Utilization of the Daily Lesson Logs: An Evaluation Employing the CIPP Model

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Abstract

Aim: This study sought to evaluate via CIPP (Context-Input-Process-Product) Model of Evaluation DepEd Order No. 42, s. 2016, otherwise known as the Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program in view of recommending possible improvements. In doing so, the study also addressed various issues and concerns raised by select public school teachers and other concerned parties as regards the utilization and effectiveness of the Daily Lesson Logs (DLL) in the teaching-learning process.

Methodology: Face-to-face interviews were conducted with the participants who were composed of two sets: (1) select DepEd officials from the Central Office, Regional Office III and the Division of City of San Fernando, and (2) select public school heads and teachers in the Division of City of San Fernando. The data gathering was conducted with the aid of a CIPP-guided semi-structured interview guide.

Results: Overall findings show that in so far as Context, the implementation of the daily lesson logs has well-defined goals and objectives. It was also responsive to the context or events at that time. In so far as Input, plans and activities were also made to address the Context. On Process, unfortunately, it was found out that things were not executed the way they were planned. On Product, at some extents, the use of the DLLs is NOT effective in the field.

Conclusion: Mechanisms for monitoring and evaluating the policy have to be seriously considered. Principals, and even higher-ranking DepEd officials, are invited to be united in one instruction as to the use of the DLLs. Further studies (quantitative research) are also encouraged.

Keywords: CIPP, Daily Lesson Logs, Utilization, DepEd

INTRODUCTION

Republic Act No. 4670, or the Magna Carta for Public School Teachers which was enacted on June 18, 1966, emphasizes on the significance of the teaching profession in nation building through education and nurturing of the young minds. In fact, its Section 1 provides that the "advance in education depends on the qualifications and ability of the teaching staff". The provision did not come as a surprise since the true worth and value of the teachers has already been engraved in any discourse, issues and concerns involving the Philippine education system. Indeed, the job of a teacher is not an easy one since it plays a very vital and crucial role in guiding young people to a more decent and productive life in the future (Borich, 2002). Similarly, when teachers are no longer effective and have already relinquished their ultimate purpose of inculcating knowledge and values to their clientele, the Filipino children, then everything else becomes useless (Sanchez, et al., 2022). As a teacher, one's primary role is to feed young minds with competent and relevant instruction and if the same becomes questionable, everything else follows. Here comes various issues and concerns as regards teachers' preparation, training, professional development and other activities that are geared towards their advancement.

One way of ensuring teachers' competence and ability to appropriately and relevantly deliver quality instruction to the clientele is through the process called instructional planning. In the Philippines, lesson planning has been observed to have shaped the education system for many years. In fact, both in the higher education and in the basic education the high regard to lesson planning has not lessened.

In the Philippine higher education institutions (HEIs), most colleges and universities are now embracing the use of the Outcomes-Based Education (OBE) as their format of instructional planning. At the beginning of each semester, their employees submit the OBE syllabi to their respective deans and immediate superiors. Although

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technically, it is not as comprehensive as the current lesson plans in the basic education, there is still rigorous preparation required by the OBE.

In the basic education, a much detailed manner of planning the instruction is observed. It can be recalled that in the previous policy under DepEd Order No. 70, s. 2012, or the Guidelines on the Preparation of Daily Lessons, "teachers who have been in the service for more than two (2) years, private school experience included," may already adopt the DLLs. Those teachers lacking of the required number of teaching experience were enjoined to use the DLPs. However, this changed on June 17, 2016 under the leadership of the then DepEd Secretary Armin Luistro, when the Department of Education (DepEd) issued DepEd Order No. 42, s. 2016, otherwise known as the Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program. Under this issuance, all public school teachers under the Enhanced Basic Education Act of 2013 (RA 10533) are enjoined to prepare either a weekly Daily Lesson Log (DLL) or a Detailed Lesson Plan (DLP) based on their number of years of experience in teaching. The order states that those teachers "with at least one (1) year of teaching experience, including teachers with private school and higher education institution (HEI) teaching experience, shall not be required to make a Detailed Lesson Plan (DLP) (p. 10)". It furthered that, "Teachers who have been in the service for at least one (1) year, handling learning areas with available LMs and TGs provided by the Department shall not be required to prepare a DLP. Instead, they shall be required to fill out a weekly Daily Lesson Log (DLL) (p. 10)".

However, just like any other previous programs, projects and initiatives of the Department or of any government agency, the utilization of the DLL through the implementation of DepEd Order No. 42, s. 2016 is not at all perfect and is not free from criticisms. It can be recalled that on July 29, 2016, DepEd clarified itself amidst news that its secretary, Dr. Leonor M. Briones, agreed for the abolition of the policy requiring teachers to prepare the daily lesson logs. The clarification was made following the statement of the Alliance of Concerned Teachers (ACT) Party-list lauding Secretary Briones for her "abolition of the DLL". The Department clarified that it had not resolved to order the abolition of the said policy, but that it was open for a dialogue. The ACT referred to the policy as "an oppressive scheme of the K to 12 and RPMS (Results-Based Performance Management System) that creates chaos among teachers". It can also be noted that the change from DepEd Order No. 70, s. 2012 to DepEd Order No. 42, s. 2016 was not explained in the new policy. In the new policy's Rationale, it was only mentioned that the order was issued in order for lesson planning to be aligned with the implementation of the K to 12 program, but it failed to mention whether or not the previous policy is effective, or whether or not its effectiveness had been evaluated in the first place. Here comes the invitation to really look into the matters affecting compliance to the said policy. From the time spent by teachers in the preparation of their lesson plans, the alleged lack of uniformity in its utilization in some schools, the various protests against its continuing implementation, among other things, all invite for a comprehensive evaluation of its true worth and effectiveness in the teaching-learning process.

This study aimed to evaluate via CIPP (Context-Input-Process-Product) Model of Evaluation DepEd Order No. 42, s. 2016. Specifically, it intended to look into the goals and objectives of the policy and its development based on the inputs of the identified DepEd officials. It also looked into the implementation of the policy and its resulting impact to the teaching-learning process based on the perceptions of the said DepEd officials and select public school heads and teachers in the Division of City of San Fernando.

The study finds its significance in the fact that an evaluation of the DepEd Order No. 42, s. 2016, otherwise known as the Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program may hopefully resolve various issues and concerns in its implementation, aside from the fact that it may also serve as an avenue for further improvements. And ultimately, the process will hopefully benefit the main stakeholders of any instruction – the students. Indeed, it is very significant that policies and programs of the Department are regularly monitored and evaluated, otherwise as Durban and Catalan (2012) puts it - government funds and other resources are wasted to the constant implementation of programs that are not properly evaluated. When reforms do not transform the education sector, then DepEd has to think many times and assess the worth of its programs (Bautista, Bernardo & Ocampo, 2008). The significance of this assessment is also an outstanding theme in the study of Doronila (1999) entitled The Transformation of Philippine Education: An Analysis and Critique of Some Current and Emerging Policy Reforms.

The policy on the utilization of the daily lesson logs (DLLs) as required under DepEd Order No. 42, s. 2016 can still be considered young as it was only issued on June 17, 2016. The available literature and other studies directly related to the said DLLs as prescribed by the policy are thus insufficient, if not totally lacking, as of this time. Despite this insufficiency, the present study still attempts to present related literature and other investigations that may be used as references.

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Goals and Objectives of Lesson Planning

The very purpose why teachers plan the instruction is for the teaching-learning process to be more fruitful and be more responsive to students' needs. It is also claimed that through this process, one may also identify who the effective teacher is, and who is not. But this is of course a subject of various discussions and debates in the field. According to Wagaman (2009), the ability to reflect on one's teaching practices, plan for various strategies in the delivery of instruction, and assess these strategies' impact to students and their learning, are important characteristics of a good teacher. A teacher should be knowledgeable of the content of what he is teaching and how to deliver the same via careful planning and preparation (Beerens, 2000; Dizon & Sanchez, 2020). In 2010, Mack pointed out that "Teaching is hard work. The better prepared the teacher is, the better the outcome". Effective teachers are the ones who take time to immerse themselves in the planning of instruction, and taking into account the relevance and responsiveness of the planned instruction to the needs of the students (Balajadia, 2013; Sanchez & Sarmiento, 2020).

The Process of Lesson Planning

Lesson planning is a process since it involves various stages in its development. It always begins with careful, thorough, and organized planning on the part of the teacher regardless of the teaching model and methods used (Misulis, n.d.). It always ends with the serious consideration on whether or not students did learn and, if not, on what went wrong during the whole process.

Gustafson (1996) claims that lesson planning involves the following steps:

(1) analyzing what is to be taught/learned; (2) determining how it is to be taught/learned; (3) conducting tryout and revision; and (4) assessing whether learners do learn.

In the book Instructional Planning: A Guide for Teachers, Reiser & Dick (1996) enumerates the process in this way:

(1) begin the planning process by clearly identifying the general goals and specific objectives students will be expected to attain; (2) plan instructional activities that are intended to help students attain those objectives; (3) develop assessment instruments that measure attainment of those objectives; and (4) revise instruction in light of student performance on each objective and student attitudes towards instructional activities.

In the study of Guru and Abulad (2013) entitled *Challenge, Chance and Change: Dynamics of Lesson Planning in the Philippine Secondary Schools*, an invitation to shift from the old tradition of isolative way of lesson planning to a more collaborative strategy was proposed to Philippine secondary school teachers and supervisors. It noted, however, the challenges of the proposed paradigm shift as resistance to change is not an unusual scenario in any attempt of reforms. The study is a qualitative-phenomenological design and conducted open-ended and in-depth interviews as the technique for data gathering. Participants were 24 school supervisors and classroom teachers of selected secondary schools in the Philippines.

From the participants' responses, the study was able to establish three stages in the development of dynamic lesson planning: storming, forming and norming. The first stage has something to do with the "challenge" that the teacher and the supervisor are facing in the initial stage of the process which is lesson planning. The second stage refers to the "chance of accepting" such challenge and on this point, the teacher and the supervisor device new ways of developing the lesson plan. The last stage begins when the teacher and the supervisor already look at the "change" they made, the "fruits of their collaboration". The study claims that this development process encourages the supervisors and teachers to apply a collaborative way of preparing a lesson plan.

While it is true that the results of this study corroborate findings in other studies as to the value of collaboration, it was only speaking of stages in the development of dynamic lesson planning. It does not delve into the necessity to evaluate and put to an inquiry the parameters by which the significance of such process and development can be determined and measured.

Issues and Concerns in Lesson Planning

In another literature entitled Designing Instructional Design: Emerging Issues, Bandhana (2010) discussed the basic principles of instructional planning and how to apply in this process the learning theory of constructivism. The stages on the analysis, development and evaluation of instructional design were given emphasis and were presented vis-à-vis the challenges posed in their application (Sanchez, 2022). The document, however, only dealt with instructional planning and its various stages and it did not in any way emphasize on the necessity of evaluating the whole process. Obviously, aside from the fact that the literature is of foreign origin, it cannot cover the subject of the current study which is in existence only recently.

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Effectiveness of Lesson Planning

Internationally, lesson planning is recognized as a means to validly and competently give to students what is due to them (McBer, 2000). Even globally, teacher's preparation before setting their foot in the classroom has been given serious considerations by educational institutions.

Other studies and literature may still be mentioned in this instrument, but as already mentioned above, they can only deal to matters that do not really cover the necessity of the present study. Mindful of their scopes, limitations and gaps, the current endeavor finds its uniqueness in the field of research for it attempts to evaluate a policy of the Department of Education as regards the utilization of the daily lesson logs.

This study is an attempt to comprehensively evaluate via CIPP (Context-Input-Process-Product) Model of Evaluation DepEd Order No. 42, s. 2016, otherwise known as the Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program. The evaluation is comprehensive due to a variety of reasons. First, it aimed to conduct such evaluation employing the four areas of interests in the CIPP Model as made popular by Daniel Stufflebeam. Second, qualitative data were used in the study so as to dig deeper into the various issues and concerns surrounding the conceptualization, crafting, implementation and effectiveness of the subject policy. Finally, the study is of national coverage in so far as context and input evaluations are concerned. In so far as process and product evaluations are concerned, the study covered the entire Division of City of San Fernando.

The study is limited by the following considerations: (1) the inputs of the participants do not at all represent the stand of DepEd and its employees; and (2) the policy was issued only on June 17, 2016 and has been in full implementation for three school years (SY 2016-2017, SY 2017-2018 and the current S.Y. 2018-2019) when this study was conducted, thus the study, specifically on the process and product evaluation, may only rely on data and 'perceptions' made available during this very short period of time. Despite these limitations, however, the study found a place to push thru with this endeavor because of the fact that programs, policies and projects may in fact be evaluated formatively and researchers are bound to assess their worth and value and deficiencies for purposes of program improvements.

Objective

This study aimed to evaluate via CIPP (Context-Input-Process-Product) Model of Evaluation DepEd Order No. 42, s. 2016, otherwise known as the Policy Guidelines on Daily Lesson Preparation for the K to 12 Basic Education Program. Specifically, it intended to answer the following questions:

1. What are the specific goals and objectives of the utilization of the Daily Lesson Logs (DLLs) as prescribed in DepEd Order No. 42, s. 2016?
   1.1. Are these goals and objectives well defined?
   1.2. Are these goals and objectives congruent with DepEd's Vision and Mission?
2. Is there evidence that the policy in the utilization of the DLLs was well developed and well planned?
   2.1. Is the policy congruent with the set goals and objectives?
   2.2. To what extent that all concerned parties took active involvement in the conceptualization of this policy?
3. Is there evidence that the policy is being implemented the way it was planned?
   3.1. What are the various issues and concerns in the utilization of the DLLs in so far as its implementation in the school levels is concerned?
4. Is the utilization of the DLLs as prescribed in DepEd Order No. 42, s. 2016 effective, in so far as the teachers who primarily prepare and use them are concerned?

METHODS

Research Design

While it is true that technically the study employed the basic qualitative type of research as an approach, the study preferred to specifically distinguish the process of evaluation and introduce Daniel Stufflebeam's CIPP Model of Evaluation as its method. The CIPP, or Context, Input, Process, and Product, is a model of evaluation developed to comprehensively assess certain programs, projects, policies or other endeavor in various organizations, including educational institutions. According to Farsi & Sharif (2014), the CIPP model is geared towards the following concerns: (1) [on context] What was the situation? What should the organization do to address it?; (2) [on input] What were the plans made to address the situation?; (3) [on process] Did the organization do things as they were

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planned?; and (4) [on product] Did the plans work? Are they effective?. An illustration of this model is depicted in Table 1.

Table 1. The CIPP (Context-Input-Process-Product) Model of Evaluation

(Farsi & Sharif, 2014)

Aspects of Evaluation	Types of Decisions	Kind of Questions Answered
Context Evaluation	Planning Decisions	What Should We Do?
Input Evaluation	Structuring Decisions	How Should We Do It?
Process Evaluation	Implementing Decisions	Are We Doing It as Planned?
Product Evaluation	Recycling Decisions	Did It Work?

Population and Sampling

There were two sets of participants in this study: the DepEd officials and the select public school heads and teachers in the Division of City of San Fernando.

The first set of participants, the DepEd officials, was composed of the following: one (1) insider from the Central Office [CO] who is an official in the Regional Office III, another two (2) from the Regional Office III [RO3], and two (2) from the Division Office [DO] of the City of San Fernando. The second set of participants was composed of two (2) school heads and three (3) teachers, both from the Division of City of San Fernando. Both sets of participants were selected via purposive sampling method and they met the criteria set forth for the target participants in Table 2. It can also be noted that this selection and determination of the number of participants had considered budgetary considerations (approved funding under the Basic Education Research Fund [BERF]) and data saturation).

Table 2. Criteria for the Target Participants

	Participants from the CO	Participants from the RO and DO	Participants from the Division (School Heads and Teachers)
CRITERIA	Must be knowledgeable or privy to the conceptualization and crafting of the DLL under DepEd Order No. 42, s. 2016	An EPS in any of the learning areas	Subject teachers representing at least each department (*elementary, junior high school, senior high school*) from any of the schools in the Division. For school heads, any of the school heads in the Division with at least 2 years of experience.
Rationale why participants were included	Since the CIPP Model of evaluation will be used, people who are knowledgeable or privy to the conceptualization and crafting of the DepEd Order No. 42, s. 2016 are very significant resource persons.	Since the EPSs are the ones who supervise instruction per learning area either at the RO or DO, their inputs are of great significance in this study.	Teachers in the three departments (elementary, junior & senior high schools) are the ones who directly prepare the DLLs. School heads, on the other hand, directly supervise instruction at the school level.

Additional criteria for teacher participants: They must have been in the service for at least 5 years and their performance rating in the last 3 years must be at least very satisfactory

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Instrumentation

The study employed a semi-structured interview guide. This was composed of four predetermined questions and sub-questions adopted from the CIPP Model of Evaluation of Farsi & Sharif (2014). This instrument was validated by three experts in the field. As regards the instrument's appropriateness in gathering the desired data, the same is manifested by the fact that through the predetermined CIPP-guided questions, the participants were able to provide for the data covering all the four aspects needed in the study. This is not to discount the participants' freedom to add details or to freely answer each of the questions based on how they thought and felt about the topic. As a matter of compliance to scientific procedures, a pilot study was conducted to assess the validity and trustworthiness of the instrument.

Ethical Consideration

In view of the confidentiality clause in research, the names and other significant identities of all the participants in this study were kept anonymous. In the entire study, codes were used to identify them: (1) "COIP" for Central Office Insider-Participant, (2) "ROP1" and "ROP2" for Regional Office-Participant Number 1 and Regional Office-Participant Number 2, respectively, (3) "DOP1" and "DOP2" for Division Office-Participant Number 1 and Division Office-Participant Number 2, respectively, (4) "SHP1" and "SHP2" for School Head-Participant Number 1 and School Head-Participant Number 2, respectively, and (5) "TP1", "TP2" and "TP3" for Teacher-Participant Number 1, Teacher-Participant Number 2 and Teacher-Participant Number 3, respectively. Additionally, their free, prior and informed consent were properly secured. Permission from the immediate superiors, schools and concerned offices were also taken into consideration.

The study also adhered with the highest standards and ethics of research as it made sure that this is an original work and any material, ideas, and thoughts used by other authors were properly cited using the required referencing style.

In details, the following ethical considerations were adhered into: (1) duration of the interview, (2) basis for the selection of the participants, (3) non-existence of any risks, (4) possible benefits for their participation, (5) participants' freedom to withdraw from participating, (6) confidentiality of data, (7) audio recording of the interview, (8) use of code-names in the manuscript, (9) storage of data collected, (10) provision of a copy of the executive summary of the researcher's report, (11) participants' autonomy, and (12) approval of the research by the Pampanga High School, the Schools Division of City of San Fernando, Pampanga, and the DepEd Regional Office III.

Data Collection

The technique that was used for the data collection is through face-to-face interviews with the participants. This technique is believed to extract much better responses from the latter since it is conducted in their natural setting or in the field focus of the study. Additionally, since the study is a comprehensive CIPP evaluation of a DepEd policy, conducting the interviews face-to-face and in the respective offices or places of work of the participants is suitable for the study's nature and purpose. The study's requirement of sincerity and honesty of answers from the participants also becomes more achievable through this data collection technique compared to merely sending the participants' interview guides to be answered on-line or communicating to them on-line. Through this technique, there had been a closer and a more 'intimate' interaction between the researcher and the participants.

The alignment of the data collection technique with the research questions also lies in the fact that through this closer interaction with the participants, an evaluation considering the four CIPP aspects (context, input, process and product) is feasible. Through face-to-face interviews, the study was able to extract detailed answers from the participants and the research questions in general were satisfied.

Data Analysis

The process of data analysis commenced from the verbatim transcription of audio-taped interviews to produce field texts. Translation to the English language of responses uttered in the native dialects and in the Filipino language was done for purposes of universal understanding. The translations were validated by an expert in the field of language. The analysis proceeded and followed the sequence of the four main areas for consideration: context, input, process and product. The usual processes of coding the data, identifying categories and the building of emerging themes followed. This method of qualitative data analysis gave a sense of direction to the current study as

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it resulted to the forming of frameworks of thoughts reflective of the nature and purpose of the study that the research questions seek to address.

RESULTS and DISCUSSION

This part presents the relevant findings and discussion of the study according to the sequence of the research questions. Relevant literature and studies are also integrated to better capture the points and interpretation provided by the researcher.

Context and Input

According to COI, these are the specific goals and objectives of the policy requiring teachers to prepare Daily Lesson Logs (DLLs) instead of the usual lesson plans. He also described the planning stage prior to the release of D.O. 42, s. 2016:

DLL came from Usec. Dina and its purpose is to really make the teachers teach. But the problem that is why our teachers are committing suicide because the problem is in the field. Example, one - region released memo, then DO rolled out to school, now instead of the principal working on this – the teachers are the ones working which should not be the case. Second, on DLL, we're talking on 21st century skills, so we should ask teachers to encode or type in computer the DLL, but some principals are requiring their teachers to write it manually which is wrong. Third the policy does not state that the DLL is individual, but most principals are requiring their teachers to have it individually. That defeats the purpose of collaboration which the teachers can do, for example through the LAC session, when they collaborate on doing a single DLL for everyone. The DLL and the LAC in fact are related when they were released. The LAC was first released then Usec. Dina released the DLL, kase dapat talaga pagobran ya yang DLL na yan na saup-saup. I know what is happening in the Central Office because I and Usec. Dina were even taking about this DLL. Dr. Rose Villaneza is the Chief of Bureau of Learning Delivery (BLD) while the Director is Director Almeda. The BLD is the one in-charge of this DLL, a tool for teachers to be able to deliver that is why it's under the BLD. Because of the various problems and issues on the use of the DLL, Ma'am Rose was planning to release a video on how to really do it, bakit pinoproblema nila sabi na pin. Even supervisors in the D.O. are having problems on it, thinking that the whole parts of the DLL should be present, which should not be the case. In a day or in a lesson, not necessarily that all those parts are complete. That is not the case.

The context why this DLL DepEd order was released (although we were previously using one) is this. It is not different from the one we were using before. It is just on the format and terminologies. It was aligned with the Bloom's Taxonomy. Itang dati kasi ali ya. Before, the lesson plan, subject, references, procedures, last is agreement or assignment. I think the old one was not really evaluated when the new format was introduced because basically, we're still using the same.

Another problem: The last part of the DLL – the reflection. I don't know how it is really implemented in the field. Some are having it, some do not. Another issue on that, what is it that they would like to see in the reflection? How was it implemented in the field? It should be like this: One section, you taught. Then while walking, going to your next class, think what went well and what went wrong, so that the next class you will improve. That is the reflection! Your reflection is basically what went well and what went wrong. Ang problema natin kase sa teaching, lagay lang nang lagay ng kung anu-ano doon sa reflection na iyon and most principals are not even checking them and hindi sila pare-parehas sa pinapagawa nila. (COI)

Based on the transcripts, there is really a misconception as to the very purpose why the daily lesson logs were crafted to begin with. Worse, some authorities particularly in the school level requires their teachers to do something which is actually different from what they are supposed to be doing as indicated in the transcript. It is a clear deviation from the original context and purpose of the daily lesson logs to promote collaboration among teachers of usually with the same learning areas (Ebaeguin & Stephens, 2014). The Learning Action Cell (LAC) sessions can also be utilized in the preparations of DLL of teachers as they collaborate on doing a single DLL for everyone. This collaboration has always been the call and invitation for every teacher so that a seemingly difficult task can be accomplished in easier ways (Lofthouse & Thomas, 2017). Teachers should support one another by

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making things lighter specially when there are a ton of works or loads to be done in the schools setting (Vuorikari, Berlanga & Cachia, 2011).

It can now be stated that the purpose of the DLL is to really make the teachers teach and not to defeat such purpose (Ballesteros & Ocampo, 2016). It is not happening in the field due to various reasons as claimed by some participants. It can also be observed from the findings that the purpose is for teachers to really embrace collaboration. Its alignment with the Bloom's Taxonomy is also one of the major points emphasized.

Overall, on the aspects of Context and Input, it can be observed that while it is clear that the very purpose, goals and objectives of the use of the daily lesson logs is to promote easier tasks via collaboration among teachers, the same was not applied as there are other confusing instructions given and done in the field. Even the trainings that are supposedly directly given to teachers who are the main workers in the teaching-learning process, or lesson preparations at least in this case, are compromised by disunity of instructions and activities from higher authorities as mentioned in the transcripts. This is why it is very important that any educational program or endeavor, just like the use of the daily lesson logs, have to go back and reflect on its context, the very purpose why it was crafted in the first place. It has to go back to its objectives or purpose and has to re-live that purpose as it is being executed in the field. Similarly, plans have to be in place also so that they can guide educational leaders to achieve the goal of helping learners through teachers' lesson preparations. Luckily, this is manifested in the responses of the participants.

Process

According to COI, ROP1 and ROP2, these are the mechanisms in place for monitoring teachers' preparation of the DLLs:

In the Central Office, at this point, there are trainings on DLL and it is releasing template DLL to help teachers. That template is the lesson itself, naka-ready na for using. Tapos yan na naman kanyan ing problema. Atin ng exemplars. Reng principals kanyan e da no na naman buring pagamit kareng teachers da at ipilit da na naman ing buri ra. Kaya nga at this point in time, aliwa mu dapat deng teachers ilang ti-train, kasi ing paradigm shift of the curriculum, although the teachers are the implementers of the curriculum, who gives the technical assistance and to whom they receive instructions? Principals! That is why when we had this seminar in Palawan, yan ang sinabi ko. Actually I did not say that in front of the group. I talked to the speaker and said that to him. Sabi nya sa akin, Sir, share mo iyan sa plenary. Kase there should really be a paradigm shift not only among the teachers. In terms of governance there should also be paradigm shift including leadership, our principals who are giving technical assistance. (COI)

Pumupunta sa DO, asking supervisors. Hindi kase direct na pumunta kami sa office dahil sa RAT program, dahil sa structure ngayon. So bale kami, ang direct kausap namin ay DO supervisors dahil iyon ang protocol. Unlike dati na if gusto mo mag-obseve ng klase, pwede ka magpunta doon.

Minsan naman, nagpapa-training kami, so feedbacks from the seminar participants pwede rin malaman kung ano talagang nagyayari sa field. Opportunity yung seminar so we can ask directly kung ano yung nangyayari. Doon mo na maririrnig yung mga reklamo nila.

Sinasabihan naming yung mga supervisors na sabihan ang mga teachers or principals dahil supervisors ang may direct supervision sa kanila. Kung nakarinig kami ng reklamo, sasbihan naming ang supervisors to give technical assistance.

Nung nagtrain kami ng mga supervisors about DLL, kasma yung mga teachers kaya ideally, parepareho dapat ang ginagawa nila. Kasi pinakiusap nmain, halimbawa na imbes na 50 teachers ang aattend sa seminar, 30 teachers at 20 supervisors na lang para may representatation at same ang attack nila.

Yung trainings para sa DLL na yan, hindi naman sya regular. Depende lang sa needs. Kapag may mga reports na dumarating dito sa Regional Office through the field technical assistance, yung FTAD. Kung may need sa baba, sila yung magpo-form ng group para magbigay ng technical assistance. Wala talagang specific or regular na training, halimbawa yung every quarter. Basta depende lang sa needs. Siguro baka yung sa Divsiion Office meron sila, baka doon na nila sino-solve at ayaw na nilang paratingin dito sa Regional Office. Usually kase gannoon eh, kung kaya mo ng i-solve sa baba, wag mo ng paratingin sa taas.

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Yung sa issues on iba-ibang ginagawa sa reflection part ng DLL, being addressed by telling the DO about the concerns. Or hihingi sila ng capacity building or orientation, bibigyan naming. Although dpeende pa rin. Kung hindi nakalagay sa WFP naming, work financial plan, hindi rin naming maibibigay nang basta-basta.

Yung Regional Office, hindi naman nagkukulang sa paalala kung ano ang tamang gawin. Kase sa orientation, kahit anong bugbog ang gawin mo dyan, nas atao pa rin yan. Sabi nga, kahit isubo mo na kung ayaw naman lunukin eh wala pa rin. (ROP1)

Yun lang yung pagpunta sa school hindi na masyado ngayun yun because we follow protocols. We can only advise yung mga supervisors sa Division Office.

May mga trainings naman kung saan yung feedbacks ng publiko ay nakakarating sa amin and even sa Central Office.

Wala nga lang talagang fix na monitoring sustema nd evaluation dyan, through the trainings lang. (ROP2)

The transcripts provide that the LAC was first released, then Usec. Dina released the DLL because of the idea that the DLL should have been really done in collaboration with other teachers. The participant is privy to the information being one of the most involved in the said preparation in coordination with Usec. Dina. From here, it can be stated that the learning action cells are really meant to be done to specifically assist teachers through a group or a team where they can be in assistance with one another. The preparations of the DLLs are not exempted from this instruction. However, since it is the school heads who are directly giving instructions – and of course – are followed by teachers in the school level, problems and concerns arise as different instructions are given. This is an alarming situation as there is no single instruction that can be followed from the higher ups down to the lower levels of governance and delivery of instruction (Santos, 2014).

According to COI, ROP1 and ROP2, these are the issues and concerns that have come to their attention regarding the implementation of D.O. 42, s. 2016:

Based on feedback, this is how the DLL was implemented in the field. Kase mumuna, buri da kanu, all components of the DLL, atsu la dapat kanu in one day. Second, gusto raw ng principals ay individual which is not the original intent of the DLL policy.

At this point in time, there should really be a review on how the DLL is really implemented. At the Central Office, the intention of the DLL is good, but how it is implemented in the field, e ya masalese. But the problem now is this: at the CO, alang system of monitoring. Atin training, pero ala talagang way of monitoring or at least way of resolving the issues that arose now. Pero how it should be monitored, ala kasi eh. Lawen me ing DepEd order, parati yang atin Monitoring and Evaluation na makasulat Karin, pero alang tool. Ala yang pangil ing DepEd order. Why? Kasi ing DepEd mayna ya king monitoring and evaluation which is very unfortunate. Kaya karakal na program ning DepEd, pero sadly to say, ala lang impact. Why? Kasi alang monitoring and evaluation. Kaya at the CO, there is a group that is already seeing these problems. Pero ing malilyari pin, sadly to say, very reactionary. Kung walang issue, walang usapan on this. Madalas akakasabi ku la reng keng central office at madalas iyang sasabyan ku yan. Palagi kung sasabyan karela, ing problema e la misabi-sabi reng tau keng CO. Sabi ko sa kanila, usap naman kayo about dyan. Kawawa naman ang nasa baba. Kawawa ang nasa field.

Isa pa dito yung mga trainings, under Usec. Dina, dapat kung ilang days ang raining sa CO, ganoon din sa field. Wala na dapat sa Division, diretso na sa mga teachers sa field. Tignanmo yung sa SHS, 18 days is 18 days. ELN as 10 days and 10 days din sa field. (COI)

Yung implementations ng mga principals sa DLL policy ay iba-iba, iba-iba yung interpretations nila. Merong dapat one week prepare mo na kaagad, meron namang daily. Ang nakikita kong may kasalanan dito ay yung sa orientation, baka hindi masyadong naliliwanag. Nagagawa kasi natin minsan ang isang bagay nang mali kapag hindi talaga natin sya alam, kapag hindi natin alam kung paano talaga ito dapat gawin. Sa orientation yun.

Magpa-orient ka na, yung focus ng participant hindi nakikinig nang mabuti, kung anu-ano ang pinagkakaabalahan, kaya pagdating sa school iba-iba ginagawa nila. Hindi lang naman dito sa Region 3 ganyan. Kahit sa ibang regions problema rin nila iyan.

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Kahit sa ibang regions problema rin yung kung ano yung gusto ni principal, kahit hindi ayon sa DepEd policy, yun ang ginagawa. Kunwari sa DLL, yun ang gusto nyang Makita. Kaya nga si teacher, halimbawa kung lilipat from one school to another, nalilito kase iba-iba. Although ang ideally, dapat sana ay pare-pareho kahit saan sya pumunta.

Yung sa reflection, nakakarating sa amin na yung ibang teachers hindi nila alam yung ilalagay doon sa reflections. Kalimitang naririnig naming ay kun depende rin kase sa gusto ni principal. Ang hirap nun. Kaya ng asana sa trainings, hindi lang teacher ang umattend sa capacity buiding, pati dapat si principal. So yung iba, imbes na DLL ang pinapagawa, yung lesson plan namahaba pa rin ang pinapagawa. Meron daw ganoong scenario which is aganst the DepEd order.

Trainings number of days, naso-shortcut from CO to school level. (ROP1) Yung sa field, sa schools, iba-iba raw pinapagawa. Nalilito tuloy ang mga teachers. Kaya nga dapat, attend talaga mga heads at making sila nang mabuti sa mga seminars.

Meron namang yung mga parts nung DLL, hindi raw malinaw kung paano gagawin. (ROP2)

Understanding of why DLLs should be prepared (according to DOP1, DOP2, SHP1, SHP2, TP1, TP2 and TP3)

Kahit noong wala pa yung K to 12, lesson plan is a teachers Bible. Kung alang plan, alang direction, strike anywhere. Kaya nga when we monitor, pakidwang ming agad is DLL. Kaya if no DLL, alang direction ing lesson na. I believe naman na andyang alang DLL, nakaturu ya ing teacher, pero dependi keng teacher, keng length of service. Pero makanyan man, andyang expert ka keng content, DLL and lesson planning kasi is about procedures na kapag atin kang DLL, agawa meng masalese. DLL use is a mandate. Andyang about to retire ne ing teacher, sunud ya pa rin dapat. In fact, andyang alayu ing DLL DepEd order, I am for teachers using lesson plan. Keng college, mag syllabus la. Pero college la reta. Itamu kasi aliwa tamu kaya ali mu pweding sabyan na o bakit keng college ala no mang lesson plan. Dependi kasi keng level. (DOP1)

That's the Bible, the number 1 preparation. Without DLL, anything ing ibie mu karela. Strike anywhere ka Without DLL, makaturu ya ing teacher, pero nanu ing basis na na agawa no ngan deng parts. Andyang balu me ing content, komusta naman ing strategies? Kailangan magsadya at magplanu ya talaga ing teacher. E malyari ing alang DLL andyang magaling ka pa keng content. Kahit keng college naman, itang syllabus da preparation ya pa rin ita. Pero aliwa la kasi level ding keng college. E mu la pweding pi-level. E nung yaku tuturu nakung college or keng MA, pero atin ku pa rin preparation (DOP2).

It's the guide, the roadmap of teachers in executing or implementing his instruction. Dati lesson plan yan, ngayon DLL, but still the same. They are the roadmap for you to be guided. Theoretically speaking and based on experience, maganda talaga na may lesson plan ang teacher. It's a mandate na maglesson plan kase nakakatulong talaga. Kahit walang DLL, makakapagturo naman si teacher kaya lang it's strike anywhere sya. Ok naman na magplano ka lang na nasa isip mo, pero what if nakalimutan mo dba? Mas masanting kasi, in anything you do, maka-planu dba. Kaya nga isa pang hindi maganda naman, may plan ka nga sa DLL mo, but sa classroom iba ang ginagawa mo, useless ang ginawa mo, so parang niloloko mo yung sarili mo. Tapos titignan mo yung mga activities nya sa DLL, ang ganda ganda pero hindi iyon ang gagawin nya sa actual. So dapat, isulat mo lang yung kaya mo, yung may kapasidad ka kesa sa nagpapanggap ka dba. Tapos malalaman mo, dinowload sa DepEd tambayan as is, Sana andyang magdownload la, modify da la keng context or situation da. Masanting no man talaga reng dowloaded, pero fit la ba kareng anak? reng materials available la ba? Ok ya ba ing time allotment? Makalungkut ing makanyang sistema kareng aliwang teachers. (SHP1)

Armor, Bible ng teacher yan. Nandyan lahat, strategies, techniques, flow of lessons. Dito makikita kung gaano ka systematic ang guro. It is a DepEd order, we should follow. Kung walang DepEd Order, para sa akin wala na dapat DLL ang teacher, except yung mgq bago sa serbisyo. In fact, when I was teaching Mathematics, noong teaching pa ang trabaho ko, ni hindi ako gumagamit ng libro sa pagtuturo kase kabisado ko naman ang itinuturo ko. Just count the length of service. Just imagine kung 30 years ka na sa service, maglesson plan kapa? So imbis na nakakatulong sa work mo eh lalo pang nakakabagal kapag ganoon. (SHP2)

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Sandata ng teacher, although can teach without DLL, iba pa rin ang mayroon (TP1)

Hindi pwedeng walang DLL, advantage ang may DLL kase may guide ka. You cannot survive without a DLL. Affected ang performance mo kapag wala kang DLL. Yung mga bali balita na may mga nagpakamatay because of DLL ay extreme cases na iyon. Hindi pwedeng walang DLL, hindi dapat strike anywhere (TP2)

We have CG, TG and LM, but we still need DLL kasi that is you, that is your creativity, mag-localize ka and not follow TG as is. Although I strongly agree na andyang alang DLL, ing teacher makaturu ne man. So kung alang DepEd order na magsabing magDLL ku, I'll go for it, but of course we are law abiding citizens. Just imagine yaku I have 6 preparations. (TP3)

The proper way of preparing the DLLs (according to DOP1, DOP2, SHP1, SHP2, TP1, TP2 and TP3)

Ing gagawan keng dati, iya naman ngeni. Ko-column la mu. How you do the DLL, the same keng dati. Format yang menaliwa (DOP1)

Mumuna dapat balu da la reng parts ban lang ali ali aliwa gagawan na per part (DOP2)

Dapat synchronized ya, aligned ya keng CG, tapus you have a TG na guide. Sabi da minsan, reng aliwang TG ali la aligned, so based ka keng CG. Oita ing dapat ali mawawala keka. Para kaku dapat atin la ngan detang parts, as much as possible. Maliban namu in certain cases na not applicable talaga. Yaku kasi babasan ku la talaga reng DLL, ali ku check mung check. (SHP1)

Number 1, the teacher must know what is the competency for the day, ano need ma achieve sa araw na iyon, that is K to 12 compliant. Dapat kase nakasentro yung buong discussion sa competency. Kase pakahaba haba mo man ang lesson, ang thitignan ko sa huli ay kung natutunan ba ng bata yung competency. Meron kaseng iba na nawawala sa competency nila. Although minsan, dahil sa requirements ng DepEd, na dapat tapusin lahat ng competencies, madalas nasasakripisyo ang quality para lang mameet yung required sa document. (SHP2)

Prepare DLL Daily on a weekly basis ang preparations Follow CG and TG (TP1)

12 years na akong teacher. Sa isang baguhang teacher, ganito ko ituturo ang tamang proseso sa paggawa ng DLL. Start ka muna sa ano ba ang lesson for the day, ano mga LCs at objectives, then kung may TG and LMs, use them, but you have to modify also to fit your context, hindi kopya lang ng kopya. Then nandyan ang Principal to check, sana chinecheck talaga, hindi lang pirma ng pirma. (TP2)

Follow the Holy Bible of teachers which is the CG, then follow the parts as indicated by the DLL. (TP3)

Actual preparation of DLLs (according to TP1, TP2 and TP3)

Follow CG and TG, but in reality iba minsan ang nangyayari because we adjust (TP1)

Kung paano yung sinabi ko sa previous question mo, I personally follow that. Hindi ako pakampante kahit matagal na ko sa service (TP2)

Yaku kasi sane naku keng makanyan, so the usual with modifications as instructed by DepEd policies (TP3)

Problems noted during instructional supervision (checking of DLL) (according to DOP1, DOP2, SHP1 and SHP2)

Minsan, aliwa ya ing gagawan na keng makasulat keng DLL E ya me-disseminate masalese iyang DLL na yan. Ing crucial role ken ing school head kasi iya ing directly keng field, Reng school heads, ali-aliwa la instruction. Ating pagawa da la daily, ating weekly. Actually kung lawen me ing DepEd order on DLL, e talaga makasulat if daily ba or weekly. Pero ilang school head, you have to understand na kapag bang pepaweekly ke makasaup ya ba? Oita..Kahit naman weekly ka, kung ating abala or class suspension, you may write that to the remarks section. Kaya siguru ating aliwang supervisor naman na buri da, daily and I don't question them kasi pota atin lang mas malalam pang reasons for doing that. Even people from the Division Office, not all are well informed sa kung nanu ba talaga dapat gawan (laugh loudly). I am honest. Minsan, deng tau Division atin la namang kanya-kanyang interpretation. Minsan, andyang explain mu na na dapat makantini, pero ali mo pa rin apakli. Kaya nga yaku sana ing request ku sana mika-Division memo

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na dapat makantini ing gawan, that we follow these, kasi kapag mika Memo na, salese. Kaya mu, nobody would want to. kase kapag ing policy silent ya, e ku balu kung kaninu ya call ita na dapat mika clarifications. Sana pwedi ita, kase ala na ka mang babalian a batas, ka clarify mu mu. Kasi ing makalunus ing teacher. Datang ya ini, oini ing sabyan na. Datang ya ing aliwa, aliwa ya sabyan. Kayi ing principal na pa, aliwa ya naman buri. Nanu ba talaga? Makalunus ya rugu ing mestra. Kaya nga ngeni, atin pa ring e da buri ing one week makaready na DLL. So ninu aku para i-correct ita. I am not the chief of the curriculum dba? So pag mamalyari ita, malulungku ku pero I just respect others at minsan ali naku bubulad. Kaya nga ikaming supervisors, mikakasundu kami na dapat united tamu kareng instructions tamu para ali la rin magugulu keng field, Reflection, e de pa rin buring a-accomplish deng teachers. It should be accomplished. Weekly reflection nemu pin eh. Potang kayi atno kareklamu pero ala no mang reflection part. Principals, deng aliwa, ali da no man lalawen den. Reng aliwang principals, abilang ku la kening metung kung gamat, ila mung mamasa at magcheck talagang DLL. Mas dakal la pa reng e talaga magcheck. Minsan panibala da na la mu kareng teachers checking their co teachers. Ninu rugu ing teacher to check another teacher. Angga namu ketang megpass ya ba o aliya ba? oita namu ing malilyari. PSDS at EPS, dapat balu da ngan ing gawan keng DLL kasi mamie lang technical assistance, para pareparehu ing sasabyan mi kapag mumunta kami kareng schools. Other teachers and school heads, e de pa aintindyan nanu piyaliwa log ampo itang nung detailed ya na or semi-detailed. Balamu ing log kaku ngeni, balamu tirwanan na lang maging matamad deng teachers. Kasi minsan, refer to ganyan nganan, pleasr see ganyan ngan, ali malino. (DOP1)

Reflection and Remarks Ing remarks, e de balung gamitan, na pwedi naman palang carry over Reflection, e la pare-parehu kareng schools. Makatyempu kang atin, atin namang ala. Kaimportanti na pamo ning Reflection kasi akit mu karin what went well and what went well. Last year, pati reng principals, e da balung pati ing reflection kailangan sulatanan (DOP2)

Neng kayi, ala or kulang la laman. Ni ala lang direction kung nanu exactly buri dang pagawa reng teachers kareng anak da. Minsan, sabyan damu Discussion, ala naman makasulat nanu idiscuss na. Activity ana, e naman malino nanu buri ng pagawa Ali ke talaga buri ing DLL. Buri ku itang dati tamung lesson plan. Atsu na ngan kasi karin. Pati itang reflection reng aliwa ala la. Ken palang schools ali aliwa instruction da. Pag magcheck ku kasi lalawan ku pati ita. (SHP1)

Sumasayaw ang DLL. Some teachers are consuming so much papers or pages. Everything they will write on the DLL. Sumasayaw, kaliwa kanan, wala sa direction ang ginagawa nila. Wala sa proper column yung mga ginagawa or activities nila, hindi nila alam ang ilalagay sa parts. Ang problem is kulang sa orientation ang teachers. Yung transfer of information from National to School level,may dagdag bawas. Halimbawa iyang RPMS na yan, ilang araw sya sa national, nabawasan sa region, nabawasan ng days sa Division, pgdating sa school oras na lang. So what do you expect? Yun pang sa reflect part, that is tragic. Dapat mayroong reflection. All supervisors are united about this. Nung nasa isang school ako, sinasabihan ko mga teachers na gumawa ng reflection pero may mga pasaway pa rin. Or kung gagawa lang, manghuhula. Kaya lang naiintindihan ko, andaming preparations ng teachers. Halimbawa, one teacher tatlo ang preparations, apat, so iyon, isang factor iyon kaya di nila naibibigay yung quality sa paggawa ng DLL. Number 1 problem sa DLL, kahit saang school ako magpunta, nanghuhula sila. May experiences din ako na si teacher, walang DLL talaga. Marami akong na experience na wala talagang DLL. Pero uupuan ko pa rin. At minsan mabibigla ka, may ganoon na ang galing pa rin nyang magturo. Kaya nga ako, mas gusto ko yung dating ginagamit. Mas easy kasi iyon. Or ok din yung ngayon, kaya lang lack of orientation. Number 2, everyday, nilalagay nila yung DLLs nila sa table ko. Yung dati pa lang school head, nagtse-check daw daily. Dapat kase, daily on a weekly basis. Nagulat talaga ako bat ganoon ang ginagawa nila. (SHP2)

Problems encountered in the preparation of DLLs (according to TP1, TP2 and TP3)

Mas komportable ako sa 4As kesa sa DLL, mas hiyang ako sa dati kase parang mas simple iyon hindi kamukha ng DLL na medyo complicated (4As is concise and useful, appropriate, nandoon na lahat: Activities, Analysis, Abstraction, Assessment) Reflections, I don't usually accomplish. But

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because of change of management, I now do. Wala kasi tayong orientation Some parts not applicable or not needed, may mga parts na sa opinion ko ay ulit ulit na lang (TP1)

Yung reflection part, although hindi talaga sya problem, siguro concern lang, hindi malinaw ano ba talaga gagawin doon at paano ba talaga sya gagawin, tsine-check ba talaga or tinitignan lang kung may laman (TP2)

Just imagine yaku I have 7 preparations Dati weekly, tapus Sabi ng supervisor daily so atna kapagal. Kaya we cannot really finish work at school, pati sa bahay ay nauuwi ang trabaho. Minsan reng CG at TG ali la akma kaya kulapan ke pa before finishing my DLL (TP3)

Is there evidence that the policy is being implemented the way it was planned? Mostly the answer is "NO" due to lack of mechanisms in place for monitoring teachers' preparation of the DLLs (Ulla, 2016).

Issues and concerns that have come to their attention regarding the implementation of D.O. 42, s. 2016:

Principals have different instructions on DLL implementation (COI, ROP1 and ROP2). All components or parts are complete vs. partial at certain times. Principals want daily DLL vs. weekly for some. There is a lack of proper orientation and lack of active participation during orientation. Training days are shortened from CO down to schools (COI, ROP1). Other parts of the DLL not clearly explained (ROP2)

Product

The advantages and disadvantages of preparing DLLs in the teaching and learning process (according to TP1, TP2 and TP3)

Same as Number 1 sa Advantage, sa disadvantage ay yung medyo magulo lang at walang proper orientation kaya it seems na dagdag trabaho sa teacher. (TP1)

Advantage same as Number 1, disadvantage ay yung mas komplikado, sana simplehan na lang (TP2)

Advantage same as Number 1, Just integrate detang comments (TP3)

Teachers' suggestions on alternative ways of preparing their lessons other than the use of the DLL (according to TP1, TP2 and TP3)

Yung 4As ay ibalik na lang. (TP1)

Ibalik na lang yung dati kase mesyo complicated yung ngayon. Yung dati kase mas malinaw. (TP2)

Wag na yung DLL. Yung TG na lang mismo kase nandoon na sya eh. Nililipat mo na lang sa DLL as is. So why do you have to rewrite everything from the TG? (TP3)

Is the utilization of the DLLs as prescribed in DepEd Order No. 42, s. 2016 effective, in so far as the teachers who primarily prepare and use them are concerned?

There are advantages and disadvantages in preparing DLLs in the teaching and learning process. Same as Number 1 sa Advantage, sa disadvantage ay yung medyo magulo lang at walang proper orientation kaya it seems na dagdag trabaho sa teacher.

Advantage same as Number 1, disadvantage ay yung mas komplikado, sana simplehan na lang.

Teachers have suggestions on alternative ways of preparing their lessons other than the use of the DLL like the 4As, that it has to be returned. Wag na yung DLL. Yung TG na lang mismo kase nandoon na sya eh. Nililipat mo na lang sa DLL as is. So why do you have to rewrite everything from the TG?

Confusions as to how to really use the daily lesson logs hound not only teachers but even people from the higher ups and/or school officials. This is why it is very important that there is unity in instructions as to what to write in the DLLs, how to accomplish them, how to do the reflections and others. Without considering all these things, there will really be difficulties among teachers which in turn will reflect on the kind of instruction or teaching that they can provide to learners, the ultimate beneficiaries of any educational initiatives.

It is therefore really high time that a more in-depth review and analysis of what is happening in the field is really called for. Training or capacity building for teachers have to be n place so there will also be better learners in

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the near future. Without considering all these things, education will collapse little by little until it may no longer be relevant and responsive to the needs of education stakeholders, particularly the Filipino learners. There has to eb mechanisms on how improve the process or the utilization of the daily lesson logs so that it can benefit more people or more stakeholders.

Based on the findings, the Emerging Framework of the Study was developed as shown in Figure 1.
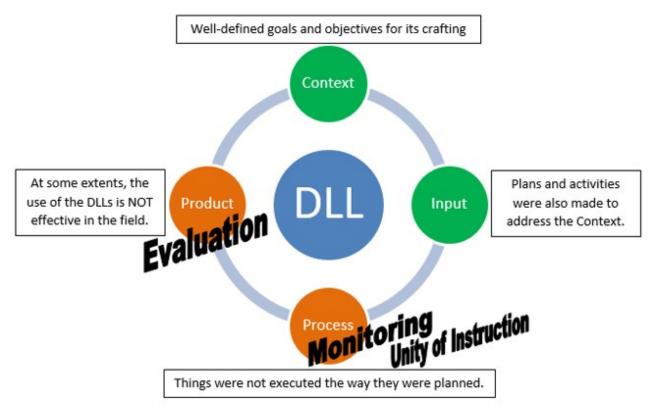

Figure 1. Sanchez' Emerging Model on the Utilization of the DLLs Based on the CIPP

The figure shows the acronym 'DLL' or Daily Lesson Log placed inside the blue circle and at the center of the framework as it is the subject of the present study. Blue symbolizes neutrality and non-existence of bias as a prerequisite in this study. Surrounding the blue circle are four smaller circles representing the four evaluation aspects of Daniel Stufflebeam (Context, Input, Process & Product). Context and Input are colored green to indicate that they got positive response from the participants. In so far as the Context and the Input aspects are concerned, both sets of participants agree and has resulted to the themes that the goals and objectives were set properly and the plans were executed according to context, respectively. On the other hand, the Process and the Product aspects are placed in orange circles to indicate some sort of a warning as the emerging themes show areas of concerns that the said two aspects need improvement. Based on the findings, there are some serious concerns on the implementation or actual use of the Daily Lesson Logs as the things were not executed the way they were planned. From that point, the recommendation on the constant monitoring of the process has been noted in the study. The call for unity of instruction from the higher ups down to the schools has also been voiced out. On the Product, most participants agree that at some extents, the implementation of the DLLs is not effective and requires further evaluation. The framework is represented in a cycle format to indicate that in order to improve the current situation, there is a need to just focus on the process and the product, but also to reflect on the very context of a program, as well as the inputs that are available for consideration.

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Conclusion

The study generally concludes that in so far as Context, the implementation of the daily lesson logs has well-defined goals and objectives. It was also responsive to the context or events at that time. In so far as Input, plans and activities were also made to address the Context. On Process, unfortunately, it was found out that things were not executed the way they were planned. On Product, at some extents, the use of the DLLs is NOT effective in the field.

Recommendations

The study recommends that mechanisms for monitoring and evaluating the policy have to be seriously considered. Principals, and even higher-ranking DepEd officials, are invited to be united in one instruction as to the use of the DLLs.

Further studies (quantitative research) are also encouraged.

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