



**GRADUATE SCHOOL**

**Chapter 5**

**SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

This chapter presents the summary of findings conclusions and recommendations of the study.

**Summary of Findings**

**1. Profile of the Respondents**

This study was conducted to determine the profile of the teacher-respondents and their level of commitment based on the embedded Control System. It used random sampling method, Descriptive Correlation, frequency distribution, weighted mean, percentage and Spearman rho in interpreting the data gathered.

**1.1 Age**

Forty-six or 18.47% teachers were 31 to 35 years, 42 or 16.87% teachers were 26 to 30 years old, and another 42 or 18.47% teachers were 36 to 40 years old. Further, it also showed that 33 or 13.25% teachers were 41 to 45 years old and 26 or 10.44% of them were 20 to 25 year-old. Finally, 23 or 9.24% teachers were 46-50 years old, 22 or 4.82% were 51-55 years old and three or 1.20% teachers were 60 years old and above.



**GRADUATE SCHOOL**

**1.2 Sex**

There were 171 or 68.67% female teachers and 78 or 31.33% were male teachers.

**1.2 Civil Status**

In terms of civil status, there were 83 or 55.70% who were single, 156 or 62.65% teachers were married, eight or 5.37% were widow/er and two or 1.34% were separated.

**1.3 Position**

Seventy-nine or 31.72% of the respondents were Teacher III, 69 or 27.71% were Teacher II, 57 or 22.89% were Teacher I, 18 or 7.23% were Master Teacher I, 17 or 6.83% were Master Teacher II, six or 2.41% were Head Teacher III, two or .80% were Master Teacher III and one or .40% was Principal II.

**1.4 Number of Years in Teaching**

One hundred two or 40.96% of the teachers had less than 5 years of teaching experience, 65 or 26.10% had 6 to 10 years of teaching experience, 31 or 12.45% had 11 to 15 years of teaching experience, 16 each or 6.43% had 16 to 20 and 21 to 25 years of teaching experience.



## GRADUATE SCHOOL

### 1.5 Educational Attainment

One hundred forty-six or 58.63% of the teachers were MA units earners, 50 or 20.08% were MA graduates, 23 or 9.23% were PhD/EdD units earners, 21 or 8.43% were Bachelor's degree holders and nine or 3.62% were Doctorate degree holders.

### 1.6 Awards Received by Teachers

One hundred four or 41.77% of the teachers received a division award, 73 or 29.22% received a congressional district award, 43 or 17.27% received a regional award and 29 or 11.65% received a national award.

## 2. IPCRF Results of the Teachers As Analyzed by Themselves in their Performance

One hundred eighty-four or 73.90% of the teachers obtained a "Very Satisfactory" rating, 63 or 25.30% got an "Outstanding" rating and two or .80% earned a "Satisfactory" rating.

## 3. The Extent of the Teachers' Level of Commitment as Described by Themselves and their Principals

### 3.1 Performance Based on Content Knowledge and Pedagogy

The average weighted mean score from teacher-respondents was 3.70, and verbally described as



## GRADUATE SCHOOL

"Always Performed" while the average weighted mean score from the school principals was 3.73 and verbally described as "Always Performed".

### 3.2 Performance Based on Learning Environment and Diversity of Learner

The average weighted mean score from teacher-respondents was 3.68, and verbally described as "Always Performed" while the average weighted mean score from school principals was 3.67, which is verbally described as "Always Performed."

### 3.3 Performance Based on Curriculum and Planning.

The obtained average weighted mean score from teacher-respondents was 3.69, and verbally described as "Always Performed" and the obtained average weighted mean score from school principals was 3.73, and verbally described as "Always Performed" also.

### 3.4 Performance Based on Assessment and Reporting

The average weighted mean score from teacher-respondents was 3.72, and verbally described as "Always Performed" while the average weighted mean score from school principals was 3.75, verbally described as "Always Performed."



## GRADUATE SCHOOL

### 3.5 Performance Based on Professional Growth and Development

The average weighted mean score from teacher-respondents was 3.76, and verbally described as "Always Performed" and the average weighted mean score from school principals was 3.85, verbally described as "Always Performed."

### 3.6 Summary of the Level of Commitment of Teachers as Described by Themselves and their School Principals

The teachers' and school principals' level of commitment got the same verbal description of "Always Performed", but differ in their weighted means.

## 4. Correlation Analysis Result between Profile of the Teachers and their IPCR Results

Among the profile variables of the teachers, employment status and highest educational attainment resulted to a significant relationship to IPCR with a correlation coefficient of .323 and .447.

## 5. Relationship between Teachers' Profile and their Extent of Commitment

In the correlation analysis result between the profile of the respondents and their extent of commitment, there were only two profile variables



## GRADUATE SCHOOL

that have correlation coefficients that resulted in a significant relationship at .05 level of significance, namely: "sex and reporting and assessment" and "highest educational attainment and curriculum and planning" which have correlation coefficients of .128 and .132, respectively.

### **6. Teachers' Level of Commitment as Described by Themselves and their Principals**

In the first four areas where the commitment of teachers were described by the groups of respondents, the computed values were all lower than the critical values set at .05 level of significance based on the degrees of freedom (df). However, in the last area, "Professional Growth and Development," the computed t was higher than the critical value, thus the principals' and teachers' descriptions vary.

### **Conclusions**

Based on the findings of the study, the following conclusions were drawn:

1. Most of the teacher-respondents were at the age of 31 to 35 years old, females, married, Teacher III, had less than 5 years of teaching experience, earned units in



## GRADUATE SCHOOL

master's degree, rated "Very Satisfactory" in their IPCRF and division awardees.

2. Teachers showed greatest productivity during their first 5 years in the teaching profession and experiences made them eligible to impart knowledge among their students.
3. Teaching and learning were focused on teachers' content knowledge. Educators must know how to use technology to engage (committed), motivate, and divert learning with their students.

Likewise, curriculum planning and development were a dynamic process and changes according to the need of the society and stakeholders are made in the education system.

Further, assessment and reporting were combined to support students to achieve high standards and to provide the basis for guiding further learning, as well as informing parents about their child's achievement.

Professional growth was an important part of professional responsibility and teachers consider both their personal and professional goals and select those developmental opportunities that were most effective in helping them reach those goals.



**GRADUATE SCHOOL**

Finally, the application of teachers' level of commitment was fully understood by themselves. It may be for the reason that it is a new rating tool from the Department of Education and all government sectors in the Philippines.

4. Teacher education level and experience only represent a portion of the ability to manage the classroom efficiently and to promote student achievement.
5. Teachers were required to demonstrate commitment to professional development through interest, attendance at appropriate in-service courses, sets of realistic and challenging academic standards of student performance to the parents or guardian for monitoring the child's academic status and performances.
6. School principals had the ability to improve the overall teacher's commitment and performance by simply attending to fundamental components of 5 control system inherent in quality relationships.
7. An action plan was introduced to enhance teachers' level of commitment.





**GRADUATE SCHOOL**

**Recommendations**

Based on the conclusions, the following recommendations were offered:

**1. For the schools to enhance teachers' performance:**

- a. They may send committed and non-committed teachers to undergo more trainings/seminars and support them finish their graduate studies.
- b. Performance appraisal or evaluation may be made easier to attain objectives which are aids in evaluating the performance of teachers. Furthermore, curriculum ideas, concepts and program may be put into practice.
- c. Articulate meetings among teachers and DepEd administrators may be conducted to increase the performance and commitment of teachers through five phases of Individual Performance Commitment and Review Form.
- d. Finally, established accomplishment may be done quarterly to enhance the commitment and performance of every teacher.



**GRADUATE SCHOOL**

2. For the teachers to enhance their commitment in teaching performance:
  - a. They may engage themselves in implementing quality education in DepEd curriculum.
  - b. Further, teachers may motivate themselves in a diverse environment that pursue goals, increase the socio-intellectual capital, share a commitment and facilitate school learning.
  - c. Finally, teachers must be committed to teaching the lessons and that make 21<sup>st</sup> learners more interested in the subject to achieve better learning.
3. For future researchers, particularly in a more collaborative learning performance using the 5 phases of Individual Performance Commitment and Review Form.
  - a. They may conduct research studies using larger samples from other CD schools utilizing all teachers and learners in the Division of Nueva Ecija.
  - b. Further studies may be conducted to help reveal and examine the performance and commitment of teachers themselves through five phases of Individual Performance Commitment and Review Form.



GRADUATE SCHOOL

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GRADUATE SCHOOL

# Appendices



GRADUATE SCHOOL

Appendix D

REQUEST LETTER TO THE LEARNER RESPONDENTS

March 10, 2020

Dear \_\_\_\_\_:

Hail Immaculata!

I, Jestoni J. Pestaño, am presently conducting a study entitled "**Teachers' Level of Commitment: Basis for Individual Performance and Commitment Rating Form**" in partial fulfilment for the Doctor of Philosophy, major in Educational Management degree.

In this connection, may I humbly ask your cooperation to answer the attached survey questionnaire to make my study a success. Rest assured that the information given will be treated confidentially.

Thank you very much and God bless!

Respectfully yours,

**JESTONI J. PESTAÑO, MAEd** (signed)  
Teacher III, NEHS-SHS



GRADUATE SCHOOL

Appendix C

REQUEST LETTER TO SCHOOL PRINCIPAL

March 10, 2020

**RODRIGO L. DIRECTO, PhD, EDd**  
Senior High School Principal II  
Nueva Ecija National High School-SHS  
Division of Nueva Ecija

Dear Sir:

Greetings!

In partial fulfilment of the course requirements for the degree, Doctor of Philosophy major in Educational Management, the researcher is conducting a study entitled "**Teachers' Level of Commitment: Basis for Individual Performance and Commitment Rating Form.**"

In this connection, he would like to request for your permission to allow him administer his questionnaires to the teachers of your schools division.

He anticipates your favorable response regarding this matter.

Thank you very much!

Respectfully yours,

**JESTONI J. PESTAÑO, MAEd** (signed)  
Teacher III, NEHS-SHS

Noted:

**THERESITA N. DIAZ, EdD** (signed)  
Dissertation Adviser

**HENRIETTA DG. TORALBA, PhD** (signed)  
Dean, Graduate School



GRADUATE SCHOOL

Appendix A

LETTER TO THE SUPERINTENDENT

March 10, 2019

**JESSIE D. FERRER, CESO V**  
Schools Division Superintendent  
Department of Education  
Division of Nueva Ecija

Greetings!

In partial fulfilment of the course requirements for the degree, Doctor of Philosophy major in Educational Management, I am conducting a study entitled "**Teachers' Level of Commitment: Basis for Individual Performance and Commitment Rating Form.**"

In this connection, I would like to request for your permission to allow me to administer my questionnaire to teachers of schools in CD III in Nueva Ecija.

I anticipate your favorable response regarding my request.

Respectfully yours,

**JESTONI J. PESTAÑO, MAEd** (signed)  
Teacher III, NEHS-SHS

Noted:

**THERESITA N. DIAZ, EdD** (signed)  
Dissertation Adviser

**HENRIETTA DG. TORALBA, PhD** (signed)  
Dean, CIC Graduate School

Approved:


**JESSIE D. FERRER, CESO V** (signed)  
Schools Division Superintendent



GRADUATE SCHOOL

Appendix B

ENDORSEMENT LETTER FROM DEPED NUEVA ECIJA

  
Republic of the Philippines  
Department of Education  
REGION III  
SCHOOLS DIVISION OFFICE OF NUEVA ECIJA

**RECEIVED**  
DEP-ED-NUEVA ECIJA  
JAN 21 2020  
RECORDS SECTION

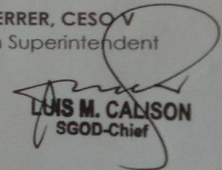
Schools Division Office  
1<sup>st</sup> Endorsement  
002182 January 21, 2020


Respectfully returned to Mr. Jestoni J. Pestaño, researcher, currently taking up Doctor of Philosophy major in Educational Management, the herein request to conduct thesis proposal entitled "Individual Performance and Commitment Review and Teachers' Level of Commitment" to teachers of CD III particularly Junior and Senior Teachers.



This office interposed no objection on the administration of questionnaires provided that classes on that mentioned schools would not affect their regular schedule. You are advised to do your task during the free time of teachers. Be able to follow the guidelines stipulated in DepED Order No. 9, s. 2005 re: Time on Task.

Please be guided accordingly.

JESSIE D. FERRER, CESO V  
Schools Division Superintendent

  
LUIS M. CALISON  
SGOD-Chief

  
Address: Brgy. Rizal, Santa Rosa, Nueva Ecija 3101  
Tel. No.: (044) 940-3121  
Email Address: nueva.ecija@deped.gov.ph  
Facebook: <https://www.facebook.com/groups/DepEDNuevaEcijalsuances>



GRADUATE SCHOOL

Appendix E

Sample Questionnaire for Senior High School Teachers

- I. **Direction:** Please answer each segment as accurately as possible by checking or filling in the box provided.

**Name** (Optional): \_\_\_\_\_

**Name of School:** \_\_\_\_\_

**Age:**

- |                                |                                |                                       |
|--------------------------------|--------------------------------|---------------------------------------|
| <input type="checkbox"/> 20-25 | <input type="checkbox"/> 36-40 | <input type="checkbox"/> 51-55        |
| <input type="checkbox"/> 26-30 | <input type="checkbox"/> 41-45 | <input type="checkbox"/> 56 and above |
| <input type="checkbox"/> 31-35 | <input type="checkbox"/> 46-50 |                                       |

**Sex:**

- Male  Female

**Civil Status:**

- Single  Widow/er  
 Married  Separated

**Position:**

- |                                            |                                                  |
|--------------------------------------------|--------------------------------------------------|
| <input type="checkbox"/> Teacher I         | <input type="checkbox"/> Principal I             |
| <input type="checkbox"/> Teacher II        | <input type="checkbox"/> Principal II            |
| <input type="checkbox"/> Teacher III       | <input type="checkbox"/> Principal III           |
| <input type="checkbox"/> Master Teacher I  | <input type="checkbox"/> Principal IV            |
| <input type="checkbox"/> Master Teacher II | <input type="checkbox"/> Others (indicate) _____ |

**Number of Years in Teaching at DepEd:**

- |                                |                                |                                       |
|--------------------------------|--------------------------------|---------------------------------------|
| <input type="checkbox"/> 1-3   | <input type="checkbox"/> 13-15 | <input type="checkbox"/> 26-30        |
| <input type="checkbox"/> 4-6   | <input type="checkbox"/> 16-17 | <input type="checkbox"/> 31 and above |
| <input type="checkbox"/> 7-9   | <input type="checkbox"/> 18-21 |                                       |
| <input type="checkbox"/> 10-12 | <input type="checkbox"/> 22-25 |                                       |

**Highest Degree Obtained:**

- Bachelor's Degree  
 Bachelor's Degree with Master's Units  
 Master's Degree  
 Master's Degree with Doctorate Units  
 Doctorate Degree

**Awards received by teachers/principal of your school:**

- |                                         |                                         |
|-----------------------------------------|-----------------------------------------|
| <input type="checkbox"/> CD Level       | <input type="checkbox"/> Regional Level |
| <input type="checkbox"/> Division Level | <input type="checkbox"/> National Level |





**GRADUATE SCHOOL**

**Final Rating/Scores in the IPCRF last SY 2018-2019:**

- 4.500-5.000 (Outstanding)
- 3.500-4.499 (Very Satisfactory)
- 2.500-3.499 (Satisfactory)
- 1.500-2.499 (Unsatisfactory)
- Below 1.499 (Poor)

**II. DIRECTION:** Put a check mark [✓] on each of the box below that describes your idea/performance about the level of teachers' commitment based on your IPCRF.

<i>Point Score</i>	<i>Description Rating</i>
<b>4</b>	Always Performed <b>(AP)</b>
<b>3</b>	Often Performed <b>(OP)</b>
<b>2</b>	Sometimes Performed <b>(SP)</b>
<b>1</b>	Never Performed <b>(NP)</b>

<b>A. Content Knowledge and Pedagogy</b> <i>I, as a teacher... / I am/I...</i>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	AP	OP	SP	NP
1. use different teaching strategies that develop critical and creative thinking skills of the students.				
2. provide clear explanations of the content topic of the lesson.				
3. use a lesson plan with appropriate instructional strategies suitable to the students' ability.				
4. use teaching methods to assess students' skills.				
5. aware of medical issues and learning disabilities of some students.				
6. facilitate and encourage students to use other educational resources in the classroom in their lessons.				
7. use available DepEd learning materials/modules.				
8. use a variety of teaching methods to deliver lessons and provide students opportunities to share what they know to other students.				



**GRADUATE SCHOOL**

<b>B. Learning Environment and Diversity of Learners</b> <i>I, as a teacher... / I am/I...</i>	<b>4</b> AP	<b>3</b> OP	<b>2</b> SP	<b>1</b> NP
1. diversely conceptualize to understand each student and bring unique experiences, and ideas in the classroom.				
2. diversely explore and collaborate the discussion to enrich learning inside the classroom.				
3. incorporate dimensions of race, ethnicity, sexual orientation and gender equality in the classroom.				
4. ensure all students are prepared to learn in a diverse environment and collaborate new perspectives/point of view with others.				
5. make the classroom conducive, respectful, safe and motivating environment.				
6. respect the socio-economic status, age, ability, religious or political beliefs, and other different ideologies in the classroom.				
7. encourage students to learn in different ways and have valuable perspectives to bring the content lesson being learned.				
8. encourage students to experience educational tour that may help them learn from outside school environment/premise.				
9. use classroom management strategies that engage learners in activities/performance tasks in the classroom.				
10. demonstrate a friendly environment, caring and respect in the classroom.				
<b>C. Curriculum and Planning</b> <i>I, as a teacher... / I am/I</i>	<b>4</b> AP	<b>3</b> OP	<b>2</b> SP	<b>1</b> NP



**GRADUATE SCHOOL**

1. responsible for managing and monitoring students' learning progress.				
2. focus on in-depth understanding rather than content knowledge by providing students with multiple opportunities to learn.				
3. develop students' ability to make a meaningful application and generalization to a new lesson.				
4. incorporate techniques, procedures and lesson consistently aligned with the DepEd curriculum guide.				
5. aware of the subjects I teach and how to teach those subjects to the students.				
6. use concepts, content topics, and procedures that constitute the knowledge based on principles (big ideas) of the lesson.				
7. use appropriate language/words during the lesson that are applicable and understandable to the students.				
8. use structured learning environment in which students can work collaboratively to gain knowledge from the lesson.				
9. plan and implement developmentally sequenced teaching-learning process.				
10. create expectations and social norms in the classroom that allow students to experience success and develop confidence in their abilities to learn.				
11. employ teacher-learner interaction to enrich the process of learning.				
12. develop, select, organize and use appropriate teaching-learning resources and ICT's to address learning goals/objectives.				
<b>D. Assessment and Reporting</b> <i>I, as a teacher... / I am/I...</i>	<b>4</b> AP	<b>3</b> OP	<b>2</b> SP	<b>1</b> NP
1. select, organize and use diagnostic, formative and summative assessment				



**GRADUATE SCHOOL**

strategies consistently aligned with the DepEd curriculum/topic quarterly.				
2. use detailed consideration of the reliability, validity and fairness of the quarterly test results.				
3. base teaching on students' understanding that represents knowledge and develops skills in the classroom.				
4. align the evaluation/quiz and instruction with the DepEd curriculum in terms of contents, concepts, processes and skills to measure students' knowledge and understanding.				
5. monitor and evaluate learners' progress and achievement using learners' data/grades, report card and school forms (SF's).				
6. include the important content lesson and performance to get the full range of desired knowledge and understanding.				
7. provide learning with multiple intelligences for students to practice their skills and receive feedback about their performance.				
8. communicate promptly and clearly with the stakeholders, including parents/guardians to report learners' needs, progress and achievement.				
9. assess students' understanding through qualitative/non-formal and quantitative/formal evaluations.				
10. give a student who failed to understand the lesson a frequent remediation.				
11. include non-formative assessment during discussion and instruction.				
<b>E. Professional Growth and Development I, as a teacher... / I am/I...</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
	AP	OP	SP	NP
1. perform in various related work/activities that contribute to the teaching-learning process.				



**GRADUATE SCHOOL**

2. belong to professional community where teachers have the opportunity to discuss ideas and practices with colleagues.				
3. am more effective and motivated when teachers take an active role in the school.				
4. have a long-term effort spanning teachers' professional development in teaching.				
5. gain professional growth and development when teachers treat each other professionally.				
6. embody the DepEd's Vision and Mission in all of my actions.				
7. strive for professional growth and development.				
8. take responsibility for my own learning, growth and development.				
9. view myself as an agent of change and responsible for improving teaching and learning inside and outside the school.				
10. participate in content-area training/workshops/seminar offered by the DepEd.				



GRADUATE SCHOOL



C U R R I C U L U M                      V I T A E

Name : **JESTONI JUMAQUIO PESTAÑO**  
Course : BSEd - Biological Sciences  
Graduate School : MAEd - General Science Education  
Doctor of Philosophy - Educ. Mgt.  
Permanent Address : Phase 1 Lot 12 Block 8 Camella  
Homes, Valle Cruz Cabanatuan City  
Birthday : July 02, 1987  
Cell phone Number : 0905 0720 034  
Work Place : Nueva Ecija High School SHS  
Father's Name : +Paciano De Guzman Pestaño  
Mother's Name : Josephine Samson Jumaquio-Pestaño

**EDUCATIONAL BACKGROUND**

**ELEMENTARY:**

**Santa Rosa Central School**  
Poblacion, Santa Rosa Nueva Ecija  
Graduated on March 1999-2000

**SECONDARY:**

**St. Rose of Lima Catholic School**  
Rizal Poblacion, Santa Rosa Nueva Ecija  
Graduated on March 2004-2005

**COLLEGE:**

**College of the Immaculate Conception**  
H. Conception, Sumacab Cabanatuan City  
**BSED - BioSci (Biological Science)**  
Graduated on March 2009 (LET passer)

**GRADUATE SCHOOL:**

**College of the Immaculate Conception**  
H. Conception, Sumacab Cabanatuan City  
**MAEd - General Science Education**  
Title of Thesis: "Assessment of Performance of Grade  
11 Science Students thru Embedded Modes of Learning"  
Graduated on March 31, 2017 (Meritus Awardee)

**PhD - Educational Management**

Title of Dissertation: "Teachers' Level of Commitment  
Based on Embedded Control System Vis-a-vis Management  
Control Theory"  
Graduated on March 31, 2020 (Loyalty Recipient)



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**TRAINING PROGRAM/SEMINAR' S ATTENDED :**

TITLE OF LEARNING AND DEVELOPMENT INTERVENTIONS/TRAINING PROGRAMS/NATINAL CERTIFICATES	INCLUSIVE DATES OF ATTENDANCE (mm/dd/yyyy)		NUMBER OF HOURS
	From	To	
Mass Training of SHS Teachers in Major Subjects (Science)	05/03/2017	05/24/2017	144 hrs
Division Specialized Training on ICT	04/18/2017	04/22/2017	40 hrs
Mass Training of Senior High School Teachers on Content Topics	07/23/2016	07/24/2016	16 hrs
Mass Training of Senior High School Teachers on Common Topics (Phase 1)	07/16/2016	07/17/2016	16 hrs
2-day Orientation in Institutionalizing the Open High School Program (OHSP)	06/23/2016	06/24/2016	16 hrs
Regional Orientation of SHS Teachers Cum Walkthrough of the Curriculum Guides in the Academic Track and Core Subjects	06/06/2016	06/10/2016	32 hrs
NC II CHS (Computer Hardware Servicing)	04/04/2015	05/18/2015	120 hrs
NC II SMAW (Shielded Metal Arc Welding)	04/03/2014	05/30/2014	120 hrs
K-to-12 Regional Training for Grade 9 Teachers	05/19/2014	05/23/2014	96 hrs
Basic Safety Training	05/15/2012	05/22/2012	48 hrs
Strategic Teaching and Effective Classroom Management	10/24/2009	10/24/2009	8 hrs



*College of the Immaculate Conception*  
Cabanatuan City

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**Prayer before the Defense**

Our Father in Heaven, Thank you oh Lord for all the graces and guidance, Lord tonight I am depending my dissertation, grant me serenity to accept things, give me knowledge and wisdom to answer all the questions which will be given by the panelists and give me strength to do your tasks according your will. Blessed our parents and love ones as well as the panelists who are here tonight. Forgive us our sins, save our souls from the fire of hell and lead our souls into heaven especially to those who needed your mercy. We asked this through Christ, our Lord. Amen.