

Republika ng Filipinas  
(Republic of the Philippines)  
MINISTERI NG EDUKASYON AT KULTURA  
(MINISTRY OF EDUCATION AND CULTURE)  
Maynila

June 30, 1980

MEC M E M O R A N D U M  
No. 139, s. 1980

EVALUATION OF THE MEC POPULATION EDUCATION PROGRAM

To: Bureau Directors  
Regional Directors  
Schools Superintendents  
Presidents, State Colleges and Universities  
Heads of Private Schools, Colleges and Universities

1. The Ministry of Education and Culture shall undertake an evaluation of the implementation of the Population Education Program.
2. The objective of the evaluation is to appraise the outcomes of the total program, particularly on the use of curriculum materials and teaching activities in terms of knowledge gained, attitudes developed, and skills manifested in practice by the teachers who are the end-users and the pupils/students who are the target group.
3. In this connection, all schools implementing the population education program in the elementary, secondary, and tertiary levels are enjoined to undertake this activity. For the guidance of all concerned, an evaluation design with evaluation instruments are inclosed.
4. It is desired that a report of the result of the evaluation activities be submitted to the Population Education Program Unit of the MEC, at the close of every school year.
5. The cooperation of all concerned for the immediate and wide dissemination of the contents of this Memorandum is hereby enjoined.

(SGD.) ONOFRE D. CORPUZ  
Minister of Education and Culture

Incl.:

As stated

Reference: N o n e

Allotment: 1-2-3-4-(D.O. 1-76)

To be indicated in Perpetual Index under the following subjects:

POPULATION EDUCATION  
RESEARCH or STUDIES  
SCHOOLS  
STUDENTS  
TEACHERS

## A PROPOSED DESIGN FOR THE EVALUATION OF THE POPULATION EDUCATION PROGRAM IN THE SCHOOLS

Evaluation is a management tool that assist program planners and implementors in planning and improving new as well as on-going programs. It helps expand productivity and make accountability more feasible.

Evidently all successful and progressive programs use continuous evaluation. The programs with formal built-in mechanisms for evaluation apply the methodology and techniques of the social sciences. Data-gathering instruments, such as achievement test, questionnaire, rating scale, checklist, interview guides, etc. are used.

The Population Education (PEP) of the Ministry of Education and Culture (MEC) is a program with a formal built-in evaluation system. Its training and curriculum development components have undergone continuous evaluation. The training activities are evaluated before, during, and after each activity while curriculum materials underwent a rigorous try-out process.

Since the Population Education Program has been instituted in the formal school system and implemented in the schools, it is imperative that an evaluation be made on the results of the use of the curriculum materials and training as well as teaching activities in terms of knowledge gained, attitudes developed, and skills manifested in practice by the teachers who are the end-users and the pupils/students who are the target group. An attached evaluation design which was prepared in a PEP seminar-workshop for Research Evaluation Supervisors (RES) and BEP Regional Coordinators (RCs) will hopefully appraise the outcomes of the total program and yield accurate and scientific information helpful to decision-makers in improving and redirecting program activities.

The suggested evaluation design with complete evaluation tools focused on the appraisal of the four aspects of the Population Education Program, namely: curriculum development, methodology and technique, training and assistance, and learning outcomes is being recommended for the evaluation of the population education program in the schools. The schools may feel free to use any of the instruments suggested in the design.

A Proposed Design for the  
Evaluation of the Population Education Program

TIME TABLE

Content	Objectives	Methods and Procedures	Instruments	Administration of Evaluative Instruments	Submission of Evaluation Report to PEP
<b>1. CURRICULUM</b>					
<b>1.1 Content</b>					
: Discover the availability of curriculum materials					
: end relevance of curriculum materials					
: CURRICULUM ANALYSIS					
: Check list (PEP Form 5a)					
: October					
: February					
<b>1.1.1 Objectives:</b> Appraise concepts in the Population Education Guides and other materials for their suitability to the objectives					
: Identify whether the strategies are suitable to the objectives, concepts, and grade level					
: Determine the suitability of materials for particular units					
<b>1.1.2 Strategies:</b> Determine whether the evaluation materials are consistent with the objectives and strategies					
<b>1.1.3 Materials:</b> Determine the suitability of materials for particular units					
<b>1.1.4 Evaluation:</b> Determine whether the evaluation materials are consistent with the objectives and strategies					
<b>1.2 Extent of Conceptualization</b>					
: Discover the extent of conceptualization of Pop Ed. concepts					
: Observation					
: Rating scale (PEP Form 5b)					
: October					
: February					

	Objectives	Methods and Procedures	Instruments	TIME TABLE
1.3 Conceptualization				
1.3.1 Extent	Determine the extent of the use of teacher's guides in Social Studies, Science, Mathematics, Health & P.E., H.E., of other curricular materials	Survey	Questionnaires (PEP Form 5d) for teachers (PEP Form 5c) for Administrators	First Semester December
1.3.2 Manner	Determine how the population education units and sub-units are used	Observation Interview	Interview Guide (PEP Form 5e)	Year Round May
<b>2. Methodology of Teaching</b>				
2.1 Utilization	Determine how well are the following strategies used:	Observation	Observation Guide (PEP Form 5f)	Year Round May
	a. role playing		Rating Scale (PEP Form	
	b. value clarification			
	c. brainstorming			

Administration: Submission of Evaluation Instruments to PEP

Content	Objectives	Methods and Procedures	Instruments	TIME TABLE	
				Administration of Instruments	Submission of Evaluation Reports to PEP
Training 3.1 Applicability to work needs	d. confrontation	Survey	(PEP Form 5b)	First Semester	February
	e. Group discussion, etc.				
3.2 Appropriateness to the Goals of Pop. Ed.	Determine the appropriateness of training to the Goals of Pop. Ed.	Survey	Self-Rating Scale (PEP Form 5g)	Year Round	May
	Discover the number and type of assistance extended		Questionnaires (PEP Forms 5c and d)		
3.3.1 Extended	Determine the types of assistance needed				
3.3.2 Needed					
<u>Learning Outcomes</u>					
4.1 Knowledge	Identify/describe/interpret knowledge gained	Testing	Paper and Pencil Test	Year Round	May
4.2 Attitudes	Identify, determine, describe attitudes manifested	Observation and Testing	Paper and Pencil Test		
4.3 Skills	Identify, determine, describe skills, manifested	Testing	Performance Test		

Modified Checklist for School Administrators, Supervisors  
and Teachers on the Curriculum Materials in Pop. Ed.

Name \_\_\_\_\_ Designation \_\_\_\_\_  
 Grade/Year presently teaching \_\_\_\_\_ Subject being taught \_\_\_\_\_  
 Number of Years in Present Assignment \_\_\_\_\_ Date \_\_\_\_\_  
 School \_\_\_\_\_ Division \_\_\_\_\_  
 District \_\_\_\_\_ Region \_\_\_\_\_

Directions:

Your answer to the questions below will help improve the population education program. May we request you to answer each item sincerely and truthfully. You may either check, or write the answers which apply to your situation.

1. What do you say about the availability of the following curriculum materials in population education?

	Available (sufficient in quantity )	Available (but insufficient in quantity )	Not Available
a. Teacher's Guide in Pop. Ed.	_____	_____	_____
b. Patnubay ng Guro sa Edukasyong Pampopulasyon Para sa:			
b.1 Araling Panlipunan	_____	_____	_____
b.2 Edukasyong Pangkalusugan	_____	_____	_____
b.3 Sining Pantahanan	_____	_____	_____
c. Pupils/ students reference-materials such as:			
<u>Elem.</u>			
c.1 Ang Mag-Anak, Unang Baitang	_____	_____	_____
c.2 Ang Populasyon, Ikalawang Baitang	_____	_____	_____
c.3 Ang Pandarayuhan, Ikaapat na Baitang	_____	_____	_____
c.4 Ang Epekto ng Mabilis na Paglaki ng Populasyon, Ikaanim na Baitang	_____	_____	_____
<u>Sec.</u>			
c.5 Ang Transisyong Demograpiko at Iba Pang Mga Paksang Pampopulasyon	_____	_____	_____
c.6 Sangguniang Aklat Para sa Mataas na Paaralan	_____	_____	_____

	Available (sufficient in quantity)	Available (but insufficient in quantity )	Not Available
d. <u>Wall Charts</u> on the following:			
d.1 Population Age Structure	_____	_____	_____
d.2 Completed Family Size	_____	_____	_____
d.3 Burden of Dependency	_____	_____	_____
d.4 Estimated Rates of Birth, Deaths, and Natural Increase, Phil., 1903-1970	_____	_____	_____
d.5 Female Reproductive System	_____	_____	_____
d.6 Menstruation	_____	_____	_____
d.7 Pathway of Sperm Within the Female Organ	_____	_____	_____
d.8 Reproduction	_____	_____	_____
d.9 Male Reproductive System	_____	_____	_____
e. <u>Others</u> (specify)			
e.1 _____	_____	_____	_____
e.2 _____	_____	_____	_____
e.3 _____	_____	_____	_____

2. What do you say about the relevance to the following curriculum materials to the goals of population education?

	<u>Relevant</u>	<u>Irrelevant</u>	<u>Partly relevant &amp; Partly irrelevant</u>
a. Teacher's Guide in Pop. Ed.	_____	_____	_____
b. Patnubay ng Guro sa Edukasyong Pampopulasyon Para sa:			
b.1 Araling Panlipunan	_____	_____	_____
b.2 Edukasyong Pangkalusugan	_____	_____	_____
b.3 Sining Pantahanan	_____	_____	_____
c. Pupils/students' reference materials such as:			
<u>Elem.</u>			
c.1 Ang Mag-anak Unang Baitang	_____	_____	_____
c.2 Ang Populasyon, Ikalawang Baitang	_____	_____	_____
c.3 Ang Pandarayuhan, Ikaapat na Baitang	_____	_____	_____
c.4 Ang Epekto ng Mabilis na Paglaki ng Populasyon, Ikaanim na Baitang	_____	_____	_____
<u>Sec.</u>			
c.5 Ang Transisyong Demograpiko at Iba Pang mga Paksang Pampopulasyon	_____	_____	_____

PEP Form 5-a

	<u>Relevant</u>	<u>Irrelevant</u>	<u>Partly relevant &amp; Partly irrelevant</u>
c.6 Sangguniang Aklat Para sa Mataas na Paaralan	_____	_____	_____
d. <u>Wall Charts</u> on the following:			
d.1 Population Age Structure	_____	_____	_____
d.2 Completed Family Size	_____	_____	_____
d.3 Burden of Dependency	_____	_____	_____
d.4 Estimated Rates of Birth, Death and Natural Increase, Phil., 1903-1970	_____	_____	_____
d.5 Female Reproductive Organ	_____	_____	_____
d.6 Menstruation	_____	_____	_____
d.7 Pathway of Sperm Within the Female Organ	_____	_____	_____
d.8 Reproduction	_____	_____	_____
d.9 Male Reproductive System	_____	_____	_____
e. <u>Others</u> (specify)			
e.1 _____	_____	_____	_____
e.2 _____	_____	_____	_____
e.3 _____	_____	_____	_____

2.1 If you say that some parts are irrelevant, please write them here and give the reasons why they are irrelevant.

<u>Name of Curriculum Materials</u>	<u>Irrelevant Parts</u>	<u>Reason</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

3. Do you find the concepts suited to the objectives being developed?

Yes \_\_\_\_\_ No \_\_\_\_\_

3.1 If no, write the concepts which are not suited to the objectives.

<u>Concepts</u>	<u>Sub-unit</u>	<u>Subject Area</u>	<u>Grade/Year</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

4. Are the suggested time allotments just right? Yes \_\_\_\_\_ No \_\_\_\_\_

4.1 If not, write your suggestions as to the time allotment.

<u>Suggested time</u>	<u>Sub-unit</u>	<u>Subject Area</u>	<u>Grade/Year</u>
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____



Do you find the suggested strategies in the Teacher's Guide suitable to the objectives?

Yes \_\_\_\_\_ No \_\_\_\_\_

6.1 If no, write the strategy/ies not suitable to the objectives.

<u>Strategy/ies</u>	<u>Sub-unit</u>	<u>Subject Area</u>	<u>Grade/Year</u>

6. Do you find the suggested strategy/ies suitable to the concepts?

Yes \_\_\_\_\_ No \_\_\_\_\_

6.1 If no, write below the strategy/ies not suitable to the concepts.

<u>Strategy/ies</u>	<u>Sub-unit</u>	<u>Subject Area</u>	<u>Grade/Year</u>

7. Do you find the suggested strategies suitable to the grade/year level?

Yes \_\_\_\_\_ No \_\_\_\_\_

7.1 If no, write below the strategy/ies not suitable to the grade/year level.

<u>Strategy/ies</u>	<u>Sub-unit</u>	<u>Subject Area</u>	<u>Grade/Year</u>

7.2 Write your suggestion on the strategies that are not suitable to the grade level.

<u>Strategy/ies</u>	<u>Suggestion/s</u>

8. Do you find the suggested evaluation activities consistent with the objectives, content and strategies?

Yes \_\_\_\_\_ No \_\_\_\_\_

If no, write your suggestions as to what kind of evaluation activities are suited to the objectives, content and strategies.

<u>Suggested type of Evaluation</u>	<u>Sub-unit</u>	<u>Subject Area</u>	<u>Grade/Year</u>

Rating Scale  
 On Conceptualization of Concepts and Use  
 of Curriculum Guides, Methodology and  
 Teaching Techniques in Population Education

Ratee/Teacher \_\_\_\_\_ Date \_\_\_\_\_

Grade/Year \_\_\_\_\_ School \_\_\_\_\_

Subjects Teaching \_\_\_\_\_ Division/Region \_\_\_\_\_

Direction: Rate the teacher by putting an X under the column corresponding to the weight deserved by him.

- 4 - with complete mastery
- 3 - with adequate mastery
- 2 - with little assistance
- 1 - with much help

<u>Items</u>	1	2	3	4
1. The teacher can understand the following population education concepts:	:	:	:	:
a. determinants of population growth	:	:	:	:
b. demography	:	:	:	:
c. consequences of population growth	:	:	:	:
d. human sexuality	:	:	:	:
e. reproduction	:	:	:	:
f. planning for the future	:	:	:	:
2. The teacher can locate the point of entry of every sub-unit in the respective mother subjects.	:	:	:	:
3. In the absence of Guides in the mother subjects, he can use the sub-units in the PEP Curriculum Guides as self-contained units.	:	:	:	:
4. He can use the suggested visual aids in the Teacher's Guides.	:	:	:	:
5. He can use local resources in teaching population education concepts.	:	:	:	:
• He can evaluate the performance of learners accurately.	:	:	:	:
• He can differentiate between discovery approach and expository approach.	:	:	:	:

<u>Items</u>	1	2	3	4
• He can create learning situations wherein the learner learns how to learn.	:	:	:	:
• He can use the following in teaching population education:	:	:	:	:
a. observing and analyzing situations	:	:	:	:
b. raising and defining problems	:	:	:	:
c. making inferences	:	:	:	:
d. predicting outcomes	:	:	:	:
e. hypothesizing	:	:	:	:
f. searching for solutions	:	:	:	:
g. evaluating alternative solutions	:	:	:	:
h. making decisions	:	:	:	:
O. He can use the following strategies in teaching population education	:	:	:	:
a. role playing	:	:	:	:
b. value clarification	:	:	:	:
c. brainstorming	:	:	:	:
d. confrontation	:	:	:	:
e. small group discussion	:	:	:	:
f. buzz sessions	:	:	:	:
g. case study	:	:	:	:
h. interviewing	:	:	:	:
i. making surveys	:	:	:	:
j. using springboards	:	:	:	:

Ratee \_\_\_\_\_ Designation \_\_\_\_\_

**Questionnaire for Administrators on the Manner and  
Extent of Utilization of Curriculum Materials on Population  
Education and on the Assistance Extended by Them**

Name \_\_\_\_\_ School/District \_\_\_\_\_

Position \_\_\_\_\_ Division/Region \_\_\_\_\_

Date \_\_\_\_\_

**Directions:** Below are questions intended to get feedback information on the extent and manner of utilization of curriculum materials and assistance extended. Your cooperation on this matter will be very useful in assessing the manner and extent of utilization of the curriculum materials and the assistance given by you. Please answer the questions to the best of your knowledge as a result of your observations and contact with the teachers by writing or checking the answers which apply to your situation.

**A. Utilization of Curriculum Materials**

1. Do primary teachers and the intermediate and secondary school teachers handling Science, Health, Mathematics, Social Studies, and Home Economics have Teacher's Guides? (Check)

- a.  Yes for all primary teachers  
 Yes for all intermediate teachers  
 Yes for all secondary teachers
- b.  Some for primary teachers  
 Some for intermediate teachers  
 Some for secondary teachers
- c.  None for all primary teachers  
 None for all intermediate teachers  
 None for all secondary teachers

1.1 If only some have Teacher's Guides, which Guides are not available?

<u>Primary Grades</u>	<u>Intermediate Grades</u>	<u>Secondary Level</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

2. Do the primary and intermediate and secondary teachers handling Science, Health, Mathematics, Social Studies, and Home Economics have the following:

Yes       Yes       None  
 for all     for some     for all

a. Patnubay ng Guro sa Edu-  
kasyong Pampopulasyon  
 Para sa:

- a.1 Araling Panlipunan \_\_\_\_\_
- a.2 Edukasyong Pangkalusugan \_\_\_\_\_
- a.3 Sining Pantahanan \_\_\_\_\_

	<u>Yes</u> <u>for all</u>	<u>Yes</u> <u>for some</u>	<u>None</u> <u>for all</u>
<b>b. Reference Materials for Pupils/Students</b>			
<u>Elem.</u>			
b.1 Ang Mag-anak, Unang Baitang	_____	_____	_____
b.2 Ang Populasyon, Ikalawang Baitang	_____	_____	_____
b.3 Ang Pandarayuhan, Ikaapat na Baitang	_____	_____	_____
b.4 Ang Epekto ng Mabilis na Paglaki ng Populasyon, Ikaanim na Baitang	_____	_____	_____
<u>Sec.</u>			
b.5 Ang Transisyong Demografiko at Iba Pang mga Paksang Pampopulasyon	_____	_____	_____
b.6 Sangguniang Aklat Para sa Mataas na Paaralan	_____	_____	_____
c. <u>Others (specify)</u>			
c.1 _____	_____	_____	_____
c.2 _____	_____	_____	_____

2.1 If only some have the foregoing materials which of them are not available in your school?

<u>Elementary</u>	<u>Patnubay</u> <u>Secondary</u>	<u>Reference Materials</u>	
		<u>Elementary</u>	<u>Secondary</u>
_____	_____	_____	_____
_____	_____	_____	_____

3. Do the Pop.Ed. trained teachers teach population education?

Yes \_\_\_\_\_ No \_\_\_\_\_

3.1 If yes, do they use the Guides/Patnubay? Yes \_\_\_\_\_ No \_\_\_\_\_

3.1.1 If they use the Guides/Patnubay, to what extent are they utilized?

\_\_\_\_\_ much \_\_\_\_\_ little

3.1.2 If they use the Guides/Patnubay, how are they used?

- a. as a basic text
- b. as supplementary material
- c. as reference

3.1.3 If not using, what may be the reasons? \_\_\_\_\_

3.2 If they teach Pop.Ed., do they use the reference materials for pupils/students?

Yes \_\_\_\_\_ No \_\_\_\_\_

3.2.1 If they use the reference materials, to what extent are they used?

\_\_\_\_\_ much \_\_\_\_\_ little

3.2.2 If they use the reference materials, how do they use them?

\_\_\_\_\_ a. as main source of lesson  
 \_\_\_\_\_ b. as supplement to the lesson

3.2.2 If not using, state why \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

4. Have you observed classes where the teacher could have integrated population education but failed to do so?

Yes \_\_\_\_\_ No \_\_\_\_\_

4.1 If yes, what were the reasons for the teacher not integrating population education concepts?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

4.2 What measures have you taken in connection with the non-teaching of population education? Describe.

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

5. What measures have you taken to ensure the availability of the Teacher's Guides and reference materials in population education in the school (i.e. to keep staff from losing them or taking them home)?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**B. Assistance Extended**

6. Have you extended assistance to your teachers in relation to Pop. Ed.?

Yes \_\_\_\_\_ No \_\_\_\_\_

6.1 If yes, how many times? \_\_\_\_\_

6.2 What types of assistance did you extend?

\_\_\_\_\_ a. provided devices  
 \_\_\_\_\_ b. clarified misconceptions  
 \_\_\_\_\_ c. provided Guides  
 \_\_\_\_\_ d. conducted demonstration teaching  
 \_\_\_\_\_ e. others (specify)

6.3 In what manner did you give the assistance?

\_\_\_\_\_ a. Conference (individual) \_\_\_\_\_ c. Classroom Visitation  
 \_\_\_\_\_ b. Conference (group) \_\_\_\_\_ d. Others (specify)  
 \_\_\_\_\_

6.4 If no, what are the reasons? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Questionnaire for Teachers on the Utilization  
of Curriculum Materials and on the  
Assistance Extended to and Needed by Them

Name \_\_\_\_\_ School \_\_\_\_\_  
Grade/Year \_\_\_\_\_ District \_\_\_\_\_  
Subject Taught \_\_\_\_\_ Division \_\_\_\_\_  
Date \_\_\_\_\_ Region \_\_\_\_\_

**Directions:** Below are questions to assess how you utilize the curriculum materials in population education. Your answers will furnish the PEP, DEC the feedback it needs for improving the program. Hence, please answer the questions as accurately as possible by writing or checking the answer that which apply to your situation.

**A. Utilization of Curriculum Materials**

1. Do you teach population education? Yes \_\_\_\_\_ No \_\_\_\_\_

1.1 If yes, which of the following curriculum materials in population education do you find useful? Put a check mark (✓) on the blank after the material, if it is useful. Indicate also in what subject areas they are useful.

<u>Curriculum Materials</u>	<u>Subject Areas Where They are Useful</u>
a. Teacher's Guides in Pop.Ed.	_____
b. Patnubay ng Guro sa Edukasyong Pampopulasyon	_____
c. Pupils/Students Reference Materials	_____
<u>Elem.</u>	
c.1 Ang Mag-anak, Unang Baitang	_____
c.2 Ang Populasyon Ikalawang Baitang	_____
c.3 Ang Pandarayuhan, Ikaapat na Baitang	_____
c.4 Ang Mga Epekto ng Mabilis na Paglaki ng Populasyon, Ikaanim na Baitang	_____
<u>Secondary</u>	
c.5 Transisyong Demograpiko at Iba Pang Paksang Pampopulasyon	_____
c.6 Sangguniang Aklat Para sa Mataas na Paaralan	_____
d. <u>Wall Charts on :</u>	
d.1 Population Age Structure	_____
d.2 Completed Family Size	_____

<u>Curriculum Materials</u>	<u>Subject Areas Where They are Useful</u>
d.3 Burden of Dependency	_____
d.4 Estimated Rates of Birth, Death and Natural Increase, Phil., 1903 - 1970	_____
d.5 Female Reproductive Organ	_____
d.6 Menstruation	_____
d.7 Pathway of Sperm Within the Female Organ	_____
d.8 Reproduction	_____
d.9 Male Reproductive System	_____
e. Others (specify)	_____
e.1 _____	_____
e.2 _____	_____

1.1.1 Which materials are not useful? List them below. Indicate also the reasons why they are not useful.

<u>Curriculum Materials</u>	<u>Reasons</u>
_____	_____
_____	_____
_____	_____
_____	_____

1.2 If you teach Pop. Ed., how do you use the sub-units in the Teacher's Guides?

- \_\_\_\_\_ a. As a "mini course"      \_\_\_\_\_ b. Integrated with Mother Unit

1.3 If you teach Pop. Ed., how often?

- \_\_\_\_\_ a. as the need arises  
 \_\_\_\_\_ b. when I feel like teaching it  
 \_\_\_\_\_ c. depending upon the nature of Mother Unit  
 \_\_\_\_\_ d. one day a week  
 \_\_\_\_\_ e. others (specify)

1.4 If you don't teach Pop. Ed., give your reasons.

\_\_\_\_\_

\_\_\_\_\_

2. What population education concepts in the Teacher's Guides do parents find objectionable. Please specify the concepts and their reasons for their objections.

<u>Concepts</u>	<u>Reasons</u>
_____	_____
_____	_____
_____	_____
_____	_____

3. How do you use the following curriculum materials?

<u>Curriculum Materials</u>	<u>As basic text</u>	<u>As supplementary material</u>	<u>As reference material</u>
a. Teacher's Guide in Pop. Ed.	_____	_____	_____



	<u>As basic</u>	<u>As supplementary material</u>	<u>As referenc material</u>
<u>Curriculum Materials</u>			
b. Patnubay ng Guro sa Edukasyong Pampopulasyong	_____	_____	_____
c. Pupils/Students' Reference Materials	_____	_____	_____
<u>Elem.</u>			
c.1 Ang Mag-anak, Unang Baitang	_____	_____	_____
c.2 Ang Populasyon, Ikalawang Baitang	_____	_____	_____
c.3 Ang Pandarayuhan, Ikaapat na Baitang	_____	_____	_____
c.4 Ang mga Epekto ng Mabilis na Paglaki ng Populasyon, Ikaanim na Baitang	_____	_____	_____
<u>Sec.</u>			
c.5 Transisyong Demograpiko at Iba Pang Paksang Pampopulasyon	_____	_____	_____
c.6 Sangguniang Aklat Para sa Mataas na Paaralan	_____	_____	_____
d. Others (specify)	_____	_____	_____
d.1 _____	_____	_____	_____

4. To what extent do you make use of the curriculum materials?

<u>Curriculum Materials</u>	<u>Much</u>	<u>Little</u>
a. Teacher's Guides in Pop. Ed.	_____	_____
b. Patnubay ng Guro sa Edukasyong Pampopulasyon	_____	_____
c. Pupils/Students' Reference Materials	_____	_____
<u>Elem.</u>		
c.1 Ang Mag-anak, Unang Baitang	_____	_____
c.2 Ang Populasyon, Ikalawang Baitang	_____	_____
c.3 Ang Pandarayuhan, Ikaapat na Baitang	_____	_____
c.4 Ang Mga Epekto ng Mabilis na Paglaki ng Populasyon Ikaanim na Baitang	_____	_____
<u>Sec.</u>		
c.5 Transisyong Demograpiko at Iba Pang Paksang Pampopulasyon	_____	_____
c.6 Sangguniang Aklat Para sa Mataas na Paaralan	_____	_____

<u>Curriculum Materials</u>	<u>Much</u>	<u>Little</u>
d. <u>Wall Charts</u>		
d.1 Population Age Structure		
d.3 Competed Family Size	_____	_____
d.4 Estimated Rates of Birth, Death and Natural Increase, Phil., 1903 - 1970	_____	_____
d.5 Female Reproductive Organ	_____	_____
d.6 Menstruation	_____	_____
d.7 Pathway of Sperm Within the Female Organ	_____	_____
d.8 Reproduction	_____	_____
d.9 Male Reproductive System	_____	_____
e. Others (specify)		
e.1 _____	_____	_____
e.2 _____	_____	_____

**B. Assistance Extended/Needed**

5. Were you extended assistance by your head teacher/principal?

Yes \_\_\_\_\_ No \_\_\_\_\_

5.1 If yes, how many times did you receive assistance during the year? \_\_\_\_\_

5.2 What type of assistance did you receive from him?

- \_\_\_\_\_ a. provided guides
- \_\_\_\_\_ b. clarified misconceptions
- \_\_\_\_\_ c. provided devices
- \_\_\_\_\_ d. conducted demonstration teaching
- \_\_\_\_\_ e. others (specify)
- \_\_\_\_\_ f.

5.3 In what manner was the assistance given?

- \_\_\_\_\_ a. individual conference
- \_\_\_\_\_ b. group conference
- \_\_\_\_\_ c. classroom visitation
- \_\_\_\_\_ d. others (specify)

6. What types of assistance do you need? \_\_\_\_\_

An Interview Guide for Administrators  
in Population Education

Name of Teacher \_\_\_\_\_ School \_\_\_\_\_  
 Grade/Year \_\_\_\_\_ District \_\_\_\_\_  
 Subject presently teaching \_\_\_\_\_ Division \_\_\_\_\_  
 \_\_\_\_\_ Region \_\_\_\_\_

Guide Questions

1. Are you trained in population education? Yes \_\_\_\_\_ No \_\_\_\_\_
  - 1.1 If yes, under what scheme?
    - a. Old \_\_\_\_\_ b. Revised \_\_\_\_\_ c. Modular \_\_\_\_\_
  - 1.2 If not trained, are you willing to undergo training in population education?
 

Yes \_\_\_\_\_ No \_\_\_\_\_
  - 1.3 If not willing, why? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
3. Have you been provided with the Teacher's Guides in Population Education?
 

Yes \_\_\_\_\_ No \_\_\_\_\_

  - 3.1 If yes, how often?
    - a. As need arises \_\_\_\_\_
    - b. Depending upon the nature of Mother Unit \_\_\_\_\_
    - c. When I feel like teaching it \_\_\_\_\_
    - d. One day a week \_\_\_\_\_
    - e. Others (specify) \_\_\_\_\_
  - 3.2 If not teaching population education, state reasons \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
4. How do you use the sub-units in the Teacher's Guides?
  - a. as a "mini course" \_\_\_\_\_
  - b. integrated with Mother Unit \_\_\_\_\_
  - c. others (specify) \_\_\_\_\_
5. Were all the sub-units taught? a. Yes \_\_\_ b. Some \_\_\_ c. No \_\_\_
  - 5.1 If some, which? \_\_\_\_\_  
 \_\_\_\_\_
  - 5.2 If no, why? \_\_\_\_\_  
 \_\_\_\_\_
6. Have you been provided with students/pupils' reference materials?
 

Yes \_\_\_\_\_ No \_\_\_\_\_

6.1 If yes, what materials? \_\_\_\_\_

6.2 In what subject areas do you use them? \_\_\_\_\_

7. Have you been provided with the Wall Charts?

Yes \_\_\_\_\_ No \_\_\_\_\_

7.1 If yes, what? \_\_\_\_\_

7.2 If yes, in what subject areas, do you use them? \_\_\_\_\_

8. Comments and Suggestions to improve the teaching of population education

Interviewer \_\_\_\_\_  
Designation \_\_\_\_\_  
Date \_\_\_\_\_

Note: To be administered during the second week of March by the school administrator.

Guidelines for Observation of Population  
Education Classes  
(Supervisors/Principals)

Division \_\_\_\_\_ Region \_\_\_\_\_  
School \_\_\_\_\_ District \_\_\_\_\_  
Grade/Year \_\_\_\_\_ Subject Area \_\_\_\_\_  
Teacher \_\_\_\_\_ Sub-unit \_\_\_\_\_  
Date Observed \_\_\_\_\_ Lesson Duration \_\_\_\_\_

Part One

I. Objectives:

1. What are the objectives of the lesson?  
\_\_\_\_\_  
\_\_\_\_\_

2. Are they stated in behavioral terms? Yes \_\_\_\_\_ No \_\_\_\_\_

3. Did the teacher accomplish the objectives of the lesson?

Yes \_\_\_\_\_ Partly \_\_\_\_\_ No \_\_\_\_\_

3.1 If partly, which? \_\_\_\_\_

3.2 If no, why? \_\_\_\_\_

II. Subject Matter:

1. What are the concepts taught? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. Did the teacher show mastery of the subject matter?

Yes \_\_\_\_\_ Partly \_\_\_\_\_ No \_\_\_\_\_

2.1 If partly, which? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

III. Methodology:

1. What are the methods/strategies used?

- |                              |                                 |
|------------------------------|---------------------------------|
| _____ a. Problem solving     | _____ j. Riddles/Songs/Proverbs |
| _____ b. Inductive           | _____ k. Story-telling          |
| _____ c. Deductive           | _____ l. Simulation game        |
| _____ d. Transductive        | _____ m. Film showing           |
| _____ e. Project Method      | _____ n. Others (specify)       |
| _____ f. Inquiry Method      | _____                           |
| _____ g. Question and Answer | _____                           |
| _____ h. Role playing        | _____                           |
| _____ i. Dramatization       | _____                           |

2. Were the methods/strategies used appropriate for the lesson?

Yes \_\_\_\_\_ No \_\_\_\_\_

3. What is the extent of pupil participation shown?

Much \_\_\_\_\_ Little \_\_\_\_\_

IV. Instructional Aids:

1. What instructional aids were used by the teachers?

- |                       |                           |
|-----------------------|---------------------------|
| _____ a. Pictures     | _____ c. Others (specify) |
| _____ b. Charts       | _____                     |
| _____ d. Graphs       | _____                     |
| _____ e. Real objects | _____                     |
| _____ f. Projectors   | _____                     |
| _____ g. Film strips  | _____                     |

2. Did the instructional aids used contribute to the realization of the objectives of the lesson?

Yes \_\_\_\_\_ No \_\_\_\_\_

V. Evaluation Procedures:

1. What evaluation instruments were used by the teacher to measure the learning outcomes?

- |                              |                            |
|------------------------------|----------------------------|
| _____ objective type of test | _____ score card           |
| _____ checklist              | _____ projective technique |
| _____ rating scale           | _____ others (specify)     |

VI. Problems Met :

1. What were the problems met in connection with the different part of the lesson? \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

VII. Comments/Suggestions to Improve the Lesson:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Part Two

1. How many of the following types of questions were asked by the teacher.

- 1.1 rote questions? \_\_\_\_\_
- 1.2 recall questions? \_\_\_\_\_
- 1.3 inferential questions? \_\_\_\_\_
- 1.4 evaluation questions? \_\_\_\_\_
- 1.5 questions that foster creativity \_\_\_\_\_

2. Did the teacher use her art of questioning in projecting her biases?

Yes \_\_\_\_\_ No \_\_\_\_\_

2.1 If yes, what were the biases shown? \_\_\_\_\_

3. Name some indicators that show teacher's biases for or against population issues or problems. \_\_\_\_\_

3.1 Biases in favor of population issues \_\_\_\_\_

3.2 Bias against population issues \_\_\_\_\_

4. Which of the following steps of the inquiry method (discovery approach) was/were emphasized in the lesson. Please put a check mark (✓) on the blank opposite that which apply.

- 4.1 observing and analyzing situations? \_\_\_\_\_
- 4.2 raising and defining problems? \_\_\_\_\_
- 4.3 making inferences? \_\_\_\_\_
- 4.4 predicting outcomes? \_\_\_\_\_
- 4.5 hypothesizing? \_\_\_\_\_
- 4.6 searching for solutions? \_\_\_\_\_
- 4.7 evaluating alternative solutions? \_\_\_\_\_
- 4.8 making decision? \_\_\_\_\_

5. To what extent did the teacher provide guidance in the learning activities?

much \_\_\_\_\_ little \_\_\_\_\_

6. To what extent did the pupils control the learning process?

much \_\_\_\_\_ little \_\_\_\_\_

7. If a paper and pencil test was used to evaluate the lesson, what was the type of the test?

\_\_\_\_\_ a. objective \_\_\_\_\_ b. essay \_\_\_\_\_ c. combination of a & b

7.1 If objective type, check the kind and number of items of the test

Kind	No. of Items
_____ a. Multiple Choice	_____
_____ b. True-False	_____
_____ c. Modified True-False	_____
_____ d. Yes-No	_____
_____ e. Completion	_____
_____ f. Others (specify)	_____

7.2 If the test items, how many belong to the following categories?

\_\_\_\_\_ a. factual \_\_\_\_\_ b. process \_\_\_\_\_ c. attitudinal

Observer \_\_\_\_\_ Designation \_\_\_\_\_