

**SUSTAINING THE TEACHER'S PASSION AND COMMITMENT TO TEACH
AND TOUCH LIVES THROUGH GAWAD SULO (SOUTHVILLIAN'S
UNLEASING LAUDABLE OPPORTUNITIES)**



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ABSTRACT

Pursuant to Deped Order No. 9 s. 2002 also known as “**Establishing the Program on Awards and Incentives for Service Excellence (PRAISE)**” in the Department of Education, this study examined the effectiveness of implementing a school-based recognition program for teachers in Southville 5A Integrated National High School, which is anchored on the SINAG-LAYA of the Division of Binan City. It investigated the impact of GAWAD **SULO (Southvillian’s Unleashing Laudable Opportunities)** in promoting a culture of recognition and appreciation of teachers thereby sustaining their passion and commitment to teach and touch lives.

A descriptive research design utilizing survey questionnaire was employed in the study. Initially, a Focus Group Discussion was conducted to enlighten the teachers on the recognition policies and guidelines and determine the level of teacher’s passion and commitment prior to the implementation of the GAWAD **SULO Project**. Data revealed that majority of the participants (45 or 51%) endeavor to increase learning potentials of their students which generally indicates active ($\bar{x}=4.09$) passion and commitment of teachers before implementation of the project. Understanding the guidelines of GAWAD SULO and familiarization with the existing policies and procedures on the rewards and recognition program of the school were major challenges experienced by the participants. A strong conviction from majority of the participants (48 or 55%) also expressed that GAWAD SULO has introduced a school-based recognition for teacher’s exemplary and outstanding performance and thereby sustains their commitment to address challenging needs of their learners ($\bar{x}=4.44$). Furthermore, majority of the participants (43 or 49%) expressed strong conviction to sustain the teacher’s passion and commitment after the implementation of the GAWAD SULO project ($\bar{x}=4.32$).

This school-wide **Rewards & Recognition (R&R)-Gawad SULO** (Southvillian’s Unleashing Laudable Opportunities) is a great initiative to sustain the teacher’s passion and commitment to teach and touch lives.

Keywords: *Rewards, Recognition, Teacher’s Passion and Commitment*

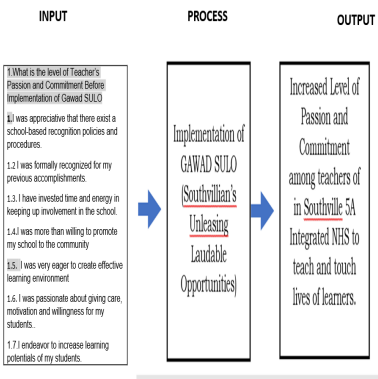
INTRODUCTION

Relative to the issuance of DepEd Order No. 9 s. 2002 also known as “Establishing the Program on Awards and Incentives for Service Excellence (PRAISE) as approved by the Civil Service Commission in line with the Revised Policies on Employees Suggestions and Incentive Awards System provided under CSC Resolution No. 010112 and CSC Memorandum Circular No. 01, s. 2001, the DepEd PRAISE aims to encourage, recognize and reward employees, individually or in groups, for their suggestions, innovative ideas, inventions, discoveries, superior accomplishments, heroic deeds, exemplary behavior, extraordinary acts or services in the public interest and other personal efforts contributing to efficiency, economy and improvement in government operations which lead to organizational productivity. Anchored on this, is the SEARCH FOR INDIVIDUALS AND GROUPS LEVERAGING ACTIONS THAT YIELD ACHIEVEMENTS (SINAG-LAYA) which was formulated in the DepEd Division of Binan City and continuously promoting a culture of recognition and rewards since 2021.

Southville 5A Integrated National High School has been tagged as the “*Home of Leaders ad Achievers*” however, since the school’s inception in February 2010, teacher’s recognition is unlikely in practice at the school. For more than 12 years now, as the school conduct student’s recognition annually, teachers and employees do not hold gatherings intended for teacher’s recognition; nevertheless, teachers still continue to work on deadlines and display learning and development. Amidst the threat of the pandemic, teachers heed the call of duty as they perform their fair share of responsibilities towards the community. S5AINHS teachers can stay motivated by showing people what they are good at. Connect and reconnect with old students, coworkers or new teachers and

mentor them. All of these things are effective in motivating them to feel more confident in themselves, and in turn, make a difference in their student's lives.

On this principle, the idea of GAWAD **SULO (Southvillian’s Unleashing Laudable Opportunities)** “Sustaining the Teacher’s Passion and Commitment to Teach and Touch Lives” emerges. The program aims to recognize individuals who have provided extraordinary service, and made significant contributions to the school and community in addressing the challenging needs of today’s learners.



The figure above shows the Input-Process-Output model of the study. The Input shows the problems answered in the study. The Process included the implementation of the SULO (Southvillian’s Unleashing Laudable Opportunities) Project, which aimed to recognize individuals who have provided extraordinary service, and made significant contributions to the school and community in addressing the challenging needs of today’s learners, thereby “Sustaining the Teacher’s Passion and Commitment to Teach and Touch Lives”. The Project GAWAD SULO program is the school-based recognition strategy in conducting SULO. This included the seminar orientation on the GAWAD SULO policies and guidelines, the qualification criteria was thoroughly discussed during FGDs, the nomination eligibility templates were disseminated to all applicants. Afterwards, the Selection Committee

scrutinized the documents presented during the search. An awarding ceremony was held as a culminating activity to recognize the winners for the exemplary and outstanding performance and accomplishments as classroom teachers. Furthermore, the Output showed the outcome of the study which is the increased level of teacher’s passion and commitment to teach and touch lives.

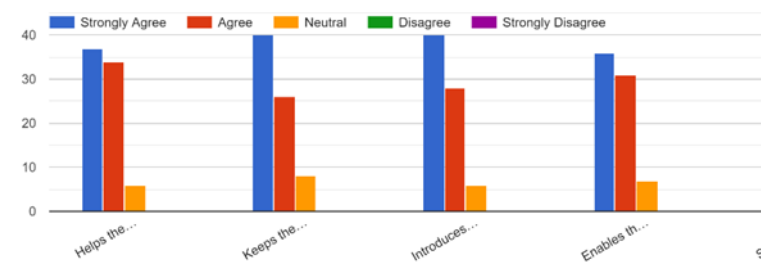
METHODOLOGY

The study focused on developing a school-based program that aims to inculcate the culture of recognition and appreciation to reaffirm the crucial role of teachers in developing learners as productive and socially responsible members of the community.

To gather relevant data and to attain the objectives of the study, a survey questionnaire was crafted by the researchers, which was validated by experts to determine and identify the passion and commitment of the teacher respondents.

The data gathering procedure comprised the Preparation Stage in which crafting of different instruments and tools utilized in the study including validation and checking of instruments were organized. Afterwards, Data Gathering Stage was done. The researchers used the validated instrument for the data gathering method which include but not limited to FGD, anecdotal records, documentary analysis, semi-structured interview as well as observation records. Subsequently, The Data Analysis Stage was completed upon retrieval of all gathered data from the teacher respondents. Statistical and descriptive analysis was performed by the researchers for the

B. EFFECTS OF GAWAD SULO ON TEACHER'S PERFORMANCE. GAWAD SULO.....

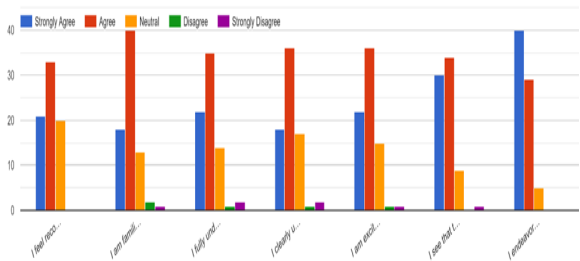


quantitative data. It was followed by the completion of Summary and Interpretation Stage for the research study. The last part is the Reporting Stage in which crafting of the final paper including the results and recommendations of the study is finalized.

RESULTS

The study found out that teachers endeavor to increase the learning potentials of their students (\bar{x} =4.43) ranked first. Next is that they see that this school-based rewards and recognition program is valuable (\bar{x} =4.21), followed by the fact that they fully understand the purpose of the program (\bar{x} =4.02). Moreover, teachers look forward and they are excited about the implementation of GAWAD SULO as they also feel recognized for their accomplishment in their current workplace (\bar{x} =4.01). Teacher’s familiarity with the existing policies and procedures on the rewards and recognition program of the school (\bar{x} =3.99). Lastly, teachers clearly understand the guidelines stipulated in the implementation of Gawad SULO (\bar{x} =3.94). Overall, the average weighted mean of (\bar{x} =4.09) as seen also in Figure 1, indicates active passion and commitment of teachers at Southville 5A Integrated National High School even before implementation of the Project GAWAD SULO.

A. TEACHER'S PASSION AND COMMITMENT BEFORE IMPLEMENTATION OF GAWAD SULO.



On the effects of rewards and recognition strategy , it indicates that as GAWAD SULO introduces a school-based recognition for teacher’s exemplary and outstanding performance it also sustains teacher’s commitment to address challenging needs of his/her learners (\bar{x} =4.44), keeps the teachers inspired for dynamic growth and new achievements (\bar{x} =4.42), motivates the teachers to feel more confident in themselves thereby making a difference in their students’ lives. (\bar{x} =4.41), enables the teachers to provide extraordinary service to the school and community (\bar{x} =4.40), helps the school build a growth-centered environment and track the individual progress of teachers (\bar{x} =4.39)and bestows honor to teachers thereby continuously devout his/her life in the achievement of quality education (\bar{x} =4.38).

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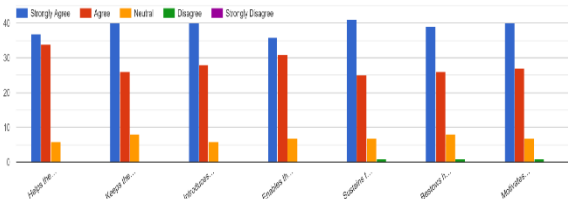


Figure 2 also reflected that the school-based rewards and recognition GAWAD SULO has made significant results on the teacher’s performance as shown by strong agreement of the teachers on its effectiveness.

On the teacher’s level of passion and commitment after the implementation of the GAWAD SULO project, it shows that teachers have adapted more care for their students as they see them as important part of their job (\bar{x} = 4.39), have increased their abilities to build empathy with their students and became more committed to their students and their career continuance. (\bar{x} =4.37), became more passionate to have mastery of the subject matter and teaching techniques(\bar{x} =4.31), they are more eager to seek ways to establish an effective learning

environment to allow their students to reach their targets (\bar{x} = 4.34), have modified effective teaching strategies requiring knowledge and emotions simultaneously (\bar{x} = 4.32), and they have developed strategy to reflect on their goals and beliefs to further motivate their students (\bar{x} = 4.18).

C. TEACHERS PASSION AND COMMITMENT AFTER IMPLEMENTATION OF GAWAD SULO.

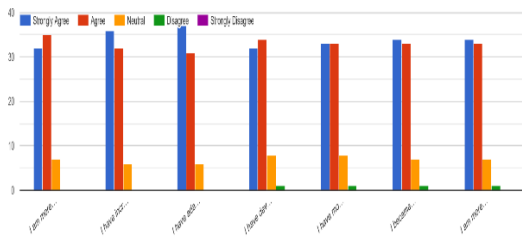


Figure 3 also revealed that after the implementation of GAWAD SULO, it shows high level of teacher’s passion and commitment.

This study has proven that rewards and recognition , specifically **GAWAD SULO (Southvillian’s Unleashing Laudable Opportunities)** can greatly sustain teacher’s passion and commitment to teach and touch lives.

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