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## Efficacy of the Departmentalized Instruction among Elementary Schools

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### ABSTRACT

The study focused on the efficacy of the departmentalized instruction among elementary schools in Tabango South District, Tabango, Leyte. This study utilized the descriptive survey method to gather the necessary data in answering the objectives. A total of sixteen teacher-respondents from Grades IV, V and VI in Tabango South District, Tabango, Leyte served as respondents.

The highlights of the study are the following:

With regards to the professional attributes of the teachers in terms of educational attainment, majority of them have MA units; teaching experience, most of them were neophytes in the field of teaching; and trainings/seminars attended was only up to the division level.

As to the level of efficacy of the departmentalized instruction in line with instructional preparation, majority of them were prepared in the implementation of the departmentalized instruction as manifested by their responses; teachers were using various instructional materials during the delivery of lessons; and they use diverse strategies in teaching to cater the needs of the learners.

In line with the performance of the pupils it showed a positive result considering that teachers are trying to exert more efforts in attaining their teaching goals.

Teachers perform their task as expected in developing the skills and abilities of the learners.

There was a positive relationship between the pupils' performance and, thus, the null hypothesis was rejected.

The hypothesis which states that there is no significant relationship between the pupils' performance and level of efficacy was rejected.

On the other hand, teachers' performance has a significant effect to their professional attributes, thus, the hypothesis was rejected.

The result indicates that teachers' performance significantly influence the level of efficacy of the departmentalized instruction

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**Keywords:** Departmentalized Instruction; Efficacy; And Professional Attributes

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### 1.Introduction

Departmentalization is one of the programs of the Department of Education where teachers cover more of the state standards by specializing in one content area. When grade levels are departmentalized, equal time is given to all subject areas, which is a more efficient use of time. Departmentalizing cuts down the amount of teachers spend recording standards taught for each subject. When teaching one subject, they are required to only record standards for that area.

Lederman & Flick (2004) state that departmentalization allows teachers to maximize resources and preparation time. Teachers become more knowledgeable of the subject matter they are expected to teach when departmentalization is implemented.

They cited that in self-contained classrooms, science and social studies often do not get the amount of time necessary to cover the standards that need to be covered, but when grade levels are departmentalized, equal time is given to all subject areas, which is a more efficient use of time. Self-contained classrooms allow students to be become well acquainted with the teacher. The teacher becomes aware of their students' strengths, weaknesses, and personality traits. Additionally, self-contained classes allow for more flexibility in scheduling and less transition time.

They added that in one rural elementary school, teachers discussed the fact that they are required to document each standard and the date it was taught. The curriculum director keeps records keep records of each teacher and the standards they teach on a weekly basis. Successful

departmentalization in elementary schools result from the amount of preparation involved. Science, Social studies and Math may not be covered without departmentalizing.

The Alabama Administrative Code (2003) indicates that few people would argue that teachers must know the subject matter they are teaching. This is one of the main issues supporting departmentalization in elementary schools. The underlying reason for departmentalization in many schools is the demand to meet the standards, indicators and benchmarks of the curriculum. Administrators and teachers indicate curriculum standards are better met if the teacher specializes in one subject area. In depth study in elementary school science and social studies cannot be accomplished without some type of departmentalization.

On the other hand, Guatemala (2004) revealed that higher test scores in some district give credit to departmentalizing the grade levels. Significant changes in test scores have been evident in schools using this program. Fourth grade earned all five points on the state proficiency test after two years of departmentalization. Administrators and school boards often buy into any innovation that remotely claims to raise test scores.

Specialization allows instructional time to be better utilized. Instructional teams can be formed to integrate subject content across the curriculum. Teachers are able to complete in depth lessons in a specific area, which may result in greater stability for them. Transition from elementary to middle school and middle to high school has been more easily achieved with departmentalization.

Chan and Jarman (2004) point out that most children today, attending a primary level school, will receive their education in a self-contained classroom. The students will typically stay with the same teacher throughout the instructional time each day. The teacher will be responsible for all content areas: mathematics, language arts, social studies, writing, and science. It assumed that the teacher in a self-contained classroom knows information about all subject areas, and they may even refer to as “Jack (or Jill)-of-all-trades.”

Williams (2004) supports the idea that departmentalization increases the opportunity for teachers to be involved with more students, thus improving interpersonal skills through adapting to different teaching styles. In this program, students are able to move more frequently during the day, which helps increase attention.

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McGrath and Rust (2002) point out the elementary school structure is an issue debated by educators and administrators. One aspect of organizational structure involves the number of subject areas one teacher covers in their classroom. In the more traditional, self-contained classroom the teacher is expected to carry the responsibility of curriculum for the entire day. The other side of organizational structure is the departmental approach. This is sometimes referred to as the four-teacher model. In this approach the teachers teach specific content areas and the students move from classroom during the day.

Effective departmentalized grade levels integrate curriculum across all subject areas to enable children to make sense of what they are learning and to connect their experiences in ways that lead to concept development. If concepts are introduced in one subject area and reinforced in others, children will develop a deeper understanding of them.

The departmentalized instruction in the Division of Leyte was practiced but some elementary schools prefer the old mode and trends of teaching. Like for instance, Tabango South District as one of the districts of Leyte Division that adapted the said instruction because of its great advantage on the part of the teacher, and its impact to the performance of the pupils.

Anchored on the preceding information, the researcher was prompted to conduct this study to find out how departmentalized instruction creates an atmosphere favorable to all stakeholders, so that elementary schools that have not implemented the said instruction will be motivated to adapt considering its good effects on the pupils' performance.

## 2. Objectives of the Study

The study was designed to determine the efficacy of the departmentalized instruction among elementary schools in Tabango South District, Tabango, Leyte.

Specifically, it sought to achieve the following objectives:

1. determine the professional attributes of teachers in terms of:
  - 1.1 educational attainment;
  - 1.2 teaching experience; and
  - 1.3 trainings /seminars attended related to departmentalized instruction;
2. determine the level of efficacy of departmentalized instruction in terms of:
  - 2.1 instructional preparation;
  - 2.2 instructional materials; and
  - 2.3 teaching strategies;
3. find out the performance of Grades IV, V and VI pupils during the three-year implementation of the departmentalized instruction;
4. determine the teachers performance for the last three years;
5. ascertain the significant relationship between the professional attributes of the teachers and the pupils' performance;
6. ascertain the significant relationship between the pupils' performance and the level of efficacy of the departmentalized instruction;
7. ascertain the significant relationship between the teachers' performance and the professional attributes of teachers; and

8. ascertain the significant relationship between the teachers' performance and the level of efficacy of the departmentalized instruction.

### 3.Methodology

This study applied the survey research design. To gather the data needed, a questionnaire was used to know the efficacy of the departmentalized instruction in the elementary schools in Tabango South District, Tabango, Leyte.

The method was considered as the most appropriate in this study considering that it can gather information how effective the existing instruction of the said district covered by this study.

The settings of the study were the four elementary schools in Tabango South District, Tabango, Leyte namely: Campokpok Central School, Gibacungan Elementary School, Tabayla Elementary School, and Ibanez Memorial School.

### 4.Results and Discussion

#### Professional Attributes of the Teachers

The professional attributes of teachers in terms of educational attainment, teaching experience and trainings/seminars attended is presented in Table 1.

*Educational attainment.* Out of sixteen (16) teachers, ten (10) or 62.5 percent had earned MA units, six (6) were baccalaureate degree holder and nobody finished a masteral and doctorate degree program. It could be deduced from the findings that the teachers need motivation to continue upgrading in order to cope with the ever changing trends in developing young personalities.

Table 1

Professional Attributes of the Teachers

Attributes of Teachers	f	%
<b>Educational Attainment</b>		
BSEd/BSEEd/BSIEd/BSHTE/BEEEd	6	37.5
With Masteral unit	10	62.5
MA/MAT/MS	0	0
With Doctoral units	0	0
Ph.D./Ed. D./D.M	0	0
<b>Total</b>	<b>16</b>	<b>100.00</b>
<b>Teaching Experience</b>		
Less than 5 years	0	0
5-10 years	9	56.25
11-15 years	3	18.75
16-20 years	1	6.25
21 or more	3	18.75
<b>Total</b>	<b>16</b>	<b>100.00</b>
<b>Trainings/Seminars attended</b>		
School	0	0
District	10	62.5
Division	6	37.5
Regional	0	0
National	0	0
International	0	0
<b>Total</b>	<b>16</b>	<b>100</b>

*Teaching experience.* Results showed that no teachers had an experience of less than 5 years, nine (9) or 56.25 percent had an experience of 5-10 years, three (3) or 18.75 had an experience of 11-15 years, one (1) or 6.25 percent with an experience of 16-20 years and only three (3) or 18.75 percent had an experience of 21 and above teaching experience. This implies that most of them were neophytes in the field of teaching.

*Trainings/seminars attended.* As regards to the trainings/seminars attended by the teachers, ten (10) or 62.5 percent attended district level, six (6) or 37.5 percent attended division level and none of them attended the regional, national and international seminars. These imply that the teachers implementing departmentalized instruction in Tabango South District, Tabango, Leyte need further trainings and seminars to gain more knowledge for an effective implementation of the said instruction.

#### Level of Efficacy of the Departmentalized Instruction

The level of efficacy of the departmentalized instruction was categorized in terms of instructional preparation, instructional materials and teaching strategies. These are presented in Tables 2-4.

Table 2

**Instructional Preparation**

Indicator	Weighted Mean	Interpretation
<b>Preparation</b>		
Assignment of subjects	4.88	Highly Effective
Classroom environment	4.75	Highly Effective
Daily Lesson Plan	5.00	Highly Effective
Determining of subject specialization	4.63	Highly Effective
Determining the number of minutes per subject	4.94	Highly Effective
Diagnostic Test	4.94	Highly Effective
Identifying pupils' weaknesses	4.56	Highly Effective
IM's preparation for varied lessons	4.63	Highly Effective
Inventory Test	5.00	Highly Effective
Item analysis	4.81	Highly Effective
Least learned skills	4.69	Highly Effective
Meetings and Conferences	4.81	Highly Effective
Records	4.75	Highly Effective
Teachers' references	4.81	Highly Effective
Testing materials	4.81	Highly Effective
Summative test with TOS	4.94	Highly Effective
<b>Average Weighted Mean</b>	<b>4.81</b>	<b>Highly Effective</b>

The table shows that the weighted means of the level of efficacy in terms of instructional preparation ranged from 4.56-5.00 interpreted as "highly effective." It has also an average weighted mean of 4.81 interpreted as "highly effective." The result further shows that the respondents were prepared in the implementation of the departmentalized instruction as far as plans and classroom environment are concerned.

Table 3

**Instructional Materials**

Indicator	Weighted Mean	Interpretation
<b>Materials Used</b>		
Action Plans	4.81	Highly Effective
Books/Textbooks	4.94	Highly Effective
Budget of lessons	4.81	Highly Effective
Charts	4.44	Highly Effective
Class Programs	4.63	Highly Effective
Teachers' Program	5.00	Highly Effective
Dictionary	4.75	Highly Effective
Flashcards	4.56	Highly Effective
Lesson guides	4.94	Highly Effective
Objects	4.38	Highly Effective
PELC	4.75	Highly Effective
Still pictures	3.88	Very Effective
Teaching guides	4.94	Highly Effective
Teaching Manual	4.94	Highly Effective
Test Papers	4.88	Highly Effective
Work book	4.19	Very Effective
Motion pictures	2.88	Fairly Effective
Computer set/laptop	2.13	Less Effective
Overhead projector	1.63	Not Effective
Picture story	4.06	Very Effective
Manuals	4.88	Highly Effective
References	4.75	Highly Effective
Printed materials	4.56	Highly Effective
Periodic test questions	4.81	Highly Effective
CD player	3.00	Fairly Effective
Ballpen, Pencil, Paper	5.00	Highly Effective
Cassette tape recorder	2.88	Fairly Effective
Portable DVD/VCD	3.06	Fairly Effective
<b>Average Weighted Mean</b>	<b>4.23</b>	<b>Very Effective</b>

As to the materials used in the implementation of the departmentalized instruction, it can be noted that out of twenty-eight statements, three (3) were interpreted as "very effective" with weighted means ranging from 3.88-4.06; four (4) interpreted as "fairly effective" with weighted means from 2.88-3.06; one (1) interpreted as "less effective" with weighted mean 2.13 and one (1) interpreted as not effective with weighted mean 1.63. The

table shows that the average weighted mean was 4.23 interpreted as “very effective.” The result implies that teachers are using various instructional materials during the delivery of lessons.

Table 4

<b>Teaching Strategies</b>		
<b>Indicator</b>	<b>Weighted Mean</b>	<b>Interpretation</b>
<b>Teaching Strategies</b>		
Concept development	4.63	Highly Effective
Cooperative learning	4.31	Highly Effective
Deductive method	3.50	Very Effective
Discovery method	4.56	Highly Effective
Drawing pictures	4.50	Highly Effective
Group discussion	4.69	Highly Effective
Group games	4.44	Highly Effective
Individualized instruction	3.50	Very Effective
Individualized reading	4.13	Very Effective
Inductive method	4.13	Very Effective
Lecture method	4.81	Highly Effective
Modeling	3.94	Very Effective
One on one dialogue	4.00	Very Effective
Peer discussion	4.25	Very Effective
Peer teaching/coaching	4.56	Highly Effective
Process approach	4.56	Highly Effective
Remediation	4.88	Highly Effective
Review	4.88	Highly Effective
Small Group discussion	4.69	Highly Effective
Staff meeting	3.94	Very Effective
Tutoring	4.25	Very Effective
Two-way track	3.38	Fairly Effective
Use of activity sheets/cards	4.50	Highly Effective
Use of objects	4.50	Highly Effective
<b>Average Weighted Mean</b>	<b>4.45</b>	<b>Highly Effective</b>

It can be gleaned from the table that out of twenty-four (24) responses, there were fourteen (14) interpreted as “highly effective”; nine (9) interpreted as “very effective” and one (1) interpreted as “fairly effective”. The average weighted mean was 4.45 interpreted as “highly effective”. This means that respondents used varied teaching strategies to cater the needs of the learners.

#### **Pupils’ Performance for the last Five-Year Implementation of the Departmentalized Instruction**

Table 5 presents the data on the pupils’ performance for the last five-year implementation of the departmentalized instruction.

Table 5

#### **Pupils’ Performance for the last Three-Year Implementation of the Departmentalized Instruction**

<b>Grade Level</b>	<b>Weighted Average</b>	<b>Interpretation</b>
IV	81.43	Approaching Proficiency
V	81.19	Approaching Proficiency
VI	82.61	Approaching Proficiency
<b>Total</b>	<b>81.74</b>	<b>Approaching Proficiency</b>

The table shows the average of pupils’ performance for the last five-year implementation of the departmentalized instruction. Data revealed that grade IV got a weighted average of 81.43 described as “approaching proficiency”; grade V has a weighted average of 81.19 interpreted as “approaching proficiency”; and grade VI obtained 82.61 described as “approaching proficiency”. The weighted average was 81.74 interpreted as “approaching proficiency”. The result implies that the teachers are trying to exert efforts in attaining their teaching goals.

#### **Teachers’ Performance for the last Three-Year Implementation of the Departmentalized Instruction**

Table 6 presents the teachers’ performance for the last three-year implementation of the departmentalized instruction.

Table 6

**Teachers' Performance for the last Three-Year Implementation  
of the Departmentalized Instruction**

School Year	Weighted Average	Interpretation
2009-2010	8.36	Very Satisfactory
2010-2011	8.49	Very Satisfactory
2011-2012	8.53	Very Satisfactory
<b>Total</b>	<b>8.46</b>	<b>Very Satisfactory</b>

As reflected on the table, the weighted average of teachers' performance school year 2009-2010 was 8.36 interpreted as "very satisfactory"; school year 2010-2011 had a weighted average of 8.49 interpreted as "very satisfactory"; and school year 2011-2012 was 8.53 interpreted as "very satisfactory". These imply that teachers perform their task as expected in developing the skills and abilities of the learners.

### Relationship of Variables

This section presents the hypotheses tested in the study. The Pearson  $r$  was used to determine the significant relationship among the variables.

*Pupils' Performance and Professional Attributes.* The pupils' performance and professional attributes of teachers is presented in Table 7.

Table 7

**Relationship Between the Pupils' Performance  
Professional Attributes of Teachers**

Variables	$r$	cv	tv	Interpretation
Pupils' Performance and Professional Attributes of Teachers	.88	10.32	2.365	$H_{01}$ Rejected

Alpha level of significance = .05

df=5

As shown on the table, pupils' performance paired with the professional attributes of the teachers. The results of the statistical analysis revealed that the computed  $r$  was .88 with the corresponding table value of 2.365 using .05 level of significance. This means that there is a positive relationship between the pupils' performance and professional attributes of the teachers. This implies that teachers should enroll Saturday and Summer classes, and shall request the higher authorities to send them to seminars to keep in touch with the new trends in dealing the learners.

*Pupils' Performance and Level of Efficacy.* Presented on table 8 is the relationship between the pupils' performance and level of efficacy.

Table 8

**Relationship Between the Pupils' Performance  
and Level of Efficacy**

Variables	$r$	cv	tv	Interpretation
Pupils' Performance and Level of Efficacy	.86	4.46	2.365	$H_{02}$ Rejected

Alpha level of significance = .05

df=7

As revealed on the table, pupils' performance matched with the level of efficacy. The computed  $r$  was .86 with its corresponding table value 2.365 using .05 level of significance. With the result, the hypothesis which states that there is no significant relationship between the pupils' performance and level of efficacy was rejected. These imply that the level of efficacy depends greatly on the performance of the pupils after the teaching-learning process evaluation, thus, teachers should maximized the teaching competencies prescribed by DepEd to assure good teaching results.

*Teacher Performance and Professional Attributes.* Table 9 presents the relationship between the teacher performance and professional attributes.

Table 9

**Relationship Between the Teachers' Performance  
and Professional Attributes**

Variables	<i>r</i>	cv	tv	Interpretation
Teachers' Performance and Professional Attributes	.84	4.1	2.365	H <sub>03</sub> Rejected

Alpha level of significance = .05

df=7

The results reveal, that the computed *r* was .84 with its table value 2.365 at .05 level of significance. The result indicates that teachers' performance significantly influence the professional attributes of teachers.

*Teachers' Performance and Level of Efficacy.* The teachers' performance and level of efficacy is presented in Table 10.

Table 10

**Relationship Between the Teachers' Performance  
and Level of Efficacy**

Variables	<i>r</i>	cv	tv	Interpretation
Teachers' Performance and Level of Efficacy	.92	15.85	2.365	H <sub>04</sub> Rejected

Alpha level of significance = .05

df=7

As shown on the table, teachers' performance is matched with the level of efficacy. The results showed that the computed *r* was .92 with its table 2.365 using level of significance .05. This means that there is a positive relationship between the teachers' performance and level of efficacy. This implies that teachers should perform their task as expected to achieve efficient departmentalized instruction results.

## 5. Conclusion and Recommendation

### 5.1 Conclusion

Based on the result of the study conducted the following conclusions are undertaken:

1. Majority of the teachers who implemented departmentalized instruction have units in Graduate education.
2. Teachers' implementing departmentalized instruction has high ratings with regards to instructional preparation, instructional materials and teaching strategies.
3. Grades IV, V and VI pupils under departmentalized instruction have approaching proficiency performance.
4. The performance of teachers' is very satisfactory for the last three years.
5. Pupils' performance had positive effect on the professional attributes of teachers.
6. On the other hand, pupils' performance affect significantly on the level of efficacy.
7. Teachers' performance had a great impact on the professional attributes of teachers.
8. And teachers' performance significantly affect the level of efficacy of the departmentalized instruction.

### 5.2 Recommendation

From the findings and conclusions made, the following recommendations were presented:

Teachers should continuously upgrade their teaching competencies through further studies to improve their teaching skills and discover new innovations and pedagogies in the field of teaching.

School heads should identify the training needs of their teachers especially trainings related to departmentalized instruction to make them

equipped with the necessary qualities for an effective implementation of the said instruction.

Close monitoring and supervision should be observed during the implementation of the departmentalized instruction to assure its good effects on teaching, thus, quality and relevant education will be attained.

Schools should adopt departmentalized instruction considering that it will greatly help the teachers in enhancing their prior knowledge on their respective fields of specialization, thus, delivery of lesson will be done efficiently.

More research should be done concerning the effect of departmentalized instruction to compare the results and findings of the study.

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