance with this, may I ask permission to visit the schools in Digos Oriental District and Digos Occidental District who are offering Madrasah Education to administer the questionnaire on Teachers Organizational Commitment. The respondents will be all Asatidz (teachers of Madrasah Education) in the selected schools of Digos Oriental District and Digos Occidental District. The following schools are Aplaya Elementary School, Badiang Elementary School, Digos City Central Elementary School, Don Mariano Marcos Elementary School, Pedro S. Garcia Elementary School and Ramon Magsaysay Central Elementary School. The data gathered shall be kept strictly confidential in accordance with the "Ethics of Research."

May I extend my sincerest appreciation for the favorable support given to the researcher. May this humble work help verify whether or not efforts for the development of effective schools are on the right tract.

Very Truly Yours,

**MABELE D. ALAG**

Researcher

**ZENAIDA G. GUYA**

Public Schools District Supervisor

Digos Oriental District

Recommending Approval:

**MARILYN A. JIRAL, Ed.D**

Public Schools District Supervisor

Digos Occidental District

Approved:

**RECOLITO Y. DELOS REYES, Ed.D**

City Schools Division Superintendent

REPUBLIC OF THE PHILIPPINES  
Department of Education

Region XI

Division of Digos City

Digos Oriental District

**Pedro S. Garcia Elementary School**

November 21, 2012

**MRS. ZENAIDA G. GUYA**Public Schools District Supervisor  
Digos Oriental District

Mrs. Guya,


The bearer Mrs. Mabele D. Alag is presently undertaking a study entitled: **EVALUATION OF MADRASAH EDUCATION IN THE ELEMENTARY SCHOOLS OF DIGOS CITY** at the Graduate School of Southern Philippines Agri-business and Marine and Aquatic School of Technology (SPAMAST).

In consonance with this, please allow her to administer the questionnaire on Teachers Organizational Commitment. The respondents will be all Asatidz (teachers of Madrasah Education) in the five selected schools in Digos Oriental District. The following schools are Aplaya Elementary School, Badiang Elementary School, Don Mariano Marcos Elementary School, Pedro S. Garcia Elementary School and Ramon Magsaysay Central Elementary School. See to it that the data gathered shall be kept strictly confidential in accordance with the "Ethics of Research".

Do extend your favorable support to the researcher as her study will help verify whether or not efforts for the development of effective schools are on the right tract.

Very Truly Yours,

  
**RECOLITO Y. DELOS REYES Ed.D**  
City Schools Division Superintendent

REPUBLIC OF THE PHILIPPINES  
**DepED** Department of Education   
Region XI  
Division of Digos City  
Digos Oriental District  
**Pedro S. Garcia Elementary School**

November 21, 2012

**MRS. MARILYN A. JAIRAL**  
Public Schools District Supervisor  
Digos Occidental District

Mrs. Jairal,



The bearer Mrs. Mabele D. Alag is presently undertaking a study entitled: **EVALUATION OF MADRASAH EDUCATION IN THE ELEMENTARY SCHOOLS OF DIGOS CITY** at the Graduate School of Southern Philippines Agri-business and Marine and Aquatic School of Technology (SPAMAST).

In consonance with this, please allow her to administer the questionnaire on Teachers Organizational Commitment. The respondents will be all Asatidz (teachers of Madrasah Education) in Digos City Central Elementary School. See to it that the data gathered shall be kept strictly confidential in accordance with the "Ethics of Research".

Do extend your favorable support to the researcher as her study will help verify whether or not efforts for the development of effective schools are on the right tract.

Very Truly Yours,

  
**RECOLITO Y. DELOS REYES Ed.D**  
City Schools Division Superintendent

 REPUBLIC OF THE PHILIPPINES  
**Department of Education**   
Region XI  
Division of Digos City  
Digos Oriental District  
**Pedro S. Garcia Elementary School**

November 10, 2012

**ALEEM MANSOR IMAM**

Principal  
Maahad Mindanao Al Sharqi Arabi  
Lopez Jaena Street, Digos City

Ma'am/Sir:

Greetings of Peace!

I am presently undertaking a study entitled: EVALUATION OF MADRASAH EDUCATION IN ELEMENTARY SCHOOLS OF DIGOS CITY at the Graduate School of Southern Philippines Agri-business and Marine and Aquatic School of Technology (SPAMAST).

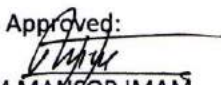
In consonance with this, may I ask permission to visit the school you are presently handling to administer the questionnaire on Asatidz Organizational Commitment. Further, may I gather the academic records of the pupils who are enrolled in Madrasah Education in your school for S.Y. 2011-2012. The respondents will be all the Asatidz (teachers of Madrasah Education) in Maahad Mindanao Al Sharqi Arabi Elementary School. The data gathered shall be kept strictly confidential in accordance with the "Ethics of Research."


May I extend my sincerest appreciation for the favorable support given to the researcher. May this humble work help verify whether or not efforts for the development of effective schools are on the right tract.

Very Truly Yours,

  
**MABELE D. ALAG**  
Researcher

Approved:

  
**ALEEM MANSOR IMAM**  
Principal

REPUBLIC OF THE PHILIPPINES  
**DepED** Department of Education   
Region XI  
Division of Digos City  
Digos Oriental District  
**Pedro S. Garcia Elementary School**

November 10, 2012

**USTADZA OMAIMA BUAT**  
Principal  
Maahad Digos Islamic  
Katipunan, Del Pilar, Digos City

Ma'am/Sir:


Greetings of Peace!

I am presently undertaking a study entitled: EVALUATION OF MADRASAH EDUCATION IN ELEMENTARY SCHOOLS OF DIGOS CITY at the Graduate School of Southern Philippines Agri-business and Marine and Aquatic School of Technology (SPAMAST).

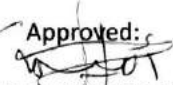
In consonance with this, may I ask permission to visit the school you are presently handling to administer the questionnaire on Asatidz Organizational Commitment. Further, may I gather the academic records of the pupils who are enrolled in Madrasah Education in your school for S.Y. 2011-2012. The respondents will be all the Asatidz (teachers of Madrasah Education) in Maahad Digos Islamic Elementary School. The data gathered shall be kept strictly confidential in accordance with the "Ethics of Research."



May I extend my sincerest appreciation for the favorable support given to the researcher. May this humble work help verify whether or not efforts for the development of effective schools are on the right tract.

Very Truly Yours,

  
**MABELE D. ALAG**  
Researcher

Approved:

  
**USTADZA OMAIMA BUAT**  
Principal

REPUBLIC OF THE PHILIPPINES  
 **Department of Education**   
Region XI  
Division of Digos City  
Digos Oriental District  
**Pedro S. Garcia Elementary School**

November 10, 2012

**ALEEM MOHMEN S. BANTUAS**  
Principal  
Madrasah Ammar Bin Yasser  
Lopez Jaena Extension, Digos City

Ma'am/Sir:


Greetings of Peace!

I am presently undertaking a study entitled: EVALUATION OF MADRASAH EDUCATION IN ELEMENTARY SCHOOLS OF DIGOS CITY at the Graduate School of Southern Philippines Agri-business and Marine and Aquatic School of Technology (SPAMAST).


In consonance with this, may I ask permission to visit the school you are presently handling to administer the questionnaire on Asatidz Organizational Commitment. Further, may I gather the academic records of the pupils who are enrolled in Madrasah Education in your school for S.Y. 2011-2012. The respondents will be all the Asatidz (teachers of Madrasah Education) in Madrasah Ammar Bin Yasser Elementary School. The data gathered shall be kept strictly confidential in accordance with the "Ethics of Research."

May I extend my sincerest appreciation for the favorable support given to the researcher. May this humble work help verify whether or not efforts for the development of effective schools are on the right tract.

Very Truly Yours,

  
**MABELE D. ALAG**  
Researcher

Approved:

  
**ALEEM MOHMEN S. BANTUAS**  
Principal



## CURRICULUM VITAE



**MABELE D. ALAG**

### PERSONAL DATA

NAME: Mabele Dalumpines Alag  
DATE OF BIRTH: January 28, 1983  
PLACE OF BIRTH: Cogon, Digos City  
CIVIL STATUS: Married  
SPOUSE: R-Jhon Curato Alag  
PARENTS: Sim Sosmeña Dalumpines  
Nelía Roche Dalumpines

### EDUCATIONAL BACKGROUND

**ELEMENTARY:** Seventh Day Adventist Elementary School  
Rizal Avenue, Digos City  
1989-1995

**SECONDARY:** Davao del Sur National High School  
Rizal Avenue, Digos City  
1995-1999

**COLLEGE:** University of Southeastern Philippines  
Bo. Obrero, Davao City  
1999-2004

**ELEGIBILITY:** Licensure Examination for Teachers  
Davao City  
August 14, 2005  
General Rating: 77%

### PROFESSIONAL EXPERIENCES:

2006 – Present: Pedro S. Garcia Elementary School  
Punta Biao, Cogon, Digos City  
Teacher III