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Management Guidelines to Enhance Total Quality Assurance among the Selected Components of the School of Tomorrow Approach

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MANAGEMENT GUIDELINES TO ENHANCE TOTAL QUALITY ASSURANCE AMONG THE SELECTED COMPONENTS OF THE SCHOOL OF TOMORROW APPROACH

A Thesis Presented to the Faculty of the College of Graduate Studies and Teacher Education Research
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In Partial Fulfilment of the Requirements for the Degree of Master of Arts in Education with Specialization in Educational Management

by
AMELIA G. LIM
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APPROVAL SHEET

In partial fulfilment of the requirements for the degree of Master of Arts in Education with specialization in Educational Management, this thesis entitled **"MANAGEMENT GUIDELINES TO ENHANCE TOTAL QUALITY ASSURANCE AMONG THE SELECTED COMPONENTS OF THE SCHOOL OF TOMORROW APPROACH"** prepared and submitted by **AMELIA G. LIM,** hereby recommended for approval and acceptance.

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To my mother, **Primitiva Gallardo** and my sister, **Aida G. Lim** for their understanding, spiritual support and encouragement. To God be the Glory!!

A.G.L.

DEDICATION

This thesis is lovingly dedicated

to my mother Primitiva Gallardo , and my sister Aida G. Lim,

to United Bethel Christian Academy of Manila, Inc.,

to my co-workers- Sylvia Magos and Shiela Ballovar,

to my fellow SOT Principals, Supervisors and Monitors

ABSTRACT

Researcher:	Amelia Gallardo Lim
Title:	Management Guidelines to Enhance Total Quality Assurance of the Selected Components of the School of Tomorrow Approach
Key Concepts:	Management Guidelines,Total Quality Assurance, School of Tomorrow Approach
Degree:	Master of Arts in Education
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A descriptive survey research method was used to appraise the effectiveness of School of Tomorrow (SOT) Approach employed in selected components which included the following: Curriculum, Competency of Supervisors and Monitors, Instructional Methodology, Utilization of Instructional Materials and Students' Academic Performance among Christian schools that implement SOT System of Learning. Results of the appraisal served as a bases in coming up with Management Guidance that could enhance total quality assurance of the components under study.

Participants in the study consisted of 67 supervisors and 44 monitors from the three schools using SOT System of Learning including those in SOT Training. A developed and validated survey questionnaire was utilized to gather the needed data which were analysed through statistical means such as frequency, percentage, and means.

Results of the appraisal generally show that SOT Approach was found effective to a “great extent” in the components that included Curriculum, Instructional Methodology and Students’ Academic Performance; however, SOT Approach was found effective to a “satisfactory extent” in the components that included Competency of Supervisors and Monitors and Utilization of Instructional Materials.

Components that were found effective to a “great extent” were regarded as strengths and those that were found effective to a “satisfactory extent” were regarded as weaknesses.

Analyses of specific indicators in each of the components, whether strengths and weaknesses were used in developing Management Guidelines recommended for use to enhance Total Quality Assurance among the various components of school where SOT Approach is used.

TABLE OF CONTENTS

Pages

LIST OF TABLES

Table **Page**

LIST OF FIGURES

LIST OF APPENDICES

CHAPTER I

THE PROBLEM AND ITS BACKGROUND

Introduction

There has been an increasing demand for academically and morally qualified individuals to serve business, industry, government and academic institutions. Thus, the challenges to educate and train the future generation become greater. Though in the past, there were many attempts to develop methods and techniques and even to prepare new instructional materials which have been incorporated into the existing educational and training program/system; however, such efforts failed to address individual learner's different abilities and requirements. (Baker and Goldberg, 1970)

This situation has brought about the development of an individualized system of learning. This system allows flexible system of multiple materials and procedures in which the student is given substantial responsibility for planning and carrying out their own organized program of studies with the assistance of the supervisor. The student's progress is being determined in terms of accomplishing those plans. (Baker & Goldberg, 1970) One example of this is the School of Tomorrow.

In 1970, Dr. Donald Howard, the Founder and President of School of Tomorrow captured the concept of individualized learning. Dr. Howard realized that individualized learning concept was found to be excellent. From the extensive research conducted by Dr. Donald Howard and his wife, Esther, the School of Tomorrow Program was born. School of Tomorrow Program uses a Curriculum which is a package of self instructional materials from first to twelfth grade, with careful consideration to how children learn in various age. It is packaged in a self-instructional manner that would minimize a child's dependence on adults for academic content. SOT focuses on educating the child using a mastery approach. It is being done by using workbook/ textbook called PACE's. PACE is a textbook that has been broken down into manageable parts, and inserted into 12 separated booklets called PACE's per subject. Each PACE includes the textbook information, practice questions and tests. Once the child learned the information, there will be self tests, quizzes, then to the final exam. After which the child moves to the next PACE.

The SOT Curriculum includes the 60 ideal character traits of Jesus, addresses multicultural and ethnic diversity, gives careful attention to vocabulary control. It was carefully designed to enhance traditional family values, moral principles, and human interests. The high school English PACE is especially structured to answer the major questions posed by teenagers about peers, adults, God, values, marriage and career.

School of Tomorrow system of learning with its international curriculum is used and recognized over 40 countries. The curriculum consists of the following program: Preschool with Ace and Christi is a full-year program designed to develop the basic skills which prepare a four or five year old child to be ready to learn to read. ABC's with Ace and Christi Learning–to-Read is a complete program for learning the vital skills of phonetic reading for children who have been tested as "ready to learn to read."

For Elementary Program, it consists of eight (8) major academic subjects: Math, English, Social Studies, Science, Word Building (Spelling), Literature and Creative Writing, Filipino and Aralin Panlipunan. These subjects are all studied using PACEs (modules) designed for mastery and continuous progress. There are also mini-classes for minor subjects such as Values Education, Music, Arts, Physical Education, Health, and Home Economics. The system utilizes the Readmaster Program - a computer-based reading program with vocabulary, comprehension, and speed development components. The Typemaster Program - designed to teach and improve computer keyboard skills. The Elementary Program maybe completed in six to eight years, depending on individual student capability. For High School Program, it consists of specialized areas in Math (Algebra I, Geometry, Algebra II, and Trigonometry); English (English I- IV); Science (Biology, Physical Science, Chemistry, and Physics); Social Studies (Philippine History, Asian History, World History, World Geography, and

Economics); Filipino (Filipino I- IV); as well as additional subjects like Etymology, Speech, and Bible courses (New Testament Survey, Life of Christ). Other lecture classes are conducted in Music, Values Education, Physical Education, Health, Home Technology¸ Science Laboratory, and Computer literacy. Usually high achievers are advanced in core subjects like Math, English, and Science. The basic high school course is usually accomplished within three to four years.

Further, in order to comply with the requirements of the Department of Education, School of Tomorrow Philippines has developed PACEs (modules) in subjects required for students studying in the Philippines.

Today, more than 110 countries worldwide are seeking SOT to assist them with their education problems. World leaders recognize the fact that to elevate economics foundation, reduce public corruption and stabilize families, these factors are important to economic success of the nation and this is what SOT Biblical based education being offered.

Finding this SOT individualized system of learning to be different and liberating, the researcher deemed it important to implement it at United Bethel Christian Academy with the approval of the School Board. Having in mind there's no perfect curriculum as well as being a new player in educational endeavor, the researcher thought it necessary to affirm the effectiveness of the

School of Tomorrow System of Learning through this study involving the schools that adopt the SOT System of Learning. In conceptualizing this study, the researcher considered the five component areas of SOT approach as the focus which include: Curriculum, Competency of Supervisors and Monitors, Instructional Methodologies, Utilization of Instructional Materials and Students' Academic Performance. This has been based on the belief that general management guidelines could be used that would help ensure total quality assurance in the implementation of SOT Approach on the selected components mentioned.

School of Tomorrow System of Learning as individualized learning system has already been introduced by some educators since the 1970's. Though selective Christian schools have already been using this system. However, a number of schools found out that the SOT individualized System of Learning approach entailed a great commitment to the school and its administrators. Besides, there's a continuous challenge for strict compliance to the implementation of the Learning Center discipline and procedures in order for the participating schools could ensure the desired academic and behavioral outcomes. Thus, the researcher find it necessary to conduct a study to identify and determine the strengths and weaknesses of the SOT Approach as perceived by the Supervisors and Monitors of the participating schools to be able to

formulate and develop good management guidelines will enable the participating schools and UBCA to address its total quality assurance in its implementation.

Conceptual Framework

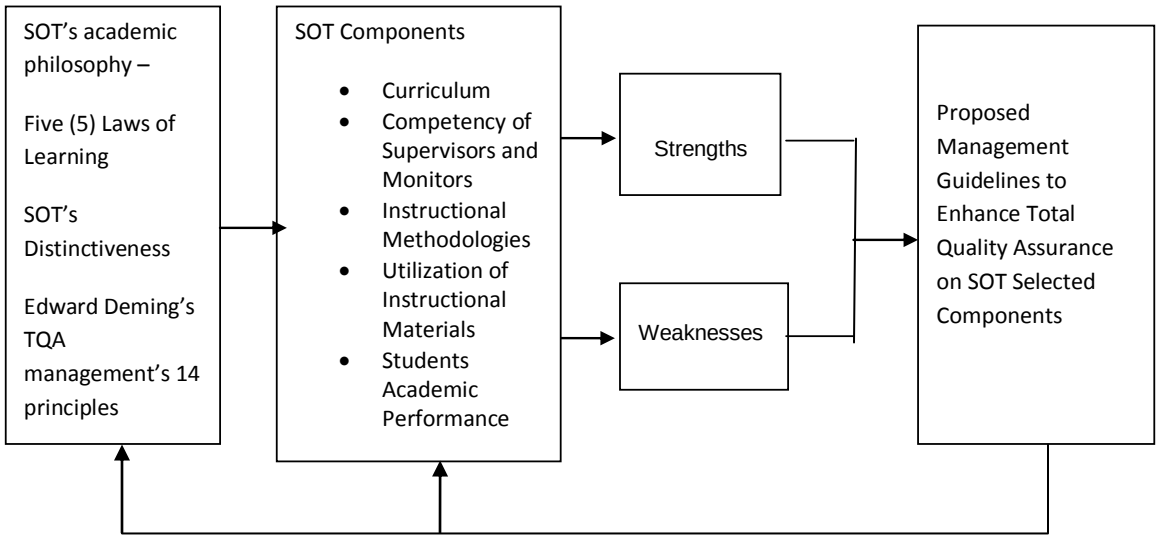
This study is anchored on SOT academic philosophy summed up into five (5) Laws of Learning, which are: 1) The pupil is placed at the level the pupil can perform. 2) The student must set reasonable goals which the student can achieve at a prescribed period of time. 3) The student must be controlled, motivated to assimilate, use or experience the materials. 4) The student's learning are measurable. 5) The student's learning must be rewarded.

It is also anchored on SOT's distinctiveness which are: 1) It is individualized instruction wherein the student is given material based on his own capabilities and prescribed curriculum. 2) It is accelerated, whereby the student advances through the scope and sequenced material at student own rate. 3) It is mastery–based, whereby the instructional materials with its own methods and procedures are designed to help the child master the concept studied. 4) It is character based building principles are integrated in every academic subject in all levels of curriculum. 5) It is bible-based, whereby the bible is the center of all system.

Furthermore, it is also anchored on Edward Deming's total quality assurance management 14 principles, such as: 1) Create school's vision, mission and philosophy that serve as guide to constancy of purpose toward the improvement. 2) Adopt a philosophy that adheres to new philosophy of adhering to the goals and objectives of learning. 3) There should be a built in quality-quantity evidence of student progress chart. 4) The instructional materials and resources should always be updated and improved in accordance to present educational needs and trends. 5) Learning gaps should be detected; remedial action should be taken to improve the students' performance. 6) There should be a development plan instituted to improve the training and education of the Supervisors and Monitors. 7) Supervisors must prepare the monitors and students to do a better performance or job. Immediate action needs to be taken on response to lack of materials, resources or equipment to do the job. 8) Encourage all stakeholders to take courageous action to remove fear of change or services. Instead, should take change as a challenge. 9) There should be a team working awareness among department and people involved to break barriers of buck passing, blaming for not meeting the target. 10) There should a good methods to attain the efficiency and effectively. 11) There should be a good leadership to the workforce to attain the prescribed standard set. 12) There should be management objectives to accomplish the goals. 13) Staff should be trained to do their job through education or self improvement. 14) School management's permanent commitment, defined students' performance, and

management structure should continuously take action for ever-improving outcomes.

Figure 1 shows the conceptual paradigm of the study. The study focused on the appraisal of the effectiveness of the selected components of School of Tomorrow Approach.



Conceptual Paradigm

Figure 1

Figure 1 shows the conceptual paradigm of the study. The paradigm reflects the major anchorage consisting of SOT's academic philosophy – Five (5) Laws of Learning, SOT's Distinctiveness, Edward Deming's Fourteen (14) principles of TQA management. Since the major focus of the study was the SOT components, the paradigm shows that the assessment of these would be based on the major conceptual underpinning (Box 1). Determining the SOT component

areas, strengths and weaknesses constituted basic inputs in developing the proposed management guidelines.

Statement of Purpose

To develop Management Guidelines that could be used to enhance Total quality assurance of selected components of the School of Tomorrow Approach namely: Curriculum, Competency of Supervisors and Monitors, Instructional Methodologies, Utilization of Instructional Materials and Students' Academic Performance.

1. To determine the effectiveness of SOT Approach as perceived by supervisors and monitors in the selected components:

    1.1 Curriculum

    1.2 Competency of Supervisors and Monitors

    1.3 Instructional Methodologies

    1.4 Utilization of Instructional Materials

    1.5 Students' Academic Performance

2. To determine the effectiveness of SOT Approach as perceived by supervisors and monitors in the selected components:

2.1 Curriculum

2.2 Competency of Supervisors and Monitors

2.3 Instructional Methodologies

2.4 Utilization of Instructional Materials

2.5 Students' Academic Performance

3. To develop and formulate Management Guidelines that can be used to enhance Total Quality Assurance of selected components of the SOT Program in terms of :

3.1 Curriculum

3.2 Competency of Supervisors and Monitors

3.3 Instructional Methodologies

3.4 Utilization of Instructional Materials

3.5 Students' Academic Performance

Scope and Delimitation of the Study

This study cantered on the appraisal of SOT Approach on selected components, namely: Curriculum, Competency of Supervisors and Monitors, Instructional Methodologies, Utilization of Instructional Materials and Students' Academic Performance for the purpose of developing Management Guidelines to

enhance Total Quality Assurance of these components. It employed a descriptive survey technique to gather the needed data, analysis of which was limited to use of frequency, percentage, and mean. Participants were limited to Supervisors and Monitors from three participating schools, namely, Philippine Christian School of Tomorrow, Tagaytay Christian School, Light Academy and from SOT Training consisted by a total of 67 Supervisors and 44 Monitors with a grand total of 111 participants. Moreover, the study was delimited to the perception of the respondents in appraising the SOT Approach and consequently, in determining the strengths and weaknesses of the components under study.

Significance of the Study

The result of the study may prove valuable to the following:

School Administrators. This study provides research-based information on School of Tomorrow (SOT) Approach, that could served as a basis for future development plan of the school in order to attain the quality education of the students.

Supervisors and Monitors. The findings of the study, identified strengths and weaknesses on the selected components of SOT approach,

provide data that will guide supervisors and monitors in identifying tasks that needed further improvements to enhance students' academic performance.

Parents. The findings of the study serve as a guideline for parents as stakeholders to identify what they could contribute in the improvement of their children's performance in school.

School of Tomorrow Stakeholders. The findings of the study serve as data reference on School of Tomorrow (SOT) Program. The findings also provide information about factors that hinder the effective implementation of the program.

Definition of Terms

The following terms are defined both conceptually and operationally for better understanding of the study.

Competency. This refers to the quality of being able to perform; a quality that permits or facilitates achievement or accomplishment. In this study, it is the ability of the supervisor and monitors to perform their roles and functions to help students achieve their set goals. For Supervisor to be able to perform diagnostic tests and prescribed curriculum, keep student's progress report, report

to parents and schedule daily activities. For Monitors to be able to check student's learning goals or objectives as well as to supervise scoring and student's behavior in the learning center and playground.

Curriculum. This refers to the means and materials with which students will interact for the purpose of achieving identified educational outcomes. In this study, these are materials (usually in the form of PACEs/Self- PACs, PACE ware/ Software, and resource books) from which a student gains character concepts and traits as well as knowledge and understanding. This includes all core subjects' area, such as: Math, English, Social Studies, Science, Filipino, Word Building (spelling), Literature and Creative Writing.

Instructional Materials. This refers to educational resources used to improve students' knowledge, abilities, and skills, to monitor their assimilation of information, and to contribute to their overall development and upbringing. In this study, this refers to PACE a packet of School of Tomorrow; a bite sized booklet of Curriculum.

Instructional Methodology. This refers to teaching methodology that is essentially the way in which a teacher chooses to explain or teach materials to students, so they can learn the material. In this study, these are the means or ways used to teach the material to learners or choice of methods.

Management Guidelines. The process of dealing with or controlling things, people, program/system. It is being conducted to delineate the effectiveness of different recommendations. The guidelines may provide a useful starting point that can be adapted to meet the specific needs of the program/system/institution. In this study, this refers to a set of general rules that guide the implementors – supervisor or monitor in their action towards achieving the set goal/s on the selected components of SOT approach for total quality assurance.

Monitor. This refers to a person who observes a process or activity to check that it is carried out fairly or correctly, especially in an official capacity. In this study, this refers to a paraprofessional aide who checks goals, records attendance, observes student behavior, answers academic questions, files materials and helps motivate students to their optimum.

School of Tomorrow Program. This refers to a unique individualized learning curriculum with a system of controls and incentives. The Structured Curriculum accompanied by Supervisor's Manual that included guidelines, forms, and procedures for implementing the School of Tomorrow Program.

Strengths. This refers to the attributes or qualities of particular worth or utility of the School of Tomorrow System of Learning. In this study, this refers to

appraise effectiveness to a great extent in SOT selected components: Curriculum, Competency of Supevisors and Monitors, Instructional Methodologies, Utilization of Instructional Materials and Students' Academic Performance. The average means of which is 3.51 and above

Students' Academic Performance. This refers to learner's ability to do in a certain subject. In School of Tomorrow (SOT), this refers to success as measured by academic performance, or how well a learner meets goals and standards expected in each level of learning. The Pace Test of the student should meet the rating of 85% and above to be considered meeting the academic standard.

Supervisor. This refers to a person who is in-charge of someone or something. In this study, this refers to a professional staff member (usually one who has earned at least a B.A. Degree) who answers academic questions, administers diagnostic and achievement test, and inspires and motivates students to perform at maximum potential.

Total Quality Assurance. This refers to the set of activities that an organization undertakes to ensure that standards are specified and reached consistently for a product or service. It involves pro-active measures taken to avoid faults. In this study, education is a process wherein continuous evaluation

and monitoring is needed to ensure the high quality students' performance in their area of expertise. In School of Tomorrow System of Learning, there is a need for constant, continuous, proper implementation and compliance to set of rules or management guidelines of the program in order to achieve the standard specified at each level of learning.

Weaknesses. This refers to essential attributes that are lacking competence, also refers to flaws or imperfection of School of Tomorrow System of Learning. In this study, this refers to effectiveness not to a great extent in selected areas: Curriculum, Competency of Supervisors and Monitors, Instructional Methodologies, Utilization of Instructional Materials and Students' Academic Performance. The average means is 3.5 and below.

CHAPTER II

Review of the Related Literature

This chapter presents the ideas, opinions, and researches relevant to the present study. The researcher used reference books, published and unpublished thesis as backgrounds.

Integrated Learning System

Integrated learning systems are of hardware/software that are used for education. These are designed to deliver instructional content. It also provides assessment and management tools. Conventionally, instruction is organized to meet a specific goals, it is designed to embody mastery approach in learning. (Williams, 2001). School of Tomorrow system of learning is similar in this aspect. Though availability of Softwares are limited. Participating school should anticipate more investment in this aspect as tool to learning.

Integrated learning system has programmed instruction for teacher and student. It is designed to facilitate learning of the student. In the integrated learning system program, each student is placed at his/her level appropriate for the instructional process. Likewise, in SOT program, each pupil is diagnosed

and placed in the level in which they can perform, teachers are supervisors who facilitate student's learning (Williams, 2001).

Integrated Learning System has two (2) distinctive features. First, Scope of Instruction are more extensive. Second, It regulates student's progress. Student's progress is being tracked byncompleting the exercises. As suggested by some experts, for thorough implementation, it required 45 minutes and 4 lessons a week. Integrated learning systems are highly interactive and designed to provide feedback as to progress. There is a built-in tools that allows management or instructors or Supervisor to monitor and evaluate a student's progress. The SOT systems and procedures are considered built-in tools for monitoring and evaluating student's progress. (Williams, 2001) This distinct features are similar to individualize learning system. In SOT Program, the student's academic progress is being evaluated and monitored in daily basis. In case the student failed to meet the goal set for the day, student will be required to bring home assignment.

Result of the study in the use of integrated learning system showed that the high achievers and low achievers are benefitted more significantly compared to midlevel achievers (Osin, Nesher, & Ram, 1994) although the high-level achievers gain the most (Hativa, 1994). This effect may be due to the fact the most teachers address their instruction to the class average.

Finally, Integrated Learning System require a significant commitment of implementation in terms of expense, time and effort. It was not clear as to whether content and critical thinking were fostered in depth. Many lose fascination and motivation on this self-paced instruction in the long run. (Healy, 1998) The low student/teacher ratio could hopefully remedied extensive responsibility placed in the supervisor/monitor. Award or merit system could also help in motivating pupilsto increase their enthusiasm in participating not only to learn but also in engaging in critical thinking skills.

Individualized System of Learning

According Baker and Golberg (1968), the individualized system of learning has a highly flexible system of multiple materials and procedures. The student is given a substantial responsibility to plan and to carry out his organized program of studies with the assistance of his teachers. The student's progress is determined in terms of meeting those plans.

In this system of learning, different abilities and requirements of individual student is considered. This system permits the selection of both the curriculum and the manner in which it will be presented to each individual learner. This is in conformity with Howard Gardner claims that all human beings have multiple intelligences that can be nurtured and strengthened, or ignored and weakened.

He mentioned nine intelligences, which are: verbal- linguistic intelligence whereby the individual has the ability and capacity to discern logical or numerical patterns; musical intelligence whereby the individual has ability to produce and appreciate rhythm, pitch and timber; visual-spatical intelligence whereby the individual has the capacity to think in images and pictures, to visualize accurately and abstractly; bodily-kinesthetic intelligence whereby the individual has the ability to beliefs and thinking processes; naturalist intelligence whereby the individual has the ability to control one's body movements and to handle objects skilfully; interpersonal intelligence whereby the individual has capacity to detect and respond appropriately to moods, motivations and desires of others; intrapersonal intelligence whereby the recognize and categorize plants, animals and other objects in nature; existential intelligence whereby the individual has sensitivity and capacity to tackle deep questions about human existence, such as the meaning of life, why do we die, and how did we get here. (Gardner, 1983)

According to Frazer (1968), individualized instruction as well as curriculum redevelopment should consider the concept of individualization. Frazer mentioned the following variables, such as student features, teacher features, behavioral objectives, multiple activities, study requirements and students evaluation. As to student features, student's abilities, strengths and weaknesses play an important roles in the selection of objectives, sequence of study, choice of materials and procedures. Somehow, in SOT system of learning the student's

level is being diagnosed upon enrolment to determine to which level the student‘s grade level in each subject area. This will revolve learning gap if there’s any, upon student’s entry. The student’s academic performance is determined by accomplishing the set goals by the student upon the supervision of the supervisor or teacher.

As to supervisor-teacher’s features, the roles of the supervisor/teacher varied. As members of the systems analysis, curriculum development and evaluation team, their roles could be as diagnosticians, evaluators and counsellors. There could be a relatively significant amount of interaction between supervisor/teacher and student. Generally, supervisor answers questions rather than lecturing to the entire class. The supervisor is more concerned on reinforcing appropriate behaviors for each individual student. This is in conformity with the facilitation theory developed by Carl Rogers and others. The basic premise of this theory indicates that learning will occur in a situation whereby the educator acts as facilitator. Educator thereby would establish an atmosphere in which learners feel comfortable to consider new ideas and not threatened by external factors (Laird, 1985)

As behavioral objectives, there is a well defined sequences of progressive objectives being established, this will served as a guide to the individual student or setting up their program of study. Each objective is specified in term of an

observable competence- either a particular behavior, or particular manifestation of the behavior. With the encouragement of the supervisor/teacher, the student would work towards the achievement of the variety of objectives. This is also in conformity with the reinforcement theory developed by B.F. Skinner (Laird, 1985; Burns, 1995). Skinner believes that the behavior is a function of its consequence. The learner repeat the desired behavior if a pleasant consequence follows the behavior.

As to student's evaluation, progress of each student is continuously measured by comparing his performance with his own set objectives not with performance and objectives of other students. Testing and evaluation milestone, with adequate methods and instruments to appraise student's abilities and achievements are an integral part of the individualized program. A diagnostic placement test is given to each student in all subject areas to determine student's level at the point he begins the program. Each segment of an individualized learning system has pre-test and post-tests. Frequent self-evaluation tests are given to provide the student both reinforcement and knowledge of his own progress. This adhered to the brain-based learning theory, whereby brain should not be prohibited from fulfilling its normal process, it acts as information processor. It should be encourage to perform its natural learning process. Traditional schooling oftentimes inhibits this brain's function.

Theory of learning readiness has evolved in the study of Feuerstein's methods; he presented the whys and the hows of learning. He simply concluded that students have hard time learning when they are not "ready" to learn. However, students need pre-conditioning to make them ready to learn. With regards to the implementation on individualized instruction, there are various factors that need to be considered: subject area, teaching and learning vehicles, instructional materials, learning centers, research and evaluation, differentiated staffing, system management and computer assistance.

With regard to subject areas, whatever the subject areas that are chosen, there should be a long-range of commitment on the part of the staff who would be involved; so that curriculum development, staff training and program management plans can be developed.

As to teaching-learning vehicle, the vehicle refers to the basic methodological format to be used by supervisor/teacher and other staff members which served as guide to student in planning and pursuing his program.

As to materials and media, this is considered the most important requirement for this individualized program. There should be wide variety of materials and media available for students to choose upon. There should also be alternative modes or learning procedures for students to achieve particular

objectives. Since the system itself is very flexible, new developments in media and materials can be incorporated easily.

As to Learning Centers, it is a desirable feature of individualized system. There are centralized facilities for library-audio visual departments, to decentralized facilities associated with subject areas: Music, Arts, Physical Education classes, and also specialized facilities such as Science Laboratories.

As to research and evaluation, there is a continual process of improving the instructional system. The burden of learning is placed on the individualized system rather than the students or the supervisor.

As to differentiated staffing, personnel must be trained to handle more than one level of students. Each member should be given sufficient time to accomplish his tasks to organize instruction in the individualize program.

As to system management, the system should be able to provide school situations adaptable to individual differences. Each student is permit to work at his actual level in any subject area, it also permit student to move ahead as soon as he masters the pre-requisites for the next level of advancement. Kolb is one of the most influential; found that individuals begin with their preferred style in the experiential learning cycle. Honey and Mumford (McGill & Beaty, 995) build on Kolb's research, they identified four learning styles that will improve quality of

learning. They are: activist (enjoys hands-on experience), theorist (connects abstract to hands-on experience), reflector (reflecting/reflection), pragmatist (planning) Honey and Mumford advocates learning is enhanced when learning styles are considered to improve the quality of learning.

Management Guidelines/Theories

As defined, the guidelines may provide a useful starting point that can be adapted to meet the specific needs of the program/system/institution. As such, the management guideline is a set of general rules that guide the implementors – supervisor or monitor to effectively achieve the set goal of a program/system. The responsibility for and control of a program/system. It is being conducted to delineate the effectiveness of different recommendation.

There are four general management theories. First, Frederick Taylor's Theory of Scientific Management: Taylor's theory of scientific management aimed at improving economic efficiency, especially labor productivity. Taylor had a simple view about, what what motivated people at work, - money. According to this theory, there are Four Principles of Scientific Management are: 1. Time and motion study, study the way jobs are performed and find new ways to do them. 2. Teach, train and develop the workman with improved methods of doing work. Codify the new methods into rules. 3. Interest of employer & employees should

be fully harmonized so as to secure mutually understanding relations between them. 4. Establish fair levels of performance and pay a premium for higher performance. The individualized instruction of learning like SOT Program also employed Frederick Taylor's Scientific method to every level of curriculum. Level of curriculum started from concrete to abstract. Stages are classified from: knowledge, understand to wisdom- applied to action. Moreover, supervisors/monitors should be properly trained in the SOT program inorder to be effective and efficient. Supervisor and Monitors facilitates learning of students. Students likewise, are trained to be responsible to their own learning. Merits and rewards are motivation for the student to work hard.

Second, Henri Fayol's Administrative Management Theory: Henri Fayol known as the "Father Of Management" laid down the 14 principles of Management: 1. Division of Work. 2. Equity. 3. Discipline. 4. Initiative. 5. Authority and Responsibility. 6. Esprit De Corps. 7. Subordination of Individual Interest to General Interest. 8. Stability of Tenure. 9. Remuneration. 10. Unity of Direction. 11. Centralization. 12. Scalar Chain. 13. Unity of Command.

In SOT individualized System of Learning, Henry Fayol's administrative management theory are also utilized. SOT features discipline is as vital in the Students' academic progress and performance. As early as possible learners are taught to set goals for his/her own learning. Another SOT features is

controlled motivation and reward system. These are employed to ensure effectivity and efficiency in the utilization of the instructional materials. In fact the Curriculum itself are directed toward mastery of subject matters being studied. Student's uniqueness are being addressed as individual student progress according to their own rate of learning, interest and ability. Instructional Methodology are constant and directed to achieve the goal of learning. Curriculum is also centralized in publication and distribution to ensure the quality prescribed by the system.

Third, Max Weber's Bureaucratic Theory Of Management: Weber made a distinction between authority and power. Weber believed that power induces obedience through force or the threat of force which induces individuals to adhere to regulations. According to Max Weber, there are three types of power in an organization: 1.Traditional Power 2.Charismatic Power 3. Bureaucratic Power or Legal Power. Features of Bureaucracy: 1.Division of Labor 2.Formal Hierarchical Structure 3.Selection based on Technical Expertise 4.Management by Rules 5. Written Documents 6.Only Legal Power is Important . 7. Formal and Impersonal Relations.

In SOT program, individualized system of learning, instructional methodology are formal and impersonal, students are interacting with the

instructional materials. Rules of Discipline are also vital in the learning center to ensure student's academic performance.

Fourthly, Elton Mayo's Behavioral Theory of Management: Elton Mayo's experiments (1924-27) showed an increase in worker productivity was produced by the psychological stimulus of being singled out, involved, and made to feel important. Hawthorne Effect, can be summarized as "Employees will respond positively to any novel change in work environment like better illumination, clean work stations, relocating workstations etc. Employees are more productive because they know they are being studied.

In SOT program, Behavioral Theory are also utilized. Behavior and motivation of students are being considered to ensure students' academic progress and performance. Utilization of instructional materials varied according to students' interest, ability and potential. In fact, individual's office is made for each student to ensure good study environment to motivate student to be more productive and more efficient. Student's individual office enables him/him to work with no or leat distractions. This enables the student to focus and concentrate in their study.

Total Quality Management

Total Quality Management is defined as “based on the premise that the quality of products and processes is the responsibility of everyone involved with the creation or consumption of the products or services which are offered by an organization, requiring the involvement of management, workforce, suppliers, and customers, to meet or exceed customer expectations.”

Cua, McKone, and Schroeder (2001) identified nine common TQM practices: cross-functional product design, process management, supplier quality management, customer involvement, information and feedback, committed leadership, strategic planning, cross-functional training. Total quality management can be summarized as a management system for a customer-focused organization that involves all employees in continual improvement. It uses strategy, data, effective communications and involvement of all level employees to integrate the quality discipline in to the culture and activities of the organization. Customer-focused.

Applying this to education, the students’academic performance ultimately determines the level of quality. In a educational institution training teaching and non- teaching staff, upgrading library, improving school equipment and facilities will foster quality improvement as well.

It is also vital that all or everyone must understand the vision, mission, and guiding principles as well as the quality policies, objectives, and critical processes of the school organization. Students' academic must be monitored and communicated continuously.

Another factor that would be vital in TQM is the total employees involvement, wherein all the employees are to participate in working toward common goals. Total employee's commitment can only be obtained after fear has been driven from the workplace, when empowerment has occurred, and management has provided the proper environment.

As noted, fundamental part of TQM is a focus on process thinking. A process is consist of a series of steps that take inputs or feedbacks from internal or external stakeholders and transforms them into outputs that are delivered to students or stakeholders. The steps required to carry out the process are defined, and performance measures are continuously monitored in order to detect unexpected variations in the process. Integrated system is also one of factor in the TQM that should be considered, as educational institution there are many different functional specialties often organized into unit. Every school has a unique school climate and culture, and it is virtually impossible to achieve excellence in its students and services unless a good quality culture has been fostered where everyone works on to reach that quality. Thus, an integrated

system connects every improvement in an attempt to continually improve and exceed the expectations of all the stakeholders.

Another critical part of the management quality is the process strategic and systematic approach in achieving an organization's vision, mission and goals. This process is called strategic planning or strategic management. It includes the formulation of a strategic plan that integrates quality as a core component.

Strategic Planning is the process of looking at all aspects of your school and planning how you wish to move the school forward. It provides the 'big picture' of where you are, where you are going and how you are going to get there. It answers three main questions: Where is the school now? Where does the school want to be in 3, 5, 10, 20 years? How are we going to get there? (Evans, 2007) As a school, strategic plan provides direction to stakeholders to have a clear vision of what the school is trying to achieve.

A major thrust of TQM is continual process improvement. Continual improvement drives an organization to be both analytical and creative in finding ways to become more competitive and more effective at meeting stakeholder requirements and expectations.

TQM also requires that an organization continually collect and analyze data in order to improve decision making accuracy, achieve consensus, and allow prediction based on past history. With the advent of modern technologies collection and analyses of data is made possible and easy.

TQM also requires good communications, especially during times of organizational change, as well as part of day-to-day operation. An effective communications plays a large part in maintaining morale and in motivating employees at all levels. Communications involve strategies, method, and timeliness. Parent's teacher communication, conference and memo could serve this purpose in a school setting. Modern gadgets like facebook, linkages, and means of social media can also be a good tool of communication. (Kurs, 2001)

The TQM concept was developed based on the teachings of American management consultants, including W. Edwards Deming, Joseph M. Juran, and Armand V. Feigenbaum. Originally, these consultants had short-term success in the United States. Managers in Japan, however, embraced their ideas enthusiastically and even named their premier annual prize for manufacturing excellence after Dr. Deming. In area of education, there should be a continuous process of improvement in order for students/ learners to adept on the educational standard locally and internationally. The incumbent of the information technology in this generation has challenged educators to thrive on

the changing trends of education of our times. Availability and affordability of varied instructional material resources and media channels posted great opportunities and challenges. In reality, the advent of modern technology made total quality assurance in education is no longer a dream but an achievable goals to be attained. There's no longer any excuse to mediocracy in the part of the government, institution and even the individual.

Knowledge is made available right on the tip of our fingers. Teachers' role has shifted from teaching to facilitating. Modern technologies has exposed this generation to vast information and knowledge that are overwhelming and suffocating at times. Set of expectations both to educators and learners are levelling up with great speed and quantity. However, other factors on the learners' stages of growth- physically, emotionally, socially and spiritually have to be considered.

Traditional Quality Management and Total Quality Management

In traditional quality management, quality was seen simply an issue for manufacturing or service employess where the role of management is to put checks and controls in place inorder to inspect-in quality. However, this belief was challenged by Deming and other gurus. Their belief were that the quality

issue in every organization should be everyone's concern, as such, there should be a built-in system to prevent the recurrent of the problems.

Establishment of quality systems and procedures is one of the key tenents of Total Quality Management. ISO 9000 has been developed to address the issue of quality control. There has been an internationally recognized standard which provides evidence that detailed quality systems and procedures are in place.

The main implementation issues are the following: For good quality there should a system that set out goals and guidelines. There should be a top management commitment to uphold the set quality standard. It is essential that everyone will be involved, necessary training has to be provided and recognise successes should be achieved. Finally, Total Quality Management should not be seen as programme but rather a working philosophy of the organization.

Moreover, quality awards are useful in contributing to Total Quality Management. This would provide motivation in improving and pursuing TQM approaches, provide frameworks to assess quality, provide incentives to improve quality and provide international recognition of success.

Good working philosophy and ethics should be inculcated in the individual's life starting at home-family, school and society. Transformation is the job of everyone. Culture that accepts this philosophy would definitely work unanimously towards lasting commitment to quality. Work ethics should be observed to enable each individual be responsible to do the right work at the right place.

Quality Assurance and Quality Control

Quality assurance is a set of activities for ensuring quality in the process by which products are developed. It is process oriented and focuses on defect prevention. It is aims to prevent defects which is focused on the process used to make the product. It is a proactive quality process. The goal of the Quality Assurance is to improve development and test processes so that defects do not arise when the product is being developed. Quality assurance could be achieved when the management system and assessment is adequate, and there should be a periodic audits in the operation as well. Activities should be planned in a systematic way to prevent the quality problems. Everyone of the team should be responsible for the quality assurance of the product. An example of quality assurance is quality control. When statistical tools and techniques are applied to the processes, they are called Statistical Process Control (SPC) and it becomes part of Quality Assurance. Quality assurance is a managerial tool.

Quality Control is a set of activities used to ensure quality of the products. Quality control aims to identify and correct defects in the finished product. It is reactive in the process. The goal of the quality control is to identify defects after a product is developed and before it's released. It used proper tools and equipment in order to find and eliminate the sources of quality problems. The activities or techniques being used is to achieve and maintain the product quality, process and service. It is the responsibility of the specific team to test the products for defects. A good example of quality control is validation /software testing. When statistical tools and techniques are applied to finished products or product output, they are called statistical quality control and comes under quality control. Quality control is a corrective tool.

Seven Laws of Learning

John Milton Gregory was one of the educational leaders of the generation that has just passed from the stage the seven laws of teaching that was first published in 1884. However, extensive changes were made in 1917 by William C. Bagley and Warren K. Layton, both of the School of Education at the University of Illinois. Every effort was made to retain both the form and substance of the original.

The Seven Laws of Teaching could be summarized in the following simple statements. 1. A teacher must be one who knows the lesson or truth or art to be taught. This rule states that to know thoroughly and familiarly the lesson you wish to teach, the teacher must teach from a full mind and a clear understanding." 2. A learner is one who attends with interest to the lesson. This rule states that to gain and keep the attention and interest of the Pupils upon the lesson. Do not try to teach without the pupil's attention. 3. The language used as a medium between teacher and learner must be common to both. This rule states that the teacher should use words understood in the same way by the pupils, a language clear and vivid to both. 4. The lesson to be mastered must be explicable in the terms of truth already known by the learner; the unknown must be explained by means of the known. This rule states that the teacher should begin with what is already well known to the pupil upon the subject and with what he has himself experienced and proceed to the new material by single, easy, and natural steps, letting the known explain the unknown. 5. Teaching is arousing and using the pupil's mind to grasp the desired thought or to master the desired art. This rule states that the teacher should stimulate the pupil's own mind to action. Keep his thought as much as possible ahead of your expression, placing him in the attitude of a discoverer, an anticipator. 6. Learning is thinking into one's own understanding, a new idea or truth or working into habit, a new art or skill. This rule states that the teacher should require the pupil to reproduce in thought the lesson he is learning -- thinking it out in its various phases and

applications till he can express it in his own language. 7. The test and proof of teaching done, this is called the finishing and fastening process. There must be a reviewing, rethinking, reknowing, reproducing, and applying of the material that has been taught, the knowledge and ideals and arts that have been communicated. This rule states that there is a need to review, review, review, reproducing the old, deepening its impression with new thought, linking it with added meanings, finding new applications, correcting any false views and completing the true. (Gregory, 2004)

School of Tomorrow

SOT's curriculum identified biblical goals and expressed in academics with a theistic philosophy. It has wisdom orientation that guide the student in a practical development of walking wih God. The academics and biblical objectives are based soundly and uniquely. The objective of SOT is to implement the best techniques and procedures in the light of individual learner and the academic results. The SOT system has five distinctiveness. First, it is individualized, which means that the student is given material based on his own capabilities and prescribed curriculum. Student's progress is being charted individually and being graded on individual basis. Second, it is accelerated, in which the student advances through the scope and sequenced material at his own rate. Third, it is mastery based, where in the self-instructional materials with

its own methods and procedures are designed to help the child to master each concept studied. The low ratio of student/staff provides very high rate retention and broadens the knowledge of the student to progress in the curriculum. Fourth, it is focused on character building, whereby the character principles are integrated in every academic subject in all levels of curriculum. The student is exposed to all 60 character traits of the Lord Jesus Christ at every level, which are further emphasized as character-based awards which form part of the incentive system. Fifth, it is Bible-based, wherein the Bible is the central of the whole system. Each academic area is studied on God's perspective. Math as principle of God's order; Language as God's gift to communicate to Him and others; Social Studies as God's Sovereignty over all history; and Science as God's design in creation. (SOT Manuals I)

As to SOT's procedures, it was anchored to Gregory's Seven Laws of Teaching. These seven laws are considered classics and have been a help to teachers since 1917. Many educators believe they are the best description of quality learning principles. The SOT five laws of learning summed up the SOT academic philosophy. The SOT's five (5) laws of learning are the following. First, the student must be on level of curriculum where the student can perform. Second, the student must set reasonable goals that the student can achieve in a prescribed period of time. Third, the student must be controlled and motivated to

assimilate, use, or experience the materials. Fourth, the student's learning are measurable. And fifth, the student's learning must be rewarded.

SOT aims to produce a life-changing character package and provide positive role models for consistent moral living. In order to achieve this, children's minds are placed into a theistic world, with a God-centered environment of absolutes and with principles of love as resource and way of life. Eventually, children will emerge with a greater, richer concept of God and how God's want them to live.

SOT has a comprehensive training for supervisors and monitors. Supervisors are trained to impose learning center discipline, administer test, prescribe curriculum, do record keeping, reporting to parents and plan for daily schedule. Monitors are trained are trained to check goals, supervise on scoring and playground supervision.

SOT has two (2) manuals; they are the Administrative Manual and Procedure Manual. Administrative Manual provides step-by-step procedures for planning and starting a quality control. Procedures Manual provides comprehensive details of learning philosophy and leaning center technique. There are SOT professional and experienced service representative that visit

School to help workout unique problems, answer questions and assist in gaining maximum benefits.

In order for the SOT to maintain high quality standards, the administrators and staff should attend training and annual convention regularly. This provides insights in a broad scope of the school administration-legal issues, facilities and relevant issues. In the implementation of the SOT Program they should follow instructional manual religiously. Supervisors and monitors should checked student's goal daily, progress should be prepared. The awards and merits should be installed to motivate student's performance. Students should be encouraged to attend regional and international convention among youth to enhance students' giftedness in academics, art, athletics, drama, music and crafts; and also develop charactered leadership among their students.

Evolution of Instructional Design

As early as 1910 -1920, there were self-directed and well- designed materials and instruction developed; however, they were not popular and failed due to unstructured management plan.

In fact Mary Ward and Frederic Burk of San Francisco State Normal School, were stopped by the California Court ruling to create set of self-

instructional materials for the reason that only the State Board of Education could publish printed instructional materials. Washington and Parkhurst were associates of Burk's and, while Washington was superintendent of the Winnetka, Illinois public schools, they created the Winnetka Plan. Helen Parkhurst, after experimentation in her own one-room school with Maria Montessori, developed what she termed the Laboratory Plan. It called for teachers and students to work together toward individualized goals.

In 1930 the Great Depression affected education in terms of funding, students, and resources. The Progressive Movement in education was characterized by slow progress toward the evolution of instructional development. The 8 year study plan by Ralph Tyler was a major milestone in specifying general objectives for education, and behavioral objectives were being shaped. Formative evaluation was used for the first time during the study.

In 1940, during the World War II (1941-1945), this period was dominated by military training needs. With World War II created an enormous instructional problem - thousands of new recruits had to be trained rapidly, and the sophistication of new weapons demanded an unprecedented level of mastery. During this time, the role of an instructional technologist emerged. Thus the idea of an instructional development team was conceived.

In 1960, the military were rapidly infusing instructional systems development into their standard training procedures. It is in this period that was distinguished by the articulation of components of instructional systems and the recognition of their system properties. In 1962 Robert Glaser employed the term *instructional system* and named, elaborated, and diagramed its components. In 1965, Robert Gagne published *The Conditions of Learning*, a milestone that elaborated the analysis of learning objectives and went on to relate different classes of learning objectives to appropriate instructional designs. Gagne introduced the idea of task analysis to instructional design. Through task analysis, an instructional task could be broken down into sequential steps - hieracrchical relationship of tasks and subtasks. Gagne built on principles of the systems approach which Skinner explored in programmed instruction.

The systems approach to designing instruction was introduced by James Finn.Seels (1989) states that Finn "was a father of the instructional design movement because he linked the theory of systems design to educational technology, and thus encouraged the integrated growth of these related fields of study. It was Finn who made educational technologists aware that technology was as much a process as a piece of hardware" (Seels 1989, 11).

Norman Crowder developed "intrinsic" programming. In this model, a learner's possible responses are multiple choice, and the program branches

depending on the response chosen. Students could omit steps they already knew or return to study remedial material on information already presented.

A shift from norm-referenced testing to criterion-based testing was noted. Norm-Referenced evaluations compare the student's performance against the performance of other students and are most often summative. Criterion-Referenced testing is the assessment of student mastery of specific skills regardless of other student performance and are almost always formative. The focus was on the development of instructional materials.

In 1970, Cognitive approach was still dominant. The work of Ausubel, Bruner, Merrill, Gagne and others on instructional strategies dominated this decade.

In 1980, Personal computer, Rapid adoption of instructional systems by American businesses. Performance technology (Gilbert) and the focus on identifying the gaps between actuals and optimals (Rossett) and whether the discrepancy was due to lack of incentive, lack of knowledge or skills, or lack of environmental support.

In 1990, focus on designing learning environments based on constructivistic approach to learning and multimedia development. Hypertext

and hypermedia influence the field and cross cultural issues are bridged using the Internet. (Gagne, 1992)

Individualized Instruction Is Needed

The current catch phrase is "no child left behind." No child will be left behind if the individual learning needs of the child are met. Each child is unique and individualized programs can increase student success. Children have diverse learning styles, learn at different rates, have varying socio-economic backgrounds, and have diverse intellectual strengths. Individualized instruction is especially effective in working with at-risk students (Hamby, 1989). The two major facets of this teaching method are learning and motivation. Both of these facets recognize and build on the uniqueness of each child.

Dropout statistics show that numerous so-called normal students are not succeeding because they are not treated as individuals (Stainback & Stainback, 1992). By not recognizing the unique learning needs of students, these students do not have the opportunity to achieve their potential (Pugach & Warger, 1996). Because they do not learn like everyone else, they often see themselves, as do their teachers, as failures.

To understand individualized instruction is to look at how it is used in special education. The Individualized Education Program (IEP) provides the foundation for learning. The IEP is developed as a collaborative effort of students (when appropriate), teachers, parents, school administrators, and related services personnel. The most effective way to learn something for the first time is to connect it to prior knowledge. In order for the teacher to know each child's knowledge level pre-testing, questioning, and observation are used. The educational philosophy of constructivism has as its basis the ability of learners to give meaning to new learning based on their prior knowledge (Caine & Caine, 1991). Active, experiential learning is vital to the construction of new knowledge.

Motivation is particularly important when working with at-risk students. There are three elements of motivation: positive value, clear connection between behavior and consequences, and a belief that success can be achieved with the available skill and resources.

Individualized instruction provides the opportunity for students to learn at their own pace, in their own way, and be successful. At-risk students who would probably drop out of school, stay and graduate. Alternative schools have found individualized instruction valuable. The City-as-School Program (CAS) in Buffalo, New York has had 65% of their students earn their high school diplomas

(Schargel & Smink, 2001, p. 178). The Free Options program at the Borough Academies in New York City has had a graduation rate of 86%.

Individualized instruction is not the same as a one-to-one student/teacher ratio or one-to-one tutoring, as it may seem, because economically, it is difficult, if not impossible to have a teacher for each student.

In a traditional classroom environment, lectures consume approximately 80% of an average teacher's in-class time, to say nothing of the time needed to prepare lessons. Yet lecturing is an inherently inefficient method of conveying information. The average student retains only approximately 10% of what is presented in a lecture, but without substantial reinforcement that figure falls to an abysmal 2%, or less, within 24 hours.

Throughout the history of education the notion of lecturing has been challenged as a time-effective method of teaching, and alternative pedagogical models have been proposed. For example Educational Research Associates has concluded that placing greater reliance upon well-designed instructional materials – whether audio, video, multimedia Computer-assisted instruction (CAI), or simply a good textbook – can hardly be less efficient than the lecture method, but yields a huge net benefit by freeing teachers to focus upon the needs and problems of individual students. Individualized instruction has points

of contact with the constructivism movement in education, started by Swiss biologist Jean Piaget, which states that the student should build his or her learning and knowledge. Individualized Instruction, however, presumes that most students of secondary school age still lack the basic knowledge and skills to direct most of their own curriculum, which must be at least partially directed by schools and teachers.

In a traditional classroom setting, time (in the form of classes, quarters, semesters, school years, etc.) is a constant, and achievement (in the form of grades and student comprehension) is a variable. Whereas, in a properly individualized setting, the students study and progress more independently, achievement becomes more uniform and time to achieve that level of achievement is more variable.

According to Educational Research Associates' recommendations, Individualized Instruction has been found to improve student accomplishment substantially even while reducing cost dramatically. The coming of computer- and Internet-based education holds the promise of an enormous increase in the use of individualized instruction methodology.

The related literature and studies are very relevant and helpful in research’s understanding of the effectiveness, limitations and remedy to augment

its limitation of the subject area being study. It has also exposed the researcher to some new approaches in individualized learning system other than School of Tomorrow System of Learning.

Chapter III

RESEARCH METHODOLOGY

This chapter presents the methods and procedures which were used in conducting the study. This includes the research design, the research locale, participants of the study, research instrument, data gathering procedure and data analysis procedure.

Research Design

This study employed the descriptive method, particularly the survey method. This method is to describe the nature of a situation as it exists at the time of the study (Calderon, 2007). A descriptive study determines and reports the way thing are. Moreover, descriptive research has no control over what is, and it can only measure what already exist. The descriptive information was obtained by the use of survey instruments from the identified participants. Descriptive research was preferred because it is more expansive and encompassing. The gathered data in this kind of study are considered helpful in helping us adjust or meet the common problems encountered in our areas of studies. Descriptive methods also assisted the researcher in knowing the how to accomplish the desired purposes in the shortest available time. The main

intention is to use the data gathered for problem-solving rather than hypothesis testing.

Survey studies are employed to measure the existing phenomenon without inquiring into why it exists. Sample survey scope is used when one deals only with a portion of the population. (Sevilla, 1984)

The study also used the descriptive survey because it aims to present an assessment of the strengths and weaknesses of the SOT Program on selected components, such as: Curriculum, Competency of Supervisors and Monitors, Instructional Methodologies, Utilization of Instructional Materials, and Students' Academic Performance. Sample survey scope was used in this study. The data was gathered from a portion of a population or on identified participants such as supervisors and monitors. These were the people that could determine the present existing condition of the subject being studied.

Research Locale

This study was conducted in three (3) Private Christian School that used the School of Tomorrow System of Learning and in a SOT Supervisors/ Monitors Training Program. School 1 - Philippine Christian School of Tomorrow located at Sucat, Paranaque. School 2- Tagaytay Christian Academy located in Tagaytay

City School. 3- Light Academy located at Banaue, Quezon City. School 4 SOT Supervisors/Monitors Training conducted at Golden Treasure, Pasay City.

Participants of the Study

The participants of this study were one hundred eleven (111) of which sixty seven (67) were supervisors and forty four (44) were monitors. School 1, represents Philippine Christian School of Tomorrow with twenty five (25) supervisors and fourteen (14) monitors. School 2, represents Tagaytay Christian Academy with twenty (20) supervisors and eleven (11) monitors. School 3, represents Light Academy with seven (7) supervisors and four (4) monitors, and School 4, represents SOT Supervisors and Monitors Training with twenty (20) supervisors and ten (10) monitors.

Table 1

Distribution of Respondents According to School

School	Supervisors	Monitors	Total
1. Philippine Christian School of Tomorrow	25	14	39
2. Tagaytay Christan School	20	11	31
3. Light Academy	7	4	11
4. SOT Supervisors and Monitors Training	20	10	30
Total	67	44	111

Table 2 shows the profile of the one hundred eleven (111) participants according to type. There were sixty seven (67) supervisors and forty four (44) monitors.

Table 2

Profile of the Respondents According to Type

Type	No. of Respondents	Percentage
Supervisor	67	60.4
Monitor	44	39.6
Total	111	100.0

Table 3 shows the profile of the one hundred eleven (111) participants according to age. There were fifty (50) respondents between age 21- 30, there were sixty seven (67) respondents between age 31- 40, there were twenty three (23) respondents between age 41- 50, there were eight (8) respondents between age 51-60.

Table 3

Profile of the Respondents According to Age

Age	No. of Respondents	Percentage
21- 30	50	45.0
31- 40	30	27.0
41- 50	23	20.7
51- 60	8	7.2
Total	111	100.0

Table 4 shows the profile of the one hundred eleven (111) participants according to gender. There were thirty (30) male respondents and there were eighty one (81) female respondents.

Table 4

Profile of the Respondents According to Gender

Gender	No. of Respondents	Percentage
Male	30	27.0
Female	81	73.0
Total	111	100.0

Table 5 shows the profile of the one hundred eleven (111) participants according to civil status. There were fifty nine (59) Single respondents. There were forty nine (49) Married respondents, and there were three (3) widowed respondents.

Table 5

Profile of the Respondents According to Civil Status

Civil Status	No. of Respondents	Percentage
Single	59	53.2
Married	49	44.1
Widowed	3	2.7
Total	111	100.0

Table 6 shows the profile of the one hundred eleven (111) participants according to teaching experience. There were four (4) respondents with 2 years experience. There were fifty one (51) respondents with 3 years teaching experience. There were eight (8) respondents with 4 years teaching experience. There were twelve (12) respondents with 5 years teaching experience. There were seven (7) respondents with 9 years teaching experience. There were twelve (12) respondents with 10 years teaching experience.

Table 6

Profile of the Respondents According to Teaching Experience

Years of Experience	No. of Respondents	Percentage
2 years	4	3.6
3 years	51	45.9
4 years	8	7.2
5 years	12	10.8
6 years	7	6.3
7 years	4	3.6
8 years	6	5.4
9 years	7	6.3
10 years	12	10.8
Total	111	100.0

Table 7 shows the profile of the one hundred eleven (111) participants according to educational attainment. There were three (3) respondents with BEED with MA units. There were seven (7) respondents with BSED with MA Units. There were five (5) respondents with MA Units. There was one (1) with Doctorate degree and there were ninety five (95) respondents with others.

Table 7

Profile of the Respondents According to Educational Attainment

Educational Attainment	No. of Respondents	Percentage
BEED with MA Units	3	2.7
BSED with MA Units	7	6.3
MA Degree	5	4.5
Doctoral Units	1	0.9
Others	95	85.6
Total	111	100.0

Data Gathering Instrument

A research made survey questionnaire was developed and used as an assessment instrument to appraise the effectiveness of SOT approach in terms of selected components under consideration. The instrument consisted of criterion- indicators developed for each of the SOT Program components as follow: ten (10) criterion indicators for curriculum component; nine (9) for effectiveness of supervisors and monitors in handling SOT; six (6) for the aspect of instructional methodologies, four (4) for the utilization of instructional materials; and nine (9) criterion indicators for the students' academic performance in the use of SOT Approach.

A four-point Likert Scale was used for the assessment rating per indicator as indicated below.

Scale Range	Verbal Interpretation
3.51 - 4.0	Effective to a great extent
2.51 - 3.5	Effective to a satisfactory extent
1.51 - 2.5	Effective to a moderate extent
1.00 - 1.5	Effective to a least extent

Components having an average ranging from 3:51 to 4.0 are considered "strengths" while those having an average ranging from 3.0 and below are considered "weaknesses."

Data Gathering Procedure

This study was conducted in successive phases. The details of activities can be referred to the Gantt Chart of Activities (See Appendix E)

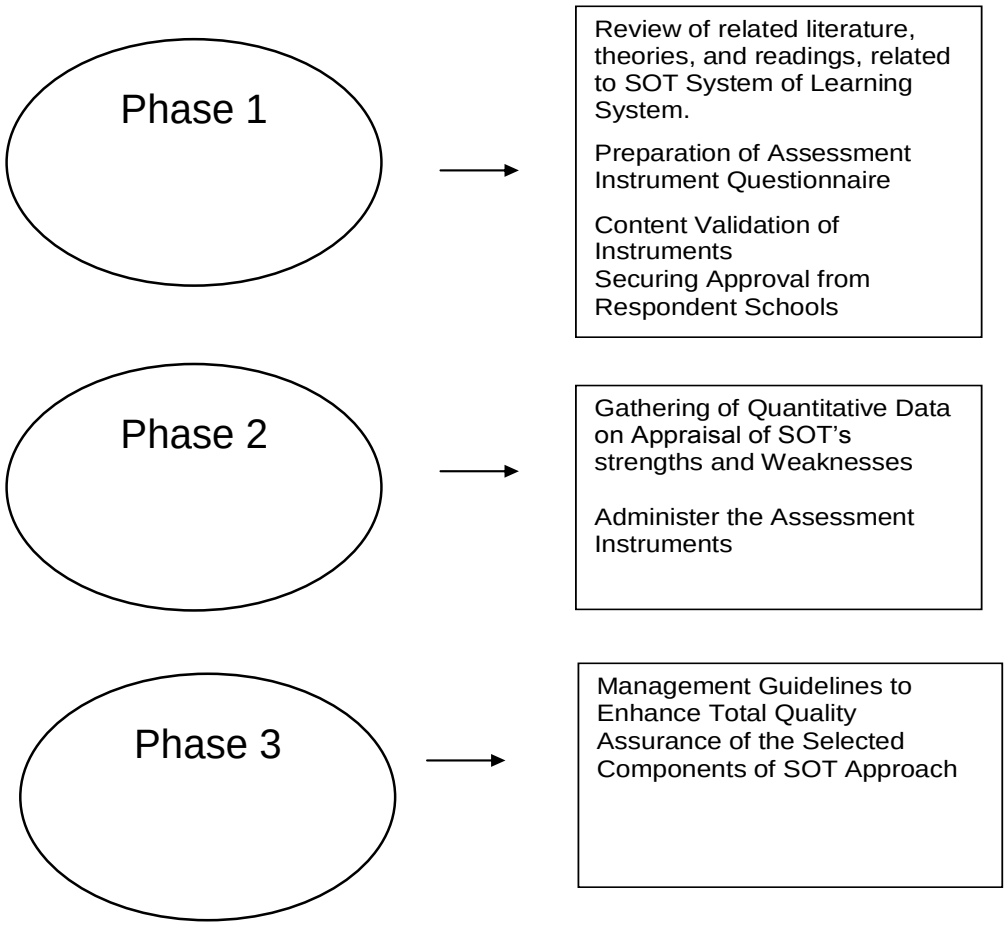


Figure 2 Research Paradigm

Phase I – Planning Stage

This stage involved the review of literature on the study and development of the instruments used in the study. A thorough reading of School of Tomorrow Procedural Manuals I & II, related literatures, books, articles, journal, thesis and dissertation as well as internet resources was made to gather theories and concepts related to the effective appraisal of individualized system of learning that enhance its total quality assurance. An assessment instrument was constructed and developed. The Assessment Instrument were presented to the advisers for comments and suggestions. To ensure the instruments validity, ten (10) experts were consulted for face and content validity. Comments, suggestions and recommendations were considered to refine the instruments. It took the whole semester to develop and validate the instruments. Phase I also entailed securing the approval of the school principals and various people involved to conduct the survey in their respective localities.

Phase II - Gathering of Quantitative Data on Appraisal of SOT's Strengths and Weaknesses.

This phase consisted of selection of research environments and participants. Letters of requests for survey were addressed to three (3) school principals and one (1) facilitator, as well as individual letter to each respondent.

The Assessment Instrument was administered to three (3) Private Christian Schools and one (1) Supervisors and Monitors Training Program. The participants of this study were one hundred eleven (111) of which sixty seven (67) were supervisors and forty four (44) were monitors. School 1 - represented by Philippine School of Tomorrow was consisted of twenty five (25) supervisors and fourteen (14) monitors; School 2- represented by Tagaytay Christian Academy was consisted of twenty (20) Supervisors and eleven (11) monitors; School 3 -represented by Light Academy was consisted by seven (7) supervisors and four (4) monitors. School 4 - represented by a Supervisor and Monitor Training conducted in Golden Treasure Academy consisted of twenty (20) supervisors and ten (10) monitors.

Phase III - Formulation and Development of the Proposed Management Guidelines to Enhance Total Quality Assurance of the Selected Components of SOT Approach

This phase identified the strengths and weaknesses of the selected components of the SOT Approach, such as: Curriculum, Competencies of Supervisors and Monitors, Instructional Methodologies, Utilization of Instructional Materials, Students' Academic Performance. Based on the findings, formulate and develop the proposed management guidelines in each selected SOT components mentioned above. Management guidelines are anchored in the

SOT's academic philosophy of five (5) Laws of Learning, SOT's distinctiveness and Deming's 14 principles total quality assurance management.

Data Analysis Procedure

To analyse the respondents – supervisors and monitors appraisal of the strengths and weakness of School of Tomorrow (SOT) Approach on its selective components, such as: Curriculum, Competency of the Supervisors and Monitors, Instructional Methodologies, Utilization of Instructional Materials, Students' Academic Performance. The research made use of statistical mean, frequency, percent, and mean were used to describe the extent by which the respondents-supervisors and monitors appraised the strengths and weaknesses of the School Of Tomorrow Approach. After analysing the strengths and weaknesses of each selected components mentioned above, the research made a comparison between the assessment made by this supervisors and monitors on the SOT Approach. Based on the findings of the study, the researcher developed management guidelines that enhance the total quality assurance of the selected components of the School of Tomorrow Approach.

CHAPTER IV

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter presents the analysis and interpretation of data regarding the strengths and weaknesses of the selected components of School of Tomorrow (SOT) Approach.

1. To determine the effectiveness of SOT Approach as perceived by supervisors and monitors in the selected components: Curriculum, Competency of Supervisors and Monitors, Instructional Methodologies, Utilization of Instructional Materials, and Students' Academic Performance

Table 8 shows the assessment of respondents on the SOT Program. Data reveal that in terms of Curriculum. Generally Curriculum was assessed by the respondents as "effective to a great extent." Curriculum's indicators obtained an overall mean of 3.51 and above.

Data reveal that in terms of Competency of Supervisors and Monitors. Generally Competency of Supervisors and Monitors was assessed by the respondents as "effective to a satisfactory extent." Competency of Supervisors and Monitors' indicators obtained an overall mean of 3.5 and below.

Table 8

Assessment of the Respondents on the SOT Program as Perceived by Supervisors and Monitors

Indicators	Supervisor (N= 67)		Monitor (N= 44)		Overall (N= 111)	
	Overall Mean	Verbal Interpretation	Mean	Verbal Interpretation	Overall Mean	Verbal Interpretation
1. Curriculum	3.79	To a great extent	3.65	To a great extent	3.73	To a great extent
2. Competency of Supervisors and Monitors	3.52	To a great extent	3.34	To a satisfactory extent	3.45	To a satisfactory extent
3. Instructional Methodologies	3.58	To a great extent	3.45	To a satisfactory extent	3.53	To a great extent
4. Utilization of Instructional Materials	3.55	To a great extent	3.38	To a satisfactory extent	3.48	To a satisfactory extent
5. Students' Academic Performance	3.56	To a great extent	3.49	To a satisfactory extent	3.53	To a great extent

Data reveal that in terms of Instructional Methodologies. Instructional Methodologies was assessed by the respondents as "effective to a great extent." Instructional Methodologies' indicator obtained an overall mean of 3.51 and above.

Data reveal that in terms of Utilization of Instructional Materials. Utilization of Instructional Materials was assessed by the respondents as "effective to a satisfactory extent." Utilization of Instructional Materials' indicator obtained an overall mean of 3.50 and below.

Data reveal that in terms of Students' Academic Performance. Students' Academic Performance was assessed by the respondents as "effective to a great extent." Students' Academic Performance's indicators obtained a mean of 3.51 and above.

Difference of perception of Supervisors and Monitors are attributed to the different roles and training that both undergone. Supervisors are trained to impose learning center discipline, administer test, prescribed curriculum, do record keeping, reporting to parents and plan for daily schedule, whereas, the monitors' are trained to check goals, supervise on scoring and playground supervision. Another major factor could also be attributing to the length of years the respondents are exposure to the School of Tomorrow system of learning. Majority of the respondents which are 55.7% have less than 5 years exposure to individualized system of learning like SOT approach to learning. This is in conformity with SOT perceived weaknesses that even the average supervisors, monitors, school staff member or parents may misunderstood. Thus, every year, even the many former ones the School of Tomorrow have to be re-introduced through training, and the following of procedural manuals even the many former ones the School of Tomorrow have to be re-introduced through training, and the following of procedural manuals.

2. To identify the strengths and weaknesses of SOT program as perceived by the supervisors and monitors on the selected components: Curriculum, Competency of Supervisors and Monitors, Instructional Methodologies, Utilization of Instructional Materials and Students' Academic Performance.

2.1 Curriculum

Table 9 shows the assessment of respondents on the SOT Program in terms of Curriculum. Generally Curriculum was assessed by the respondents as "effective to a great extent." Curriculum's indicators obtained in overall mean of 3.51 and above.

In terms of curriculum, its strength are in terms of adherence to the philosophy of the School and Christian Education which contains Academic and Biblical goals which guides the student in practical development to obey God. the difference in the perception of supervisors and monitors are attributed to inadequate exposure to SOT Curriculum. (less than 3 years – 55 %)

Based on the findings of the study (Table 9A), further classification is made as the indicators denote the strengths and weaknesses as perceived by both respondents. Difference in the perception of the respondents is also noted for further study and consideration.

Table 9

Assessment of the Respondents on the SOT Program in Terms of Curriculum as Perceived by Supervisors and Monitors

Indicators	Supervisor (N= 67)		Monitor (N= 44)		Overall (N= 111)	
	Mean	Verbal Interpretation	Mean	Verbal Interpretation	Mean	Verbal Interpretation
1. Designs to identify biblical goals as expressed in academics with a theistic philosophy.	3.91	To a great extent	3.89	To a great extent	3.90	To a great extent
2. Follows wisdom orientation and objectives that guide student in a practical development of walking with God.	3.94	To a great extent	3.84	To a great extent	3.90	To a great extent
3. Contains Academics and Biblical objectives.	3.93	To a great extent	3.91	To a great extent	3.92	To a great extent
4. Designs in a specific individualized unit of instruction which allows the individual student to advance in each subject based on their ability.	3.81	To a great extent	3.77	To a great extent	3.79	To a great extent
5. Is put together considering various areas of consideration, such as specific needs of learners, and the nature of the learning process.	3.69	To a great extent	3.45	To a satisfactory extent	3.60	To a great extent
6. Meets the individual needs of each child at their level of progress, achievement and activity.	3.75	To a great extent	3.54	To a great extent	3.67	To a great extent
7. Provides enhancement program to promote self instruction for the students.	3.72	To a great extent	3.57	To a great extent	3.66	To a great extent
8. Enriches required subjects are able to achieve the specific objectives of the school.	3.67	To a great extent	3.48	To a satisfactory extent	3.59	To a great extent
9. Presents the students from one concept to another in a logical sequence.	3.76	To a great extent	3.5	To a satisfactory extent	3.66	To a great extent
10. Provides students with opportunities according to their ability.	3.73	To a great extent	3.5	To a satisfactory extent	3.64	To a great extent
Overall Mean	3.79	To a great extent	3.65	To a great extent	3.73	To a great extent

Table 9A

Strengths of SOT Component: Curriculum

Curriculum – Strengths
2.1.1 Designs to identify biblical goals as expressed in academics with a theistic philosophy. 2.1.2 Follows wisdom orientation and objectives that guide student in a practical development of walking with God. 2.1.3 Contains Academics and Biblical objectives. 2.1.4 Designs in a specific individualized unit of instruction which allows the individual student to advance in each subject based on their ability. 2.1.6 Meets the individual needs of each child at their level of progress, achievement and activity. 2.1.7 Provides enhancement program to promote self instruction for the students.

Table 9A Data reveal in terms of Curriculum, both supervisors and monitors considered the strengths of the Curriculum as: 2.1.1 Designs to identify biblical goals as expressed in academics with a theistic philosophy. 2.1.2 Follows wisdom orientation and objectives that guide student in a practical development of walking with God. 2.1.3 Contains Academics and Biblical objectives. 2.1.4 Designs in a specific individualized unit of instruction which allows the individual

student to advance in each subject based on their ability. 2.1.6 Meets the individual needs of each child at their level of progress, achievement and activity. 2.1.7 Provides enhancement program to promote self instruction for the students.

The cited contents of the curriculum is in conformity with the of important features of School of Tomorrow's curriculum wherein the children's mind are placed into a theistic world, with a God-centered environment of absolutes and with principles of love as a resource and way of life. This also conforms with the features of individualized system of learning described by Baker and Goldberg (1970) wherein a learner is considered as an individual, and must be taught accordingly. Each student's ability must be considered in planning on overall program of instruction. The student is given substantial responsibility for planning and advancing on his owned organized program of studies.

Based on the findings of the study, the difference in the perception of the supervisors and monitors in terms of curriculum are attributed to respondents' exposure to the SOT's individualized Curriculum for less than 5 years is 55.7%. This is in conformity with SOT perceived weaknesses that even the average school staff member, school staff member, supervisors, monitors and parents may misunderstood the nature of the SOT Curriculum; thus, every year, even the many former ones the School of Tomorrow have to be re-introduced through

training, and following of procedural manuals in order to ensure effective and efficient implementation of the curriculum.

2.2 Competency of the Supervisors and Monitors

Table 10 shows the assessment of respondents on the SOT Program in terms of Competency of the Supervisors and Monitors. Generally, competency of Supervisors and Monitors was assessed by the respondents as “effective to a satisfactory extent.” Majority of the indicators obtained a mean of 3.5 and below.

Based on the findings of the study, further classifications are made as the indicator denotes the strengths and weaknesses as perceived by both respondents. Differences in the perception of the respondents are also noted for further study and consideration.

Table 10A Data reveal that both supervisors and monitors considered the strengths of the Competency of the Supervisors and Monitors in terms of the following: 2.2.1 Conducts diagnostic assessment and analyses results, such as: level testing, observation, and others. 2.2.5 Organizes and uses learning center station for independent activities. These are in conformity with the Baker and Goldberg (1970) prescribed as supervisors and monitors features (teacher) and

their varied roles as members of the systems analysts, curriculum development and evaluation team, as diagnosticians and evaluators, and as counselors.

Table 10

Assessment of the Respondents on the SOT Program in Terms of Competency of Supervisors and Monitors as Perceived by Supervisors and Monitors

Indicators	**Supervisor (N= 67)**		**Monitor (N=44)**		**Overall (N=111)**	
	Mean	**Verbal Interpretation**	**Mean**	**Verbal Interpretation**	**Mean**	**Verbal Interpretation**
1. Conducts diagnostic assessment and analyses results, such as: level testing, observation, and others.	3.67	To a great extent	3.60	To a great extent	3.65	To a great extent
2. Implements the SOT Procedure, scoring and others.	3.69	To a great extent	3.50	To a satisfactory extent	3.61	To a great extent
3. Manages diversify learning activities occurring simultaneously.	3.54	To a great extent	3.23	To a satisfactory extent	3.41	To a satisfactory extent
4. Provides challenging activities to stimulate the interest of students.	3.48	To a satisfactory extent	3.0	To a satisfactory extent	3.29	To a satisfactory extent
5. Organizes and uses learning center station for independent activities.	3.66	To a great extent	3.52	To a great extent	3.60	To a great extent
6. Applies innovations by developing self-selection on varied mixed media approaches.	3.16	To a satisfactory extent	3.07	To a satisfactory extent	3.13	To a satisfactory extent
7. Participates, contributes, and reaches democratic decisions in learning community meetings.	3.24	To a satisfactory extent	3.27	To a satisfactory extent	3.25	To a satisfactory extent
8. Corrects discrepancies between learning objectives pursued and what the pupils really need to learn.	3.60	To a great extent	3.39	To a satisfactory extent	3.51	To a great extent
9. Analyzes learning gap in the students and make use of relevant activities to correct the gap.	3.66	To a great extent	3.50	To a satisfactory extent	3.60	To a great extent
Overall Mean	3.52	To a great extent	3.34	To a satisfactory extent	3.45	To a satisfactory extent

Table 10A

Strengths and Weaknesses of SOT Component: Competency of Supervisors and Monitors

SOT Component: Competency of Supervisors and Monitors
Strengths 2.2.1 Conducts diagnostic assessment and analyses results, such as: level testing, observation, and others. 2.2.5 Organizes and uses learning center station for independent activities.
Weaknesses 2.2.4 Provides challenging activities to stimulate the interest of students. 2.2.6. Applies innovations by developing self-selection on varied mixed media approaches. 2.2.7 Participates, contributes, and reaches democratic decisions in learning community meetings

Data also reveal that both supervisors and monitors considered the weakness of the competency of the supervisors and monitors in terms of the following: 2.2.4 Provides challenging activities to stimulate the interest of students. 2.2.6 Applies innovations by developing self-selection on varied mixed media approaches. 2.2.7 Participates, contributes, and reaches democratic

decisions in learning community meetings. These are the limitations mentioned by Corpus and Salandanan (2003) about individualized system of learning whereby availability of a variety of instructional materials may be limited. The supervisors' training are focused only to impose learning center discipline, administer test, prescribed curriculum, do record keeping, reporting to parents and plan for daily schedule, whereas, the monitors' training are focused to check goals, supervise on scoring and playground supervision. (SOT Procedural Manuals I & II). Findings showed that Supervisors and Monitors need to be trained in their area of weaknesses, such as mentioned above.

Based on the findings of the study, difference of perception of Supervisors and Monitors as to their competency are attributed to the different roles and training that both undergone. Supervisors are trained to impose learning center discipline, administer test, prescribed curriculum, do record keeping, reporting to parents and plan for daily schedule, whereas, the monitors' are trained to check goals, supervise on scoring supervise on scoring and playground supervision. Another major factor could also be attributed to the length of years the respondents are exposure to the School of Tomorrow system of learning. Majority of the respondents which are 55.7% have less than 5 years exposure to individualized system of learning like SOT approach to learning. Competencies in handling individual learning materials and management of

learning center disciplines, procedures and activities are skills that could be acquired in a length of time.

2.3 Instructional Methodologies

Table 11 shows the assessment of respondents on the SOT Program in terms Instructional Methodologies. Instructional Methodologies was assessed by the respondents as “effective to a great extent.” Majority of the indicators of Instructional Methodologies obtained a mean of 3.51 and above.

Based on the findings of the study (Table 11A), further classification is made as the indicators denote the strengths and weaknesses as perceived by both respondents. Differences in the perception of the respondents are also noted for further study and consideration.

Table 11A Data reveal that both supervisors and monitors considered the strengths of the Instructional Methodologies in terms of the following: 2.3.1 Focus on the individual learner as a unique person with distinctive characteristic and qualities. 2.3.4 Gives students opportunities to apply both skills and processing to select learning experience in making decisions or choices. These are in conformity with John Milton’s Gregory’s Seven Laws of teaching/learning adopted by SOT, whereby the objective of which is to implement best

techniques and procedures in light of the of the individual learner and the academic results.

Table 11

Assessment of the Respondents on the SOT Program in Terms of Instructional Methodologies as Perceived by Supervisors and Monitors

Indicators	**Supervisor (N=67)**		**Monitor (N=44)**		**Overall (N=111)**	
	Mean	**Verbal Interpretation**	**Mean**	**Verbal Interpretation**	**Mean**	**Verbal Interpretation**
1. Focus on the individual learner as a unique person with distinctive characteristic and qualities.	3.85	To a great extent	3.75	To a great extent	3.81	To a great extent
2. Select curriculum materials that accommodate varying learning style.	3.40	To a satisfactory extent	3.39	To a satisfactory extent	3.40	To a satisfactory extent
3. Apply problem solving process to develop and satisfy the educational needs of individuals.	3.58	To a great extent	3.25	To a satisfactory extent	3.45	To a satisfactory extent
4. Gives students opportunities to apply both skills and processing to select learning experience in making decisions/choices .	3.57	To a great extent	3.52	To a great extent	3.55	To a great extent
5.Monitor students' performance frequently	3.66	To a great extent	3.41	To a satisfactory extent	3.56	To a great extent
6.Make student learn through independent, peer grouping, and small and group instructional arrangement.	3.43	To a satisfactory extent	3.36	To a satisfactory extent	3.41	To a satisfactory extent
Overall Mean	3.58	To a great extent	3.45	To a satisfactory extent	3.53	To a great extent

Table 11 A

Strengths and Weaknesses of SOT Component: Instructional Methodologies

SOT Component: Instructional Methodologies
Strengths 2.3.1 Focus on the individual learner as a unique person with distinctive characteristic and qualities. 2.3.4 Gives students opportunities to apply both skills and processing to select learning experience in making decisions/choices.
Weaknesses 2.3. 2 Select curriculum materials that accommodate varying learning style. 2.3.6 Make student learn through independent, peer grouping, and small and group instructional

Data also reveal that both Supervisors and Monitors considered the weakness of the Instructional Methodologies in terms of the following: 2.3.2 Select curriculum materials that accomodate varying learning style. 2.3.6 Make student learn through independent, peer grouping, and small and group instructional arrangement. These are the limitations mentioned by Corpus and

Salandanan (2003) about individualized system of learning whereby availability of a variety of instructional materials may be limited.

Based on the findings of the study, difference of perception of Supervisors and Monitors as to Instructional Methodologies could be attributed to the nature of pace work SOT approach is using. Monitors should be oriented to their roles and responsibility in employing instructional methodologies.

2.4 Utilization of Instructional Materials

Table 12 shows the assessment of respondents on the SOT Program in terms Utilization of Instructional Materials. Utilization of Instructional Materials was assessed by the respondents as “effective to a great extent.” Majority of the indicators of Utilization of Instructional Materials obtained a mean of 3.50 and below.

Based on the findings of the study (Table 12), Further classification are made as the indicators denotes the strengths and weaknesses as perceived by both respondents. Difference in the perception of the respondents are also noted for further study and consideration.

Table 12

Assessment of the Respondents on the SOT Program in Terms of Utilization of Instructional Materials

Indicators	**Supervisor (N= 67)**		**Monitor (N=44)**		**Overall (N=111)**	
	Mean	**Verbal Interpretation**	**Mean**	**Verbal Interpretation**	**Mean**	**Verbal Interpretation**
1.Enhance better implementation of SOT instruction through the sufficient collection of instructional materials and equipment.	3.54	To a great extent	3.39	To a satisfactory extent	3.48	To a satisfactory extent
2.Use SOT Curriculum's contents and materials according to individual needs.	3.72	To a great extent	3.48	To a satisfactory extent	3.62	To a great extent
3. Use diversified activities, medial materials and method to fit the student's individual learning style.	3.45	To a satisfactory extent	3.25	To a satisfactory extent	3.37	To a satisfactory extent
4. Make instructional materials & resources available to supervisor/ s and student/s while engaged in learning activities	3.49	To a satisfactory extent	3.41	To a satisfactory extent	3.46	To a satisfactory extent
Overall Mean	3.55	To a great extent	3.38	To a satisfactory extent	3.48	To a satisfactory extent

Table 12A

Weaknesses of SOT Component: Utilization of Instructional Materials

SOT Component: Utilization of Instructional Materials
Weaknesses 2.4.3 Use diversified activities, medial materials and method to fit the student's individual learning style. 2.4.4 Make instructional materials & resources available to supervisor/ s and student/s while engaged in learning activities

Table 12A Data reveal that both supervisors and monitors considered the weaknesses of the Utilization of Instructional Materials in terms of the following: 2.4.3 Use diversified activities, remedial materials and method to fit the student's individual learning style. 2.4.4 Make instructional materials & resources available to supervisor/s and student/s while engaged in learning activities. These are the limitations mentioned by Corpus and Salandanan (2003) about individualized system of learning whereby availability of a variety of instructional materials may be limited. According to Baker and Goldberg (1970), there should also be a need for continual research and evaluation to improve the quality of the instructional system. However, the burden of which is placed on the system and not on the students, supervisors or monitors. Another factor could be attributed to lack of

proper coordination with materials and resources department /section as to the availability of the materials and resources as well as the schedule of used.

Based on the findings of the study, difference of perception of Supervisors and Monitors as to utilization of instructional materials could be attributed to majority of the respondents which are 55.7% have less than 5 years exposure to individualized system of learning like SOT approach to learning. Utilization of individual learning materials is skills to be acquired in a length of time. Awareness to the availability of the instruction materials needs proper coordination with materials and resources section and department. These aspects of weaknesses may be taken into consideration in formulating management guidelines.

2.5 Students' Academic Performance

Table 13 shows the assessment of respondents on the SOT Program in terms Students' Academic Performance was assessed by the respondents as "effective to a great extent." Majority of the indicators of Students'Academic Performance obtained a mean of 3.51 and above.

Based on the findings of the study, further classification are made as the indicators denotes the strengths and weaknesses as perceived by both

respondents. Difference in the perception of the respondents are also noted for further study and consideration.

Table 13

Assessment of the Respondents on the SOT Program in Terms of Students' Academic Performance as Perceived by Supervisors and Monitors

Indicators	Supervisor (N=67)		Monitor (N=44)		Overall (N=111)	
	Mean	**Verbal Interpretation**	**Mean**	**Verbal Interpretation**	**Mean**	**Verbal Interpretation**
1. Enhance students' enthusiasm and interest in working at their academic activities conscientiously as generated by self-help.	**3.55**	To a great extent	**3.39**	To a satisfactory extent	**3.49**	To a satisfactory extent
2 Upgrade students' ability to make intelligent judgments which are suited to their experience and maturity level.	**3.58**	To a great extent	**3.43**	To a satisfactory extent	**3.52**	To a great extent
3. Increase students' articulation and creativity in performing their activities.	**3.45**	To a satisfactory extent	**3.53**	To a great extent	**3.48**	To a satisfactory extent
4. Enrich students' ability to discuss and describe what they have learned.	**3.51**	To a great extent	**3.34**	To a satisfactory extent	**3.44**	To a satisfactory extent
5. Increase students' organizational skills in their subject by being able to show unique samples of performance.	**3.42**	To a satisfactory extent	**3.48**	To a satisfactory extent	**3.44**	To a satisfactory extent
6. Develop students' feeling of responsibility for their own learning.	**3.78**	To a great extent	**3.61**	To a great extent	**3.71**	To a great extent
7. Enhance students' participation in the solution of learning activities to pursue learning objective.	**3.55**	To a great extent	**3.48**	To a satisfactory extent	**3.52**	To a great extent
8. Increase students' acceptance in increasing responsibility for setting their learning objective.	**3.64**	To a great extent	**3.59**	To a great extent	**3.62**	To a great extent
9. Enrich students' understanding on the nature of school activities and the creative process of voluntary discussion with other events which seen both unique and important to them.	**3.58**	To a great extent	**3.55**	To a great extent	**3.57**	To a great extent
Overall Mean	**3.56**	To a great extent	**3.49**	To a satisfactory extent	**3.53**	To a great extent

Table 13A

Strengths and Weaknesses of SOT Component: Students' Academic Performance

SOT Component: Students' Academic Performance
Strengths 2.5.6 Develop students' feeling of responsibility for their own learning. 2.5. 8 Increase students' acceptance in increasing responsibility for setting their learning objective. 2.5.9 Enrich students' understanding on the nature of school activities and the creative process of voluntary discussion with other events which seen both unique and important to them.
Weaknesses 2.5.5 Increase students' organizational skills in their subject by being able to show unique samples of performance.

Table 13A Data reveal that both supervisors and monitors considered the strengths of the Students' Academic Performance in terms of the following: 2.5.6 Develop students' feeling of responsibility for their own learning. 2.5.8 Increase students' acceptance in increasing responsibility for setting their learnig objective. 2.5.9 Enrich students' understanding on the nature of school activities and the creative process of voluntary discussion with other events which seen both unique and important to them. These are in conformity with the SOT's

academic philosophy and distinctiveness. According to Baker and Goldberg (1970) the student is given substantial responsibility for planning and advancing on his owned organized program of studies.

Data also reveal that both Supervisors and Monitors considered the weakness of the Students' Academic Performance in terms of the following: 2.5.5 Increase students' organizational skills in their subject by being able to show unique samples of performance. This is consistent to Corpus and Salandanan (2003) cited limitation of individualized system of learning, student might stay too long in the learning center and less time for needed activities, since it is self-instructed, it is time consuming.

Based on the findings of the study, Supervisors considered the following strengths while monitors considered it weaknesses, such as: 2.51 Enhance students' enthusiasm and interest in working at their academic activities conscientiously as generated by self-help. 2.5.2 Upgrade students' ability to make intelligent judgments which are suited to their experience and maturity level. 2.5.3 Increase students' articulation and creativity in performing their activities. 2.5.4 Enrich students' ability to discuss and describe what they have learned. Difference could be attributed to monitors inadequate knowledge, utilization and intended outcomes of the SOT System of learning. This was the result of inadequate exposure of monitor to the students' academic outcomes of

SOT Program. Whereas Monitors considered it strengths but supervisors considered it weakness, such as: 2.5.7 Enhance students' participation in the solution of learning activities to pursue learning objective. Difference perception could be attributed to supervisors focused on the academic results done in pace work than other activities.

3. Proposed Management Guidelines to Enhance Total Quality Assurance on the Selected Components of the School of Tomorrow Approach

The researcher analysed the quantitative and qualitative responses of the sixty seven (67) supervisors and forty four (44) monitors, a total of one hundred ten (110) respondents in the study. The indicator with the mean of 3.5 and lower refers to the weaknesses of the SOT Approach that needed improvement in order to attain its total quality implementation.

Based on the findings of the study, the researcher constructed and formulate the management guidelines to enhance total quality assurance on the selected components of SOT approach, taking into consideration the School of Tomorrow's seven (7) Laws of Learning, SOT distinctiveness and Edward Deming's 14 principles of total quality assurance management adopted in education.

Table 14 shows the results of the study and implementing management guidelines to enhance total quality assurance on the selected components of SOT approach,

Constructed and formulated guidelines are further classified into Objective and Implementing Management Guidelines.

Proposed Management Guidelines to Enhance Total Quality Assurance on the Selected Components of the School of Tomorrow Approach

1. SOT Component: Curriculum

Goal: To adhere to the School Tomorrow Academic's philosophy – 7 Laws of Learning, SOT's distinctiveness and Edward Demings 14 principles of total quality management

Objective:

1. All the stakeholders, supervisors, monitors, staff and parents should attend induction into the concept of SOT system of learning every start of the school year.

Implementing Management Guidelines:

1. Discuss to all stakeholders the following:
    - Philosophy of individualism
    - Diagnostic Testing for s student's level of performance
    - Uniqueness of the SOT Program: Individualized, Accelerated, Mastery Based, -Character Building and Bible-Based
    - Learning System Procedures, Procedures for pre-test & self test, check-up test and pace test.

Note: Data revealed that the respondents assessed Curriculum as effective to the great extent. All the indicators of the curriculum is obtained with a mean of 3.51 and above. Since SOT is not conventionally curriculum, there is a need to induct all the stakeholders towards its concepts, principles, disciplined and procedures to enhance total quality assurance of its implementation. Though Curriculum is considered as a strengths, nevertheless, in total assurance management the induction of all the stakeholders to the products and services should be a continually and regularly process being done to ensure proper understanding, cooperation and support from all the stakeholders.

2. SOT Component : Competency of Supervisors and Monitors

Goal: Supervisors should be able to perform diagnostic tests and prescribed curriculum, keep student's progress report, report to parents and schedule daily activities. Monitors should be able to check student's learning goals or objectives, as well as to supervise scoring and student's behavior in the learning center and playground.

Objective:

1. Supervisors and monitors should be trained to perform their assigned tasks.
2. Principal should discuss school vision, mission, goal and philosophy to the supervisors and monitors.

Implementing Management Guidelines:

1. Principals should go over the Supervisors and Monitors' manual, & Students' Handbook with the supervisors and monitors.
2. Principal should discuss to supervisors, monitors and staff their responsibilities and chain of command.
3. Principal should provide venue supervisors and monitors to participate in the conducts of decision making.
4. In-house training should be provided to supervisors and monitors in the following:

- Managing diversify activities with learners

- Applying mixed media approaches to stimulates interest on the students

Note: Data revealed that the respondents assessed Competency of Supervisors and monitors to a satisfactory extent. The indicators is obtained with a mean of 3.50 and below. In total quality assurance management, good communication is very important especially in SOT System of the Learning. Communication is vital in day to day operation. It also plays a vital part in maintaining the morale and motivating the supervisors and monitors. Principal's role is to see to it that good communication is being maintained. School's vision, missions and philosophy being communicated to them. Specific guidelines no. 3 and no. 4 are made to address the weaknesses identified in this study. Total Quality Assurance Management advocates the transformation is the job of everyone in the organization, as such training of supervisors and monitors and everyone in the organization is vital to ensure that each one know what to do at the right time and right place.

3. SOT Component: Instructional Methodologies

Goal: Focus on the individual learner distinctive characteristics and qualities

Objective:

1. Monitors should record student's performance daily.

2. Instructional Methodologies should accommodate learner's individual characteristics and qualities

Implementing Management Guidelines:

1. Supervisors and Monitors should be able to determine and provide instruction based on students learning style.

2. Supervisors should challenge students to apply what they have learned in their decision making.

3. Supervisors should provide a venue to make student learn through independent, peer grouping, small and group instructional arrangement.

Note: Data revealed that the respondents assessed Instructional Methodologies effective to a great extent. The indicators are obtained with a mean of 3.51 and above. SOT's Curriculum are designed for individual leaner to plan and carry out his own organize study. The Role of the supervisors and monitors are facilitators. Specific guidelines in instructional methodologies no. 1, 2 & 3 are formulated to enhance the identified weaknesses perceived by supervisors and monitors in the study. Pace work is time consuming and individually done in learner's office; thus, group work of any kind should be purposedly and intentionally plan by the supervisors according to the content and need of the subject matter.

4. SOT Component: Utilization of Instructional Materials

Goal: To adhere to SOT learning centre's discipline and SOT procedures.

Objective :

1. Supervisors should prepare the scoring station with complete scoring keys.
2. Supervisors should ordered, record, keep and release Paces to each student as he/she progress.
3. Supervisors and monitors should be oriented/provided with the list of equipment, and resources available for the students to use.
4. Supervisor should be trained to be able to used diversified media materials and method to fit the student's individual learning style.
5. School Administrator should invest on instructional materials, media materials and methods to fit the student's individual learning style needed by students

Implementing Management Guidelines:

1. Supervisors should orient the students in the utilization of the instructional materials in the learning center, goals scoring, testing rules, and setting progress chart.

Supervisors should orient the students with SOT policies, discipline procedures, merits and detentions.

Note : Data revealed that the respondents assessed Utilization of Instructional Materials effective to a satisfactory extent. The indicators is obtained with a mean of 3.50 and below. SOP guidelines/ procedures in Utilization of Instructional Materials no. 3, 4, & 5 are formulated to enhance the identified weaknesses perceived by supervisors and monitors in the study. Data revealed that the school administration of the participants school using SOT system of learning need to invest in mixed media materials and resources that needed to individualize learning style, virtual and interactive materials that fit individualize instruction.

5. SOT Component: Students Academic Performance

Goal: Learning should transform the students for life and leadership.

Objective:

1. Students should be diagnosed as to the level he can perform.
2. Students should be trained in setting goals, testing rules, and scoring procedures.
3. Students should be oriented as to school policies, discipline procedures, merits and detention.
4. Students should receive their progress report at the end of each 9 wk period.

5. Students should be encouraged to attend National or International Convention to polish individual and group skills competition in athletics, music, arts and crafts, speech, and academic areas.

Implementing Management Guidelines

1. Students need to be enhanced to be enthusiastic and interested in working at their academic activities conscientiously as generated by self-help.
2. Students need to be encouraged to articulate and creative in the performance of their activities through biblical perspective.
3. Students need to be enriched in their ability to discuss and describe what they have learned through God's perspective.
4. Students need to develop their organizational skills in their subject by being able to show unique samples of performance.

Note: With regards to Students' Academic Performance, specific guidelines in Students' Academic Performance no. 1, 2, 3, & 4 are formulated to enhance the identified weaknesses perceived by supervisors and monitors in the study. Pace work is time consuming and individually done in learner's office; thus, the school should provide venue and opportunity for students to develop organizational and leadership skills. SOT is also focused in Bible principles; as such the Bible is the central of the whole system. Each academic area in the curriculum is being

studied on God's perspective. Math as principle of God's order; Language as God's gift to communicate to Him and others; Social Studies as God's Sovereignty over all history; and Science as God's design in creation. Leadership's qualities such as self – motivation, articulation, creativity should have a venue to develop through simple performance of group projects, activities, events and others. TQM, in the area of education, should provide a continous process of improvement in order for students/learners to adept on the educational standard locally and internationally. Sustaining the motivation, enthusiasm, creativity and interest of the students are vital to ensure the efficient and effectivity in the implementation of SOT approach. SOT & TQM also advocate good working philosophy and ethics in individual student's life starting at home-family, school and society. Transformation is the job of everyone. Culture that accepts this philosophy would definitely work unanimously towards lasting commitment to quality. SOT's learning center discipline also expose student to good work ethics in being responsible to their own learning. Self-tests, check up test procedure also inculcate virtues of honesty and dependability early in the student's lives.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter contains the summary, conclusions and the recommendations of the study.

Summary of Findings

The SOT Program of the schools participants was found to be generally “effective to the great extent” in terms of Curriculum, Instructional Methodology and Student’s Academic Performance.

The SOT Program of the schools participants was found to “effective to a satisfactory extent” in terms of Competency of Supervisors and Monitors and Utilization of Instructional Materials.

Among the five (5) areas of SOT Program of the schools participants, Curriculum could be described as the real strength since all the indicators were assessed with the mean of 3.51 and none of them got a mean of 3.50 below.

Data reveal that in terms of Curriculum. Generally Curriculum was assessed by the respondents as “effective to a great extent.” Curriculum’s indicators obtained an overall mean of 3.51 and above.

Data reveal that in terms of Instructional Methodologies. Instructional Methodologies was assessed by the respondents as “effective to a great extent.” Instructional Methodologies’ indicator obtained an overall mean of 3.51 and above.

Data reveal that in terms of Utilization of Instructional Materials. Utilization of Instructional Materials was assessed by the respondents as “effective to a satisfactory extent.” Utilization of Instructional Materials’ indicator obtained an overall mean of 3.50 and below.

Data reveal that in terms of Students’ Academic Performance. Students’ Academic Performance was assessed by the respondents as “effective to a great extent.” Students’ Academic Performance’a indicator obtained an overall mean of 3.51 and above.

Conclusion

Generally, the strengths of the different components of SOT program should be maintained and be made stronger. Weaknesses of the different components of SOT program should be addressed properly by the School Management.

In the light of the findings obtained from this study, it is therefore safe to conclude that SOT program follows certain criteria which are indicative of the kind of basic education they support. The curriculum's main concern is to provide quality learning to its students. While SOT may be different from a conventional educational program, it is no different when it comes to its goals and objectives of developing its learners, which actually share the Department of Education's goals and objectives for basic education. The strengths identified in the study clearly indicate that SOT is doing according to its thrusts and mandate. The weaknesses, however, serve the very purpose of how the school management and leadership should act towards improving them. Moreover, these weaknesses may also imply that the SOT stakeholders needed to be guided accordingly in the course of pursuing the program. Thus there's a need for specific management guidelines as a blueprint for school managers and leaders in directing the schools that adopt the SOT program towards such direction defined in the Christian context.

Recommendations

In the light of findings of the study, the following recommendations are endorsed to the participating schools.

Management guidelines are general set of rules that guide the implementors – supervisors and monitors to ensure the daily activities are being done according to the set goals. As the formulated management guidelines are being implemented in each components area, the researcher recommends to conduct further study in the formulation of total quality assurance plans and assessment form for each component that would serve as evaluating and monitoring instruments to be accomplished by supervisors and monitors.

Since individualized system of learning allows flexibility in the choice of resources and materials. The researcher recommends the participating schools to have a committee to research on individualized learning system's latest trend on instructional materials and resource that addresses different learning styles of learners. Participating schools should have annual procurement budget allotted for this project. It is necessary for schools using this kind of individualize system of leaning to have instructional materials and resources that fit the learning style

of students in order to sustain, maintain and enhance its students' enthusiasm, articulation and creativity.

Since SOT individualized system of learning entails much time in individual pace work, the researcher recommends the participating schools to have a committee to make a study on strategic planning for activities and events, to provide venue for small interest group, practical skills, science experimentation and social grouping and interaction group.

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APPENDICES

APPENDIX A

PHILIPPINE NORMAL UNIVERSITY
College of Graduate Studies
DEPARTMENT O EDUCATIONAL MANAGEMENT,
MEASUREMENT AND EVALUATION
Taft Ave. Manila

February 12, 2013

PROF./DR.
PHILIPPINE NORMAL UNIVERSITY
Taft Ave., Manila

Dear Sir/ Mdme.:

The undersigned is presently working on her thesis writing at the PHILIPPINE NORMAL UNIVERSITY entitled “MANAGEMENT GUIDELINES TO ENHANCE TOTAL QUALITY ASSURANCE OF SELECTED COMPONENTS OF SCHOOL OF TOMORROW APPROACH”.

In view of the foregoing study, the undersigned is requesting your support and assistance in validating the attached questionaire. She strongly believes that your experience and expertise will greatly contribute in the improvement of the research instrument. Please feel free to change the words that you think is inappropriate.

Attached likewise, are the statement of the problem and the conceptual framework for you reference purposes.

Your shared valuable time and expertise are greatly appreciated.

Very truly yours,

AMELIA G. LIM
MA Student

Noted:

DR. RENE R. BELECINA
Thesis Adviser

DR. DANILO K. VILLENA
Thesis Adviser

APPENDIX B

PHILIPPINE NORMAL UNIVERSITY
College of Graduate Studies
DEPARTMENT OF EDUCATIONAL MANAGEMENT,
MEASUREMENT AND EVALUATION
Taft Ave. Manila

February 12, 2013

Dear Sir/ Mdme.:

Greetings! I am presently working on my thesis study at the PHILIPPINE NORMAL UNIVERSITY entitled "MANAGEMENT GUIDELINES TO ENHANCE TOTAL QUALITY ASSURANCE OF SELECTED COMPONENTS OF SCHOOL OF TOMORROW APPROACH".

In view of this, may I request you to have the Supervisors and Monitors in your school to answer the questionnaires so as to gather the necessary data for the study. As researcher, I believe that their answers will greatly benefit the completion of this study.

Thank you and God bless you!

Very truly yours,

AMELIA G. LIM
Researcher

APPENDIX C

PHILIPPINE NORMAL UNIVERSITY
College of Graduate Studies
DEPARTMENT OF EDUCATIONAL MANAGEMENT,
MEASUREMENT AND EVALUATION
Taft Ave. Manila

February 12, 2013

Dear Sir/ Mdme:

Greetings! I am presently working on my thesis study at the PHILIPPINE NORMAL UNIVERSITY entitled “MANAGEMENT GUIDELINES TO ENHANCE TOTAL QUALITY ASSURANCE OF SELECTED COMPONENTS OF SCHOOL OF TOMORROW APPROACH”.

In view of this, may I request you to have the Supervisors and Monitors participating in the training to answer the questionnaires so as to gather the necessary data for the study. As researcher, I believe that their answers will greatly benefit the completion of this study.

Thank you and God bless you!

Very truly yours,

AMELIA G. LIM
Researcher

APPENDIX D

PHILIPPINE NORMAL UNIVERSITY
College of Graduate Studies
DEPARTMENT OF EDUCATIONAL MANAGEMENT,
MEASUREMENT AND EVALUATION
Taft Ave. Manila

February 12, 2013

Dear Respondents:

Greetings! The undersigned is presently working on my thesis study at the PHILIPPINE NORMAL UNIVERSITY entitled “MANAGEMENT GUIDELINES TO ENHANCE TOTAL QUALITY ASSURANCE OF SELECTED COMPONENTS OF SCHOOL OF TOMORROW APPROACH.” As researcher, I believe that your participation in this study is very essential.

In view of this, may I request you to answer the questionnaires so as to gather the necessary data for the study. Your honest answers will greatly help in the completion of the said study.

Rest assured that your responses will be treated with utmost confidentiality. Thank you and God bless you!

Very truly yours,

AMELIA G. LIM
Researcher

APPENDIX E

Gantt Chart

Activities	Month/Duration											
	D	J	F	M	A	M	J	J	A	S	O	N
Phase I. Planning Stage												
1.Review of related literature, theories, and readings related to SOT system of learning and other learning system.	x	x										
2. Preparation of Assessment Instrument Questionnaire.			x									
3. Content Validation of Instruments.				x								
4. Securing Approval from Respondent schools.					x							
Phase II. Gathering of Quantitative Data on Appraisal of SOT's Strengths and Weaknesses.												
1. Administer the Assessment Instruments.						x						
2. Analyzing, collating and interpreting the data.							x					
Phase III. Develop Management Guidelines									x			
1. Management Guidelines to Enhance Total Quality Assurance of the Selected Components of SOT Approach.										x		

APPENDIX F

Summary Results of the Instrument Validation

Components and Indicators	E-1	E-2	E-3	E-4	E-5	E-6	E-7	E-8	E-9	E-10	TS	X	R
1. Curriculum As to SOT Curriculum, how would you appraise it's effectiveness?													
1.1 Designed to identify biblical goals as expressed in academics with a theistic philosophy.	3	3	2	3	2	3	3	3	3	2	27	2.7	VA
1.2 Contains wisdom orientation and objectives that guide the student in a practical development of walking with God.	3	3	2	3	2	3	3	3	1	2	25	2.5	A
1.3 Contains Academics and Biblical objectives.	3	3	2	3	2	2	3	3	1	2	24	2.4	A
1.4 Designed in a specific individualized unit of instruction which allows the individual student to advance in each subject based on their ability.	3	3	2	3	2	3	3	3	1	2	25	2.5	A
1.5 Are put together considering various areas of consideration, such as: specific needs of learners, and the nature of the learning process.	3	3	2	3	2	3	3	3	1	2	25	2.5	A
1.6 Meet the individual needs of each child at their level of progress, achievement and activity	3	3	2	3	2	3	3	3	3	2	27	2.7	VA
1.7 Provide enhancement program to promote self instruction for the students	3	3	2	3	2	3	3	2	1	2	24	2.4	A
1.8 Enrich required subjects to achieve the specific objectives of the school.	3	3	2	3	2	3	3	2	1	2	24	2.4	A
1.9 Present the students from one concept to another in a logical sequence.	3	3	2	3	2	3	3	3	1	2	25	2.5	A
1.10 Students are provided with opportunities according to their ability and potential	3	3	2	3	2	3	3	3	1	2	25	2.5	A

2.1 Conduct diagnostic assessment and analyze results , such as: level testing, observation, and others.	3	3	2	3	2	3	3	2	1	2	24	2.4	A
2.2 Implement the SOT procedure, scoring, and others.	3	3	2	3	2	3	3	3	1	2	25	2.5	A
2.3 Manage diversified learning activities occuring simultaneously.	3	3	2	3	2	3	3	2	1	2	24	2.4	A
2.4 Provide challenging activities to stimulate the interest of students .	3	3	2	3	2	3	3	2	1	2	24	2.4	A
2.5 Organize and use learning center station for independent activities.	3	3	2	3	2	3	3	3	1	2	25	2.5	A
2.6 Apply innovations by developing self-selection on varied mixed media approaches.	3	3	2	3	2	3	3	2	1	2	24	2.4	A
2.7 Participate , contribute, and reach democratic decisions in learning community meetings.	3	3	2	3	2	3	3	2	1	2	24	2.4	A
2.8 Correct discrepancies between learning objectives pursued and what the pupils really need to learn.	3	3	2	3	2	3	3	3	1	2	25	2.5	A
2.9 Analyze learning gap in the students and make use of relevant activities to correct the gap.	3	3	2	3	2	3	3	3	1	2	25	2.5	A
3.Instructional Methodology How do you appraise the effectiveness of each aspect of instructional methodology													
3.1 Focused on the individual learner as a unique person with distinctive characteristics and qualities.	3	3	2	3	2	3	3	3	2	2	26	2.6	VA
3.2 Select curriculum materials that accomodate varying learning style.	3	3	2	3	2	3	3	3	2	2	26	2.6	VA
3.3 Apply problem solving processes to develop and satisfy the educational needs of individuals.	3	3	2	3	2	3	3	2	2	2	25	2.5	A
3.4 Give students opportunity to apply skills in making decisions/choices.	3	3	2	3	2	3	3	2	3	2	26	2.6	VA

3.5 Monitoring of students performance frequently..	3	3	2	3	2	3	3	3	3	2	27	2.7	VA
3.6 Make student learn through independent, peer grouping, and small and group instructional arrangement.	3	3	2	3	2	3	3	3	3	2	27	2.7	VA
4.Utilization of Instructional Materials Appraisal of the effectiveness on the use of the instructional materials ?													
4.1 Collection of instructional materials and equipment are sufficient to enhance better implementation of SOT instruction	3	3	2	3	2	3	3	3	1	2	25	2.5	A
4.2 SOT Curriculum's contents and materials are used according to individual need.	3	3	2	3	2	3	3	3	1	2	25	2.5	A
4.3 Diversified activities, media materials, & methods are used to fit the student's individual learning style.	3	3	2	3	2	3	3	3	3	2	27	2.7	A
4.4 Instructional materials & resources are availabe to supervisor and students while engaged in learning activities.	3	3	2	3	2	3	3	3	1	2	25	2.5	A
5.Students' Academic Performance How do you rate the effectiveness of the academic performance of the students in the SOT Approach?													
5.1 Students' enthusiasm & interest in working conscientiously their academic activities as generated by self-help.	3	3	2	3	2	3	3	3	3	2	27	2.7	VA
5.2 Students' ability to make intelligent judgment suited to their experience and maturity level.	3	3	2	3	2	3	3	3	3	2	27	2.7	VA
5.3Students' articulation and creativity in performing their activities.	3	3	2	3	2	3	3	3	3	2	27	2.7	VA
5.4 Students' ability to discuss & describe what they have learned	3	3	2	3	2	3	3	2	3	2	26	2.6	VA

5.5 Students' increased organizational skills in their subject by being able to show unique samples of performance.	3	3	2	3	2	3	3	3	3	2	27	2.7	VA
5.6 Students' develop feeling of sense of responsibility for their own learning.	3	3	2	3	2	3	3	3	3	2	27	2.7	VA
5.7 Students' participation in the solution of learning activities to pursue learning objective/s.	3	3	2	3	2	3	3	3	3	2	27	2.7	VA
5.8 Students' acceptance of increasing responsibility for setting their learning objectives.	3	3	2	3	2	3	3	3	1	2	25	2.5	A
5.9 Students' understanding on the nature of school activities and the creative process of voluntary discussion with other events as seen both unique & important to them	3	3	2	3	2	3	3	3	1	2	25	2.5	A
Average Mean											96.7	2.54	A

Interpretation:

2.6-3.0 This item is Very Appropriate

1.6- 2.5 This item is Appropriate

1.0- 1.5 This item is Not Appropriate

Summary of Mean:

Part I		
Curriculum	25.1 / 10= 2.51	Appropriate
Competency of Supervisor/Monitor	21.9/9= 2.433	Appropriate
Instructional Methodology	15.7/6= 2.671	Very Appropriate
Utilization of Instructional Materials	10.2/4= 2.55	Appropriate
Students' Academic Performance	23.8/9= 26.4	Very Appropriate
Average Mean	96.7/ 38= 2.54	Appropriate

APPENDIX G

Research Questionnaires in the Total Quality Assurance of SOT Approach as Implemented by Supervisors and Monitors

This questionnaire has been made for the purpose of solicitating your evaluative comments in the total quality assurance of SOT Approach as implemented by your school.
Please give your honest evaluation of the said approach.. Please do not leave any question unanswered. Your response will be held with the strictest confidence.

Part I Respondent's Identity: Please provide information for each of the items being asked. In the items where the answers are given, put a check (/) on the option that correspond to your answer.

NAME: _____

SCHOOL: _____

1. AGE : ( ) 21 -30 yrs. old ( ) 31 - 40 yrs. old

   ( ) 41 -50 yrs. old ( ) 51 - 60 yrs. old

   ( ) 61 and above

2. GENDER : ( ) Male ( ) Female

3. CIVIL STATUS : ( ) Single ( ) Married

   ( ) Others, _____

4. POSITION : _____

   YEARS OF TEACHING : _____

5. HIGHEST EDUCATIONAL ATTAINMENT :

   ( ) BEED with MA Units ( ) BSED with MA Units

   ( ) MA Degree ( ) Doctoral Units

   ( ) Doctoral Degree ( ) Others, _____
   Pls. Specify

Part II : Respondents Assessment of the SOT Approach

Below are Evaluative Statements on SOT Approach. Kindly check the appropriate comment to each statement. The following are the comments and their symbols:

4- To a Great Extent - GE; 3- To a Satisfactory Extent - SE;
2 - To a Moderate Extent - ME; 1 - To a Least Extent

SCALE INDICATORS:

To a Great Extent - GE : The highest degree of positive results approaches to perfection.

To a Satisfactory Extent - SE : The satisfactory degree of positive results.

To a Moderate Extent - ME : The moderate degree of positive results.

To a Least Extent - LE : The moderate degree of negative results.

Evaluative Statements	GE-4	SE-3	ME-2	LE-1
1.Curriculum - As to SOT Curriculum, how would you appraise it's effectiveness?				
1.1 Designs to identify biblical goals as expressed in academics with a theistic philosophy.				
1.2 Follows wisdom orientation and objectives that guide the student in a practical development of walking with God.				
1.3 Contains Academics and Biblical objectives.				
1.4 Designs in a specific individualized unit of instruction which allows the individual student to advance in each subject based on their ability.				
1.5 Is put together considering various areas of consideration, such as: specific needs of learners, and the nature of the learning process.				

1.6 Provides enhancement program to promote self- instruction for the students.				
1.7 Enriches required subjects are able to achieve the specific objectives of the school.				
1.8 Presents the students from one concept to another in a logical sequence.				
1.10Provides students with opportunities according to their ability and potential				
2. Competency of Supervisor and Monitor - Evaluation of Monitor and Supervisor in handling SOT program				
2.1 Conducts diagnostic assessment and analyzes results , such as: level testing, observation, and others.				
2.2 Implements the SOT procedure, scoring, and others.				
2.3 Manages diversify learning activities occuring simultaneously.				
2.4 Provides challenging activities to stimulate the interest of students.				
2.5 Organizes and uses learning center station for independent activities.				
2.6 Applies innovations by developing self-selection on varied mixed media approaches.				
2.7 Participates, contributes, and reaches democratic decisions in learning community meetings.				

2.8 Corrects discrepancies between learning objectives pursued and what the pupils really need to learn.				
2.9 Analyzes learning gap in the students and make use of relevant activities to correct the gap.				
3. Instructional Methodologies - How do you appraise the effectiveness of each aspect of instructional methodologies?				
3.1 Focus on the individual learner as a unique person with distinctive characteristics and qualities.				
3.2 Select curriculum materials that accomodate varying learning style.				
3.3 Apply problem solving processes to develop and satisfy the educational needs of individuals.				
3.4 Give students opportunities to apply both skills and processing to select learning experience in making decisions/choices.				
3.5 Monitor students performance frequently.				
3.6 Make student learn through independent, peer grouping, and small and group instructional arrangement.				
4. Utilization of Instructional Materials -How to appraise the effectiveness on the use of the instructional materials?				
4.1 Enhance better implementation of SOT instruction through the sufficient collection of instructional materials and equipment.				
4.2 Use SOT Curriculum's contents and materials according to individual need/s.				
4.3 Use diversified activities, media materials, & method to fit the student's individual learning style.				
4.4 Make instructional materials & resources available to superviso/sr and student/s while engaged in learning activities.				

5. Students' Academic Performance -How do you rate the effectiveness of the academic performance of the students in the SOT Approach?				
5.1 Enhance students' enthusiasm & interest in working at their academic activities conscientiously as generated by self-help.				
5.2 Upgrade students' ability to make intelligent judgment which are suited to their experience and maturity level.				
5.3 Increase students' articulation and creativity in performing their activities.				
5.4 Enrich students' ability to discuss & describe what they have learned.				
5.5 Increase students' organizational skills in their subject by being able to show unique samples of performance.				
5.6 Develop students' feeling of responsibility for their own learning.				
5.7 Enhance students' participation in the solution of learning activities to pursue learning objective.				
5.8 Increase students' acceptance in increasing responsibility for setting their learning objectives.				
5.9 Enrich students' understanding on the nature of school activities and the creative process of voluntary discussion with other events which seem both unique & important to them.				

CURRICULUM VITAE

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EDUCATIONAL BACKGROUND

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