

# Thesis

[Profession](#), [Teacher](#)



THESIS STATEMENT: Solving the huge shortage of classrooms in public schools through the use of modern technology

INTRODUCTION Traditionally classrooms have been the place where students and teachers were brought together to enable learning. Where a course required hands-on practical experience, teachers, students, and the requisite equipment were brought together in laboratories to supplement the learning done in classrooms. We have classrooms because until recently it was the only way to have a group of students hear and interact with a teacher and their peers at the same time. But what if we're facing a huge problem regarding the shortage of classrooms? Yes, we are! In reality, Philippines is one of those country who have a very high in population that causes to have a huge shortage of classrooms is public schools. The National Statistics Office of the Philippines shows that their projected population for this year will be at 94. 01 million Filipinos. And as most of you know, there are many poor Filipino families that can't afford to bring their children to high and middle class schools. And as expected, a lot of students enrolled in the different public schools around the country and most of them are congested. Public schools are twice size of private schools. This may be due to free education offered in public schools, whatever may be the reason, students of public schools receive less individual attention as compared to private school students. And most of all, the shortage of classrooms on almost all of public schools. So we as a students of Our Lady Of Fatima University conducted a survey to the chosen few students of Longos Malabon Elementary School for the partial fulfillment in our Introduction to computer subject. But the first and foremost our main goal, which is to study about the effect of a huge shortage of classrooms on

students of Longos Malabon Elementary School so that we will be able to find problems related to one of our country's problem and also to find an accurate solution for the given problem. BODY There is a huge shortage of classrooms and in some of the schools specifically Longos Elementary School, children have to sit on the floor in order for them to fit and to be accommodated. And of course, there's also lack of teachers in public schools. The problem with this is that if the teacher has a lot of students, it will be too daunting of a task for him/her to manage each student's progress, scores and data, and overall educational and behavioral development. Their attention would be further divided and may affect the student's performance in the future. Also, due to the fact that there's a huge problem with space, these schools may or will implement shifting among their students. This would mean that a group of students will come in the morning. The next batch may be during lunch and next would be early afternoon. Most likely, the problem here is that since their studying hours will be cut down to around 4 hours or so per day, they will miss on a lot of stuff and there might not be sufficient time for them to learn what they need to learn in their specific academic levels. For example, a grade 3 student may not have enough time to learn all the essential lessons that he/she may need to learn as foundations for the lessons in grade 4. As we had conducted a survey, it was revealed that the students in Longos Elementary School have really a problem about the classrooms. Base on our survey questionnaire, they are not comfortable with their classroom to study... and also, almost 80% of the participants answered about the lack of chairs available for them... so just imagine studying without having chair. It's really a strange feeling for a

student like them. It can cause drop outs and even lazyness on studying. While 7 out of 10 students answered " no" in terms of having enough facilities inside the classroom. They also find their room as not that comfortable place on studying., CONCLUSION Our Group had search for a technology related solution for the problem of Longos Elementary School. We just thought that today, with archived streaming video available on the Web, no one must be in a classroom to hear a lecture. Students can hear it live anywhere or hear it later as many times as they'd like. With e-mail, chat rooms, electronic forums, and other interactive communication and collaboration tools, no one needs to be in a classroom to interact with peers and faculty. In some respects the interaction possible electronically is not as good as what is possible live, but in other ways it is much better. We can probably do without classrooms entirely though we may choose not to eliminate them. If we do keep them, they need to become an integral part of a student's learning space and our allocation of resources to improve learning must include the entire learning space, not just the classroom. Laboratories are more difficult-possibly impossible-to completely eliminate, but they also need to undergo radical change in ways beyond the scope of this article. It was always known that learning occurred wherever a student went, not just in classrooms and labs. Students study in their dorms, in the library, under trees, and at home. They learn in lively interactions with their peers, faculty, and acquaintances. They get flashes of inspiration, intuition, and insight while daydreaming, walking alone, and showering. If we want to improve learning we need to improve the entire student learning space, not just classrooms and labs where students spend a very small percentage of

their learning time. Everyone has the right to education and being poor should not be a deterrent to this advocacy. This will be a challenging task for the incoming administration since, based on the trending, the population of the Philippines may continue to soar especially in the capital. Thus, on our opinion, more funding, no corruption and effective planning of the Department of Education may help. More buildings and rooms for the comfort of the students, more hours for the quality of education, more teachers to effectively manage student development, more funding for supplies, better wages for public school teachers, and of course, the support of everyone regardless of social and political status. SURVEY

QUESTIONNAIRE NAME: (optional) AGE: SEX: GRADE: 1. Do you have enough chairs available for you in a classroom? A. Yes B. No 2. How many students are you in one classroom? B. Yes B. No 3. Do you find your classroom as comfortable place to study? C. Yes B. No 4. Does your room have enough facilities to use by students? D. Yes B. No 5. Does your room have enough space for every section? E. Yes B. No 6. Can the shortage of classrooms affect you learning? F. Yes B. No 7. Do you have enough books to use in studying? 8. Are the teachers enough or can satisfy all your lacking knowledge? Our Lady of Fatima University Letter to the Respondent

December 10, 2012 Dear Sir / Mam. \_\_\_\_\_ Greetings! We are student of Our Lady Of Fatima University. In line with our requirement in Comp 1A, we are conducting a survey regarding “ Study About The Effect of A huge Shortage Of Classroom on Students of Longos Malabon Elementary School. This is only a proposal study and we would like to ask permission to do an interview with few of your chosen students. You have been chosen as one of

the identified, credible, and reliable sources of information needed for this study. We assured you that any information given shall not be released without proper consent and any personal information about shall be kept anonymous. We request your whole — hearted support in going over the questionnaire items and answering them thoroughly. Your cooperation will certainly contribute to the success of this study. Your truly,

\_\_\_\_\_ Lara Arvina Legazpi ( GROUP LEADER ) Noted by:

\_\_\_\_\_ Ms. Abegail S. Comandao (Faculty Member)

\_\_\_\_\_ Mrs. Leonora G. Ibarra ( School Principal ) In order for a

classroom to run well, it is important that an effective learning environment is established. In both public schools and charter schools, teachers have a responsibility to create an effectual and successful learning atmosphere in which methods such as organized classroom activities, instruction, physical structure, and other features are used. Through these routines, teachers use time efficiently, create a happy and productive learning environment, and minimize behavior problems and interruptions (Slavin, 2006). In order to operate a smooth classroom, teachers should reduce congestion in high-traffic areas, make sure that they can see all of their students, make teaching materials and student supplies easily accessible, and make sure that students can observe whole class presentations. Teachers should implement a set of classroom rules which should be few in number, make sense and be seen as fair, be clearly explained and deliberately taught, and be taught early on in the year where students have clear understandings of associated punishments. Slavin (2006) discusses simple measures that teachers can take in order to run their classroom proficiently. These

measures include starting the year properly, arranging the classroom for effective instruction, setting class rules and procedures, and making expectations of conduct clear to students (Slavin, 2006). In a study by Kriz (2003), it was noted that effective learning environments play important roles in supporting organizational learning, changing individual and social interpretations of reality, developing knowledge and competencies, and changing the socio-technical systems of organizations. Kriz (2003) suggests that the use of simulation games, an interactive learning environment used to enhance learning, in the classroom can be powerful and influential in modeling and changing social systems while aiming at their continuous development. It was concluded that this interactive design supports changing processes in educational organizations. While the responsibilities and expectations of teachers in charter schools and public schools are vastly similar, they do have different teaching experiences. Teachers choose charter schools because these schools help them avoid the frustrations of constant bureaucracy. In addition to hiring the same certified teachers as traditional public schools, charter schools can hire qualified individuals that often have significant professional experience in their subject area, providing for an education coupled with real world experience. Autonomy is the most prominent theme in charter school teachers' experiences, and one of the characteristics that they find most positive about their work. When discussing past job experiences, researchers have found that charter school teachers have much more extensive backgrounds than public school teachers. It was common to find that charter school teachers had jobs in business, public service organizations, or colleges.

However, charter school teachers are often younger than their counterparts in public schools and have less teaching experience. Teachers in charter schools have the opportunity to enjoy smaller class sizes while maintaining greater control over the curriculum and setting high standards for performance and discipline. Teachers choose charter schools for several reasons, including more freedom and flexibility, family teaching and learning atmosphere, increased decision making, dedicated staff, and enhanced accountability. It is typically found that charter school teachers are content with their experiences despite some of the common concerns: heavy workloads, inadequate teaching facilities, low salaries, and little job security. Public school teachers have slightly different experiences than charter school teachers. It is often the case that public school teachers encounter more frustration than charter school teachers due to unmotivated or disrespectful students. Once in a while, teachers must deal with disobedient behavior and violence in schools. Public schools generally have much larger class sizes than charter schools, causing teachers to possibly experience greater stress levels. Teachers could also experience more stress in public schools from heavy workloads, old and run down schools that lack important facilities, and accountability standards where teachers are expected to generate students who are capable of performing satisfactory levels on standardized tests. Public school teachers also experience more aggravation than charter school teachers due to their lack of control over what is required to be taught. In a study by Fanning (1998), occupational stress levels of elementary school teachers in public schools were evaluated. It was noted that teachers with higher levels of stress often



have lower quality performance inadvertently affecting students' progress negatively. This study looked at variables such as class size, the number of disruptive students, the level of perceived administrative support, and the number of students who needed remedial support. The major conclusions of this study showed that class size did not significantly add to teachers stress levels whereas the number of disruptive students did increase teachers stress levels. The data collected showed that the more support teachers felt from their superiors, the less stress they experienced. Finally, there was not a significant relationship between stress and the number of remedial students in the classroom.

In a study by Bomotti, Ginsberg, and Cobb (1999), teachers from charter schools and public schools were questioned about how they perceive their levels of empowerment, school climate, and working conditions. The intent of this study was to examine the claim that charter schools provide teachers with opportunities that could, ultimately, improve their lives. Charter schools have empowered teachers to become more self-directed professionals by giving them more autonomy, flexibility, and the authority necessary to design new and innovative teaching approaches. These teachers are more able to better instruct their students by creating educational environments which will improve student outcomes. The results show that charter school teachers reported that they enjoyed increased flexibility, small class size, and working with students who wanted to be in school. With regard to school climate, charter school teachers highlighted their ability to focus on academics due to factors such as small class size and little behavioral problems. It was also concluded that charter school teachers most appreciated the smaller class sizes, the lack of

discipline problems, and parents who were active and supportive. Results showed that charter schools teachers were most concerned about the poor school facilities and classroom conditions, the lack of support materials, and their questionable job security. Conclusions show that public school teachers were most concerned about issues such as student apathy, discipline problems, and large class size. It was also found that public school teachers had greater access to computers than charter school teachers.

Similarly to teachers, students attending public schools and charter schools can potentially have very different experiences. Research suggests that students attending charter schools are more motivated to learn. In an environment where classroom sizes are small, behavioral and discipline problems are minimal, and the curriculum is structured in a way that best fits the students, there is a heavy emphasis on the importance of learning. In many charter schools, student motivation is improved due to giving students a choice within the curriculum. Charter schools have high expectations for student behavior and anticipate that students will perform well academically. Charter schools provide social and emotional support for students who are struggling academically. Due to small class size, students can enjoy more individualized instruction and have closer and more meaningful relationships with their teachers and peers. Charter schools often emphasize project-based learning and internships for their older students, forming connections between classroom learning and real world professions. Due to all of these factors, students attending charter schools are more focused on academics and the curriculum. In an environment that fosters high achievement and expectations, these students are expected to outperform their public school

student counterparts. In a study done by Finn, Gerber, Achilles, and Boyd-Zaharias (2001), the effects of small class sizes on students' academic achievements were examined. With respect to small class size relative to the number of years students participated in those classes, it was concluded that both the year in which the student first enters the small class and the number of years he or she participates in the small class are important mediators for the amount of benefits gained. It was also concluded that starting early and continuing in small classes for at least three years is necessary for ensuring long-term carryover effects. In another study by Schilder (1997), it was assumed that individualization of instruction is educationally healthy for students, while maximizing their potential for motivation and achievement. This study focuses on the relationships between the motivation of students and their perceptions of the level of individualization that they are receiving within their programs. Conclusions show that those students receiving more personalized and individualized instruction were more motivated to learn and were more successful academically. Conversely, students in public schools have different experiences than those in charter schools. Public schools can potentially foster students who are unmotivated, disrespectful, exhibit behavioral problems, and possibly, even be violent. Class sizes in public schools are large, and often these schools lack the necessary academic resources essential for student success. As students get older, school is often perceived as negative. Instead of trying to really grasp and master the information taught to them, they do what they have to, to get by. Students' intrinsic motivation declines, as do their attitudes towards school. As they

move through the school ranks, they are victim to greater authority and control, with less meaningful teacher-student relationships. It is often the case that instruction is very impersonal where teachers are not as concerned about the students (Slavin, 2006). Classroom etiquette can serve as a strong indicator for student success. Based on factors such as school type, teacher characteristics, and classroom style, students have the potential to either achieve academically or be unsuccessful. Links: [http://www. bls. gov/oco/ocos069. htm](http://www.bls.gov/oco/ocos069.htm) [http://www. edreform. com/index. cfm? fuseAction= document&documentID= 60](http://www.edreform.com/index.cfm?fuseAction=document&documentID=60) [http://epaa. asu. edu/epaa/v7n22. html](http://epaa.asu.edu/epaa/v7n22.html) [http://www. ed. gov/admins/comm/choice/charter/report\\_pg8. html](http://www.ed.gov/admins/comm/choice/charter/report_pg8.html) [http://www. ecs. org/html/issue. asp? issueID= 20](http://www.ecs.org/html/issue.asp?issueID=20)