

Implementation of Daily Lesson Log (DLL) to the Teaching-Learning Process of Senior High School Teachers: Basis for Enhanced Teaching Plan

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Abstract- One of the vital roles of an educator is preparation of instructional materials and procedure to help facilitate an effective daily lesson in a classroom, so teachers do their best to make the daily lesson lively and effective. Sometimes, teachers seem confused as what guidelines to follow for the effectivity of the lesson. This study aimed to assess the implementation of daily lesson log in the teaching-learning process of Senior High School teachers in Quezon City Polytechnic University and to serve as a basis for enhancing teaching plan.

In contrast to what is expected in terms of its implementation, a crisis scenario in the implementation of the use of DLL met negative reactions, as not all supposed to be implementers of DLL complied. They find it burdensome and tedious. Thus, some teachers deviated from using daily lesson log. Teachers who deviated from doing daily lesson log follow their own style of teaching using syllabus and module for college instructors, while in the basic education they return to the use of traditional plan.

Another reason is that most of the teachers in Senior High School were from college department wherein the use of syllabus and module are implemented. College teachers were not using daily lesson log.

Index Terms- Basic Education, SeniorHigh School, Daily lesson plan,

I. INTRODUCTION

One of the vital roles of an educator is preparation of instructional materials and procedure to help facilitate an effective daily lesson in a classroom, so teachers do their best to make the daily lesson lively and effective. Sometimes, teachers seem confused as what guidelines to follow for the effectivity of the lesson. This study aimed to assess the implementation of daily lesson log in the teaching-learning process of Senior High School teachers in Quezon City Polytechnic University and to serve as a basis for enhancing teaching plan. Another reason is that most of the teachers in Senior High School are from college department wherein the use of syllabus and modules are implemented. College teachers are not using Daily Lesson Log.

This resistance is a classic example of teacher's disobedience to DepEd Memo, which is not expected from teachers whether they are from the public or private sector. With this crisis scenario, the problem of implementation of DLL is affected. This is the main reason why the researcher conducts this study. She would like to facilitate a positive reaction to fully implement DLL as teacher's road map to deliver the curricular requirements of Senior High School, for the benefit of the students.

II. OBJECTIVES OF THE STUDY

This study aimed to assess the implementation of Daily Lesson Log in the teaching-learning process of Senior High School teachers in Quezon City Polytechnic University.

Specifically, it sought answers the following questions:

1. What is the demographic profile of the teacher-respondent in terms of:
 - 1.1. educational attainment,
 - 1.2. field of specialization, and
 - 1.3. length of service?
2. How may the implementation of Daily Lesson Log (DLL) be described as to:
 - 2.1. quality,
 - 2.2. efficiency, and
 - 2.3. timeliness?
3. What is the perception of the teachers in the implementation of DLL are to what extent?
4. Is there a significant difference between the perceptions of the respondents in the implementation of DLL when grouped according to their profile?
5. How may the findings of the study be utilized in designing a training program to enhance skills of teachers in preparing DLL?

III. METHODOLOGY

This study utilized the descriptive-quantitative research design to collect information from the respondents. According to Elkatawneh (2016), a descriptive research, researchers collect

more than one type of data in order to get a better and more holistic picture about what is going on the field. According to RA Swanson and TJ Chermak (2013), a quantitative research is the process of collecting and analyzing numerical data. This type of design can be used to find patterns and averages, make predictions, test causal relationships and generalize results to wider populations. A descriptive research design can use a wide variety of research methods to investigate one or more variables.

The researcher utilized the Purposive Sampling technique in choosing the respondents of the study. Ali (2013) explained that Purposive Sampling is a process in which the researcher uses good judgment in selecting the respondents who best need and serve the purpose of the study.

The respondents were selected on the basis of their knowledge, experiences, and perception on the information desired.

of the study in order to collect necessary data and present the idea of the research work

IV. RESULTS AND DISCUSSIONS

1. On the profile of the respondents.

1.1 Educational attainment

Twenty-nine or 58% of them are college graduate, 6 earned Master's units, 8 are with Master's degree, 3 earned Doctoral units, and 4 have Doctor's degree. Most of the teachers are College graduates while least of teachers finished Doctorate Degree.

1.2 Field of specialization

Most of the teachers have specialization in Mathematics with a frequency of 18 or 36% rank 1. English majors rank 2 with 15 teachers with a percentage of 30%. It is noted also that the least is Social Science with 4% rank 5.

1.3 Length of service

Almost 24 out of 50 respondents or 48% of the respondents are in service for 1-5 years in rank 1. While 3 of them or 6% stayed about 2 decades. With a service of 16-20 years with 4% and last rank.

2. On the description of Daily Lesson Log.

2.1 As to quality, the first three in rank are:

The Daily Lesson Log has quality since all the parts of lesson preparation were present namely: objectives, subject matter,

procedure, evaluation, and assignments with a mean of 4.56 or very acceptable.

Daily Lesson Log as described in the implementation had four of the five parts with a mean of 4.33 or rank two.

2.2 As to efficiency

Daily lesson log is efficient because the four parts of the five parts of the lesson log were present with a one hundred percentage (100%) or weighted mean of 4.08

2.3 As to Timeliness

The daily lesson log is timeliness since all the teachers respondents submit or prepare daily lesson log a day before the deadline.

3. Extent of the perception of the teachers in the implementation of Daily Lesson Log

From the table 5 it shows that in highest educational attainment has a negative relation to field of specialization but has a positive relation to length of service. It shows that new teachers with 1-5 years of service accepted the implementation of Daily Lesson Log

compared to the old teachers with longer service record in any field of specialization.

4. Extent of difference between the perceptions of the respondents in the implementation of DLL when grouped according to their profile?

1. Preparation of Daily Lesson Log placed 1st with a very high extent as indicator with weighted mean of 5.00.

2. Lesson log with objectives which is specific, measurable, attainable, result oriented 2nd with a very high extent weighted mean of 4.84.

3. Appropriate with a low-cost materials prepared 3rd very high extent with a weighted mean of 4.80.

5. On the utilization of the findings, a plan to enhance better implementation of daily lesson log for teachers was prepared.

The findings of the study may be utilized by school heads, to plan a guide for teachers to enhance better implementation of Daily Lesson Log (DLL):

V. CONCLUSION

Based on the findings, the researcher has formulated the following conclusions:

1. The respondent's educational attainment and length of service has no significant role in the enhancement of teacher's performance.

2. Teachers have the same perceptions on the assessment of Daily Lesson Log (DLL).

3. The perception of teachers of the Daily Lesson Log (DLL) gathered as highly implemented and very acceptable as to the policy. There is a very high extent in the study described in the implementation of the Daily Lesson Log as a very acceptable which gathered a 100% average as to timeliness and efficiency matters. Meanwhile, there were 64% described as to quality all parts of the daily lesson log were present and some 34% four of the five parts of the daily lesson log present.

4. There was no significant difference between the perception of teachers in the implementation of daily lesson log to the teaching-learning process when grouped according to their profile.

5. The findings of the study can be utilized in designing a training program to enhance skills of teachers in preparing DLL

for the improvement of teaching-learning process and highly effective teacher.

V. RECOMMENDATION

The recommendation presented in this part of the study were drawn based on the findings and conclusions of the study:

For the SCHOOL

1. To establish linkages with non-academic firms, political leaders, local and abroad for sponsorship and scholarship programs to seminars, conventions and enrollment in graduate studies program.

2. To engage school policy that will broaden the knowledge of the stakeholders.

For the TEACHERS

1. To pursue teacher's attitudes and behavior towards Professional development need to be positive. This may help them enhance quality performance higher level of education.

2. Teachers must attend to the training/seminars and workshop relative to the enhancement of the implementation of daily lesson log for upgrading purposes

3. Teachers must adapt on the fast development of the program to be able to adapt globally.

4. To attend training and programs to train them to compete with the local and international level of education.

For HEAD TEACHERS

1. Total quality management need to be observed by teachers. Time management may be considered to adjust their schedules to

make DLL seminars/meetings they have to attend to grow themselves.

2. The guide formulated by the researcher need to be implemented. This may help teachers enhance their instruction in teaching-learning process.

For the SCHOOL ADMINISTRATORS

- 1.To offer a study loan or open more scholarship programs to teachers to provide financial support to their study.
2. To review and adopt the curriculum according to the demand and need.
3. To conduct regular guidance counselling for all the teachers about coping up stress and anxiety in school.
4. Administration needs to conduct sourcing on financial budget and to scout for low registration fees for seminars with themes related to teacher's subject specialization.

For the FUTURE RESEARCHERS

Future researchers need to undertake further studies on other areas related to the implementation of Daily Lesson Log for advance learning.

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