

**MODES OF ADAPTATION, TEACHING STRATEGIES AND PERCEIVED  
TEACHING EFFICACY OF PUBLIC AND PRIVATE HIGH SCHOOL  
TEACHERS IN THE 7<sup>th</sup> DISTRICT OF CAVITE  
UNDER THE K-12 PROGRAM**

**THESIS**

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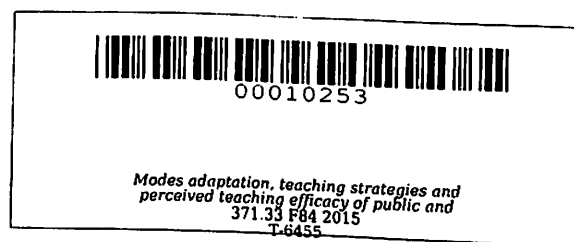
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## ABSTRACT

**FRANCIA, ERWIN D., NEPOMUCENO, MARIAN CELINNE M., VITO, MA. ANGIA J. Modes of Adaptation, Teaching Strategies and Perceived Teaching Efficacy of Public and Private High School Teachers in 7<sup>th</sup> District of Cavite under the K – 12 Program.** Undergraduate Thesis. Bachelor of Science in Psychology. Cavite State University, Indang. April 2015. Thesis Adviser: Mrs. Armi Grace B. Desingañó, MAEd.

This study was conducted to determine the modes of adaptation, teaching strategies and perceived teaching efficacy of public and private high school teachers in 7<sup>th</sup> district of Cavite under the K – 12 Program.

Specifically, it aimed to: (1) determine the modes of adaptation of public and private high school teachers in terms of physiologic mode, self-concept mode, role function mode and interdependence mode; (2) identify the teaching strategies of public and private high school teachers in terms of learner-centered approach, teacher-directed approach and mixed method approach ; (3) recognize the perceived level of teaching efficacy of public and private high school teachers in terms of student engagement, instructional strategies and classroom management; (4) realize the significant difference between teachers in public high school and private high school in terms of their modes of adaptation, teaching strategies and perceived teaching efficacy; and (5) determine the significant relationship between teachers' modes of adaptation and teaching strategies, and teaching strategies and perceived teaching efficacy.

Descriptive-comparative correlational research design was used in the study. There are 161 randomly selected high school teachers, 83 in public schools and 78 in

private schools, who participated in the research. The statistical treatment employed was descriptive statistics: mean frequency, percentage and standard deviation, Mann-Whitney-Wilcoxon Test, Spearman's Rank Coefficient Correlation and Chi-square Test.

Teachers in public and private schools both have an overall interpretation of good adaptation modes under the K-12 curriculum program, in terms of physiologic, self-concept, role function and interdependence mode. The results clearly reveal that the participants in the public and private high schools category are able to adapt fairly.

The respondents also both showed same teaching strategies, which is Teacher-Student Centered approach. The results indicate that both public and private high school teachers apply both approaches, teacher directed and learner centered. This implies that under the new curriculum program of K to 12, teachers have to adopt new instructional strategies to support their own teaching style and commit to the requirement of the new curriculum.

The results showed that there is a significant difference between teachers in public and private schools in terms of their modes of adaptation. The null hypothesis was rejected in modes of adaptation. There is also no significant relationship between teachers in public and private schools in terms of their modes of adaptation and teaching strategies; teaching strategies and perceived teaching efficacy.

## TABLE OF CONTENTS

	<b>Page</b>
TITLE PAGE.....	i
APPROVAL SHEET.....	ii
ACKNOWLEDGMENTS.....	iii
BIOGRAPHICAL DATA.....	v
ABSTRACT.....	ix
TABLE OF CONTENTS.....	xi
LIST OF FIGURES.....	xiv
LIST OF TABLES.....	ix
LIST OF APPENDICES.....	xii
INTRODUCTION .....	1
Statement of the Problem.....	4
Objectives of the Study.....	5
Significance of the Study.....	6
Time and Place of the Study.....	8
Scope and Limitations of the Study.....	8
Definition of Terms.....	10
Theoretical Framework.....	16
Conceptual Framework.....	21
REVIEW OF RELATED LITERATURE.....	23
Education System: The K-12 Curriculum.....	23
The K-12 Learners.....	24
The K-12 Teachers.....	27

Teachers' Adjustments to Curriculum Development.....	29
Teacher's Roles and Functions.....	29
Teaching Strategies.....	34
Learning Theories Conceptualizing Teaching Styles.....	38
Teacher Efficacy.....	42
Correlates of Teacher Efficacy.....	45
METHODOLOGY.....	48
Research Design.....	48
Hypotheses.....	50
Participants of the Study.....	50
Sampling Technique.....	51
Data to be Gathered.....	52
Statistical Treatment.....	65
RESULTS AND DISCUSSION.....	67
Modes of Adaptation of the Participants.....	67
Teaching Strategies of the Participants.....	72
Perceived Teaching Efficacy of the Participants.....	75
Difference Between Modes of Adaptation of the Participants.....	79
Difference Between Teaching Strategies of the Participants.....	81
Difference Between Perceived Teaching Efficacy of the Participants.....	83
Relationship of Modes of Adaptation and Teaching Strategies of the Participants.....	84
Relationship of Teaching Strategies and Perceived Teaching Efficacy of the Participants.....	86

SUMMARY, CONCLUSION AND RECOMMENDATION.....	89
Summary.....	89
Conclusion.....	92
Recommendation.....	93
REFERENCES.....	95
APPENDICES.....	98

## LIST OF TABLE

Table	Page
1 Modes of adaptation of public high school teachers.....	68
2 Modes of adaptation of private high school teachers.....	70
3 Teaching strategies of public high school teachers.....	73
4 Teaching strategies of private high school teachers.....	74
5 Perceived teaching efficacy of public high school teachers.....	76
6 Perceived teaching efficacy of private high school teachers.....	78
7 Difference between modes of adaptation of public and private high school teachers.....	80
8 Difference between teaching strategies of public and private high school teachers.....	82
9 Difference between perceived teaching efficacy of public and private high school teachers.....	83
10 Relationship of modes of adaptation and teaching strategies of public and private high school teachers.....	85
11 Relationship of teaching strategies and perceived teaching efficacy of public and private high school teachers.....	87



## LIST OF APPENDICES

Appendix	Page
1. Thesis Title Proposal Form .....	100
2. Approval of Thesis Title .....	102
3. Request for Oral Defense/Review .....	104
4. Request for Final Defense .....	106
5. Certificate of Completion .....	108
6. Routing Slip for Thesis .....	110
7. Approved .....	112
8. Certificate of English Critic.....	114
9. Certificate of Statistician .....	116
10. Research Instrument .....	118
11. Instrument Reliability Results .....	126
12. Permission to Conduct the Study .....	145
13. Final Statistical Results .....	147
14. Curriculum Vitae .....	185

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**INTRODUCTION**

The Philippines is famous and well-known for its appreciation to education (Okabe, 2013). After Spaniards colonized the islands, more than a few institutions of higher education were established (Tandora, 2003). Under the US rule, the country patterned the formal education of American system and last until the 20<sup>th</sup> century. Studies and statistics have proven that this system of higher education committed a relatively high movements in terms of enrolment compared with other countries near the archipelago and continued until the 21<sup>st</sup> century (Nakanish & Tandora, 2003 as cited by Okabe, 2013).

From basic, the Philippine government in 2012 declared the start of a fundamental overhaul of the country's educational system under a policy called the "K to 12" Program. It is the most comprehensive basic education reform initiative since the