



## **GRADUATE SCHOOL**

### **ACKNOWLEDGMENT**

Foremost, I am highly grateful to God for His blessing that continue to flow into my life, and because of You, I made this through against all odds. With a great pleasure I would like to acknowledge the support, assistance and contribution made by individuals from the beginning of the fieldwork, providing me access, data and information, to the writing process until the completion of this study. To my family who has been a source of encouragement and inspiration to me throughout my life. To my beloved husband, who remains willing to engage with the struggle, and ensuing discomfort. Thanks to dear Naknak, for being so supportive - even when being without Mom was hard and discomfort you. This work is for, and because of you and all the generations to come. I am also very grateful to my adviser Dr. Enriqueta P. Cimafranca, statistician, panelists and the respondents of this study, for the enthusiasm they have been to me through giving of inputs, comments and directions. I cannot thank you enough for your time to go through the whole chapters polishing the statistical data, language and sentence by sentence in a short time.

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### DEDICATION

This work is dedicated to my beloved mother Angela N. Imbo and my late father Candido U. Imbo for their role that they have played in raising me since my formative years, helping me to create a vision for my future life, encouraging me to learn and for supporting my education. Your lives will always be a source of inspiration to my career endeavors. And of course to my dear husband Ronald Anthony P. Pelesmino, my precious daughter Anthlyn Eve I. Pelesmino and the loving memory of my son Francis Glen I. Pelesmino who is forever the Guardian Angel of the family for their prayers and have provided me with a strong love shield that always surround me and never let any hindrance enter my life.

**MA.MARFE LYN I. PELESMINO**  
Student



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### **ABSTRACT**

This study determined the Nature and Implementation of the Stakeholders' Support in Basic Education of the Division of Negros Oriental.

The research employed descriptive method of research design by using of the reviewed and validated researcher - made survey questionnaire and open ended guide questions for interview. The statistical tools used in treating the data were percentage, weighted mean, Likert's Scale and Analysis of Variance. There were 98 respondents from the 18 schools and eventually 24 of them were likewise the interviewees.

Results showed that the strongest stakeholder of the Basic Education in the Division of Negros Oriental were Parent Teachers Association (PTA) which constituted 20% of the donations. Likewise 45% of the beneficiary schools received cash donations of not more than P 100, 000. And the 83% non-cash donations were basically on the direct needs of their children on Learning Environment and Learning Support. The implementation of the stakeholders support was satisfying and had the same effects to both Elementary and Secondary Schools with a P- value of 0.715. However, acceptance of donations were not completely represented, not all pupils/ students were benefited and proper safe keeping and maintenance of these were the underlying problems encountered.

Moreover the school should strengthened its linkages to other stakeholders and company to gain more support. Stakeholders should also work jointly on the needs how the implementation will become better and enactment diligently of "Adopt a- School Act" is encourage to minimize the possible problems.



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### EXECUTIVE SUMMARY

Problems	Findings	Conclusions	Recommendations
1. Who are the stakeholders that supported the Basic Education in the Division of Negros Oriental?	Stakeholders who supported the Basic Education in the Division Of Negros Oriental were: 20% Parent Teachers Associations, 17% Private Individual , 16% LGU 16%, 14% Alumni , 12% Private Company, 7%Business Sector, 6% Lending Institutions and others and 2% Religious Sector.	Parent Teachers Associations gave strong support to the school.	That the school should tap and strengthen its linkages to other stakeholders for more support and donations.
2. What is the nature of the stakeholders' support in Basic Education in the Division of Negros Oriental in terms of:  2.1 Cash donations;	About 45% of cash donations was P100, 000 thousand and below; 25% - 101, 000 – P 200, 000, 12% - P401, 000 – P500, 000, 6% - P 301, 000 – P400, 000.	Cash donations were meager which commonly from the PTA.	That school should have a functional committee in operationalizing partnership. And prepare proper presentation of budget allocation for project proposal when needed.



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2.2 Non-cash donations; and	The top five non-cash donations received by the Congressional Districts were: 13% for maintenance and school repair, 11% for chairs, desks, tables & blackboard , 10% for construction of building & materials, 10% for learning aids/instructional materials, 10% for book donations/supplementary materials.	Non - cash donations answered directly to the needs on the Learning Environment and Learning Support of the schools.	That prioritization of needs should be practiced and communication sharing between the school and stakeholders should also observe transparency.
2.2.1 Learning Environment and Learning Support	Constituted 83% donations		
2.2.2 Health and Nutrition	13% donations for Health and Nutrition		
2.2.3 Training and Development	4% for Training and Development		



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2.3 Both cash and non-cash donations?	83% of the 18 schools received both cash and non-cash donations This implies that the Non-cash Donations shares 84%, Cash Donations, and both Cash and Non-cash Donation contribute 8% each.	Most of the school recipients received both cash and non-cash donations.	That there should be monitoring of the donations to ensure that the provisions in the Memorandum of Agreement (MOA) are met.
3 How does the implementation of the Stakeholders' Support affects the schools in terms of : 3.2 Learning Environment and Learning Support;	The Implementation of Stakeholders' Support in Learning Environment and Learning Support: *Becomes the school preference of most pupils/students in the community - weighted mean of 3.94, *Conducive for learning in school environment weighted mean of 4.19, *Supports the school curricular and co – curricular weighted mean 4.07, *Complements the school's institutional needs - weighted mean of 4.09 and with the total average weighted mean of 4.07.	Implementation of the stakeholders support to the Learning Environment and Learning Support, Health and Nutrition and Training and Development were satisfying and successful.	That there should be a joint responsibilities between school and stakeholders to improve the implementation specifically on the ff: making the school preference of the pupils/students community, increase awareness on personal hygiene and physical fitness and improve capacities in instructional delivery and classroom management.



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<p>3.3 Health and Nutrition; and</p>	<p>The Implementation of Stakeholders' Support in terms of Health and Nutrition: *Contributes to good performance of the school - weighted mean of 4.44, *It improves learners alertness in academic activities - 4.15, Increase learners awareness of personal hygiene - 4.07, and *Physical fitness - 3.95. The total average weighted mean was 4.15.</p>		
<p>3.4 Training and Development?</p>	<p>The implementation on stakeholders' support in terms of Training and Development : *Enhances pupils'/students' life skills" with a weighted mean of 4.21, *They also Agree that it "heightens relationships with stakeholders"- 4.19. *Responds to the needs of the individual in school" - 4.02 and " * Improves teachers'</p>		



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	capabilities in instructional delivery and classroom management"- 3.98. The total average weighted mean is 4.11.		
4	Is there significant difference of the implementation of the stakeholders' support in terms of Learning Environment and Learning Support, Health and Nutrition, and Training and Development	The Analysis of Variance demonstrated that P-value of 0.715 was greater than the significance level of 0.05 which indicates that there is no significant difference in the effects of Stakeholders Support to Schools at 0.05 significance level.	Both Learning Environment and Learning Support, Health and Nutrition and Training and Development have the same effects in basic education of the Division of Negros Oriental.
5	Problems Met by Stakeholders regarding School Donations	Problems met in the acceptance of school donations: *Documents were not ready during the delivery/ not properly documented – 37% *Delivery was on time but not complete – 5% * Acceptance of donations was not completely represented – 47% * Untimely delivery of donations – 11%. The average percentage was 34%. The problems met in the utilization and	The acceptance of donations are not completely represented, insufficiency of donations and of proper safekeeping and maintenance of donations were the major underlying problems.





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	<p>safekeeping of school donations:</p> <p>*Not all pupils/students were benefited – 30%</p> <p>*Requires technical knowledge in operating the donated equipment – 5%</p> <p>*Conflict of schedule in using equipment(computers) due to limited numbers – 5%</p> <p>*Selection of menu for feeding was not preferred by the learners – 16%</p> <p>*Inadequate number of supplies/equipment – 22%</p> <p>*Proper care/maintenance of donated equipment – 22%</p>		
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**ST. PAUL UNIVERSITY DUMAGUETE**  
6200 Dumaguete City  
Philippines



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**“NATURE AND IMPLEMENTATION OF STAKEHOLDERS’ SUPPORT  
IN BASIC EDUCATION, DIVISION OF NEGROS ORIENTAL”**

**A DISSERTATION  
Presented to  
The Faculty of the Graduate School  
ST. PAUL UNIVERSITY DUMAGUETE  
Dumaguete City**

**In Partial Fulfillment  
of the Requirements for the Degree  
DOCTOR OF EDUCATION**

**MA.MARFE LYN I. PELESMINO  
April 2018**





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### APPROVAL SHEET

In partial fulfillment of the requirements for the Degree of **DOCTOR OF EDUCATION (Ed.D.)**, this dissertation entitled **“NATURE AND IMPLEMENTATION OF STAKEHOLDERS’ SUPPORT IN BASIC EDUCATION, DIVISION OF NEGROS ORIENTAL”**, has been prepared, examined, evaluated and submitted by **MRS. MA. MARFE LYN IMBO PELESMINO**, who is hereby recommended for Oral Examination.

**ENRIQUETA P. CIMAFRANCA, Ed.D.**  
Adviser

Approved by the COMMITTEE ON ORAL EXAMINATION with the grade of **PASSED**.

### P A N E L O F E X A M I N E R S

**MARIA MILAGROS C. VELEZ, Ed.D.**  
Chairman

Date: \_\_\_\_\_

**TICHIE ANN E. BAENA, Ph.D.**  
Member

Date: \_\_\_\_\_

**MARICAR FLORES, Ed.D.**  
Member

Date: \_\_\_\_\_

**JUDITHA O. MAPUE, Ed.D.**  
Member

Date: \_\_\_\_\_

**HENRY A. SOJOR, Ph.D.**  
Member

Date: \_\_\_\_\_

Accepted in partial fulfillment of the requirements for the Degree of **DOCTOR OF EDUCATION (Ed. D.)**.

Comprehensive Examination : PASSED. August 5-6, 2016  
Date of Oral Examination : March 10, 2018

**MARIA MILAGROS C. VELEZ, Ed. D.**  
Dean, Graduate School

Date: \_\_\_\_\_

**ST. PAUL UNIVERSITY DUMAGUETE**  
6200 Dumaguete City  
Philippines



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### **Chapter 1**

#### **THE PROBLEM AND ITS SCOPE**

##### Introduction

Education is not a tool for development of individual, community and nation. It is the formulation for the future. It is empowerment to emboldens the youth to chase their dreams. Thus , Department of Education formulated its mission which is to protect and promote the right of every Filipino to quality, equitable, culture-based, and complete basic education where: Students learn in a child-friendly, gender-sensitive, safe, and motivating environment. Teachers facilitate learning and constantly nurture every learner. Administrators and staff, as stewards of the institution, ensure an enabling and supportive environment for effective learning to happen. Family, community, and other stakeholders are actively engaged and share responsibility for developing life-long learners. (DepEd Order no.36, 2013)

As such is simply explained with the old African proverb that says, "It takes a village to raise a child." One could imagine then that it would take a community to raise a school. One can not rely on local, state, or federal governments to take ownership of the issues he/she faces locally. There is a need to work as a community to nurture the schools for the particular community needs. It is believed that the answer to real education/school transformation is strong with authentic community connections and actions. When families, community groups, business and schools band together to



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support learning, young people achieve more in school, stay in school longer, and enjoy the experience more. Great examples of school/community partnerships are happening all over the world. The schools need more of them, and need to ensure they are healthy and relevant to the needs of 21st century learners. To lift up and raise schools to a place that suit all 21st century learners, help needs to come from many parts of the community. The leading roles should be alternated according to the need and focus of the particular aspect of the transformation project. By respecting each other and acknowledging unique contribution, schools can move forward quickly in a positive environment where all can be teachers and learners (Janmaat, 2016).

This is the motivating factor that drives the researcher to undertake this study. She is interested to find out the implementation results of stakeholders' support in basic education in the Division of Negros Oriental. As a school principal of Malaunay Elementary School, she had experienced different needs that practically affect her school's learning environment. Good thing, with the support of generous stakeholders, some of the needs had been addressed. These are Philippine National Oil Corporation-Energy Development Corporation) PNOC-EDC, Local Government Unit (LGU) – Valencia, Parent Teachers Association (PTA) and some private individuals.



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### **Theoretical Background of the Study**

This study is anchored on the theory of human generosity proposed by Max M. Krasnow, Andrew W. Delton, Leda Cosmides and John Tooby (Center for Evolutionary Psychology, 2011).

According to them, generosity in the absence of potential gain (that the individual foresees), is a real feature of human nature. Specifically, people will often help strangers when there is no foreseeable gain in doing so; people giving tips to traveling strangers where to go, what path to follow to reach their destinations; people rushing to help when someone is injured in an accident; people opening their purse to pull some coins and give to a beggar along the road; people soliciting donations for calamity/disaster victims; civic-minded groups sponsoring scholarship programs to poor but deserving students and many more.

It is important to recognize that these findings will rule out both kin-selection and reciprocity (exchange) as an explanation for this generosity, and are widely seen as doing so. In reciprocity, individuals deliver benefits to other people at some cost for themselves, but are compensated by reciprocal benefits being delivered back to them. Reciprocity depends on repeated interactions. Common sense indicates that if the interaction is one-shot, the response favored by natural selection is to defect (take benefits given, but not to deliver any benefits in return).

In attempting to explain the excessive generosity, a cascade of mutually inconsistent economic, evolutionary, cultural and psychological explanations have been



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advanced, many are relying on various forms of genetic or cultural group selection. The key in considering a necessary, but previously neglected step in cooperative decision-making; the decision-theoretic step of discriminating between one-shot and repeated interactions. Well-validated theoretical results show that the strategy of donating to others as part of long term, beneficial, repeated interactions can evolve but when considered in isolation, the strategy of donating in one-shot interactions cannot. Thus, many concluded that traditional theories of social evolution predict that humans cooperate or give unselfish aids to others without thinking of benefits in return.

These commonplace acts of generosity – with no future return have long posed a scientific puzzle to evolutionary biologists and economists. In acting generously, the donor incurs a cost to benefit someone else. But choosing to incur a cost with no prospect of a compensating benefit is seen as maladaptive by biologists and irrational by economists. If traditional theories in these fields are true, such behaviors should have been weeded out long ago by evolution or by self-interest. These theories, human nature is fundamentally self-serving, with any “excess” of generosity which resulted of social pressure or cultural conformity.

As stated by Tooby (2010), economic models of rationality and evolutionary models of fitness maximization both predict that humans should be designed to be selfish in one-time situations only. Yet, experimental work – and everyday experience – shows that humans are often surprisingly generous. “So one of the outstanding problems in the behavioral sciences was why natural selection had not weeded out this pleasing but apparently self-handicapping behavioral tendency,” Tooby said.



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The feature of human behavior emerges logically out of the dynamics of cooperation, once an overlooked aspect of the problem – the inherent uncertainty of social life – is taken into account. People who helped only when they can see a gain do worse than those who are motivated to be generous without always looking ahead to see what they might get in return. To help illustrate the theory being applied in this study, the theoretical framework is presented on the next page.



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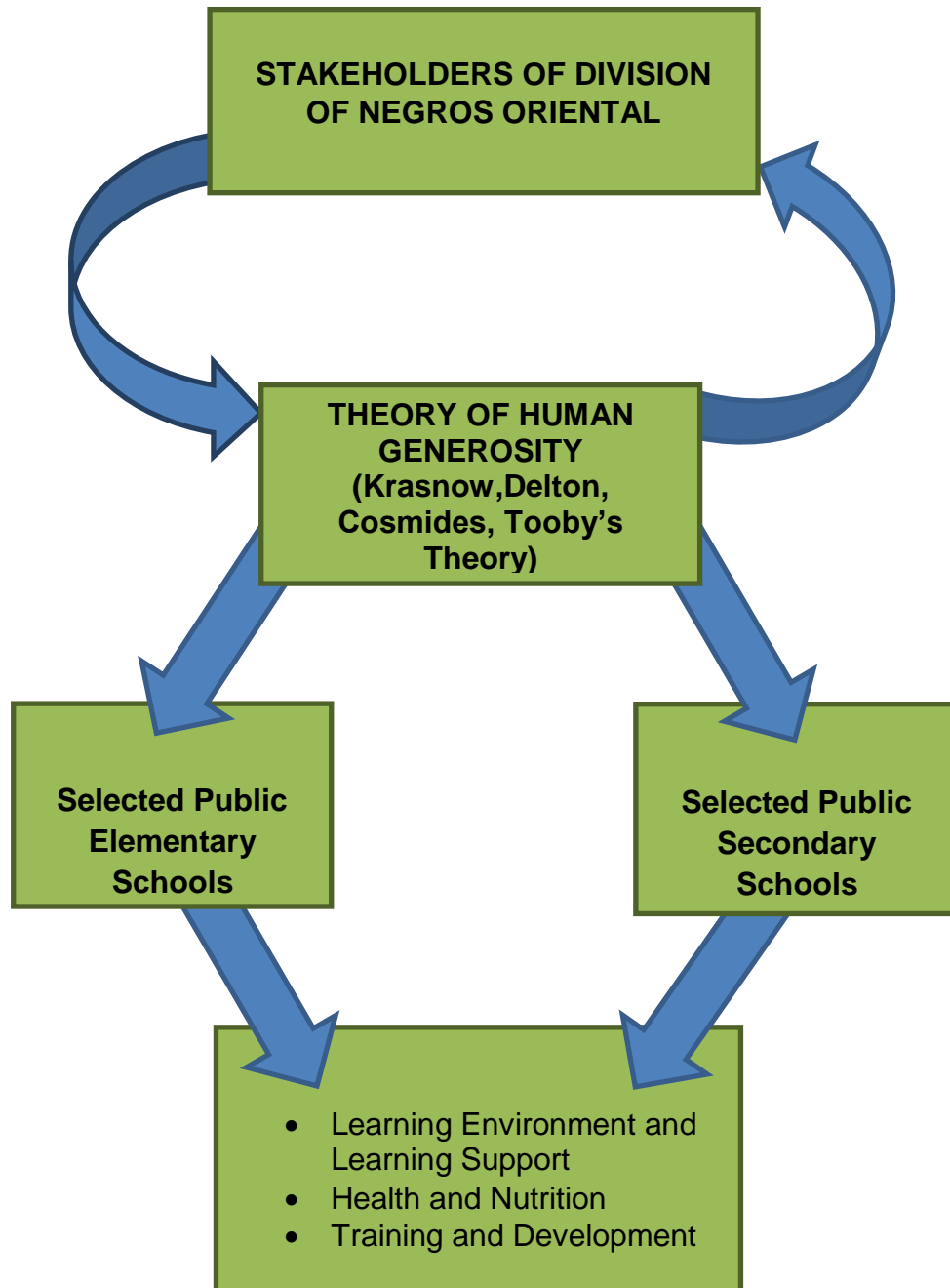


Figure 1. Schematic Diagram of the Theoretical Framework of the Study  
Theory of Human Generosity





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The framework shows that Krasnow, Delton, Cosmides and Tooby's Theory of Generosity relates to the present research.

The various stakeholders demonstrated the principle behind the Theory of Generosity in supporting the Basic Education Program of DepEd Negros Oriental. Their acts of giving support in various packages to the different public elementary and secondary schools displayed generosity in the absence of potential gain or without thinking of benefits in return.

The generosity of the stakeholders are in the form of cash and non – cash donations which the end goal is to help meet the learners need in school. The various packages or donations are for the improvement of the schools' learning environment and learning support, health and nutrition and finally for the training and development of teachers.

. It is the duty and responsibility of the beneficiary schools to properly utilize, manage and take good care of whatever donations are entrusted to them by the stakeholders so as to achieve its goal of helping the school find solutions to their needs for improvement.

This gesture of generosity would be possibly and continuously practice to colleges and universities institution which will eventually provide and cater higher education of learners from basic education. Likewise the institutions are capable to share their resources to the adopted elementary and secondary schools and they even offered scholarships to deserving learners.



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### **REVIEW OF RELATED LITERATURE**

This section presents a discussion in relation to the Stakeholders' Support to the Basic Education Program.

Anyone who endowed in the benefit and success of a school and its students, including administrators, teachers, staff members, parents, families, community members, local business leaders, and elected officials such as school board members, city councilors, and state representatives are stakeholders . Other entities are local businesses, organizations, advocacy groups, committees, media outlets, and cultural institutions, and specific groups, such as teachers unions, parent-teacher organizations, and associations representing superintendents, principals, school boards, or teachers in specific educational institution.

The term stakeholders entails a “stake” in the school and its learners since they have personal, professional, civic, or financial interest or concern. By including more supporters of a school community, school leaders can establish a tougher sense of “ownership” among the participants and within the bigger community. Stakeholders can also be called as “school community,” which necessarily comprises a wide variety of stakeholders. Success of the school and improvement are attained when strategies on stakeholder-engagement are widely considered by many individuals and organizations that work as one with the public schools. This explain the importance of each member of an organization or community , their ideas and opinions are being heard, and are given the opportunity to participate truly in developing process, they will feel more



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capitalized in the work and in the realization of its goals, which will therefore increase the likelihood of success (Abulencia ,2016).

Those individual who work within the school system on a daily basis and who largely control what goes on are the internal stakeholders. These are the school staff, district staff, and the school boards. On the other hand external stakeholders are those who have a strong interest in school outcomes but do not directly determine what goes into producing those outcomes. That is why external stakeholders have significant role to play in sustaining good effect. If they are activated of the school's effort, they can help achieve the goal set before the time just like mission-oriented change - improvement that depends on the heart of the hands acted upon the mission or purpose. Consequently external stakeholders can be highly motivated and can become powerful drivers to help achieve and sustain positive change in our schools. This is not merely about involvement in social events, fund-raising efforts, or traditional involvement in activities such as parent training, homework assistance, and general volunteering. Concerning to a school progress effort, such as curricular and co – curricular activities internal stakeholders clearly have great capability to produce affirmative change in schools, but they do not have all the resources needed to withstand it.

Stakes in have different personal, professional, civic, financial interest and concern to the school. For this reason close communication between school and stakeholders is intensely practiced. This improve communication and public



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understanding allows for the incorporation of the outlooks, experiences and expertise of participating community members to improve reform proposals, strategies, or processes. (Dlamini,1995)

The National Education Association (NEA ) has released several policy publications that focus on improving achievement for students and closing the achievement gaps. One such policy brief is 'Parent, Family, Community Involvement in Education . It discusses the essential role that the whole community plays in the growth and development of its young people and emphasizes that along with parents and family, the broader community too has a responsibility to assure high-quality education for all students. It discusses some specific ways in which schools can engage more stakeholders such as parents, families and communities in education .Is an organization that is committed to advancing public education with members working at every level of education, from pre-school to university, to improve the quality of teaching, increase student achievement and make schools safer and better places to learn (NEA Policy and Practice Department, 2008).

When schools, parents, families and communities work together to support learning students feel more encouraged, attend school more regularly and take part in higher-level programs. The involvement of the broader community of a school with it leads to higher academic performance , school improvement and a key to addressing school drop-out crisis and strong partnerships foster higher educational aspirations and more motivated students.



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The Department of Education (DepEd) has a lot of stakeholders. These are the people or organizations who have an immediate and direct interest in education. The various stakeholders include the learners, the parents, the educators, school governing bodies, the educator unions, the non-governmental organizations, the private sector and the potential employers to mention a few most important ones.

The different stakeholders can give donations to their chosen schools for any of the following packages :

Learning Environment and Learning Support is the construction of additional classrooms that will decongest the crowded public schools and provide more substantial school hours for the children. School facilities like badly-needed chairs, desks, blackboards, computer laboratories, wash facilities, water systems and toilets may also be provided, and these will likely create a physical environment that is conducive for learning.

Learning environment. The word is usually used as a certain substitute to "classroom". Environment inspires emotional responses may lead not only to deepen learning but also to influential, affectionate connection to the space. A place where students love to learn, a place they seek out when they wish to learn, and a place they recall fondly when they reflect on their learning experiences. In any learning environment, physical characteristics that cause embarrassment can be expected to interfere with learning environments that produce affirmative emotional states and can be expected to facilitate learning and development of place attachment. It can be



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referred as to an instructive approach, cultural context, or physical setting in which teaching and learning occur. A respectful and caring climate makes it possible for students to feel safe and secure in school and enables learning to take place. This respect and caring must be transferred and practiced between management and staff, among staff members, and between staff and parents, as well as between staff and students and between student and student. That is why anti bullying law and child protection policy are highly promulgated Acknowledging respect for all students and belief are also possible for the academic success of each student and by all members of a school staff. (Tonasses, D. & Land S. (2012).

Classroom environments reveal the values and beliefs about children, families, the social construction of knowledge held by teachers. The arrangement of furniture storage should encourage choices, problem solving, and discoveries in the process of learning. Such an environment fosters learning tailored to the needs and wants of the individual. This sort of learning occurs anytime and anyplace, when and where the learner desires. It takes place in a context of relevance, “just in time,” rather than “just in case.” And such learning offers “just what is need” – this is the opportunity to acquire knowledge and skills through learning strategies that are personalized and adapted to the learner’s own learning styles and preferences. The layout of the physical space of the classroom needs to be welcoming, to foster encounters, communication, and relationships. To guide policymakers, educational authorities, and school leaders, the Partnership has prepared to promote the vibrant educational environments – physical and online, technological and human – that support the 21st century. Learning Support



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are the resources, strategies, and practices that provide the physical, social, emotional, and intellectual supports intended to enable all pupils to have an equal opportunity for success at school by addressing barriers to and promoting engagement in learning and teaching (.Saxena, 2014).

The main aim of learning support is to heighten the teaching and learning process in order to enable pupils/students with learning difficulties to achieve adequate levels of proficiency in literacy and numeracy. This aim can be achieved most effectively through the implementation of whole-school policies and approaches that target the learning needs of the pupils/students. Learning and Teaching Materials (LTMs) are concrete, tangible vehicles for supporting student learning. High quality LTMs are based on standards and curricular frameworks that connect disciplines with big ideas, themes, and concepts, and are the product of careful field testing and refinement (Cabardo, O. 2016).

A child is said to have 'additional support needs' if they need more, or different, support to what is normally provided in schools or pre-schools to children of the same age. Children might need extra help to be able to take part in school or get the most from their education. Some children may need a lot of support all the way through school. Understanding what additional support for learning is can help when you are talking to your child's school about their learning or support needs. Every child gets help



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in school with their learning. Others may need only a small amount for a short time.  
(Connely,2008)

“Teaching materials” come in many shapes and sizes, but they all have in common the ability to support student. It is a general term used to describe the resources teachers use to deliver instruction. Teaching materials can support student learning and increase student success. Such materials must be customized to the content in which they are being used, to the students in whose class they are being used, and the teachers. Teaching materials come in many shapes and sizes, but they all have in common the ability to support student learning.

Learning Supports is to respond and give intervention strategies for those with mild-moderate learning and behavior problems. That teachers are facilitators of learning for all children they be students with special educational needs, more able qualities or any other learning difference. Another are what schools need in order to successfully address obstacles to learning and teaching, improving instruction and classroom management to enhance engagement and re-engage students who have become disengaged from learning at school. As such, differentiation is present throughout the curriculum at all times. The level of differentiation and additional provision put in place to support each student nature of needs (Ronda, R. 2012,P5.8).

Lastly technology support through the Information and Communication Technology (ICT) is a very essential tool that will help in the full implementation of the





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K-12 Curriculum. If designed and implemented properly, ICT supported education can promote acquisition of the knowledge and skills that will allow students for lifelong learning. When used appropriately, ICTs, especially computers and internet technologies, enable the new ways of teaching and learning rather than simply allow teachers and students to do what they have done before in a better way. These new ways of teaching and learning are emphasized by constructivist theories of learning (Tinio, 2002).

The effects of health and nutrition on behavior and cognitive function is of prime importance. This is because poor health and nutrition can affect children's access to education, such as delaying enrolment, increasing absenteeism and precipitating drop-out (Jukes et. al., 2007).

The Department of Education is framing a more thorough tactic to mend the health and nutrition of school children and transform this to better learning outcome, reduced drop-out and improved school retention rate. This is enhanced with DepEd Order 43 s. 2011 by Education Secretary Armin Luistro. He said the department is strengthening its school health and nutrition programs, aligning it with other existing activities to come up with one seamless whole. He further elaborate that it is very important that the school children are taught disease prevention and the right attitude on health and nutrition to enhance their motivation and capacity for learning (DepEd Order no. 43, 2011).



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Applicable remedies for the health and nutrition problems of public school children will help improve students' school performance and learning retention. The partner institutions can sponsor feeding programs, essential health care programs, medical-dental missions, deworming interventions, and the provision of vitamins, nutritional supplements, eye check-ups and eyeglasses to students and teachers.

In partnership with the Department of Agriculture, DepEd is set to expand the coverage of Gulayan sa Paaralan aimed at establishing school gardens as food baskets to provide a ready source of nutritious food for children and school personnel. Likewise, to address the problem of children coming to school on an empty stomach which affect their school performance, DepEd will implement fully the school feeding program where students are provided hot meals following the standard recipes and utilize the food grown from the campus food baskets (Executive Order no. 26, 2012)

Schools of some countries provide nutritious food for the day, including breakfast, lunch, and snacks after school. The program seeks to help meet students' nutritional needs. And many studies indicate that such program manifests better attendance, improved behavior, improved concentration, having more energy, better attention and improve academic performance of learners' recipient compared to nonparticipants of the program (Durlak, 2010).

Training and Development can be described as "an educational process which involves the sharpening of skills, concepts, changing of attitude and gaining more knowledge to enhance the performance of employees. Many training and development



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approaches available for organizations are proposed including: on-the-job training, mentoring, apprenticeship, simulation, web-based learning, instructor-led classroom training, programmed self-instruction, case studies/role playing, systematic job rotations and transfers .etc. (Montana and Charnov, 2010).

Training and development encompasses three main activities: training, education, and development; training is the activity, is both focused upon, and evaluated against, the job that an individual currently holds and development: This activity focuses upon the activities that the organization employing the individual, or that the individual is part of, may partake in the future, and is almost impossible to evaluate.

Great teachers help create great students. In fact, research shows that an inspiring and informed teacher is the most important school-related factor influencing student achievement, so it is critical to pay close attention to train and support both new and experienced educators. Mentoring and coaching from veteran colleagues is critical to the successful development of a new teacher. Great induction programs create opportunities for novice teachers to learn from best practices and analyze and reflect on their teaching. Another requirement for teachers is Continuing Professional Development. This is critical for experienced teachers to have ongoing and regular opportunities to learn from each other. Constant professional development keeps teachers up-to-date on new research on how children learn, emerging technology tools for the classroom, new curriculum resources, and more. The best professional



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development is unending, experiential, cooperative, and attached to and resulting from working with students and understanding their culture ( DepEd Order no. 32, 2011).

Some of the stakeholders sponsor training and development for teachers geared for the enhancement of their teaching skills and strategies for the benefit of the children in school. On the other hand, DepEd Order number 32, s. 2011 "Policies and Guidelines on Training and Development (T&D) Programs and Activities" was formulated to answer the need to expedite the progress towards the achievement of the Education for All (EFA) and Millennium Development Goals (MDGs) and capacitate teachers with millennial skills.

Private sector groups and individuals can extend assistance not only to schoolchildren but also to their teachers. Sponsoring training programs in teacher education institutions will greatly help the teachers gain relevant skills that will update their knowledge and increase their effectiveness in the classrooms.

Based on the principle of volunteerism and partnership for education, Adopt-A-School program aims to create multiple partnerships with different business sector, NGOs, foundations, individuals and other private entities here and abroad in order to generate investments outside the funding mainstream and national budget by providing assistance on a short term or long term basis in the upgrading and modernization of public elementary and high schools. This allows them to adopt a public school of their choice anywhere in the country and provide necessary resources for the infrastructure, facilities support, teaching and skill development, monitoring and evaluation, learning



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support, equipments for computer and science laboratory as well as food and nutrition. To recognize their goodwill, they can avail of tax incentives of up to 150%. (Adopt-A-School Program, 1985)

Moreover, any stakeholders, either private companies, institutions, group or private entities must possess the so-called Corporate Social Responsibility (CSR). This can be manifested in their sense of responsibility towards the community and environment.

Furthermore, San Miguel Corporation has been one of the earliest proponents of corporate philanthropy and social responsibility. The company recognizes its affirmed responsibility of being a catalyst of progress and change. The corporation's programs and assistance afforded to its beneficiary schools are in the fields of education; in the form of scholarship grants to poor but deserving pupils/students, supporting literacy and access to better-equipped educational facilities, and providing classrooms-cum-libraries to various public schools in poor barangays, health and nutrition; through their community clinics and medical missions, environment; advocating the preservation of the environment and the responsible use of resources (sanmiguel.com.ph).

Likewise, the Corporate Social Responsibility is demonstrated by The Royal Mandaya Hotel as it set aside a day devoted to the community outreach program at Purok 5 Brgy. Baracatan, Toril, Davao City last May 30, 2015 where Baracatan Elementary School and performed services: such as Repainting of Classrooms, School Clean-up, Feeding and Donation of School Supplies (Roque, 2015).



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The success of stakeholders' support to Basic Education greatly depends on how it is executed and implemented. Implementing programs that work requires careful advance planning, the involvement of multiple stakeholders, and a process that ensures accountability. When programs are implemented poorly, it not only reduces the potential for helping children and youth in need, but it wastes scarce public resources because poorly implemented programs are unlikely to be very successful (Durlak, 2010).

In many cases, programs have failed to achieve their intended outcomes for children/youth when implementation was poor whereas, in other cases, program impact was much higher when there were reports of more effective implementation (Durlak & Dupre, 2008).

In other words, participants may receive more benefits as a result of better program implementation, or they may receive no significant benefit if program implementation is poor.

Greenberg, Dusenbury, Brannigan and Hansen (2010) found out that implementation often varies over time: sometimes quality drops and at other times it increases. Both types of changes have implications. If implementation drops to too low a level after a good start, there is a need to intervene quickly through professional development activities to improve implementation. Such a drop may also signal a need to re-examine whether commitment, support and enthusiasm still exist for the new program, and what steps might be taken to rekindle the initial interest and support of the



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organization and its staff . They claim that the quality of implementation is so important to program outcomes, it is essential to learn what is necessary to achieve the level of implementation. There is convergent evidence from implementation science about how this can be accomplished. It is essential to consider and effectively address each step in the implementation process. For example, before implementation begins, it is important to assess such issues as how well the program fits the setting, if staff holds realistic expectations about what can be achieved, whether there is genuine buy-in or acceptance for the new program, and how to train staff effectively for their new roles. Once implementation begins, on-going technical assistance is needed to help staff implement with quality. It is also essential to develop and maintain a good monitoring and feedback system during implementation.

Goldstein (2010) in his book entitled "Quality Implementation Framework", stressed that systematic research and practice in implementation science have indicated that quality implementation: is a systematic process of coordinated steps; quality implementation can be achieved with careful planning; has a temporal sequence; some things should be done before others; and requires many different types of activities and skills that include assessment, negotiation, collaboration, planning, and critical self-reflection. As a whole, the time and effort required of implementation should not be rushed. Attempts to short-change the process or omit important steps can weaken the quality implementation.

Finally, Wandersman, Duffy, Flaspohler and Dunville (2008) emphasized that



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Effective and successful program implementation is a mutual responsibility shared by several groups. Solving the challenge of quality implementation requires the active collaboration of four major groups of stakeholders: researchers/program developers (or others who provide technical assistance), local practitioners, funders, and local administrators. Research has demonstrated that quality of implementation contributes significantly to outcomes. If a program is poorly or even moderately well implemented, it is likely that its goals will not be achieved or that the results will be less significant. Programs that are effectively implemented stand a better chance of achieving intended outcomes and producing positive results for children.

School-Based Management (SBM) underscores the empowerment of key stakeholders in school communities to enable them to actively participate in the continuous improvement of schools towards the attainment of higher pupil/student learning outcomes. Enable the schools to create healthier school climates and improved system environments and that provide better teaching and learning environments, in which teachers would be more committed to improve student achievements. Schools should always be ready to link with the community stakeholders in order to facilitate whatever deficiencies in schools' plant facilities and resources. It is accepted by majority that schools cannot exist alone in the community and in order that schools will be progressive and its goals will be realized, community linkages should be strengthened.

Hence School Based Management (SBM) mechanism is provided whereby all key stakeholders participate in the formulation of major policies and the evaluation of





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school effectiveness. It helps to enhance transparency and accountability in school operations and the use of public funds. While additional autonomy is given, the schools have to be more accountable, both internally and externally, to ensure that school policies and school management meet the necessary requirements and to assure the public of the effectiveness of school operation.

SBM is covered of understanding the limitations and financial flexibility of the school; setting goals and formulating appropriate financial management strategies after considering factors such as school resources, background and needs of their students etc. Ensuring that school income is handled and used in accordance with the requirements of the Education Ordinance, as well as other relevant regulations and rules. In such of formulating financial management criteria and procedures (e.g. procedures for handling income and expenditure, procurement and quotation as well as rules on acceptance of advantages etc.) according to the relevant laws and regulations to avoid conflict of interest and the misuse of government resources and putting in place adequate budgetary controls and a good accounting and reporting system to monitor the financial situation; and if necessary, reprioritizing development projects after assessing their actual expenditure are of its major responsibilities. (Ruther and Jackson, 2006)

To the case of safekeeping is supported by the Deped Order No. 82 , s 21011 “ Guidelines on the Proper Recording of All Donated Properties” that the donee of the the donated properties will be provided by the donor of Deed of Donation that states all



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the agreements between the donor and the donee. This Deed of Donation must be properly signed and notarized. A copy of signed and notarized Deed of Donation shall be furnished to the Property Custodian for proper recording and be included in inventory report.

In the international scene, Coca-Cola is “Making the Great Extraordinary”. The Coke Foundation invests in the future of the young-offering college scholarships to exceptional high school students dedicated to leadership, service and action that positively affects others. The Foundation has done it for more than 25 years chancing the paths of more than 5,700 young people who are ready to change the world.

There are 150 scholars who all received \$ 20,000 dollars and these were awarded each year. The scholars take the spotlight and they can choose from the top five colleges namely: Harvard, Stanford, Duke, Yale and Princeton offering the top career paths in Business and Finance, Education, Health Care, Arts, Entertainment and Sports. Regarding the benefits given, each scholar is given free tuition fee and free living cost allowances (ukessays.2015).

From another source, Coca-Cola is named K-12 Education-Funders or The Coca-Cola Foundation: Grants for K-12 Education. Coca-Cola gives worldwide through support from the company, and a number of local and regional foundations around the globe are its recipients. Some of that money goes for K-12 education in the United States and other countries.



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In the Philippines, Coca-cola donated \$ 200,000 dollars to fund construction of four schools built through the Little Red Schoolhouse Program, which replaces substandard schools in rural underserved areas with proper school buildings. The program also provides training for teachers and parents. Launched in 1997 the program has built more than 82 schools in 49 provinces, benefitting nearly 51,000 students and providing training to more than 2,300 teachers and 4,900 parents (coca-cola philippines, 2016).

Another stakeholder that supported the Basic Education is the Department of Labor and Employment (DOLE) whose mission is to foster academic-skilled students who possess the value of integrity and love for work. DOLE's assistance benefits young learners in the Philippine areas where dilapidated libraries, crowded classrooms, poorly-equipped schools or inadequately trained teachers have been identified. To further ensure the program's success, DOLE emphasizes the importance of parent participation teaching employees how to help their children succeed in school.

One more stakeholder is Vibal which is one of the nation's leading publication committed to elevate the standards of instruction and learning in the country through the use of technology. In recent years, Vibal has helped usher in the era of mobile learning in the Philippines through its pioneering line of e-textbooks and tablet education program. The company also recently launched V-Smart, an innovative learning management system that effectively combines mobile technologies, social networking,



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and digital resources into a comprehensive teaching and learning solutions (Batac, 2016).

The creation of the school's PTA organization is mandated in DepEd Order 54, S. 2009 which stipulates that "Every elementary and secondary school shall organize a Parents-Teachers Association (PTA) for the purpose of providing a forum for the discussion of issues and their solutions related to the total school program and to ensure the full cooperation in the efficient implementation of such program. In addition, the Parent-Teachers Association (PTA) proved to be an effective stakeholder to a school . ensure the full cooperation of parents in the efficient implementation of such program.

To build strong working relationships among parents, teachers and schools, in support of students is the major role of the PTA. This can include recruiting and coordinating volunteers, providing special recognition in awards ceremonies or through other activities, organizing parent education events, planning teacher appreciation activities and much more. A PTA is authorized to collect voluntary contributions from parents/guardian-members once it has been duly recognized and given a Certificate of Recognition by the School Head . Such collections, however, shall be subject to pertinent issuances of the DepED and/or existing pertinent ordinances of the local government unit concerned, if any.



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As an organization operating in the school, the PTA shall adhere to all existing policies and implementing guidelines issued or hereinafter may be issued by the Department of Education and shall provide the mechanism to ensure proper coordination with the members of the community, provide an avenue for discussing relevant concerns and provide assistance and support to the school for the promotion of their common interest. The PTA shall serve as support group and as a significant partner of the school whose relationship shall be defined by cooperative and open dialogue to promote the welfare of the students. Standing committees may be created within the PTA organization to coordinate with community members. Consistent fora may be conducted with local government units, civic organizations and other stakeholders foster harmony and teamwork. (Department Order # 54, s. 2009).

Similarly, the local government units (LGUs) provide supplementary funding support to public basic education because they have access to a sustainable source of financial resources that are earmarked for the basic education sub-sector, the Special Education Fund (SEF).. The resources that LGUs provide to the basic education sector from their General Fund are quite significant at 7% of total general government spending on basic education in 2001-2008. Thus, the LGUs are considered major partners of the national government in the delivery of basic education services (Manasan, R., et. al., 2011).

Demonstrating the loyalty to the school where they finish their studies is by giving donations to their school. The ratio of living alumni who donate to a school can



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also serve as a good indication of alumni satisfaction with the direction their school has charted for the future. There are many reasons alumni give back to their school; to show appreciation for the education and development the school provided them; to provide others with a similar experience; to stay connected to the school community; and even to reap the social and emotional benefits associated with being a donor. Regardless of the reason for giving, a large number of alumni participate in their school's annual fund drive whenever the school needs their assistance. Not only does alumni giving help increase financial support for the school by virtue of the actual donations themselves, it is also a signal to other charitable institutions that this particular school is well loved and supported by its graduates. Some education-focused charitable organizations even match a portion of alumni donations. (alumnifactor 2004).

Likewise, Brigada Eskwela Partners from private companies not only donate cash and resources to the cause. Some of them also send their employees to schools to help. Representatives from religious groups and members of local government units (LGU) such as policemen, firefighters, and bantay bayan also take part in putting up new donated blackboards, painting school fences, and mounting bulletin boards. Parents, teachers, and students from different school organizations also offer their help. Every summer, Brigada Eskwela has been transforming public schools into a venue where people from the community get the chance to be directly involved in an endeavor with the government. is a clear manifestation of the partnership between the schools and its stakeholders. Through the initiative of the school heads, private partners are given



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the opportunity to contribute resources for the effort. And in honor of their goodwill, private partners are offered tax incentives up to 150%. Local government units and community members mostly provide manpower and volunteer services during this week-long activity. It allowing everyone to contribute, big or small, to this worthy endeavor, it has also opened multiple doors for learning and reflection that will reveal an effective model of public-private partnership which creates ripples of impact among the different sectors of society. People from surrounding barangays who spare their time to volunteer or donate money and resources get the rare opportunity of collaborating with teachers and the members of the LGUs. Seeing them work together, shared goals and responsibilities between the school and the community it serves (Carreon, 2015).

The government which provides free education for the Filipino youth, the community where they grow, and the private sector who will eventually employ them are all stakeholders of education. Their cooperation is significant to the success of every student's education.



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### **REVIEW OF RELATED STUDIES**

This part presents the different studies both foreign and local which are related to the current study.

#### Foreign

Shane Antonio Emilie (2011) conducted a study entitled “An Investigation of Stakeholder Participation and Learning in Two Schools within the Seychelles Eco-School Programme”. It aimed on investigating stakeholder participation and learning in the Seychelles Eco-School programme within a primary school context and a secondary school context. It explored and described how teachers, students, parents and organizations are participating and learning in the Eco-School programme.

Research on quality program implementation has identified a number of factors that can significantly improve implementation process to increase the effectiveness of programs. The factors that can affect implementation quality range from societal, community, program, practitioners, and organizational influences, as well as the implementation process itself. Sometimes, program evaluations report no difference in outcomes between persons given a program and those not given the program. Is this because the program does not work, or because it was poorly implemented. Achieving high quality program implementation is critical to achieving anticipated outcomes, and researchers have made considerable progress in clarifying its importance in the past several decades (Damshroder, 2011).





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Findings revealed that the six elements of school community were considered to deepen understanding of the participatory and learning processes in each Eco-School, namely, leadership, management and administration, curriculum planning, teaching and learning, resource use and management, management of physical surrounds of the school and networks and partnerships.

On the other hand, Upendo Yonnah Mtaita (2007) determined the stakeholders' perception of their participation in Environmental Education (EE) in Tanzania. It has three (3) specific questions related to stakeholders' views on EE; stakeholders' perceptions of their roles and involvement in EE; and stakeholders' perceptions of collaboration in the implementation and development of EE in schools in Tanzania.

The outcome of this study indicated that the views and teaching of EE amongst participants was limited to education about the environment. Little emphasis was given to education in and for the environment. Roles and involvement with EE related activities focused on teaching about the environment, and training teachers, while only a few respondents indicated involvement with activities that reflected environment action such as cleanliness, planting trees and gardening. It also highlights several implications and suggestions for future research such as the need for support for stakeholders in Tanzania to develop an understanding of the contemporary focus of EE; teacher support to challenge their current practices and use active teaching and learning



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pedagogies; leadership support to initiate and sustain collaborative culture in schools; stakeholders' collaboration in EE initiatives; flexible curricula to allow issue-based and action oriented approaches; as well as community involvement in curricula decisions and school collaborations.

### Local

In the local scene, the Adopt-A-School Law (Republic Act 8525/Deped Order 24,2016) reinforced the previous RA 9155, where Brigada Eskwela was institutionalized utilizing the natural, innate, positive reaction of a Filipino in the time of needs. The “Bayanihan” system or the mutual volunteerism is the pedagogical goal of the school. It was then translated into a Department of Education Department order No. 100, series of 2009, encouraging all schools to conduct Brigada Eskwela two (2) weeks before the start of the regular classes in the month of June.

Brigada Eskwela is actually a logical extension of the stated objectives of Republic Act 8525, also known as the Adopt-A-School Act of 1998. This law was sponsored by Rep. Anne Marie Periquet at the House of Representatives. The late Sen. Marcelo Fernan wrote the Senate version. .

Roma Celestial (2015) conducted a study entitled “Extent of Implementation of BrigadaEskwela: Basis for an Action Plan” in Babak District, Division of Island Garden City of Samal. Her study was anchored on the Brigada Eskwela Manual (2009) prepared by the Regional Adopt-A-School Program Coordinators together with the



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National Secretariat and consultants of the Department of Education. The results revealed that as a whole, the implementation of Brigada Eskwela in the elementary schools is from moderate to a high extent in terms of pre-implementation stage, implementation stage and post-implementation stage. Furthermore, she found out that there is no significant difference in the level of implementation of the Brigada Eskwela Program when classified in terms of small and big elementary schools.

She recommended that the School Heads must design an annual projection of needs and mobilize human resources to properly plan the actions towards the implementation of the program and must share responsibility in the planning as early as January as instructed in the Brigada Eskwela Manual together with the PTA (Parents Teachers Association) and SGC(School Governing Council).

Similarly, Rimmon's study (2010) assessed the Brigada Eskwela on how the parents, teachers, students and the school administrators saw and felt the significant changes of the school environment of Kidapawan City National High School in Cotabato. The study was confined in the strength and weaknesses of the program implementation based on how the stakeholders responded.

His conclusions show that Brigada Eskwela gained an overwhelming support from the stakeholders and the result significantly shows a 36% net satisfactory rating from the student sector. The weakness of Brigada Eskwela implementation was seen at focusing on the physical aspect where improvement of learning process was the main



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objective. The desires were shifting from school facilities manicuring to upgrading of laboratory facilities, specialized resource rooms, educational and information technology, reliable power supply, reliability of the internet connection, electronically manipulated visual aids for teachers and textbooks for students were to be included in Brigada Eskwela and a lot of planning to further enhance the school's conduciveness to cognitive and affective learning process.

Correspondingly, Calanao (2015) determined the impact of Brigada Eskwela on the relationship between the parents and teachers of Felipe Suerte Memorial Elementary School during the School Year 2014-2015. She found out that there is no significant difference between the perceptions of the parents and teachers and the level of parent-teacher relationship on the implementation of the Brigada Eskwela Program; and a significant effect between the level of implementation on the different components of the program and the parent-teacher relationship in the said school.

Research over the past decades also revealed that SBM has contributed to significant improvements in student achievements (Gamage, 2006). Dempster (2000) agreed that there SBM has an impact in the improvement of student outcomes. Moreover, the result of this study was that School-Based Management can promote improvements in student learning by building relationships between schools and diverse community entities. He further asserted that building partnerships that link school, family, and community is intimately connected to student achievements because linking schools and community resources leads to providing services and support that address various needs of the students.



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The findings of Rutherford & Jackson (2006) with the implementation of School-Based Management, principals have new roles. Instead of the usual traditional, legal and functional authority for the total management of the school, principals or school heads are encouraged for building a policy that promotes community participation and collaboration because educating a child is a concerted and collaborated effort. Furthermore, he assert that, in leading and governing schools, the traditional leadership style is no longer of used. Today, school heads have to become a transformational leader a situational leader and an authentic leader. The success of schools depends on how school leaders used their authority to manage their individual schools.

On the other hand, Jimmy Rey Opong Cabardo (2015) evaluated the levels of participation of the school stakeholders to the different school-initiated activities and the implementation of school-based management (SBM) in selected schools in the Division of Davao del Sur for the school year 2014-2015 using a descriptive-correlational survey research design.

He found out that in terms of the level of participation of the school stakeholders to the different school initiated activities, a moderate descriptive rating was discovered. The level of SBM implementation was found to be at Exceeding the Minimum Standard. Also, the level of participation of the school stakeholders to the different school-initiated activities are significantly affected by the level of SBM implementation.

He further recommended that schools need to improve the level of participation of the school stakeholders to the different school initiated activities Seminars and conferences should be conducted within the school level to disseminate the information



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and the importance of School-Based Management to the different stakeholders. This will help them broaden the perceptions and understandings of what School-Based Management is.

The same school officials can strongly develop linkages with the parents in order to include them in planning, implementing and evaluating school activities directly associated to pupils' learning activities. Collaborative efforts are proven to be a mover in the community. And lastly, additional research regarding SBM implementation and level of participation of the school stakeholders to the different school-initiated activities should be conducted with a wider scope.



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### Conceptual Framework of the Study

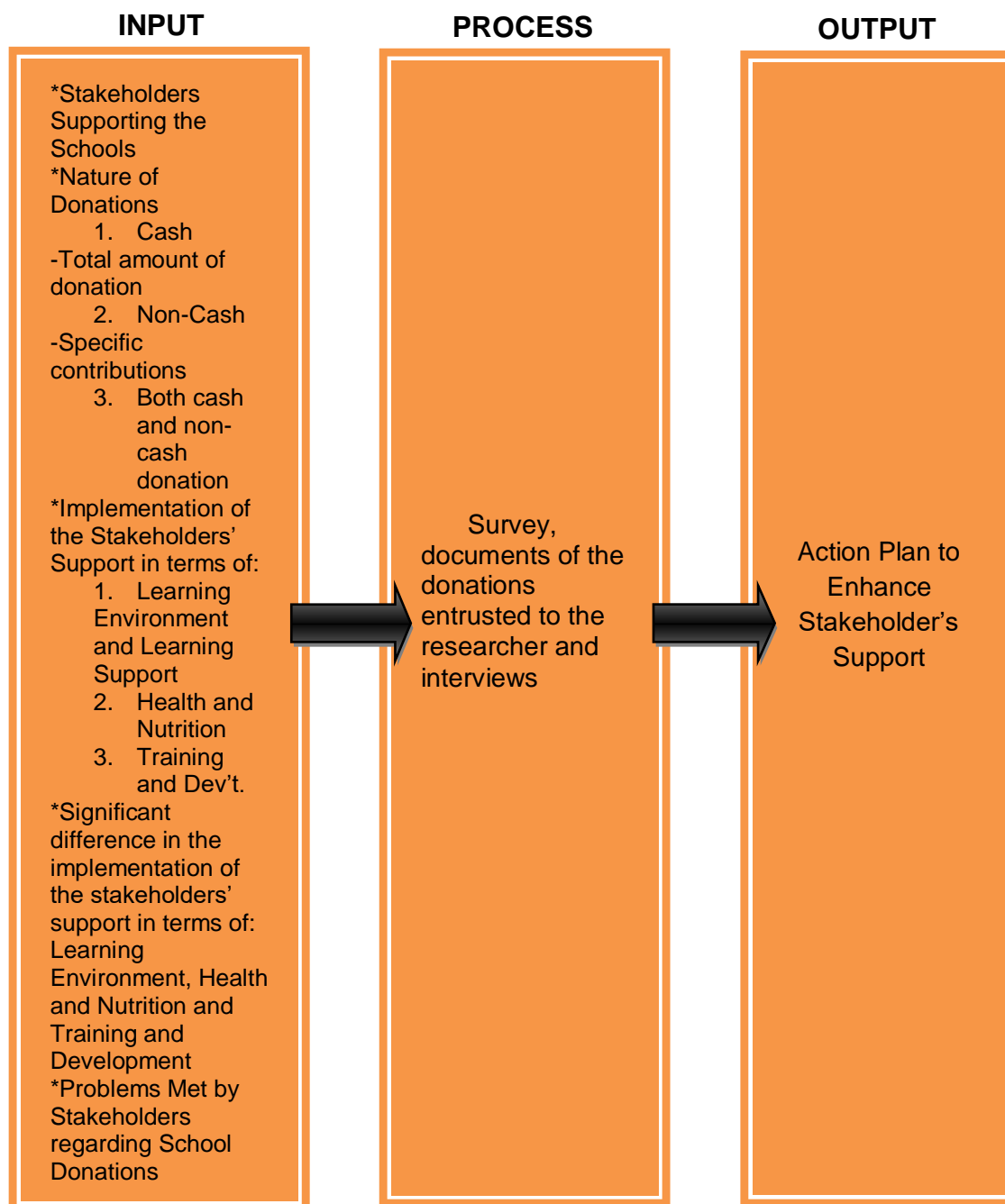


Figure 2. Schematic Diagram of the Conceptual Framework of the Study



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This study determined the nature and implementation of stakeholders' support in basic education of the Three Congressional Districts, Division of Negros Oriental.

As presented in Figure 2, the stakeholders support are identified; along with the nature of their donations either in cash, non-cash or both to their beneficiary schools, the total amount of their donations if cash and the specific contributions if non-cash.

The nature and implementation of the stakeholders support is ascertained in terms of learning environment and learning support, health and nutrition, and finally on training and development. These are the independent variables that serve as the input of the study:

Lastly, the problems met by the stakeholders regarding school donations were also ascertained.

The gathering of data through interview and survey questionnaire, supplemented with the documents such as deed of donations, memorandum of agreement, acceptance form and other pertinent report of the donations are the dependent variables and is referred to as the process of this study.

Out of the findings, action plan will be designed to improve the implementation results of the stakeholders' support as the output of this study.





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### THE PROBLEM

#### **Statement of the Problem**

This study aims to determine the nature and implementation of stakeholders' support in basic education in the Division of Negros Oriental.

Specifically, it intends to answer the following questions:

1. Who are the stakeholders that support the Basic Education in the Division of Negros Oriental?
2. What is the nature of the stakeholders' support in Basic Education in the Division of Negros Oriental in terms of:
  - 2.1 cash donations;
  - 2.2 non-cash donations;
    - 2.2.1 Learning Environment and Learning Support;
    - 2.2.2 Health and Nutrition; and
    - 2.2.3 Training and Development?
  - 2.3 both cash and non-cash donations?
3. How does the implementation of the stakeholders' support affect the schools in terms of:
  - 3.1 Learning Environment and Learning Support;
  - 3.2 Health and Nutrition; and
  - 3.3 Training and Development?



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4. Is there significant difference in the implementation of the stakeholders' support in terms of Learning Environment and Learning Support, Health and Nutrition and Training and Development?
5. What are the problems met by the stakeholders regarding school donations in terms of :
  - 5.1 acceptance
  - 5.2 utilization and safekeeping?

### Statement of Null Hypothesis.

There is no significant difference in the implementation of the stakeholders' support in terms of:

- 1.1 Learning Environment and Learning Support;
- 1.2 Health and Nutrition; and
- 1.3 Training and Development?

### Significance of the Study

This study is significant since it attempts to determine the nature and implementation of the Stakeholders' Support in Basic Education in the Division of Negros Oriental as basis in formulating action plan for the improvement.

Specifically, this study is beneficial to the following:

1. School Administrators – being the direct recipient and implementer of the stakeholders' support, they must establish a strong link with the donor/s and at



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the same time must have a good relationship with them so that whatever needs they have in school, the stakeholders will respond immediately most especially for the improvement and acquisition of a well-equipped, functional classrooms and facilities geared towards the good performance of the school.

2. Donor/s – also the stakeholders who are supporting the Basic Education, the findings of this study will help them assess the results and possibly can devise some measures to have a better and effective implementation.
3. Teachers – being the facilitators for effective implementation of the stakeholders' support, the result will serve as an indicator how competent they are as teachers. There might be problems in the implementation of this program but these should be regarded as challenges that will help enhance their capabilities as teachers.
4. Pupils/Students – the result of this study will help them realize the importance of doing their best in their studies not only for their own families and for themselves but at the same time as a token of gratitude to the donor/s of their school for their generosity that practically improved their learning environment.
5. Parents – the results of this study will also reflect on the involvement of the parents in the implementation of the stakeholders' support to the school. They must remember that the success of the said program will also benefit them especially their children in school.

Therefore, they are expected to give their all-out support and full cooperation to the school in implementing the program.



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### **Scope and Limitation of the Study**

This study focused mainly in determining the nature and implementation of the Stakeholders' Support in Basic Education in the Division of Negros Oriental.

This was limited only to the different public schools (Central Elementary Schools and National High Schools) of the three Congressional Districts of Division of Negros Oriental, the implementation results of the stakeholders' support as perceived by the school principal/elementary teachers and the GPTA Officers of the said schools.

Unfortunately, out of 108 respondents, only 98 questionnaires were retrieved since some of the GPTA officers cannot be contacted. And in the interview the researcher was focusing on the problems met during the delivery and acceptance, utilization and safekeeping of the donations.

It is also a recognized limitation of the study that the findings will only hold true in the schools of the districts covered by this study and may not necessarily be construed as also with particular reference to other schools in the province.



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### **Ethical Considerations**

In any discipline that involves with school institutions, the researchers must address a range of ethical issues. Ethical concerns are on nature and implementation of stakeholders' support of basic education, Division of Negros Oriental research found out demarcation data that can create particular challenges and somehow conflict to what is ideal and expected evidence of the outcome.(Polit, Beck 2008).

In this study the researcher ensured the confidentiality and anonymity of the schools participating. The researcher honoured and respect the dignity of the school community and for this reason the researcher would not do anything that would compromise so. In the case of the data gathered by the researcher for the proof, the researcher assured the schools that everything shared would be privately keep. And the the researcher used letters to represent the respective name of the school.



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### **RESEARCH METHODOLOGY**

#### **Research Design**

This study used the descriptive research design through survey questionnaire and interview. The stakeholders supporting the Basic Education in the Division of Negros Oriental were determined, the nature of donations they had given to their beneficiary schools, the total amount donated, specific non-cash donations and both cash and non-cash donations.

The implementation of stakeholders' support in terms of learning environment and learning support, health and nutrition, training and development were ascertained; and finally the problems met by the stakeholders regarding school donations were also determined.

#### **Research Environment**

This research was conducted in the public schools composed of Central Elementary Schools and National High Schools of the different congressional districts in the Division of Negros Oriental. For the first Congressional district, the towns covered were Ayungon, Bindoy and Manjuyod; 2<sup>nd</sup> Congressional district – Mabinay, Amlan and Sibulan; and finally, for the 3<sup>rd</sup> Congressional district –Valencia, Bacong and Siaton. There were (18) schools in all.



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### **Research Respondents**

The respondents of this undertaking were the Elementary/High School Principals, 2 teachers, 1 teacher coordinator and 2 selected General Parent-Teacher Association (GPTA) Officers of the beneficiary schools. The following schools were: Ayungon Central and National High School, Bindoy Central and National High School, Manjuyod Central and National High School, Mabinay Central and Secondary National High School, Amlan Central and National High School, Sibulan Central and National High School, Siaton Central and National High School, Bacong Central and OngChe Tee National High School and Valencia Central and National High School.

The researcher opted to use the purposive sampling as recommended from the panelists by getting (18) schools with (36) respondents per congressional district which composed the school principals, teachers and GPTA officers, a total of 108 respondents in the whole division of Negros Oriental but the actual retrieved questionnaires were (98) and (24) of them were the representatives in the interview.

### **Research Instrument**

In the pursuit and gathering of the data for the study, the researcher-made questionnaire and interview method were utilized intended for the school principals/teachers and for the GPTA Officers of the respondent schools. The self – made questionnaire was reviewed by an expert, Valencia District Supervisor, Division



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Adopt – A- School Coordinator and Division Education Program Supervisor of Negros Oriental.

Part 1 of the questionnaire showed the information about their school and the name of their supporting stakeholders; the nature of donations received; if cash, specify the total amount donated and if non-cash, the specific contributions given to their school. Second part is the assessment of the implementation results of the stakeholders' support in terms of learning environment and learning support, health and nutrition and training and development.

Since the instrument is a researcher-made questionnaire, it went through process to ensure its validity. The researcher sought for the assistance and approval of experts from the division personnel of the Division of Negros Oriental to make sure that the objectives of the study are explicitly covered. The affirmation of these experts as well as her adviser and panelists assured that the questionnaire has content validity.

Interview guide questions were developed. The questions were open ended to allow opportunities to obtain further insights from representative respondents. The interview answers were recorded and tallied.

### **Research Procedure**

After getting the approval of the panel in the design hearing for this study to be conducted, the researcher submitted a letter asking permission from the Schools Division Superintendent, Salustiano T. Jimenez, CESO VI, Officer – In – Charge





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Assistant Regional Director through the district supervisors of the different Congressional Districts in the Division of Negros Oriental to allow her to have the school principals, elementary/secondary teachers and the GPTA Officers of the covered schools as her respondents.

When the permission was granted, the researcher personally met the school principals and explained the intention of her study, and requested the necessary documents needed to make this research more substantial.

### **Gathering of Data**

The researcher drafted the questionnaire and guide questions and referred to her adviser for approval. Revisions and refinement were made before it was finalized.

Gathering of information needed in this study started with the use of the researcher-made questionnaire, interview and documents of the donations from the beneficiary schools.

The researcher finally administered the questionnaires and conducted interview to her respondents. In accomplishing this, she set separate schedules for each supported school so as to facilitate the administration of the questionnaires and interview. It also permitted a systematic and efficient way of collecting the desired data for the study.

Finally, the questionnaires were retrieved and interviews were successfully done. All the answers were tallied, computed, analyzed and interpreted.



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### Statistical Treatment of Data

The following statistical tools were used in the treatment of data:

Percentage (%) – This was used to determine the relationship of the part from the whole (Pagoso, rev. ed. 2011). It was used in presenting the partner institutions in the “Adopt-a-School Program” and the nature of the donors’ contributions.

Formula:      Percentage (%) = Part/Whole x 100

Where,

Part – the frequency or number of responses in a particular category.

Whole – total number of respondents

Weighted Mean – This was employed to determine the implementation results of the stakeholders support in terms of learning environment and learning support, health and nutrition and also training and development as perceived by the respondents.

Formula:

$$\overline{WX} = \frac{\sum Wf}{\sum f}, \text{ where}$$

$\sum Wf$  – total weighted frequency in each indicator

$\sum f$  – total frequency in each indicator



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The following scale was also applied to interpret the weighted mean (5-Point Likert's Scale)

<i>Scale Range</i>		<i>Verbal Description</i>
5	4.21-5.00	Strongly Agree
4	3.41-4.20	Agree
3	2.61-3.40	Moderately Agree
2	1.81-2.60	Disagree
1	1.00-1.80	Strongly Disagree

The Analysis of Variance was used in determining the significant difference in the implementation of stakeholders' support with the following procedure.

Step 1: State the Null Hypothesis: There is no significant difference in the implementation of the stakeholders' support.

Step 2: State the Alternative Hypothesis: At least two of the stakeholders' support are significantly different.

Step 3: Set Significance Level ( $\alpha$ ). . For this research,  $\alpha$  was 0.05.

Step 5: Calculate a test statistic (Results were generated through the use of Excel Statistical Software)

Step 6: Draw a conclusion about  $H_0$ . If the  $p$ -value obtained from the ANOVA is less than  $\alpha$ , then Reject  $H_0$  and Accept  $H_A$

(<https://onlinecourses.science.psu.edu/stat502/node/139>)



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### OPERATIONAL DEFINITION OF TERMS

The following terms are defined operationally to give a better understanding and clarity between the readers and researchers.

**Donor** – refers to either a private corporation, organization, church, other school, or an individual who has the spirit of volunteerism and of a philanthropist; capable of providing its beneficiary school the assistance to improve its learning environment.

**Utilization** – refers to specific set of activities designed to put into practice to achieve the purpose and objectives of a program.

**Public Schools** – as used in this study, refers to the different central elementary schools and national high schools of the selected municipalities of the 3-districts of the division of Negros Oriental.

**Stakeholders** – as used in this study, refer to the persons, group or organization that have interest and concern in the smooth and effective implementation of their donated support in the Basic Education Program.

**Stakeholder Support** – an active presentation of donors which connect to schools with whom they have a positive intention through giving of cash and non – cash donations

**Cash Donations** – refers to check or other monetary gift given for educational purposes

**Non- cash Donations** – are gifts of property with no restriction, it could be a book and other materials given with a goodwill and for educational use.



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**Nature** – are forms of donations either cash or non –cash

**Implementation** - implementation is the action that must follow any preliminary thinking in order for something to actually happen.

**Donation** - is a support given by physical or legal persons, typically for charitable purposes. A donation may take various forms, including cash offering, services, goods, food, and vehicles

**Business Sector** – in this study, it refers to business operating within the locality

**Private Companies** – business companies owned by non- governmental organizations or number of shareholders.

**Private Individual** – simply not representing companies or any business but only herself/himself

**Religious Sector** - variety of faith-based organizations

**Others**– refer to stakeholders from other agencies.



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### **CHAPTER II**

#### **PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA**

This chapter provides information about the data gathered from the survey using a researcher made questionnaire and guide questions for the interview. The 98 respondents were coming from the 18 schools of both elementary and secondary basic education of the Division of Negros Oriental. The interview was conducted and used open ended questions to allow the selected 24 respondents to give further insights. The data are systematically arranged to suit the sequence of the problems. To facilitate better understanding, the results are hereby analyzed and interpreted in tabular and textual forms.



## GRADUATE SCHOOL

### 1. The Stakeholders that Support the Basic Education in the Division of Negros Oriental

This part of the study identifies the different stakeholders and their contributions to the sampled Municipal High and Central Schools in the Division of Negros Oriental.

**Table 1. Stakeholders that Support the Basic Education in the Division of Negros Oriental**

n=18

Name of School	Stakeholders									Total
	PTA	Private Company	Private Individual	Alumni	LGU	Religious Sector	Lending Institution	Business Sector	Others	
1 <sup>st</sup> Congressional District						1				
B Elementary	1	1	1	1	1				1	6
B Secondary	1		1	1	1					4
D Elementary	1		1		1					3
D Secondary	1		1	1	1				1	5
F Elementary	1	1	1	1						4
F Secondary	1	1	1	1				1	1	6
2 <sup>nd</sup> Congressional District										
E Elementary	1		1		1			1		4
E Secondary	1			1	1					3
A Elementary	1		1		1		1			4
A Secondary	1	1	1	1	1		1	1	1	8
H Elementary	1	1	1	1		1		1		6
H Secondary	1	1		1	1		1			5
3 <sup>rd</sup> Congressional District										
I Elementary	1	1	1		1					4
I Secondary	1	1		1	1	1			1	6
C Elementary	1	1	1		1		1			5
C Secondary	1		1				1	1		4
G Elementary	1	1	1	1	1			1		6
G Secondary	1	1	1	1	1					5
TOTAL	18	11	15	12	14	2	5	6	5	88
Percentage	20 %	12%	17%	14%	16%	2%	6%	7%	6%	100%
Rank	1 <sup>st</sup>	5 <sup>th</sup>	2 <sup>nd</sup>	4 <sup>th</sup>	3 <sup>rd</sup>	9 <sup>th</sup>	7.5 <sup>th</sup>	6 <sup>th</sup>	7.5 <sup>th</sup>	



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As gleaned from the table, the top donor among the stakeholders were the Parent Teachers Associations which constituted 20% of the total donations. The second top donors were the Private Individuals with 17% contribution. Unluckily E, H and I Secondary Schools, had not received donations from the above donors. The third top donors were the Local Government Units (LGUs) with 16% contribution. Unfortunately, F Elementary and Secondary, H Elementary, C Secondary did not enjoy any donation from the said unit. The fourth top donors were the Alumni with 14% but D, E, I and C Elementary as well as C Secondary Schools did receive donations from the above donors. The fifth donors were the Private Companies with 12% contribution. Notably, only F Secondary, E Elementary, A Secondary, H Elementary, C Secondary and G Elementary were fortunate to receive the donations. The sixth donors were the Business Sector with 7% contribution where F Secondary, E Elementary, A Secondary H Elementary, C Secondary and G Elementary enjoyed the donations. With the Lending Institutions and Other Agencies contributed 6% each of the donations; and the Religious Sector with 2%.

Parents-Teachers Association (PTA) draw closer to the school because there is visible and a direct contact of the school in times of the learners need. Is a very good way to bring together parents, teachers and others to raise funds and support co-curricular and curricular activities, to supplement the resource needs of the school and make a difference on the lives of the children. It provides an opportunity for everyone to





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work together towards a common goal and is open to all parents and teachers even if they only have a small amount of time available to get involved (pta.org.uk).

The Religious Sector was among the least among the donors with 2% contribution. Though they helped much to the family who were victims of disasters and calamities. When schools actively involve parents and engage community resources they are able to respond more effectively to the health-related needs of students. Family and community involvements foster partnerships among schools, family and community groups, and individuals. These partnerships result in sharing and maximizing resources. And they help children and youth develop healthy behaviors and promote healthy families (Goldstein , 2011)

Furthermore, the local government units (LGUs) do provide supplementary funding support to public basic education because they have access to a sustainable source of financial resources that are earmarked for the basic education sub-sector, the Special Education Fund (SEF). The SEF comes from an additional one percent tax on real property that LGUs are mandated to impose and collect by virtue of Republic Act 7160 or otherwise known as the Local Government Code of 1991. Its main concern is education because of the very ideal belief that youth is the asset and the future of the country lies on them. Local government unit mostly granted their help to the school needed most. They also allocated budget for scholarships of the upcoming deserving enrollees for colleges and universities to help reach their aspirations.



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While the principle of giving back shows gratitude for many, the percentage of alumni that donates could inform about the quality of education the school has. When someone enjoys the school that he attended, he wants to give back. The teachers that influenced in professional and personal life, about everything that the school did in life one wants to give back as a gesture of gratitude. Though some alumni were not successfully fulfilled with their dreams and most likely they are residing not anymore on the place where they graduated their basic education.

Schools must initiate more efforts to strengthen relationships and collaborate more with the private Companies to gain generosity from them specially that donating to schools are evidences of possessing the so-called Corporate Social Responsibility (CSR). This can be demonstrated in their sense of responsibility towards the community and environment. The company recognizes its affirmed responsibility of being a catalyst of progress and change. Their programs and assistance afforded to its beneficiary schools are in the fields of education.

The schools must also work hard to fortify relationship and linkages with the Business Sectors to access their generosity considering that it is easy in accessing them in the sense that they are approachable and possess of good personality as a businessman/businesswoman in the locality. Though not all in the business world are with open hand and heart to share their blessings from their hard worked.

.While not all schools were given opportunities to avail their help and donations, the institution explained the main reasons why schools were chosen as beneficiaries. First is the school wrote and submitted the request letter and during the ocular



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inspection the schools were found as needy and lastly is the number of teachers member of their institution.

Other agencies and religious sectors were in the list of stakeholders of some schools because of the initiative demonstrated by the school leader. The art of leading is seen how the school operates. On the other hand, it was an indicator of proper implementation of the Adopt a School Program (R.A.8525). Besides, the culture and orientation of the people really matters on the actions and practice. I and H Districts claimed of having these two as reflection of linkages and faith.

Generally, various stakeholders demonstrated the principle behind the Theory of Generosity in supporting the Basic Education Program of DepEd. Their acts of giving support in various packages to the different public elementary and secondary schools displayed generosity in the absence of potential gain or without thinking of benefits in return.



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### 2. Nature Of The Stakeholders' Support In Basic Education In The Division Of Negros Oriental

This portion of the study reveals the nature of stakeholders' support in terms of cash, non-cash, both cash and non-cash donations. Non-cash donations involved Learning Environment and Learning Support, Health and Nutrition, and Training and Development.

**Table 2.1 Nature of Stakeholder' Support in Terms of Cash Donations**  
n= 18

Name of School	P 501,000 and above	P 401,000 – P 500,000	P 301,000 – P 400,000	P 201,000 – P300,000	P101,000 – P 200,000	P100,000 and below
<b>1<sup>st</sup> Congressional District</b>						
B Elementary	1					
B Secondary						1
D Elementary						1
D Secondary		1				
F Elementary						1
F Secondary						1
<b>2<sup>nd</sup> Congressional District</b>						
E Elementary						
E Secondary						
A Elementary				1		
A Secondary					1	
H Elementary		1				
H Secondary						1
<b>3<sup>rd</sup> Congressional District</b>						
I Elementary					1	
I Secondary	1					
C Elementary					1	
CSecondary						1
G Elementary						1
GSecondary					1	
Total	2	2	0	1	4	7
Percentage	12%	12%	0%	6%	25%	45%
Rank	3.5th	3.5th	6th	5th	2 <sup>nd</sup>	1st



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As shown in the Table on page 58, 45% of the cash donations amounted to P100, 000 and below were received by the B Secondary, D Elementary, F Elementary and Secondary, H Secondary, C Secondary and G Elementary. About 25% received donations from P101, 000 – P200, 000 and these were A Secondary, I Elementary, C Elementary and G Secondary. About 12% of cash donations amounted to P501, 000 and above were received by B Elementary and I Secondary. Another 12% amounted to P401,000 – P500,000 were received by D Secondary and G Elementary. Around 6% of the donations amounted to P201, 000 – P300, 000 was solely received by A Elementary. This signifies that most of the donations amounted to P100, 000 and below and most commonly come from Parents and Teachers being the top donors. Only few schools received donations higher than P201.000 and above.

Since the most active stakeholder was the PTA as being revealed in Table 1, the amount generated by the group was not big enough to reach more than P100,000. This would imply that majority of the supported schools in the Division of Negros Oriental received P100,000 and below. This suggests that the main role of the local PTA is to build strong working relationships among parents, teachers and schools, in support of learners. The PTA shall serve as support group and as a significant partner of the school whose relationship shall be defined by cooperative and open dialogue to promote the welfare of the students.

I NHS and B CES had reach P 500,000 – and above because they have more stakeholders that are highly financially stable and generous enough to extend their



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monetary assistance like granting scholarships to students. In B CES their PTA is working hard in generating funds for the realization of their projects with full encouragement and support by the school head and teachers. In fact Holcim of Silica Industry was attracted to offer donations to B CES and I Secondary School was fortunate enough of having its Energy Development Company (EDC) which always provides financial assistance to students.

Another is DepEd Order no. 5.S, 1992 "Policy on Solicitation of Contribution that is absolutely Prohibited ". This is one of the causes why some schools received minimal cash donations. School Heads and teachers are guided on this law , so then they are very cautious in soliciting donations however any PTA member or officer except teachers and school heads can still do solicitations both in cash and non- cash provided that everything is recorded and properly accounted by the person in authority.



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**Table 2.2.1 Stakeholders support in Terms of Non- Cash Donations for Learning Environment and Learning Support  
n= 18**

Name of School	Construction of building & materials	Chairs Desks, tables & Blackboard	Science Laboratory/ Equipments	Desktop Computers	School Kit / School Supplies	Learning Aids/ Instructional Materials	Internet Connection	Maintenance and school Repair	Water System	Comfort Room	Book Donations/ Supplementary Materials	Electrical Installation	Electric Fans
<b>1<sup>st</sup> Congressional District</b>													
B Elementary					1			1	1	1	1		
B Secondary	1	1			1	1		1					1
D Elementary	1	1			1	1		1	1				1
D Secondary	1	1	1	1	1	1	1	1			1	1	1
F Elementary	1	1	1	1	1	1		1		1	1		
F Secondary	1	1	1	1		1			1	1	1	1	1
<b>2<sup>nd</sup> Congressional District</b>													
E Elementary					1	1		1					1
E Secondary				1	1	1		1	1		1		
A Elementary		1			1	1		1		1	1	1	
A Secondary		1			1	1	1	1	1	1	1		
H Elementary	1	1	1		1	1		1			1	1	
H Secondary	1	1	1					1	1	1			1
<b>3<sup>rd</sup> Congressional District</b>													
I Elementary	1	1	1		1			1	1			1	
I Secondary	1	1	1	1	1	1	1	1			1	1	
C Elementary	1	1						1	1	1	1		
CSecondary	1	1						1	1	1	1		
G Elementary	1	1	1			1		1	1	1	1	1	1
GSecondary	1	1		1	1	1		1	1		1	1	
Total No. of School	13	15	8	6	12	13	3	17	11	9	13	7	7
Percentage	10%	11%	6%	4%	9%	10%	2%	13%	8%	7%	10%	5%	5%
Rank	4	2	9	12	6	4	13	1	7	8	4	10.5	10.5

Table 2.2.1 shows the non – cash donations classification for Learning Environment and Learning Support. The top Stakeholders support in Terms of Non-Cash Donations for Learning Environment and Learning Support was the Maintenance



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and School Repair which constituted 13% of the total donations with F Secondary as the only school not able to avail such donation.

Chairs, desks, tables & blackboard was the 2<sup>nd</sup> Non- Cash Donation which composed 11% with E Elementary and Secondary and B Elementary as the non-recipient of these donations. Construction of building & materials, Learning Aids/ Instructional Materials, and Book Donations/ Supplementary Materials were the 4<sup>th</sup> Non- Cash Donations which drawn up 10% each with A Elementary and Secondary, F Elementary and Secondary and B Elementary unable to receive donations through Construction of building & materials. C Elementary and Secondary, I Elementary, H Secondary and B Elementary were not able to receive donations through Learning Aids/ Instructional Material. I, E and D Elementary as well as H and B Elementary were not donated with Book Donations/ Supplementary Materials.

The 6<sup>th</sup> Non-Cash Donations were School Kit /School Supplies casted 9%, the Water System is the 7<sup>th</sup> with 8% contribution, Comfort Room donation ranked 8<sup>th</sup> with 7%, Science Laboratory/ Equipments donations ranked 9<sup>th</sup> with 6% contribution, Electrical Installation and Electric Fans donations ranked 10.5<sup>th</sup> with 5% contribution, Desktop Computer donations ranked 12<sup>th</sup> with 4% contribution and Internet Connection donation ranked 13<sup>th</sup> with 2% contribution.

Other stakeholders support in the first Congressional District were: signage, water containers and trash cans; traffic aid services, sound system and generator. In the second Congressional District, E High School was very lucky to be recipient of one





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Strada Vehicle, other schools in this district were granted security personnel, school fence and gate; for the third Congressional District I High School was provided with LGU maintenance, beautification materials and cabinet and scholarships from Energy Development Corporation (EDC). Another school was offered beautification materials.

Improving the learning environment and learning support of every school is of prime importance since it will naturally enhance the teaching and learning process to take place effectively. The most active stakeholder is the Parent –Teacher Association as revealed in Table 1, it is evident that the concern of parents is more on the improvement of the learning environment by repairing school facilities and classrooms especially during the “Brigada Eskwela” the month of May prior to the opening of classes every June. Brigada Eskwela was accepted out of the need to address the challenges of public school education in the Philippines. But by allowing everyone to contribute, big or small, to this worthy endeavor, it has also opened multiple doors for learning and reflection. It shows that volunteerism and bayanihan trait are still abundant in our country, and that there are a lot of people who are willing to cooperate with the government’s worthwhile endeavors if given the chance.

The table shown on page 58 note that the acquisition of science laboratory , desk top, internet, electric fan were left behind as compared from the rest though as to the budget they really need big amount except the electric fan. Furthermore, as to the prioritization of the school needs maybe these learning supports are not highly needed



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**Table 2.2.2 Stakeholders support in Terms of Non- Cash Donations for Health and Nutrition**

<b>Name of School</b>	<b>Medical Services</b>	<b>Donated Noodles and Ingredients for Feeding/Conduct Feeding</b>
<b>1<sup>st</sup> Congressional District</b>		
B Elementary		1
B Secondary	1	
D Elementary	1	
D Secondary		1
F Elementary		1
F Secondary	1	1
<b>2<sup>nd</sup> Congressional District</b>		
E Elementary		1
E Secondary	1	1
A Elementary		1
A Secondary		
H Elementary		
H Secondary	1	
<b>3<sup>rd</sup> Congressional District</b>		
I Elementary	1	1
I Secondary		
C Elementary		1
C Secondary	1	
G Elementary		1
G Secondary	1	1
<b>Total</b>	<b>8</b>	<b>11</b>
<b>Percent</b>	<b>42%</b>	<b>58%</b>
<b>Rank</b>	<b>2</b>	<b>1</b>

The table above reveals that Conducted Feeding and Donated Noodles and Ingredients for Feeding were both donated to seven (11) or 61% schools and they are B Elementary, D Secondary, F Elementary and Secondary, E Elementary and Secondary, and H Elementary, I Elementary, C Elementary and G Elementary and Secondary.



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Medical Services were donated to B Secondary, D Elementary, F Secondary, E Secondary, A Secondary and H Secondary that comprise the 33% of the schools. And except B Secondary, D Elementary, H Secondary, A Elementary and Secondary, I Secondary and C Secondary, these schools were not donated with ingredients for feeding as well as feeding.

To address the malnutrition problem and short-term hunger among public school children, the Department of Education (DepEd) issued the DO #37, s. 2014 with the help of the Health and Nutrition Center (HNC) and the Department of Social Welfare and Development (DSWD) for the funding of School-Based Feeding Program (SBFP).

The 120-day feeding program is expected to improve the nutritional status of the school children for a better school attendance and classroom performance.

However some stakeholders like PTA offer feeding to the pupils in a short period with in a school year where in the effect may not be seen right away, but if it has been practiced every year, that pupils will be longing for it that eventually helps their attendance become admirable and motivated to come to school. Aside from this, it was also a help to augment the DepEd feeding program budget.



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**Table 2.2.3 Stakeholders support in Terms of Non- Cash Donations for Training and Development**

n= 18

Name of School	Conducted Training for Teachers	Conducted Training for Pupils/ Students	No Training Conducted
<b>1<sup>st</sup> Congressional District</b>			
B Elementary			1
B Secondary			1
D Elementary			1
D Secondary	1		
F Elementary	1		
F Secondary			1
<b>2<sup>nd</sup> Congressional District</b>			
E Elementary			1
E Secondary			1
A Elementary			1
A Secondary		1	
H Elementary	1		
H Secondary			1
<b>3<sup>rd</sup> Congressional District</b>			
I Elementary	1		
I Secondary			1
C Elementary			1
C Secondary			1
G Elementary	1		
G Secondary	1		
Total	6	1	11
Percentage	33%	6%	61%
Rank	2	3	1

The above table displays that 61% of the sampled schools received no donation in the form of Training, these are B Elementary and Secondary, F Secondary, E Elementary and Secondary, H Elementary, I Secondary and C Elementary and Secondary, 6 or 33% received donations in the form of Computer Skills Training for



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teachers this includes D Secondary, F Elementary, A Elementary, I Elementary and G Elementary and Secondary schools. And only A Secondary or 6% received donations in the form of Training for Pupils/ Students. This indicates that majority of the sampled schools did not receive Non- Cash Donations for Training and Development.

This connotes that computer skills training is not the priority in the other schools for most of the teachers are young/ newly – hired and computer is one of their subjects in their undergrad course. It is also because they fully knew that the Department of Education provides the necessary trainings for teachers. They are also aware that schools are having in-service trainings for faculty members during the summer and October. One source said “Great teachers help create great students”. In fact, research shows that an inspiring and informed teacher is the most important school-related factor influencing student achievement, so it is critical to pay close attention to train and support both new and experienced educators and constant professional development keeps teachers up-to-date on new research on how children learn, emerging technology tools for the classroom, new curriculum resources, and more. While DepEd Order number 32, s. 2011 “Policies and Guidelines on Training and Development (T&D) Programs and Activities mandates the need to capacitate teachers with millennial skills as to meet the needs of millennial learners especially those in the service for quite long.



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**Table 2.2.4 Distribution of Non Cash Donations  
n=98**

<b>Nature of Non-cash Donations</b>	<b>Frequency</b>	<b>Percentage</b>
Learning Environment and Learning Support	<b>134</b>	<b>83%</b>
Health and Nutrition	<b>20</b>	<b>13%</b>
Training and Development	<b>7</b>	<b>4%</b>
<b>Total</b>	<b>161</b>	<b>100%</b>

The table above exhibits that out of 161 non – cash donations, Learning Environment and Learning constituted 134 or 83%, 20 or 13% for health and Nutrition and on 7 or 4% for Training and Development. This implies that majority of the non-cash donations were Learning Environment and Learning Support. This further indicates that being the majority among the donors, parents are more particular on donations that are directly beneficial to their children.

Stakeholders strongly believe and adhere that Learning Environment and Learning Support heighten the teaching and learning process in order to enable pupils/students with learning difficulties to achieve adequate levels of proficiency in literacy and numeracy. This aim can be achieved most effectively through the implementation of whole-school policies and approaches that target the learning needs of the pupils/students. These are what schools need in order to successfully address obstacles to learning and teaching, improving instruction and classroom management to enhance engagement and re-engage students who have become disengaged from learning at school.



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**Table 2.3. Nature of Stakeholders' Support in Terms of Both Cash and Non-Cash Donations**  
n = 18

Nature of Stakeholders' Support	Name of School	Total Number of Schools	Percentage
Both Cash and Non Cash	G ES, G NHS, C ES, C NHS, I ES, I NHS, E ES, A ES, A S, H ES, HS, F ES, D ES, D S, B E	15	83%

Table 2.3 above presents 15 or 83% of the 18 schools claimed that their school received both cash and non-cash donations.

This would imply that as a whole, the majority of the stakeholders focused more in providing their adopted schools with both cash and non-cash donations (as seen in Table 2.2), followed by cash donations (seen in Table 2.1) and lastly in terms of both cash and non-cash donations as supported by Table 2.3 above.

The DepEd explains that one of its goal is to foster understanding among all sectors of society that the education of the Filipino people is the responsibility of everyone. Partners from private companies donated cash and resources to the cause. Some of them also sent their employees to schools to help. Representatives from religious groups and members of local government units (LGU) such as policemen, firefighters, and *bantay bayan* also took part in putting up new donated blackboards, painting school fences, and mounting bulletin boards during Brigada time. Parents, teachers, and students from different school organizations also offered their help.



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**Table 2.4 Distribution of Stakeholders Support in the Basic Education  
n=98**

<b>Nature of Stakeholders Support</b>	<b>Frequency</b>	<b>Percentage</b>
<b><i>Cash Donations</i></b>	<b>16</b>	<b>8%</b>
Non-Cash Donations	<b>161</b>	<b>84%</b>
Both Cash and Non-cash Donations	<b>15</b>	<b>8%</b>
<b>Total</b>	<b>192</b>	<b>100%</b>

The table above entails that out of 192 donations, Non-cash Donations shared 161 or 84%, with Cash Donations, and both Cash and Non-cash Donation contributed 15 or 8% each. This means that majority of the stakeholders support in the basic education was on the Non-Cash Donation.

Moreover, DO #5, s. 1992 which is on Policy on Solicitation of Contributions prohibits teachers to solicit contributions in any forms or manner for any school programs, projects, etc. And not all schools were blessed with established companies and business that would possibly implement the Corporate Social Responsibility. Hence majority of the concerned populace of where the school is situated was not much capable to give the big amount but instead they offered their available materials and effort through a bayanihan especially on BRIGADA ESKWELA just to help the school achieved and accomplished its projects and programs.

Another reason is that the school can only be benefited by the Special Education Fund in a form of projects which had a big budget from the Local Government Unit. Lastly most of the stakeholders ideally donated non cash as the standard required by their institutions and for safety purposes and fast realization of donations.





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### **3. Effect of the Implementation of Stakeholder's Support to The Schools**

This part of the study determines how the implementation of the stakeholders' support affect the schools in terms of Learning Environment and Learning Support, Health and Nutrition, and Training and Development.

**Table 3.1. Effect of Implementation of Stakeholders' Support To Schools In terms of Learning Environment and Learning Support**  
**n = 98**

<b>Indicators</b>	<b>Weighted Mean</b>	<b>Verbal Description</b>
1. Becomes the school preference of most pupils/students in the community.	3.94	Agree
2. Conducive for learning in School environment.	4.19	Agree
2. Supports the school's curricular and co-curricular activities.	4.07	Agree
4. Complements the school's institutional needs.	4.09	Agree
<b>Average Weighted Mean</b>	<b>4.07</b>	Agree

<b>Legend:</b>					
<b>Scale</b>	<b>Range</b>	<b>Verbal Description</b>	<b>Scale</b>	<b>Range</b>	<b>Verbal Description</b>
<b>5</b>	4.21 -5.00	Strongly Agree	<b>2</b>	1.81 - 2.60	Disagree
<b>4</b>	3.41-4.20	Agree	<b>1</b>	1.00 -1.80	Strongly Disagree
<b>3</b>	2.61-3.40	Moderately Agree			

The data clearly appears that the respondents Agree that the Implementation of Stakeholders' Support In terms of Learning Environment and Learning Support" Is conducive for learning in school environment", "Complements the school's institutional needs", Supports the school's curricular and co-curricular activities", and "Becomes the



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school preference of most pupils/students in the community”. These were illustrated by the weighted means of 4.19, 4.09, 4.07 and 3.94 respectively.

Generally, the respondents Agree on the Implementation of the Stakeholders’ Support In terms of Learning Environment and Learning Support as exhibited by the average weighted mean of 4.07. This implies that the respondents were supportive of its implementation.

The non – cash donations from the different stakeholders like chairs, tables, science equipments, school supplies, internet connection, learning aids, comfort room, electric fans, maintenance and repair and construction materials were of great help in making the school environment effective and teaching. In a nutshell learning processes were well supported.

The school becomes an environment of place where students love to learn, a place they seek out when they wish to learn, and a place they recall fondly when they reflect on their learning experiences. It is understood that the main concern of the stakeholders is to provide a conducive environment as to respond to the need of the learners and enabling them to experience and access education comfortably. Further, co – curricular activities were also supported with the belief that learning does not only happen within the four walls of the classroom. School that loves activities makes learners love it, too. This is merely the manifestation of the Department of Education’s mission which is to provide quality education and develop the individual holistically.



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It is understood that the different schools claimed that the kind of environment they had encouraged emotional responses may lead not only to enrich learning but also to a powerful, loving connection to the space. And Learning Supports let schools started enjoying in order to successfully address obstacles to learning and teaching, improving instruction and classroom management where in the level of differentiation and additional provision are put in place to support each student's nature of needs.

Finally generation of today is technology supported through the Information and Communication Technology (ICT) which is a very essential tool that will help in the full implementation of the K-12 Curriculum. ICT supported education can promote acquisition of the knowledge and skills that will empower students for lifelong learning.



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**Table 3.2. Effect of Implementation of Stakeholders' Support to Schools In Terms of Health and Nutrition**  
**N = 98**

<b>Indicators</b>	<b>Weighted Mean</b>	<b>Verbal Description</b>
1. Improves health status of learners.	4.15	Agree
2. Contributes to good performance of the school.	4.44	Strongly Agree
3. Increases pupils'/students' awareness of personal hygiene and physical fitness.	3.95	Agree
4. Improves pupils'/students' alertness in different academic activities	4.07	Agree
<b>Average Weighted Mean</b>	<b>4.15</b>	<b>Agree</b>

**Legend:**

<b>Scale</b>	<b>Range</b>	<b>Verbal Description</b>	<b>Scale</b>	<b>Range</b>	<b>Verbal Description</b>
<b>5</b>	4.21-5.00	Strongly Agree	<b>2</b>	1.81-2.60	Disagree
<b>4</b>	3.41-4.20	Agree	<b>1</b>	1.00-1.80	Strongly Disagree
<b>3</b>	2.61-3.40	Moderately Agree			

From this table, based on the perception the respondents Strongly Agree that Implementation of Stakeholders' Support in terms of Health and Nutrition "contributes to good performance of the school" as cited by the weighted mean of 4.44. They also agree that it "improves health status of learners", "Improves pupils'/students' alertness in different academic activities and "increases pupils'/students' awareness of personal hygiene and physical fitness". These were proven by the weighted means of 4.15, 4.07 and 3.95 respectively.

To sum up, the respondents Agree on the Implementation of Stakeholders' Support in terms of Health and Nutrition in the Division of Negros Oriental as evidenced by its average weighted mean of 4.15. This indicates that the respondents realized the importance of Health and Nutrition in their schools. This is because poor health and



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nutrition can affect children's access to education, such as delaying enrolment, increasing absenteeism and precipitating drop-out.

The findings supported the Education Secretary Armin Luistro's program where in the department is strengthening its school health and nutrition programs, aligning it with other existing activities to come up with one seamless whole. He further said that it is very important that the school children are taught disease prevention and the right attitude on health and nutrition to enhance their motivation and capacity for learning (Luistro. 2016).

As mentioned, some feeding activity was done in a short span of time but then one month and above of practicing it by the PTA would tell changes particularly on health status and hygiene of the child. Further, pupils would come to school everyday and excited of the food since most of the learners were not financially well off and could not even eat three meals a day. The saying goes 'An Empty Stomach Results to No Learning at All' likewise Health is Wealth so then school performance is affected.

Hence, DepEd Order 43 s. 2011, came up for more comprehensive approach to improve the health and nutrition of school children and translate this to better learning outcome, reduced drop-out and improved school retention rate.

Therefore, appropriate remedies for the health and nutrition problems of public school children will help improve students' school performance and learning retention. The partner institutions can sponsor feeding programs, essential health care programs,



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medical-dental missions, deworming interventions, and the provision of vitamins, nutritional supplements, while the respective schools of the Division of Negros Oriental had enjoined another program “ Gulayan sa Paaralan” in coordination with the Department of Agriculture to help augment the feeding materials .

**Table 3.3. Effect of Implementation of Stakeholders’ Support to Schools In Terms of Training and Development**  
**n = 98**

<b>Indicators</b>	<b>Weighted Mean</b>	<b>Verbal Description</b>
1. Responds to the needs of the individual (teachers and learners) in school	4.02	Agree
2. Heightens relationship with stakeholders.	4.19	Agree
3. Improves teachers’ capabilities in instructional delivery and classroom management.	3.98	Agree
4. Enhances pupils’/students’ life skills	4.21	Strongly Agree
<b>Average Weighted Mean</b>	<b>4.10</b>	<b>Agree</b>

**Legend:**

<b>Scale</b>	<b>Range</b>	<b>Verbal Description</b>	<b>Scale</b>	<b>Range</b>	<b>Verbal Description</b>
<b>5</b>	4.21-5.00	Strongly Agree	<b>2</b>	1.81-2.60	Disagree
<b>4</b>	3.41-4.20	Agree	<b>1</b>	1.00-1.80	Strongly Disagree
<b>3</b>	2.61-3.40	Moderately Agree			

Table 3.3 above discloses that respondents Strongly Agree on the implementation of stakeholders’ support in terms of Training and Development “Enhances pupils’/students’ life skills” as demonstrated by the highest weighted mean of 4.21. This means that the respondents were satisfied with the implementation of stakeholders’ support in terms of Training and Development.



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This result is an expression of embracing the DepEd Order number 32, s. 2011 "Policies and Guidelines on Training and Development (T&D) Programs and Activities" and is formulated to answer the need to expedite the progress towards the achievement of the Education for All (EFA) and Millennium Development Goals (MDGs) and capacitate teachers with millennial skills. And constant professional development keeps teachers up-to-date on new research on how children learn, emerging technology tools for the classroom, new curriculum resources, and more. The best professional development is unending, experiential, cooperative, and attached to and resulting from working with students and understanding their culture.

The results actually marked that training of teachers on Information Computer Technology (ICT) is a requisite to equate the need of millennial learners and to cope with to the kind of present world. The use of technology was a contributory factor of heightening the relationship between the school and stakeholders through open communication in the social media. On the other hand, improves teachers' capabilities in instructional delivery and classroom management has the lowest weighed mean for it was not the concentration during the training given

Training and Development made Great teachers that help create great students. In fact, research shows that an inspiring and informed teacher is the most important school-related factor influencing student achievement, so it is critical to pay close attention to train and support both new and experienced educators.



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**Table 3.4. Effect of Implementation of Stakeholders' Support to Schools**  
**n = 98**

<b>Nature of Stakeholders Support</b>	<b>Weighted Mean</b>	<b>Verbal Description</b>
1. Learning Environment and Learning Support	4.07	Agree
2. Health and Nutrition	4.15	Agree
3. Training and Development	4.10	Agree
<b>Average Weighted Mean</b>	<b>4.11</b>	<b>Agree</b>

**Legend:**

<b>Scale</b>	<b>Range</b>	<b>Verbal Description</b>	<b>Scale</b>	<b>Range</b>	<b>Verbal Description</b>
<b>5</b>	4.21-5.00	Strongly Agree	<b>2</b>	1.81-2.60	Disagree
<b>4</b>	3.41-4.20	Agree	<b>1</b>	1.00-1.80	Strongly Disagree
<b>3</b>	2.61-3.40	Moderately Agree			

Conclusively, the respondents of the sampled Basic Education Schools of the Division of Negros Oriental Agree on the Implementation of Stakeholders' Support as demonstrated by the Average Weighted Mean of 4.11. This implies that the stakeholders are similarly contented on how the Implementation of Stakeholders' Support as initiated in terms Learning Environment and Learning Support, Health and Nutrition, and Training and Development.

Research has demonstrated that quality of implementation contributes significantly to outcomes. If a program is poorly or even moderately well implemented, it is likely that its goals will not be achieved or that the results will be less significant. Programs that are effectively implemented stand a better chance of achieving intended outcomes and producing positive results for children.





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And finally, this explains that effective and successful program implementation is a mutual responsibility shared by several groups. Solving the challenge of quality implementation requires the active collaboration of major groups of stakeholders.

### 4. Significant Difference in the Effect of Implementation of Stakeholders Support to Schools

This inferential research determines the significant difference in the implementation of stakeholders support in terms of Learning Environment and Learning Support, Health and Nutrition, and Training and Development

**Table 4. Analysis of Variance**

Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square	F-value	P-value	F critical
Between Groups	0.25	2	0.126	0.336	0.715	3.027
Within Groups	108.44	288	0.376			
Total	108.69	290				

The table above exhibits that P-value of 0.715 is greater than the significant level of 0.05 which implies that there is no significant difference in the effects of Stakeholders Support to Schools at 0.05 significant level. This means that both Learning Environment and Learning Support, Health and Nutrition, and Training and Development have similar effects to Central Schools and Municipal National High Schools in the District of Negros Oriental.



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On the research by Opong, Jimmy Rey particularly on Levels of Participation of the School Stakeholders to the Different School-Initiated Activities and the Implementation of School-Based Management; a high descriptive rating was found in: participating actively in the different activities initiated by the schools especially regarding PTA conferences, general assemblies and parents day activities; participating in school activity directed towards the reduction of illiteracy in schools . Moreover, a moderate rating for the level of stakeholders' participation was found in the following: volunteering in the different activities related to the health and nutrition of the school children especially during school feeding programs, activities in the nutrition month and the like; eagerly engaging in meaningful volunteer work in school community that enhances positive interaction among the youth; assisting school community in sourcing out funds for students to be able to participate in academic and non-academic competitions; willingly took part in the schools maintenance week dubbed as Brigada Eskwela.

Outcome of Table 4 is also in consonance to the findings of the study of Ramadhani Kindi Japhari on Assessment of the Effects of School Feeding which showed an increase in school enrolment, attendance and academic performance.

It is generally accepted that all stakeholders benefit from an educational process that is based on community. A learning community may exist between parents, community, and schools, or between administrators, teachers, and students. Moreover, the classroom itself can be a learning community that through the use of technology



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actually meshes the entire macro and micro learning networks into a single learning network with various degrees of interactions strategies for maintaining a learning community within the classroom and this includes establishing clear objectives that the learner can understand, maintaining formative assessment practices that enable learners to reflect and raise their own work, and promoting multiple opportunities for learners to collaborate.

Therefore, according to Wandersman, Duffy, Flaspohler and Dunville effective and successful program implementation is a mutual responsibility shared by several groups. Solving the challenge of quality implementation requires the active collaboration. And in implementing programs that work requires careful advance planning and a process that ensures accountability. When programs are implemented poorly, it not only reduces the potential for helping children and youth in need, but it wastes scarce public resources and not successful.



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### 5. Problems Met by Stakeholders Regarding School Donations

The problems met by the stakeholders regarding school donations were identified in terms of problems in acceptance, utilization and safekeeping. The responds on this problem were accumulated through the use of guide and open ended questions during the conduct of interview. The 24 interviewees were taken from the 98 respondents of this research.

**Table 5.1 Problems Met by Stakeholders in Acceptance of School Donations**

Indicators	Frequenc y	Percentage
1. Documents are not ready during the delivery/Not properly documented.	7	37%
2. On time delivery but not complete.	1	5%
3. Acceptance of donation is not completely represented	9	47%
4. Untimely delivery of donations	2	11%
<b>Total</b>	<b>19 %</b>	<b>100%</b>

The table above shows that out of 19 responses 9 or 47% of the respondents claim that the acceptance of donation was not completely represented. About 37% said that documents were not ready during the delivery or not properly documented. Another 11% explained on the untimely delivery of donations and only 5% forenamed on the on time delivery but not complete. Thus, most of the problems in the acceptance were on the acceptance of donation was not completely represented. This implies that stakeholders were more particular on the proper authorities to receive the donations.

Hence School Based Management (SBM) mechanism is provided whereby all



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key stakeholders participate in the formulation of major policies and the evaluation of school effectiveness. It helps to enhance transparency and accountability in school operations and the use of public funds. While additional autonomy is given, the schools have to be more accountable, both internally and externally, to ensure that school policies and school management meet the necessary requirements and to assure the public of the effectiveness of school operation.

SBM is covered by understanding the limitations and financial flexibility of the school; setting goals and formulating appropriate financial management strategies after considering factors such as school resources, background and needs of their students etc. Ensuring that school income is handled and used in accordance with the requirements of the Education Ordinance, as well as other relevant regulations and rules. In such formulating financial management criteria and procedures (e.g. procedures for handling income and expenditure, procurement and quotation as well as rules on acceptance of advantages etc.) according to the relevant laws and regulations to avoid conflict of interest and the misuse of government resources and putting in place adequate budgetary controls and a good accounting and reporting system to monitor the financial situation; and if necessary, reprioritizing development projects after assessing their actual expenditure are of its major responsibilities. (Education and Manpower Bureau ,February 2016)



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**Table 5.2 Problems Met by Stakeholders in the Utilization and Safekeeping of School Donations**

Indicators	Frequency	Percentage
1. Not all pupils/students are benefitted	11	30%
2. Requires technical knowledge in operating the donated equipment.	2	5%
3. Conflict of schedule in using the equipment (computers) due to limited numbers	2	5%
4. Selection of menu for feeding is not preferred by the learners.	6	16%
5. Inadequate number of supplies/equipment	8	22%
6. Proper care/maintenance of donated equipment	8	22%
<b>Total</b>	<b>37</b>	<b>100%</b>

Table 5.2 above tells that 24 respondents identified 2 or more problems. Out of 37 problems, (11) or 30% of the stakeholders' claimed that not all pupils/students were benefitted. About (8) or 22% said about the inadequate number of supplies/equipment and another (8) or 22% forenamed explain that donated equipment require proper care/maintenance. Around (16) or 16% mentioned that the selection of menu for feeding is not preferred by the learners. Another 10% mentioned that donated equipment requires technical knowledge in operating the conflict of schedule in using the equipment (computers) due to limited number. This implies that majority of the respondents claimed that not all pupils/students are benefitted and inadequate number of supplies/equipment, thus, donations were not sufficient enough. These donated equipments require proper care/maintenance, therefore, recipient school should have competent personnel for the proper care/maintenance.



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Some teachers mentioned that food preference of the pupils was also a problem during the feeding time, they don not eat leafy and nutritious food, and instead they wanted to eat fried and instant stuff. The benefactor felt discouraged and upset how pupils reacted towards the served food. On the other hand the school community was doing its best how these learners be motivated to eat the healthy food served before them.

Finally, the problem is in safekeeping specifically in the proper care/maintenance of donated equipment. They had this problem because there was no proper accounting and monitoring on the utilization of donations. Moreover, there were teachers who did not care and return the borrowed donations to the property custodian and the school itself has no enough budget for the maintenance and repair of the equipment.

**Table 5.3 Problems Met by Stakeholders regarding School Donations**

Problems	Frequency	Percentage
A. Problems in Acceptance	19	34%
B. Problems in Utilization and Safekeeping	37	66%
<b>Total</b>	<b>56</b>	<b>100%</b>

Table 5.3 above presents that 24 respondents of the interview gave 2 or more answers in a total of 56. Out of 56, 37 or 66% of the problems met by Stakeholders regarding School Donations were the Utilization and Safekeeping and 34% were in acceptance. This means that sampled schools have difficulty in managing the utilization and safekeeping of donations as well as the appropriate person to receive the donations.



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Acceptance of the donations was a problem of some schools, participation of significant personalities in school was unavailable maybe they were not informed and they attended some equitable important things. School Heads sometimes take it for granted, did not inform and assumed that by his /her presence alone it was already an ideal and he justified everything. Another thing was that the donations were just given directly to the adviser in which the donation was intended for or to the officer –in – charge when the school head is out from the school.

Problems in utilization obviously happened hence the donations were limited and the most active donor, the PTA has limited capacity and not much is donated compared to big institutions and companies. Regarding the lack of knowledge in the manipulation of equipment not all teachers were given the chance to participate in the training particularly to ICT, besides there were also teachers who were hesitant to learn specially the aged ones.

The case of safekeeping is supported by the DepEd Order No. 82 , s 21011 “ Guidelines on the Proper Recording of All Donated Properties” that the donated properties will be provided by the donor the Deed of Donation which states all the agreements between the donor and the school. This Deed of Donation must be properly signed and notarized. A copy of signed and notarized Deed of Donation shall be furnished to the Property Custodian for proper recording and be included in inventory report. Further the agreement includes the proper care and conditions of liabilities. If only the agreement was strictly and properly monitored then possibly the problem of safekeeping would be minimized and corrected





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### **CHAPTER III**

#### **SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

This chapter presents the summary of the findings, conclusions, and recommendations to improve the implementation of the stakeholders' support in the Division of Negros Oriental.

##### **1. Stakeholders that Support the Basic Education in the Division of Negros Oriental**

The top donor among the stakeholders were the Parent Teachers Associations which constituted 20% of the total donations. All sampled schools enjoyed donations from said organizations. This was followed by the Private Individual which contributed 17%, the LGU by 16%, Alumni by 14%, Private Company by 12%, Business Sector by 7%, Lending Institutions and others by 6% each and the Religious Sector by 2%.

##### **2. Nature of the Stakeholders' Support**

2.1 The 45% of the cash donations amounted to P100, 000 and below were received by the B Secondary, D Elementary, F Elementary and Secondary, H Secondary, C Secondary and G Elementary. . This signifies that most of the donations amounted to P200, 000 and below and most commonly come from Parents and Teachers being the top donors. Only few schools received donations higher than P101, 000 and above.



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### 2.2 Non- Cash Donations

2.2.1 The non –cash donations classification for Learning Environment and Learning Support. The top Stakeholders support in Terms of Non-Cash Donations for Learning Environment and Learning Support was the Maintenance and School Repair which constitute 13% of the total donations with F Secondary as the only school that not able to avail such donation.

Other stakeholders support in the first Congressional District were: signage, water containers and trash cans; traffic aid services, sound system and generator. In the second Congressional District, E High School was very lucky to be recipient of one Strada Vehicle, other schools in this district were granted security personnel, school fence and gate; for the third Congressional District I High School was provided with LGU maintenance and scholarships from Energy Development Corporation (EDC). Another school was offered beautification materials and cabinet.

2.2.2 Out of 18 school respondents only 11 of them were recipients of the feeding and received noodles and other ingredients for feeding. On the other hand there were 8 schools availed the medical services.

2.2.3 There were 6 or 33% of the school respondents received training for teachers and another 6% schools enjoyed training for pupils/ students.

2.3 There were 15 or 83% schools claimed that they received both cash and non-cash donations.



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### 3. How the Implementation of the Stakeholders' Support affects the School.

3.1 The respondents Agree that the implementation of stakeholders' support in terms of Learning Environment and Learning Support is "Conducive for Learning in School Environment" with 4.19 weighted mean while "becomes the school preference of most pupils/students in the community" with the least weighted mean of 3.94.

3.2 Based on the perception, the respondents Strongly Agree that the implementation of stakeholders' support in terms of Health and Nutrition is "contributes to good performance of the School" as cited by the weighted mean of 4.44 and " increases pupils/students awareness of personal and physical fitness" as demonstrated with a least weighted mean of 3.95.

3.3. The respondents Strongly Agree that the implementation of stakeholders' support in terms of Training and Development ' enhances pupils/students life skills as demonstrated by the highest weighted mean of 4.12 and " improves teachers capabilities in instructional delivery and classroom management" as illustrated with a lowest weighted mean of 3.98.

4. The Analysis of Variance demonstrate that P- value of 0.715 is greater than the significance level of 0.05. This explains that both Learning Environment and Learning Support, Health and Nutrition, and Training and Development have no significant



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difference effects to Central Schools and Municipal National High Schools of the Division of Negros Oriental.

5. The problems met by the stakeholders regarding school donations.

5.1 Based on the conducted interview, the respondents identified problems met in the acceptance that out of 19 , (9) or 47% claimed particularly on “acceptance of donations is not completely represented while “on time delivery but not complete” constituted the least result of 5% .

5.2. Problems met in the utilization and safekeeping, out of 37 , (11) or 30% claimed that “ not all pupils/students were benefited “ ,” proper care /maintenance of donated equipments “ is presented by 8 or 22% and “requires technical knowledge in operating the donated equipment “ and “conflict of schedule in using the equipment (computers) due to limited numbers” were manifested with 2 or 55% respectively.

### **CONCLUSION:**

The Parents Teachers Association is the strongest stakeholder that supports the Basic Education in the Division of Negros Oriental. Cash donations received were more on P100, 000 and below with non-cash donations basically on the direct needs of their children which were the Learning Environment and Learning Support. The implementation of the stakeholders support on Learning Environment and Learning Support, Health and Nutrition and Training and Development are satisfying and



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effective. However, the insufficiency of donations as well as acceptance, not all pupils/students are benefited and proper safe keeping of donations were the underlying problems encountered.

### **RECOMMENDATIONS**

From the findings and conclusions of this study, the researcher presents the following recommendations:

DepEd recognizes and is aware of the important role of the Private Sectors in the promotion of quality and accessible education. The active involvement of private stakeholders in the pursue of the K-12 basic education curriculum is given the opportunity to help public schools as contained in RA 8525. To minimize problems on the acceptance, utilization and safekeeping of donations the following procedures are recommended:

1. That the school administrator should tap and strengthen its linkages to other stakeholders of big corporations regarding their social corporate responsibility to avail of the scholarships for the pupils/ students and for more support.
2. That there should be a committee that would prepare the action plan to operationalize fully the partnership.
3. That there should be Joint Responsibilities between the schools and the stakeholders.
4. That there should be monitoring of the donations to ensure that the provisions in the Memorandum of Agreement (MOA) are met. Evaluation should also be



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conducted after the implementation to assess the practices needed for improvement.

5. That the “Adopt – a- School Act” guidelines should be religiously followed to establish transparency.

6. That inventory team should act responsibly specifically on the status and safekeeping of the donations.



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### OUTPUT

#### ACTION PLAN TO ENHANCE STAKEHOLDERS' SUPPORT

Duration: April 2018 to March 2019

Objective	Activity	Responsibility Resource	Timeline	Budget	Success Indicator
At the beginning of the school year, the administrator s and teachers should increase the percentage of stakeholders to support the school.	Identify the needs of the school.	School Head, Teachers, GPTA Officers	April 2018	None	List of identified needs of the school
	Organize a joint working group/committee to prepare in operationalizing the partnership.	School Head, GPTA Officers	April 2018	None	Organize a committee
	Ensure participation from diverse concerns that can help address priority issues.	School Heads, Teachers, GPTA	April 2018	P500.00	Attendance of the participation and minutes of the meeting
	Determine human and financial resources needed .	Committee	April 2018	P500.00	Financial budget and list of possible human resources
	Look and tap the stakeholders and support orgs. that would commit the implementation of the plan.	School Head, Committee	April – Dec. 2018	P1,000.00	Request and confirmation letter from the stakeholders



## GRADUATE SCHOOL

Objective	Activity	Responsibility Resource	Timeline	Budget	Success Indicator
Minimize the occurrence of problems during and after the implementation of stakeholders' support	Create an agreement among stakeholders about their roles and responsibilities of the shared work as to be stated in the Memorandum of Agreement.	School Head, Committee, Donors	May – Dec. 2018	P1,000.00	Signed Memorandum of Agreement
	Impose proper and good communication within the internal and external stakeholders	School Head, stakeholders	Before the delivery of donations	None	Letter of Communication, meetings
	Execute Deed of Donation for legitimate donations and Deed of Acceptance for acknowledging such support.	School Head, School Property Custodian, Donor	On the delivery of donations, donation is fully done	No exact Amount	Duly accomplished Deed of Donations and Deed of Acceptance
Provide appropriate intervention when needed	Assess the appropriate proposed implementation with other ongoing improvements effort and bench mark if possible for good result.	School Head, Committee, Donor	May – Dec. 2018	P500.00	Verification papers





## GRADUATE SCHOOL

Objective	Activity	Responsibility Resource	Timeline	Budget	Success Indicator
Ensure proper safekeeping of donations	Monitor the progress throughout the duration of the implementation and utilization to make sure that the donations are meaningful.	School Head, Committee	Quarterly , monthly	P500.00	Evaluation results
	Conduct inventory as to check the condition and safekeeping of the donations.	School Head, Committee	Quarterly	None	Records of updates and results
	Establish Transparency of details of the conducted activities and program.	School Head, Committee	Quarterly	None	Transparency Board, Liquidation Report Monitoring tool
Strengthen the school and stakeholders partnership	Give due recognition to valuable services given by stakeholders	School Community	End of School Year	P1,000.00	Certificate of Recognition/ Plaque



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**APPENDICES**



## GRADUATE SCHOOL

### CURRICULUM VITAE

#### Personal Information

Name : MA. MARFELYN I. PELESMINO  
Civil Status : Married  
Birthday : February 13, 1974  
Place of Birth : Jawa, Valencia, Negros Oriental  
Permanent Address : Jawa, Valencia, Negros Oriental  
Email Address : mam.pelesmino@deped.gov.ph  
Husband : Ronald Anthony P. Pelesmino  
Number of Children : Two

#### Educational Background

Doctoral Degree : Doctor of Education (Candidate)  
St. Paul University, Dumaguete City  
2018  
Master's Degree : Master of Arts in Education  
Major in Administration and Supervision  
Foundation University  
Dumaguete City  
March 2014  
Tertiary Education : Bachelor of Elementary Education  
Silliman University  
Dumaguete City  
March 1995  
Secondary Education : :Negros Oriental High School  
Dumaguete City  
March 1990





## GRADUATE SCHOOL

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Elementary Education : Valencia Central Elementary School  
Valencia, Negros Oriental  
March 1986

### Work Experiences

Elementary School Principal I : Malaunay Elementary School  
Malaunay, Valencia District  
Valencia, Negros Oriental  
November 2014 – Present

Elementary School Principal I : Dobdob Elementary School  
Valencia District  
Valencia, Negros Oriental  
June 2012 – October 2014

Master Teacher I : Valencia Central Elementary School  
Valencia District  
Valencia, Negros Oriental  
September 2008 – June 2012

Teacher III : Valencia Central Elementary School  
Valencia District  
Valencia, Negros Oriental  
August 2004 – September 2008

Teacher II : San Francisco Elementary School  
Sta. Catalina South District  
Sta. Catalina, Negros Oriental  
December 1997 – August 2004

Teacher I : San Francisco Elementary School  
Sta. Catalina South District  
Sta. Catalina, Negros Oriental  
March 1996 – December 1997

**ST. PAUL UNIVERSITY DUMAGUETE**  
6200 Dumaguete City  
Philippines



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