



ABSTRACT

Title of the Research: **SATISFACTION OF TEACHERS, PARENTS, AND PUPILS ON THE IMPLEMENTATION OF THE PEDAGOGICAL STYLE OF BLESSED FR. LUIGI CABURLOTTO**

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This sequential explanatory research was conducted to evaluate the level of satisfaction on the implementation of the preventive, persuasive, and dialogic pedagogical styles of Blessed Luigi Caburlotto as a basis for enhancement program. The data were gathered from the teachers, parents, and pupils of Fr. Luigi Caburlotto School, Amadeo, Cavite, School Year 2017-2018 with 38 teachers, 174 parents, and 174 pupils as respondents.

The two data gathering instruments used in this study were the questionnaire and the unstructured interview guide. *Mean, Frequency Count and Relative Frequency in Percent*, and *F-Test or One-Way Anova* were used for the statistical treatment of data. The three groups of respondents rated the three pedagogical styles of the said school with the use of a questionnaire. An interview was conducted to the twenty persons from each group of respondents. The quantitative data were supported by the data from the unstructured interview of the randomly selected respondents from the three groups of respondents.



The findings show that the three groups of respondents were generally highly satisfied on the implementation of the three pedagogical styles. All the 8 indicators of preventive style were rated as highly satisfied which is giving value and importance of the presence of the educators in accompanying the pupils in their whereabouts. They were highly satisfied on the assistance and close supervision of students, education to gain self-knowledge, love for others, preparation for the future, advance planning for the untoward incidents, and parents' collaboration.

In the persuasive style, the 9 indicators were rated as highly satisfied which focused on the value and importance of influence. The respondents were highly satisfied when it comes to influencing and educating the conscience of the pupils, encouraging teachers and parents to give witness to the pupils through their way of life, and letting their children be responsible of their little decisions.

For the dialogic style, the three groups of respondents believed in the value and importance of dialogue. Consequently, they rated the 9 indicators as highly satisfied. They were highly satisfied on the constant dialogue and conference with parents, pupils, and teachers; on the promotion of an atmosphere of friendliness that fosters trust and openness of heart; and in the following of a step by step process before giving a sanction for suspension and other way of punishment.



However, the parents and pupils were satisfied when it comes to the use of more rewards and less punishment in the preventive pedagogical style and in giving the teachers the opportunity to express themselves and their concern to the administrators/school head. The last three indicators in the rank were used as the basis in developing an enhancement program.

The respondents gave suggestions for the enhancement of the three pedagogical styles gathered from the interview. The suggestions they gave for the improvement of the preventive pedagogical style centered on the safety and individual monitoring of the children. Their suggestions for the Persuasive Style were focused on faith formation for the teachers, children, and parents and to conduct team building, outreach programs, and more activities that will comprise parents' collaboration. The suggestions of the respondents for the Dialogic Style were to establish PTA and to be present during PTC to hear parents' concern and to have a better communication between the school and the parents. The suggestions of the stakeholders should be given importance to ensure improvement of each pedagogical style.

It was recommended that the enhancement program be implemented. The assessment of the three pedagogical styles should be conducted. The school collaboration with the stakeholders must be strengthened and the suggestions of the interviewed stakeholders should



be given importance. To respond better the needs of the school in terms of the implementation of its pedagogical style, future researchers could also conduct similar studies which must involve the other schools that use the same pedagogical style.

