

**ADOPT-A-SCHOOL PROGRAM OF PUBLIC ELEMENTARY SCHOOLS  
IN CATBALOGAN CITY DIVISION**

---

**A Dissertation**

Presented to  
The Faculty of College of Graduate Studies  
Samar State University  
Catbalogan City, Samar

---

In Partial Fulfilment  
of the Requirements for the Degree  
**Doctor of Philosophy (Ph.D.)**  
Major in Educational Management

---

**CARLITO B. LABINE**


May 2019

**APPROVAL SHEET**


In partial fulfilment of the requirements for the degree, DOCTOR OF PHILOSOPHY, this dissertation entitled "ADOPT-A-SCHOOL PROGRAM OF PUBLIC ELEMENTARY SCHOOLS IN CATBALOGAN CITY DIVISION", has been prepared and submitted by CARLITO B. LABINE, who having passed the comprehensive examination and pre-oral defense is hereby recommended for final oral examination.

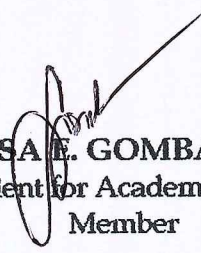
May 10, 2019

Date

  
**EUSEBIO T. PACOLOR, Ph.D.**  
Graduate School Faculty, SSU-CGS  
Adviser

Approved by the Committee on Oral Examination on May 10, 2019 with a rating of PASSED.

  
**ESTEBAN A. MALINDOG, JR., Ph.D.**  
Dean, College of Graduate Studies, SSU  
Chairperson

  
**FELISA E. GOMBA, Ph.D.**  
Vice President for Academic Affairs, SSU  
Member


  
**RODRIGO G. ESTRADA, Ph.D.**  
Planning Management Officer, SSU  
Member

  
**FLORABELLE B. PATOSA, Ph.D.**  
Dean, College of Arts and Sciences, SSU  
Member

Accepted and approved in partial fulfilment of the requirements for the degree, Doctor of Philosophy (Ph.D.), major in Educational Management.

July 29, 2019

Date

  
**ESTEBAN A. MALINDOG, Jr., Ph.D.**  
Dean, College of Graduate Studies, SSU

## ACKNOWLEDGMENTS

With heartfelt appreciation and profound gratitude, the researcher recognizes the following honorable persons, who were instrumental in sharing their time, knowledge and expertise in the preparation and completion of this study:

**Dr. Esteban A. Malindog, Jr.**, Dean, College of Graduate Studies, for his never-ending support and enthusiasm for the professional growth of the students;

**Dr. Felisa E. Gomba**, former Dean, College of Graduate Studies, for generously giving her time and expertise for the improvement of the research work;

**Dr. Eusebio T. Pacolor**, former University President, adviser, for his fatherly support, selfless efforts and precious time that guided the researcher in the preparation and presentation of this work;

**Dr. Florabelle B. Patosa**, Dean, College of Arts and Sciences, panel member, for providing the researcher with novel insights and ideas during the early conception of the study;

**Dr. Rodrigo G. Estrada**, Dean, College of Engineering, and panel member, for initiating the improvements and refinements of thesis outputs;

**Dr. Carmelino P. Bernadas**, Superintendent of the Schools Division of Catbalogan City, for granting the researcher the permission to gather pertinent

data from the teaching staff, ASP school coordinators, and both Elementary and Secondary School Heads;

**The School Heads, Teaching Staff, and Personnel of Public Elementary Schools**, who served as respondents, for their cooperation and patience in answering the questionnaire/checklist;

**Mr. Romeo Teoco, Mr. Jonas Nabong, and Ms. Marife Yangzon Abalos**, for their constant encouragement, all-out support, and commitment for the success of this study;

**The researcher's loving friends, relatives and family**, who are steadfast sources of strength, inspiration, faith, patience, and love that allowed the researcher to accomplish the endeavor;

**The researcher** extends his heartfelt gratitude to those who assisted, encouraged and supported him; strengthened his enthusiasm and zeal to face any tasks. Without their love and concern, this work would not have been realized.

Above all, to the ***MOST EXCELLENT GRAND MASTER OF THE UNIVERSE***, the source of true love and wisdom, who by His mercy and saving grace this study was crafted.

**= O.B.L. =**

## DEDICATION

This humble work is lovingly dedicated to all of you

To my loving wife, **Benigna**, for inculcating in us the value of perseverance in the accomplishment of any undertaking; to my late mother, **Natividad**, for leaving a legacy and inspiration that keeps me moving forward; and to my caring batchmates, **Boyboy, Jonas and Marife** who served as my second brothers and sister, for their selfless love and words of encouragement.

To my siblings **Vanessa and Valentino**, who are always there for me in times of trouble and pain.

You made me believe that I had so much strength,

And courage to persevere even when I felt lost.

To my **colleagues** at DepEd Schools Division of Catbalogan City, through **SGOD/Social**

**Mobilization & Networking Unit** whom I consider my second

home and family. You are such wonderful motivators in the quest for personal and professional development.

To my loving **relatives, friends, and well-wishers**, who never cease to believe me. You bring out

the best in me and continue to fuel my zeal for excellence.

But most of all, to the **Almighty Father**, the source of all good things. All our

accomplishments and triumphs are only made possible

through His compassion and love.

--- **Carlito** ---

## ABSTRACT

This study determined the implementation of the Adopt-a-School Program in public elementary schools of Catbalogan City Division for School Year 2017-2018. The study employed descriptive method of research. The main instrument used to gather the data from the respondents of the study were questionnaire-checklist and document analysis. For the findings, in comparing the assessments between the school heads and teachers on the extent of implementation along physical facilities and classrooms, the computed p-value of 0.96 was higher than the 0.05 level of significance. Thus, the hypothesis that states “there is no significant difference between the assessment of the school heads and teachers on the extent of implementation of the program along physical facilities and classrooms” was accepted. For the conclusion, the extent of implementation of Adopt-a-School program as assessed by the school heads and teachers along attainment of objectives was “extensively implemented”; along improvement of physical facilities and classrooms was “extensively implemented; along learning resources was “moderately implemented”; and “moderately implemented” along learning support. There was no significant difference between the assessments of the school heads and teachers on the extent of implementation of the program along attainment of objectives, improvement of physical facilities and classrooms, learning resources and learning support. For the recommendation, public elementary school heads and teachers should be encouraged to upgrade themselves professionally.

## TABLE OF CONTENTS

	Page
TITLE PAGE .....	i
APPROVAL SHEET .....	ii
ACKNOWLEDGMENT .....	iii
DEDICATION .....	v
ABSTRACT .....	vi
TABLE OF CONTENTS .....	vii
Chapter	
<b>1 THE PROBLEM AND ITS SETTING .....</b>	<b>1</b>
Introduction .....	1
Statement of the Problem .....	4
Hypothesis .....	6
Theoretical Framework .....	7
Conceptual Framework .....	8
Significance of the Study .....	10
Scope and Delimitation .....	12
Definition of Terms .....	13
<b>2 REVIEW OF RELATED LITERATURE AND STUDIES .....</b>	<b>16</b>
Related Literature .....	16
Related Studies .....	24
<b>3 METHODOLOGY .....</b>	<b>33</b>
Research Design .....	33
Instrumentation .....	34
Validation of Instrument .....	36
Sampling Procedure .....	37
Data Gathering Procedure .....	39
Statistical Treatment of Data .....	40

<b>4 PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA .....</b>	<b>42</b>
Profile of the School Heads .....	42
Profile of the Teacher-Respondents .....	44
Profile of Catbalogan City Division .....	47
Profile of Public Elementary Schools by District .....	50
Support Services Provided by Private and Public Entities .....	56
Extent of Implementation of Adopt-a-School Program as Assessed by the Two Groups of Respondents .....	60
Comparison between the Assessment of the Two Groups of Respondents in the Level of Implementation .....	68
Problems/Challenges Encountered in the Implementation of the Program .....	74
<b>5 SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATION .....</b>	<b>75</b>
Summary of Findings .....	75
Conclusions .....	79
Recommendations .....	80
 <b>REFERENCES .....</b>	 <b>82</b>
<b>APPENDICES .....</b>	<b>87</b>
<b>CURRICULUM VITAE .....</b>	<b>105</b>
<b>LIST OF TABLES .....</b>	<b>108</b>
<b>LIST OF FIGURES .....</b>	<b>112</b>

## Chapter 1

### THE PROBLEM AND ITS SETTING

#### Introduction

It is a sacred command that "the State will secure and advance the privileges of all natives to quality training at all levels and will find a way to take such instruction open to all and build up, keep up and bolster a total, satisfactory and coordinated arrangement of instruction pertinent to the requirements of the individuals and society".

The above arrangements are emphasized in the Governance of the Basic Education Act of 2011 which expresses that "it is the strategy of the State to secure and advance the privilege of all natives to quality essential instruction and to make such training available to all by giving every single Filipino kid free and obligatory instruction in rudimentary level and free instruction in the secondary school level. Such condition will likewise incorporate interchange learning framework for fundamental instruction to give them the abilities, information and qualities that they have to wind up minding, confident, gainful and enthusiastic residents".

The above-referred to arrangements suggest that the schools face incredible moves today to adapt to the dynamic age described by logical disclosure, mechanical developments and quick social, ecological and social changes. It requires that the school heads, educators, network, and partners must be dynamic and compelling so as to accomplish quality and important instruction.

It is subsequently basic with respect to the Department of Education (DepEd) to endeavor to give learning chances to all regardless of its restricted money related, human and physical assets. Government subsidizing each year does not coordinate with the developing understudy populace, state funded schools experience deficiencies in study halls, educators, course books, work areas, research centers, gear and other learning assets. Consequently, DepEd urges the whole nation in tending to the instruction of the kids. It approaches boards of trustees to include them in improving the schools where their youngsters study. As a noteworthy partner in the country's advancement, the private division is likewise called upon to turn into DepEd's accomplice in improving Philippine training. Non-government associations, business gatherings, municipal associations, and even private people are altogether welcomed to engage in the reason for better state funded instruction (DepEd Manual).

Along this line, DepEd's Adopt-a-School Program (ASP) was set up in 1988 which allowed private elements the chance to wind up dynamic accomplices by giving help, either on a present moment or long haul premise to different worries in state funded instruction. Founded through a section of Republic Act No. 8525, otherwise called Adopt-a-School Program Act, the program depended on the rule of volunteerism and different association for instruction.

The researcher selected the division of Catbalogan City as the research environment. The division had its humble beginning in 2008 to comply with the requirements of RA 9391, which converted the then Municipality of Catbalogan

into a component city. However, the said status was reverted back into that of a municipality a year later due to the pressures from the League of Cities. On April 11, 2012, the Division of Catbalogan City was reactivated. With this reactivation, all districts and public schools, both elementary and secondary, were under the management of Catbalogan City Division.

As DepEd expresses its appreciation to the public and private donors, it continues to appeal to everyone to invest in education, the country's future, by supporting the Adopt-a-School Program-modern times' concept of Bayanihan ([www.deped.gov.ph/partnership](http://www.deped.gov.ph/partnership)).

In Department Memorandum (DM) No. 35, series 2011, DepEd emphasized the need to address resource gaps in public schools through wider partnerships from the public and private sectors under the ASP. It continues to express its appreciation to public and private donors, and continues to appeal to everyone to invest in education by supporting the Adopt-a-School Program.

Believing in the power of the program, it was re-launched by Education Secretary Jesli Lapuz and it has generated about 4.5 billion pesos' worth of interventions, donations and pledges. Support for education came in various forms and packages. For infrastructures and physical facilities, over 100 million pesos was received for all learning support and direct assistance to the schools. For teacher training and development, 90 million was allotted, 700 million for donor-driven and combined packages. The two largest areas where most

donations were poured in were Technology Support to Education and Health and Nutrition with 1.2 billion and 2.3 billion, respectively.

From the aforementioned discussions, effective implementation of the adopt-a-school program may improve the result of teaching, hence, also improve the quality of education rendered by the school. The researcher was motivated to conduct this study to assess the implementation of the program and determine the problems/challenges encountered by the school heads with the end view of suggesting measures to enhance the implementation of the program which would redound to the delivery of quality education. In addition, this study could serve as an eye-opener to development partners on the need to strengthen DepEd's partnership with other sectors of society and as a vehicle toward the attainment of quality education.

### **Statement of the Problem**

This study determined the implementation of the Adopt-a-School Program in public elementary schools of Catbalogan City Division for School Year 2017-2018.

Specifically, it sought to answer the following questions:

1. What is the profile of the school heads in terms of the following:
  - 1.1 educational attainment;
  - 1.2 number of years as school head; and
  - 1.3 academic experience?

2. What is the profile of teacher-respondents in terms of:
  - 2.1 educational attainment; and
  - 2.2 number of years in teaching?
3. What is the profile of the division of Catbalogan City in terms of:
  - 3.1 NAT performance;
  - 3.2 Cohort's-survival rate;
  - 3.3 Completion rate; and
  - 3.4 Dropout rate?
4. What is the profile of the public elementary schools by district in terms of:
  - 4.1 enrolment;
  - 4.2 number of teachers;
  - 4.3 land area;
  - 4.4 number of buildings;
  - 4.5 number of classrooms; and
  - 4.6 school facilities?
5. What are the support services provided by private and public entities according to school heads?
6. What is the extent of implementation of Adopt-a-School Program as assessed by school heads and teachers along the following:
  - 6.1 attainment of objectives;
  - 6.2 improvement of physical facilities and classrooms;

6.3 improvement of learning resources; and

6.4 learning support?

7. Is there a significant difference between the perception of the two groups of respondents in the extent of implementation of adopt-a-school program in terms of:

7.1 attainment of objectives;

7.2 improvement of physical facilities and classrooms;

7.3 improvement of learning resources; and

7.4 learning support?

8. What problems are encountered in the implementation of DepEd policy of Adopt-a-School Program as perceived by the school heads?

### **Hypothesis**

The following hypothesis was tested in the study:

1. There is no significant difference between the perceptions of the two groups of respondents in the extent of implementation of adopt-a-school program in terms of:

1.1 attainment of objectives;

1.2 improvement of physical facilities and classrooms;

1.3 improvement of learning resources; and

1.4 learning support.

## Theoretical Framework

This study was anchored on the Theory of Evaluation by Popham (1975). The theory of evaluating a program or project stated that "Systematic educational evaluation consists of a formal assessment of the worth of educational phenomena. The educational phenomena that are to be evaluated can include outcomes of an instructional endeavor, the instructional program that produced these outcomes, educational products used in educational efforts, and the goals in which educational efforts are addressed."

One of the educational evaluation models cited by Popham is the goals attainment model. This model conceived evaluation as the determination of the degree to which an instructional program's goals are achieved. The necessity of goal attainment conception of educational evaluation is also stressed by Tyler (cited by Popham, 1975) saying that evaluation involves the careful formulation of educational goals according to an analysis of these goal-services, namely: the student, subject-matter, and the society. With the conclusion of the instructional program measurements of students are taken in end, to see the degree to which the previously established goals were achieved. In attained goals, reflect inadequacies in the instructional program. The attainment of goals can be measured in terms of school's success indicators in terms of pupil's academic performance (NAT), cohort's survival rate, completion rate, and dropout rate.

This study was also anchored on Adopt-a-School Program (ASP) Act. DepEd's ASP gives private entities the opportunity to become active partners by

providing assistance, either on a short-term or long-term basis, to various concerns in public education. Instituted through the passage of R.A. 8525 (Adopt-a-School Program Act), the program is based on the principles of volunteerism and multiple partnerships for education (Adopt-a-School Program Kit).

DepEd has implemented interventions over the years to decrease dropouts of students and retain teenage kids off the street. It aimed at increasing student performance and improving teacher performance. It continues to bring the issues and needs of public education to every Filipino who cares, in an effort to invite each and every one to help boost education opportunities for the young (DepEd Bulletin, 2012).

Citing the relevant theories and principles previously cited where the present study was anchored, it is evident that conducting inquiry relative to the Adopt-a-School program in the public elementary schools provided the researcher a framework that should be established in relation to the study undertaken.

### **Conceptual Framework**

Figure 1 illustrates the conceptual paradigm of the present study. The paradigm shows that the input variables dealt on data collection on the profile of school heads, teachers, performance indicators in public elementary schools, school plant, physical structure, and facilities of the school.

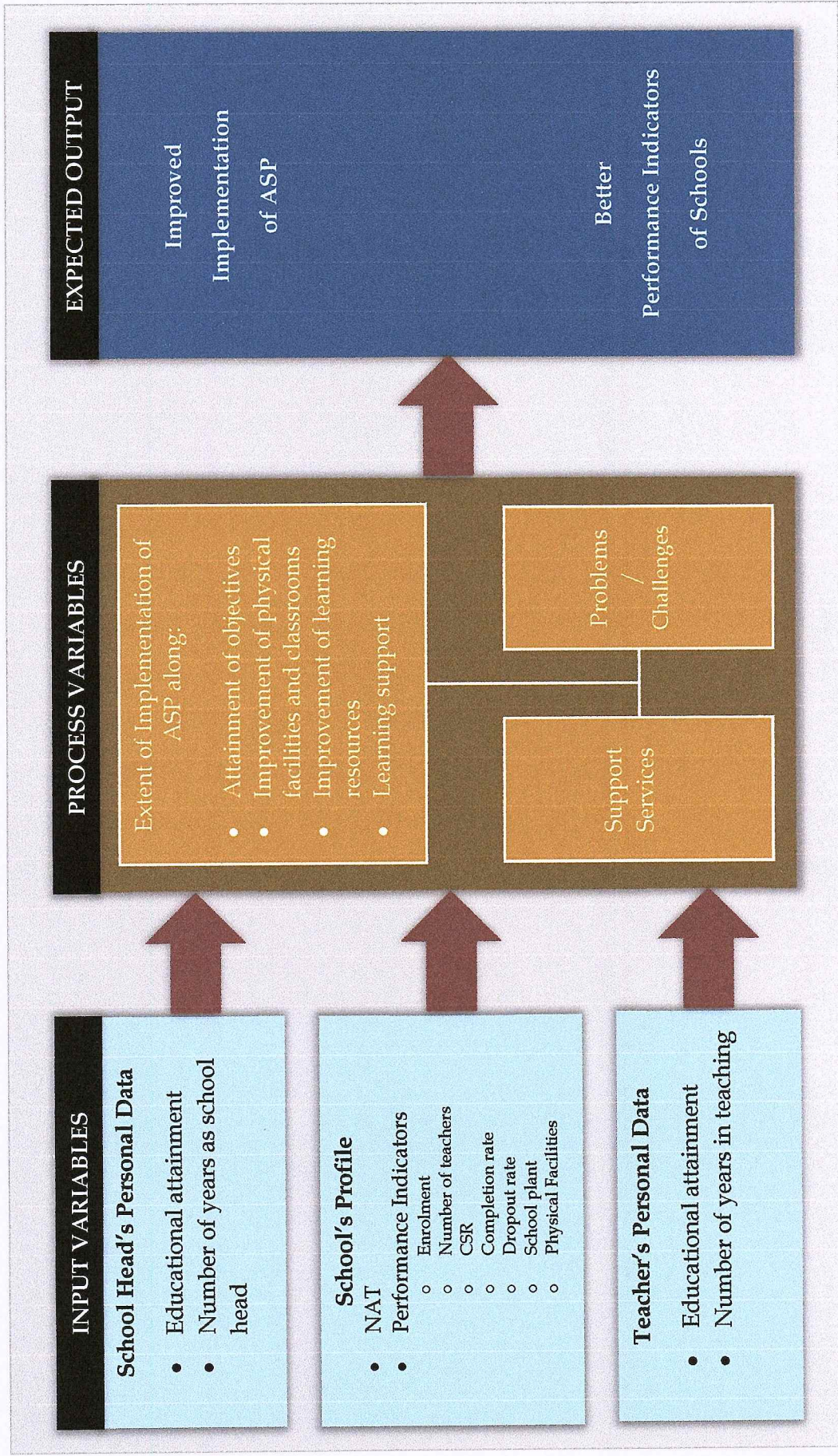


Figure 1. The Research Paradigm

The process variables were the differences on assessments of school heads and their teachers on the extent of implementation of ASP along attainment of objectives, improvement of physical facilities and classrooms, improvement of learning resources and learning support. This is supplemented by the support services provided by the public and private entities in school.

The findings of comparison and assessments among the variables were statistically analyzed and interpreted to generate the expected output which is the improvement of the implementation of the program and better performance indicators of public elementary schools in the division of Catbalogan City.

### **Significance of the Study**

The results of this study have significant and meaningful benefits to the following:

**Pupils.** The research enlightens pupils that the school which actively promotes Adopt-a-School Program makes a clear priority for learning with instructional strategies that are appropriately designed to meet pupil interests and needs. The pupils would benefit from this investigation because schools with improved physical facilities, classrooms, and learning resources are more likely to have improved teaching-learning situation and, thus, produce pupils with better academic performance.

**School Heads.** The results may serve as a guide to the school heads to exercise instructional leadership and sound management of the schools toward

policy formulation related to educational reform initiatives and efficient and effective performance of their administrative functions. The school heads, as a result of the study, have been provided with insights on how to improve their relationships to stakeholders, donors as well as better strategies to employ and generate more resources to the improvement of the school.

Teachers. The study may broaden the horizon of the teachers and give them the possible latitude in sustaining efforts to continuously improve the effectiveness of the teaching and learning process and the academic endeavors which can translate to better school performance and student achievement. The involvement of teachers in the effective implementation of the program would contribute significantly to the attainment of school goals and eventually sustain the support of parents and external stakeholders.

Parents. The study validates the antecedent facts regarding the significant roles played by parents in rearing and educating their children - the reading experiences and academic opportunities passionately pursued by them that focus their children on holistic development. The active participation of parents would contribute to the effectiveness of the program.

Community. This study discloses that Adopt-a-School Program allows schools to create more and better opportunities for collaboration with organizations and agencies in the community with a comprehensive focus on children as a crucial factor in ensuring academic success.

**Stakeholders.** The results of this study can harness the stakeholders' initiative to provide financial assistance and other support to the public elementary schools in the division of Catbalogan City.

**Future Researchers.** It is expected that the outcome of the study would stimulate researcher to further investigate factors of attaining better school performance.

### **Scope and Delimitation**

This study assessed the extent of implementation of Adopt-a-School Program of public elementary schools including the identified problems/challenges encountered by the school heads. The division of Catbalogan City was the research environment of the study.

The focus of the study was limited to the following: the personal and professional characteristics of school heads in terms of educational attainment and number of years as school heads; the personal and professional characteristics of teachers in terms of educational attainment and number of years in teaching; profile of public elementary schools in terms of NAT, enrolment, number of teachers, cohort's survival rate, completion rate, and dropout rate, school plant, and physical structures and facilities.

Assessments of the school heads and their teachers on the extent of implementation of the program along attainment of objectives, improvement of physical facilities and classrooms, learning resources, and learning support. The

school heads would determine the problems/challenges encountered by them in the implementation of the program.

The respondents of the study were 49 public elementary school heads and 230 teachers summing up to 279 respondents in all.

The study was conducted during the school year 2018-2019.

### **Definition of Terms**

For better understanding, the following terms are defined as used in this study.

**Adopt-a-School Program.** This pertains to a mechanism which allows private entities to assist public schools in a particular aspect of educational program within an agreed period of time in the areas of staff and faculty development for training and further education; construction of facilities; upgrading of existing facilities; provision of books, publications, and other instructional materials; modernization of instructional technologists (R.A. No. 8525). In this study, it refers to the supports extended by private sector, company foundation or organization, private individuals and NGOs to the public elementary schools.

**Cohort survival rate.** This refers to a measure of the efficiency and effectiveness of the delivery of education services in the country, and is defined as the percentage of enrollees at the beginning grade or year in a given school year

who reached the final grade or year of the elementary or secondary level (NCSB Resolution No. 14, s. 2006).

In this study, it refers to the promotion of enrolled pupils at the beginning grade who reach the final grade at the end of the required number of years of study in the elementary level.

**Completion rate.** This refers to the percentage of first year entrants in an level of education who complete/finish the level in accordance with the required number of years of study (NCSB Resolution No. 14, s. 2006).

**Direct assistance.** This refers to the contribution/ donation provided by an adopting entity to public school (Adopt a School kit). In this study, it refers to the assistance in the form of cash, materials, and in kind provided by the donor partners to the elementary schools.

**Dropout rate.** This refers to the proportion of students who leave the school during the year as well as those who complete the grade level, but fail to enroll in the next year-level following the school year to the total number of students enrolled during the previous school year (NCSB Resolution No. 14, s. 2006).

**Learning support.** This includes provision of audio-visual instructional materials such as e-books, instructional movies, e-books and non-digital learning aids such as pop-up materials and colored pictures. In this study, it refers to the financial support from public and private sectors.

**Physical facilities.** This refers to the physical property of the school, consisting of the grounds, buildings and various facilities within the school

grounds and inside the school buildings. In this study, it refers to the number of buildings, classrooms and laboratories in public elementary schools.

**School head.** This refers to a person responsible for the administrative and instructional supervision of the school or a cluster of schools (The Governance of Basic Education Act of 2003). In this study, it refers to the principal, head teacher, and teacher-in-charge of the public elementary schools in the division of Catbalogan City.

**Sponsoring/adopting agencies.** These refer to organizations or agencies like government organizations, non-government or private entities and religious groups that render services and support materially or financially to the public elementary schools with a Memorandum of Agreement (MOA).

**Support services.** It refers to the assistance, aids or donations such as learning support, health and nutrition, reading program and direct assistance provided by the development partners to the schools (Adopt a School kit). In this study, it refers to the assistance or donations such as training, feeding program health care, and others to elementary schools.

## Chapter 2

### REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents the literature and studies that are related to the present investigation. The pieces of information were obtained from related readings on books, periodicals and documents and research literature taken from published and unpublished works like thesis, dissertations, and other research papers.

#### Related Literature

This section contains the review of literature from the context of local and international issues that are closely related to the present study.

The school is a major social institution which exists not for its own sake, but for the noble function of rendering service. It fulfils its functions through effective management of leaders who are equipped with skills in order for them to translate management theories, principles and practices into more efficient, effective and productive manager.

Managing a school is not an easy task. It involves the school heads' qualities of skills coupled with responsibilities for the attainment of school goals and objectives. Therefore, the accomplishment of the school goals and objectives is not the job alone of the school heads. He has to work with his teachers and other stakeholders.

The ability of the school head to lead toward the attainment of school goals and objective primarily depends in his effective motivation, charisma and leadership. The support of stakeholders is expected to provide better learning environment and resources would benefit children and youth in public schools.

On the aspect of quality education, two indicators have been put forward by the international community to measure the quality survival and completion rates. Survival rates, or the percentage of a cohort enrolled in first grade expected to reach a given successive grade, typically fifth, can be constructed from administrative data routinely collected by department of education. However, survival rates do not relate to the population (i.e. access), hence, a country with very low enrolment rates may have high survival rates. The indicator measures the performance of an educational system in keeping learners from grade to grade as well as their inner effectiveness. It shows the retention condition of students in schools from grade to grade, and vice versa the degree of dropout by grade. Survival rates approaching 100.00 percent indicate a high level of retention and low incidence of dropout. It is crucial to note that this does not imply completing primary education for all schoolage. The survival rate is a proportion of a pupil cohort and not a proportion of schoolage kids (Handbook for Primary Education: Abridged Compiled by Laurie Cameron (AED, 2004).

In this indicator, several factors account for poor performance, including low quality of schooling, high grade repetition levels, and 18 direct and indirect

schooling costs. Also, the availability of teachers, classrooms and/or educational materials may limit the progress of students to higher grades. Since, the calculation of this indicator is based on pupil-flow rates, the reliability of the survival rate depends on the consistency of data on enrolment and repeaters in terms of coverage over time and across grades. Given that this indicator is usually estimated using cohort analysis models that are based on a number of assumptions, care should be taken in using the results in comparisons. The completion rate, or the ratio of the total number of students successfully completing a given grade of school to the total population of official school age for that grade, directly measures the attainment of a grade level for the population in a given year. This indicator is now being used by most international agencies, particularly the World Bank, as a prominent indicator of both education coverage and quality. However, reliable estimates a single-age population, required for the denominator, are very difficult to obtain (Handbook for Primary Education: Abridged Compiled by Laurie Cameron (AED, 2004)).

The World Bank (1997) mentioned the impact of interventions on the performance of primary school students in the Philippines. The survey was conducted because of the high dropout rate of students in the country, despite the high enrolment rate for the first grade, due to the limited capability of parents to support the schooling of their children. Four interventions were made by the World Bank in partnership with the Philippine government, including: 1) feeding programs; 2) multilevel learning materials; 3) feeding program with parent

participation; and 4) multilevel learning materials integrated with parent participation. Outcomes were measured by looking at changes in dropping out rate and test scores of students. Results showed that the four interventions had no effect on dropping out rates, but the interventions significantly affected student test scores.

This effect is largely due to the intervention of multilevel learning materials, which also influenced albeit indirectly dropout statistics. Although the study did not include intervention on the maintenance of school buildings, the results of the survey have several implications on the current research. One implication is the importance of non-government intervention in improving public schools in the Philippines. Construction of schools and provision of learning materials are largely dependent upon partnership programs with other governments. Another implication is the inability of the government to provide sufficient funding to public schools requiring international and local contributions in building or maintaining classrooms and providing relevant learning materials or tools to public school student.

On the other hand, the performance of a school as an organization may be characterized in diverse ways. It may be delineated as adequate, effective, efficient, excellent, equitable, outstanding and successful on the opposites. Other descriptions which characterize organizational performance may be in terms based on outputs, goals, processes, resources, employability, and accreditation of

programs, licensure examination results, benefits to society, stakeholders' gains and others.

The education of the youth is the concern of everybody. While the government is tasked to provide free and quality education to every Filipino child and youth, the community where he/she grows is an important stakeholder in his/her education. The private sector, which will hire the young Filipinos sooner or later, is also a significant player in their education. Therefore, effective cooperation is key to ensuring that Filipino kids and youth go to college, stay in college, and learn in college. It poses a major challenge for stakeholders in education (Adopt-a-School Manual).

The Adopt-a-School Program is a year-long supported strategy to building alliances between schools and their supporters' network, particularly company and community organizations. Ultimately, this program is based mainly on the view that all partners can play a crucial role in accelerating the achievement of students and schools. From volunteering in classrooms to donations to help student requirements, having a dedicated partner can have a real effect on the life and learning of learners (Adopt-a-School Tool).

Furthermore, Adopt-a-School Program is designed to connect community resources with schools. Through this program, schools have access to apply the unique skills and resources of the partners to enhance students' experiences and strengthen school initiatives rather than off-events, the schools and organizations,

and the school partnership team will also help to promote the great work happening at the school and via this partnership (ASAP Toolkit, 2015).

In May 2003, the Department of Education launched the National Schools Maintenance Week to bring the spirit of the Adopt-a-School Program to the level of the community and to maximize participation and use local resources to improve public schools. Dubbed Brigada Eskwela, the program brought together teachers, parents and members of the community to work together to repair and prepare public schools for the opening of the school (DepEd Memo, 2003).

In the spirit of bayanihan, private institutions or individuals and even local government units have contributed to the effort. Volunteers take time during the week-long event to do minor repairs, painting, and school campus cleaning (Brigada Eskwela Manual).

Republic Act No. 8525, otherwise known as the Adopt-a-School Program Act, Rule 3, states that a periodic review of the adoption shall be undertaken by the Local School Board (LSB) of the province or city where the school is located, about the implementation of ASP pursuant to guidelines as may be periodically issued by the Coordinating Council including, but not limited to: delivery and utilization of proposed project; impact of proposed projects on the school and the community in terms of social benefits, and participation of other stakeholders to support the project, LSB, Provincial Technical Education and Skills Development Committee, and review of the program and submit their recommendations to the Coordinating Council (DepEd Order No. 2, s. 2013).

When schools and community organizations work together to support learning, everyone benefits. Partnerships can serve to strengthen, support, and even transform individual partners, resulting in improve program quality, more efficient use of resources, and better alignment of goals and curricula (Harvard Family Research Project, 2010, as cited by Priscilla Little). This statement of Little is very much related to the present study. Indeed, school and community partnership is very important to support learning environment.

Partnerships should be considered as links between schools and the resources of the community. The partnership may involve the use of facilities and equipment for schools or neighborhoods ;sharing other resources; collaborative fundraising and grant applications ; volunteer assistance, mentoring and training of experts and others with unique skills ; data sharing and dissemination ; networking ; recognition and public relations ; shared responsibility for planning, implementing and evaluating programs and facilities ; expanding possibilities for internships, employment and leisure ; and building a sense of community.

School-community partnerships can interconnect many resources and strategies to improve communities that help all young people and their families. They could improve schools, strengthen neighborhoods, and bring about a noticeable reduction in the problems faced by young people.

Building such partnerships needs vision, strategic planning, creative management, and new multi-faceted roles for school and community-based specialists. This article of Mitrfanova is very much related to this present study so

as to the importance of school-community partnership. Donations and help to school come in different form. It is in the decision of the donors on what kind of help they will offer.

Kemp (2017) pointed out that schools and community are essential to helping children reach their maximum potential. Community collaboration with schools complements and reinforces values, culture, and the learning opportunities that schools can provide for their students. She stressed further that school heads, parents, business, non-profit, service clubs and the like when working together, truly make a difference in the lives of the students. Kemp clearly defines the importance of school-community partnership. She emphasizes the collaborative effort of all members of society in attaining the ultimate goal, the success of the learners.

Schools are being asked to do more and more with fewer resources. For any school program to assure the high academic achievement of all children, there must be an active partnership between the school and community to address the social and personal, as well as the academic needs of children (Schargel, 2011).

Adopt-a-School programs are emerging across the nation as many communities are tailored to the advantages offered to both learners and community members by the programs. The American Chemical Society, which runs a program like this, says, "Adopt-a-School fosters a better sense of understanding of the community's school system, strengthens and improves

school programs and curricula and creates a sense of personal involvement and interaction between organizations and schools”.

The advantages of a school being adopted apply to all groups. By engaging with such an essential aspect of the society, the organisation that adopts the school gets favorable public relations. The school advantages from participation as students are enriched by programs that expand their knowledge base.

### **Related Studies**

A review of related studies was undertaken by the researcher on the extent of implementation of ASP and the like in order to gain an insight and understanding into the development of this particular understanding.

Dela Cruz (2015) conducted a study on the participation of stakeholders in the implementation of Brigada Eskwela in the schools division of Northern Samar along pre-planning, planning, implementation, and monitoring activities. One significant finding of the study was that, Brigada Eskwela is highly implemented. However, they found serious problems on the release of MOOE where stakeholders thought the school does not any more need the financial supports from stakeholders. The study, likewise, found out that lack of financial assistance from DepEd and lack of support from businessmen/rich persons were found serious.

The study of Dela Cruz is similar to the present study in the sense that Brigada Eskwela is under the Adopt-a-School Program. Both studies are

concerned with external stakeholders' supports to schools and the problems encountered in the implementation. They differ in the variables and locale of the study.

Cabardo (2015) tried to evaluate to assess the level of involvement of school stakeholders in various schooled operations and the implementation of schoolbased leadership (SBM) in chosen schools in the Davao del Sur Division. Research showed that:1) the level of involvement of school stakeholders in the various school-initiated operations was found to be moderate; 2) the level of execution of SBM was found to exceed the maximum standard; 3) the level of participation of the school stakeholders to the different school-initiated activities significantly affected by the level of SBM implementation. Some major recommendations from the study of Cabardo were: 1) schools should improve the level of school-based management implementation in order to improve the level of participation of the school stakeholders to the different school initiated activities; 2) In order to disseminate information and the importance of school-based management to the various stakeholders, seminars and conferences may be held at school level. This would also pacify any differences in understanding and perception of what school-based management is ;3) School officials may develop strong relationships with parents to involve them in the planning, implementation and 26 evaluation of school activities directly related to the learning activities of pupils. Collaborative efforts in the community have proved to be a mover and 4) Additional research should be carried out on

the implementation of SBM and the level of involvement of school stakeholders in the various activities initiated by the school.

The study of Cabardo has a significant bearing on the present study in the sense that both studies aimed to determine the strategies and approaches to make program implementation effective and sustainable.

The study of Knight (2017) was to determine relationships among Adopt-a-School Program (AASP) operational practices and principals' perceptions of the impact of Adopt-a-School (AAS) activities on selected areas of student, teacher and school community concerns. The study considered differences by school and experience levels, and by sex. The study recommended that: 1) to minimize partnership failures, adopting businesses should be cognizant of time and resources involved, and the AASP should have full company support; 2) when the principal is not the business-school coordinator, to maintain a strong AASP,, the principal must be aware of day-to-day activities in order to be AASP spokespersons; 3) a short measuring device should be developed for mid-year and end-of-year evaluation. The mid-year evaluation would alert the schools, businesses, and founding organization to problems needing immediate attention. These evaluation forms would accumulate material for longitudinal studies; and 4) a replication of this research should be conducted in other school systems with AASPs to determine whether or not the results of this study can be confirmed.

Aguirre (2015) determined the competency-based leadership and management development plan for public secondary schools in the division of

Samar along school-based management. It was found out that among the domains of leadership and management, it was only parental involvement and community partnership where correlation was evident and which only meant that when the degree in this domain is higher, dropout rate becomes lower and when dropout rate is high, the involvement of parents is low and/or partnership with the community is also low. It was recommended that there was a need for school heads to increase the level of participation of parents and increase partnership with the community so as to improve status of school learners and dropouts and other performance indicators.

Another study on the assessment of school-based management implementation in public elementary schools was conducted by Dela Torre (2015). The study revealed the following: 1) the overall average level of implementation of school based management was highly implemented; 2) the number of manpower to maintain the school facilities development and building was not adequate, ancillary services were not available, physical plant was poorly maintained due to lack of funds, maintenance of school facilities, equipment, and school building was lenient; 3) on the school-community partnership, the school got limited assistance from the community and the LGU, parents were not enlightened of their roles as one of the school's stakeholders; and 4) MOOE did not suffice the needs of the schools.

The study of Dela Torre is related to the present study in the sense that both studies dealt with development partners/stakeholders' involvement in schools

and on how to sustain their support to schools, however, they differ in research environment and in the program implementation.

Diedrich's study (2014) provides information that could be useful to school administrators in formulating positions on the issue of business involvement in schooling, and in informing and improving the practice of primary school directors engaged in or considering Adopt-a-School programmes. Her study investigates the involvement of business in education, focusing particularly on adopt-a-school programs at the elementary school level. The study concludes with specific recommendations regarding the formulation of a philosophical position on the issue of business involvement in schooling and on the initiation, implementation, and evaluation of adopt-a-school programs at the elementary level.

Recard's research (2012) identified the features of effective school-community partnerships in support of improving academic achievement in government primary schools. Based on elementary school administrators' perceptions, findings were the following: 1) the most common characteristics of successful school community partnership included: (a) a positive, collaborative relationship; b) a common mission and vision supporting student achievement; c) measurable goals and objectives regularly monitored; and d) shared resources providing mutual benefits; 2) successful school-community partnerships were similar due to student-centered and supported student achievement; 3) partnerships differed in that they existed in a wide array of configurations

depending on partnership needs, available resource, and each partner's motivation; and 4) personal relationships were the most important factor in developing, implementing and sustaining school-community partnerships.

The study concluded that school community partnerships became nearly indispensable for school operating in a climate of increasing expectations and diminishing resources. Community support had been important in improving schools, helping to replenish lost resources and build long-term, mutually beneficial relationships that support student achievement. Schools have benefited from improved public ratings resulting from producing more skilled graduates, the community had benefited from receiving productive young adults, contributing to members of society. This study is related to the present study because both are concerned with the school-community partnerships in public elementary schools.

The study of Sink (2010) focused on few issues in education that got as much attention as the need for improvement of parental and community involvement in and support for local schools. School faculties wanted to know how to improve the way they worked with families and community members to better meet the needs of their students and parents wanted to find how to best communicate with the schools to help their children succeed. Even though there was extensive research and agreement about the importance of this topic, many schools continue to labor with these partnerships. This exploratory correlational research study tried to assess methods of improving school's relations with its

students, parents and community. The most salient finding of the study pointed to the challenges of finding time for teachers and the high school staff to communicate and fully engage in a process of collaboration with parents and the greater community. The study concluded that improvements in communication between the school and home need to be attained, and the high school stands to substantially benefit from a well-planned and continuous parent and community involvement partnership program.

In the study of Myende, she found out that school-community partnerships could be built from principles of the asset-based approach. The findings revealed that both the school and the University partners were aware that assets were available inside the school and within the surrounding communities. Furthermore, University partners are of the view that the school has 72 needs and challenges. It therefore, identified possibilities of an asset-based approach in school-community partnerships because University partners were aware that the assets they introduced to the school could not be utilized without drawing from already existing school and community assets. The role of school leadership, especially of the principal cannot be underestimated if the asset-based approach is to be utilized. The school principal can identify all possible assets that can be utilized in enhancing services provided by University partners. The failure or the success of the school principal to work as the intermediary between external stakeholders and internal stakeholders may contribute largely on how both external and internal assets are used for the benefits of the partnership. The

findings suggested that communications were always sent through the principal and, on the other hand, teachers also indicated that they would only see University partners arriving at the school without actually knowing what was happening. This resulted in conflict and lack of interest from other teachers, thus, their contribution was minimal in the partnership. However, teachers and the principal, on the other hand, also indicated that they were also not clear of the partnership goals. This tells us that the problem may not be with the principal's communication, but also from the project leaders' side where there might be problems contributing to the failure of the partnership.

This study of Myende is very much related to the present study. School heads really must assess the internal resources so that external stakeholders will know what kind of resources to be donated.

Hogue found out in her study that building a solid infrastructure was the foundation for a strong partnership between the school and the community. Adhering to mandated policies, focusing on student-centered goals, and working within systems were vital components of building a strong infrastructure. It also emerged as instrumental to define clear roles. The roles of the principal, school staff, and community were clearly defined. Demonstrating collaborative character traits emerged as a third theme that was necessary to build a positive relationship. The meaning that the community partners and school staff have put on building relationships became apparent. Each theme is made up of various elements that define it. Building a solid infrastructure requires that the school and community

focus on mandated policy, remain student centered, and put systems in place to help manage the various partnerships and related activities. Defining clear roles focuses on the principal, the school staff, and the community. Each partner and staff member has to understand his or her role and work within the clearly defined structure of that role. The core of the relationship building process is to demonstrate collaborative character traits. Communication, confidence and appreciation are elements of the different relationships that appeared to be instrumental in maintaining a strong connection.

The study of Hogue is very much related to the present study. Communication, trust, and appreciation are really important elements between two parties so that relationships will last long.

Strickland's research results proposed that community partnerships play a key role in promoting Title 1 primary schools in Urban. It may be challenging to find community partners. Principals seeking to involve community partners should define the school's requirements before seeking community partners or applying a community partnership program. The partners produced primarily student-centered or school-centered activities. The activities that had the greatest effect were student-focused activities.

This study of Strickland is very much related to present study because each school indeed prepared their school and pupils need before tapping their community partners for help.

## Chapter 3

### METHODOLOGY

This chapter presents the method and procedure used in this study. It includes the research design, instrumentation, validation process, sampling procedure, data gathering procedure and the statistical measures employed in the analysis and interpretation of data.

#### Research Design

The study employed descriptive method of research. The aforesaid research design was employed since the study dealt on status and the problems under consideration focused on the following variables: profile of school heads and teachers, profile of public elementary schools, NAT achievement of pupils, level of implementation of ASP along attainment of objectives, improvement of physical facilities and classrooms, improvement of learning resources and learning support, comparison of the perceptions of the respondents in the implementation of the program, and challenges/problems encountered.

The main instruments used to gather the data from the respondents of the study were questionnaire-checklist and document analysis. There were two groups of respondents asked to answer the instruments: the school heads and teachers. The above-mentioned method was appropriate since the study involved fact-finding, descriptions, analysis, and interpretation of facts regarding the

personal information coming from the two groups of respondents namely the school heads and their teachers, and the respondents' perceptions on the level/extent of implementation of Adopt-a-School program which were the primary focus of this study.

In the analysis, the researcher utilized beyond enumeration, frequency counts, percentage, weighted mean, standard deviation and t-test for independent samples.

### **Instrumentation**

In order to gather appropriate data needed in this study, the researcher utilized two kinds of research instruments. These are the questionnaire-checklist and document analysis in collecting pertinent data. The measuring instruments was developed by the researcher and subjected to validation to a group of school heads and teachers not respondents of the study.

**Questionnaire.** The researcher used three sets of questions to collect information from the respondents. The first set of the questionnaire determined personal profile. The second set focused on the level of implementation of ASP. The third set focused on the problems encountered in the implementation of the ASP. The questionnaires were formulated after taking into account the appropriate instruments made by some researchers.

The first part of the questionnaire was designed for purposes of collecting information relative to respondents' profile in terms of their: educational

attainment, years as school heads, and number of years in teaching. The profile of the public elementary schools was determined in terms of NAT performance, enrolment, number of teachers, cohort-survival rate, completion rate, dropout rate, school plant and physical structures and facilities.

The second part of the questionnaire elicited information regarding the level of implementation of ASP in the areas of attainment of objectives, improvement of physical facilities and classrooms, improvement of learning resources, and learning support. The respondents were asked to check the appropriate box that corresponds to this answer by considering the five-point Likert Scale where for the extent of implementation: 1-means not implemented; 2-means partially implemented; 3-means moderately implemented; 4-means extensively implemented; and 5-means fully implemented.

The third part of the questionnaire primarily aimed to gather information on the problems/challenges encountered in the implementation of the ASP.

**Document Analysis.** In addition to the foregoing instruments, the researcher looked into the profile of Catbalogan City Division in terms of NAT performance, cohort survival rate, completion rate, and dropout rate. The profile of the public elementary schools by district such as enrolment, number of teachers, land area, number of buildings, number of classrooms and facilities were secured from the Planning Office of Catbalogan City division.

### Validation of Instrument

The questionnaires developed were validated through expert validation as well as through dry run in order to determine the content validity of the instrument. More specifically, the appropriateness and sustainability of the items, clarity of the indicators, and the instructions were provided therein.

The researcher consulted his adviser, panel of examiners, and some school heads of Samar Division for their comments, suggestions for possible revision and improvement. The said questionnaire was tried out at Samar Schools Division. This division was identified for pilot testing, thus was not included in the sampling frame. The respondents of the dry-run were composed of school heads and teachers of the Samar Division.

To establish the reliability of the instrument, the researcher ascertained the consistency of the responses. The test-retest methods were the same questionnaire was administered twice to same group of respondents in an interval of two days was made (Calmorin, 1994). The responses for the two try-outs were recorded, tallied, and processed through computation of Pearson-Product Moment Correlation Coefficient ( $r$ ). This was done to establish the validity between the responses for the first and second try-out in order to test the reliability of the instrument. Based on the computed  $r_{xy}$  value of 0.85, it was qualitatively interpreted as "fairly high" correlation which implied that the questionnaire was adequate for individual measurement.

### Sampling Procedure

There were two groups of respondents involved in this study, namely: school heads and teachers in Catbalogan City Division. The researcher utilized total enumeration for the choice of public elementary school heads.

**Table 1**

**The School Heads and Teacher-Respondents**

<b>District</b>	<b>School Heads</b>	<b>Teachers</b>
Catbalogan I District	3	41
Catbalogan II District	4	32
Catbalogan III District	3	24
Catbalogan IV District	5	25
Catbalogan V District	4	21
Catbalogan VI District	3	15
Catbalogan VII District	4	25
Catbalogan VIII District	4	17
Catbalogan IX District	7	21
Catbalogan X District	5	20
<b>Total</b>	<b>50</b>	<b>241</b>

To determine the appropriate sample size for the teachers' group, the Yamani's formula was employed.

Moreover, the distribution of sample size was proportional to the total number of teachers in each district.

This means that the number of teachers in each district was proportional to the representation in the population. The bigger the population, the more sample teachers were drawn. The lesser the population, the less sample teachers were obtained.

The public elementary schools were selected by district and the researcher employed the total enumeration procedure of sampling. That is, all the public elementary schools in the Division of Catbalogan City were included. Table 1 contains the number of school heads, total number of teachers and the teacher-respondents of the study.

The public elementary schools involved in this study were: District 1 composed of Catbalogan I CES, Totoringan ES, Socorro ES, and Catbalogan I SPED Center; District 2 composed of Catbalogan II CES, Camayan ES, Lobo ES, Loyagoy ES, Salug ES, and San Andres ES; District 3 composed of Catbalogan III CES, Carayman ES, Libas ES, and Lagundi ES; District 4 composed of Catbalogan IV CES, Albalate ES, Cagutian ES, Iguid ES, Old Mahayag ES, and San Vicente ES; District 5 composed of Catbalogan V CES (Mercedes), Manguihay ES, Jose P. Casiño Sr. Memorial ES, and Pupua ES; District 6 composed of Cagudalo ES, Bliss Community School, and New Mahayag ES; District 7 composed of Bangon ES, Palanyogon ES, Bunu-anan ES and Guinsorongan ES; District 8 composed of Buri ES, Cabugawan ES, San Roque ES, Silanga ES and Cagusipan ES; District 9 is composed of Basiao ES, Darahuway Dako ES, Darahuway Guti ES, Ibol ES,

Madalunot ES, Majaba ES and Pangdan ES, and District 10 composed of Bagongon ES, Bulaan ES, Cagutsan ES, and Canhawan ES.

### **Data Gathering Procedure**

In order to gather the pertinent data for the undertaking, the researcher sought permission from Catbalogan City Division Superintendent of the DepEd for the conduct of the study. The formal communication explained the nature and objectives of the study.

Upon approval of the permit, the researcher personally administered the instruments to the identified respondents in each school and request for the early return of the accomplished ones. The researcher explained the purpose of the study and the nature of answering the instruments to ensure 100.00 percent retrieval. This procedure was essential to come up with high percentage of retrieval of the questionnaire. As a supplementary technique, the researcher hired research assistants from each district with the proper guidance of the school head to facilitate the retrieval of the said questionnaire. The fielding of the questionnaire was done in the second week of April 2019.

After all the sample respondents had been covered, the data gathered were tabulated and analyzed using the Statistical Package for Social Science Research (SPSS).

### Statistical Treatment of Data

After the retrieval of the accomplished instruments, the responses were tallied and organized for necessary statistical treatment. The statistical data were analyzed and interpreted by employing appropriate statistical tools.

**Frequency count.** This was used to present the profile of the school heads and teachers and the extent of implementation of Adopt-a-School program on four areas.

**Mean.** This was employed to calculate the averages where the measure was applicable like number of years as school heads and length of service of teachers.

**Weighted means.** The weighted mean was computed for determining the extent of implementation of ASP. To interpret the level of implementation of the program, manifested by the respondents, the following table was used:

<u>Mean Ranges</u>	<u>Weight</u>	<u>Verbal Interpretation</u>
4.51 - 5.00	5	Fully Implemented
3.51 - 4.50	4	Extensively Implemented
2.51 - 3.50	3	Moderately Implemented
1.51 - 2.50	2	Partially Implemented
1.00 - 1.50	1	Not Implemented

**Standard deviation.** This was employed to provide a measure of the standard or average distance from the mean.

**t-test for independent means.** For the purpose of determining significant difference between the perceptions of school heads and their teachers along the extent of implementation of Adopt-a-School program, the t-test for independent means was used.

In the application of the formulas specified, the researcher availed of the SPSS software version 16.0 and Microsoft Excel and efficiency in the computation.

Finally, the 0.05 level of significance was used in the test of hypothesis of the study.

## Chapter 4

### PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter contains a presentation, analysis and interpretation of the data gathered with the use of questionnaire fielded to the respondents of the study. The data are presented in table forms representing the responses of the school heads and teachers.

#### Profile of School Heads

This section presents the profile of school head-respondents from the public elementary schools in Catbalogan City division indicated by their educational attainment and number of years as school heads.

**Educational Attainment.** Table 2 presents the profile of 49 public elementary school heads in the division of Catbalogan City in terms of their educational attainment. It can be gleaned from the table that 21 or 42.86 percent are master's degree holders, and 15 or 30.61percent are shown to have graduated with bachelor's degree. While 11 or 22.45 percent of them have earned M.A. units, and the remaining two or 4.08 percent finished their doctorate degrees. This finding implies that school heads should pursue graduate studies for their personal and professional enhancement.

**Table 2**  
**Highest Educational Attainment of the**  
**School Head-Respondents**

Educational Attainment	f	Percent
Bachelor's Degree Holder	15	30.61
w/ MA/MS Units	11	22.45
Master's Degree Holder	21	42.86
Doctoral Degree Holder	2	4.08
<b>Total</b>	<b>49</b>	<b>100.00</b>

**Numbers of Years as School Heads.** Table 3 provides data on the profile of 49 public elementary school heads in the division of Catbalogan City as to the number of years as school head.

From the table, it can be gleaned that majority of the school heads have relevant experiences of six years and below numbering 29 or 59.18 percent. There are only 17 or 34.69 percent school heads whose relevant experience as school head ranges from eight to 14 years. The school heads' present position is 6.27 years with a standard deviation of 2.25 years.

The findings imply that most of the school head-respondents are relatively young because they are newly promoted as school head. It indicates further that

with their relevant experience as school head, they still need to acquire more knowledge, skills and competencies as managers.

**Table 3**

**Number of Years as School Heads**

<b>Number of Years as School Head</b>	<b>f</b>	<b>Percent</b>
14	1	2.04
11	1	2.04
10	3	6.12
9	5	10.20
8	7	14.29
7	3	6.12
6	6	12.24
5	9	18.37
4	8	16.33
3	5	10.20
2	1	2.04
<b>Total</b>	<b>49</b>	<b>100.00</b>
<b>Mean</b>	<b>6.27 years</b>	<b>-</b>
<b>SD</b>	<b>2.25 years</b>	<b>-</b>

**Profile of Teacher-Respondents**

This section presents the profile of teacher-respondents from the public elementary schools in Catbalogan City Division indicated by their educational attainment and number of years in teaching.

**Educational Attainment.** Table 4 presents the profile of 230 public elementary school teacher-respondents in the division of Catbalogan City in terms of their educational attainment. It can be gleaned from the table that majority of the respondents are bachelor's degree holders comprising 141 or 61.30 percent. A

number of 39 of the respondents or 16.96 percent are master's degree holders and 50 or 21.74 percent are shown to have master's units.

The data could mean that the teacher-respondents possess the necessary educational qualifications as teachers.

This finding, however, still suggests that the school heads should encourage the other teachers to pursue appropriate master's degree.

**Table 4**

**Highest Educational Attainment of the Teacher-Respondents**

<b>Educational Attainment</b>	<b>f</b>	<b>Percent</b>
w/ Ph.D. units	6	2.61
MA/MS Degree Holder	33	14.35
w/ MA/MS Units	50	21.74
Bachelor's Degree Holder	141	61.30
<b>Total</b>	<b>230</b>	<b>100.00</b>

**Number of Years in Teaching.** Table 5 presents the profile of teacher-respondents on their length of teaching experience. This refers to the actual number of years of teaching in the elementary schools. It can be gleaned from the table that the teachers are still young in the profession as evidenced by the mean of 10.77 years in service with a standard deviation of 7.19 years. Most of them have teaching experiences of 12 years and below numbering to 161 or 70.00 percent.

There are only 17 teachers whose teaching experiences ranges from 21 to 36 years or 7.38 percent.

The data indicate that with their length of teaching experience, they still need to updated and acquire additional knowledge, skills and competencies to continuously improve the effectiveness of the teaching and learning process.

**Table 5**

**Number of Years of Teaching by the Teacher-Respondents**

<b>Number of Years of Teaching</b>	<b>f</b>	<b>Percent</b>
33-36	1	0.43
29-32	2	0.87
25-28	5	2.17
21-24	9	3.91
17-20	22	9.57
13-16	30	13.04
9-12	65	28.26
5-8	57	24.78
1-4	22	9.57
Less than 1 year	17	7.39
<b>Total</b>	<b>230</b>	<b>100.00</b>
<b>Mean</b>	<b>10.77 years</b>	<b>-</b>
<b>SD</b>	<b>7.19 years</b>	<b>-</b>

### Profile of the Catbalogan City Division

This section presents the profile of the Catbalogan City Division in terms of NAT performance, cohort's survival rate, completion rate, and dropout rate. Tables 6 to 9 contain the necessary data on the profile of public elementary schools in the division of Catbalogan City.

**NAT Performance.** Table 6 presents the main percentage score of the examination of Grade 6 pupils in public elementary schools during the school year 2011 to 2015. The main percentage is obtained by dividing the mean score by the total number of items and the result was multiplied by 100. The answers were expressed in term of percent.

A closer examination of the data clearly revealed that the mean percentage score of the public elementary schools in the division is higher than 75.00 percent level of standard.

**Table 6**

**NAT Performance of Public Elementary School  
In the Division of Catbalogan City**

<b>School Year</b>	<b>Achievement Rate ( MPS)</b>
2011 - 2012	76.60
2012 - 2013	81.03
2013 - 2014	81.15
2014 - 2015	77.81

Table 7 reflects cohort-survival rate in public elementary schools. This pertains to the number enrollees at the beginning of the year, kindergarten in the elementary and Grade 7 in the secondary who reached the final year, specifically Grade 6 for elementary and Grade 10 for secondary.

**Table 7**

**Cohort's Survival Rate in Public Elementary Schools in the  
Division of Catbalogan City**

<b>CSR</b>	<b>Male</b>	<b>Female</b>	<b>Total</b>
2014-2015	90.90%	99.46%	96.11%
2015-2016	84.39%	88.89%	86.56%
2016-2017	92.76%	99.76%	96.81%

As shown in the Table 7, the cohort-survival rate for the elementary reveals the fluctuating trend for the last three years. It likewise tells that of the learners who enrolled in Grade 1, five years back, only 96.11 percent, 86.56 percent for three consecutive years have survived. The data show that the females have consistently survived than the males in the last three years.

Completion rate pertains to the percentage of Grade 1 pupils who completed finish Grade 6 five years after the learner entered school. Table 8 shows that the completion rate for the past three years registered a fluctuating trend. It recorded a 95.91 percent in school year 2014-2015 which decreased to 85.69 percent

in school year 2015-2016 but has recovered to 96.59 percent in school year 2016-2017.

**Table 8**

**Completion Rate in Public Elementary School  
In the Division of Catbalogan City**

Completion Rate	Male	Female	Total
2014-2015	90.90%	98.34%	95.91%
2015-2016	82.94%	88.68%	85.69%
2016-2017	92.42%	99.69%	96.59%

Looking at the data, it implies that of the entrants five years ago, 3.41 percent did not complete elementary education. It also signifies that there are more males who have not completed Grade 6 in the past three years.

Dropout rate refers to the proportion of learners who stop school during the year and eventually becomes out-of-school youth. Table 9 reveals a decreasing trend for dropout rate in the public elementary schools in the division of Catbalogan City for the last three years. As shown in the table, school year 2016-2017 registered the lowest record of dropout rate for the last three years with only a total of 9.78 percent. However, this data is higher compared to the national planning standard set by the Department of Education. The dropout rate of males outnumbered the females in the last three years. The data imply that the division should implement program to minimize dropout rate of pupils.

Table 9

**Dropout Rate in the Public Elementary School  
In the division of Catbalogan City**

Dropout Rate	Male	Female	Total
2014-2015	2.14%	1.24%	1.71%
2015-2016	1.57%	0.72%	1.16%
2016-2017	1.11%	0.42%	0.78%

**Profile of Public Elementary Schools  
By District**

This section presents the profile of public elementary schools in Catbalogan City division by district in terms of enrolment, number of teachers, land area, number of buildings, number of classrooms and facilities. Tables 10 to 15 contain the necessary data on the aforementioned profile of the public elementary schools by district.

Table 10 presents enrolment by district in public elementary schools in the division of Catbalogan City. District 1 has the largest enrolment of 3,091 pupils which represents 19.94 percent of the total enrolment of the division. Whereas, District 2 is the next largest enrolment which has 2,124 pupils or 13.70 percent of the total enrolment. This is followed by the District 5 with 1,637 pupils. The least enrolment in the division is District 6 with 972 pupils. As a whole, the total

enrolment in the Division of Catbalogan City is 15,503 pupils with an average enrolment of 1,550 pupil per district.

**Table 10**

**Enrollment by District in Public Elementary School**

<b>District</b>	<b>Enrolment</b>	<b>Percent</b>
District 1	3091	19.94
District 2	2124	13.70
District 3	1610	10.38
District 4	1517	9.79
District 5	1637	10.56
District 6	972	6.27
District 7	1434	9.25
District 8	1061	6.84
District 9	1000	6.45
District 10	1057	6.82
<b>Total 10</b>	<b>15, 503</b>	<b>100.00</b>

Table 11 reflects the number of teachers by district and the teacher to pupils ratio in public elementary schools. District 1 has the largest number of teachers of 100 which represents 16.45 percent of the total number of teachers in

**Table 11**  
**Number of Teachers by District and Teacher Pupils**  
**Ratio in Public Elementary Schools**

District	Teachers	Percent	Teacher and Pupil
District 1	100	16.45	1:31
District 2	79	12.99	1:27
District 3	60	9.87	1:27
District 4	62	10.20	1:24
District 5	61	10.03	1:27
District 6	38	6.25	1:26
District 7	62	10.20	1:23
District 8	43	7.07	1:25
District 9	52	8.55	1:19
District 10	51	8.39	1:21
<b>Total 10</b>	<b>608</b>	<b>100.00</b>	<b>1:25</b>

the division. This is followed by District 2 with 79 teachers or 12.99 percent, Districts 4 and 7 with 62 teachers each or 10.20 percent. The least is District 6 with 38 teachers or 6.75 percent. As a whole, the total number of teachers is 608 with an average of 61 teachers per district. In terms of teacher to pupil ratio, District 1 comprises 1:31, followed by Districts 2, 3, and 7 with a ratio of one teacher to 27

pupils. The least is District 9 with one teacher to 19 pupils. The ratio of 1:25 is considered as standard class size. The data imply that there is disparity in distribution of teachers by district. However, it is significant to note that Districts 1, 2, and 3 are situated within the City proper of Catbalogan.

Table 12 presents the school site of public elementary schools in the division of Catbalogan City including the number of school and land area. The division

**Table 12**  
**School Land Area of Public Elementary School in the**  
**Division of Catbalogan City**

District	No. of School	Land Area (Ha)	Percent
1	5	2.5920	10.88
2	6	3.9500	15.88
3	4	0.7355	2.95
4	6	3.0385	12.21
5	4	1.4920	6.00
6	3	0.9575	3.85
7	4	2.8993	11.65
8	5	2.5140	10.10
9	7	4.0425	16.25
10	7	2.6590	10.69
<b>Total 10</b>	<b>51</b>	<b>24.8803</b>	<b>100.00</b>

consists of 51 public elementary schools with a total land area of 24.8803 hectares.

The data reveals that District 9 with seven school sites has the largest area of 4.0425

hectares which represents 16.25 percent of the total area. Whereas, District 2 with six school sites is the next largest area of 3.95 hectares. This is followed by District 4 with six school sites consist of 3.0385 hectares or 12.21 percent. The least land area is District 3 with four school sites consist of 0.7355 hectare or 2.95 percent.

The number of buildings for instructional, social, physical and cultural interests of the school is shown in Table 13.

Table 13 reflects the number of buildings by district in the division of Catbalogan City. The data reveal that District 9 has the largest number of building

**Table 13**  
**Number of Buildings by District**

District	No. of Buildings	Percent
1	31	11.79
2	32	12.17
3	29	11.03
4	29	11.03
5	27	10.27
6	11	4.18
7	29	11.03
8	20	7.60
9	33	12.55
10	22	8.35
<b>Total</b>	<b>263</b>	<b>100.00</b>

of 33 which represents 12.55 percent of the total number of buildings in the division. Whereas, District 2 is the next largest number of buildings which has 32 or 12.17 percent. This is followed by Districts 3, 4, and 7 with 29 buildings each or 11.03 percent. The least number of buildings is District 6 with 11 or 4.18 percent. As a whole, the total number of buildings in the division of Catbalogan City is 263 with an average of 26.3 buildings per district.

Table 14 presents the number of classrooms by district in public elementary schools. As shown in the table, District 1 has the largest number of classrooms of

**Table 14**

**Number of Classrooms by District in Public Elementary School  
In the Division of Catbalogan City**

<b>District</b>	<b>No. of Buildings</b>	<b>Percent</b>
District 1	87	15.67
District 2	73	13.15
District 3	57	10.27
District 4	67	12.07
District 5	53	9.55
District 6	27	5.22
District 7	57	10.27
District 8	37	6.67
District 9	54	9.73
District 10	41	7.39
<b>Total 10</b>	<b>555</b>	<b>100.00</b>

87 which represents 15.69 percent of the total of classrooms in the division. This is not surprising considering that the district has the largest enrolment in the division, whereas, District 2 is the next largest number of classrooms which has 73 or 13.15 percent. This is followed by District 4 with 67 classrooms or 12.07 percent, and Districts 3 and 7 with 57 classrooms each or 10.27 percent. The least is District 6 with 29 classrooms or 5.22 percent. As a whole, the total number of classrooms is 555 with an average of 56 classrooms per district.

Table 15 presents the facilities in public elementary schools. Facilities are identified in terms of laboratories, school clinic, canteen and computer rooms. Along laboratories, 10 or 20.41 percent have laboratories. A number of 32 respondents or 65.31 percent have no canteens. Fifteen or 30.61 percent have canteens and the remaining two schools have two canteens. In terms of computer rooms, 30 or 61.22 percent signified the existence of computer rooms and 19 or 38.78 percent have no computer rooms. For school clinic, seven or 14.29 percent have clinic and the remaining 42 or 85.71 percent have no school clinics.

#### **Support Services Provided by Private and Public Entities**

Tables 16 and 17 present the support services provided by the private and public organizations in the implementation of the adopt-a-school program along the following services: construction and repair, learning support, reading program, technology support, direct assistance, training and development, and health and nutrition.

**Table 15**  
**Facilities of the Public Elementary Schools**

Facilities	Number	f	Percent
Laboratory	1	10	20.41
	None	39	79.59
	Total	49	100.00
Canteen	None	32	65.31
	1	15	30.61
	2	2	4.08
	Total	49	100.00
Computer Room	None	19	38.78
	1	30	61.22
	Total	49	100.00
Clinic	None	42	85.71
	1	7	14.29
	Total	49	100.00

Data in Table 16 show the frequency and the equivalent in percent based on the number of responses of the 49 school heads that provide support services by the private entities, namely: Milo Philippines, SCB, CSB, Mt. Huraw, Alumni Association and Katbaluganon Foundation in the division of Catbalogan City. It is evident from the data that the Milo Philippines provides 37 or 75.51 percent support service to health and nutrition, followed by 12 or 24.49 percent direct assistance to public elementary schools in the division of Catbalogan City.

The SCB provides 20 or 40.82 percent support service to direct assistance followed by five or 10.20 percent to technology support. The direct assistance may be in form of cash, goods, school supplies and physical education equipment.

Table 16

**Support Services Provided by the Public Organizations in the  
Implementation of the Adopt-A-School Program**

Support Services	Adopting Agency									
	PNRC		DOH		SUC's		LGU		PNP,AFP,BFP	
	f	%	f	%	f	%	f	%	f	%
Construction & Repair Only	0	0.00	1	2.04	2	4.08	39	79.59	5	10.20
Learning Support	0	0.00	4	8.16	27	55.10	44	89.80	15	30.61
Reading Program	0	0.00	2	4.08	5	10.20	31	63.27	12	24.49
Technology Support	1	2.04	5	10.20	5	10.20	31	63.27	10	20.41
Direct Assistance	25	51.02	19	38.78	5	10.20	36	73.47	44	89.80
Training & Development	2	4.08	0	0.00	3	6.12	15	30.61	1	2.04
Health & Nutrition	21	42.86	30	61.22	1	2.04	28	57.14	5	10.20

The CSB provides 37 or 75.51 percent direct assistance to public elementary schools followed by 13 or 26.53 percent learning support. On the part of Mt. Huraw, 21 or 42.83 percent support service to direct assistance followed by reading program with seven or 14.29 percent support service to public elementary schools.

The alumni association of the public elementary schools in the division of Catbalogan City provides 43 or 87.76 percent learning support; 41 or 83.67 percent to reading program; and 36 or 73.47 percent support service to direct assistance. While 33 or 67.35 percent to construction and repair of classrooms. The Katbaluganon Foundation provides 24 or 48.98 percent to reading program, 23 or

46.94 percent to learning support and 22 or 44.90 percent to direct assistance to public elementary schools.

Data in Table 17 show the frequency and the equivalent in percent based on the number of responses of the 49 school heads that provide support services by the public entities namely: Philippine National Red Cross, Department of Health, State Universities and Colleges, local government units and PNP/AFP/BFP.

**Table 17**

**Support Services Provided by the Private Organizations in the Implementation of the Adopt-A-School Program**

Support Services	Adopting Agency											
	Milo Phil		SCB		CSB		Mt.Huraw		Alumni Asso		Katbaloganon Foundation	
	f	%	f	%	f	%	f	%	f	%	f	%
Construction & Repair Only	1	2.04	0	0.00	4	8.16	0	0.00	33	67.35	0	0.00
Learning Support	2	4.08	2	4.08	13	26.53	6	12.24	43	87.76	23	46.94
Reading Program	0	0.00	4	8.16	10	20.41	7	14.29	41	83.67	24	48.98
Technology Support	3	6.12	5	10.20	12	24.49	5	10.20	30	61.22	15	30.61
Direct Assistance	12	24.49	20	40.82	37	75.51	21	42.86	36	73.47	22	44.90
Training & Development	0	0.00	4	8.16	2	4.08	3	6.12	16	32.65	1	2.04
Health & Nutrition	37	75.51	3	6.12	7	14.29	3	6.12	8	16.33	1	2.04

It is evident from the data, that the PNRC provides 25 or 51.02 percent direct assistance to public elementary schools. This is followed by 21 or 42.86 percent support service to health and nutrition.

The Department of Health provides 30 or 61.22 percent support service to health and nutrition followed by 19 or 38.78 percent to direct assistance. While SUCs provides 27 or 55.10 percent to learning support.

The LGU provides 44 or 89.80 percent learning support, 39 or 79.59 percent to construction and repair, 31 or 63.27 percent to both reading program and technology support, while 28 or 57.14 percent support service to health and nutrition.

The PNP/AFP/BFP provides 44 or 89.80 percent direct assistance to public elementary schools. This is followed by 15 or 30.61 percent to learning support, 12 or 24.49 percent to reading program, and 10 or 20.41 percent to technology support.

**Extent Implementation of Adopt-a-School  
Program as Assessed by the Two  
Groups of Respondents**

The extent of implementation of Adopt-a-School program as perceived by school heads and teachers along attainment of objectives, improvement of physical facilities and classrooms, improvement of learning resources and learning support. They are shown in Tables 18 to 21.

**Attainment of Objectives.** Table 18 depicts information on the extent of implementation of adopt-a-school program in the division of Catbalogan City as to attainment of objectives assessed by the school heads themselves and their teachers.

**Table 18**

**Extent of Implementation of the Adopt-A-School Program as Assessed by the School Heads and Teacher-Respondents Along Attainment of Objectives**

Indicators	Respondent's Category				Combined Mean	Interpretation
	School Heads		Teachers			
	Xw/Interpretation		Xw/Interpretation			
1. The program objectives are relevant to the needs of the school (clientele).	4.29	EI	4.03	EI	4.16	EI
2. Participate actively in the different activities initiated by the schools especially regarding PTA conferences, general assemblies and parents' day activities.	4.25	EI	3.95	EI	4.10	EI
3. Sustain activity directed towards the reduction of illiteracy in schools especially as visiting mentor in the school reading intervention program and the reading recovery program.	3.88	EI	3.93	EI	3.91	EI
4. Convince civic community minded members to extend assistance to schools especially during special activities like teacher's month, scouting activities and others.	3.92	EI	3.87	EI	3.90	EI
5. Took part in the school's maintenance week dubbed as Brigada Eskwela by extending some of the needed resources (financial, material, labor).	4.08	EI	3.98	EI	4.03	EI
<b>Grand Total</b>	<b>20.42</b>	<b>-</b>	<b>19.76</b>	<b>-</b>	<b>20.09</b>	<b>-</b>
<b>Grand Mean</b>	<b>4.08</b>	<b>EI</b>	<b>3.95</b>	<b>EI</b>	<b>4.02</b>	<b>EI</b>

Legend:

- 4.51-5.00 Fully Implemented (FI)
- 3.51-4.50 Extensively Implemented (EI)
- 2.51-3.50 Moderately Implemented (MI)
- 1.51-2.50 Partially Implemented (PI)
- 1.00-1.50 Not Implemented (NI)

As gleaned from the table, all indicators are rated "Extensively Implemented" by the school heads with an average weighted mean of 4.08. The teacher-respondents rated the attainment of objectives as "Extensively Implemented" with an average weighted mean of 3.95. Both groups of respondents assessed the implementation of Adopt-a-School program on the aspect of attainment of objectives as "Extensively Implemented" with a combined grand mean of 4.02.

The extensively implemented rating of the respondents clearly indicates that the program objectives were attained and relevant to the needs of the school.

**Improvement of Physical Facilities and Classrooms.** Table 19 presents information on the extent of implementation as to improvement of physical facilities and classrooms assessed by the school heads themselves and their teachers.

As reflected from the table, all indicators were rated "Extensively Implemented" by the school heads with an average weighted mean of 3.58. The teacher-respondents rated the improvement of physical facilities and classrooms as "Extensively Implemented" with an average weighted mean of 3.57. Both groups of respondents assessed the implementation of Adopt-a-School program on the area of improvement of physical facilities and classrooms as "Extensively Implemented" with a combined grand mean of 3.58.

Table 19

**Extent of Implementation of the Adopt-A-School Program as Assessed by  
the School Heads and Teacher-Respondents Along Improvement  
of Physical Facilities and Classroom**

Indicators	Respondent's Category				Combined Mean	Interpre- tation
	School Heads		Teachers			
	Xw/Inter- pretation		Xw/Inter- pretation			
1. Classrooms are sufficient and conducive to learning.	3.69	EI	3.78	EI	3.74	EI
2. Available facilities for recreational and physical educational activities.	3.67	EI	3.64	EI	3.66	EI
3. Audio visual and conference rooms are available.	3.65	EI	3.36	MI	3.51	EI
4. Restrooms and other facilities (running water and electricity) are provided and properly maintained.	3.55	EI	3.49	MI	3.52	EI
5. Adequate, functional and comfortable pupil chairs are provided.	3.33	MI	3.60	EI	3.47	MI
<b>Grand Total</b>	<b>17.89</b>	<b>-</b>	<b>17.87</b>	<b>-</b>	<b>17.88</b>	<b>-</b>
<b>Grand Mean</b>	<b>3.58</b>	<b>EI</b>	<b>3.57</b>	<b>EI</b>	<b>3.58</b>	<b>EI</b>

Legend:

- 4.51-5.00 Fully Implemented (FI)
- 3.51-4.50 Extensively Implemented (EI)
- 2.51-3.50 Moderately Implemented (MI)
- 1.51-2.50 Partially Implemented (PI)
- 1.00-1.50 Not Implemented (NI)

Of all the indicators, it is only in audio-visual and conference rooms are available and restrooms and other facilities (running water and electricity) are provided and properly maintained, where the teacher-respondents have rated the program as moderately implemented. While the indicator is adequate, functional and comfortable pupil chairs are provided where the school head-respondents have rated moderately implemented. The findings imply a big gap between moderately implemented to fully implemented as worth looking into. The findings imply inadequacy of audio-visual and conference rooms as well as restrooms and other facilities like running water and chairs.

**Improvement of Learning Resources.** Table 20 contains information on the extent of implementation as to improvement of learning resources assessed by the school heads themselves and their teachers.

As reflected from the table, all indicators were rated “Moderately Implemented” by the school heads with an average weighted mean of 3.20. The teacher-respondents rated the improvement of learning resources with an average weighted mean of 3.31. Both groups of respondents assessed the implementation of Adopt-a-School program along learning resources as “Moderately Implemented” with a combined grand mean of 3.26.

The school heads and teacher-respondents have similar assessment such that “the library is provided with newspaper, dictionary and computer set” and “provide supplementary reading materials to the learners” getting the lowest rating along learning resources with a description as “Moderately Implemented”.

Table 20

**Extent of Implementation of the Adopt-A-School Program as Assessed by  
the School Heads and Teacher-Respondents Along Improvement  
of Learning Resources**

Indicators	Respondent's Category				Combined Mean	Interpretation
	School Heads		Teachers			
	Xw/Interpretation	MI	Xw/Interpretation	MI		
1. Library services are efficient and available.	3.29	MI	3.39	MI	3.34	MI
2. Books are adequate, up-to-date and relevant to the pupil's need.	3.24	MI	3.37	MI	3.31	MI
3. The academic community participate in the improvement of the library.	3.24	MI	3.28	MI	3.26	MI
4. The library is provided with newspaper, dictionary's computer set and the like.	3.12	MI	3.25	MI	3.19	MI
5. Provide supplementary reading materials to our public school children a key to improving academic performance.	3.12	MI	3.26	MI	3.19	MI
<b>Grand Total</b>	<b>16.01</b>	<b>-</b>	<b>16.55</b>	<b>-</b>	<b>16.28</b>	<b>-</b>
<b>Grand Mean</b>	<b>3.20</b>	<b>MI</b>	<b>3.31</b>	<b>MI</b>	<b>3.26</b>	<b>MI</b>

Legend:

- 4.51-5.00 Fully Implemented (FI)
- 3.51-4.50 Extensively Implemented (EI)
- 2.51-3.50 Moderately Implemented (MI)
- 1.51-2.50 Partially Implemented (PI)
- 1.00-1.50 Not Implemented (NI)

The findings imply inadequacy of learning resources such as library holdings/collection, periodicals and the like.

**Learning Support.** Table 21 presents information on the extent of implementation as to learning support assessed by the school heads themselves and their teachers.

As gleaned from the table, all indicators are rated "Moderately Implemented" by the school heads with an average weighted mean of 3.23. The item which obtained the highest weighted mean is, "increase budget and financial support from private sector" with a mean of 3.33. The lowest rating is that "public/private sector provide funds for the improvement/repair/maintenance of facilities and classrooms getting a mean of 3.14. Inasmuch that the school heads assessed learning support moderately, there is a need for improvement particularly "assist school community in sourcing out funds for participation in academic and non-academic competition" and "the school establishes strong linkages with public and private sector through partnership.

From the teacher-respondents, they rated the improvement of learning support as "Moderately Implemented" with an average weighted mean of 3.36. The item which obtained the highest weighted mean is, "the school establishes linkages with public and private sector through partnership". The lowest rating is "assist school community in sourcing out funds for participation in academic and non-academic competition".

Table 21

**Extent of Implementation of the Adopt-A-School Program as Assessed by  
the School Heads and Teacher-Respondents Along  
Learning Support**

Indicators	Respondent's Category				Combined Mean	Interpretation
	School Heads		Teachers			
	Xw/Interpretation		Xw/Interpretation			
1. Increase budget and financial support from public sector.	3.27	MI	3.32	MI	3.30	MI
2. Increase budget and financial support from private sector.	3.33	MI	3.28	MI	3.31	MI
3. Assist school community in sourcing out funds for participation in academic and non-academic competition.	3.16	MI	3.29	MI	3.23	MI
4. Public/private sector provide funds for the improvement/repair/maintenance of facilities and classrooms.	3.14	MI	3.39	MI	3.27	MI
5. The school establishes linkages with public and private sector through partnership.	3.24	MI	3.54	MI	3.39	MI
<b>Grand Total</b>	<b>16.14</b>	<b>-</b>	<b>16.82</b>	<b>-</b>	<b>16.48</b>	<b>-</b>
<b>Grand Mean</b>	<b>3.23</b>	<b>MI</b>	<b>3.36</b>	<b>MI</b>	<b>3.30</b>	<b>MI</b>

## Legend:

- 4.51-5.00 Fully Implemented (FI)
- 3.51-4.50 Extensively Implemented (EI)
- 2.51-3.50 Moderately Implemented (MI)
- 1.51-2.50 Partially Implemented (PI)
- 1.00-1.50 Not Implemented (NI)

The school heads and teacher-respondents have a grand weighted mean of 3.30 regarded as "Moderately Implemented". The data imply the need for additional

budget and financial support from other sectors of society and establish linkages with public and private sectors through partnership.

**Comparison Between the Assessment of the Two Groups of Respondents in the Level of Implementation of the Program**

The comparison between the level of implementation of the Adopt-a-School program in public elementary schools in the division of Catbalogan City as assessed by the school heads and their teachers is shown in succeeding tables.

**Attainment of Objectives.** Table 22 presents the comparison of assessments of the school heads and their teachers in the division of Catbalogan City relative to the extent of implementation of adopt-a-school program along attainment of objectives. As shown in the table, the area on attainment of objectives had registered a weighted mean of 4.08 and a standard deviation of 0.57 from the school heads, and 3.95 and 0.98, respectively, from the teachers. The mean difference between the school heads and their teachers is 0.13.

To determine whether the difference between the two means are significant or not, t-test for two independent means is applied. From the gap between the two respondents, it suggests that when subjected to statistical testing, the computed t-value is 1.22. Since the computer program that gives specific p-value of 0.23 is greater than the 0.05 level of significance, the hypothesis which states that "there is no significant difference between the assessments of the school heads and teacher-respondents along attainment of objectives" is accepted.

Table 22

**Comparison Between the Assessment of the School Heads and Teachers  
on the Extent of the Implementation of the Adopt-A-School  
Program Along Attainment of Objectives**

Parameter	Respondent's Category	
	School Head	Teacher
N	49	230
Mean	4.08	3.95
SD	0.57	0.98
Std. Error Mean	0.08	0.07
<b>t - value</b>	<b>1.22</b>	
<b>df</b>	<b>277</b>	
<b>p-value (2-tailed)</b>	<b>0.23</b>	
<b>Mean Difference</b>	<b>0.13</b>	
<b>Evaluation</b>	<b>Not Significant</b>	

These insignificant difference between the assessments of the two groups of respondents suggested that they have the same assessments and views with regard to attainment of objectives more particularly on the relevance of program objectives to the needs of the school, implementation of the Brigada Eskwela, and reduction of illiteracy in schools especially in monitoring in the reading intervention and reading recovery program.

**Physical Facilities and Classrooms.** Table 23 contains the comparison of assessments of the school heads and their teachers in the division of Catbalogan City relative to the extent of implementations of adopt-a-school program in terms of physical facilities and classrooms. As shown in the table, the area on physical facilities and classrooms had registered a weighted mean of 3.58 and a standard

deviation of 0.52 from the school heads and 3.57 and 0.87 respectively from the teachers. The mean difference between the school heads and their teachers is 0.005.

**Table 23**

**Comparison Between the Assessments of the School Heads and Teachers  
on the Extent of the Implementation of the Adopt-A-School  
Program Along Physical Facilities and Classrooms**

Parameter	Respondent's Category	
	School Head	Teacher
N	49	230
Mean	3.58	3.57
SD	0.52	0.87
Std. Error Mean	0.07	0.06
<b>t - value</b>	<b>0.05</b>	
<b>df</b>	<b>277</b>	
<b>p-value (2-tailed)</b>	<b>0.96</b>	
<b>Mean Difference</b>	<b>0.005</b>	
<b>Evaluation</b>	<b>Not Significant</b>	

To determine whether the difference between the two means are significant or not, t-test for two independent means is applied. From the gap between the two respondents, it suggests that when subjected to statistical testing, the computed t-value is 0.05. Since the computer program that gives specific p-value of 0.96 is greater than the 0.05 level of significance, the hypothesis which states that "there is no significant difference between the assessments of the school heads and

teacher-respondents along improvement of school facilities and classrooms” is accepted.

The data gathered imply that the two groups of respondents have the same assessments, views and opinions with regard to physical facilities and classrooms. The school head- and teacher-respondents are in a better position to provide information on the adequacy or inadequacy of classrooms, audio-visual rooms, conference rooms, restrooms and other facilities available in the school.

**Improvement of Learning Resources.** Table 24 presents comparison of assessments of the public elementary school heads and their teachers in the division of Catbalogan City relative to the extent of implementation of learning resources. As shown in the table, the area on learning resources registered a weighted mean of 3.20 and standard deviation of 0.58 from the school heads and 3.31 and 0.97 respectively from the teachers. The mean difference between the school heads and their teachers is -0.106.

To determine whether the difference between the two means are significant or not, t-test for two independent means is applied. Results show that the computed t-value is -0.976. The computer program that gives specific p-value of 0.331 is greater than the 0.05 level of significance. Therefore, the hypothesis which state that “there is no significant between the assessments of the school heads and teacher-respondents along improvement of learning resources is accepted”. This means that the assessment of the two groups of respondents are not statistically

significant. It indicates further that their assessment based on the weighted means are not different from each other.

**Table 24**

**Comparison Between the Assessments of the School Heads and Teachers  
on the Extent of the Implementation of the Adopt-A-School  
Program Along Improvement of Learning Resources**

Parameter	Respondent's Category	
	School Head	Teacher
N	49	230
Mean	3.20	3.31
SD	0.58	0.97
Std. Error Mean	0.08	0.07
<b>t - value</b>	<b>-.976</b>	
<b>df</b>	<b>277</b>	
<b>p-value (2-tailed)</b>	<b>.331</b>	
<b>Mean Difference</b>	<b>-.106</b>	
<b>Evaluation</b>	<b>Not Significant</b>	

The data gathered imply that the two groups of respondents are somehow in agreement or have the same views and opinions with regards to the improvement of learning resources.

**Learning Support.** Table 25 presents the comparison of assessments of the public elementary school heads and their teachers in the division of Catbalogan City relative to the extent of implementation of adopt-a-school program in terms of learning support. As shown in the table, the area on learning support registered a weighted mean of 3.23 and a standard deviation of 0.49 from the school heads

and 3.35 and 0.95 respectively from the teachers. The mean difference between the school heads and their teacher is -0.124.

**Table 25**

**Comparison Between the Assessments of the School Heads and Teachers  
on the Extent of the Implementation of the Adopt-A-School  
Program Along Learning Support**

Parameter	Respondent's Category	
	School Head	Teacher
N	49	230
Mean	3.23	3.35
SD	0.49	0.95
Std. Error Mean	0.07	0.07
<b>t - value</b>	<b>-1.258</b>	
<b>df</b>	<b>277</b>	
<b>p-value (2-tailed)</b>	<b>0.21</b>	
<b>Mean Difference</b>	<b>-0.124</b>	
<b>Evaluation</b>	<b>Not Significant</b>	

To determine whether the difference between the two means are significant or not, t-test for two independent means is applied. Results show that the computed t-value is -1.258.

The computer program that gives specific p-value of 0.331 is greater than the 0.05 level of significance. Therefore, the hypothesis which state that "there is no significant difference between the assessments of the school heads and teacher-respondents along learning support is accepted". This means that the assessments of the two groups of respondents are not statistically significant. It indicates

further that their assessments based on the weighted means are not different from each other.

The data gathered imply that the two groups of respondents are somehow in agreement or have the same views and opinions with regards to learning support.

### **Problem/Challenges Encountered in the Implementation of the Program**

This portion presents the problems/challenges encountered in the implementation of the Adopt-a-School program as perceived by the school head-respondents.

From the responses of the school heads the identified problems were the following: 1) inadequate financial support extended to school by the stakeholders; 2) lack of knowledge in implementing rules and regulations of the program; 3) absence of trainings/seminars on adopt-a-school program; 4) lack of information on potential donors; 5) limited participation of stakeholders; 6) limited tools on monitoring and evaluation; 7) ineffective strategies in ASP implementation; 8) inadequate participation of parents and other community leaders; 9) ASP coordinator has limited time for the program; and 10) weak human relationship with external stakeholders.

## Chapter 5

### SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the summary of findings, conclusion and recommendations of this study.

#### Summary of Findings

The following were the salient findings of the study:

1. Majority of the school head-respondents were bachelor's degree holders with MA/MS units. Approximately 23 or 46.94 percent of them were master's degree holders.
2. The school head-respondents had an average of 6.27 years in present with a standard deviation of 2.75 years.
3. Majority of the teacher-respondents were bachelor's degree holders with MA/MS units. Approximately 39 or 16.96 percent of them were master's degree holders.
4. The average number of teaching experience of the teacher-respondents was 10.77 years with standard deviation of 7.19 years.
5. The average achievement rate of the public elementary schools in the NAT for School Year 2012 to 2015 was 80.00.
6. The total enrollment of public elementary schools for SY 2017-2018 was 15, 503 pupils with an average of 1,550 pupils per district.

7. The total number of public elementary teachers in 51 schools was 608 with an average of 12 teachers per school.

8. The cohort survival rate for public elementary schools for SY 2016-2017 was 96.81 percent. The females had higher cohort survival rate than males.

9. The completion rate for public elementary schools for SY 2016-2017 was 96.59 percent. There were more males who have not completed grade six.

10. The dropout rate for public elementary schools for SY 2016-2017 was 0.78 percent. This rate was still higher compared to the national planning standard. A larger number of males dropped out of school compared to the females.

11. The division consisted of 51 public elementary schools with a total land area of 24.8803 hectares. The average land area was 0.48785 hectare per school.

12. The division consisted of 51 public elementary schools had 263 buildings with an average of 5.2 buildings per school.

13. The public elementary schools in the division consisting of ten districts had a total of 555 classrooms with an average of 11 classrooms per school.

14. The public elementary schools had limited facilities in terms of computer rooms, laboratories, school canteen, and school clinic.

15. The topmost support provided by private and public partners of public elementary schools were in the area of direct assistance, health and nutrition, learning support, and construction and repair.

16. The extent of implementation of Adopt-a-School program as assessed by the school head-respondents along attainment of objectives was "extensively implemented" with a grand mean of 4.08. Whereas, teacher-respondents assessed the extent of implementation of the program as "extensively implemented" with a grand mean of 3.95

17. The extent of implementation of the program as assessed by the school head-respondents along improvement of physical facilities and classrooms was "extensively implemented" with a grand mean of 3.58. Whereas, teacher-respondents assessed the extent of implementation of the program as "extensively implemented" with a grand mean of 3.57.

18. The extent of implementation of Adopt-a-School programs as assessed by the school head respondents along learning resources was "moderately implemented" with a grand mean of 3.20. Whereas, teacher-respondents assessed the extent of implementation of the program as "moderately implemented" with a grand mean of 3.31.

19. The extent of implementation of Adopt-a-School program as assessed by the school head respondents along learning support was "moderately implemented" with a grand mean of 3.23. Whereas, teacher-respondents assessed the extent of implementation of the program as "moderately implemented" with a grand mean of 3.36.

20. The hypothesis that states "there is no significant difference between the assessments of the school heads and teacher respondents on the extent of

implementation of the program along attainment of objectives" was accepted. This attributed to the fact that the computed p-value of 0.23 was higher than the 0.05 level of significance.

21. In comparing the assessments between the school heads and teachers on the extent of implementation along physical facilities and classrooms, the computed p-value of 0.96 was higher than the 0.05 level of significance. Thus, the hypothesis that states "there is no significant difference between the assessment of the school heads and teachers on the extent of implementation of the program along physical facilities and classrooms" was accepted.

22. The hypothesis that states "there is no significant difference between the assessment of the school head- and teacher-respondents on the extent of implementation of the program along learning resources" was accepted. This is supported by the computed p-value of 0.331 which was greater than the 0.05 level of significance.

23. The hypothesis that states "there is no significance difference between the assessment of the school heads and teacher respondents on the extent of implementation of the program along learning support" was accepted. This is supported by computed p-value of 0.21 which was greater than the 0.05 level of significance.

24. The school heads identified the problems/challenges encountered in the implementation of the program as follows: 1) inadequate financial support extended to school by the stakeholders; 2) lack of knowledge in implementing

rules and regulations of the program; 3) absence of trainings/seminars on adopt-a-school program; 4) lack of information on potential donors; 5) limited participation of stakeholders; 6) limited tools on monitoring and evaluation; 7) ineffective strategies in ASP implementation; 8) inadequate participation of parents and other community leaders; 9) ASP coordinator has limited time for the program, and 10) weak human relationship with external stakeholders.

### **Conclusions**

From the findings of the study, the following conclusions were drawn.

1. The school heads in public elementary schools were bachelor's degree holders with MA/MS units. Many of them had 6.27 years of experience as school heads.

2. The public elementary school teachers were bachelor's degree holder with MA/MS units. Many of them had 10.77 years of teaching experience.

3. The Catbalogan Central Elementary Schools located at the City proper had big enrolment, big number of teachers with a principal as school head.

4. The NAT results of the public elementary schools manifested average pupil achievement of 80.00 which was higher than the 75.00 percent desired minimum competency level.

5. The public elementary schools' cohort survival rate and dropout rate registered a fluctuating trend for the last three years. Along dropout rate, the public elementary schools had decreasing trend for the last three years.

6. The development partners had minimal support to public elementary schools.

7. The extent of implementation of Adopt-a-School program as assessed by the school heads and teachers along attainment of objectives was “extensively implemented”; along improvement of physical facilities and classrooms was “extensively implemented”; along learning resources was “moderately implemented”; and “moderately implemented” along learning support.

8. There was no significant difference between the assessments of the school heads and teachers on the extent of implementation of the program along attainment of objectives, improvement of physical facilities and classrooms, learning resources and learning support.

### **Recommendations**

Based on the findings and conclusions, the following recommendations are offered:

1. Public elementary school heads and teachers should be encouraged to upgrade themselves professionally.

2. For policy makers to continuously encourage all stakeholders, development partners and potential donors should persistently utilize Adopt-a-School program as a means to improve pupil performance and overall schooling conditions.

3. Schools division office should provide up-to-date information and periodic training to school heads and teachers on their clear guidelines about their role and functions and other areas in which direct and indirect involvement are sought for.

4. School heads should continuously educate the stakeholders, and development partners about the program - emphasize that it is a means to the end of improving pupil outcomes through improving instruction and other facilities of the school.

5. Teachers should personally review recent educational research and literature on the program's best practices in search for new strategies in its productive implementation.

6. The identified problems encountered by school heads in the implementation of the Adopt-a-School program is worth looking into and motivate the school heads on the future positive impact it brings to the school.

7. A parallel study is encouraged to assess the programs best practices after a longer time of implementation, maybe after five years longer.

**REFERENCES**

- Albos, A. C. (1997). The relationship of professional factors to administrative competence and management behavior of public elementary school administrators in the Districts of Catbalogan I, II, III, and IV, Division of Samar: Implication to educational management.
- Andrew, T. D. (1981). *Understanding Filipino values: management approach*. New Day Publishers.
- Apodaca, E.M. (2000). *Human relations for supervisors*. 2<sup>nd</sup> Edition. Pasig City: Academic Publishing Co., Inc.
- Aquino, G.V. (1986). *Curriculum planning for better schools*. Manila: Rex Publishing Co., Inc.
- Bona, R.A. (2006). What makes a good school administrator? *The Modern Teacher, Vol. LIV No. 10*
- Boquiren, T.N. (1975). *Educational leadership handbook*. Manila: Saint Mary's Publishing, Ltd.
- Bottery, M. (2004). *The challenges of educational leadership*. London: Paul Chapman Publishing, Ltd.
- Boyle T. (1994). Designing for usability and effectiveness in a resource rich learning system. *East-West Journal of Computers in Education, 1, 37-45*.
- Bush et al. (1999). *Educational management: redefining theory, policy & practice*. London: Paul Chapman Publishing, Ltd.
- Cabardo, J.R.O. (2016). Hagonoy National High School levels of participation of the school stakeholders to the different school-initiated activities and the implementation of school-based management. *Journal of Inquiry & Action in Education, 8(1)*.

- Caine, R. & Caine, G. (1991). *Making connections: Teaching and the human brain*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Cagayao, B. A. (1993). School community relation. *The Modern Teacher*, Vol. XLII No. 3.
- Calvert, B.D. (2013). New site administrators' perceptions of their role in school community partnerships. *Pepperdine University*, 147; 3591390.
- Casareno, A.B. (1996). The school principal: His managerial skills. *The Modern Teacher*. Vol. XLV, No. 3.
- DECs (2000). DECS service manual
- DECS (2000). Handbook on physical properties
- Diedrich, I.M. (2014). Adopt-a-School programs: A descriptive study in selected elementary schools with implications for the building principal (Unpublished doctoral dissertation). University of Illinois at Urbana-Champaign.
- Doctor, N.B. (1997). The meaning of an educational leader. *The Modern Teacher*. Vol. XLVI No. 4.
- Drucker, P. P. (1978). *Management: task responsibility and practices*. 2<sup>nd</sup> Edition. New York: Harper and Row Publishers.
- Elsbree et al. (1970). *Elements of school administration and supervision*. New York.
- Fulmer, R.M. (1976). *Supervision: principles of professional management*. California: Glencoe Publishing Co.
- Garcia, M.B. (1980). Some participating managerial practices. *The Modern Teacher*. Vol XXX No. 3.

Hogue, M.L. (2012). a case study of perspectives on building school and community partnerships. *University of South Florida*, 248; 3505001.

<https://dcps.dc.gov/page/adopt-school-program>, 2019.

<https://www.edutopia.org/blog/school-community-collaboration-brendan-o-keefe,October19,2011>.

<https://www.expandinglearning.org/expandingminds/article/school-community-learning-partnerships-essentials-expanded-learning-success>).

<https://gladstone.org/about-us/news/gladstone%E2%80%99s-adopt-school-program-aims-enrich-classrooms-bay-area>, by Sarah Weller/ Gladstone News/November 17, 2015.

<https://www.gmanetwork.com/news,October16,2016>.

<https://www.publicschoolreview.com/blog/adopt-a-public-school-creating-partnerships-that-benefit-the-children,August06,2018> by Grace Chen

<https://www.seenmagazine.us,2011>.

<http://www.deped.gov.ph/partnerships>

<http://www.elib.gov.ph>

<http://www.change-management.com/best-practices-report.htm>

<http://www.enwikipedia.com>

<http://www.google.com>

<http://www.congress.gov.ph>

IAMURE (2013). *International Journal of Education*. Vol. VI.

Knight, S.L. (2017). An assessment of the Adopt-a-School program operational practices and principals' perceptions of the effectiveness of the Adopt-a-School activities. Tennessee State University.

Kreitner, R. (1986). *Management*. New Jersey: Houghton Mifflin Co.

Kyle, D.A. (2011). The relationship between caring school community program implementation and elementary school attendance, discipline, and climate. *Lindenwood University*, 161; 3450038.

Hamilton, J.L. (2013). Professional learning communities' impact on student achievement. *Saint Mary's College of California*, 117; 3568312.

Mitrofanova, Y. Building community-schools' relations. *Extension Educator*.

Retrieved from

<https://lancaster.unl.edu/community/articles/communityschool.shtmlonFebruary26,2019>.

RA 8525 (pdf)

Sink, R. C. (2010). Exploring a high school community relations and parent involvement program. *Lindenwood University*, 168; 3426998.

Sison, P.S. (1981). *Personnel and human resource management*. Manila: Rex Printing Co., Inc.

**A P P E N D I C E S**

**APPENDIX A**

Republic of the Philippines  
**SAMAR STATE UNIVERSITY**  
Catbalogan City  
**COLLEGE OF GRADUATE STUDIES**

\_\_\_\_\_, 2019

**CARMELINO P. BERNADAS, Ph. D., CESO VI**  
OIC-Schools Division Superintendent  
Division  
Catbalogan Western Samar

Madam:

The undersigned researcher is presently undertaking a study entitled, "**Adopt-A-School Program of Public Elementary Schools in Catbalogan City Division.**" In connection to this, he requests permission to administer questionnaires and gather relevant data needed for my study in public elementary schools in your distinguished division.

Rest assured that whatever response gathered will be kept with utmost confidentiality.

He anticipates with profound gratitude for your favorable response regarding this request.

Very truly yours,

**(SGD.) CARLITO B. LABINE**  
Researcher

Noted:

**(SGD.) EUSEBIO T. PACOLOR, Ph. D.**  
Adviser

Approved:

**(SGD.) CARMELINO P. BERNADAS, Ph. D., CESO VI**  
OIC-Schools Division Superintendent

Republic of the Philippines  
**SAMAR STATE UNIVERSITY**  
Catbalogan City  
**COLLEGE OF GRADUATE STUDIES**

\_\_\_\_\_, 2019

**MARIZA S. MAGAN, Ed. D., CESO V**  
Schools Division Superintendent  
Samar Division  
Catbalogan Western Samar

Madam:

The undersigned researcher is presently undertaking a study entitled, "**Adopt-A-School Program of Public Elementary Schools in Catbalogan City Division.**" In connection to this, he requests permission to conduct pilot testing in your division particularly at *Jiabong, Motiong, and Paranas, Wright* which will surely help him improve his study wherein the respondents will be 50 teachers.

Rest assured that whatever response gathered will be kept with utmost confidentiality.

He anticipates with profound gratitude for your favorable response regarding this request.

Very truly yours,

**(SGD.) CARLITO B. LABINE**  
Researcher

Noted:

**(SGD.) EUSEBIO T. PACOLOR, Ph. D.**  
Adviser

Approved:

**(SGD.) MARIZA S. MAGAN, Ed. D., CESO V**  
Schools Division Superintendent

Republic of the Philippines  
**SAMAR STATE UNIVERSITY**  
Catbalogan City  
**COLLEGE OF GRADUATE STUDIES**

\_\_\_\_\_, 2019

\_\_\_\_\_  
Public Schools District Supervisor  
Paranas, Wright District  
Western Samar

Madam:

The undersigned researcher is presently undertaking a study entitled, "**Adopt-A-School Program of Public Elementary Schools in Schools in School Division of Catbalogan City .**" In connection to this, he requests permission to conduct pilot testing in your district particularly at Paranas Elementary School and Wright Elementary School which will surely help him improve his study wherein the respondents will be teachers.

Rest assured that whatever response gathered will be kept with utmost confidentiality.

He anticipates with profound gratitude for your favorable response regarding this request.

Very truly yours,

**(SGD.) CARLITO B. LABINE**  
Researcher

Noted:

**(SGD.) EUSEBIO T. PACOLOR, Ph. D.**  
Adviser

Approved:

**(SGD.)** \_\_\_\_\_  
Public Schools District Supervisor  
\_\_\_\_\_ Elementary School

Republic of the Philippines  
**SAMAR STATE UNIVERSITY**  
 Catbalogan City  
**COLLEGE OF GRADUATE STUDIES**

\_\_\_\_\_  
*Date*

\_\_\_\_\_  
 School Principal/Head  
 \_\_\_\_\_ Elementary School  
 \_\_\_\_\_

Madam:

The undersigned researcher is presently undertaking a study entitled, "**Adopt-A-School Program of Public Elementary Schools in Catbalogan City.**" In connection to this, he requests permission to conduct pilot testing in your school which will surely help him improve his study wherein the respondents will be teachers.

Rest assured that whatever response gathered will be kept with utmost confidentiality.

He anticipates with profound gratitude for your favorable response regarding this request.

Very truly yours,

**(SGD.) CARLITO B. LABINE**  
 Researcher

Noted:

**(SGD.) EUSEBIO T. PACOLOR, Ph. D.**  
 Adviser

Approved:

**(SGD.)** \_\_\_\_\_  
 School Principal/Head  
 \_\_\_\_\_ Elementary School

Republic of the Philippines  
**SAMAR STATE UNIVERSITY**  
 Catbalogan City  
**COLLEGE OF GRADUATE STUDIES**

\_\_\_\_\_, 2019

\_\_\_\_\_  
 School Principal/Head  
 \_\_\_\_\_ Elementary School  
 \_\_\_\_\_

Madam:

The undersigned researcher is presently undertaking a study entitled, "**Adopt-A-School Program of Public Elementary Schools in Catbalogan City.**" In connection to this, he requests permission to conduct pilot testing in your school which will surely help him improve his study wherein the respondents will be teachers.

Rest assured that whatever response gathered will be kept with utmost confidentiality.

He anticipates with profound gratitude for your favorable response regarding this request.

Very truly yours,

**(SGD.) CARLITO B. LABINE**  
 Researcher

Noted:

**(SGD.) EUSEBIO T. PACOLOR, Ph. D.**  
 Adviser

Approved:

**(SGD.)** \_\_\_\_\_  
 Principal/School Head  
 \_\_\_\_\_ Elementary School

Republic of the Philippines  
**SAMAR STATE UNIVERSITY**  
 Catbalogan City  
**COLLEGE OF GRADUATE STUDIES**

\_\_\_\_\_, 2019

\_\_\_\_\_  
 Public Schools District Supervisor  
 \_\_\_\_\_ Elementary School  
 \_\_\_\_\_

Madam:

The undersigned researcher is presently undertaking a study entitled, "**Adopt-A-School Program of Public Elementary Schools in Catbalogan City.**" In connection to this, he requests permission to conduct pilot testing in your school which will surely help him improve his study wherein the respondents will be teachers.

Rest assured that whatever response gathered will be kept with utmost confidentiality.

He anticipates with profound gratitude for your favorable response regarding this request.

Very truly yours,

**(SGD.) CARLITO B. LABINE**  
 Researcher

Noted:

**(SGD.) EUSEBIO T. PACOLOR, Ph. D.**  
 Adviser

Approved:

**(SGD.)** \_\_\_\_\_  
 Public Schools District Supervisor  
 \_\_\_\_\_ District

Republic of the Philippines  
**SAMAR STATE UNIVERSITY**  
 Catbalogan City  
**COLLEGE OF GRADUATE STUDIES**

\_\_\_\_\_, 2019

\_\_\_\_\_  
 School Head/Principal  
 \_\_\_\_\_ Elementary School  
 \_\_\_\_\_

Madam:

The undersigned researcher is presently undertaking a study entitled, **“Adopt-A-School Program of Public Elementary Schools in Catbalogan City.”** In connection to this, he requests permission to conduct pilot testing in your school which will surely help him improve his study wherein the respondents will be teachers.

Rest assured that whatever response gathered will be kept with utmost confidentiality.

He anticipates with profound gratitude for your favorable response regarding this request.

Very truly yours,

**(SGD.) CARLITO B. LABINE**  
 Researcher

Noted:

**(SGD.) EUSEBIO T. PACOLOR, Ph. D.**  
 Adviser

Approved:

**(SGD.)** \_\_\_\_\_  
 School Head/ Principal  
 \_\_\_\_\_ Elementary School

Republic of the Philippines  
SAMAR STATE UNIVERSITY  
Catbalogan City  
COLLEGE OF GRADUATE STUDIES

\_\_\_\_\_, 2019

**CARMELINO P. BERNDAS , Ph. D., CESO VI**  
Office of the Schools Division Superintendent  
Schools Division of Catbalogan City  
Catbalogan City

Madam:

The undersigned researcher is presently undertaking a study entitled, "**Adopt-A-School Program of Public Elementary Schools in Catbalogan City.**" In connection to this, he requests permission to conduct pilot testing in your school which will surely help him improve his study wherein the respondents will be teachers.

Rest assured that whatever response gathered will be kept with utmost confidentiality.

He anticipates with profound gratitude for your favorable response regarding this request.

Very truly yours,

**(SGD.) CARLITO B. LABINE**  
Researcher

Noted:

**(SGD.) EUSEBIO T. PACOLOR, Ph. D.**  
Adviser

Approved:

**(Sgd) CARMELINO P. BERNADAS, Ph. D., CESO VI**  
OIC-Office of the Schools Division Superintendent

Republic of the Philippines  
**SAMAR STATE UNIVERSITY**  
Catbalogan City  
**COLLEGE OF GRADUATE STUDIES**

\_\_\_\_\_, 2019

Dear Respondents,

I am presently undertaking a study entitled, "Adopt-A-School Program of Public Elementary School in Catbalogan City Division," as a requirement for the degree, Doctor of Education.

In connection to this, may I humbly request you to spare me some of your precious time in answering the questionnaires along the said program.

Rest assured that your answers will be treated with utmost confidentiality.

I anticipate with profound gratitude for your favorable response regarding this request.

Very truly yours,

**(SGD.) CARLITO B. LABINE**  
Researcher

Noted:

**(SGD.) EUSEBIO T. PACOLOR, Ph. D.**  
Adviser

Approved:

**(SGD.)** \_\_\_\_\_  
School Head  
\_\_\_\_\_ Elementary School

Republic of the Philippines  
**SAMAR STATE UNIVERSITY**  
Catbalogan City  
**COLLEGE OF GRADUATE STUDIES**

\_\_\_\_\_, 2019

**CARMELINO P. BERNADAS, Ph. D., CESO VI**  
OIC-Schools Division Superintendent  
Division  
Catbalogan Western Samar

Sir:

The undersigned researcher is presently undertaking a study entitled, "**Adopt-A-School Program of Public Elementary Schools in Catbalogan City Division.**" In connection to this, he requests permission to administer questionnaires and gather relevant data needed for his study in public elementary schools in your distinguished division.

Rest assured that whatever response gathered will be kept with utmost confidentiality.

He anticipates with profound gratitude for your favorable response regarding this request.

Very truly yours,

**(SGD.) CARLITO B. LABINE**  
Researcher

Noted:

**(SGD.) EUSEBIO T. PACOLOR, Ph. D.**  
Adviser

Approved:

**(SGD.) CARMELINO P. BERNADAS, Ph. D., CESO VI**  
OIC-Schools Division Superintendent

## APPENDIX B

**Questionnaire 1  
For Principals and Teachers**

*Part II. On Adopt-A-School Program*

**Directions:** Please rate the implementation of the Adopt-A-School Program by checking the appropriate column which correspond to your answer along attainment of objectives, improvement of physical facilities and classrooms, learning resources, and school support using the five (5) point scale: **FI** (fully implemented); **EI** (extensively implemented); **MI** (moderately implemented); **PI** (partially implemented); and **NI** (not implemented).

ITEMS	FI 5	EI 4	MI 3	PI 2	NI 1
<b>A. Attainment of Objectives</b>					
1. The program objectives are relevant to the needs of the school (clientele).					
2. Participate actively in the different activities initiated by the schools especially regarding PTA conferences, general assemblies and parents day activities;					
3. Sustain school activity directed towards the reduction of illiteracy in schools especially as visiting mentor in the school reading intervention program and the reading recovery program;					
4. Convince civic community minded members to extend assistance to schools especially during special activities like teacher's month, scouting activities and others					
5. Took part in the school's maintenance week dubbed as Brigada Eskwela by extending some of the needed resources (financial, material, labor);					
<b>B. Improvement of Physical Facilities and Classrooms</b>					
1. Classrooms are sufficient and conducive to learning.					
2. Available facilities for recreational and physical educational activities.					
3. Audio visual and conference rooms are available.					
4. Restrooms and other facilities (running water and electricity) are provided and					

ITEMS	FI 5	EI 4	MI 3	PI 2	NI 1
properly maintained.					
5. Adequate, functional and comfortable pupil chairs are provided.					
<b>C. Improvement of Learning Resources</b>					
1. Library services are efficient and available.					
2. Books are adequate, up-to-date and relevant to the pupil's need.					
3. The academic community participate in the improvement of the library.					
4. the library is provided with newspaper, dictionary's, computer set and the ;like.					
5. Provide supplementary reading materials to our public school children a key to improving academic performance,					
<b>D. School Support</b>					
1. increase budget and financial support from public sector.					
2. increase budget and financial support from private sector.					
3. assist school community in sourcing out funds for participation in academic and non-academic competition.					
4. public/private sector provide funds for the improvement /repair/maintenance of facilities and classrooms.					
5. The school establishes linkages with public and private sector through partnership.					

## Questionnaire 2 For School Heads and Teaches

### Profile of the School Head and Teacher-Respondents

*Directions:* Please provide the following data by checking the appropriate item that correspond to your answer. Kindly write on the blanks the data called for:

- a. Educational Attainment (please specify) \_\_\_\_\_
- b. Designation /Position (please specify) \_\_\_\_\_
- c. Length of Service as School Head (please specify) \_\_\_\_\_
- d. Number of years in Teaching (please specify) \_\_\_\_\_
- e. Problems/ challenges encountered in the implementation of the Adopt-A-School Program (ASP).

*Directions:* The following are some of the possible problems or challenges that you might have encountered in the implementation of the Adopt-A-School Program(ASP). Please check the number that corresponds your assessment as to the degree of seriousness of the problem/s using the scale below:

- |                        |       |
|------------------------|-------|
| 5 - Very High Problem  | (VHP) |
| 4 - High Problem       | (HP)  |
| 3 - Moderately Problem | (MP)  |
| 2 - Slightly Problem   | (SP)  |
| 1 - Not a Problem      | (NP)  |

Indicators	VHP 5	HP 4	MP 3	SP 2	NP 1
1. Limited tools on monitoring and evaluation					
2. Poor documentation system					
3. Inadequate budget					
4. School ASP Coordinator has limited time for the ASP.					
5. Too many designation/special assignments of teachers					

Indicators	VHP 5	HP 4	MP 3	SP 2	NP 1
6. Programs/project does not suit the clientele's needs.					
7. Lack of involvement of stakeholders					
8. Lack of support from the local/barangay officials					
9. Lack of administrative support					
10. No definite plan of work followed					
11. Lack of Training on ASP					
12. School Officials have poor rapport with clientele/beneficiaries					
13. Trainings/project area is not conducive for learning					
14. The school recipients of the program have poor cooperation					
15. Best school practices and accomplishment not reported to the public.					
16. Poor communication system between the school and its support system					
17. Others; please specify...					

**Questionnaire 3**  
**For School Head and Teacher-Respondents**

The support services provided by the public and private organization on the Adopt-A-School Program (ASP).

Directions: The items below require responses pertaining to the adoption of school by its sponsoring/adopting agencies. Please check the ASP components/dimension that each of the following adopting agencies is extending support to your school.

Sponsoring/Adopting Agency	Details of ASP Support Services
<b>A. Government Agencies</b>	
1. Philippine National Red Cross (PNRC)	Construction and Repair only
	Learning Support
	Reading Program
	Technology Support
	Direct Assistance
	Training & development
	Health & Nutrition
2. Department of Health (DOH)	Construction and Repair only
	Learning Support
	Reading Program
	Technology Support
	Direct Assistance
	Training & development
	Health & Nutrition
3. State Universities and Colleges (SUC's)	Construction and Repair only
	Learning Support
	Reading Program
	Technology Support
	Direct Assistance
	Training & development
	Health & Nutrition
4. PNP/AFP/BFP	Construction and Repair only
	Learning Support
	Reading Program
	Technology Support
	Direct Assistance
	Training & development
	Health & Nutrition

<b>Sponsoring/Adopting Agency</b>	<b>Details of ASP Support Services</b>
<b>A. Government Agencies</b>	
5. Local Government Unit (City of Catbalogan)	Construction and Repair only
	Learning Support
	Reading Program
	Technology Support
	Direct Assistance
	Training & development
	Health & Nutrition
6. Others, please specify <hr/>	Construction and Repair only
	Learning Support
	Reading Program
	Technology Support
	Direct Assistance
	Training & development
	Health & Nutrition

<b>Sponsoring/Adopting Agency</b>	<b>Details of ASP Support Services</b>
<b>B. Private Sector/Institutions</b>	
1. Milo/Alaska Philippines	Construction and Repair only
	Learning Support
	Reading Program
	Technology Support
	Direct Assistance
	Training & development
	Health & Nutrition
2. Standard Chartered Bank	Construction and Repair only
	Learning Support
	Reading Program
	Technology Support
	Direct Assistance
	Training & development
	Health & Nutrition
3. City Savings Bank	Construction and Repair only
	Learning Support
	Reading Program
	Technology Support

Sponsoring/Adopting Agency	Details of ASP Support Services
<b>B. Private Sector/Institutions</b>	
	Direct Assistance
	Training & development
	Health & Nutrition
4. Mount Huraw Lodge No. 98	Construction and Repair only
	Learning Support
	Reading Program
	Technology Support
	Direct Assistance
	Training & development
	Health & Nutrition
5. Alumni Association	Construction and Repair only
	Learning Support
	Reading Program
	Technology Support
	Direct Assistance
	Training & development
	Health & Nutrition
6. Religious Organization	Construction and Repair only
	Learning Support
	Reading Program
	Technology Support
	Direct Assistance
	Training & development
	Health & Nutrition
7. Others, please specify	Construction and Repair only
	Learning Support
	Reading Program
	Technology Support
	Direct Assistance
	Training & development
	Health & Nutrition

CURRICULUM VITAE

### CURRICULUM VITAE

Name : Carlito Barrantes Labine

Birthdate : April 16, \_\_\_\_

Civil Status : Married

Religion : Roman Catholic

Address : Purok 2, Salug District, Catbalogan City

Workplace : DepEd Catbalogan City

Position : Senior Education Program Specialist (SEPS)

Father : Teofilo Gabriza Labine

Mother : Natividad Corro Barrantes

Siblings : Vanessa Tizon Labine  
Valentino Tizon Labine

### EDUCATIONAL BACKGROUND

	School	Year Graduated
Elementary :	Catbalogan I Central ES	1973
High School :	Samar National School	1979
Tertiary :	SMCC	1983
Graduate :	Samar State University	1998
Post-Graduate :	Samar State University	Ongoing

**WORK EXPERIENCE****Department of Education- Samar National School**

August 05, 1991	- January 04, 1991	Substitute Teacher
September 01, 1992	- December 31, 1992	Reemployment
January 01, 1991	- November 20, 1996	Teacher I
November 21, 1996	-August 31, 1999	Teacher II
September 01, 1999	-April 07, 2015	Master Teacher I
April 08, 2015	-Present	Senior Education Program Specialist (SEPS)

## LIST OF TABLES

## LIST OF TABLES

Table	Page
1 The School Heads and Teacher-Respondents .....	37
2 Highest Educational Attainment of the School Head-Respondents .....	43
3 Number of Years as School Head.....	44
4 Highest Educational Attainment of the Teacher-Respondents .....	45
5 Number of Years of Teaching by the Teacher-Respondents .....	46
6 NAT Performance of Public Elementary School in the Division of Catbalogan City .....	47
7 Cohort's Survival Rate in Public Elementary Schools in the Division of Catbalogan City .....	48
8 Completion Rate in Public Elementary School in the Division of Catbalogan City .....	49
9 Dropout Rate in the Public Elementary School in the Division of Catbalogan City .....	50
10 Enrollment by District in Public Elementary School.....	51
11 Number of Teachers by District and Teacher Pupils Ratio in Public Elementary Schools .....	52
12 School Land Area of Public Elementary School in the Division of Catbalogan City .....	53
13 Number of Buildings by District .....	54

Table	Page
14 Number of Classrooms by District in Public Elementary School in the Division of Catbalogan City .....	55
15 Facilities of Public Elementary Schools .....	57
16 Support Services Provided by the Public Organizations in the Implementation of the Adopt-a-School Program.....	58
17 Support Services Provided by the Private Organizations in the Implementation of the Adopt-a-School Program.....	59
18 Extent of Implementation of the Adopt-a-School Program as Assessed by the School Heads And Teacher-Respondents Along Attainment of Objectives .....	61
19 Extent of Implementation of the Adopt-a-School Program as Assessed by the School Heads And Teacher-Respondents Along Improvement of Physical Facilities and Classroom .....	63
20 Extent of Implementation of the Adopt-a-School Program as Assessed by the School Heads And Teacher-Respondents Along Improvement of Learning Resources .....	65
21 Extent of Implementation of the Adopt-a-School Program as Assessed by the School Heads And Teacher-Respondents Along Learning Support.....	67

Table	Page
22 Comparison Between the Assessment of the School Heads and Teachers on the Extent of the Implementation of the Adopt-a-School Program Along Attainment of Objectives .....	69
23 Comparison Between the Assessment of the School Heads and Teachers on the Extent of the Implementation of the Adopt-a-School Program Along Physical Facilities and Classrooms .....	70
24 Comparison Between the Assessment of the School Heads and Teachers on the Extent of the Implementation of the Adopt-a-School Program Along Improvement of Learning Resources .....	72
25 Comparison Between the Assessment of the School Heads and Teachers on the Extent of the Implementation of the Adopt-a-School Program Along Learning Support .....	73

## LIST OF FIGURE

## LIST OF FIGURE

Figure	Page
1 The Research Paradigm .....	9