



ABSTRACT

Title of the Research: **AN EVALUATION OF THE IMPLEMENTATION OF THE GOAL, ROLE, AUDIENCE, SITUATION, PRODUCT/PERFORMANCE, AND STANDARDS (GRASPS) MODEL IN SELECTED SCHOOLS IN CAVITE: BASIS FOR REVISION OF THE FACULTY TRAINING PROGRAM**

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This descriptive study evaluated the implementation of the Goal, Role, Audience, Situation, Product/Performance, and Standards (GRASPS) Model in selected schools in Cavite to propose a revised faculty training program. Thus, it sought to determine the extent of the teachers' readiness, extent of support by the administrators, problems experienced by teachers, problems experienced by students, and the necessary enhancements in the faculty training program.

Expert-validated self-developed questionnaire-checklists were administered to the total population of teachers, which is 65, and 367 out of 3,962 students participated in the study. This sample size was obtained using the Slovin's Formula (with 95% confidence level) and stratified random sampling to find the sample size per respondent school.



Findings show that in the implementing GRASPS, the teachers are greatly ready; the administrative support is very great extent; the problems by the teachers are group assignments, insufficient time, and inadequate facilities; and the problems of students are lack of guidance, working with others, and insufficient time.

This concludes that despite the teachers' experiences in college, field study, and practice teaching that greatly prepare them; and the school administrators who believe in and value their efforts and designs, problems exist when multiple assessments, especially group tasks, are simultaneously being assigned to students, together with the lack of guidance and facilities. A revised faculty training program was proposed to address these challenges and limitations.