A DEVELOPMENT THEORY ON ENHANCING JUNIOR HIGH SCHOOL STUDENTS' ACADEMIC PERFORMANCE

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APPROVAL SHEET

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DEDICATION

I dedicate this work to my family
and to all the students
of the Catbalogan City Division and Division of Samar.

ABSTRACT

To contribute to improvement of the implementation of the SBM program in two school divisions in a province, the study aims to produce a model reflective of school management responsive to students' need and achievement, through conducting a case study. The researcher assessed the practices of SBM and non-SBM schools, to learners' achievement. The study which sought to produce a school management model for developing and enhancing junior high school student' academic performance relies on the explanation of the actors (school heads, teachers, and students) involved in the phenomenon I.e., the implementation of SBM and its impact on the academic achievement of students. The study revealed that there are varying factors that influence students' academic performance. These include factors intrinsic to the student, and extrinsic such as their family, peers, the community, the school, the teacher, the lesson discussed, and the school leadership. Among SBM and non-SBM, these factors become inputs in the implementation of school programs and interventions. Interviews with the participants revealed numerous factors that affect students' achievement. These factors were found to be related to the student, their family, the community, the school, the teacher, the lesson, and the school leadership. There are consideration in the crafting and implementation of the interventions in the school. The study includes high and low performing students, mostly from the low economic profile.

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Chapter 1

THE PROBLEM AND ITS SETTING

The results of the Programme for International Student Assessment (PISA) 2018 highlight the quality and equity of education that the students receive in a country. Concerning the performance of the Philippines, the assessment showed that the highest achieving students from the country only performed around the Organisation for Economic Co-operation and Development (OECD) average scores. Furthermore, the country was second to the last in reading. While the country did not fare well, the intention of such assessments is certainly geared towards improving policies and administration on education (OECD, 2019a). On the country note derived by PISA for the Philippines, it was revealed that the advantaged and disadvantaged students are clustered in specific schools, and there is a strong link between low economic profile and performance (OECD, 2019b), with this it was recommended that the Philippines must tailor interventions among schools with disadvantaged students (OECD, 2019a). Canada, Hong Kong, Estonia, Singapore, and Poland are among the top countries in the PISA (OECD, 2019a). The global performance of such countries is a product of the educational reforms they have successfully realized (*Center on International Education Benchmarking* [CIEB], 2018). While the OECD raised essential facets for improvement, it is important to localize its contexts, especially that the Philippines is implementing an educational reform through school-based management (SBM).

In the school gathering template of the Department of Education (DepED), it revealed that both SBM and non-SBM schools show varying performance in the National Achievement Test (NAT). For instance, the schools in the Division of Division A fared poorly during the 2017-2018 National Achievement Test (NAT). Wherein, the results of Grade 10 students from most of the selected schools have failed to meet the passing standard score of 75.00 percent. Ramon T. Diaz National High School attained the lowest mean percentage score (MPS). Meanwhile, the highest MPS was achieved by Jiabong National High School, with a total of 75.04 percent. The former is an SBM validated school with a rating of 32.14 and the latter, a non-SBM school (DepED, 2018). The deviance of such a case puts a reservation on the effectivity of the SBM implementation in the divisions of Catbalogan City and Division A Province.

Numerous factors can be attributed to students' performance on standardized tests. These may include attendance (Fadelelmoula, 2018), participation in activities (Freeman, 2017), specialized teachers (Jacob & Lefgren, 2004), and participation of the parents (Amponsah, Milledzi, Ampofo, & Gyambrah, 2018). While it is understood that the main goal of the SBM program is to improve students' outcomes through holistic quality education (DepED, 2009), such factors influencing students' performance may not have been considered in the implementation and assessment of an SBM program. Consistent with the recommendations forwarded by PISA, there may be a lack of

consideration of the needs of the students in tailoring the interventions so that they can achieve a good performance.

To understand and address this matter, this research explored SBM and non-SBM public junior high schools, in two selected school divisions, on the factors influencing students' achievements, and the implementation of their school management and interventions cognizant to the factors, to produce a model of a school system that helps improve students' outcomes. To produce such a model, the study utilized a case study design and the analysis of the case interviews used Grounded Theory or deductive-inductive analysis (Strauss & Corbin, 1990; Charmaz, 2003). The data used in this study was gathered through interviews, statistical analysis, and a document review, to understand the profile of the schools, school heads, teachers, factors influencing students' performance, and the extent of the efforts of SBM and non-SBM schools for enhancing students' outcomes.

Statement of the Problem

To contribute to the improvement of the implementation of the SBM program in two school divisions in a province, the study aims to produce a model reflective of school management responsive to students' needs and achievement, through conducting a case study. The researcher assessed the practices of SBM and non-SBM schools, to learners' achievement. The gathered data are the bases for a

proposed school management model towards the enhancement of students' achievement.

1. What is the profile of the school in terms of?
    - 1.1 Number of students;
    - 1.2 Attendance of students in classes;
    - 1.3 Academic achievements;
    - 1.4 Extra-curricular activities;
    - 1.5 School head;
        - 1.5.1 Age and sex
        - 1.5.2 Position
        - 1.5.3 Educational background
        - 1.5.4 Relevant training
        - 1.5.5 Years in service
    - 1.6 Teachers;
        - 1.6.1 Age and sex
        - 1.6.2 Position
        - 1.6.3 Educational background
        - 1.6.4 Relevant training
        - 1.6.5 Years in service
2. What are the factors influencing students' achievement? How are these factors considered in the implementation of the SBM program?

3. How is SBM implemented to improve students' achievement for the past five years, along with:

3.1 Principle 1: Curriculum and Instruction;

3.2 Principle 2: Accountability and Continuous Improvement

3.3 Principle 3: Leadership and Governance; and

3.4 Principle 4: Management of Resources

4. How does the SBM implementation glean towards case variations in praxis can be attributed to students' achievement?

5. What developmental school management framework can be proposed to enhance students' achievement?

Statistical Hypothesis

Since the analysis of the study involves a quantitative aspect, the effect of SBM to student achievement is inferred with the hypothesis:

Ho_1: There is no significant difference between SBM and Non-SBM schools in terms of performance in school by Grade level (Grade 7, 8, 9, and 10), by quarter (S.Y.: 2016-2017, 2017-2018, 2018-2019).

Ho_2: There is no significant difference between SBM and Non-SBM schools in terms of their National Achievement Test Performance mean percentage scores (S.Y.: 2014-2015, 2016-2017, 2017-2018).

Theoretical Framework

This study provides both a theoretical and conceptual framework. The reason for this is the researchers' subscription to the case study as its core design and grounded theory as an approach of analysis. The theoretical framework which serves as an anchor for this case study includes *Social Justice Theory* and *Structuration (agency and structure) Theory*. While the philosophy of *pragmatism* guides the framework of case analysis. Each of these assumptions is discussed below.

Social Justice Theory. Social Justice in education is described by Bell (1997) as "both a process and a goal" with an aim of "full and equal participation of all groups in a society that is mutually shaped to meet their needs" (p. 3). In the Philippines, education is a fundamental right enshrined in the constitution hence, deprivation thereof or acts or omissions to access quality education is an issue of social justice. This becomes an overarching drive of the narratives in this case study. Specifically, the study will look into revelations on how *full and equal participation* between the actors leads to a mutual strategy to achieve the primal goal of education which is student achievement. It weighs the parallel roles of the actors in forwarding education that meets the needs of the students and ensures both standards and quality. On another perspective, it also looks into the value of human capital outlay that the government instilled and in return an expectancy of student achievement. The un-attainment thereof is also an issue of social justice as it is tantamount to a discount of service due to the students in general.

Sociocultural Theory. Sociocultural theory is an approach to cognitive development, wherein children are inquisitively and vigorously involved in their learning and the discovery and development of new understandings or schema. In this theory Vygotsky posits that, "Learning is a necessary and universal aspect of the process of developing culturally organized, specifically human psychological function" (1978, p. 90). In this sense, Vygotsky's theory highlights the fundamental role of social interaction in the enhancement of cognition (Vygotsky, 1978). This is expounded by Wilson & Peterson (2006), where they added that even from a young age, learners acquire knowledge and develop an understanding of the world through different encounters. Instead of viewing learning mainly because of proper teaching, this approach takes into account the influence of the learner's experiences gathered from reading and their interaction with their environment or with the people around them. The learner's interpretation of information can be affected by their assumptions, values, attention to detail, and previous knowledge among other things. Meaning, every learner may differently construct the understanding of information. This complicates teaching since educators do not have full control of how their learners interpret certain information being taught to them.

This theory is essential in the study as the student interacts and involves their environment, where their process of learning or cognition is also developed. It is deemed applicable for this study as the theoretical frame that connects the students' development to their surroundings, and as it posits, the students actively

construct their knowledge. It could also be derived that the concept of SBM is anchored on such a theory as the different stakeholders in the community participate to create an environment that is optimal for the students' development. Therefore, "Sociocultural learning theory advocates a constructive, self-regulated, and goal-oriented environment with the student at the center of the educational process" (Peer & McClendon, 2002, p. 136).

Structuration Theory. As opposed to dichotomizing agency and structure or its contrasting poles, structuration theory acknowledges the duality of structure. It provides the "interaction of meaning, standard and values, and power and posits a dynamic relationship" (Gibbs, 2017, par. 1) between facets of society. It is an essential perspective in understanding dynamics between groups of people viewed not as an antagonist of each other but as a unifying force to achieve a shared vision. In this study, apart from describing the authority of the actors specifically the school head in stirring the direction of the school, the teachers at the forefront of the teaching and learning process, and the students whose performance is the main goal of the SBM and the essence must be the shared vision, the constrictions and interaction within these actors and stakeholders will be revisited. Their struggles, assertions, considerations, and negotiations to progress academic performance will be at the core of the inquiry.

Pragmatism Philosophy. This case study is approached in an analysis like a Grounded Theory (GT) hence inductive, thus, necessitates a philosophical frame for analysis (Birks & Mills, 2015). The objective of the study which is to draw a

model for academic achievement cannot be detached to a pragmatic lens of philosophical analysis as it underscores the social function of the school or the school as a special social community (Gutek, 2009). In the context of the analysis, pragmatism is best illustrated in Dewey's Experimentalist Epistemology published in his article titled *How We Think* in 1910. He provides that solutions to real problems are constructed from ones' assertions arising from experience in a constantly changing environment. Dewey's conceptualization highlights the role of *reflective thinking* as a tool for solving problems. Thus, in this study, the analysis will center on perusing the cases to filter pragmatic considerations, the instances of reflective thinking - deriving ideas from actions cored on experience which leads the actors (schools head, principal and students) to implement, alter or revise a mechanism to progress student achievement. This introspection will be captured in constant comparison of cases in the purview of critical case samples.

Conceptual Framework

The aforementioned literature and studies reviewed provides the ultimate goal of a school-based management system, that is, student achievement. Such was also seen to be attributed to several factors like Leadership and Governance; Curriculum and Instruction; Accountability and Continuous Improvement; and Management of Resources which is at the core of an SBM implementation. The review also provides vignettes of reality that reveals a specific instance of a non-

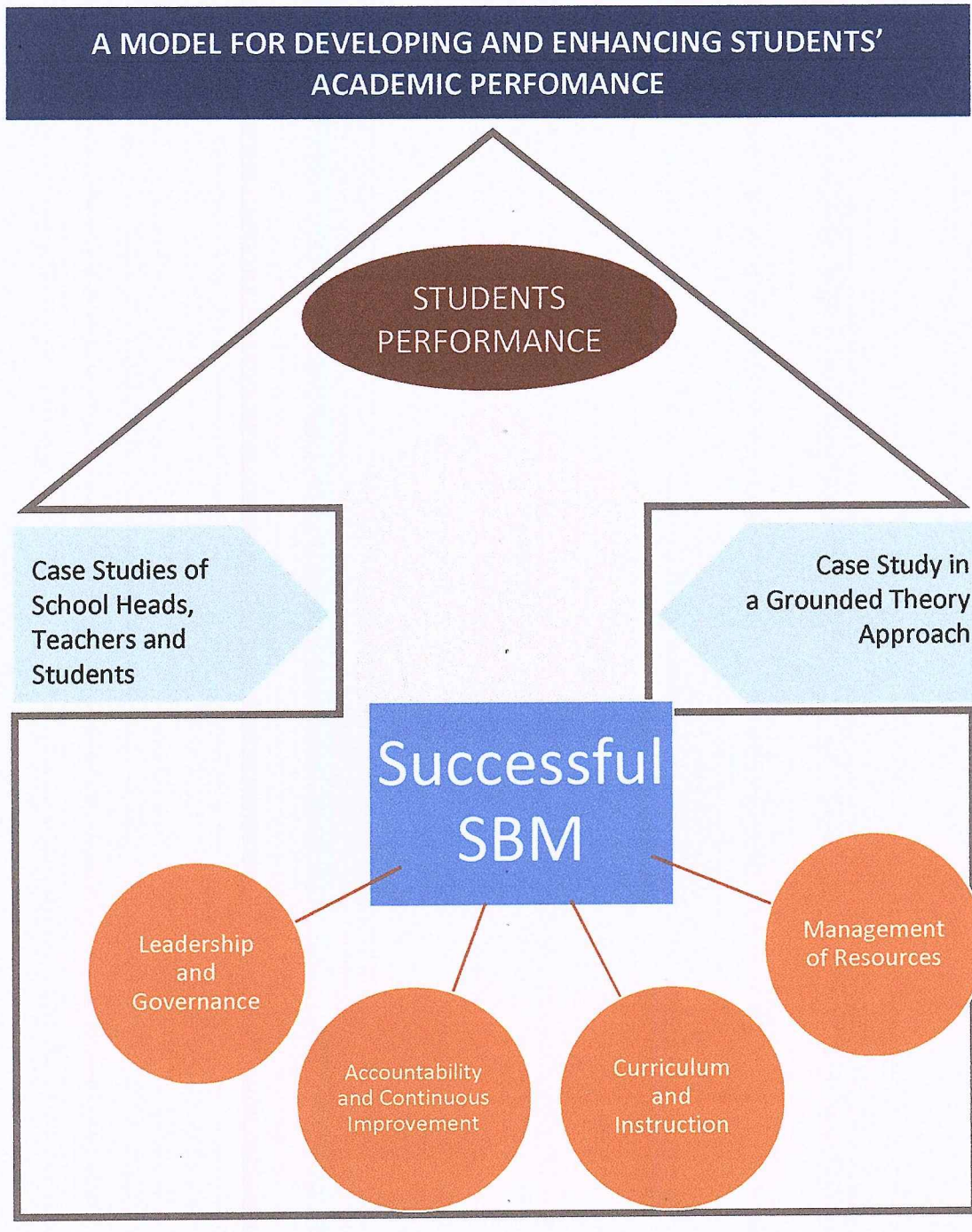

Figure 1. Conceptual Framework of the Study

SBM school outperforming a certain school with an SBM. This provides a seeming contradiction to a claim that SBM likely results in better student achievement. Such a gap is at the central core of this inquiry. Figure 1 presents the conceptual framework of the study wherein SBM as defined in four facets based on the review affects student performance.

The school heads development program highlights schools as n environemnt where framework of student achievement continuously morphed and developed based on its experience to meet the emerging needs of the learning community (Dep. Ed., No. 87, 2017). Thus, the researcher ventured on producing a model of school management focused on developing students' achievement. The researcher challenges the notion which exclusively provides that SBM is an absolute tool in enhancing student performance. It is hypothesized that a structured and effective school management system, not necessarily an SBM, which can enhance students' achievement exists in the case of the locale of the study. To progress in the inquiry, the researcher will look into successes and failures in the view of developing student achievement in the cases of schools in the selected school divisions. These cases were gleaned in the perspectives of the school heads, teachers, and students and will be nuanced in an inductive process of analysis adopted from the light of Grounded Theory. All together such reality and perspectives of cases will lead to the model sought for in this study.

Significance of the Study

Studies have been conducted on the premise of a general improvement of the management of SBM programs, the importance of the stakeholders in its implementation, the impact of SBM, and understanding the challenges of the SBM program implementation. However, there are a few pieces of literature on the SBM program implementation retroactive to its tangible impact on students' achievement since the commencement of its implementation in the country.

Department of Education. The study is aligned with the research agenda of this agency as the study is a means to understand the SBM and non-SBM schools on the area of performance and interventions for the students' improvement. The study cuts across two facets in the Basic Education Research Agenda for 2016-2022, on areas of Teaching and Learning, as well as Governance. The model generated from the study draws lessons on how to contextualize the factors influencing students' performance in the interventions implemented in schools, and the different institutions and actors that should be involved in the child's schooling. The study is an existential proof that supports the recommendations of the PISA 2018 on tailoring interventions for disadvantaged students, and further clarifies how the schools can customize their interventions based on the needs of the students through a novel didactic relationship model on improving students' academic performance.

Schools division. The study explored the factors influencing the junior high school students' performance and the implementation of the SBM in that

respect. The study also included understanding how non-SBM schools perform in assessments. This study can help both divisions in optimizing their strategies and management system to improve the schools' performance on standardized tests.

School heads. Moreover, the school heads may benefit from the study by providing them with deeper knowledge and understanding of a school system that is effective in enhancing students' achievement. They can adapt the model to streamline their school operation and SBM implementation. The result of this study will contribute to creating a school environment that is conducive to enhancing the students' achievements.

Teachers. The study helps the teachers understand the different contexts which may impact how a student performs the school. With teachers at the forefront of implementing the curriculum, understanding these factors help teachers in empathizing and responding to the different needs of the student.

Schools' stakeholders. Overall, the results of this study contribute to fortifying the implementation of SBM program and operations of non-SBM schools by developing a management model that promotes improving students' outcomes and strengthens the participation of the community and the school for the students' benefit.

Students. Furthermore, the results may also influence the assessment mechanism of the school's performance so that it may earnestly cogitate on the outcomes of the students. The factors identified in this study can help the school understand the varying contexts of their students and what affects their

performance. Utilizing the results of the study helps the students in receiving improved and tailored interventions from the schools.

Scope and Delimitation

This research focused on the school management system to produce a model that can enhance students' achievement. The researcher assessed such systems to understand the nuances and challenges in improving students' outcomes. The case study includes the students, teachers, and school heads from public junior high schools in selected school divisions.

Traversing across different municipalities in the selected locale may be treacherous. Unfortunately, an interview recording with an SBM school head in the Division A was destroyed and thus, the researcher was not able to retrieve and transcribed.

In responding to the statistical hypothesis posed in the study, the data on the National Achievement Test scores for SY 2015-2016 as well as for 2018-2019 was not available.

As a case study, this research included interviews, document review from 2014-2019, and was conducted in the school year 2019-2020. Because of the crisis posing health risks and the restrictions on the social gathering, the study was limited to individual interviews, and the focus group discussion (group interviews) was laid off.

Definition of Terms

To ease a better understanding of the basic concepts and processes involved in this study, the following terms are defined:

Annual Improvement Plan or AIP. A yearly plan outlining the programs of the school.

Academic Achievement. This refers to the academic performance of the students in the National Achievement Test for Grade 10 by school year per subject and across all subjects.

Attendance. This refers to the number of days the student is present in the school.

Didactic Relationship. A concept map method used to establish relationships between didactic (education) concepts (Bordovskaia, Bochkina, & Koshkina, 2016).

Extra-Curricular Activities. This refers to school-related activities of the student which can enhance their academic performance.

Instructional Materials or IM. References materials for instructors.

Learners Materials or LM. Reference materials for students.

Organisation for Economic Co-operation and Development or OECD. An international organization that acts as a forum and hub for data and analysis, exchange of best-practice, and advice on public policies (OECD, n.d.).

Programme for International Student Assessment or PISA. A program of OECD that examines what students know in reading, mathematics, and science,

and what they can do with what they know. It provides the most comprehensive and rigorous international assessment of student learning outcomes to date. Results from the program indicate the quality and equity of learning outcomes attained around the world, which allow educators and policymakers to learn from the policies and practices applied in other countries (OECD, 2019a).

School-Based Management. It is a strategy to improve education by transferring significant decision-making authority from state and district offices to individual schools (DepED, 2012).

School Governing Council or SGC. A consortium of schools' stakeholders purposed to participate in decision-making for school improvements and development (Fernandez, 2017).

School Heads Profile. This includes age, sex, position, years in service, relevant training attended, and educational background of the individual school head.

School Improvement Plan or SIP. An improvement plan outlining a three-year framework for school plans (DepED, 2012).

School Learning Action Cell or SLAC. A classroom-based training of teachers done twice a month (DepED, 2016).

School Monitoring Evaluation and Adjustment or SMEA. A quarterly monitoring procedure of all the activities and projects stated in the AIP, and are participated by the stakeholders (DepED, 2012).

Supreme Student Government or SSG. Co-curricular student organization enshrined to implement programs, projects, and activities (DepED, 2009).

Teacher Profile. This includes age, sex, position, years in service, relevant training attended, and educational background of the individual teachers.

Work and Financial Plan or WFP. Same as the AIP but explicates the fund source and allocation for the improvement plans (DepED, 2012).

Chapter 2

REVIEW OF RELATED LITERATURE AND STUDIES

The study aimed towards understanding the different factors influencing students' academic performance in the locale, and the dynamics of the non-SBM and SBM schools in their management and interventions, to essentially build a model that is reflective of such interactions for improving students' achievement. All these matters considered, the areas of the review below were deemed important for the study.

The review explored pieces of literature and studies relevant to the research. To underscore the essence of this research, a synthesis is included in each section to explain what the study can add to the body of knowledge and a literature map is presented in the Appendix.

The review included outcomes-based education, SBM, a supplemental review on the performance of the two school divisions in the study, factors influencing students' achievement, and similar studies conducted, to establish the gap and the necessity of this research.

Related Literature

It is essential to contextualize outcomes-based education in its application within the school-based management program. Understanding the paradigm allows the researcher to view and analyze its translation in praxis and see how it

is implemented within the select schools in the two divisions. Thus, this is further explicated in this section.

Student-centered learning and outcomes-based education are both constructive and transformative. They are constructive in a way that the learners learn better when they interact with each other, and transformative such that the aim is for the students to become autonomous in their critical thinking and learning. Student-centered learning and outcomes-based education's aspiration is for the students to create meaning through their experiences—through self-reflection, relation to the developmental movement in their lives, and establishment of an expressive dimension in learning. Lifelong learning is not possible without the educational reforms. Although, such reforms do not have to be complicated in planning and innovations. This may be in form of improving teacher-student relationships, effective usage of media instruction, or a combination of conventional and out-of-school approaches that are still in line with the three dimensions of education—the ethical and cultural, the scientific and technological, and the economic and social. Such a paradigm shift in the present education system in the Philippines was implemented, dubbed as a school-based management system, to produce students who are lifelong learners, from teacher-centered to student-centered, and from content-based to outcomes-based. This shift poses a great challenge to educators in exploring various ways of actively engaging the students in the learning process. It limits the utilization of the traditional teaching styles and poses teaching and learning activities that are based

on the needs of the students and the capabilities they must develop (Bustamante, 2015).

School-based management is the decentralization of decision-making power to schools, to step towards a bottom-up political power for schools. SBM aims to empower schools to achieve the desired performance improvement and outcomes for students, create a culture of shared-decision making through the engagement of various stakeholders, engaging the school and the stakeholders in addressing issues and concerns that affect the students' outcomes, create a support network to mobilize education-related resources, and place the accountability of the school's performance and outcomes in stakeholders (DepED SBM Primer, 2009).

This shows that the SBM implementation in the country, grounded on outcomes-based education, is aimed towards improving the students' academic performance and promoting a continuous learning culture. Concerning the study, this elucidates that the purpose of SBM is for the students to imbibe reflective learning or life-long learning and for them to improve their academic performance.

In the Philippines' implementation of SBM, there are four key facets, considered as indicators, namely leadership and governance, curriculum and instruction, management of resources, and accountability, and continuous improvement. These are areas where SBM incites to change and have an impact on to transform the education experience and improve the students' achievement.

In leadership and governance, the school shares its authority over the school among members through the School Governing Councils (SGC). It also includes the development plan for the school. Meanwhile, curriculum and instruction concern the school learners and the tools developed for the different types of learners, as well as the localization of the curriculum. Management of resources revolves around the awareness of the stakeholders on how resources are managed, resource programming, inventory, and the monitoring and evaluation thereof. Finally, accountability and continuous improvement are about clarifications on the roles of the stakeholders, shared participator processes, and accountability system and assessment. These are identified as Means of Verification for all SBM schools and being successful in all areas implies that the school is producing the intended outputs and outcomes, as well as, meeting all standards of a system fully integrated into the local community, their SBM is self-renewing and self-sustaining. SBM schools, through these indicators, must show that students are meeting the academic readiness, learning progress, skill acquisition, or educational needs (DepED, 2012).

Reflecting on the cited literature aforementioned, it strengthens the assumption that SBM must lead to improving students' outcomes. Following the deviance of performance of SBM schools in standardized tests, as mentioned in the previous chapter, it also further solidifies the need to explore how SBM and non-SBM schools are managed in terms of meeting students' needs and enhancing their performance. Since SBM is the benchmark of the DepED on the excellence of

management of schools, these four indicators were utilized in the study as explicated in its conceptual framework.

In implementing SBM, there are relevant forces that promote its success, these were explored by Briggs & Wohlstetter (2013) to describe what are the key elements in a successful SBM implementation: (1) Successful SBM schools have an active vision. This vision is essential in setting the direction of how the SBM is planned and implemented. Schools do not necessarily need the SBM to set a vision, however, studies on decentralized education systems concluded that successful SBM programs are likely to have a vision, use the vision to direct the decisions, and periodically revisit it to secure that the operations and progress are consistent with the vision; (2) Successful SBM practices also mean that the schools have the authority in relevant areas such as their budget, their personnel, and the curriculum, and use this power to create a meaningful change in learning and teaching. Other studies conducted have also pointed out that SBM was more successful when schools have the authority in the recruitment and selection of staff members who also supported their SBM vision; (3) Successful SBM programs also disperse power throughout the school by creating networks to teams who are empowered to make decisions. Such teams are established to focus on specific initiatives, and because of this, they operate better to achieve the group's specific function; (4) Another element of a successful SBM program is the development of knowledge and the use of skills. SBM schools achieve their vision when they select professional development activities that are relevant to their students' needs and

fit with their reform agenda; (5) The fifth element of a successful implementation of SBM is an established mechanism for communicating and sharing information for all school stakeholders. This means that important information, regarding school performance and operations, is collected and properly disseminated through an effective channel. Information is also used to make decisions and informed choices on teaching and learning; (6) Successful SBM schools also use rewards in monetary and non-monetary forms to recognize the contribution of an individual or a group towards the progress of the school, in the context of its vision. Principals also use simple forms of recognition such as thank-you-notes and acknowledgment during faculty meetings; (7) In successful SBM practices, shared leadership is established among the administrator and the teachers. In this practice, principals often take the form of a manager and the facilitator of change, while teacher-leaders receive the responsibility of teaching and learning. Teachers worked on characterizing new instructional strategies and guided others in adopting the strategies for their classrooms; (8) Finally, successful SBM schools cultivate resources by involving in professional networks and engaging in entrepreneurial activities in the local community. The existence of resources, such as grant money, was not connected to more or less successful efforts. Both thriving and struggling SBMs have resources outside the school, however, successful SBM schools seem to benefit more when the resources highlighted innovations and initiatives (Briggs & Wohlstetter, 2003).

All these elements—authority, leadership, resources, and information—must harmonize to produce an effective SBM implementation and improve students' outcomes. What is outlined above are the best practices in school-based management. Understanding the best practices in school-based management helps this research to benchmark what excellent SBM schools are already doing.

It has been underscored in the earlier discussions in this chapter that SBM implementation is aimed towards students' outcomes and improvement of their performance. However, apart from the case mentioned in the introduction, there were other cases, which showed non-SBM schools performing better than SBM schools, several cases are explained here to contextualize the grounds for which this study is anchored on. In the school data gathering template from the different schools, it shows that all schools attained the passing standard set by the Department of Education. The lowest mean percentage score came from Antonio Tuazon National High School, at 78.00 percent, and the highest coming from Eastern Visayas Regional Science High School, with a mean score of 86.10 percent. Moreover, looking at the data for a comparative result of the learners' achievements for the past two years in the NAT, it showed that Burgos Integrated school and Jiabong National High School achieved an average MPS of 70.04 and 73.63 sequentially. While the lowest average rating of 38.9 was Catbalogan National Central High School (DepED, 2018). This shows that non-SBM schools have fared better on the NAT than SBM schools.

It is important to underscore that from the data mentioned in the introduction chapter and the data from the NAT performance of the SBM schools and non-SBM schools, it can be derived that there is no difference in the performance of both kinds of schools, and in some situations, non-SBM schools can perform better. Despite the SBM goals being directed towards students' outcomes, why is it that some secondary SBM schools do not meet the DepED standard for the NAT mean percentage scores? How come some non-SBM schools are performing better?

SBM is a management program and the gap between the performance of non-SBM and SBM schools may be attributed to student learning. It is essential in this study to explicate student learning as a process and a goal. If we are to delve into the process of student learning, we need to understand how they learn, what steps can be taken to improve their learning environment, and how does the educational community collaborate on this. In developing intervention programs, it is crucial to cognize how students learn.

Learning is organized in four dimensions. These include declarative, procedural, conditional, and reflective learning. Declarative learning concerns knowing all the facts and principles around a certain field. Students are often assessed based on how they know these by declaring their knowledge in speaking or writing. On the other hand, procedural learning depicts students' learning by the acquisition of the processes and procedures involved. This is apparent when teachers help their students learn creative writing or public speaking. Meanwhile,

conditional learning is knowing when and where to apply the knowledge that a student has learned. It is understanding the time and situation where their learnings can be used at its greatest advantage. Finally, reflective learning is where students become lifelong learners. In this dimension, a student should be able to reflect on one's interests, attitude, motivation, and values. Reflective learning is the goal of outcomes-based education, where the SBM is rooted in (Newton & Smith, 1996).

But, beyond cognitive development, learning includes the social and emotional aspects as well (Newton & Smith, 1996). To improve learning, a concerted effort alluding to the cognitive, social, and emotional aspects must be considered. Angelo (1993) compiled 14 research-based principles for improving learning: (1) Students are more actively engaged in their academic work. It was found that a student's involvement is a variable paramount to the determination of student academic success; (2) Direct their attention by being conscious, or made aware, of the basic structure of what will be learned, and the importance in the subject content elements; (3) Set and maintain definite, high, but practical goals. It helps students learn when they are asked to identify their own learning goals, compare them with other student's goals, and aligning them to the educator's goals; (4) Significantly connect new info to prior knowledge. To facilitate learning, providing metaphors, analogies or examples can contribute to the student's understanding; (5) Successfully recognize and unlearn inaccurate prior knowledge and bias. In ensuring that the students have understood topics without

misconceptions, it is imperative to probe their knowledge; (6) Organize subjects in eloquent ways and become aware of their ways of learning (also referred to as metacognition); (7) Receive and use ample, prompt, specific feedback. It is crucial for educators to be unassuming about what students understand, rather, determine what the students know and incorporate advice for their improvement; (8) Know in detail and know beforehand the standards utilized in evaluations and assessments, especially the nature of the instruments; (9) Invest ample time, a quality directed effort. Students improve when they are told of real-world time requirements to achieve expertise in the content; (10) Identify real-world applications, in various contexts, to derive what they have learned; (11) Realize and adopt high expectancies of achievement; (12) Experience a balance of intellectual challenge and academic encouragement (13) Visibly understand the value in what is to be learned. Showing the connection of the knowledge they will gain to its practical importance encourages students towards mastery of the knowledge; and (14) Relate habitually with teachers and other learners. Engaging students by learning their names, involving them in dialogue, and allowing them to work in groups promotes learning. It is also essential to de-emphasize the competition in achieving better grades. The notions forwarded by Angelo (1996) coincides with Wilson & Peterson (2006), they already have established notions from prior knowledge and experiences. These will serve important roles in learning since learners construct meaning and shape their understanding of information based on these factors.

Angelo's (1993) teaching principles have a relevant utility as shown in numerous publications (Smith, 2002; Drake, Jordan, & Miller, 2013; Rolls, Northedge, & Chambers, 2018). As the topic of the study is how schools are managed to improve students' outcomes, it is essential to understand how students learn, and how they learn better. The knowledge provided by Wilson & Peterson (2006), Angelo's (1993), and Newton & Smith (1996) shed light on these matters. Understanding that learning is both an effort from the student and the instructor, there may be factors that can affect how both interact with one another. These are further explored in the Related Studies section which highlights the different researches conducted to understand the factors influencing academic performance.

Related Studies

This section explores the different factors that may change the landscape of the students' learning. It underscores the different studies on this topic, which is relevant to this research as it understands the different factors that impact students' outcomes in the two selected school divisions.

In understanding the causal relationship between student achievement and SBM, an empirical investigation was conducted by the World Bank (2013). In their study, the SBM recipient-schools in 2009 functioned as a control group for the treatment group of schools receiving SBM in 2006. The empirical evidence, supported by data tables, showed strong evidence that the SBM program has

resulted in improved school performance. It was also emphasized that the schools were initially disadvantaged in their NAT performance and were inferior to other schools, before the implementation of the SBM program (World Bank, 2013). With the relationship of SBM and student performance established, in cognizance to the goal of SBM implementation discussed in the Related Literature section of this chapter, it further supports that an inquiry on the performance of SBM and non-SBM schools in the two school divisions, and their management to improve students' outcomes.

In terms of the students' background, Angelo (1993) identified that prior knowledge can help them understand new metaphors, concepts, and logic that are taught in secondary education. The student's interest in the subject matter is also identified as a factor affecting their performance (Daniyal, Nawaz, Aleem, & Hassan, 2011). This may be attributed to the concept of self-efficacy (Bandura, 2006 as cited in Villas, 2019), wherein one believes that they can accomplish the task required.

The concept of self-efficacy is related to the sociocultural theory principle which states that learning takes place in the community that the learners belong to. This stresses the importance of the learner's interaction with other people, the activities they partake in, and the circumstances in which they live (Wilson & Peterson, 2006). It is also considered to be under the concept of motivation, in the context of self-schema, which plays a vital part in education as theorists try to understand its' role and impact on learning (Murphy and Alexander, as cited in

Stirling, 2014). Concerning self-efficacy, a study conducted by Villas (2019) among Senior High Schools in Quezon City, public high school students' sense of self-efficacy is driven more by vicarious experiences as compared to students in private institutions.

This underscores the aspect of the study wherein students' actively participate in their learning. The concept of self-efficacy driven by vicarious experiences is a product of the students' interaction with the environment. This helped the study to understand how students respond to their sociocultural context in learning. Additionally, this study at hand was also conducted in public secondary schools.

The role of rewards in stimulating motivation has caused debates among researchers. Lepper and his colleagues (as cited in Stirling, 2014) revealed through the results of their experiments that rewards can cause a decrease in motivation. Tangible rewards exist to develop a behavior that is not intrinsically motivated. It is normally a controlling reward when the reward is given to stimulate a behavior. It is less likely perceived as controlling when a reward is given without prior notice because it will be unlikely for that behavior to occur because intrinsic motivation is unlikely affected (Stirling, 2014).

The role of rewards may be a factor that can help students become more motivated in school. Although, as highlighted above, it may trigger an extrinsic motivation, and therefore, students' may not improve their performance in schooling for the sake of rewards.

Fadelelmoula (2018) studied students in the medical field and found that there is a positive correlation between attendance and the students' performance in the final exam. A similar study conducted by Kirby and McElroy (2003), attendance in class, especially for tutorial attendance, has a positive, yet diminishing and marginal effect, on the student's grade.

It is established in these aforementioned studies that attendance has an impact on the students' academic performance. However, it is not explicated whether attendance has a cause-and-effect relationship with other factors, such as the economic status of the family. Meanwhile, the study sheds light on a factor that may affect the students' achievement in the locale.

Health, both mental and physical, may also be a factor. Food insufficiency can lead to harmful effects in the future. The American Psychological Association [APA] (n.d.) discussed that hunger-related toxic stress may negatively impact learning, information processing, brain development, and the student's academic performance. Physical disabilities may also affect them. Disabilities or impairment can affect a child's learning. Hearing loss, for example, can cause delays in understanding the learning material. Students with such disabilities may also appear lonely in an environment of regular children and this gap in social contact with other students may also affect their learning (Australian Disability Clearinghouse on Education and Training [ADCET], n.d.). On the other hand, natural disasters have been troubling the Eastern Visayas region (Meniano, 2017) and exposure to such could incite various emotional responses. Older children

tend to manifest symptoms of post-traumatic stress disorder and they could suffer from difficulties in attention, which could impale their participation and concentration in school (Stafford, Schonfeld, Keselman, Ventevogel, & Stewart, 2020). These studies highlight the mental and physical well-being of the students' and how it affects their performance in schooling.

Earlier, it was mentioned that student's interest in the subject matter was a factor revealed in the study of Daniyal et al., (2011). Their research also revealed seven other factors that may influence the students' performance, these factors include involvement in co-curricular activities, family income, father's education, mother's education, the motivation of parents, size of the family, and the regularity of teachers. Out of the total eight factors identified, seven were found to be positively linked with the students' performance, including the student's interest, however, the size of the income was negatively associated with the dependent variable that is student performance.

In a seeming related study on income and students, Muluk (2017) researched on students with part-time jobs, to explore its relationship with their academic results, and it was revealed that the students' general grade point is above average.

These studies are related to the socio-economic status of the family of the student. Although, as pointed out in the studies, the size of the income of the family, or the students' part-time job does not affect their performance in the school.

Concomitantly, it was underscored in a study that parental involvement in the child's education is essential and has an impact on the student's academic performance (Amponsah, Milledzi, Ampofo, & Gyambrah, 2018). In a study conducted among high school students in Japan, parents' involvement in children's school activities has a greater impact than the parent's financial status in enhancing their children's performance in school (Machebe, Ezegbe, & Onuoha, 2017). On the relationship of parents' separation and the child's academics, a study showed that it is associated with a decrease in the children's levels of motivation, autonomy, and manual dexterity (Nusinovici, et al., 2018), which, still, may affect learning.

The studies aforementioned show the different family dynamics that can affect one's schooling. It is shown that parental involvement is necessary and even has a greater impact than financial status. The different issues within the family, such as parents' separation, can also affect the motivation of the student.

Moldes et al., (2019) found out that the impact of peers to students revealed to have a positive or negative approach to peer pressure, although, generally, they are expected to cope with the bad impact of their friends on their academics. Factors related to peers and classmates were also explained by Angelo (1993). Learning is fostered when students can relate habitually with other students and group projects help students interact with fellow students which can foster learning. Similarly, Team Learning by Wilson & Peterson (2006) described teaching as a shared work between teachers and students.

Since the school is a social environment, the studies show that these may affect their performance positively, such that they can cope with bad peer influence. Interacting with other students or peers helps foster learning.

Teaching entails a lot of asking since teachers need to know their students for them to utilize them as resources. To understand how their students actively construct information, teachers must become inquirers and must learn what the thoughts of their students are, what knowledge do they already have and what do they need to know. On top of that, since teachers need to continually improve their skills and knowledge, they need to master their subject matter. While most teachers already have accumulated knowledge of their subject matter, they need to know the new things about it (Wilson & Peterson, 2006). In a recent US study entitled Teacher and Teaching Effects on Students' Attitudes and Behaviors', it was found that teaching styles strongly influence student attitudes, specifically, teachers' emotional support and classroom organization have a moderate correlation to student attitudes. Students understand when they are receiving support and this certainly influences their behavior in the classroom (Blazar, 2017).

In providing support for students, a study suggested that guidance programs should be embedded in the school's curriculum. The study provided that guidance counseling services are necessary for schools because they help address the issues of the students. Guidance and counseling, as an intervention, have a positive effect on the academic performance of the student (Dabone et al., 2015).

Teacher supervision is understood to be an important factor, according to another study. Supervisory interventions like checking of students' notes, class visitations, checking of teachers' punctuality and attendance, and moderation of examination questions all have a statistically significant impact on academic performance (Alimi, 2012). Although, another study suggested that investing modestly in teacher development is not a driving factor in improving the academic performance of students with high poverty (Jacob & Lefgren, 2004). Understanding three studies may suggest corroboration on the notion of Angelo (1993), of the need for teaching style to evolve with the students. Wherein professional development must be applied to contextualized learning.

It is presumed that when teachers can deliver the ideas from the learning materials clearly and students behave properly, students will learn. However, this is not always the case. As intellectuals, good teachers must be able to tell what they want their students to know, how they will be able to keep their students interested in learning, what ideas might be challenging or will require more focus from their students and what the students already know that can contribute to the learning community that the student and the teacher are creating. Looking at all of these factors, the teachers must know how to access the minds of their students to effectively connect with them (Wilson & Peterson, 2006).

Teachers and how they interact with their colleagues may also be a factor. A school-based management model for EFL forwarded that peer coaching can be important in providing a solution for improving teacher's effectiveness. This

promotes cohesion in the work environment through colleagues supporting each other (Goker, 2004).

These studies show the impact that the teachers have on their students. How teachers interact with one another may also foster a progressive school environment. This helped the research at hand to understand the different factors present at school that may facilitate in the development of the students' achievement.

A World Bank's (2016) study on the impact of school-based management in the Philippines has shown a positive impact on the performance of children. This may be linked with the findings by Nzoka & Orodho (2014), which suggests that the school head's management practices contribute to the effective implementation of educational policies. There was also a significant relationship between students' level of motivation and academic performance to physical facilities and improving the learning opinion (Akomolafe & Adesua, 2016).

In terms of teaching methods and there is a connection between ICT adoption and academic performance. ICT has now become significant in the field of education since it facilitates the acquisition of knowledge for students (Basri, Alandejani, & Almadani, 2018). Learning materials also have an impact.

The literature and studies explicate the different facets of a school system—vision, leadership, teaching, learning, the students, and factors influencing thereof. All of these aspects participate and contribute to developing student's knowledge.

Exploring these key areas are paramount to developing a model for enhancing students' performance.

Generally, the literature and studies review provided clarity on the purpose of SBM—to improve students' outcomes. However, it was also highlighted that the scores of SBM schools in the National Achievement Test do not appear to have any significant difference with non-SBM schools, contradictory to the purpose of SBM. The literature elucidates that students' outcomes may be related to learning, which is a two-way interaction between the instructor and the teachers. This is further explained in the studies concerning the different factors influencing students' achievements, wherein numerous considerations may affect how a student performs in the school.

Echoing the recommendations of PISA (2018), as mentioned in the first chapter, tailored interventions are necessary especially for the disadvantaged students in the Philippines. The seeming inefficacy of SBM in improving students' outcomes may be related to the insensitivity of the schools' programs to the students' needs and contexts.

What is not explicated in the numerous references included in this chapter is how these factors are contextualized by the school and its management. Another apparent gap is the extent of the presence of these factors in the selected divisions. How these factors are considered in the schools' interventions and programs and how the non-SBM and SBM schools respond to such matters are also not fully understood.

This underscores the necessity of the study, which is to provide enlightenment to the aforementioned questions. The study aims to establish the different factors influencing students' performance in the two schools' divisions and contextualize the operationalization of SBM and non-SBM schools to the different factors, capped with a develop a model that is tailored and responsive to the needs of the students in the locale.

Chapter 3

METHODOLOGY

This chapter describes the methodology followed in carrying out the study. This includes research design, target population, sample and sampling procedures, instrumentation, procedures of collecting data, and data analysis.

Research Design

The study which sought to produce a school management model for developing and enhancing junior high school students' academic performance relies on the explanations of the actors (school heads, teachers, and students) involved in the phenomenon i.e., the implementation of SBM and its impact on the academic achievement of students. This main objective posits how and why SBM that leads to either success or failures in academic performance. Furthermore, it also explains how and why in a specific instance, a non-SBM school produces the necessary outcome – enhance the academic performance of students. To unearth the underlying context of these actors the study demands an in-depth description of the phenomenon. In this premise, the study is primarily a case study design (Yin, 2009).

On the other hand, to preserve the nature of the phenomenon and to ground the model to the context of the actors, the study called for a type of analysis that is deductive-inductive, hence, subscribes to GT as a method of analysis and not as a

design consistent with Glasser (2004). It is underscored that GT can be approached into two perspectives, Glaserian, and the Straussian (Hekkala, 2007). Glasserian being purely inductive does not accommodate a theory nor a predetermined paradigm to be imposed in the analysis as the full conceptual description of the phenomenon–the GT model is the aim of the inquiry. There is no room for preconceived causes, consequences, or action/interaction relationships in the Glaserian approach (Glasser, 1992).

On the other hand, the Straussian approach puts into perspective the inquiry and values the literature on existing knowledge about the phenomenon. It begins with a focus and unveils the intricacies of the phenomenon based on the qualitative data thus, bridging analysis from *deductive to inductive* (Strauss & Corbin, 1990).

Instrumentation

The instruments used in this study are researcher-made questionnaire, document review, and open-ended interview guides which re-enforced each evidence in a triangulation process.

Researcher-made Questionnaire. This simply focuses on the profile of the school, school head, and teachers. The basic components of the school profile survey include the *number of students, the attendance of students in classes.* The survey for the school head and the teachers identified their *age and sex, position, educational background, relevant training, and years in service.*

In addition to the forgoing instruments, the researcher will look into the school data gathering tools (SDGT) for each locale to verify the performance of the schools selected to participate in the study, in terms of quarterly mean percentage score and National Achievement Test mean percentage score.

Key Informant Interview. The researcher conducted a key informant interview with the teachers, school heads, and students' respondents. The interview centered on how SBM was implemented to improve students' achievement in the past five years, along with *Leadership and Governance; Curriculum and Instruction; Accountability and Continuous Improvement; and Management of Resources, the factors influencing students' achievement and its role in the implementation of the SBM program.*

Validation of Instrument

The instrument was content validated to ensure that all objectives of the study are targeted in the tool. A pool of research experts composed of three members assessed the survey tool and the interview guide for appropriateness and relevance (Zamanzadeh, et al., 2015). The validity of the survey-questionnaire was tested further through a pilot testing conducted in one of the secondary schools in the Division B. Responses of selected teachers and school heads in the pilot testing served as the basis for corrections and adjustments that were implemented in the present study.

Sampling Procedure

There are eight public secondary schools in Division B while a total of 63 secondary schools from Division A. The study randomly selected six schools each division comprised of three non-SBM and three SBM schools based on purposeful criteria (Yin, 2009). The sampling design of the study, which assures critical case representation as well as a description for the selection criteria is presented in Table 1.

Table 1

Critical Case Samples, their Description for the Study, Case Codes and Frequency

Main Case Category	Description	First Level of Stratification	Frequency		
			School Heads	Teachers	Students
Case A.1	An SBM School with the highest performance by Rank in NAT	Division A (Case A.1.1)	1	1	n ≥ 1
		Division B (Case A.1.2)	1	1	n ≥ 1
Case A.2	An SBM School performance by Rank in NAT falling as a median	Division A (Case A.2.1)	1	1	n ≥ 1
		Division B (Case A.2.2)	1	1	n ≥ 1
Case A.3	An SBM School with the lowest performance by Rank in NAT	Division A (Case A.3.1)	1	1	n ≥ 1
		Division B (Case A.3.2)	1	1	n ≥ 1
Case B.1	A Non-SBM School with the highest performance by Rank in NAT	Division A (Case B.1.1)	1	1	n ≥ 1
		Division B (Case B.1.2)	1	1	n ≥ 1
Case B.2	A Non-SBM School performance by Rank in NAT falling as a median	Division A (Case B.2.1)	1	1	n ≥ 1
		Division B (Case B.2.2)	1	1	n ≥ 1
Case B.3	A Non-SBM School with the lowest performance by Rank in NAT	Division A (Case B.3.1)	1	1	n ≥ 1
		Division B (Case B.3.2)	1	1	n ≥ 1

Table 1 shows that a total of 36 individual cases was targeted in the study. Each of these cases was critically positioned in the purview of the phenomenon under study. The number of cases being 36 (Table 1) was primarily substantial and assures a level of saturation. This in consideration that the many qualitative data analysis (QDAs) and the nature of saturation in case studies being dependent on the necessity that all aspects of the phenomenon are covered (Yin, 2009). The inclusion of key actors in the case study and the consideration of different positions (SBM, non-SBM, and Division A and B schools) was a logical base of saturation.

The table below (Table 2) shows the actual schools and participants that took part in the study. The table shows the division, their NAT scores, and the distinction between the SBM and non-SBM schools.

Table 2

NAT Scores by Selected School by Division and SBM Status

Division	SBM (Y/N)	NAT Order	Mean NAT	Name of School	No. of Participants			
					Principal	Teacher	Student	
							High	Low
Division A	Y	High	45.38	School A.1	1	1	1	1
	Y	Low	42.02	School A.2	1	1	1	1
	N	Low	30.64	School A.3	1	1	1	0
	N	Median	31.83	School A.4	1	1	1	1
	N	High	56.76	School A.5	1	1	1	1
Division B	Y	Low	46.64	School B.1	1	1	1	0
	Y	Median	56.76	School B.2	1	1	1	0
	Y	High	63.11	School B.3	1	1	1	1
	N	Low	32.97	School B.4	1	1	0	0
	N	Median	60.14	School B.5	1	1	1	0
	N	High	78.53	School B.6	1	1	1	1

A total of 30 participants were covered in the study, 10 high performing and six low performing students were interviewed.

Ethical Consideration

Two ethical issues were considered in the study. First, compliance with the *Data Privacy Act of 2012* and second, on child protection and safety as enshrined in the Philippine Constitution and legislations. These issues were addressed by implementing a three-layer of the ethical protocol.

Preliminary Data Gathering Ethical Protocol. The protocol was comprised of two steps as follows:

Step 1: Request for an introductory letter from Samar State University to the selected school divisions that the study will be conducted in selected public secondary schools in the division.

Step 2: Ask for the approval of the Schools Division Superintendent to conduct the study.

Data Gathering Ethical Protocol. During the data gathering process the following ethical protocol was implemented commencing with (1) Introduction of the study; (2) Presentation of the contents of the informed consent, (3) Signing of informed consent by school head and teacher respondents, and parents of students' respondents; and (4) Signing of assent forms among children respondents. The informed consent highlighted measures of confidentiality and limitations on how the data will be utilized in the study. The consent form also

included a statement of assent explicating the child's voluntary participation in the study with no coercion. The forms were patterned from the (Philippine Health Research Ethics Board, 2017).

Post-data Gathering Ethical Protocol. Member checking is an essential component to redound ethically sound analysis of the study. Transcripts of the interview and FGD were presented to the participants for release and use in the conduct of the analysis. The coding of names was conducted as well before the member checking to protect the identity of other subjects in the study. After the analysis, all transcripts, audio, and video recordings were held securely. Copies were kept for five years after the publication of the manuscript or as prescribed by Samar State University retention schedules for research files.

Data Gathering Procedure

The researcher requested for an introductory letter from Samar State University to the selected school divisions. The researcher then asked for the approval of the Schools Division Superintendent to conduct the study. Along with this, clearance from the DSWD Provincial office was sought considering that student respondents are minors, less than 18 years old. Assurances of confidentiality and parental approval was set.

As approved, the researcher commenced with the study following the protocol below:

(1) Introduction of the Study

(2) Presentation and signing of informed consent by school head and teacher respondents, and parents of students' respondents.

(3) Collection of documentary evidence

(4) Conduct of Interviews

(5) Analysis of individual cases

The interview was conducted in a bilingual manner and was transcribed using actual language use. No translation of responses to English was made during the analysis to capture cultural nuances and language context cues. The transcribed data were subjected to member checking.

Data Analysis Procedure

Both quantitative and qualitative analysis was conducted in the study. It is underscored that although the study employs both paradigms as a frame of analysis, no integration of data either in exploratory, explanatory, or embedded nature was conducted hence not a mixed-method design. The quantitative analysis was used for the numerical data while qualitative data analysis following a GT method was used for the interview data.

Quantitative Analysis. The quantitative analysis includes frequency counts, percentages, and mean scores of student performance, for the statistical hypothesis of the study, which is to test significant differences between SBM and Non-SBM schools in terms of their (1) quarterly mean percentage scores and (2) National Achievement Test mean percentage scores. This was analyzed using

statistical software. The choice of the statistical test was based on the failed assumptions of normality and homogeneity of variance.

Qualitative Analysis. The qualitative analysis subscribed to the Straussian approach (Strauss & Corbin, 1990) utilizing a deductive to inductive analysis. In this study, quantitative findings, MPS scores served as a criterion in selecting the case.

The deductive-inductive analysis involved different subphases: *initial coding – single case analysis, intermediate coding – cross-case analysis (cumulative) - drawing preliminary cross-case conclusions and generating a theoretical proposition.*

The data analysis procedure adapted the steps as described by Yin (2014) as shown in Figure 2. In *initial coding-single case analysis* qualitative text data are analyzed by deconstruction to reveal their intricacies before "putting the data back together in a meaningful way" (Creswell, 2015, p. 156). In this phase, interview results were rewritten, read, reread, and analyzed by the researcher. The analysis was made per case producing an individual case analysis report with maps highlighting their conceptualization on how SBM and non-SBM school leads to the realization of academic achievement. The initial codes derived from the first case were used as bases of the subsequent coding and analysis of the 2nd up to the 30th case. Emerging codes, as subsequent cases are analyzed were added to the codebook.

There are three sub phases of the second phase of the analysis for this study. This includes (1) Intermediate coding, (2) Cross-case analysis (cumulative), and (3) Drawing cross-case conclusions. Intermediate coding was done iteratively within a case to produce a bigger category. The second sub phase involved cases to be weaved alongside other cases gleaned under the aims of the study in a cumulative manner (Yin, 2009). Finally, larger categories were extracted from the combination of several categories leading to themes. In the final phase of the analysis, the emerging theory was nuanced following the social justice theory (Bell, 1997) and structuration theory (Gibbs, 2017). This led to a framework delineating how a mutual strategy of achieving the primal goal of education, which is student achievement, is arrived by the actors; and elicited an explanation of the constrictions and interaction within these actors and stakeholders, their struggles, assertions, considerations, and negotiations to attain academic performance.

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The study which sought to produce a school management model for developing and enhancing junior high school students' academic performance relies on the explanations of the actors (school heads, teachers, and students) involved in the phenomenon i.e., the implementation of SBM and its impact on the academic achievement of students. This main objective posits how and why SBM that leads to either success or failures in academic performance. Furthermore, it also explains how and why in a specific instance, a non-SBM school produces the necessary outcome – enhance the academic performance of students. To unearth the underlying context of these actors the study demands an in-depth description of the phenomenon. In this premise, the study is primarily a case study design (Yin, 2009).

On the other hand, to preserve the nature of the phenomenon and to ground the model to the context of the actors, the study called for a type of analysis that is deductive-inductive, hence, subscribes to GT as a method of analysis and not as a

design consistent with Glasser (2004). It is underscored that GT can be approached into two perspectives, Glaserian, and the Straussian (Hekkala, 2007). Glasserian being purely inductive does not accommodate a theory nor a predetermined paradigm to be imposed in the analysis as the full conceptual description of the phenomenon–the GT model is the aim of the inquiry. There is no room for preconceived causes, consequences, or action/interaction relationships in the Glaserian approach (Glasser, 1992).

On the other hand, the Straussian approach puts into perspective the inquiry and values the literature on existing knowledge about the phenomenon. It begins with a focus and unveils the intricacies of the phenomenon based on the qualitative data thus, bridging analysis from *deductive to inductive* (Strauss & Corbin, 1990).

Instrumentation

The instruments used in this study are researcher-made questionnaire, document review, and open-ended interview guides which re-enforced each evidence in a triangulation process.

Researcher-made Questionnaire. This simply focuses on the profile of the school, school head, and teachers. The basic components of the school profile survey include the *number of students, the attendance of students in classes.* The survey for the school head and the teachers identified their *age and sex, position, educational background, relevant training, and years in service.*

In addition to the forgoing instruments, the researcher will look into the school data gathering tools (SDGT) for each locale to verify the performance of the schools selected to participate in the study, in terms of quarterly mean percentage score and National Achievement Test mean percentage score.

Key Informant Interview. The researcher conducted a key informant interview with the teachers, school heads, and students' respondents. The interview centered on how SBM was implemented to improve students' achievement in the past five years, along with *Leadership and Governance; Curriculum and Instruction; Accountability and Continuous Improvement; and Management of Resources, the factors influencing students' achievement and its role in the implementation of the SBM program.*

Validation of Instrument

The instrument was content validated to ensure that all objectives of the study are targeted in the tool. A pool of research experts composed of three members assessed the survey tool and the interview guide for appropriateness and relevance (Zamanzadeh, et al., 2015). The validity of the survey-questionnaire was tested further through a pilot testing conducted in one of the secondary schools in the Division B. Responses of selected teachers and school heads in the pilot testing served as the basis for corrections and adjustments that were implemented in the present study.

Sampling Procedure

There are eight public secondary schools in Division B while a total of 63 secondary schools from Division A. The study randomly selected six schools each division comprised of three non-SBM and three SBM schools based on purposeful criteria (Yin, 2009). The sampling design of the study, which assures critical case representation as well as a description for the selection criteria is presented in Table 1.

Table 1

Critical Case Samples, their Description for the Study, Case Codes and Frequency

Main Case Category	Description	First Level of Stratification	Frequency		
			School Heads	Teachers	Students
Case A.1	An SBM School with the highest performance by Rank in NAT	Division A (Case A.1.1)	1	1	$n \geq 1$
		Division B (Case A.1.2)	1	1	$n \geq 1$
Case A.2	An SBM School performance by Rank in NAT falling as a median	Division A (Case A.2.1)	1	1	$n \geq 1$
		Division B (Case A.2.2)	1	1	$n \geq 1$
Case A.3	An SBM School with the lowest performance by Rank in NAT	Division A (Case A.3.1)	1	1	$n \geq 1$
		Division B (Case A.3.2)	1	1	$n \geq 1$
Case B.1	A Non-SBM School with the highest performance by Rank in NAT	Division A (Case B.1.1)	1	1	$n \geq 1$
		Division B (Case B.1.2)	1	1	$n \geq 1$
Case B.2	A Non-SBM School performance by Rank in NAT falling as a median	Division A (Case B.2.1)	1	1	$n \geq 1$
		Division B (Case B.2.2)	1	1	$n \geq 1$
Case B.3	A Non-SBM School with the lowest performance by Rank in NAT	Division A (Case B.3.1)	1	1	$n \geq 1$
		Division B (Case B.3.2)	1	1	$n \geq 1$

Table 1 shows that a total of 36 individual cases was targeted in the study. Each of these cases was critically positioned in the purview of the phenomenon under study. The number of cases being 36 (Table 1) was primarily substantial and assures a level of saturation. This in consideration that the many qualitative data analysis (QDAs) and the nature of saturation in case studies being dependent on the necessity that all aspects of the phenomenon are covered (Yin, 2009). The inclusion of key actors in the case study and the consideration of different positions (SBM, non-SBM, and Division A and B schools) was a logical base of saturation.

The table below (Table 2) shows the actual schools and participants that took part in the study. The table shows the division, their NAT scores, and the distinction between the SBM and non-SBM schools.

Table 2

NAT Scores by Selected School by Division and SBM Status

Division	SBM (Y/N)	NAT Order	Mean NAT	Name of School	No. of Participants			
					Principal	Teacher	Student	
							High	Low
Division A	Y	High	45.38	School A.1	1	1	1	1
	Y	Low	42.02	School A.2	1	1	1	1
	N	Low	30.64	School A.3	1	1	1	0
	N	Median	31.83	School A.4	1	1	1	1
	N	High	56.76	School A.5	1	1	1	1
Division B	Y	Low	46.64	School B.1	1	1	1	0
	Y	Median	56.76	School B.2	1	1	1	0
	Y	High	63.11	School B.3	1	1	1	1
	N	Low	32.97	School B.4	1	1	0	0
	N	Median	60.14	School B.5	1	1	1	0
	N	High	78.53	School B.6	1	1	1	1

A total of 30 participants were covered in the study, 10 high performing and six low performing students were interviewed.

Ethical Consideration

Two ethical issues were considered in the study. First, compliance with the *Data Privacy Act of 2012* and second, on child protection and safety as enshrined in the Philippine Constitution and legislations. These issues were addressed by implementing a three-layer of the ethical protocol.

Preliminary Data Gathering Ethical Protocol. The protocol was comprised of two steps as follows:

Step 1: Request for an introductory letter from Samar State University to the selected school divisions that the study will be conducted in selected public secondary schools in the division.

Step 2: Ask for the approval of the Schools Division Superintendent to conduct the study.

Data Gathering Ethical Protocol. During the data gathering process the following ethical protocol was implemented commencing with (1) Introduction of the study; (2) Presentation of the contents of the informed consent, (3) Signing of informed consent by school head and teacher respondents, and parents of students' respondents; and (4) Signing of assent forms among children respondents. The informed consent highlighted measures of confidentiality and limitations on how the data will be utilized in the study. The consent form also

included a statement of assent explicating the child's voluntary participation in the study with no coercion. The forms were patterned from the (Philippine Health Research Ethics Board, 2017).

Post-data Gathering Ethical Protocol. Member checking is an essential component to redound ethically sound analysis of the study. Transcripts of the interview and FGD were presented to the participants for release and use in the conduct of the analysis. The coding of names was conducted as well before the member checking to protect the identity of other subjects in the study. After the analysis, all transcripts, audio, and video recordings were held securely. Copies were kept for five years after the publication of the manuscript or as prescribed by Samar State University retention schedules for research files.

Data Gathering Procedure

The researcher requested for an introductory letter from Samar State University to the selected school divisions. The researcher then asked for the approval of the Schools Division Superintendent to conduct the study. Along with this, clearance from the DSWD Provincial office was sought considering that student respondents are minors, less than 18 years old. Assurances of confidentiality and parental approval was set.

As approved, the researcher commenced with the study following the protocol below:

(1) Introduction of the Study

(2) Presentation and signing of informed consent by school head and teacher respondents, and parents of students' respondents.

(3) Collection of documentary evidence

(4) Conduct of Interviews

(5) Analysis of individual cases

The interview was conducted in a bilingual manner and was transcribed using actual language use. No translation of responses to English was made during the analysis to capture cultural nuances and language context cues. The transcribed data were subjected to member checking.

Data Analysis Procedure

Both quantitative and qualitative analysis was conducted in the study. It is underscored that although the study employs both paradigms as a frame of analysis, no integration of data either in exploratory, explanatory, or embedded nature was conducted hence not a mixed-method design. The quantitative analysis was used for the numerical data while qualitative data analysis following a GT method was used for the interview data.

Quantitative Analysis. The quantitative analysis includes frequency counts, percentages, and mean scores of student performance, for the statistical hypothesis of the study, which is to test significant differences between SBM and Non-SBM schools in terms of their (1) quarterly mean percentage scores and (2) National Achievement Test mean percentage scores. This was analyzed using

statistical software. The choice of the statistical test was based on the failed assumptions of normality and homogeneity of variance.

Qualitative Analysis. The qualitative analysis subscribed to the Straussian approach (Strauss & Corbin, 1990) utilizing a deductive to inductive analysis. In this study, quantitative findings, MPS scores served as a criterion in selecting the case.

The deductive-inductive analysis involved different subphases: *initial coding – single case analysis, intermediate coding – cross-case analysis (cumulative) - drawing preliminary cross-case conclusions and generating a theoretical proposition.*

The data analysis procedure adapted the steps as described by Yin (2014) as shown in Figure 2. In *initial coding-single case analysis* qualitative text data are analyzed by deconstruction to reveal their intricacies before "putting the data back together in a meaningful way" (Creswell, 2015, p. 156). In this phase, interview results were rewritten, read, reread, and analyzed by the researcher. The analysis was made per case producing an individual case analysis report with maps highlighting their conceptualization on how SBM and non-SBM school leads to the realization of academic achievement. The initial codes derived from the first case were used as bases of the subsequent coding and analysis of the 2nd up to the 30th case. Emerging codes, as subsequent cases are analyzed were added to the codebook.

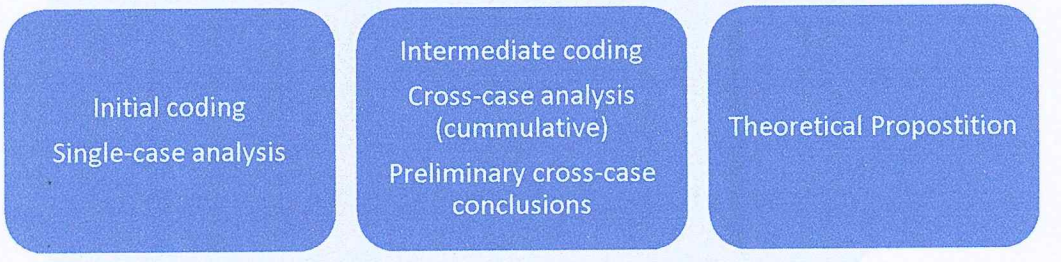

Figure 2. Process of Data Analysis and Interpretation

There are three sub phases of the second phase of the analysis for this study. This includes (1) Intermediate coding, (2) Cross-case analysis (cumulative), and (3) Drawing cross-case conclusions. Intermediate coding was done iteratively within a case to produce a bigger category. The second sub phase involved cases to be weaved alongside other cases gleaned under the aims of the study in a cumulative manner (Yin, 2009). Finally, larger categories were extracted from the combination of several categories leading to themes. In the final phase of the analysis, the emerging theory was nuanced following the social justice theory (Bell, 1997) and structuration theory (Gibbs, 2017). This led to a framework delineating how a mutual strategy of achieving the primal goal of education, which is student achievement, is arrived by the actors; and elicited an explanation of the constrictions and interaction within these actors and stakeholders, their struggles, assertions, considerations, and negotiations to attain academic performance.

Chapter 4

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter looks at the different perspectives of the participants—students, teachers, and school heads—of the study. The cases are analyzed individually and cumulatively, through a deductive-inductive approach, to develop the framework for enhancing students' achievement. The analysis is arranged as an individual and a cumulative case analysis from the school heads, the teachers, and the students.

Following the individual and cumulative analysis is the response of the study to the statistical hypothesis and the questions posed in the statement of the problem, leading to building an emerging framework on enhancing students' academic performance in schools. The interpretation of the data is also positioned by the themes that were revealed in the analysis of the participants' responses. Major themes include factors influencing students' academic achievement, consideration of these factors in planning and implementation, interventions implemented by schools and finally, challenges experienced by schools. All of these themes are thoroughly examined, with its interrelations and reverberations to the other themes inspected.

The identities of each participant cannot be disclosed in the explication of the analysis for ethical considerations, and in adherence to the Data Privacy Act of

2012, however, each was given a case ID with the following format: *Division + Position + SBM/Non-SBM + Case number.*

Individual Case Analysis of School Head Participants

Division A School Head SBM I. The participant was identified as a 41-year old male principal with three years of experience. He did not indicate their highest educational achievement. Figure 3 outlines a graphic depiction of the summary of his responses, followed by discussions that transpired during the interview.

Factors influencing students' academic performance. The participant identified numerous factors that impact one's academic achievement. He cited that some students have a hard time learning to read and a number of them are living with financial problems.

Challenges experienced by schools. The participant mentioned one of their challenges is the lack of rooms. They implemented the shifting of classes to compensate for the inadequate number of rooms for students.

Interventions. The participant and the school administration coordinated with barangay officials and the parents of the students to monitor them after classes. They made home visits whenever some students are not going into class. With the parents and the barangay officials combined efforts, it increased the number of students performing well, showing that this was an effective solution.

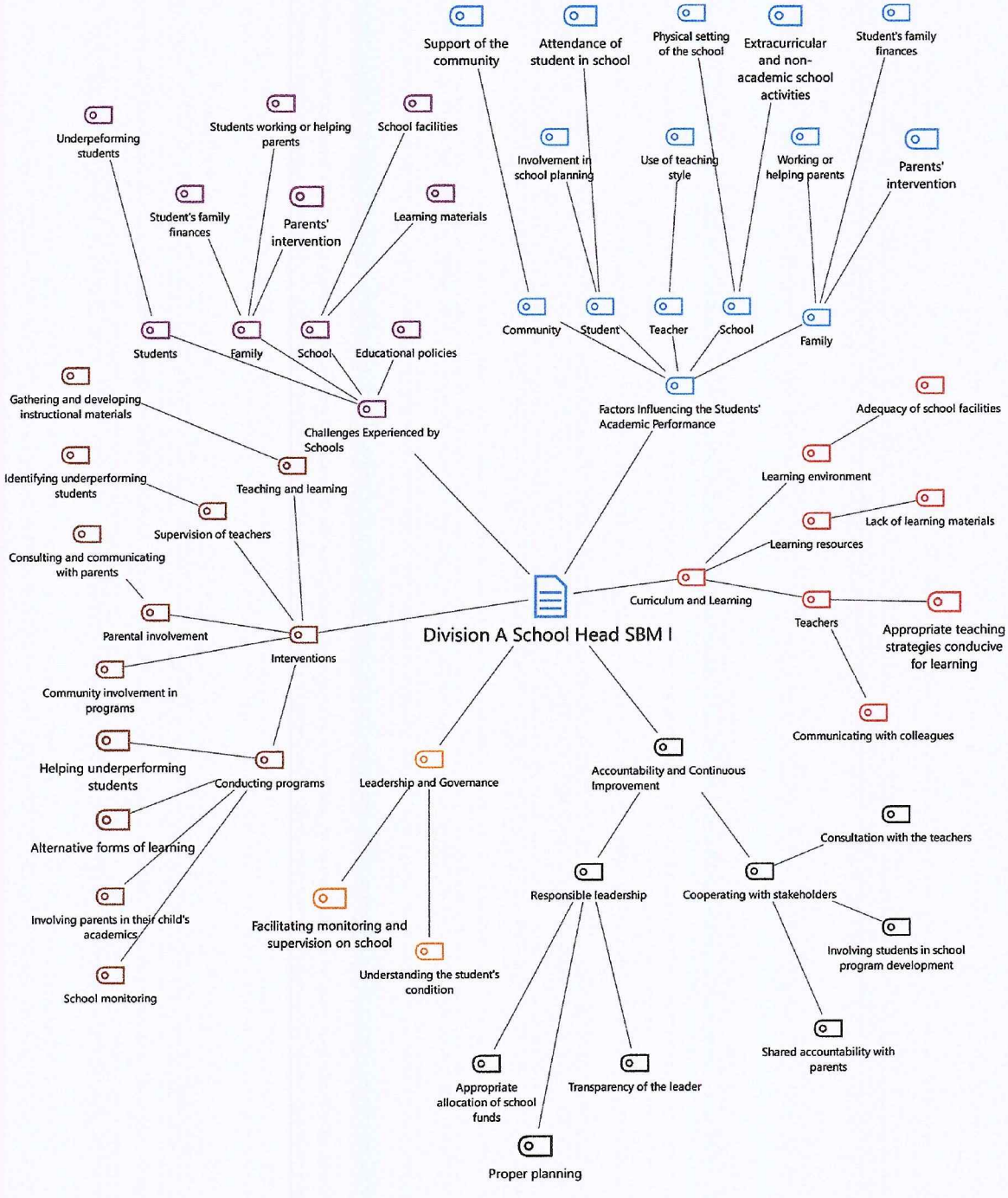

Figure 3. Individual Case Analysis of Division A School Head, SBM-I

Principle 1: Leadership and governance. The participant does not use any form of intimidation to force students to go to school. He believes that by making the school attractive, you can entice the students in attending school. This is the participant's style in his monitoring and supervision of the school. This also relates to understanding the context of the student as they participate in school.

Principle 2: Curriculum and instruction. When asked what the school's curriculum did for the students' performance the participant answered they implemented the shifting of classes. Morning shift students claimed this as an advantage in their school life because they can do their errands in the afternoon.

Principle 3: Accountability and continuous improvement. In some meetings, the members of the student council are invited to join the teachers to ask their input and share ideas. They also invite the parents of the students.

Principle 4: Management of resources. When it comes to managing the school funds, school staff are asked for a proposal for school activities that involve money to properly distribute the money and supplies.

Division A School Head SBM II. The participant was identified as a 40-year old male principal. They have 4 years of experience as a principal. The figure below (Figure 4) shows a summary of the participant's responses and is elaborated by the discussions of it.

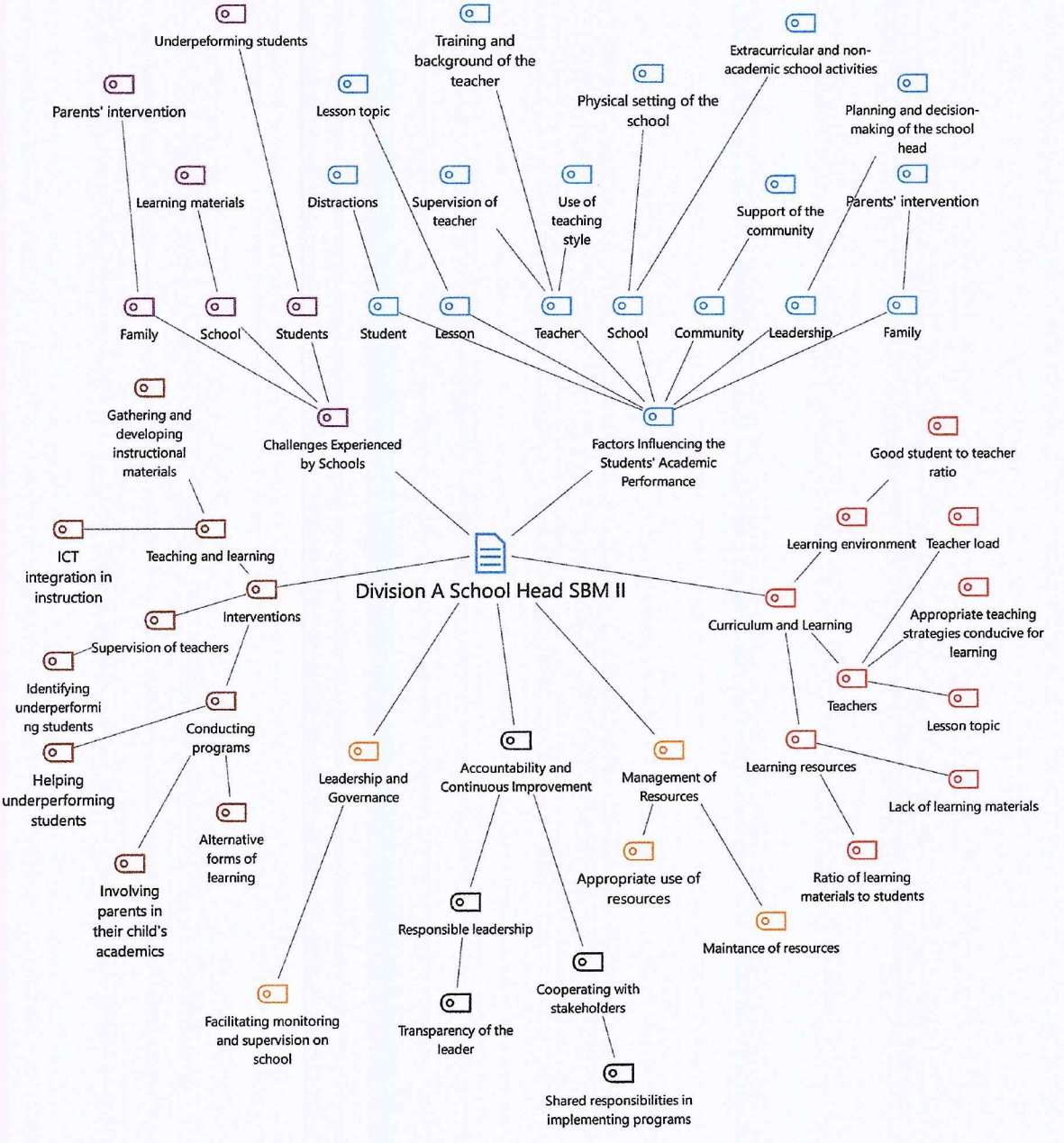

Figure 4. Individual Case Analysis of Division A School Head, SBM-II

Factors influencing students' academic performance. The participant stated that by closely monitoring classes they can make learning more efficient. Also, ICT integration made students more interested when gadgets and technology were involved.

Challenges experienced by schools. The participant disclosed that some students are non-numerates when transitioning from elementary to high school. They also need learning materials for TLE in grades 7 to 10. The teachers remedy this by using the internet to research and download lessons. The school needs a physical library as well for students to use.

Interventions. The school conducts reviews for students that are left behind to keep them up with advanced students. The participant additionally stated their implementation of PIKO (Persistent Intervention is Key to Organization) to minimize the number of non-numerate students.

Principle 1: Leadership and governance. The participant expressed that by carefully supervising the efforts of the teachers and students they can make learning more efficient.

Principle 2: Curriculum and instruction. The participant indicated that teachers use strategies like differentiated instructions to make learning more conducive.

Principle 3: Accountability and continuous improvement. The participant says that teachers conduct remediation and are urged to repeat lessons to improve student competency.

Principle 4: Management of resources. The participant imparted that they had no trouble with finances. Their facilities were well ventilated and well lighted. He believes that school funds and donations from stakeholders should directly benefit the children.

Division A School Head Non-SBM I. The participant was identified as a 48-year old male principal. He has been an educator for seven years.

Factors influencing students' academic performance. Based on the data gathered, the participant indicated that students miss classes to work and provide for their families. The children work as fishermen during the night and are exhausted to attend class in the morning.

Challenges experienced by schools. The participant identified that the overall average for the 7th grade MPS was under passing. This underperformance of the students was attributed to the financial condition of their families. Students are also challenged to attend class due to the distance and terrain they traverse to get to school.

Interventions. The participant mentioned home visits to check up on students missing class. The school offered counseling and guidance to encourage students to attend school. The teachers provided food to students who have no lunch money as well.

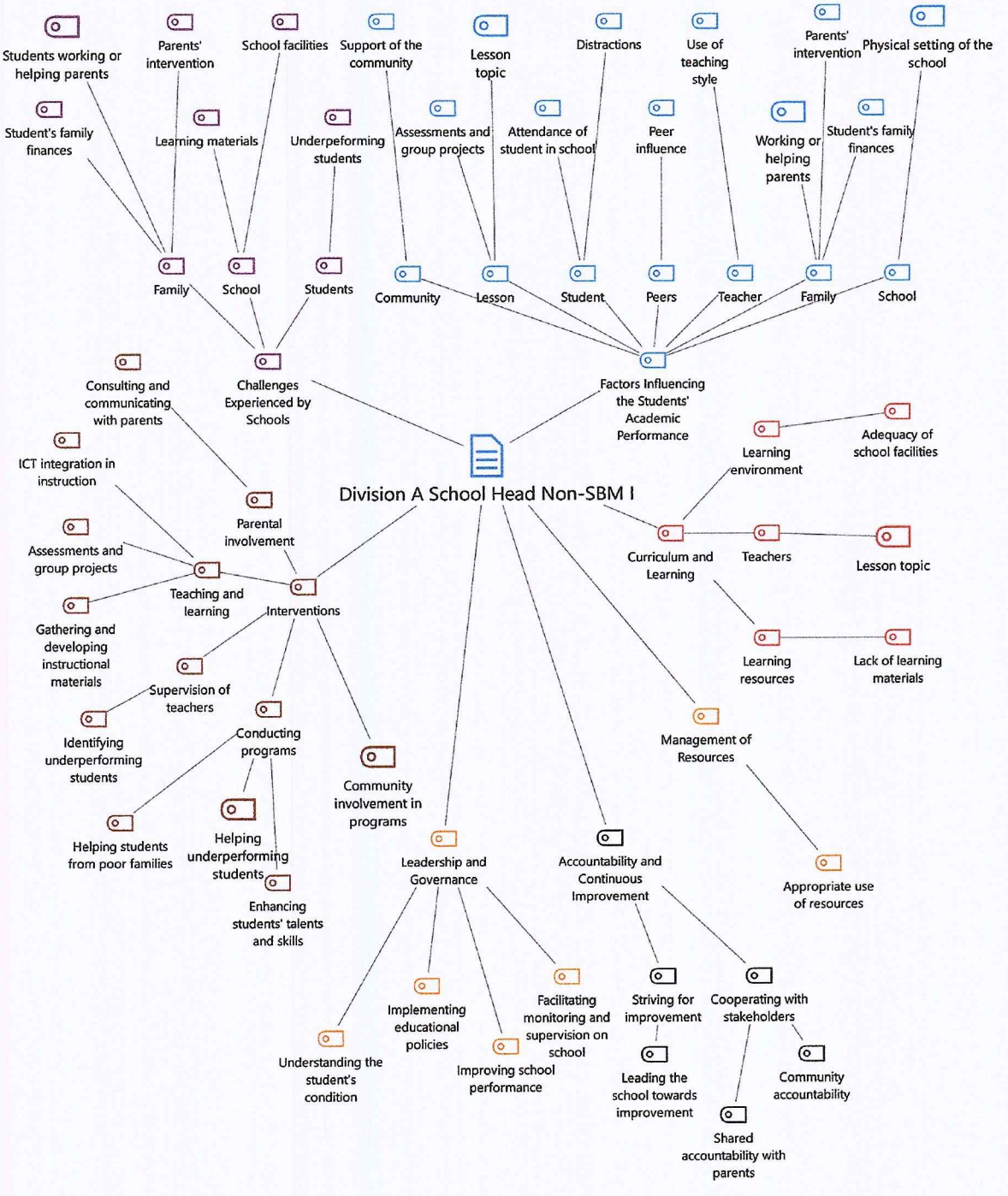

Figure 5. Individual Case Analysis of Division A School Head, Non-SBM-I

Principle 1: Leadership and governance. Despite being new to the position of the school head, the participant is a firm believer in enriching students' learning through participation and attendance and collaborating with the local community.

Principle 2: Curriculum and instruction. The participant divulged that the school lacks provision for books. They allow the students to use the internet for research. Also, the teachers use strategies like localization and contextualization to compensate.

Principle 3: Accountability and continuous improvement. The participant stated they conducted remediation and make-up classes to students. He also said they take personal care of their students whenever they are at school. They offer financial aid with the help of the barangay officials when needed.

Principle 4: Management of resources. When asked if the school provided school supplies, the participant answered that the teachers receive the resources to utilize in class. The participant also says they lack classrooms. Furthermore, they need a research laboratory, auxiliary offices, libraries, and standard ICT.

Division A School Head Non-SBM II. The participant is at a Head Teacher rank, with 27 years of experience in the academe. Figure 6 shows a summary of his case and the discussions below elucidate his perception of it.

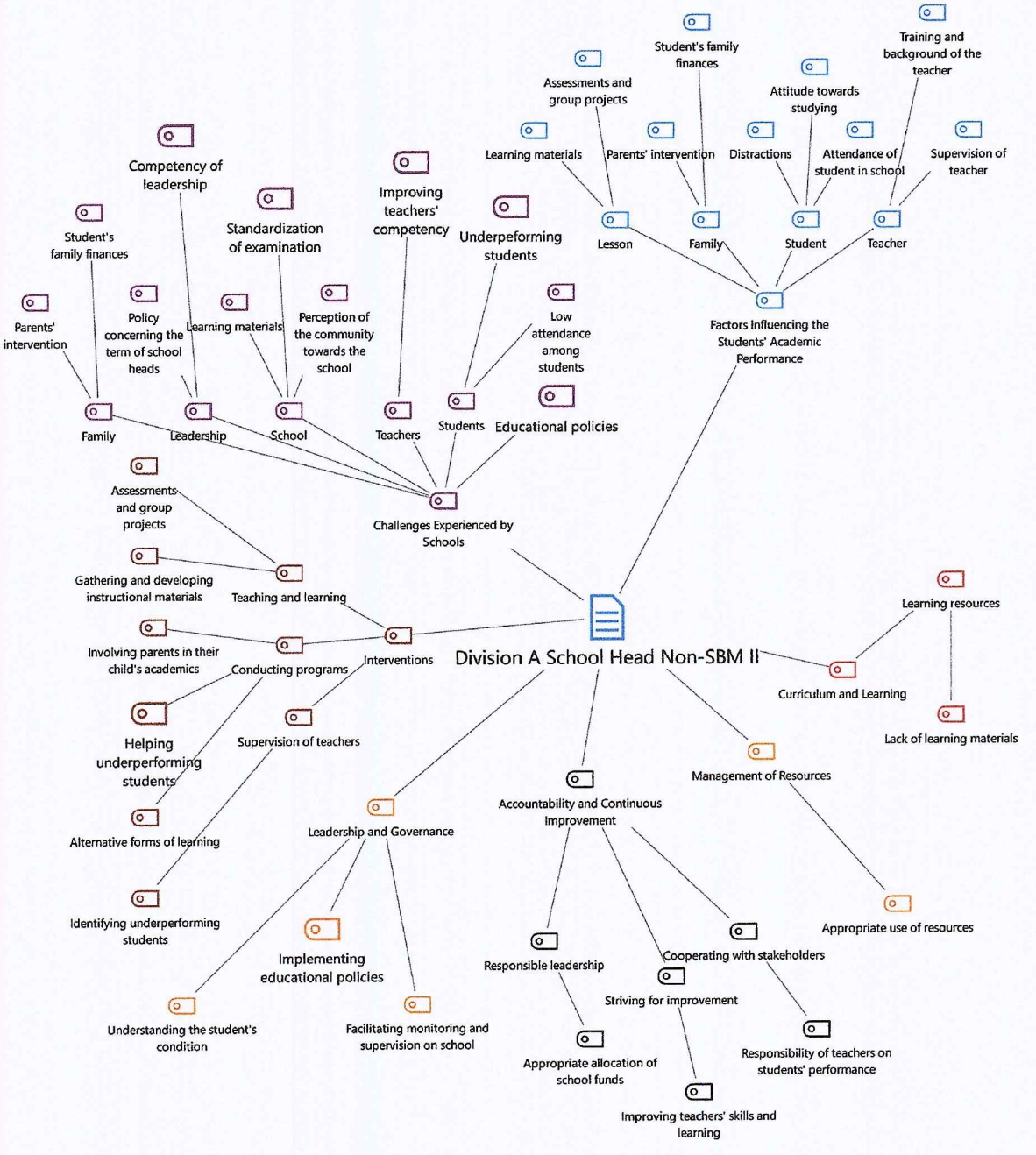

Figure 6. Individual Case Analysis of Division A School Head, Non-SBM-II

Factors influencing students' academic performance. The participant pointed out some students do not attend class but come during examinations. This leads to a spike in underperforming students. Another factor the participant said was the socio-economic status of the students' families. Most of their families are fishermen and are barely able to get by with their needs.

Challenges experienced by schools. The participant mentioned that the MPS average of the school was below average standards. Besides, the participant says the school is considered a lower class compared to other schools. Furthermore, the school lacks enough classrooms to teach in. The school started implementing shifting of classes to accommodate its students.

Interventions. The participant mentioned they made home visits to their students and coordinate with their parents to encourage them to attend class. On Fridays, the school offered peer tutoring led by the student council.

Principle 1: Leadership and governance. The participant believes in upholding standards for tests and the method of teaching. He aims to improve the literacy and numeracy of the students to prepare them in their next transition.

Principle 2: Curriculum and instruction. The participant elaborated that the school is lacking learning materials that are up to standard. He

added that students are left behind in their learning when compared to other schools with better learning materials. They remedy this problem by using the internet to download e-books that are up to par with the curriculum guidelines.

Division A School Head Non-SBM III. The participant was identified as a female school principal with a Head Teacher I rank. Figure 7 shows her responses and the discussions below summarize the interview.

Factors influencing students' academic performance. The participant mentioned the parents as a factor affecting the students. She deduced that parents are probably neglecting their duty to encourage their children to study. Additionally, the students are distracted by their mobile phones. Rather than study, they use it for other purposes.

Challenges experienced by schools. The participant noticed that students are giving extra-curricular activities more attention than their main subjects.

Interventions. The participant mentioned calling the parents when their children's performance is being affected by other activities in school.

Principle 1: Leadership and governance. The participant conducts monthly meetings with the teachers. She is perceptive to comments from both the teachers and students. She believes in listening to concerns rather than reprimanding the students.

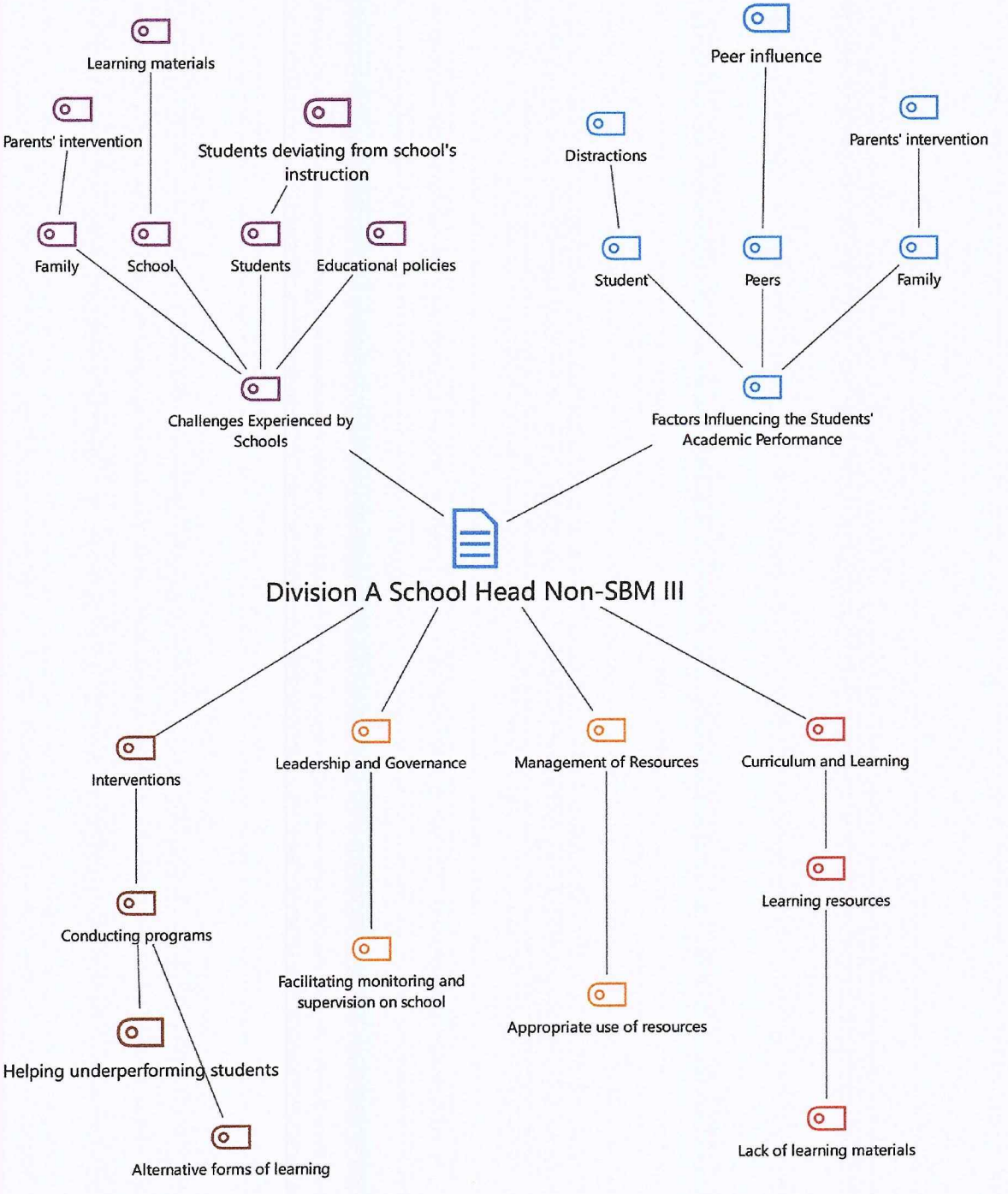

Figure 7. Individual Case Analysis of Division A School Head, Non-SBM-III

Principle 2: Curriculum and instruction. The participant stated that the curriculum, despite being STEM, still has its problems. The students prefer extra-curricular activities and it impacts their academics.

Principle 4: Management of resources. The participant pointed out their lack of textbooks. The teachers make use of the photocopiers in the school to distribute the photocopied material to the students. Furthermore, she says they lack enough classrooms and are forced to shift their classes.

Division B School Head SBM I. The participant was identified as a male Principal. The discussions and the figure (Figure 8) below highlight his responses during the interview.

Factors influencing students' academic performance. The participant pointed out their lack of classrooms. The students are forced to share their room with other students which causes overcrowding.

Challenges experienced by schools. The participant mentioned the financial situation of the students. Some of them also live in distant barangays.

Interventions. The participant stated they conduct home visitations for students that are absent for five consecutive days. They ask the parent what their situation at home is. The teachers are also participating in a "adopt a child" program to help children with tight financial problems.

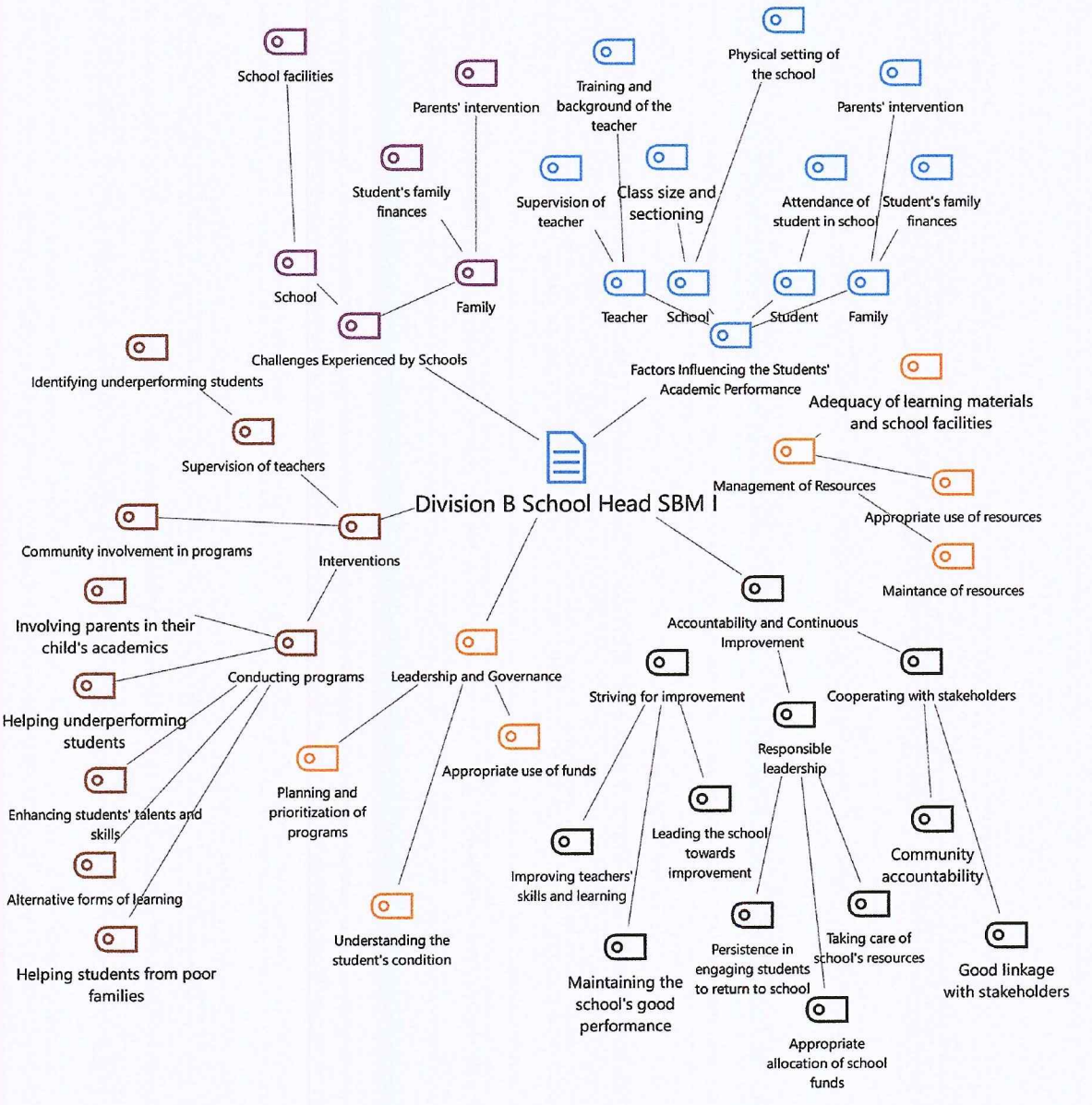

Figure 8. Individual Case Analysis of Division B School Head, SBM-I

Principle 1: Leadership and governance. The participant aims to enhance the students' performance through special programs. He believes through encouragement from the school's teachers this can be achieved.

Principle 2: Curriculum and Instruction. The participant stated the school has a SPA program for the arts. This is part of the school's goal to enrich the students' learning in the arts. Also, the school offers the Open High School program for students with special cases.

Principle 3: Accountability and continuous improvement. The participant mentioned that they maintain a zero-drop rate. They carefully engage with their students even if they moved to other areas of the country. Also, the participant mentioned the "Kamusta Ka, Kaibigan" program which aims to save students from dropping out.

Principle 4: Management of resources. The participant divulged that they rely on the funds for repairs from the division office. Furthermore, the senior high classrooms are equipped with televisions. In junior high, the teachers are volunteering to bring their television.

Division B School Head SBM III. The participant was identified as a male Principal. Figure 9 and the subsequent discussions elucidate the case at hand.

Factors influencing students' academic performance. The participant mentioned the financial situation of the student as a factor. Also, he stated that some of the students had health conditions like malnutrition.

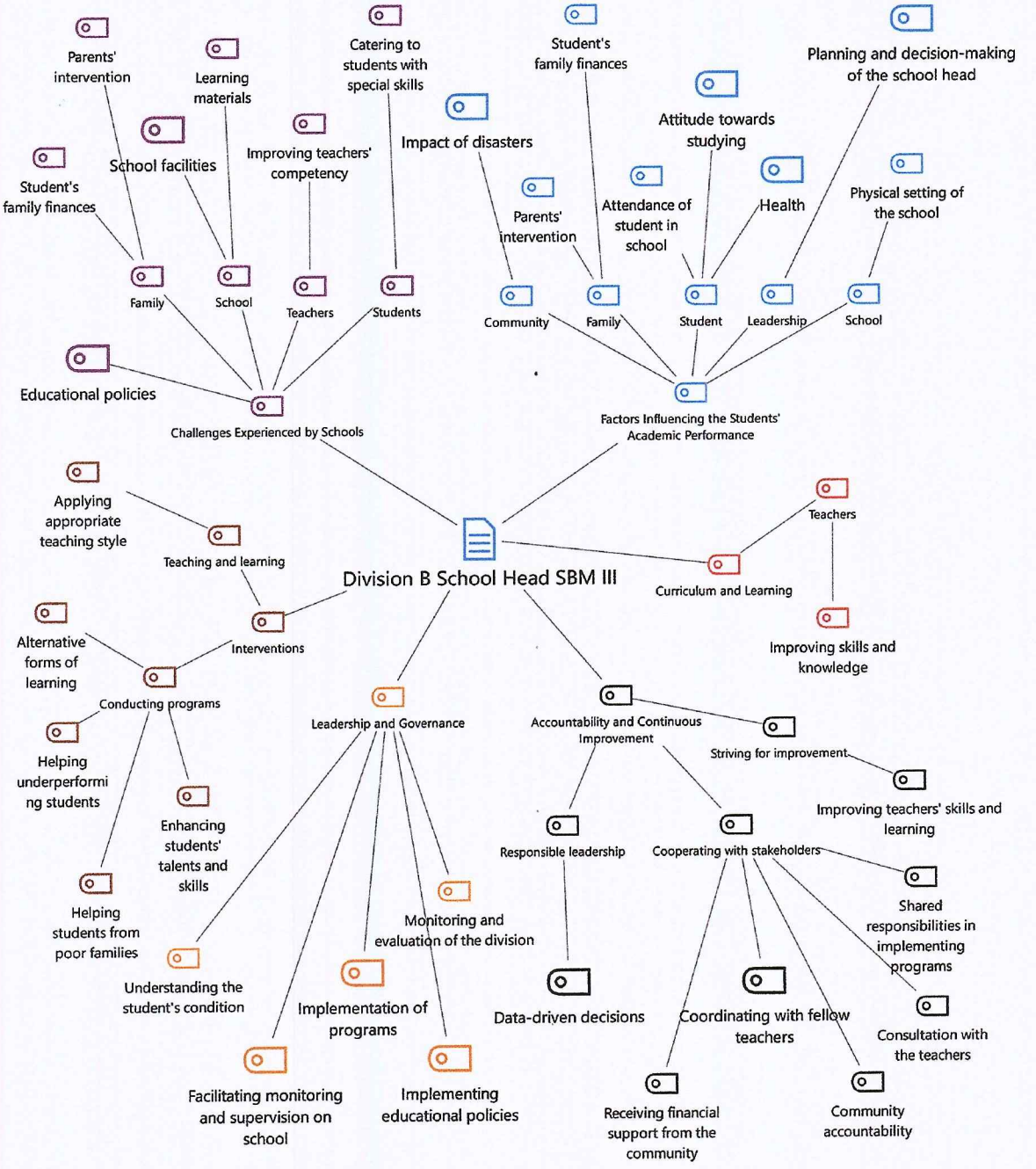

Figure 9. Individual Case Analysis of Division B School Head, SBM-III

Challenges experienced by schools. The participant mentioned that despite being in an inclusive school, the teachers are not trained to handle students with disabilities, gifted children, and multi-talented children.

Interventions. According to the participant, on Fridays, the school offered RRE (Remediation, Enrichment, and Enhancement) as well as ALS (Alternative Learning System) for special cases of students to continue their improvement in their studies.

Principle 1: Leadership and governance. The participant believes in properly building relationships with their teachers. He considers their needs and is adaptive to their feedback. Also, they conduct performance monitoring and evaluation.

Principle 2: Curriculum and instruction. The participant stated that close observation and monitoring is key to maintaining quality teaching. According to him, the master teachers provide technical assistance to other teachers.

Principle 3: Accountability and continuous improvement. The participant mentioned they gather and analyze data and interpret them for the programs they have implemented. By identifying the problem based on the data, they can determine the weakness and implement a better program much suited for the enhancement of the students' learning.

Division B School Head Non-SBM I. The participant was identified as a 63-year old female principal. They have been in service for 25 years. Figure 10 and the following elucidations show the response of the participant.

Factors influencing students' academic performance. The participant made note that every quarter they give recognition to their students to encourage them to do better in school. She also mentioned coordinating with the parents if they find out their children were having problems.

Challenges experienced by schools. The participant mentioned that 60.00 percent of students are beneficiaries of the *Pantawid Pamilyang Pilipino Program* (4Ps). She also specified their need for learning materials.

Interventions. The participant mentioned they staged an intervention with the local police when they heard of delinquency happening in their school. With the support of the police, the students cooperated along with the parents.

Principle 1: Leadership and governance. The participant believes in maintaining good camaraderie with their fellow teachers. Also, she believes in giving recognition and incentives to high achieving students to encourage others to do better.

Principle 2: Curriculum and instruction. The participant mentioned using contextualization to make it easier for students to understand their

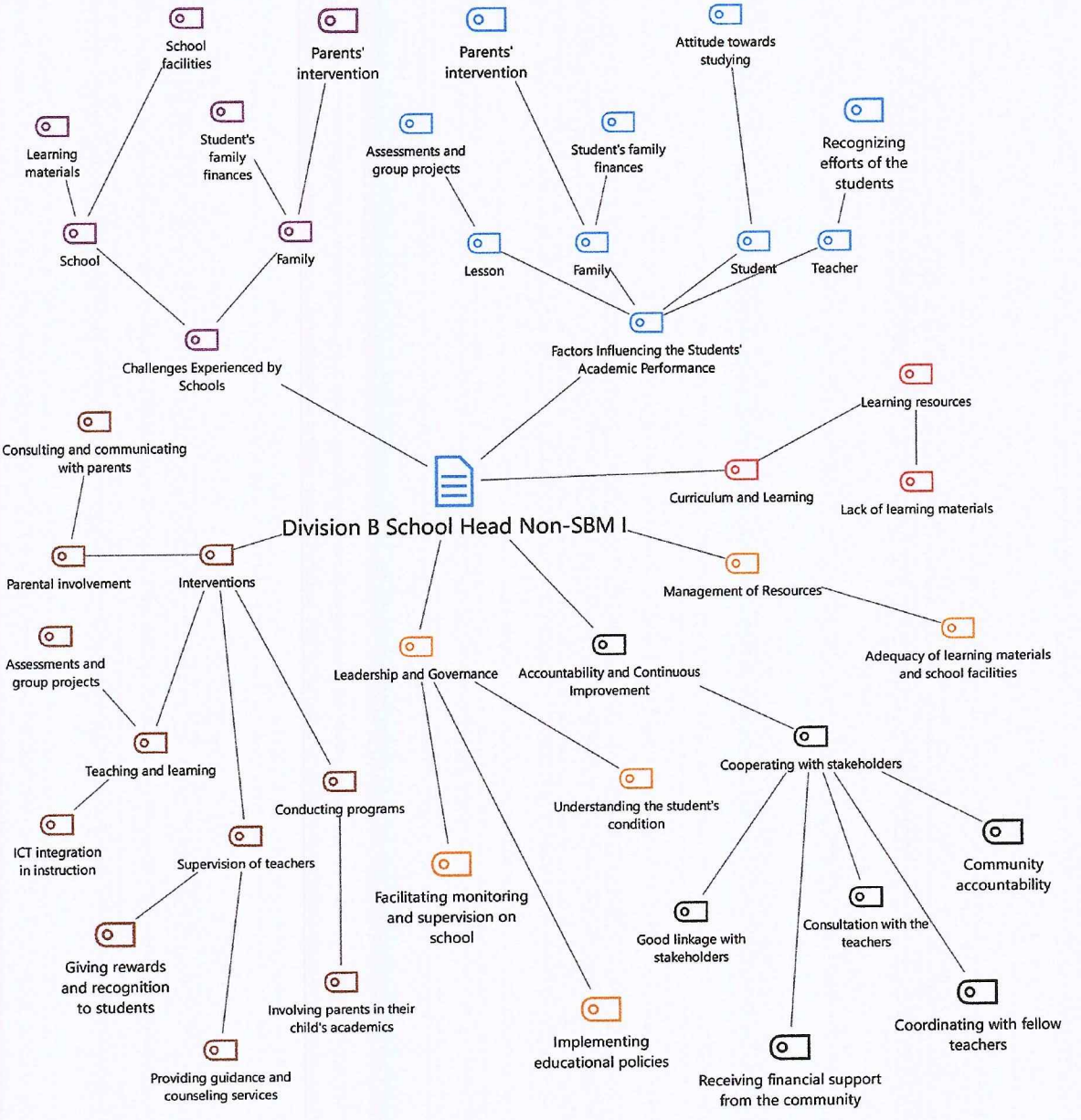

Figure 10. Individual Case Analysis of Division B School Head, Non-SBM-I

subjects. When it came to the topic of learning materials, the participant stated they are lacking. They make use of the internet to download topics.

Principle 3: Accountability and continuous improvement. The participant shared they cooperated with the local government and their barangay to have access to clean water. She mentioned their new building now has a reservoir in case of a fire.

Principle 4: Management of resources. The participant said that the LGU stakeholders provided them with a year's worth of school supplies. Besides, they were also granted a school bus for students living in distant barangays.

Division B School Head Non-SBM II. The participant was identified as a 48-year old female principal. They have been working in the education system for 25 years. The responses are summarized through Figure 11 and are discussed further through the sub-sections.

Factors influencing students' academic performance. The participant stated the main factor affecting the students was the equipment and learning tools in class. She believes that students are more perceptive to learn if they had better learning materials. Besides the equipment, another factor she stated was the economic status of the student.

Challenges experienced by schools. The participant mentioned the situation of students in their home as a challenge. Also, many of the students are in broken families. This directly affects their attitude in school.

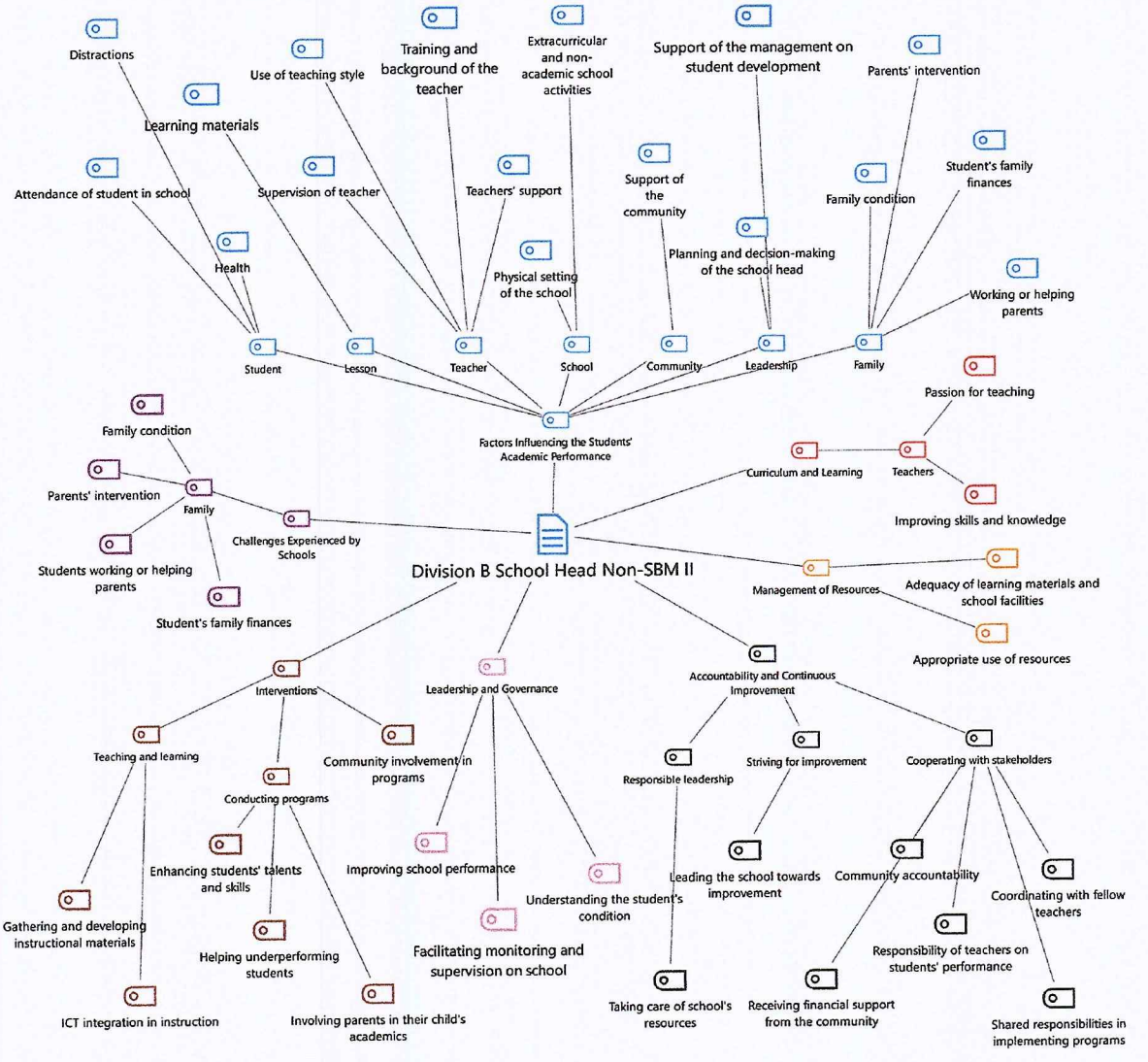

Figure 11. Individual Case Analysis of Division B School Head, Non-SBM-II

Interventions. The participant pointed out that every Friday the school has an activity for the different clubs. This is part of the enrichment and enhancement program the school implemented.

Principle 1: Leadership and governance. The participant is a firm believer that students cannot learn well unless they are in a very conducive environment. Additionally, the school gives recognition to its well-performing students. The school also did quarterly or monthly follow-ups with the parents to update them and gain their feedback.

Principle 2: Curriculum and instruction. The participant mentioned that teachers here are very competent at their job. The school sends its teachers for leadership training and seminars so that they can apply the training they learned in school.

Principle 3: Accountability and continuous improvement. The participant pointed out the school has implemented different programs and activities in school. The school has organized committees for child protection policy, for scouting, and the athletes.

Principle 4: Management of resources. The participant mentioned they are a recipient of World Vision. They helped the school develop a vegetable garden and other classrooms. Besides, they were provided with a school library.

Division B School Head Non-SBM III. The participant was identified as a 27-year old female principal. They have been in service for six years. Figure 12 shows the case analysis, followed by its discussions.

Factors influencing students' academic performance. The participant pointed out the health conditions of the students as the main factor affecting the students' performance. Because of their economic condition, the student's health is impacted, and they become less perceptive in school.

Challenges experienced by schools. The participant stated because there is no assistance given by the government, the children are forced to work and provide for their families. This contributes to their low performance and the overall rating of the school.

Interventions. The participant mentioned home visitations to encourage students to return to school. Besides, the school offered remediation for students.

Principle 1: Leadership and governance. The participant elaborated that it is necessary to have the support of the teachers to facilitate the different programs implemented in the school.

Principle 2: Curriculum and instruction. The participant mentioned a stakeholder in the school that provided them with a library (Project Libro). They conduct the visitation every Tuesday and Thursday.

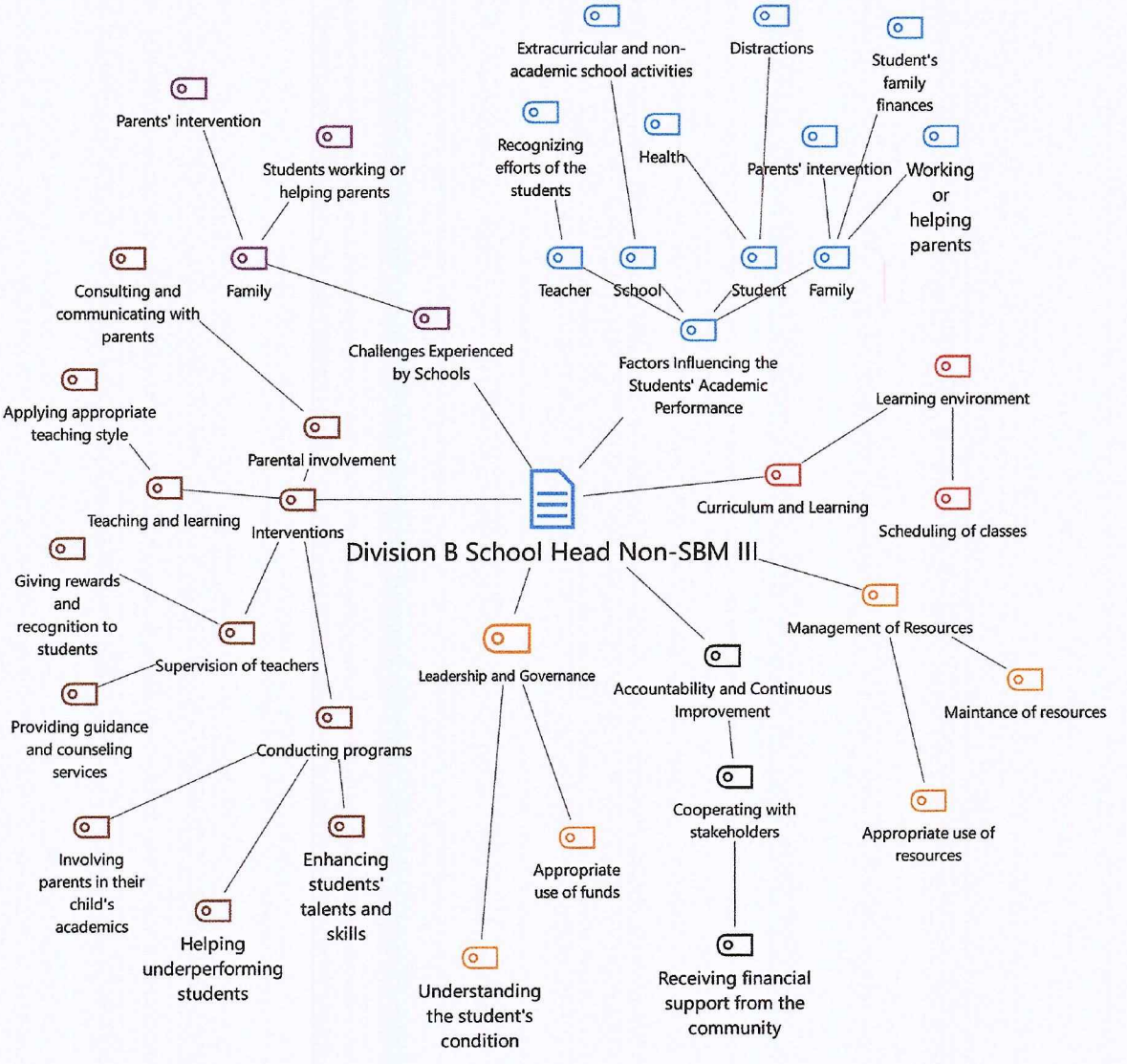

Figure 12. Individual Case Analysis of Division B School Head, Non-SBM-III

Principle 3: Accountability and continuous improvement. The participant mentioned that they cooperated with the parents in the event of bullying happening in the school. This also applies whenever some delinquency is happening that involves the children.

Principle 4: Management of resources. The participant indicated that the mayor is allocated a budget for supplies annually. Also, the teachers contribute their supplies to the school.

Cumulative Case Analysis of School Head Participants. The table is shown (Figure 13) is a collection of all of the responses of the School Head participants, and the intersections of the different themes that arose in the analysis (The same figure is appended for visibility, and is printed in a larger scale. See Appendix B).

Factors Influencing Students' Academic Performance. Many participants concurred that student's attendance, intervention, or involvement of the parents' in the child's schooling, the physical setting of the school, and students' distractions in studying as the key factor affecting their academic performance.

Other factors include the training and background of the teacher, the teaching style they use, and the assessment and group projects they give to the students.

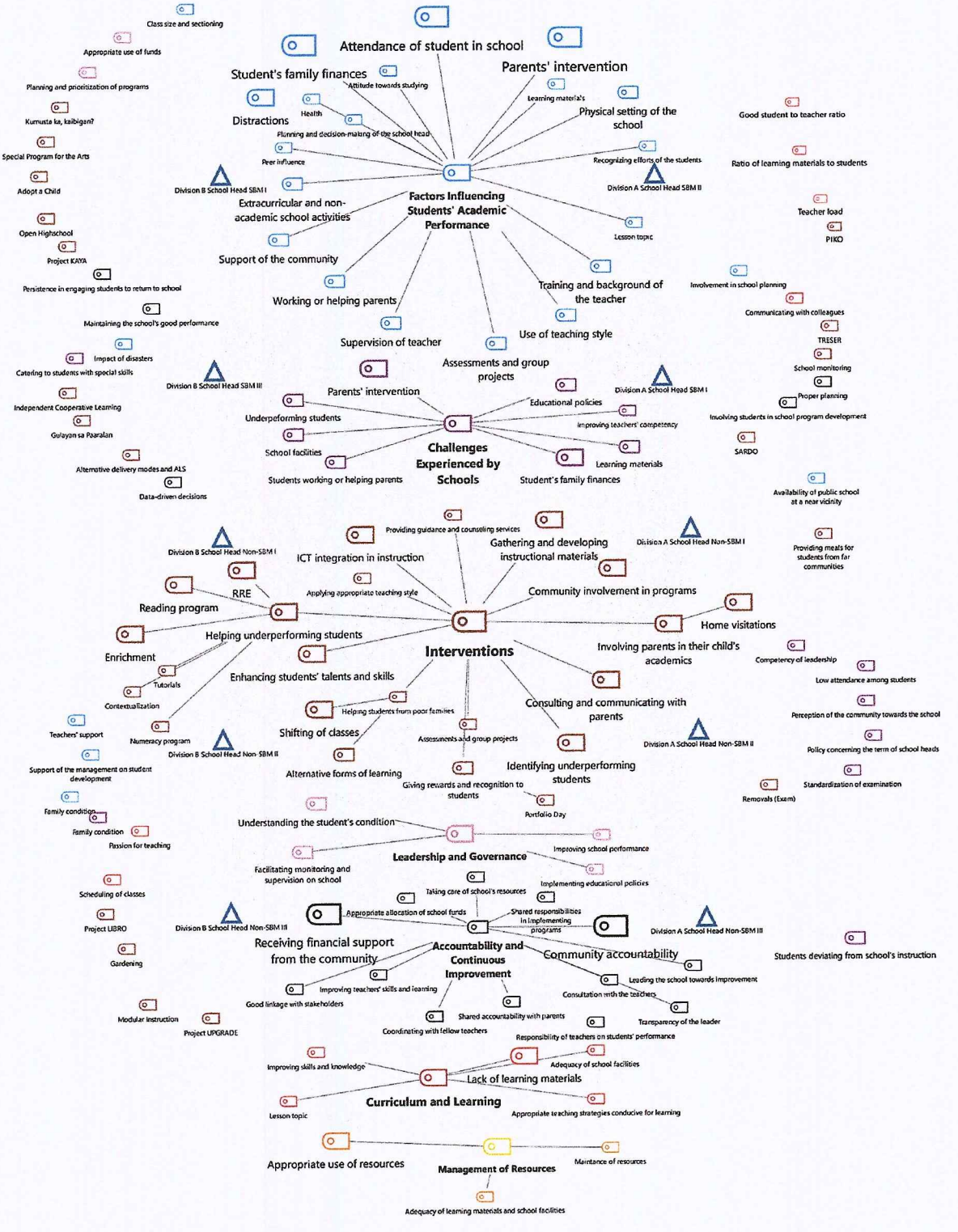

Figure 13. Cumulative Case Analysis of School Head Participants

Challenges Experienced by Schools. The schools find the involvement of the parents and their economic status are among the challenges they experience in helping their students achieve better in school. School's facilities and learning materials, and implementing educational policies is also a challenge for these academic institutions.

Interventions. Due to these challenges faced by schools, programs, and other means were developed to address them. One of which is gathering learning materials on the Internet and integrating ICT in instruction. Schools have also crafted programs to help underperforming students such as RRE, literacy and numeracy programs, and enrichment. Parents are also involved in their child's academics through home visitations for students at-risk for dropping out.

Principle 1: Leadership and Governance. The leadership and governance of the school help students' academic performance. Through this facet, the school head can understand the students' condition, implement programs and policies, and functions to supervise and improve schools' performance

Principle 2: Curriculum and Instruction. The facet of Curriculum and Instruction, in the context of the schools' function, helps students perform better through the availability of learning materials, and facilities to accommodate students. Strategies used in teaching and discussing the lesson topic help students in achieving better in school.

Principle 3: Accountability and Continuous Improvement. Accountability and continuous improvement concern the responsibilities in implementing and monitoring school programs. Among the impacts of this facet on students' academic performance is receiving financial support from the community in realizing programs, and the participation and ownership of the community on the programs implemented in the school.

Principle 4: Management of Resources. Appropriate use of resources is essential in helping students to increase their school performance. The adequacy of these resources and how these resources are highly essential for the students' growth.

Individual Case Analysis of Teacher Participants

Division A Teacher SBM I. The participant was identified as a 25-year old female teacher. She has been a teacher going three years now. The figure (Figure 14) articulates the summary of the case and is elucidated in the subsequent discussion.

Factors influencing students' academic performance. The participant expressed that some students lack interest in the school's activities and are therefore hindered in learning. She attributes this to their readiness in transitioning into high school students. The participant also mentioned familial issues affecting the performance of the students, one of which was the untimely death of family members.

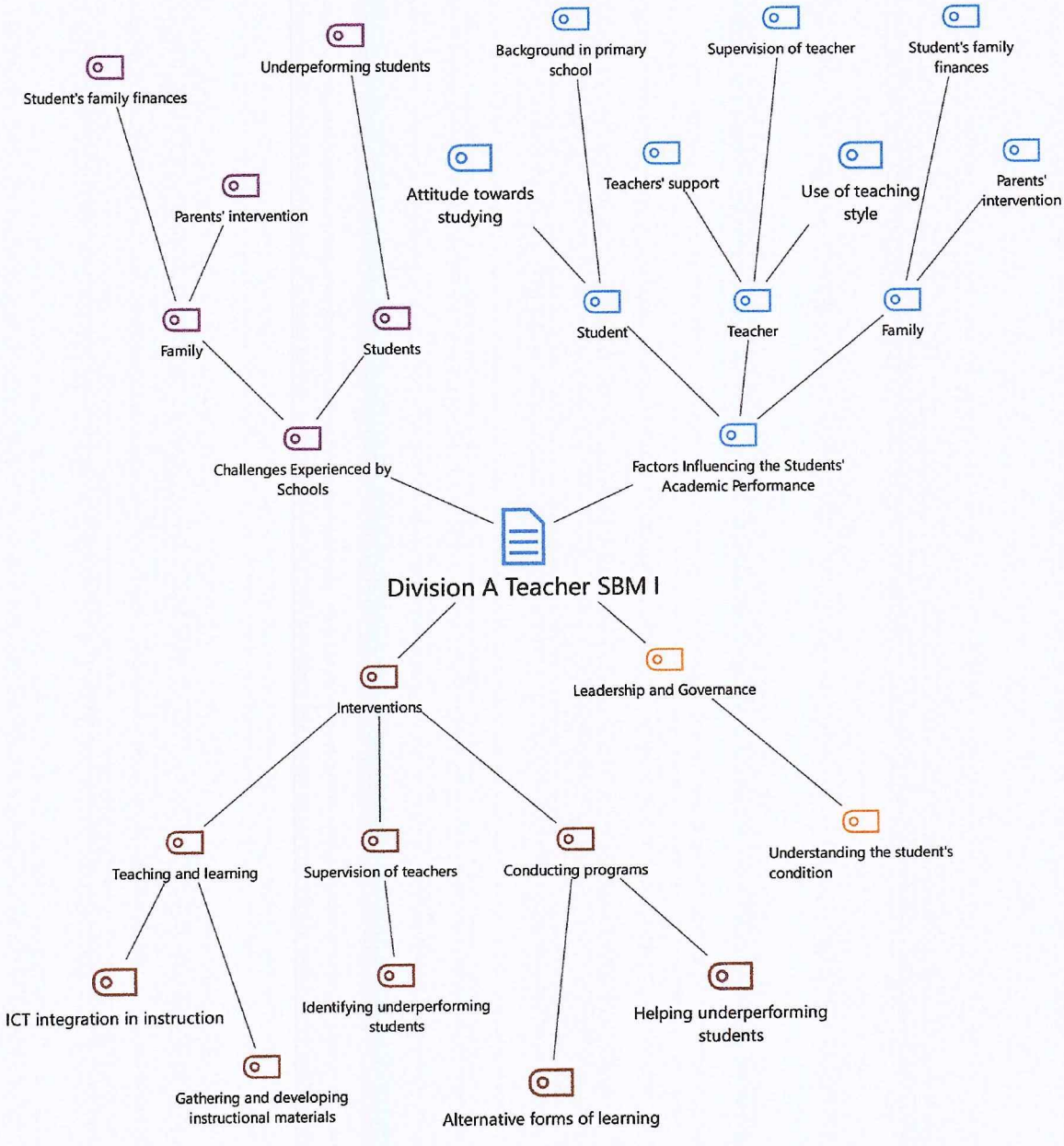

Figure 14. Individual Case Analysis of Division A Teacher, SBM-I

Challenges experienced by schools. The participant pointed out students' lack of interest in their classes as a prevalent issue.

Interventions. The participant mentioned that they made home visits to check the situations of their students at home. In doing so, this determines if there are any factors at home that affect the students' performance.

Principle 1: Leadership and governance. During class, the teacher gave attention and recognition to her students. She offered guidance whenever students made mistakes. She believes that by showing attention they become more proactive in class.

Principle 2: Curriculum and instruction. Because students lacking interest is a common challenge, teachers are using different strategies to make them more engaged in class like hands-on activities.

Principle 3: Accountability and continuous improvement. The participant disclosed that the school offers remediation for working students to keep them up to date with lessons they might be missing. She also mentioned a program that placed non-readers into a group of readers to boost their performance. In addition to this, the teachers provided one-on-one and peer tutoring to possible failing students. This way their engagement with learning is increased.

Principle 4: Management of resources. The participant shared that the school has an e-classroom. The room offered students five tablets to use.

Furthermore, a Wi-Fi connection is available for students to access for free. The teachers also have their Wi-Fi connection to use for research and downloading video materials.

Division A Teacher SBM II. The participant was identified as a 40-year old male teacher. They have 12 years of experience as a teacher. The participant's responses are discussed and mapped through Figure 15.

Factors influencing students' academic performance. The participant indicated that a sizeable number of children are working to provide for their families. He attributes this as a huge factor in their performance.

Challenges experienced by schools. The participant stated that because many of the students are working, they tend to miss classes. Other students also live in far distances that they resort to walking just to get to school.

Interventions. Since the participant's class was more instructional, he opted to use the mother tongue rather than English as a strategy to make it easier for students to learn. He noticed the effectiveness of this strategy as their retention increased.

Principle 1: Leadership and governance. The participant believes in actively encouraging students to continue schooling, especially those that are behind.

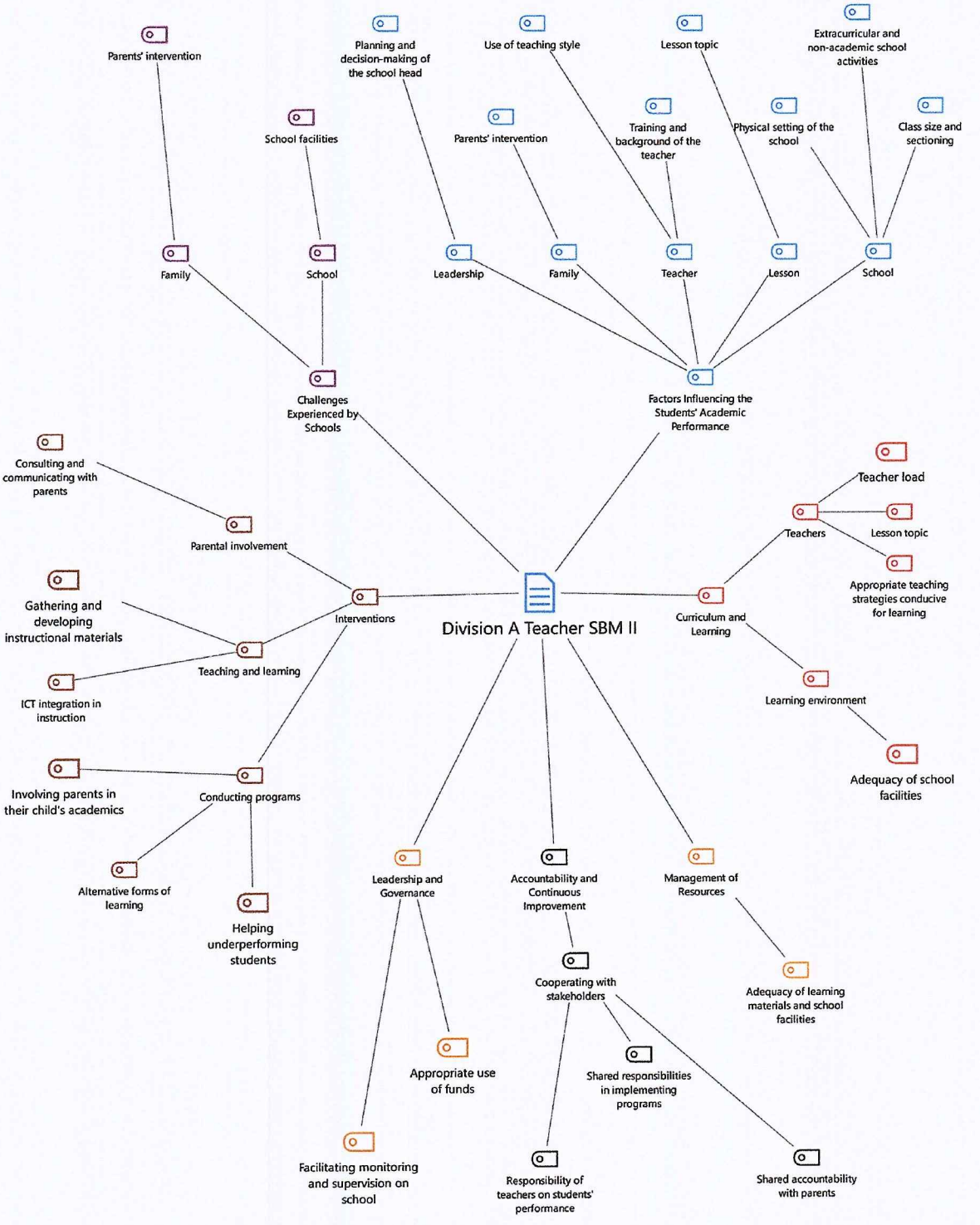

Figure 15. Individual Case Analysis of a Division A Teacher, SBM-II

Principle 2: Curriculum and instruction. The participant stated that they gather resources from the internet when they lack the necessary learning materials and contextualize it for the students. He also mentioned their schedule for classes is regular.

Principle 3: Accountability and continuous improvement. According to the teacher, when a student fails to attend school for an entire week, they conduct a home visitation. They ask about their living situation and encourage them to return to school. Furthermore, the school has its own programs for increasing the literacy and numeracy of the students.

Principle 4: Management of resources. The participant mentioned they just received a delivery of chairs for the students. Their current ratio for the student to a chair is 1-1.

Division A Teacher Non-SBM I. The participant was identified as a 30-year old male teacher with a year of experience. Figure 16 articulates the case and the discussions are expounded below.

Factors influencing students' academic performance. The participant indicated that students working to provide for their families is a huge contributing factor to their academic performance. He also says students have a hard time learning when the lessons are in English. He tried using the local language and it proved to be effective.

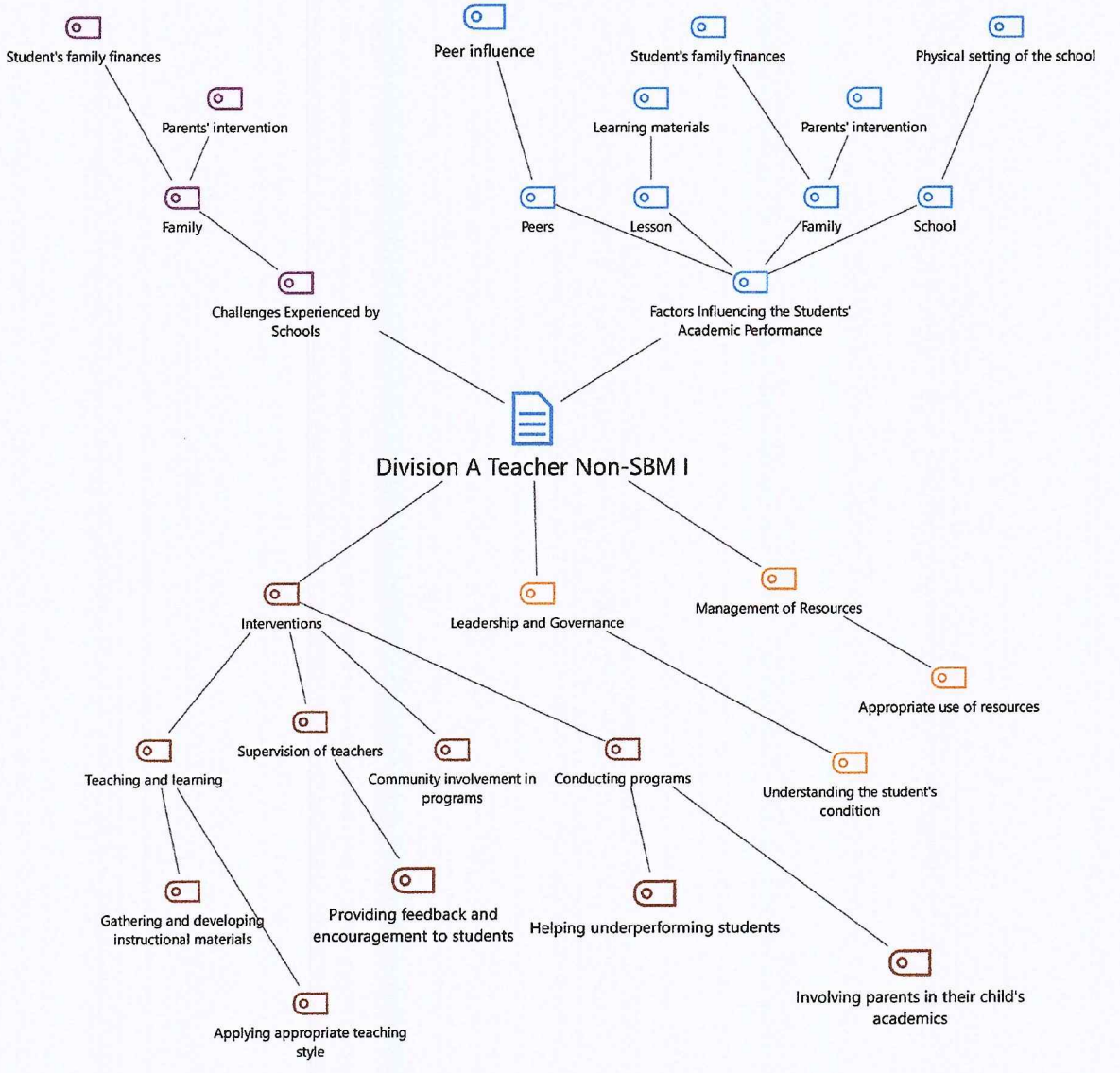

Figure 16. Individual Case Analysis of Division A Teacher, Non-SBM-I

Challenges experienced by schools. According to the participant, the location of the school proves to be a challenge for students who live far away. Children resort to walking on foot to school because there are not enough modes of transportation.

Interventions. The participant mentioned a module they designed for students to keep them up with the lessons they missed.

Principle 1: Leadership and governance. The participant indicated a program asking for feedback from the school head. The school head also encouraged students to attend class. Moreover, the school coordinated with the councilor and the education committee, along with the PTA.

Principle 2: Curriculum and instruction. When they lack learning materials, the participant used the internet for resources and transform them into something the students can understand.

Principle 3: Accountability and continuous improvement. The participant cited home visits and asking the student's parents about their situation at home. When they notice a child is being bullied, they offered guidance.

Principle 4: Management of resources. In the case of school chairs for the students, the participant says their children to chair ratio was 1-1.

Division A Teacher Non-SBM II. The participant was identified as a female teacher. Figure 17 highlights the individual case analysis and the discussions below underscore what has been elucidated in the interview.

Factors influencing students' academic performance. The participant pointed out that students' lack of interest in their academics as a contributing factor to their performance. Also, some students are working to help their families. Furthermore, she noticed some of the students are suffering from depression.

Challenges experienced by schools. During the interview, the interviewer mentioned the school failed to attain the standard for an average MPS score. The participant attributed this to the students' lack of interest.

Interventions. The participant noticed some students are cutting classes. To address this issue, the school calls the attention of the parents. This includes a home visit to determine their current living situation. She also noticed some students suffering from depression. The participant asked them how they are doing and offered to counsel.

Principle 1: Leadership and governance. The participant believes that by conducting home visits they can better understand the student's condition and determine the factors affecting their academics.

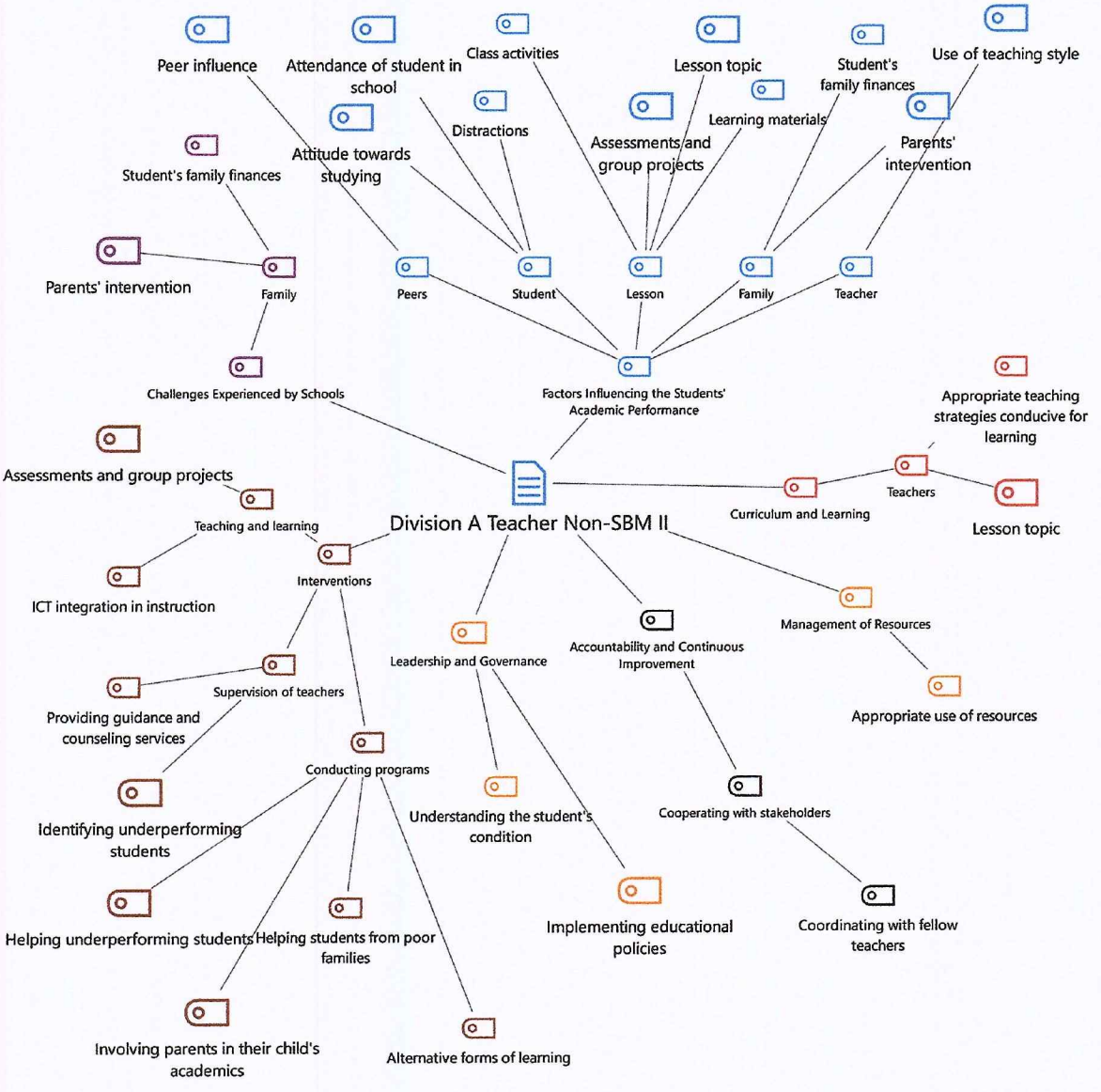

Figure 17. Individual Case Analysis of Division A Teacher, Non-SBM-II

Principle 2: Curriculum and instruction. The participant pointed out that students have difficulty in comprehending lessons in English. She says the school considers this a priority and is aiming to improve their vocabulary and literacy.

Principle 3: Accountability and continuous improvement. The participant stated the school provided modules and worksheets to students that might fail their class.

Principle 4: Management of resources. According to the participant whenever they need materials for school activities, it does not take long for their proposal to get approved and receive the materials needed.

Division A Teacher Non-SBM III. The participant was identified as a 45-year old female teacher. They have been an educator for 15 years. The figure (Figure 18) provides a view of the case analysis and is explained further through the discussions below.

Factors influencing students' academic performance. The participant pointed out the different factors affecting the students. One of these factors was family. She says that situations at home affect the behavior of their child at school. Another was peer influence. Negative peer influence is affecting how students comply with their studies. They miss out on classes and assignments.

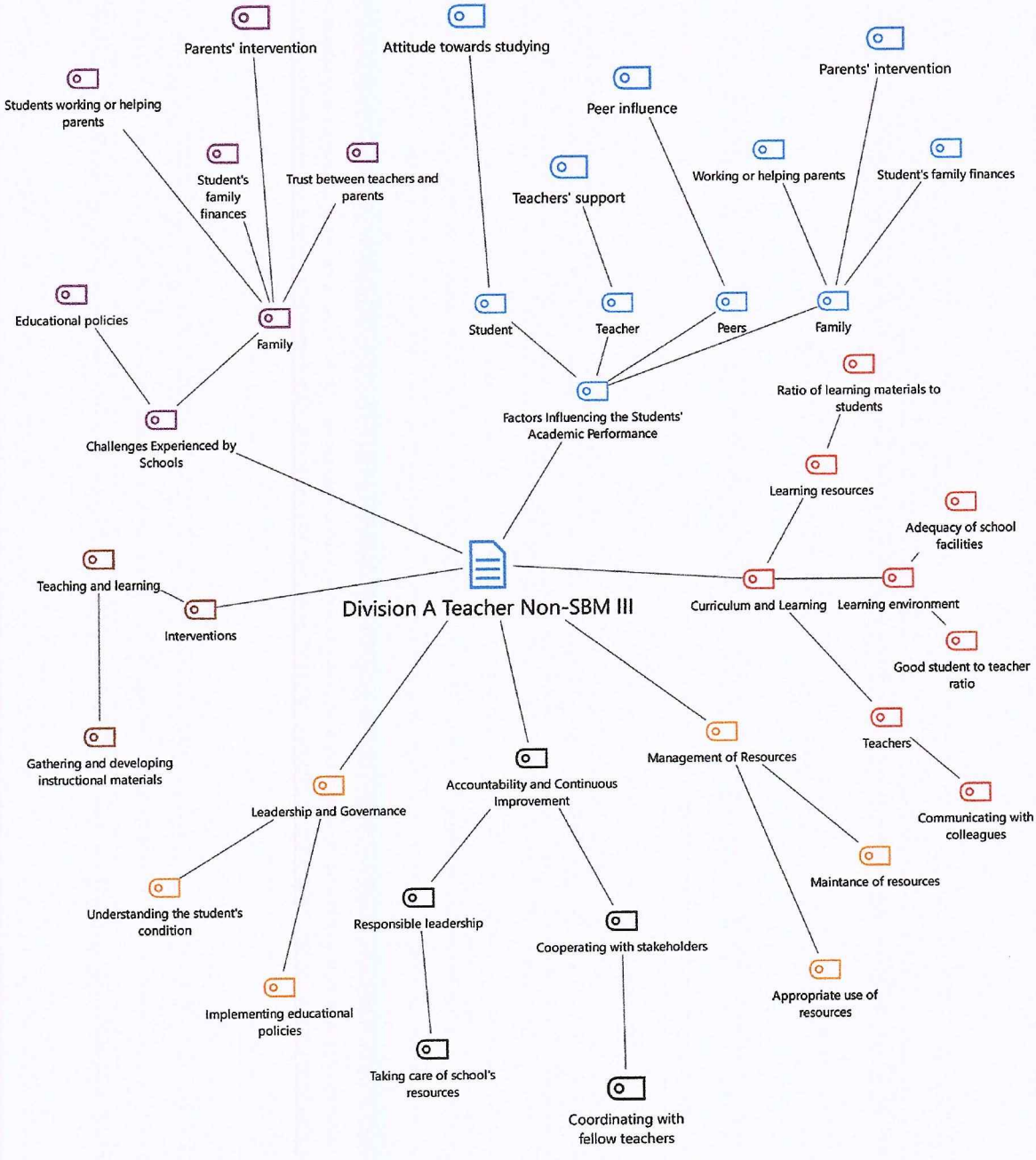

Figure 18. Individual Case Analysis of Division A Teacher, Non-SBM-III

Challenges experienced by schools. The participant indicated the location of the school as a challenge for students living in far distances. She also added that some parents are neglecting their duty to communicate with their children and encourage them in their studies.

Interventions. Whenever the participant noticed a student experiencing problems in class, she directly consults with the student.

Principle 1: Leadership and governance. The participant maintains that the students' improvement in learning was their top priority.

Principle 2: Curriculum and instruction. The participant noticed that they have the same subjects as other schools. She stated that the school is trying to add more subjects specifically science subjects.

Principle 3: Accountability and continuous improvement. The participant mentioned the class advisers are responsible for their students. When the student moves up a grade, the teachers still maintain contact with their previous students to ask how they are doing.

Principle 4: Management of resources. The participant disclosed that students sometimes use their own money to buy their supplies for school activities. She also says that even though they need books as learning materials, the students use their phones instead.

Division B Teacher SBM I. The participant was identified as a male teacher with four years of experience in the academe. Figure 19 shows the case analysis and is followed by the discussions.

Factors influencing students' academic performance. The participant indicated the economic status of the students is a direct factor impacting academic performance.

Challenges experienced by schools. The participant pointed out that because of the economic status of the students, they are undernourished. Moreover, despite receiving donations from stakeholders it is not enough to cater to every need of the school.

Interventions. The participant mentioned partnering with low performing students with higher-performing ones to boost their performance. They also conduct reinforcement and RRE. Also, they do home visitations for students who are at risk of failing their class. They also ask their parents to sign an agreement promising to guide their students in going to school.

Principle 1: Leadership and governance. The participant specified that each organization in school has its team. Those teams have their initiatives to promote their programs. Despite having their initiatives, organizations empower each other.

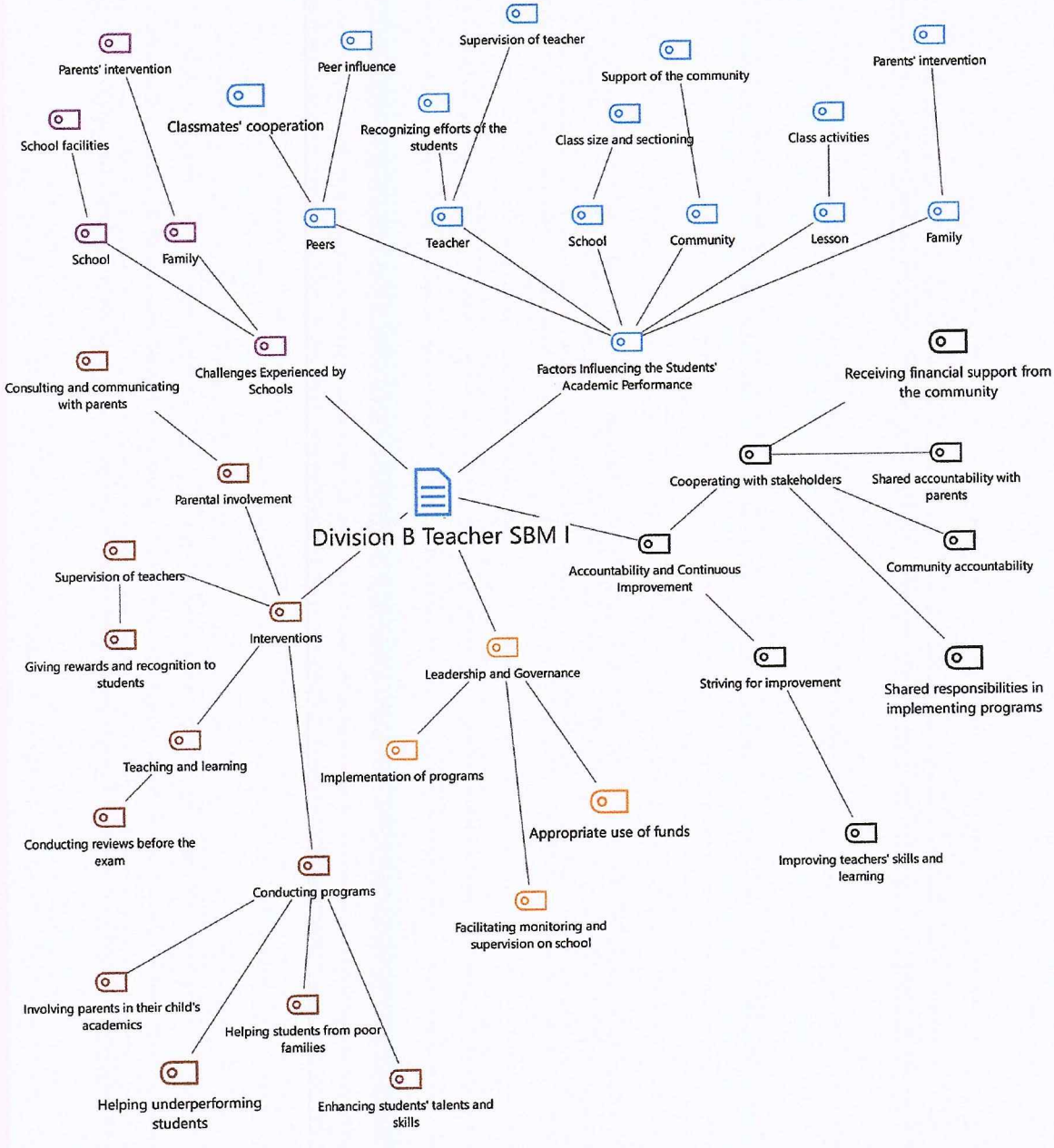

Figure 19. Individual Case Analysis of Division B Teacher, SBM-I

Principle 3: Accountability and continuous improvement. The participant mentioned a program called "Catch Me I'm Failing" which is aimed at children with families struggling financially. It is an initiative led by the teachers to adopt a student in need. Additionally, she mentioned the school conducted a feeding program for undernourished children.

Principle 4: Management of resources. The participant pointed out that the school maintains a zero-collection policy. This was a policy enacted by the previous principal.

Division B Teacher SBM II. The participant is a male teacher with nine years of experience in the academe and holds a Ph. D. in Educational Management. The subsequent figure (Figure 20) highlights the case analysis, with a discussion expounding the participant's perception further.

Factors influencing students' academic performance. The participant identifies three major factors influencing students' performance: teacher (*in loco parentis*), school leadership, and the parents. The teacher must have innovative means to deliver the knowledge and learning outcomes that the students must have. School heads, on the other hand, are considered as the captain of the ship and the lead motivator for the planning and implementation of the school. Finally, the parents must follow-up on the learnings of their child in the school, as the participant believes that the responsibility of learning must also be extended to the community.

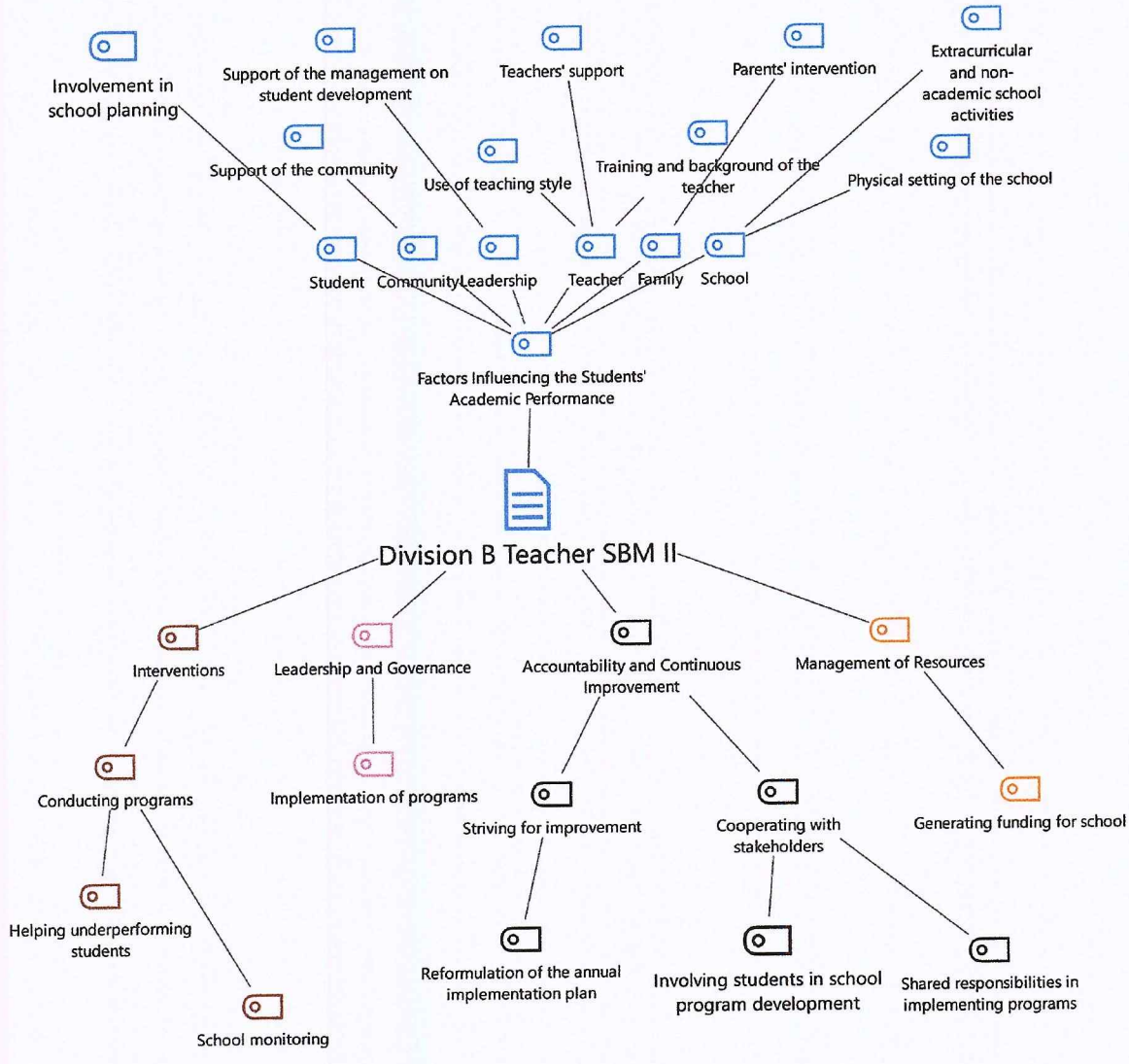

Figure 20. Individual Case Analysis of Division B Teacher, SBM- Case II

Interventions. The participant identifies the programs they conduct to address some of the issues in the school. Some of the programs they conduct are related to helping underperforming students and providing opportunities for the stakeholders to suggest for improvement through a suggestion box and the School Monitoring, Evaluation, and Adjustment (SMEA).

Principle 1: Leadership and governance. The students are involved in the decision-making process of the school through the Supreme Student Government (SSG). Other stakeholders are also involved in realizing the vision of the school.

Principle 2: Curriculum and instruction. The students also participate in the crafting of their rubrics and in reporting the different competencies and learning standards of the curriculum.

Principle 3: Accountability and continuous improvement. As previously mentioned, the school conducts SMEA as a means to identify their successes and areas of improvement which they can address in their succeeding programs.

Principle 4: Management of resources. The students are also involved in managing the school's resources through the income-generating programs they conduct, through cookery, bread, and pastries in their Technology Livelihood Education subject. The funds they gather are circulated into supporting school programs.

Division B Teacher SBM III. The participant was identified as a female 36-year old teacher. They have been in service as an educator for 10 years. The discussions below expound the case and a figure is shown (Figure 21) for the analysis.

Factors influencing students' academic performance. The participant mentioned the teaching ability of the teacher as a contributing factor to the students learning. Teachers with a master's degree are more equipped to teach. The participant pointed out that some of her colleagues are currently taking up their master's degrees. Another factor was the lack of learning resources. The participant expressed that not every student has a textbook. They remedy this problem by photocopying the books including the activity sheets.

Challenges experienced by schools. The participant stated that working students are limited in their time for school. She attributed this to their financial situation and their distance from the school.

Interventions. The participant mentioned providing modules to students that are left behind to keep them up with the other students. For working students, the school offered an Open High School Program every Friday. She also expressed the school valued extracurricular activities to enrich the students in other avenues of learning.

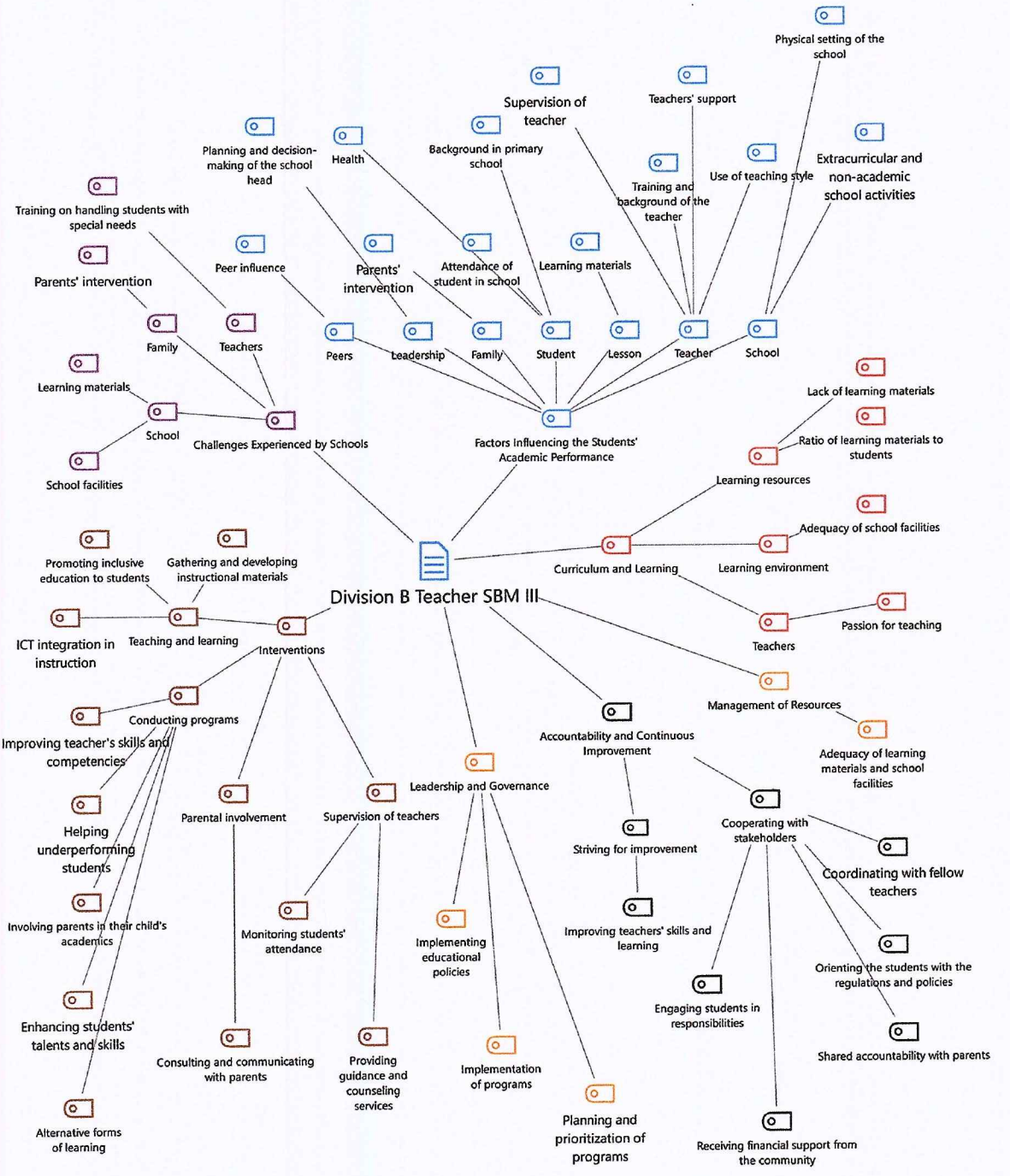

Figure 21. Individual Case Analysis of Division B Teacher, SBM-III

Principle 1: Leadership and governance. The participant stated that the school gets its policies from the central office itself. They value the mandate from the top. Everyone has a role to play in the enrichment of the students' learning.

Principle 2: Curriculum and instruction. During the implementation of the K-12 system, many parents were against it at first. According to the participant, the attitude of the parents changed. They have learned to accept the changes. She also noted that the school followed a regular schedule rather than shifting classes, and on Fridays, they offered ICL (Independent Cooperative Learning).

Principle 3: Accountability and continuous improvement. The participant mentioned the school offered seminars and orientations where the students are required to attend. They are encouraged to ask questions about the rules and regulations of the school.

Principle 4: Management of resources. The participant indicated they are well prepared to distribute school supplies whenever they need to. During exams, the children do not need to pay for their photocopies.

Division B Teacher Non-SBM I. The participant was identified as a female teacher with three years of experience in teaching. The discussions below elucidate her case and a figure (Figure 22) articulates the case framework.

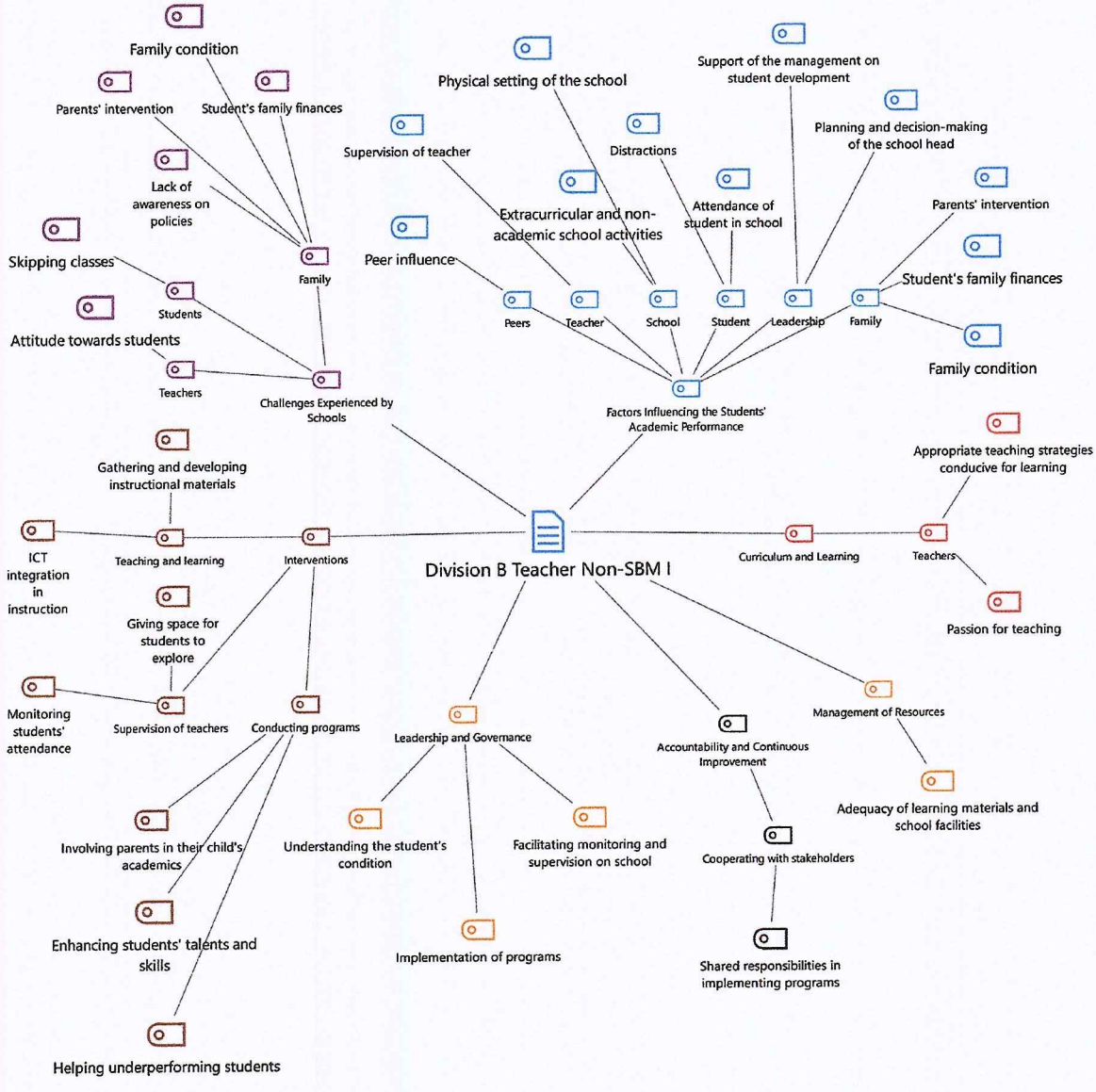

Figure 22. Individual Case Analysis of Division B Teacher, Non-SBM-I

Factors influencing students' academic performance. The participant pointed out that the family was the number one factor affecting the students. She attributed the children's behavior to their situations at home. Another factor she indicated was peer influence. When a student is part of a group of class cutters, they are directly influenced to join cutting classes.

Challenges experienced by schools. The participant mentioned a lot of their students are failing their classes. She noticed the teachers are not doing enough measures to find a solution to this problem.

Interventions. The participant noted that teachers were not doing enough intervention for their failing students. There were meetings conducted but she was not sure if they were productive.

Principle 1: Leadership and governance. The participant mentioned the school head was properly monitoring the activities of the teachers and the students. She believes this to be a more progressive approach in their leadership.

Principle 2: Curriculum and instruction. According to the participant, the school has a scarcity of textbooks. Because of this, they resorted to using the internet to learn. Students were also more perceptive when the lessons were taught through contextualization.

Principle 3: Accountability and continuous improvement. The participant noticed her students were cutting classes in their other subjects.

She brought this up with her fellow teachers, but she was not sure if they did anything to intervene. This led to an impact on the students' grades.

Principle 4: Management of resources. The participant divulged their need for school supplies. She further added that it was the school principal that gave them their supplies.

Division B Teacher Non-SBM II. The participant was identified as a female Master Teacher with 12 years of experience in education. Her case is elucidated further and is summarized in a case analysis framework through Figure 23.

Factors influencing students' academic performance. The participant pointed out that the family was the number one factor affecting the students. She attributed the children's behavior to their situations at home. Another factor she indicated was peer influence. Students were influenced by other students to cut class and it affected their school performance.

Challenges experienced by schools. The participant mentioned a lot of their students are failing their classes. She noticed the teachers are not doing enough measures to find a solution to this problem.

Interventions. The participant noted that teachers were not doing enough intervention for their failing students. There were meetings conducted but she was not sure if they were productive.

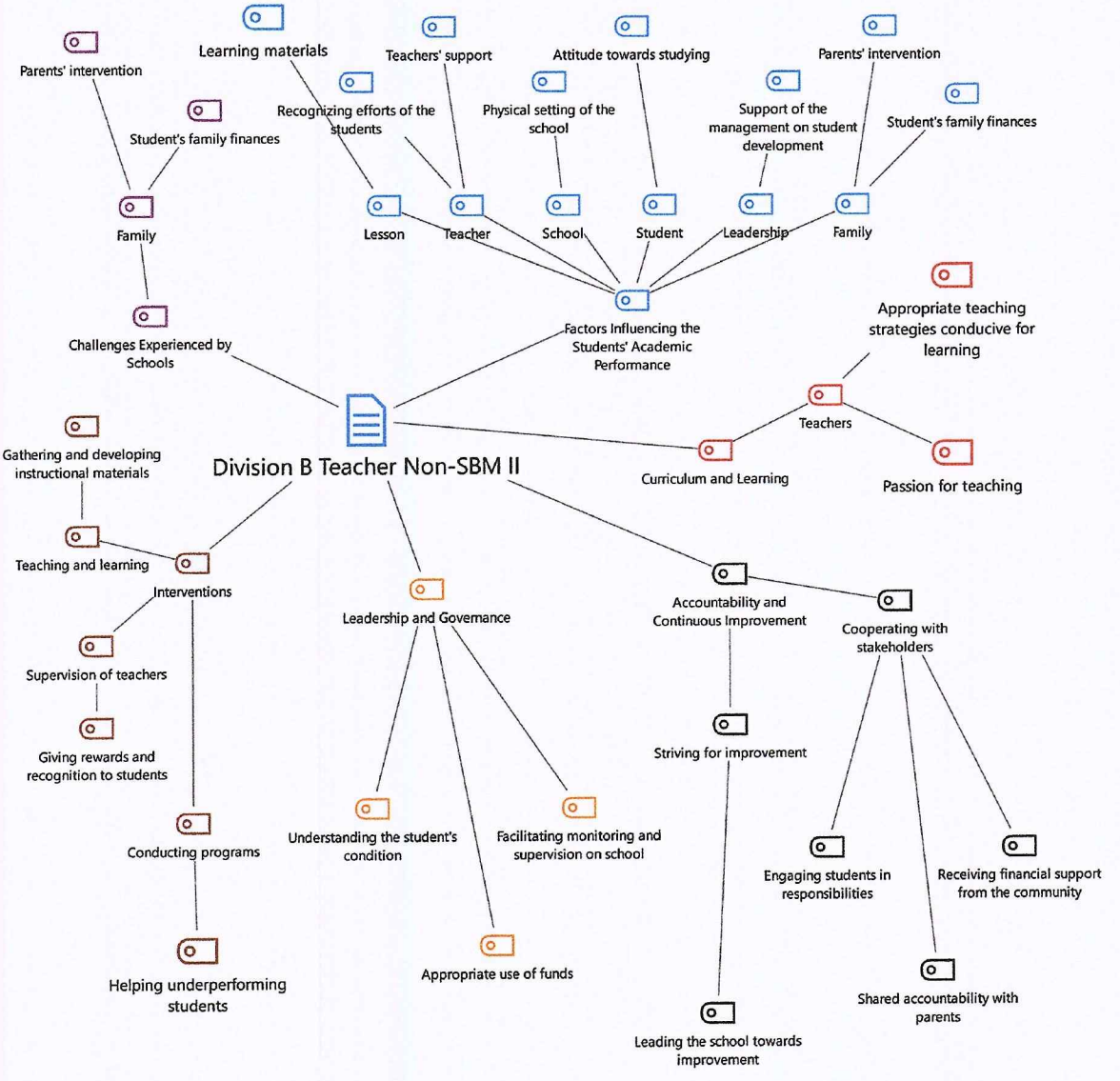

Figure 23. Individual Case Analysis of Division B Teacher, Non-SBM-II

Principle 1: Leadership and governance. The participant mentioned the school head was properly monitoring the activities of the teachers and the students. She believes this to be a more progressive approach in their leadership.

Principle 2: Curriculum and instruction. According to the participant, the school has a scarcity of textbooks. Because of this, they resorted to using the internet to learn. Students were also more perceptive when the lessons were taught through contextualization.

Principle 3: Accountability and continuous improvement. The participant noticed her students were cutting classes in their other subjects. She brought this up with her fellow teachers, but she was not sure if they did anything to intervene. This led to an impact on the students' grades.

Principle 4: Management of resources. The participant divulged their need for school supplies. She further added that it was the school principal that gave them their supplies.

Division B Teacher Non-SBM III. The participant was identified as a male teacher and a Doctor of Philosophy in Educational Management and has been teaching for nine years. Figure 24 shows the case model and the discussions below highlight the perception of the participant.

Factors influencing students' academic performance. The participant pointed out the students' attendance as a factor affecting their

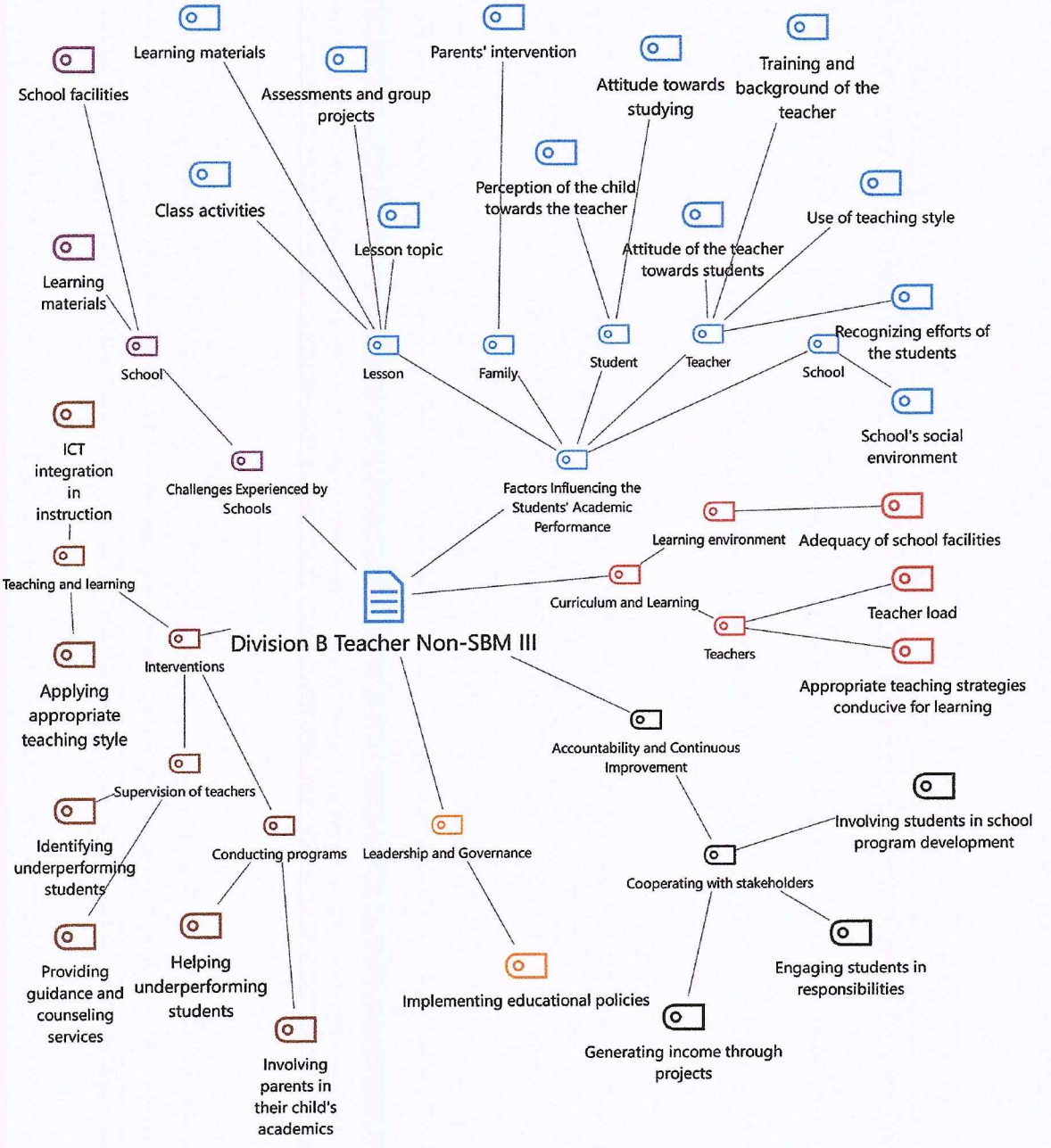

Figure 24. Individual Case Analysis of Division B Teacher, Non-SBM-III

performance. She notes that their presence and participation are key to learning.

Challenges experienced by schools. The participant stated their need for lab equipment. Because of this limitation, the students miss out on lab activities like investigatory projects.

Interventions. The participant mentioned doing home visits to check up on students. Besides, they conduct PTA meetings and offer counsel to the parents. She also prioritized slow learners and devoted time to increase their competency in school.

Principle 1: Leadership and governance. The participant believes that by gaining the students' interest through activities they learn a lot more. She encourages her students to be more active through recitation and games. She is also friendly towards her students to gain their respect, rather than through intimidation and fear.

Principle 2: Curriculum and instruction. The participant commented on the school's lack of learning materials. She makes use of PowerPoint presentations. She also provides photocopies to her students.

Principle 3: Accountability and continuous improvement. Whenever a case of bullying happens in the school, the participant noted they settle the issue as soon as possible. They call the assistance of the parents to encourage the child to continue schooling despite the issue.

Principle 4: Management of resources. The participant mentioned the school had an income-generating project. They use the money generated by the project to pay for the school's water use and other resources needed.

Cumulative Case Analysis of Teacher Participants. The figure above (Figure 25) underscores the intersections among themes that were revealed by the individual cases of the teachers. The discussion below delves further into this. Additionally, Figure 24 is presented on a larger scale (See Appendix C).

Factors Influencing Students' Academic Performance. From the teachers' standpoint, parents' intervention and peer influence are factors influencing the students' performance. Their involvement in the student, through their support, supervision, and the teaching style they use affects the student. The leadership of the school and how they support student development is another factor. On the other hand, the students' family finances and their attitude towards studying affect how they perform in school.

Challenges Experienced by Schools. Engaging parents in taking part in their child's schooling is one of the challenges identified by the teachers. Students' finances are also a challenge for the school since students often miss classes because they have no food or money to attend. Having ample school facilities is another hurdle the education system needs to get through.

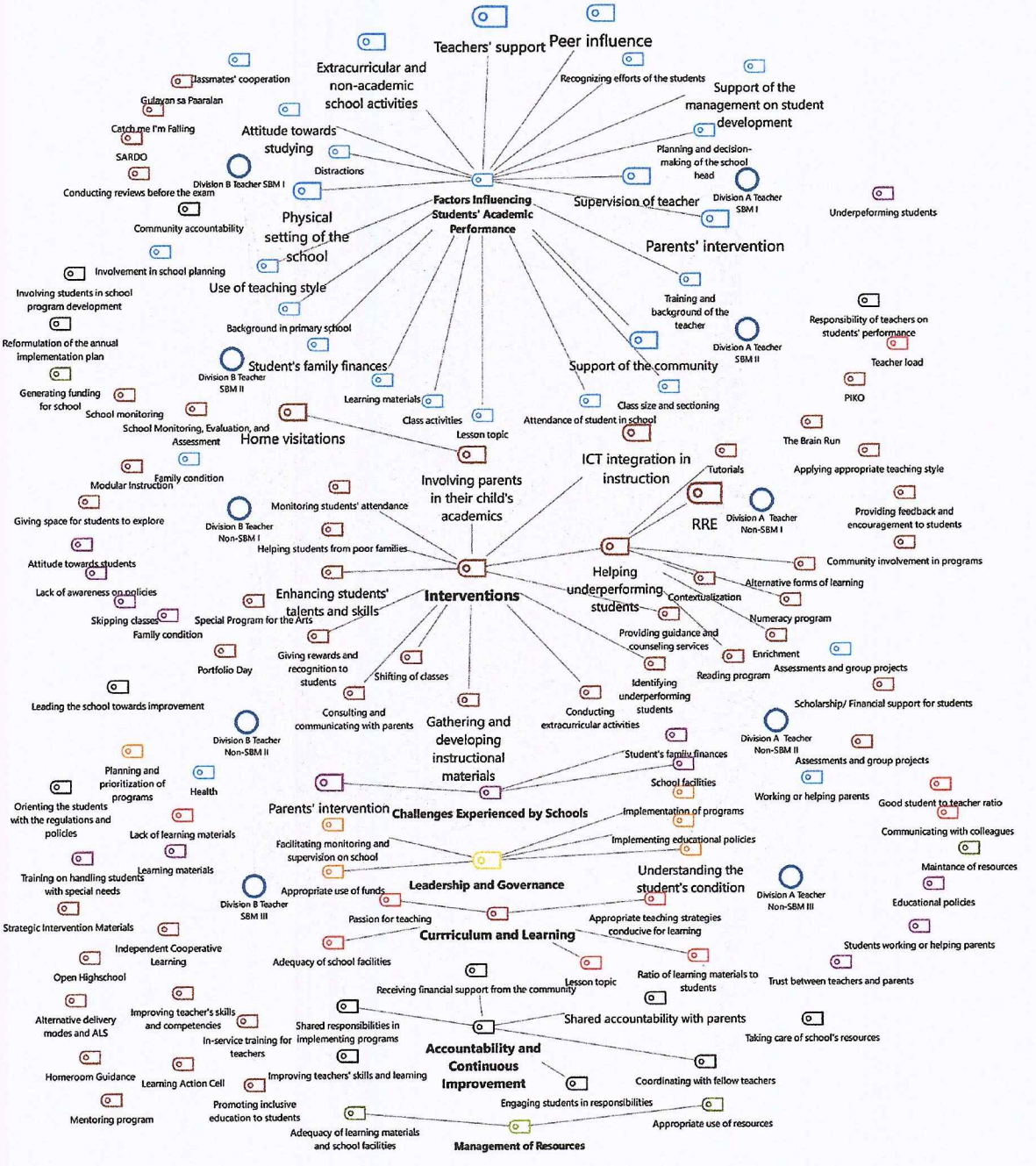

Figure 25. Cumulative Case Analysis of Teacher Participants

Interventions. Some of the interventions implemented in schools are through programs that accommodate students with special talents and skills. Helping underperforming students through RRE, as well as literacy and numeracy programs. Students are also rewarded and recognized, one of which is through the Portfolio Day.

Principle 1: Leadership and Governance. The school's leadership and governance impact the student's academic performance. The school head's understanding of the students' context, development, and implementation of educational programs and policies, as well as facilitating monitoring and intervention on the school helps the students advance in their academics.

Principle 2: Curriculum and Instruction. Implementing the curriculum and ensuring learning among students, as the function of the school, concerns school facilities, the ratio of learning materials, teaching style, and the teacher's passion for the profession.

Principle 3: Accountability and Continuous Improvement. The role of accountability and continuous improvement as a school function involves shared responsibility with parents receiving support from the community and improving teachers' skills and capabilities.

Principle 4: Management of Resources. The management of resources helps schools in faring with the inadequacy of learning materials. It also facilitates the appropriate use of the school's resources such as human capital or funding.

Individual Case Analysis of Student Participants

Division A Student SBM I-A. The participant is currently in Grade 11, he was identified as a high performing student by his teacher. He indicated that his father's job is delivering water and his mother is a housewife. The participant aims to finish his studies and help his parents. He is thinking of becoming an engineer someday. The figure below (Figure 26) shows a model of the case and is followed by a discussion to elucidate the participant's response.

The participant mentioned numerous factors affecting his performance in school. He is engaged in extracurricular activities and has gone through enrichment programs related to this. He attributes it to his excellence in academic performance. Concerning enrichment, the teacher's support and supervision helped him excel in school. He also mentioned teaching style and learning materials as a factor that helps him understand the lesson.

Division A Student SBM I-B. The participant is a Grade 9 student, identified as a low performing student. Her highest grade is above 80.00 percent and she has not mentioned any aspiration of hers during the interview. She is struggling with her academics because she is often physically exhausted by helping her mother in their house chores and watching over a sick family member. The figure below (Figure 27) shows a model of the case, followed by a discussion to explain the participant's response.

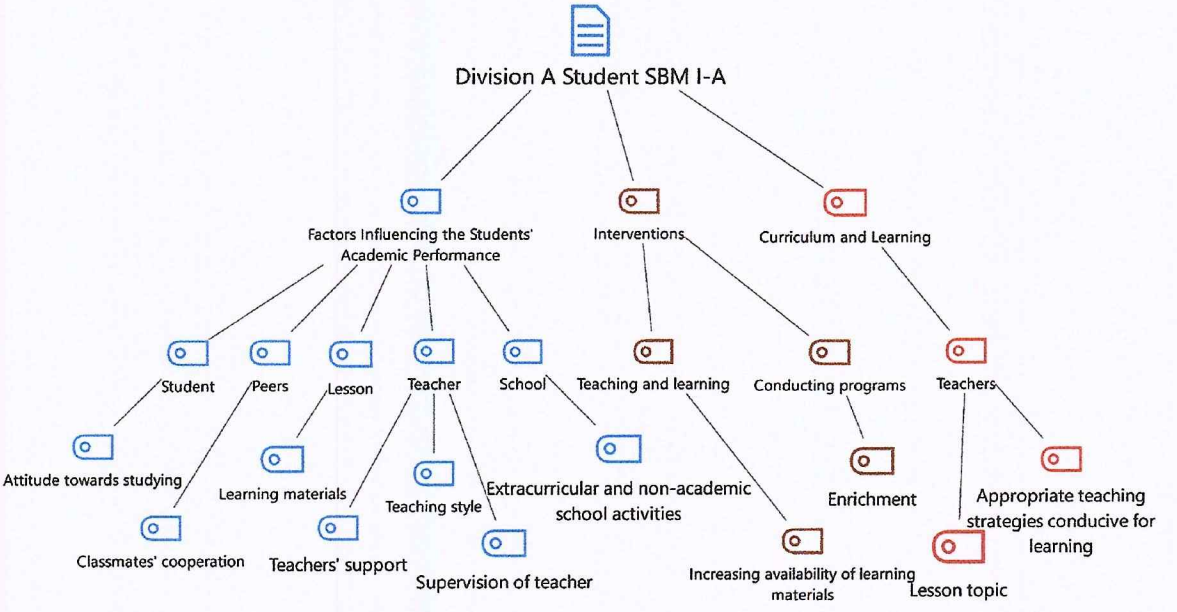

Figure 26. Individual Case Analysis of Division A Student, SBM I-A

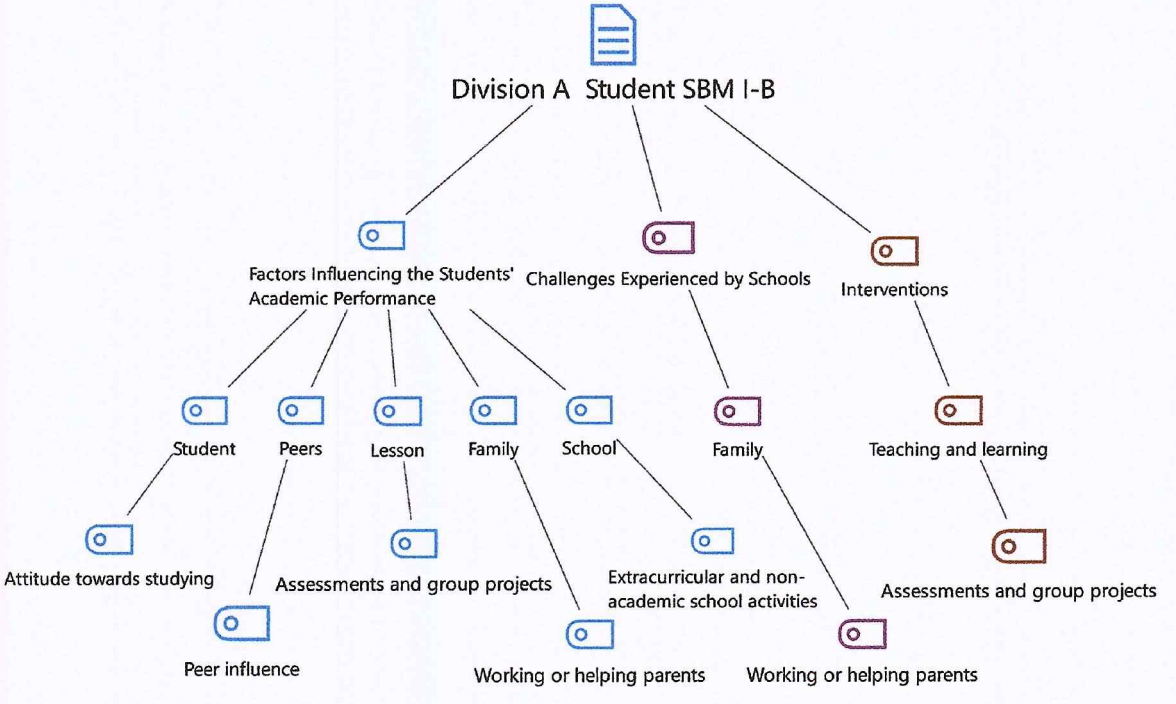

Figure 27. Individual Case Analysis of Division A Student, SBM I-B

One of the primary factors affecting her academic performance is working or helping parents, which is also a challenge for schools, especially with students who have difficult financial situations. During the interview, the student has also identified her peers as a contributor to her declining academic performance, but she changed her attitude towards studying and has started to re-focus her attention to studies. She has participated in dance competitions in school and this has helped her greatly in improving her performance.

Division A Student SBM II-A. The participant is a Grade 10 student identified as a high performing student. Her father is a fish vendor. She often helps her parents in selling fish and gets sleep deprived of it. She has experienced being bullied because of her father's profession but she does not let this affect her from achieving her goal. The figure below (Figure 28) shows a model of the case and is succeeded by a discussion to expound the participant's response.

Because of her goal in helping her family, she is motivated to study and excel in her academics. Although the participant also finds it stressful when her groupmates do not cooperate in activities, she believes that group activities in school such as theater and dancing help her achieve better. This factor is greatly linked to the interventions implemented by the school to improve their students' performance.

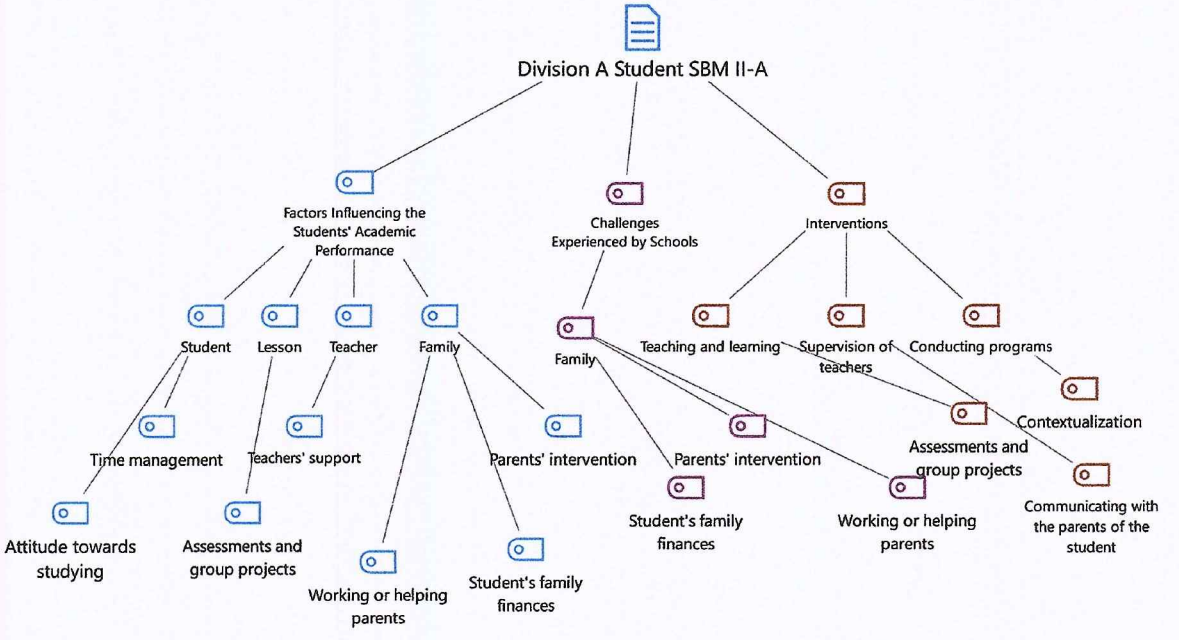

Figure 28. Individual Case Analysis of Division A Student, SBM II-A

The teacher's support on the student, and the teacher's coordination with the student's parents, is something that the participant appreciates to an extent that it inspires her to achieve better.

The participant shared that her sister stopped studying because her scholarship was removed. However, she remains to believe that perseverance in studies despite the challenges is an important factor.

Division A Student SBM II-B. The participant was identified as a low performing student. His lowest grade is 75.00 percent. His father is a crab fisherman. He struggles with improving his performance because he is also working. He wants to become a soldier someday. The figure below (Figure 29) shows a model of the case and is followed by a discussion to elucidate the participant's response.

The student primarily identified his family circumstance as the primary factor affecting his students' performance. This issue has been one of the key challenges for schools. The participant did not mention any particular intervention that helped address his situation. However, this factor can be considered in the planning and implementation of school programs.

Division A Student Non-SBM I. The participant was identified as a high performing student with her best grade at 98 and lowest at 92. The participant aims to become a teacher someday. The figure below (Figure 30) shows a model of the case, following a discussion to elucidate the participant's response.

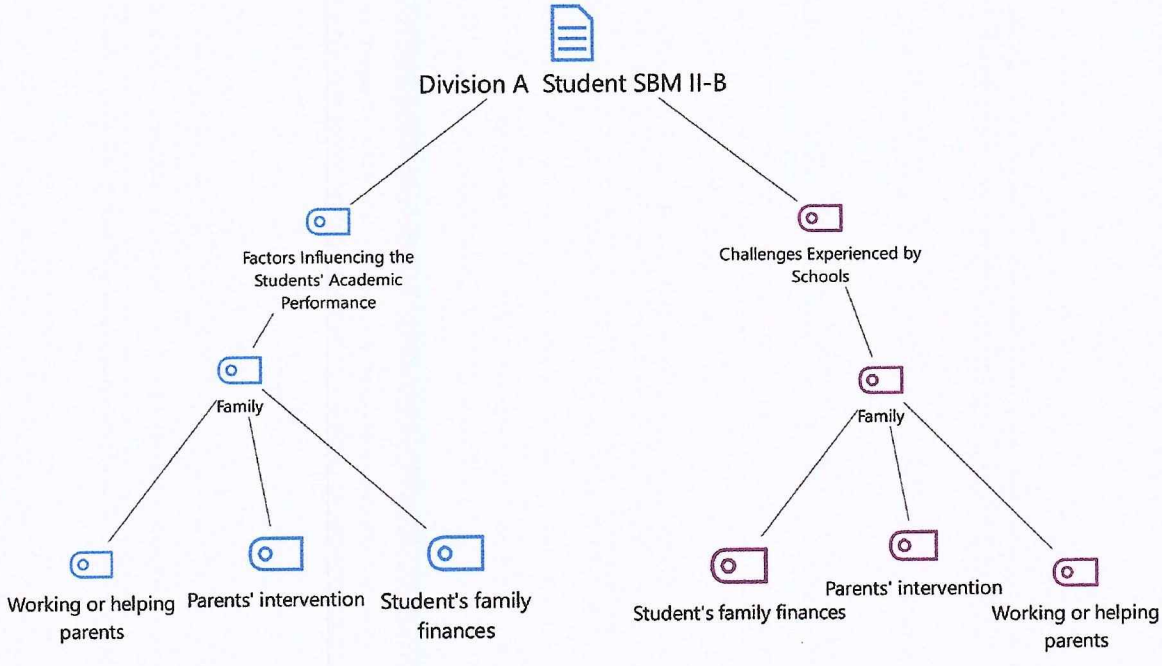

Figure 29. Individual Case Analysis of Division A Student, SBM II-B

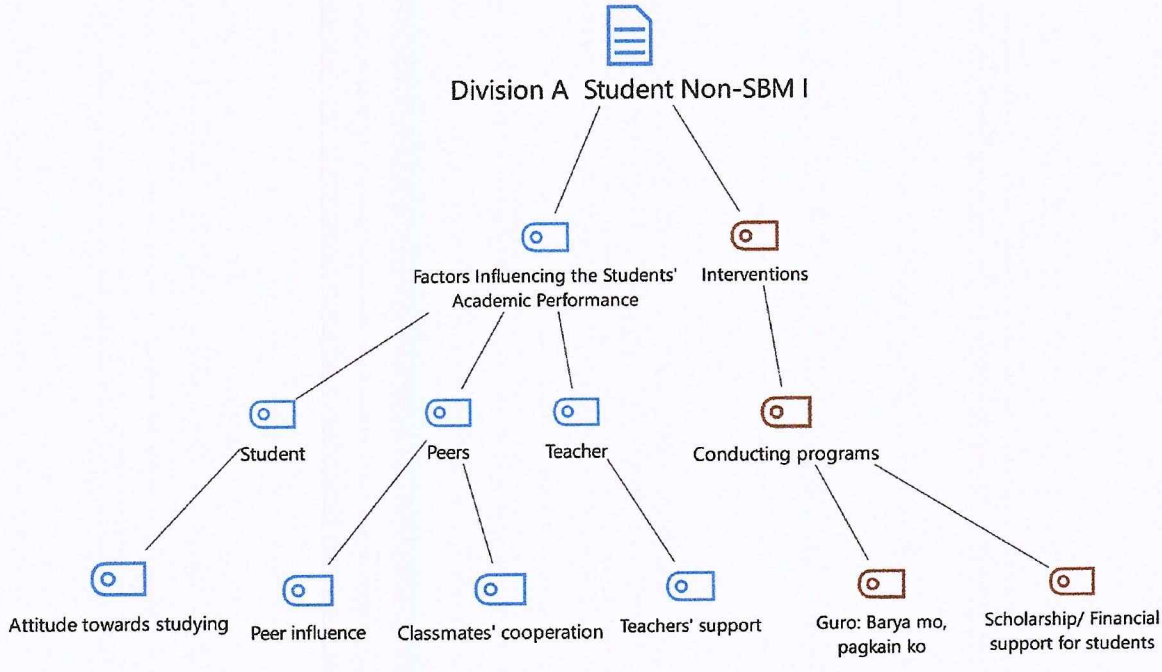

Figure 30. Individual Case Analysis of Division A Student, Non-SBM I-A

The student takes an effort in studying for classes by reading their learning materials and appreciates the encouragement from their teacher. When there are difficulties in understanding the lesson, he or she asks friends about it. The participant sometimes gets stressed with group activities because some classmates are not cooperating.

The participant identified programs such as Guro: Barya Mo, Pagkain Ko which helped students in their school. The student also hopes to receive a scholarship for his or her senior high school studies.

Division A Student Non-SBM II-A. The student was identified as a high-performing 10th grader with 97 as their highest grade and 93 as their lowest. He wishes to finish schooling and become an educator. The figure below (Figure 31) shows a model of the case and is followed by a discussion to elucidate the participant's response.

He is active in extra-curricular activities and values balance with studying through proper time management. The participant also mentioned they were not initially interested in journalism but through encouragement from the school and the paper adviser, he was motivated to join and participate. This relates to the activities and training conducted by the school to enrich their skills in other areas, such as journalism. He is grateful that the school gives emotional guidance and when faced with dire financial situations some teachers lend their own money.

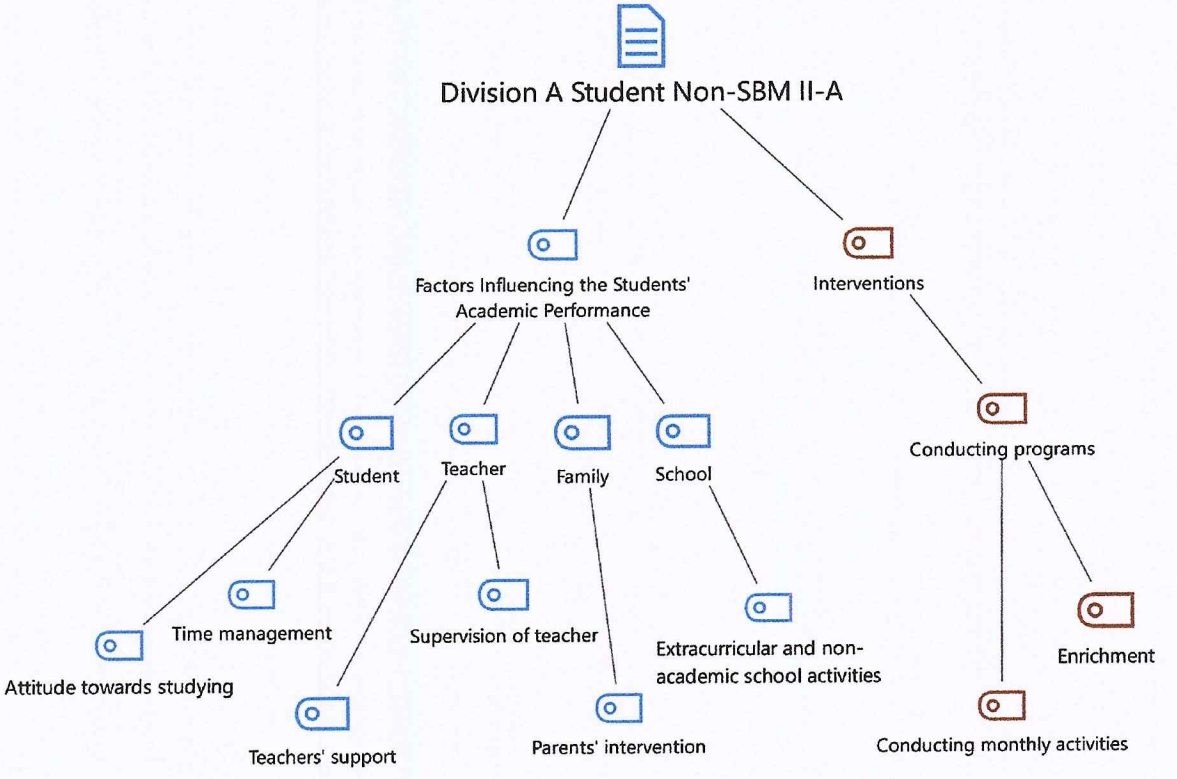

Figure 31. Individual Case Analysis of Division A Student, Non-SBM II-A

Lastly, the participant says he is motivated by the sacrifices his grandparents went through and the efforts of his teachers; and encourages that his classmates should do the same.

Division A Student Non-SBM II-B. The participant is a 9th grader with 90 as their highest grade (Mathematics) and 80 as their lowest (Science). Her mother is a teacher and her father a tricycle driver. She wishes to finish school and become a teacher in Mathematics just like her mother. The figure below (Figure 32) shows a model of the case and is followed by a discussion to elucidate the participant's response.

The participant shared that she is sometimes absent in school because her mother asks her to take care of the house and her cousins. During elementary she did not understand English and Mathematics but when she transferred the teachers taught her and gave her interest in those subjects. The participant indicated her issues with the subjects she is the least performing. She lacks interest in Science and History and prefers solving problems in Math than in Science.

The student wishes the school should provide more free resources easily accessible for students with financial problems, a common challenge many students face. She also mentioned the school should implement programs and activities to generate interest.

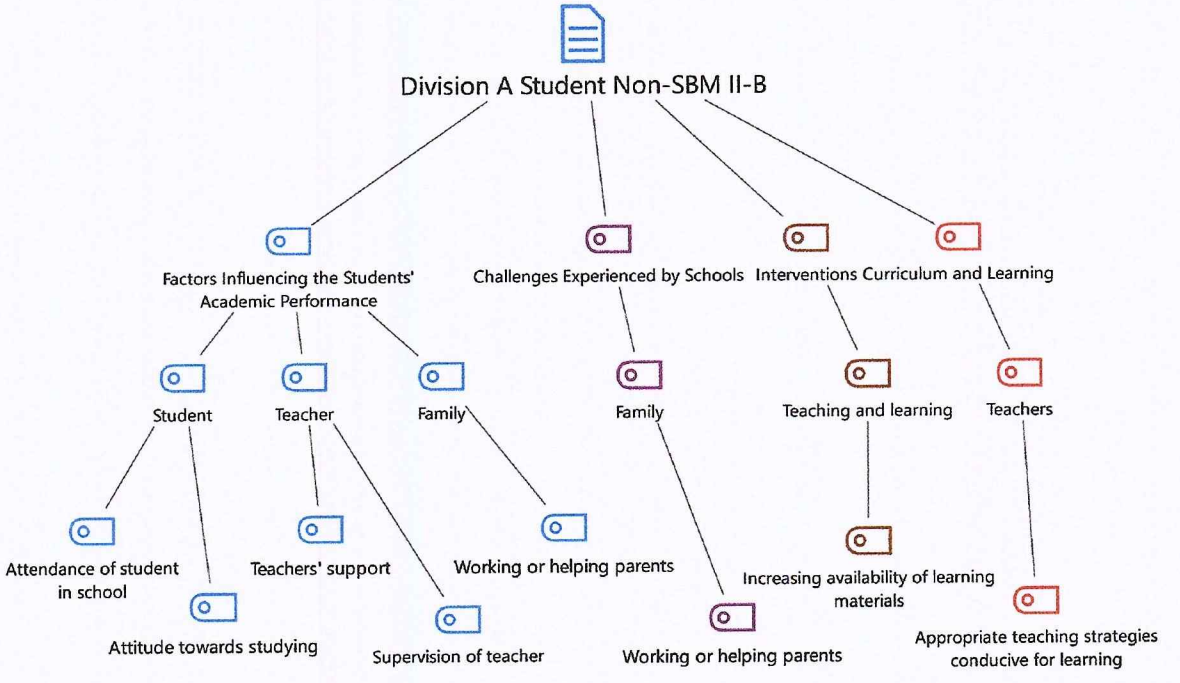

Figure 32. Individual Case Analysis of Division A Student, Non-SBM II-B

Division A Student Non-SBM III-A. The student was identified as a high performing student with Mathematics as the subject with their highest grade. The participant aims to study hard and to become a doctor someday. They stated that their mother is a nurse and was the one who inspired them of becoming a doctor. The figure below (Figure 33) shows a model of the case, following a discussion to elucidate the participant's response.

The student indicated several factors that affected them in their academics. Hands-on school activities like laboratory helped them perform better. Another one is socializing and working with their peers improved their school life.

Division A Student Non-SBM III-B. The participant was identified as a 10th grader with Mathematics as their subject with the highest grade. Her top priority is to finish schooling and to find a job afterward to provide for her family. She mentioned aspiring to be a computer engineer or a nurse. The figure below (Figure 34) shows a model of the case and is followed by a discussion to elucidate the participant's response.

She, like many others, mentioned financial problems as one of the biggest problems of students. The participant stated that due to the lack of books the students make use of their mobile devices for studying. She also noticed the lack of school equipment specifically for printing. These factors, according to her, affect her and the students in school.

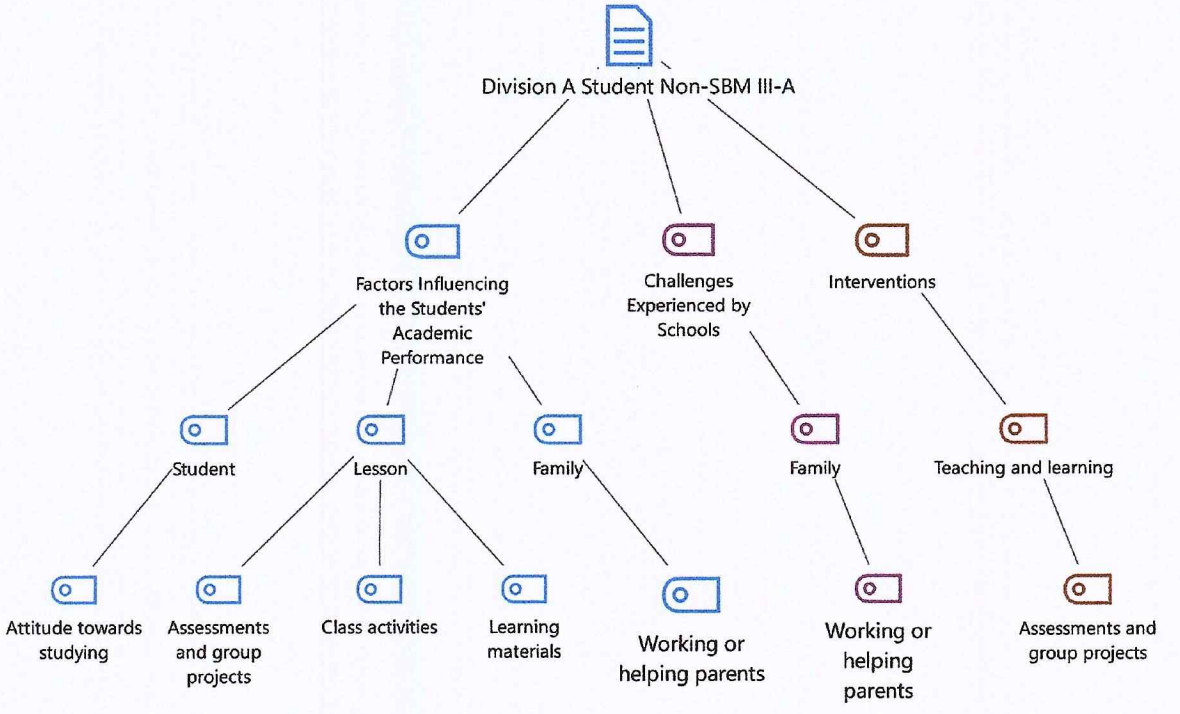

Figure 33. Individual Case Analysis of Division A Student, Non-SBM III-A

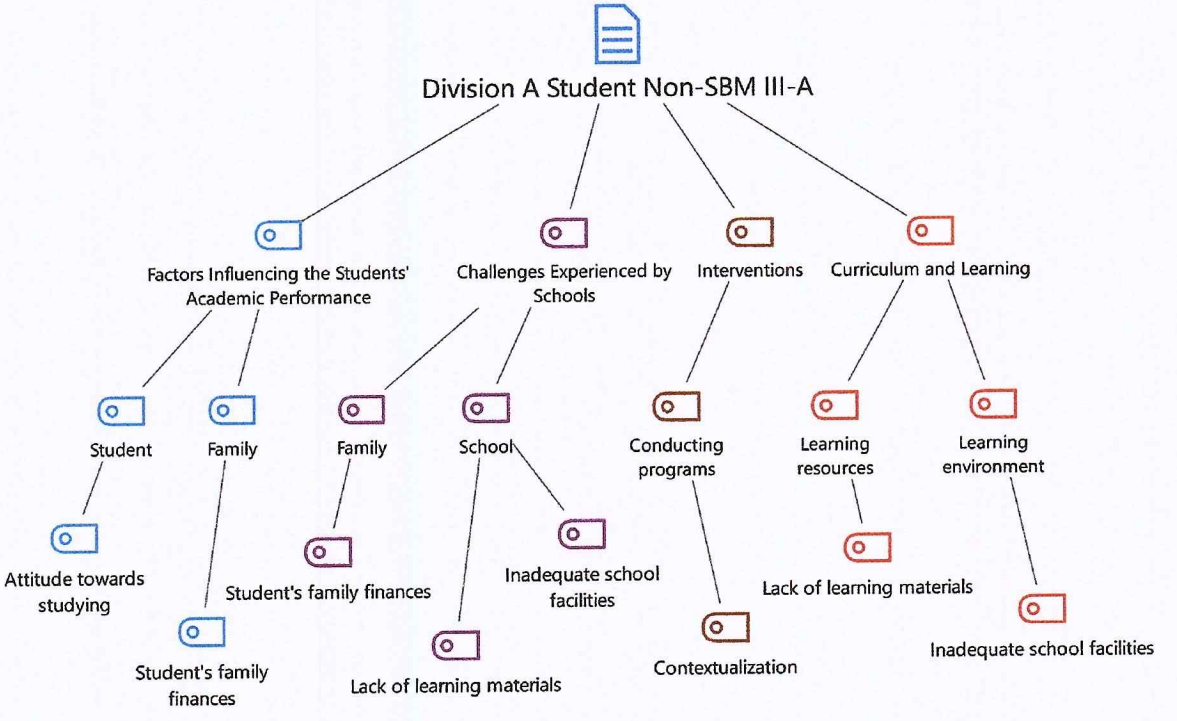

Figure 34. Individual Case Analysis of Division A Student, Non-SBM III-B

Division B Student SBM I-A. The participant was identified as a high performing student with her highest grade at 98 (TLE) and her lowest is around 89 (Mathematics). Her main motivation is to help her parents with their needs and overcome poverty. She is unclear what she wants to pursue but expresses interest in becoming a doctor. The figure below (Figure 35) shows a model of the case and is followed by a discussion to expound the participant's response.

The student stated several factors that improved her performance academically. The teachers' effort and motivation along with school activities helped her perform better in school. She also attributes extra-curricular activities like a huge help to her performance.

During the interview, she divulged factors that affected her and other students negatively. Lack of school facilities, specifically ventilation, contribute heavily due to overcrowding. She mentioned that scholarships could be a huge help to working students with difficult financial situations.

Division B Student SBM II-A. The participant was identified as a high performing student with the position of a student leader in their school. She is also one of the top-performing students in her class. The figure below (Figure 36) shows a model of the case and is followed by a discussion to elucidate the participant's response.

She attributes her parents, her close friends, and her fellow peers as motivators in performing well in school. Her close friends are also honor students and her parents motivated her to focus on her studies.

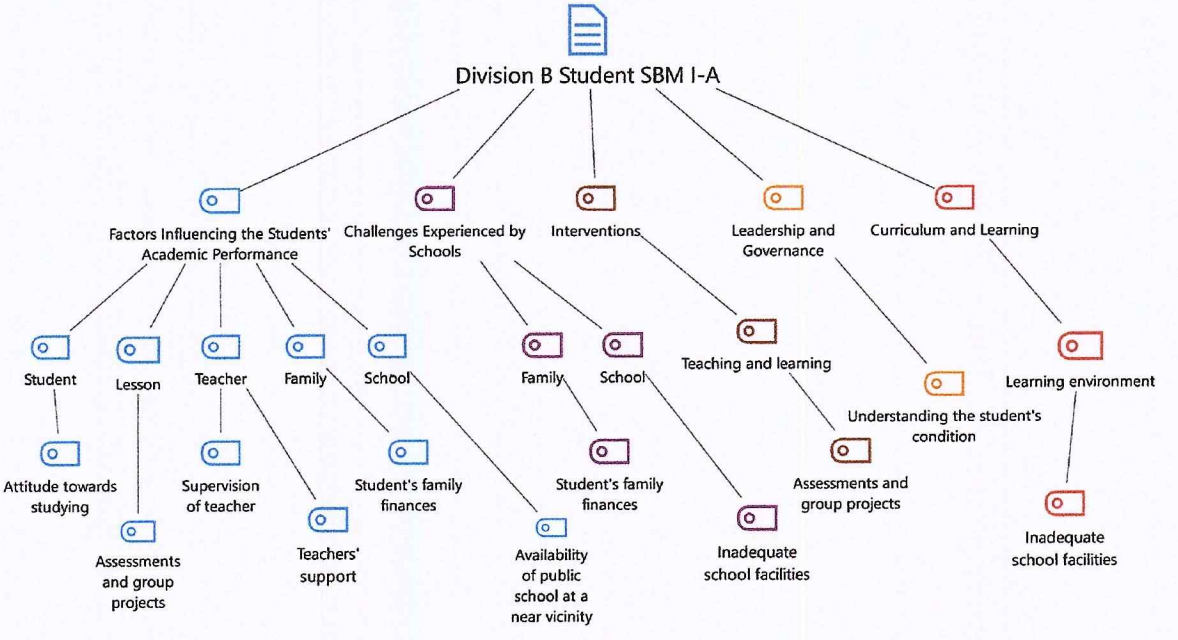

Figure 35. Individual Case Analysis of Division B Student, SBM I-A

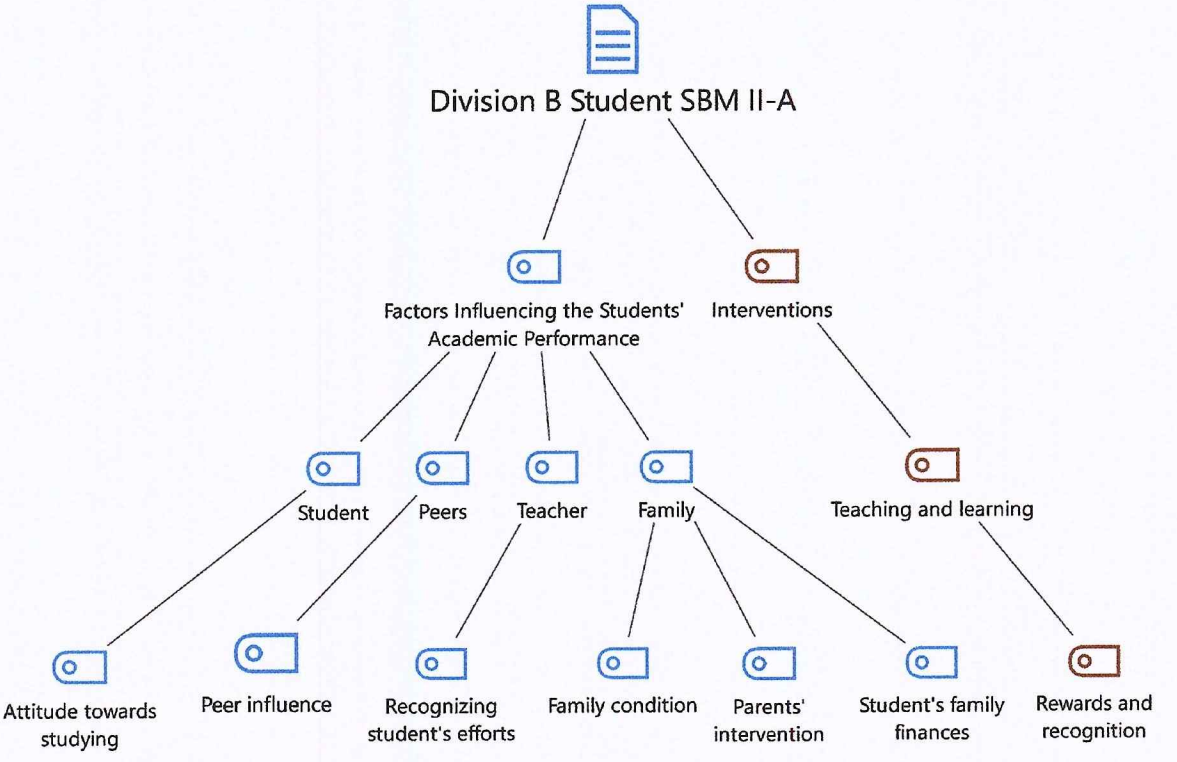

Figure 36. Individual Case Analysis of Division B Student, SBM II-A

The participant provides her input to the teachers and listens to the problems of her classmates when told about their issues and tries to place herself in their shoes to understand them better. One of her roles as a student leader is to assess and manage the school funds for projects that need funding,

Division B Student SBM III-A. The participant was identified as a high performing 10th grader. His highest grade was 98 and the lowest was 90. He is also an officer in the school's student government. The student mentioned that he is motivated primarily by learning new things and to help his family. He aims to be independent someday and to become a lawyer. The figure below (Figure 37) shows a model of the case and is followed by a discussion to elucidate the participant's response.

When asked how he would achieve his goals he answered, "through self-discipline and perseverance." The participant expressed that cheating in class was useless because you learn nothing from it.

He attributes his good performance to the school because of the many things he learned from class, and it helps him become a better leader and citizen to his fellow students and society.

During the interview, the participant wished they had better facilities in their school like a TVL strand but is overall grateful for the education he receives from the school.

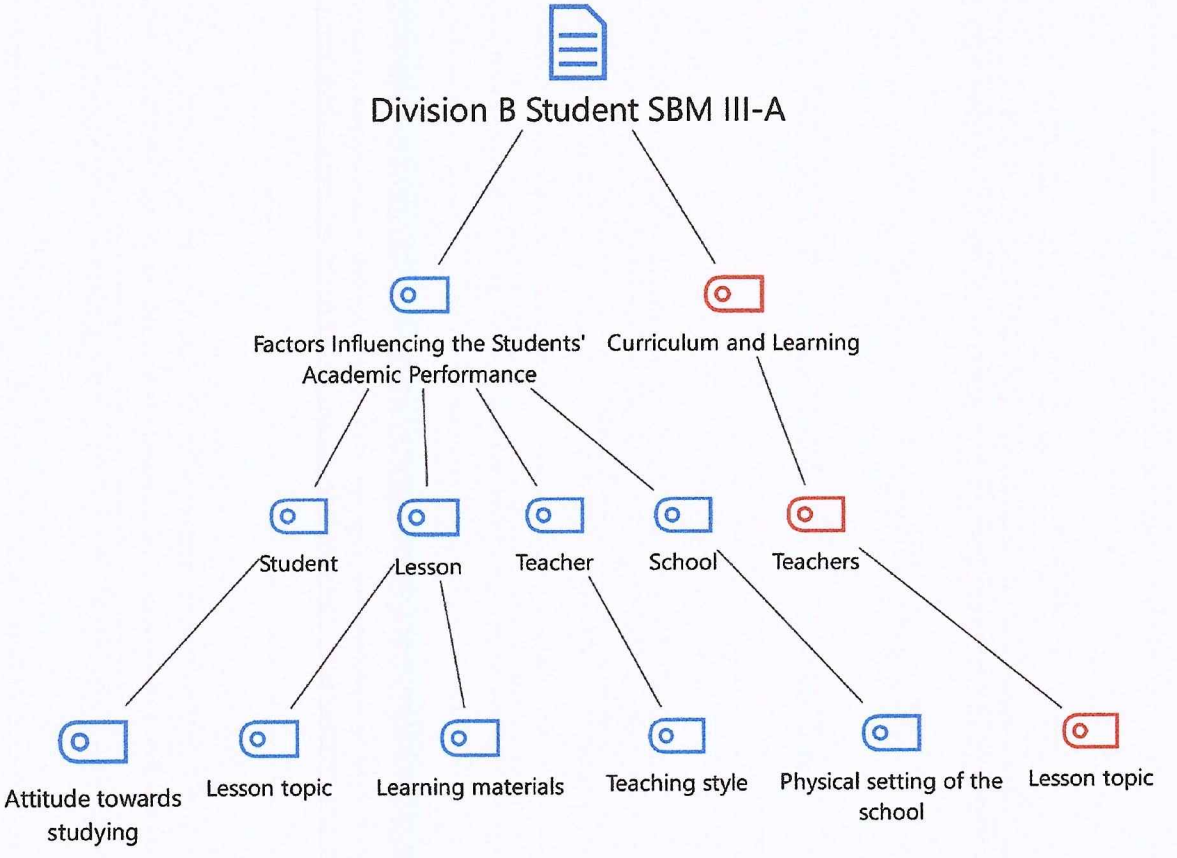

Figure 37. Individual Case Analysis of Division B Student, SBM III-A

Division B Student SBM III-B. The student in the interview was identified as a low performing 10th grader. His highest mark was 96 and his lowest was 87. He made no mention of what he aspires to be in the future. The figure below (Figure 38) shows a model of the case and following a discussion to elucidate the participant's response.

During the interview, the student mentioned several factors that affected his performance in school. He identified school activities that include monetary contribution as a hurdle in his studies because of his family's financial problem. He also stated he has problems socializing with his peers. Because of his financial situation, he sees the benefits 4Ps can give him if he could get the beneficial aid.

Despite his problems, he expresses interest in socializing with his classmates to become a better student.

Division B Student Non-SBM I-A. The student was identified as a high performing student with 95 as their highest grade in Science and 89 as their lowest in Filipino. He maintains that finishing college is his top priority and wishes to take up an HRM course. The figure below (Figure 39) shows a model of the case and is followed by a discussion to elucidate the participant's response.

During the interview, he mentioned that he was previously absent in classes but fearing he might get held back a year and repeat the same grade he studied hard. He learned discipline and perseverance and attributed his increased performance to the school.

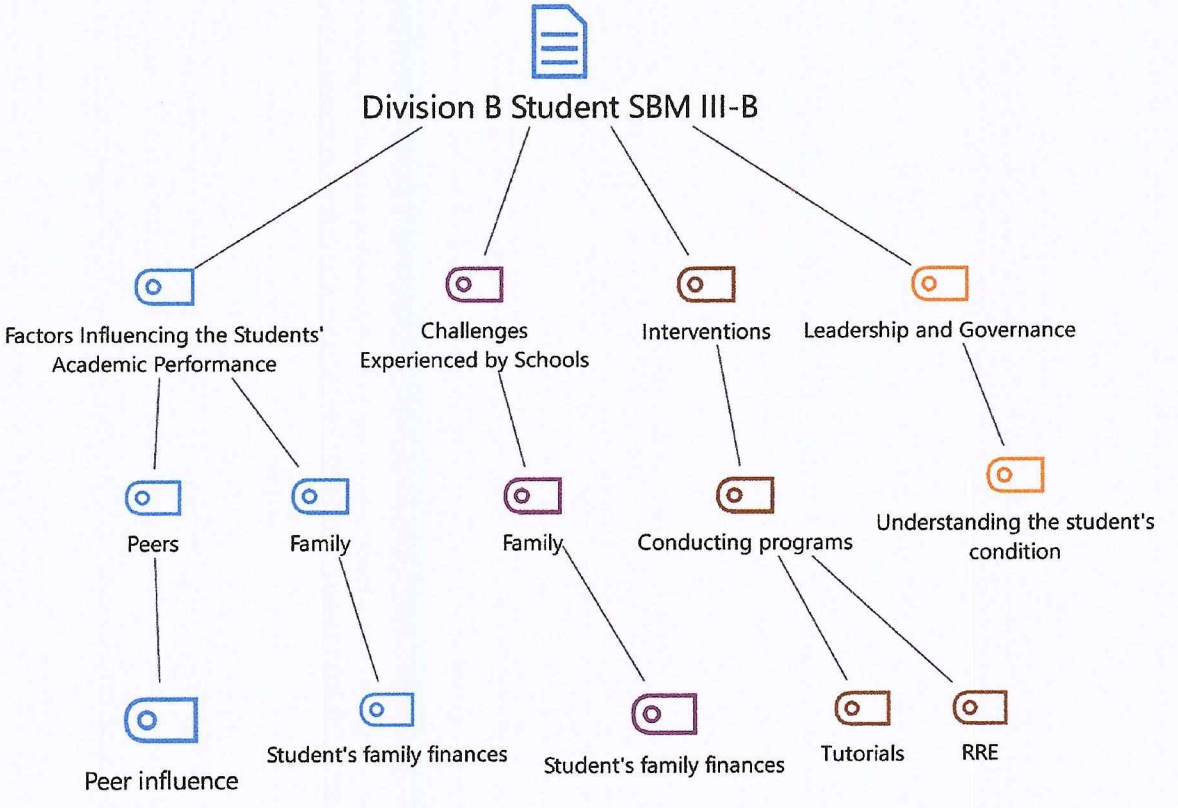

Figure 38. Individual Case Analysis of Division B Student, SBM III-B

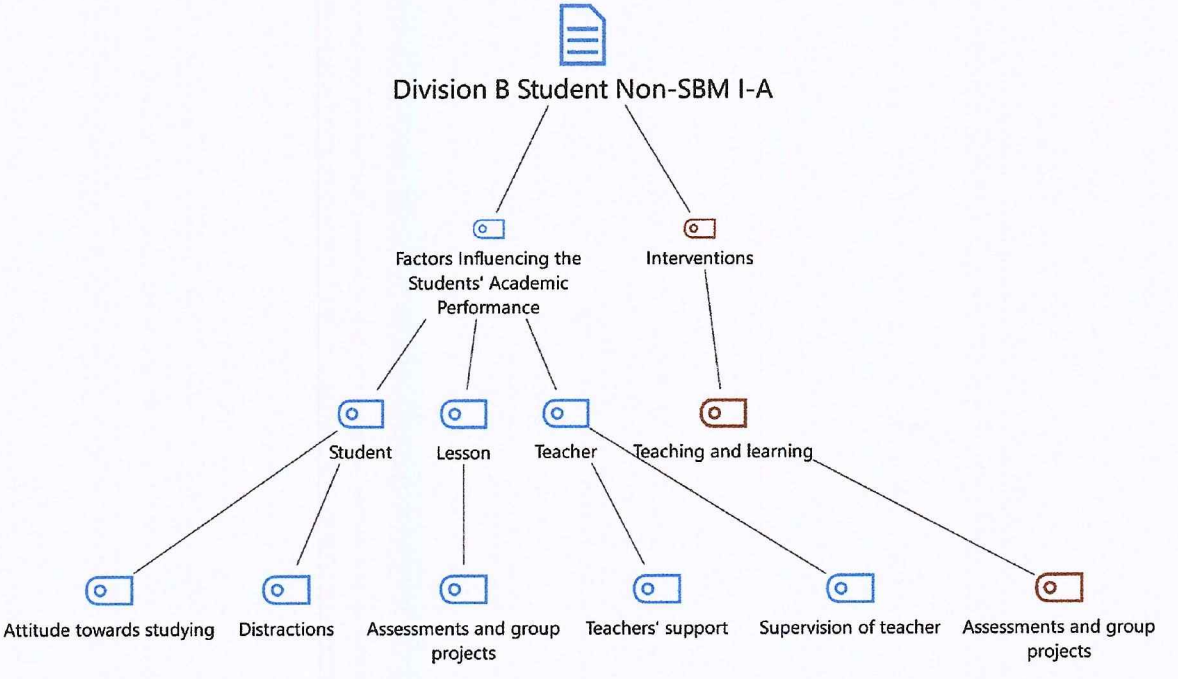

Figure 39. Individual Case Analysis of Division B Student, Non-SBM I-A

Division B Student Non-SBM II-A. The student was identified as high performing with 98 as their highest mark and their lowest around the line of 8. The participant expresses she wants to help her family because of their tight financial situation. The figure below (Figure 40) shows a model of the case and is followed by a discussion to elucidate the participant's response.

She aspires to be a teacher in Mathematics in the future to help educate children. She mentioned her sister disapproved of her goal to be a teacher in Mathematics because it is challenging, but despite her sister's objections, she insisted on becoming a Math teacher.

The participant expressed appreciation to the efforts of the school and the teachers; and stated that it has improved her attitude towards studying.

Division B Student Non-SBM II-B. The student in this interview was identified as a low performing 9th grader. His highest mark was around 87-89 and their lowest was 80. He aspires of becoming a soldier someday. The figure below (Figure 41) shows a model of the case and is followed by a discussion to elucidate the participant's response.

One of the factors he stated that affected his performance as a student was the noise his classmates made during class. He has also expressed he feels left behind from learning because of the pace of the teachers and is hesitant to ask the teacher to repeat the lessons he did not understand. The participant wishes the teacher would teach their lessons in a well-paced and incoherent manner so that he can learn and perform better in school.

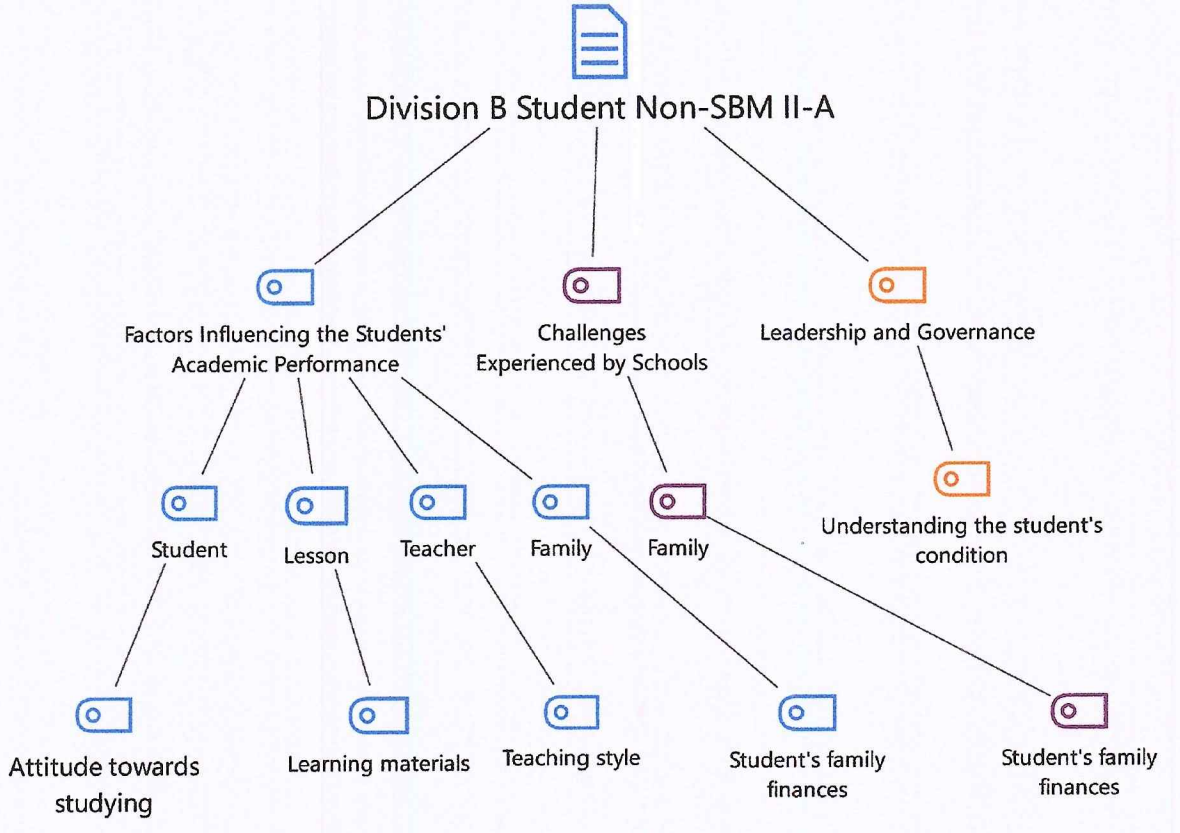

Figure 40. Individual Case Analysis of Division B Student, Non-SBM II-A

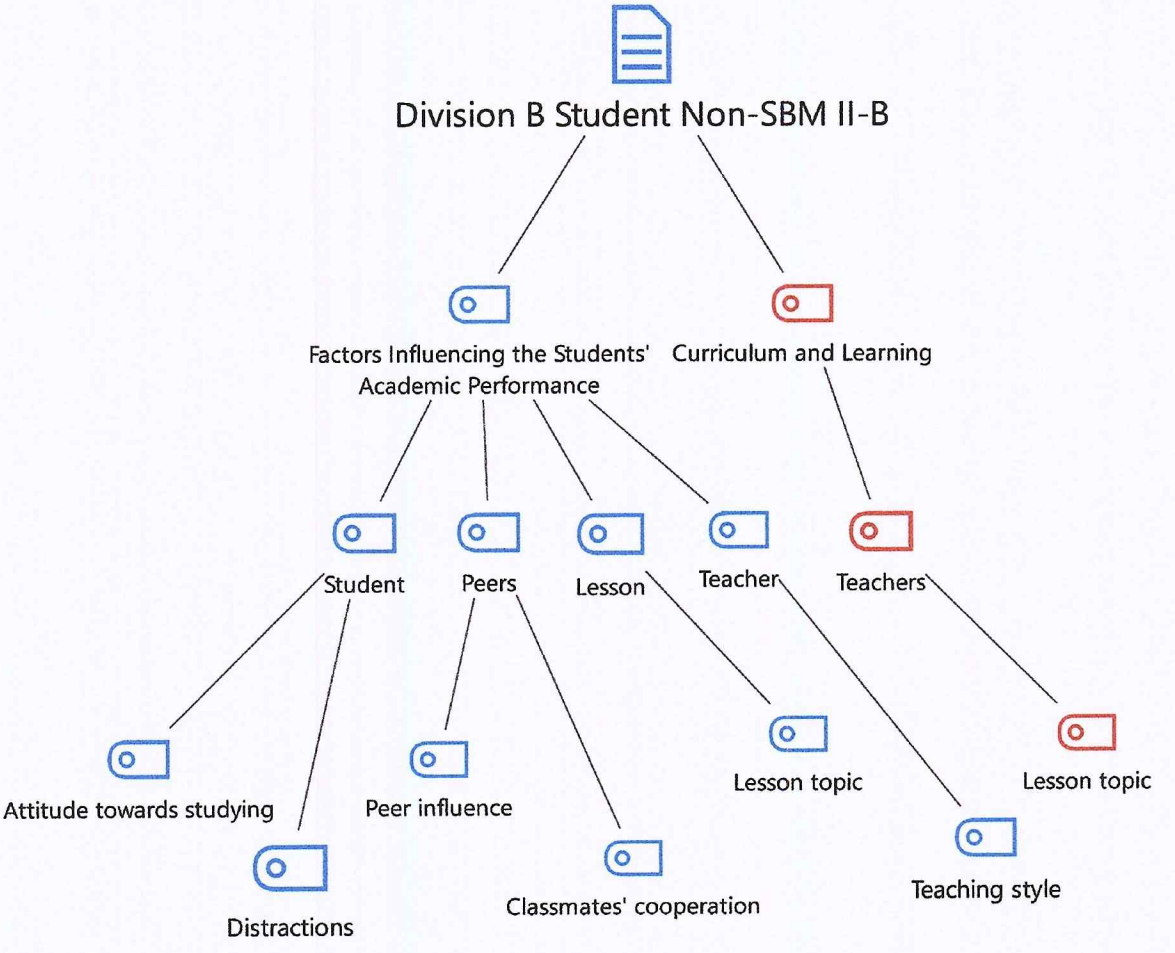

Figure 41. Individual Case Analysis of Division B Student, Non-SBM II-B

Cumulative Case Analysis of Student Participants

A cumulative case analysis is shown below to highlight the intersections of the responses on every case of students. Figure 42 is available in the Appendix for an expanded and more visible view (See Appendix D).

Factors Influencing Students' Academic Performance. Many students have manifested that their attitude towards studying is the key factor that propelled them to be academically excellent. Time management was another factor that was identified. Peer influence and the cooperation of classmates in activities also help the child improve. How the teachers support and supervise students helps them excel well in school.

Challenges Experienced by Schools. The students identify school facilities to be a challenge in schools. Another issue raised in the student's participation is mainly influenced by their family finances and their duty to help or work for their family.

Interventions. The students use the Internet to gather learning materials for topics they do not understand. Students have also experienced programs that help them improve their schooling, as well as programs that can enrich their skills and talents.

Leadership and Governance. The school's leadership needs to be able to understand the student's needs for the leader to effectively function for the school.

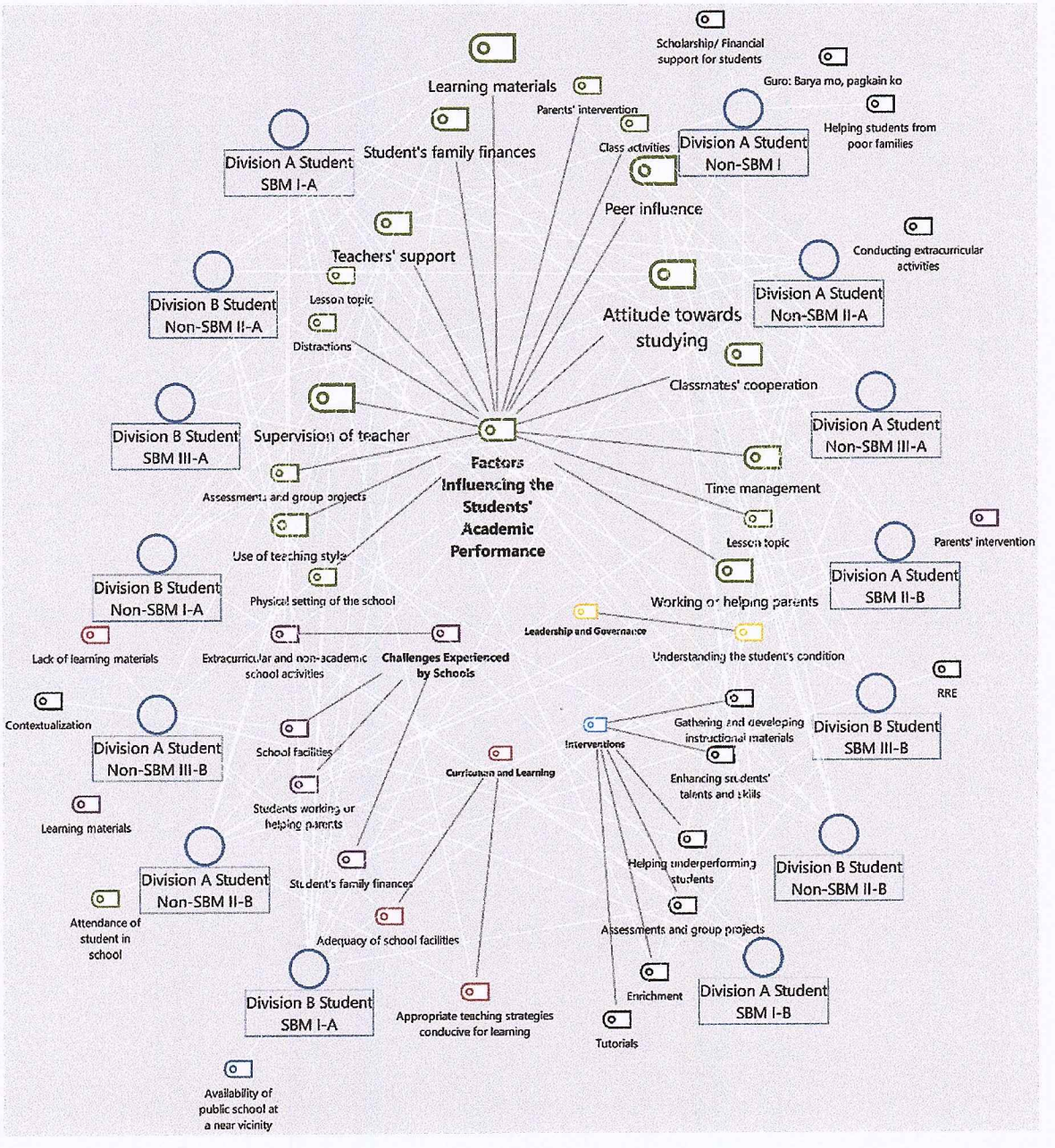

Figure 42. Cumulative Case Analysis of Student Participants

Curriculum and Instruction. For the students, curriculum and instruction are centered on the adequacy of school facilities and the proper teaching strategies that could help the student learn.

Interpretation of the Data

This section shows the interpretation of the data shows the findings for the statistical hypothesis shown in the initial chapter and responses to the research questions sequentially arranged per question.

Differences between SBM and Non-SBM schools. It was explained in the Introduction that the researcher observed varying performance in standardized tests, wherein, several instances showed that non-SBM schools performed better than SBM schools. This is further expounded through cases depicted in the Review of Related Literature and Studies. As such, the study operated with the hypothesis:

Ho_1: There is no significant difference between SBM and Non-SBM schools in terms of performance in school by Grade level (Grade 7, 8, 9, and 10), by quarter (S.Y.: 2016-2017, 2017-2018, 2018-2019).

Ho_2: There is no significant difference between SBM and Non-SBM schools in terms of their National Achievement Test Performance mean percentage scores (S.Y.: 2014-2015, 2016-2017, 2017-2018).

The findings for the Ho_1 are shown in Table 3 below. Table 3 shows a summary of the statistical results that returned a significant alpha i.e., p-values

Table 3

Summary of Significant Statistical Findings on Test of Difference between SBM and Non-SBM Schools by Grade Level and per quarter from SY 2016-2017 to SY 2018-2019

Grade Level	School Year	Quarter	Type Of School	N	Mean Rank	Mann-Whitney U	p-value
Grade 7	2016-2017	First	SBM	5	***8.80***	1.000	**.010**
			NONSBM	6	3.67		
		Second	SBM	5	**8.90**	.500	**.008**
			NONSBM	6	3.58		
		Third	SBM	5	**8.10**	4.500	**.054**
			NONSBM	6	4.25		
		Fourth	SBM	5	**8.50**	2.500	**.022**
			NONSBM	6	3.92		
		Average Q1 to Q4	SBM	5	**8.80**	1.000	**.011**
			NONSBM	6	3.67		
Grade 8	2016-2017	First	SBM	5	**8.60**	2.000	**.018**
			NONSBM	6	3.83		
		Third	SBM	5	**8.20**	4.000	**.044**
			NONSBM	6	4.17		
		Fourth	SBM	5	**8.20**	4.000	**.042**
			NONSBM	6	4.17		
		Average Q1 to Q4	SBM	5	**8.70**	1.500	**.013**
			NONSBM	6	3.75		
	2017-2018	Third	SBM	5	**9.00**	0.000	**.006**
			NONSBM	6	3.50		
	2018-2019	Fourth	SBM	5	**8.20**	4.000	**.041**
			NONSBM	6	4.17		
Grade 9	2016-2017	Average Q1 to Q4	SBM	5	**8.40**	3.000	**.028**
			NONSBM	6	4.00		
Grade 10	2016-2017	First	SBM	5	**8.20**	4.000	**.044**
			NONSBM	6	4.17		
		Second	SBM	5	**8.20**	4.000	**.045**
			NONSBM	6	4.17		
		Average Q1 to Q4	SBM	5	**8.20**	4.000	**.045**
			NONSBM	6	4.17		

less than 0.05. SBM and Non-SBM schools were compared according to the performance of the students gleaned across all quarters and from S.Y. 2016-2017 to S.Y. 2018-2019. The summary table for the statistical results per grade level across the school year is presented in Appendix E.

A total of 60 tests of the hypothesis (See Appendix E) establishing significant differences between SBM and Non-SBM school's performance across grade levels and per quarter, based on MPS, was implemented using Mann Whitney U Test (n = 11). The results provide that out of 60 comparisons, 15 returned significant p-values, i.e., less than 0.05. Table 3, shows the corresponding grade level and school years in which these significant difference between MPS across all subjects is observed. Consistently across the reported comparisons, MPS of SBM schools were significantly higher than their non-SBM counterparts. The findings provide sufficient statistical evidence to reject the null hypothesis, H_{o1}.

On the other hand, the data on the performance of the 11 selected schools for the study in the National Achievement Test was retrieved to test if there was a statistically significant difference in its performance for the past five years. The usage of the Mann Whitney-U Test was deemed appropriate as there is a limited number of observations thus short of the assumptions required to implement a parametric test.

Although numerical differences in the graph (Figure 43) is observed from five SBM school and six Non-SBM schools, such differences are not statistically

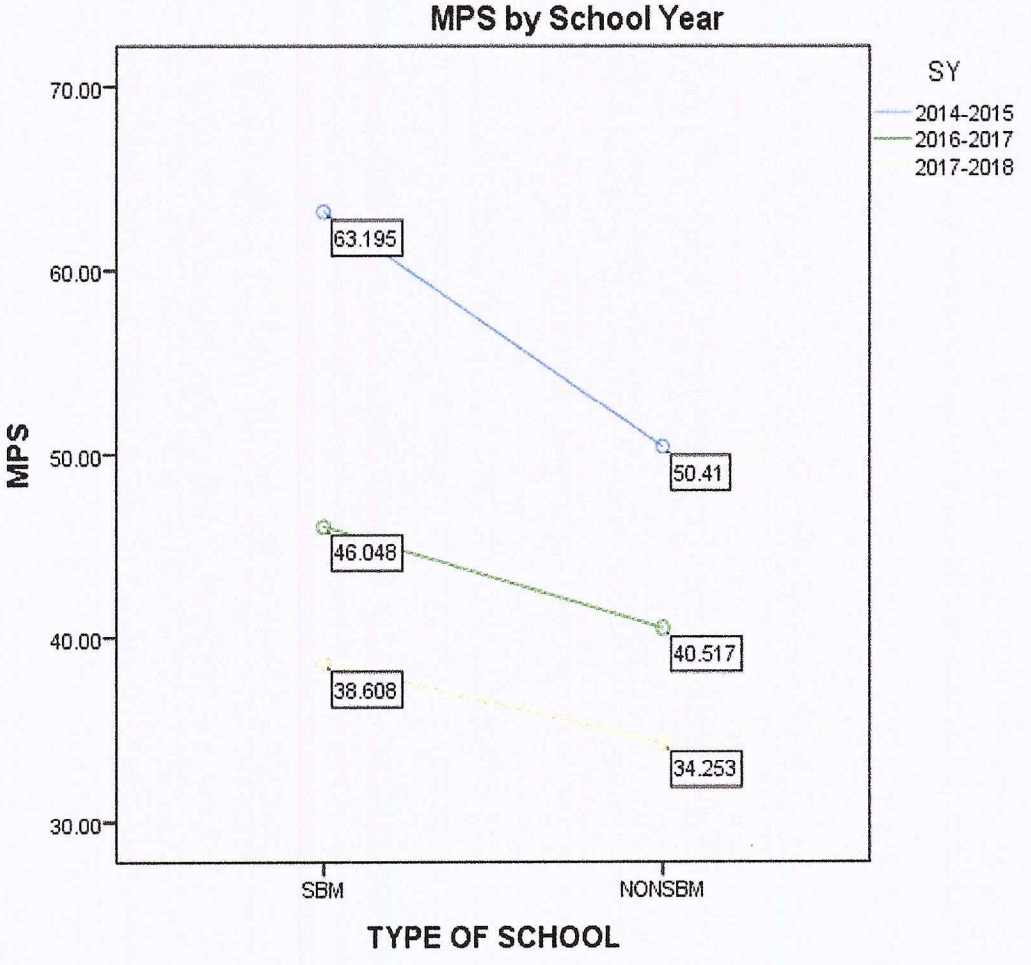

Figure 43. Summary of Findings on the Statistical Difference of the NAT Mean Percentage Scores, S.Y. 2014-2015, 2016-2017, and 2017-2018 of the Participant Schools

warranted. All Mann Whitney U Test returns p-values that are greater than 0.05. This indicates no significant difference between SBM and Non-SBM Schools in terms of performance in the NAT among schools in years 2014-2015, 2016-2017 and 2017-2018. The findings failed to reject the statistical hypothesis, Ho_2. As a caveat to these findings, no data was available for SY 2015-2016 as well as for 2018-2019.

Profile of the School, School heads, and Teachers in the Study. The tables below explicate the response of the study on the initial question:

> RQ 1: What is the profile of the school in terms of the following: Number of students; Attendance of students in classes, Academic achievements; Extra-curricular activities; School head (Age and sex, Position, Educational background, Relevant training, Years in service); and Teachers (Age and sex, Position, Educational background, Relevant training, Years in service)?

The profile of schools is shown below as Table 4, the profile of school heads as Table 5, and the profile of teachers as Table 6.

Profile of the Schools. The table below (Table 4) outlines the different programs conducted by the schools selected to participate in the study. The table also includes academic achievements by the school, their school size, and the attendance rate of the school.

The table shows that there is a vast similarity in the programs implemented in schools, such as Brigada Eskwela, Quarterly Portfolio Day, Sports

Table 3

Summary of Programs Conducted by the Schools

Division	SBM?	School Typology	Attendance Rate	Academic Achievements	School Programs
Division B	No	Small	98.90%	Academic Competitions participation Campus Journalism	Sports Development Program conducted Gulayan Sa Paaralan Gender and Development Scouting program School banner projects quarterly Portfolio day
Division B	No	Medium	91.86%	Academic competitions participation Campus Journalism Reward and recognition system YES-O program Technolympics	Brigada Eskwela Scouting program Gulayan sa Paaralan Solid waste management National Drug Education Program Gender and Development School Banner Projects Quarterly Portfolio day
Division B	No	Small	97.92%	Academic competitions participation Campus Journalism	Career Guidance Advocacy Program DRRM Gender and Development Gulayan Sa Paaralan

Division	SBM?	School Typology	Attendance Rate	Academic Achievements	School Programs
					National Drug Education Program(NDEP) Oplan Balik Eskwela School Banner Projects Quarterly Portfolio Day
Division B	Yes	Very large	95.09%	Academic Competitions awardee National Awardee Campus Journalism Yes-O recognition Research competitions Technolympics	Scouting program Gender Gulayan sa Paaralan Gender and Development NDEP Reward and Recognition system Sports Development program Oplan Balik Eskwela SSG Solid waste management program school Banner Projects Special Program in Arts Quarterly Portfolio day
Division B	Yes	Very large	100%	Academic Competitions Awardee Campus Journalism National Awardee Research competitions	Sports Development Program Gender and Development Solid waste management Program

Division	SBM?	School Typology	Attendance Rate	Academic Achievements	School Programs
				Technolympcs	NDEP
				YES-O Implementer	Special Program in Arts
					Oplan Balik Eskwela
					Gulayan sa Paaralan
					Special Program in Sports
					ALS program
					SSG
					School Banner projects
					DRRM
					Career Guidance Program
					Reward and recognition system
					Quarterly portfolio Day
Division B	Yes	Medium	100%	Academic Competitions participation	Career Guidance program
				Campus Journalism	DRRM
				Division level Awardee	
				Resaerch participation	Gender and Development
				Technolympcs	NDEP
					Solid waste management
					Oplan Balik Eskwela
					Reward and Recognition system
					SSG
					School Banner Projects
					Quarterly portfolio Day

Division	SBM?	School Typology	Attendance Rate	Academic Achievements	School Programs
Division A	No	Small	95%	Academic Competitions Campus Journalism Participation Technolympics YES-O Implementer	Reward and recognition system Gender and Development career Guidance program Oplan Balik Eskwela Brigada Eskwela SSG Sports Development Program Scouting program DRRM School banner Projects
Division A	No	Small	98%	Academic Competitions Division Awardee campus Journalism Research Awardee Science, Technology and Engineering Program Yes- O Awardee	career guidance advocacy program Gender and Development DRRM SSG Brigada Eskwela Oplan Balik eskwela reward and recognition system Quarterly Portfolio day School banner Projects
Division A	Yes	Very large	97.50%	Academic Competitions awardee Campus Journalism partcipation	Sports Development program Gender and development

Division	SBM?	School Typology	Attendance Rate	Academic Achievements	School Programs
				Technolympics Regional Awardee	Career Guidance Program
				Yes- O implementer	Scouting program
				SBM Awardee	SSG
				National Brigada Eskwela Implementer	DRRM
				Division Research Program Awardee	NDEP
					School Banner projcet
					Quarterly Portfolio day
					Reward and recognition system
					Gulayan sa Paaralan
Division A	Yes	Large	96%	Academic Competitions participation	Career Guidance program
				Campus Journalism Divison Awardee	Gender and Development
				technolympics participation	SSG
				YES-O participation	DRRM
					Sports Development program
					Reward and Recognition System
					Quarterly Portfolio day
					School banner project
					Solid waste management program
Division A	Yes	Medium	91.42%	Academic Competitions participation	Career guidance program
				campus journalism	Gender and Development Program

Division	SBM?	School Typology	Attendance Rate	Academic Achievements	School Programs
				Technolympics participation	SSG
				Yes- O Implementer	NDEP
					Brigada eskwela
					Oplan Balik Eskwela
					Reward and Recognition system
					Solid waste manegement
					Gulayan sa Paaralan
					School banner projects
					DRRM
					Quarterly Portfolio day
					Sports Development Program

Development, Gulayan sa Paaralan, and Journalism among others. These programs are in different fields of interest and each has its objective. These programs are intended for the development of the students. They are further expounded in the Interventions Implemented by the Schools section of this research.

Profile of the School Heads. The table below (Table 4) shows a summary of the participants and their profile in terms of their schools' division, age, sex, rank, years of experience, and their educational attainment.

Table 4

Profile of School Head Participants

Division	SBM ? Y/N	Sex	Age	Position/ Rank	Years of experience as a Principal	Highest educational attainment
Division A	Y	Male	40	HT-I	4 years	MAT-MATh
Division A	Y	Female	40	HT-I	3 years	MAT-MATh
Division A	N	Male	48	Principal I	7 years	MAT- CAR
Division A	N	Male	51	HT-IV	27 years	PhD-EM CAR
Division A	N	Male	41	Principal I	3years	Not indicated
Division B	Y	Female	48	Principal I	25 years	PhD-EM
Division B	Y	Male	51	Principal I	8 years	PhD-EM CAR
Division B	N	Male	55	Principal IV	25years	PhD-EM
Division B	N	Female	27	Teacher/TIC	6years	MAED-Secondary
Division B	N	Female	63	Principal I	25 years	MAED - CAR

Profile of Teachers. The table below (Table 5) shows a summary of the profile of teacher respondents—school division, sex, age, rank, years of experience, and their highest educational attainment.

Table 5

Profile of Teacher Participants

School Division	SBM? Y/N	Sex	Age	Rank	Years of experience as a teacher	Highest educational attainment
Division A	Y	Female	45	SST-III	15 years	MAT-CAR
Division A	Y	Male	30	SST-II	1 year	Not indicated
Division A	N	Female	40	Master Teacher I	12 years	MAT- CAR
Division A	N	Female	25	SST-I	2 years	MAT-MATh
Division A	N	Male	41	SST-III	13 years	MED-Math
Division B	Y	Male	42	SST-I	4 years	Not indicated
Division B	Y	Female	36	Master Teacher I	10 years	MAED-CAR
Division B	N	Female	25	SST-I	3 years and 4 months	12 units-MAED Division A College
Division B	N	Female	35	Master Teacher I	12 years	MAED-CAR
Division B	N	Male	32	SST-III	9 years	PhD-EM CAR

Factors Influencing Students' Academic Performance

The factors are initially discussed, highlighted in Figure 44, followed by the considerations of these factors in the implementation of the different interventions

in schools. This section underscores the findings of the study for the second question posed in the Statement of the Problem.

RQ 2: What are the factors influencing students' achievement? How are these factors considered in the implementation of the SBM program?

Student.

Attitude towards studying. A participant relates the student's failure in academics due to the student's perception of studying--not taking their studies seriously – or that the student does not have the studying habit necessary to improve their knowledge and skill on the subject matter.

> Actually sir, one of the factors is that other students are not really serious with their studies. They don't have that study habit at home. (Division A Teacher Non-SBM II, Pos. 15)

The student's attitude towards learning can be attributed to one's level of self-efficacy or beliefs on their capabilities to accomplish a required task (Bandura, 2006 & Villas, 2019). In this case, the student might perceive that they would not be able to understand the subject matter anyway, thus, they invest little effort in learning.

Vicarious experience is also considered in the context of self-efficacy, where a student becomes more confident because they have seen someone who is more victorious in accomplishing a task or going through an experience (Bandura, 2006 & Villas, 2019).

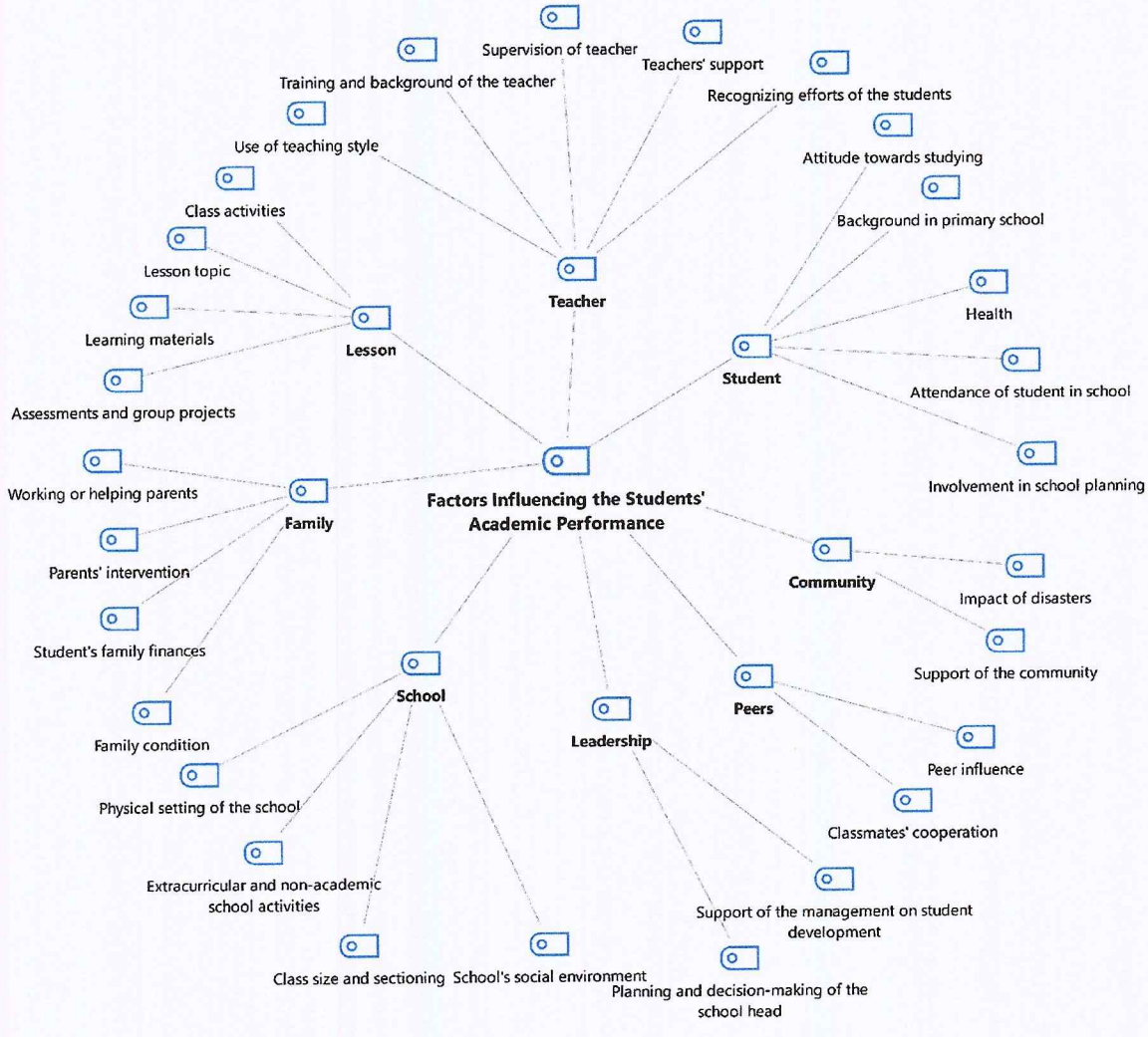

Figure 44. Factors Influencing Students' Academic Performance

> I think an nag-motivate talaga ha akon ura-ura is because I also see the sacrifices of my lola ha lola la ako nagdako. Let us consider an mga sacrifices nga ira ginhimo and also the efforts han teachers na, kay I think may circumstances talaga na an mga teachers nawalk-out because sa attitude han students. So amo ton i-consider la naton an mga goodness because that made me more motivate an pag-eskwela sir. *[Translation: I think what motivated me the most is because I also see the sacrifices of my grandmother. I grew up with my grandmother. Let us consider those sacrifices that they have made and also the efforts of the teacher because I think there are circumstances when the teachers do walk out (of classes) because of the students' attitude. So, we have to consider their goodness because that's what motivated me more for going to school.]* (Division A Student Non-SBM II-A, Pos. 68)

For this participant, the vicarious experience stems from their family members and teachers' efforts for them or the other students' learning. The student considers these circumstances as a motivation to do well in schooling. In a study conducted by Villas (2019) in Senior High Schools in Quezon City, students from public high schools tend to driven more by vicarious experiences as compared to students in private schools.

Background in primary school. The student's ability to connect a piece of new information from previous knowledge (Angelo, 1993) is another factor identified by a participant. This prior knowledge can help them understand new metaphors, concepts, and logic that are taught in secondary education.

> After namon magconduct han assessment na-found out nga asya ngay-an nga an bata nga diri masyado namamati in the first place kay diri nakaka-understand

> bisan mga simple la nga mga words. An ira background nga school an ira education han elementary. Siguro usa po liwat iton hiya nga factor. *[Translation: After we conducted the assessment, we found out that the reason why the child doesn't listen intently in the first place is that they cannot understand even the simplest of words. Their school background back in elementary. I think this is also a factor.]* (Division A Teacher SBM I, Pos. 35)

Health. Four out of 10 people in this province are in poverty (PSA, 2019). Families may have issues such as keeping their school-aged child in a physiologically healthy state.

Food insufficiency can lead to harmful effects in the future. Studies show that it is associated with a higher occurrence of poor health conditions. Hunger-related toxic stress may negatively impact learning, information processing, brain development, and the student's academic performance (APA, n.d.). The school head participant attested to this factor during the interview:

> We have learners that are severely wasted. But, we don't have...an intervention to that, since we are secondary school, there is no intervention, there is no assistance given by the government. Kasi an era, siyempre an era mga economic status an aton children are, sugad iton, nasulod hera school, mga empty stomach, so they cannot, comprehend the test, the learning instruction in school since they are not that healthy. *[Translation: We have learners that are severely wasted. But we don't have interventions for that since we are a secondary school, there is no intervention, there is no assistance from the government. Because their economic status, the children's economic status are like that, they go to school with empty stomachs so they cannot comprehend the test, the learning instruction in school since they are not*

> *that healthy.]* (Division B School Head Non-SBM III, Pos. 13)

Another facet, in the context of health in the child's learning, is their mental health. Natural disasters have been plaguing the region (Meniano, 2017) and children are exposed to such disasters, various emotional responses could be triggered. It can range from minimal distress to inattention, lack of enjoyment, fear, depressed mood, and anxiety. It may also induce symptoms of re-experiencing and disruptive behavior. Older children tend to manifest all of the symptoms of post-traumatic stress disorder, such as irritability and emotional constriction. They could suffer from difficulties in attention, which could impale their participation and concentration in school (Stafford, Schonfeld, Keselman, Ventevogel, & Stewart, 2020).

> Actually, marami pa yan, hindi natatapos ang mga factors affecting, kagaya ng mga natural calamities, kapag nasa emergency ang mga bata, papano mo iimplement ag learning in emergency during calamities. Nirerefer naman natin yan sa mga expert in psychology, kasi sometimes they are affected na nagiging traumatic kasi ang experience ng bata during natural calamities. So pano natin sila ididirect ang kanilang attention sa education. Because at that moment, ang ano nila is already survival, more on the personal aspect of the learner. Marami talaga, hindi natin masukat. Another pa, itong coronavirus ngayon. That will also affect the performance of our learners, kasi mga matatakot na ang bata pumasok. *[Translation: More factors are affecting (student achievement), like natural calamities. Like when children are in emergencies, how do you implement learning in emergencies, during calamities. We refer those to experts in psychology because*

> *sometimes they are affected, natural calamities become traumatic experiences for them. So, how do we re-direct their attention to their studies? Because at that moment, their(focus) is on their survival, more on the personal aspect of the learner. There are many(factors), we cannot measure. One more factor is this Coronavirus. That will also affect the performance of our learners because they'll be afraid to go to school.]* (Division B School Head SBM III, Pos. 27)

Disabilities or impairment can affect a child's learning. Hearing loss, for example, can cause delays in understanding the learning material. Students with such disabilities may also appear isolated in the learning environment. This gap in social contact and interaction with other students may also affect their learning (ADCET, n.d.).

> Mayda kita didi kabataan na visually impaired, mayda gihap medyo bungol may naka hearing aid, ginbuligan ada namon. Regular class kay inclusive naman kita, so kun visually, ako may ada, in inga bata naka eye-glass ngahin dapat adi hiya ha front, front hiya, so an bungol liwat. Are the teachers trained to handle this kind of student? Not so. Ok la an visually, but an bungol may ada man hearing aid, an problem man hini nakakasunod man, an kuwan la kay nababully hiya sometimes. *[Translation: We have here visually impaired children, some are hard of hearing and need a hearing aid, I think we've helped them. (They belong to the) Regular class because we're now inclusive, so if visually(impaired), I have one, this kid has glasses, meaning they have to sit in front, the same goes for the hard of hearing. Are the teachers trained to handle this kind of student? Not so. It's easier for the visually(impaired), but the hard of hearing, they may have hearing aids, the only problem is, while they can follow (lessons), they are sometimes bullied.]* (Division B Teacher SBM III, Pos. 17)

Attendance of students in school. In a study conducted by Fadelelmoula (2018) among students in the medical field, there was a

positive correlation between attendance and the students' performance in the final exam. A similar study conducted by Kirby and McElroy (2003), attendance in class and especially for tutorial attendance, has a positive, yet diminishing and marginal effect, on the student's grade. These findings from other studies reflect a similar insight from the school head participant in Division A:

> Attendance talaga number one. Kasi ginagawa naman yung mga guro yung pag-tuturo kaya lang marami yung lumiliban. Pagka nag-exam, tapos nag take. Wala na, walang natutunan so mababa yung mga resulta. *[Translation: Attendance is number one. Because the teachers do teach, unfortunately, many children don't come to class. When examination time arrives, they take the exams. That's it, they didn't learn anything, so the results are unsatisfactory.]* (Division A School Head Non-SBM I, Pos. 64)

Involvement in school planning. In the guidelines formulated by the Department of Education (2009) on implementing the school-based management system, the creation of a School Governing Council requires membership of the Student Council to represent the students in developing school improvement plans. A World Bank's (2016) study on the impact of school-based management in the Philippines has shown a positive impact on the performance of children.

> We need the help, the assistance of our stakeholders, our students because they are idealistic. Students at a young age are very idealistic, and they can see visions for our school, and sometimes these visions are very helpful, in improving and creating the development

> and improvement of our school. (Division B Teacher SBM II, Pos. 21)

Family.

Students working or helping parents. In a study conducted by Muluk (2017) on students with part-time jobs, scrutinizing the relationship of their work to their academic results, the study revealed that the students' general grade point is above average. This is reflected in how the high performing student participant still manages to excel in academics while helping parents earn their income,

> "Danay ako it nagtitinda hin isda, tas amo ito, danay waray na kurukaturog" *[Translation: Sometimes, I'm the one selling fish, that's it, sometimes I don't get sleep.]* (Division A Student SBM II-A, Pos. 42).

Parents' intervention. Parents are the first to explore their children to the social and academic world, thus, parental involvement in the child's education is essential and has an impact on the student's academic performance (Amponsah, Milledzi, Ampofo, & Gyambrah, 2018). However, based on the account of a participant teacher, some parents are negligent on their child's education and parents tend to depend on the school when it comes to their child's academics:

> Kinukumusta naman daw nila afterwards na nagkakausap-usap na kami they even asking ma'am what did you observe with your child? Pagtinatanong ko, ma'am ok walang problema ganito ganyan. So somehow sabi ko there is actually negligence for both sides because hindi siguro namin talaga totally nire-reach out, kayo naman hindi kayo nag-reach out. kasi during the orientation in-emphasize na namin na this

> is a two-way communication, this is a two-way relationship, hindi pwedi na kapag binigay niyo na sa amin yung bata amin na siya wala na kayo. Kasi parang tingin nila this is a school, this is actually a responsibility of the school, walang problema na parang ganun eh hindi eh. *[Translation: Parents say they ask their children how they are, when we talk I even ask what they've observed with their child. When I ask, they say everything's fine. So somehow, I think there is negligence with both sides because we teachers don't reach out, but the parents themselves likewise do not reach out. During orientation, we emphasize that this is two-way communication, this is a two-way relationship. Your act of entrusting the children to us does not remove your responsibility to them. They think that this is the sole responsibility of the school, but it is not.]* (Division A Teacher Non-SBM III, Pos. 18)

Student's family finances. The impact of the student's economic status is related to the students working and helping parents, and the student's health. However, in a study conducted among high school students in Japan, parents' involvement in children school activities has a greater impact than the parent's financial status in enhancing their children's performance in school (Machebe, Ezegbe, & Onuoha, 2017).

Family condition. The condition of the family was considered as a factor by a school head participant, this includes the safety of their homes or their living conditions, and stability of their parent's relationship:

> So, sa family, of course sa family di, in terms of emotional development, status ng bata kasi, di naman ano, pero aside from these beneficiaries, ang mga home background is not really [good] kasi most of them are nakatira sa ganito, most of the parents are broken, may asawa didto, may asawa. Ambot ano't tawag hito. Somehow it affects. *[Translation: So, with the family, in*

> *terms of emotional development and status of the child, it's not like, but aside from these beneficiaries, the home background is not good because most of them leave in, most of the parents are broken, some have different spouses. I don't know what it's called, but somehow it affects.]* (Division B School Head Non-SBM II, Pos. 17).

In understanding the relationship of parental separation with the child's academics, a study showed that it is associated with a decrease in the children's levels of motivation, autonomy, and manual dexterity (Nusinovici, et al., 2018).

Peers.

Peer influence. A student participant admitted that peer influence affected her academic performance. A similar finding was revealed in a study exploring the correlation between the perceived level of peer pressure on academic performance. The study stated that students may use a positive or negative approach to peer pressure, although, generally, they are expected to cope with the negative impact of their peers on their studies. The study also forwarded that teachers may guide their students in facing their problems (Moldes, Biton, Gonzaga, & Moneva, 2019):

> Duro sir, lalo na pagnababarkada gud ako, so napapabayaan ko an akon pag-eskwela… pero yana an akon kasi mga classmate hira na mismo an nagyakan ha akon nga tungod la hiton nga barkada napapabayaan ko an akon pag-eskwela. So ginsulod ko iton ha akon utak, so yana bagan nakakag-focus na ako guti-guti ha akon pag-eskwela. *[Translation: Very much so, sir, especially when I get worried, I tend to set aside my schooling… But now, my classmates themselves tell me that it's the peer pressure that causes me to lose focus on my*

> *studies. So, I put it in my mind. Now I think I can focus a little bit more with my studies.]* (Division A Student SBM I-B, Pos. 20)

Classmates' cooperation. Related to peer influence, classmates can also affect how a student performs. Some learners tend to approach another classmate to clarify lessons. This is reflected in the response of a student participant:

> An iba nga students' sir kay kadamuan man ha amon classmate medyo nauurhi hira sir pagmayda ngani sugad hiton nga nagtututdo hin kuan tas waray hira makakuha danay ngadi nala liwat hira ha akon sir napakiana sir. *[Translation: The other students, sir, a lot of my classmates are behind, when the teachers teach something and they could not comprehend, sometimes they ask me about it instead.]* (Division A Student SBM I-A, Pos. 42)

Factors related to peers and classmates were also explained by Angelo (1993). When students can relate habitually with other students, it promotes learning. This can also be attributed to Team Learning by Wilson & Peterson (2006), which describes teaching as a shared work between teachers and students.

Community.

Impact of disasters. The context of this factor is related to the psychological health of the child discussed earlier. When students experience traumatic events such as natural disasters, they may struggle with being attentive, which could affect their participation in school (Stafford, Schonfeld, Keselman, Ventevogel, & Stewart, 2020).

Support of the community. The support of the community is championed in the implementation of SBM, where the community is regarded as a stakeholder in school (World Bank, 2016). The participant school head emphasized the participation of the parents, the barangay, and the local government as essential forces for student development:

> In general, it says that it takes a village to educate a child, ibig sabihin yung edukasyon ng bata hindi lang gawain ng guro, hindi lang Gawain ng school head, or hindi lang trabaho ng paaralan ito ay collaborative effort ng paaralan, mga guro, ng magulang at saka ng community. Pag-itong lahat na mga tao ay nagtratrabaho tulong-tulong para sa edukasyon ng mga bata siguradong maganda yung andoon yung quality education. Halimbawa yung bata nandoon na sa bahay umuwi na ang bata sa bahay nadoon na yung rule ng magulang siya na yung bahala doon kung yung bata o magbabasa ng kanyang libro, maggagawa ng assignment, hindi naglalaro ng games sa cellphone nadoon na yung rule ng magulang o diba. Sa community naman lalo na yung LGU, LGU officials dapat tumutulong din sila lalo na sa physical kasi minsan hindi lahat natutugunan ng gobyerno yung pangangailangan. Tumulong sila na mabantayan na pumapasok sa paaralan ang mga bata lalo na rin yung mga official ng barangay. Hindi nila pababayaan na nakatambay nalang sa labas yung bata. *[Translation: In general, it takes a village to educate a child. This means that the education of a child is not only the job of the teachers, the school head, and the school. This is the collaborative effort of the school, the teachers, the parents, and the community. When all of these people help hand in hand for the development of the children's education, for sure there will be quality education. For example, when a child gets home, the parents' rules apply, as in case of whether or not they read books or do assignments and are not allowed to play with their phones, that's the parents' rule, right? In the community, most especially the LGU, LGU Officials should also help especially with the physical (aspects of the school),*

> *because not all needs can be met by the government. They should help in determining whether the children do go to school, especially those officials of the barangay. They should not let children loiter around.]* (Division A School Head SBM II, Pos. 159)

School.

Physical setting of the school. This factor concerns the facilities of the school, such as classrooms, library, laboratory, and other physical resources that could engage the student in learning. In the study conducted among senior secondary schools in South West Nigeria, there was a significant relationship between students level of motivation and academic performance to physical facilities and improving the learning opinion (Akomolafe & Adesua, 2016):

> Kasi pag yung bata is nadoon sa classroom na conducive to learning factor din yun para sila matuto, well-ventilated o well-lighted, tapos yung upoan hindi over-crowded. *[Translation: When the child is in a classroom that is conducive to learning, it's also a factor for them to learn, well ventilated or well-lit, and not overcrowded.]* (Division A School Head SBM II, Pos. 62)

Extra-curricular and non-academic activities. Freeman (2017) studied the relationship of extra-curricular activities to student achievement. He found that high school student participation in extracurricular activities is positively related to academic achievement. Students who participate in these kinds of activities have better self-esteem (Dowell, Badgett, & Hunker, 1972, as cited in Freeman, 2017), better attendance rates (O'Brien & Rollefson, 1995; Snyder & Spreitzer, 1978;

Spreitzer & Pugh, 1973; Rehberg, 1969 as cited in Freeman, 2017), and lower dropout (Landers & Landers, 1978 as cited in Freeman, 2017) than those who do not. The impact of extra-curricular activities on student development is shown in the response of a student participant:

> I think the school molds me into a better version han akon sarili. For example na, I don't join journalism, but through the school and my school paper adviser I was encourage and motivated to join and through their efforts kan ma'am ngan kan sir nga akon school paper adviser dako po an akon gratitude towards han ako school. *[Translation: I think the school molds me into a better version of myself. For example, I didn't want to join journalism, but through the school and my school paper adviser, I was encouraged and motivated to join and through their efforts, from ma'am and sir who are my school paper adviser, I have great gratitude towards my school.]* (Division A Student Non-SBM II-A, Pos. 52)

Class size and sectioning. The issue of class size is mainly affected by the school's available classrooms. Some public schools have a bigger class size due to lack of facilities while some resort to the shifting of classes to be able to accommodate more students from their nearby communities.

School's social environment. The school's social environment is also connected to the student's peers and classmates. However, in a response from a teacher participant, the social environment of the school also expands to the relationship of the teachers with each other:

> Maybe the school itself. Iton Makita hira an working environment. Makita hira han teachers nga ok an relationship. Kasi diba it bata danay, pag nakikita nira an mga teachers nga diri ok. Or, bisan it ira igkasi students. Pag makita hira nga "Aw, mga buotan ang

> mga estudyante han (school name). Waray bully, waray kuwan." So tendency is masulod hira kahit papano. Nakukuwan hira, naeengage hira. Kasi diri kami sugad hito. Diri ito dako tam case didi. So far, so good kami han mga sugad ito nga butang. *[Translation: Maybe, the school itself. When the children see the working environment. When they see teachers with good relationships with each other. Because you know, a child, sometimes, when they see teachers that are not ok, or even their fellow students when they see that "Oh, the students of (school name) are good people, they don't have bullies," the tendency is, they would go to class. They become engaged because we're not like that. So far, so good when it comes to those cases.]* (Division B Teacher Non-SBM III, Pos. 18)

Teacher.

Use of teaching style. Any student experiences a wide variety of teaching styles throughout their schooling, due to the teacher's different personalities and beliefs on how it will affect academic performance. Furthermore, in a recent US study titled 'Teacher and Teaching Effects on Students' Attitudes and Behaviors' it was found that teaching styles strongly influence student attitudes, specifically Teachers emotional support and classroom organization have a moderate correlation to student attitudes. However, it is difficult to correlate these styles directly to academic performance (Blazar, 2017). The difficulty in providing emotional support to improve test scores is evident to Teachers:

> I am not the kind of teacher kasi sir nga nabuyayaw or nagpapahiya, bisan gano na ko kauritan hito nga bata, diri ako nagpapahiya talaga, kasi I know the feeling. Kasi maaram ako hit concept nga maluya na ngani it bata, dudug-ngan mo pa. Waray pa ako makaexperience ito sir, pero maluuyon kasi ako sir.

> Madali la ako makayakan hito nga bagsak is bagsak, pero at the end of the day, pag kaya ko hiya unaton, nagiging madyikero na kita hiton na portion. Pero not all the time. Pag diri talaga deserving ginpapatagamtam ko. *[Translation: I'm not the kind of teachers who curses at a child or shames them, no matter how annoying the child gets, I will never shame them because I know the feeling. I know the concept of a child who's already down, and the teacher adds to his feeling. I have never experience that, but I pity. It's easy to tell a child that a failing grade is a failing grade, but at the end of the day, if it can be stretched, we will find ways like a magician. But not all of the time. If the child does not deserve it, we let them experience (failure.)]* (Division B Teacher Non-SBM III, Pos. 16)

This demonstrates the need for teaching style to evolve with the students. Receive and use ample, prompt, specific feedback. It is crucial for educators to be unassuming about what students understand, rather, determine what the students know and incorporate advice for their improvement (Angelo, 1993).

Training of the teacher. It is generally accepted that Teacher characteristics and background have an influence on student performance and that targeted strategies on teaching styles are a necessary factor to improving student academic performance. Meanwhile, efforts are made to further educate teachers on curriculum material and strategies,

> "Para maupdate sa mga strategies, teaching strategies dapat. Kailangan silang maupgrade ang kanilang nalalaman sa pedagogy of teaching" *[Translation: So that they are updated with strategies, teaching strategies. Their knowledge of teaching pedagogy should be upgraded.]* (Division B School Head SBM II, Pos. 147).

However, a study suggested that investing modestly in teacher development is not a driving factor in improving the academic performance of students with high poverty (Jacob & Lefgren, 2004). While it is unclear if this study would translate directly to Division A schools, it merits further investigation on the return between investment in teacher training and student performance.

Teacher's supervision. Teacher supervision is understood to be an important factor, as stated above, one study suggests that supervisory interventions like checking of student' notes, class visitations, checking of teachers punctuality and attendance and moderation of examination questions all have a statistically significant impact on academic performance (Alimi, 2012). While this study is related to English classes in Ghana High Schools, it suggests these interventions will be effective across the educational spectrum. It is already understood to be an important factor in both SBM and non-SBM schools.

> Oo yung sa una sir, yung supervision sa classroom level bali noon before and after lang yun itong 16, 17, pre-observation. pero ngayong quarterly kung minsan monthly pa ngani. Medyo ang teaching naimprove pero yung assessment base sa performance dapat icompare natin yung ngayon sir sa current kun ano ba ang performance ngayon. Normally parang parepareho parin siguro, pero may performance kasi hira kuan. *[Translation: So that they are updated with strategies, teaching strategies. Their knowledge of teaching pedagogy should be upgraded.]* (Division A School Head Non-SBM II, Pos. 110)

Support given to students. Students understand when they are receiving support and this certainly influences their behavior in the classroom and stated above (Blazar, 2017). Students in both SMB and non-SBM can see examples of this in their schools,

> "Sugad nag-eencourage hira ha akon" *[Translation: Like when they encourage me.]* (Division A Student Non-SBM I, Pos. 30); "Nabubuligan po ako han school para maimprove an akon academic performance through their motivation" *[Translation: The school helps me with the improvement of my academic performance through motivation.]* (Division B Student SBM I-A, Pos. 28).

Recognizing the efforts of the students. An important interaction between the students and teachers is the connection when Teachers recognize the students, through interactive participation Educators provide learning opportunities by having lessons with meaningful context while learners are motivated to learn by rewards. Learning through participation, on the other hand, do not have fixed roles for educators and learners. Rather, it gives a more collaborative approach to learning where motivation is intrinsic and the learning process is meaningful to both the educators and the learners (Wilson & Peterson, 2006). This participation can be seen to involve incentives in Division B schools:

> Actually naghihimo ako hin way, that's why I always give rewards. Rewards pero diri naman too much on their side na parang sasayunon nala nira because of rewards. Pero nakikitan ko sir, pag naghahatag akon rewards, nagiging excited sila sir, "Sige, the winners will have one pack of biscuit." So teacher factor gihapon. *[Translation: Actually, I look for ways, that's why*

> *I always give rewards. Rewards, but not too much on their side that they will make it seem easy because of rewards. But I can see, sir, that when I give them rewards, they get excited. "Alright, the winners will have one pack of biscuits." So the teacher factor (plays a role) as well.]* (Division B Teacher Non-SBM III, Pos. 16)

Lesson.

Class activities, assessments, and group projects. Similar to the impact of extra-curricular activities, class activities, assessments, and group projects promote learning in a way that it engages students socially. Studies have shown that social aspects are important for an individual's development (Wilson & Peterson, 2006).

Lesson topic. How students experience difficulty in their academics was attributed to their foundation from their previous education. A teacher respondent emphasized that if their background on the subject matter is not well-enforced, then they will have difficulty in understanding the topic.

> Baka siguro mahirap talaga yung lesson just like in mathematics in problem solving. Mababa yung foundation ng mga bata so hindi talaga makukuha basta-basta. kunti lang yung nalalaman nila. *[Translation: Some cases may be that the lesson is difficult, like Mathematics in problem-solving. The child's foundation is not established so they really cannot get it, they know very few.]* (Division A School Head SBM II, Pos. 110)

Learning materials. Learning materials also impact students' performance, in the study conducted by Akomolafe & Adesua (2016). Their research suggested that the students' level of motivation in learning is improved through this.

> A response from a participant student mentioned that when they are given learning materials, the read it and answer activities through it, "Mayda man po hira mga learning materials nga ginhahatag, nagbabasa nala po ako nag-aanswer" *[Translation: They give away learning materials, so I just read when I answer.]* (Division A Student Non-SBM III-A, Pos. 18).

Leadership.

Planning and decision-making of the school head and support of the management on student development. The school head's management skills have an impact on realizing the expected outcomes from the students. The school head's ability to manage school resources, implement programs, and solve problems affects the learning environment of the student. A study by Nzoka and Orodho (2014) suggests that the school head's management practices contribute to the effective implementation of educational policies. School heads who lack this background in management lead to inconsistent monitoring of instructional processes and student assessments.

> Nakikita naman yung mga project ng school. Inaano ng mga teachers na dapat mayroon tayong mga ganito, ganyan. Kagaya ng, problema kasi naming dito yung tubig, so ang ginagawa ko, ako ang nagexperiment niya. Kinausap ang barangay kapitan, barangay captain, PTA, tapos kinausap ko si ma'am na i-ano natin yun, kasi may deep well kami diyan, so ngayon functional na. *[Translation: The projects of the school can be seen. The teachers say that we should have this or that. For example, we have a water source problem here, so what I*

> *did is, I experimented with it. I talked to the barangay captain, PTA, and then I talked to ma'am that we should do something because we have a deep well, so now it's functional.]* (Division B Teacher Non-SBM I, Pos. 28)

The factors identified are extrinsic and intrinsic to the students. It is shown in some of the individual cases analyzed that an extrinsic factor may trigger an intrinsic factor—just as how some student participants take their family's economic situation into an inspiration. Extrinsic factors may also trigger another extrinsic factor—such as the student's job affecting his or her attendance in school. Students may be affected by different factors and the magnitude of its effect on the students is yet to be *au fait* with.

Interventions Implemented by the Schools

In addressing the different challenges and factors identified in this study, some of the schools have implemented interventions. These interventions come in different forms such as programs, parental involvement, teaching and learning strategies, and supervision of teachers on students. The figure below (Figure 45) outlines the different interventions by the school and the corresponding areas they address.

Conducting Programs. The discussions below highlight how some factors are addressed by conducting programs in schools. Concerning which factors they address are also explained further.

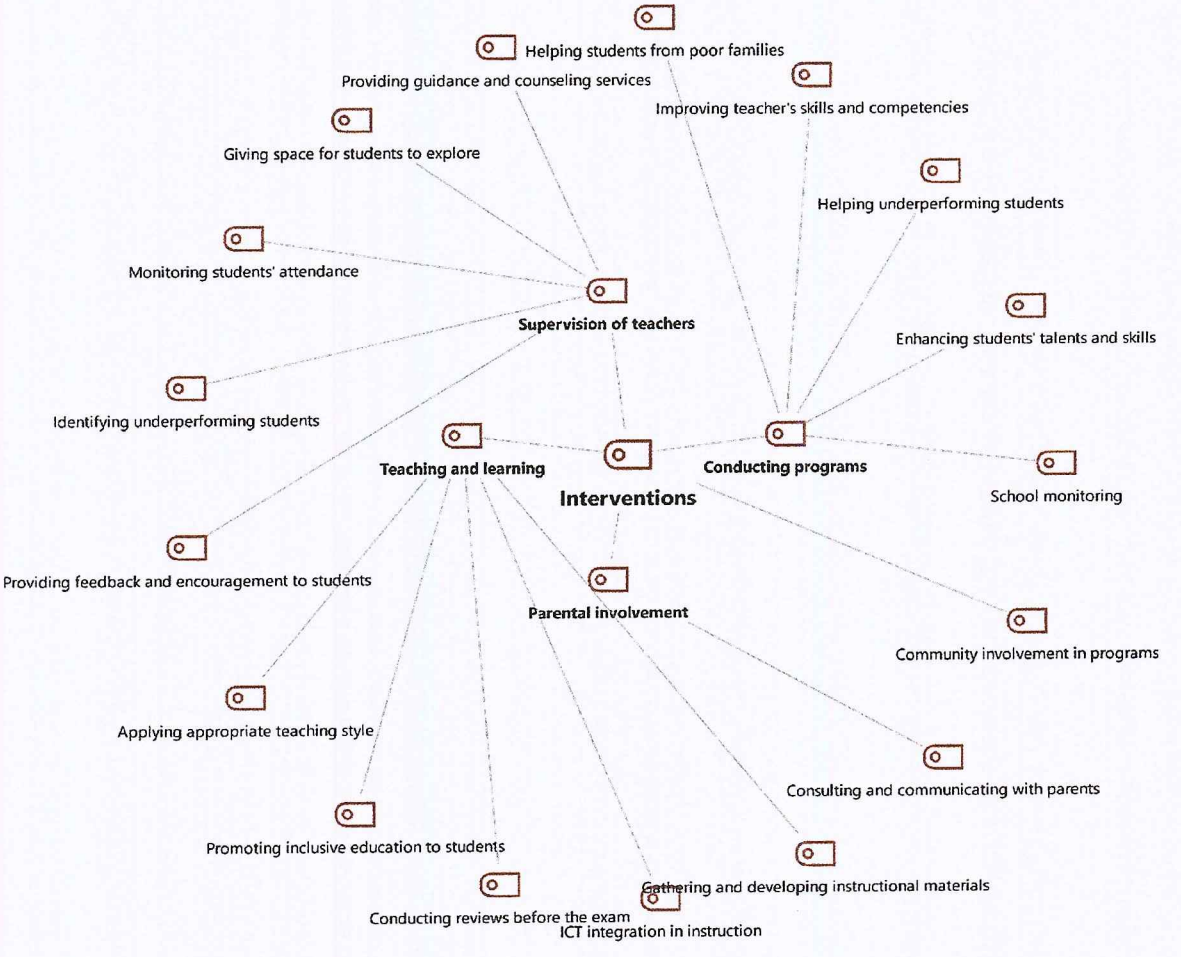

Figure 45. Interventions Implemented by the Schools

Helping students from poor families. While there is a significant percentage of poverty in Division A, schools have devised their means to help the students through scholarships or growing vegetables for the nourishment for the underprivileged students. This is explained through the response of a teacher participant from Division B:

> In science, because I'm in science department, we have a program. Catch me I'm falling. Ano yan sir, those teachers who have the capacity to help the children financially, they adopt a student. Allowance, lahat, school needs. In science department po yan, initiative ng teachers. We also have the gulayan sa paaralan, which helps the student who are undernourished, siyempre pagbusog yung bata, meron kaming feeding program. *[Translation: In science, because I'm in the Science Department, we have a program called "Catch me I'm falling." It is when those teachers who can help children financially, adopt a student. It's an initiative by the teachers. We also have the "Gulayan sa Paaralan" (Vegetable Gardens in School), which helps the students who are under-nourished, of course when the child is full, we also have a feeding program.]* (Division B Teacher SBM I, Pos. 11)

Helping underperforming students. Schools are also keen on helping students who are failing in subjects through conducting remediation, peer teaching, and other means of improving the student's knowledge on the subject matter. This is shown in response by an administrator from Division A:

> Dapat magconduct ang teacher ng remediation to students. Saka pagmay, marami yung hindi natuto sa eleksyon mo sa araw nayun dapat you are oblige to repeat your lesson. Babalikan mo dapat kasi hindi mo nameet yung objective. *[Translation: A teacher needs to conduct remediation for the students. And if there are lots of*

> *children unable to understand your lecture for the day, you are obliged to repeat your lesson. You have to do it again because you weren't able to meet the objective.]* (Division A School Head SBM II, Pos. 102)

Enhancing students' talents and skills. Schools also improve their students' skills through extracurricular activities such as journalism and sports. Earlier in the discussion, it was explained that students who actively participate in such activities tend to be more confident and they tend to have better attendance than those who do not participate (Freeman, 2017).

> Pati nga sa sports, pinag hiwa-hiwalay naming yan that was actually every Friday kasi regular naman yung klase naming dito walang shifting, kaya yung subjects na apat lang sa isang araw, mababakante na sila sa Friday yung KSP na lang yung pumapasok sa Friday so dun pumapasok yung mga remedial. Sabi ko hindi pwede na wala tayong gagawin kailangan mayron din. *[Translation: Even in sports, we separated the days, that was every Friday because we hold regular classes, no shifting, that's why the four subjects in one day(is possible), their Fridays are free, only the KSP students go to classes on Friday, those taking remedial classes. I said we cannot be stagnant, we have to do something.]* (Division A School Head Non-SBM I, Pos. 98)

Alternative forms of learning. Some schools offer alternative forms of learning through the ALS. This program was established by the Department of Education empowered by the Republic Act 9155 (2011). To forward the right to basic education, the ALS is a system providing a practical option to the standard model of instruction, where it includes sources of knowledge and skills from formal and non-formal sources (DepED, n.d.). The participant's response below highlights ALS and other

means of instruction to engage students in learning despite their circumstances:

> Yung ALS natin, andun naman yung atin Alternative Learning System. In fact, marami na nga tayong alternative delivery modes, and school ay also implementing different strategies yan sa mga alternative delivery mode. If the student is, for example, pregnant, meron kasi mga cases ng, oo pregnant, and ginagawa naming is modular instruction, kaya hindi dapat napapabayaan ang pagaaral ng bata, patuloy siya nagaaral. *[Translation: With our ALS, our Alternative Learning System. We have many alternative delivery modes, and the school is also implementing different strategies with those alternative delivery modes. If the student is, for example, pregnant, there are cases of, yes pregnancy, and what we give is modular instruction, that's why we don't compromise the studies of the child, she continuous to study."]* (Division B School Head SBM III, Pos. 15)

Involving parents in their child's academics. Several programs have been identified to engage parents in their academics, one is through home visitation and another is through a Portfolio Day where excellent students are recognized and underperforming students are guided by the teachers through recommendations for their improvement.

Improving teacher's skills and competencies. Teachers also improve their skills by sharing knowledge and best practices in the form of mentoring programs and in-service training. The teacher participant below explained the different programs they have for improving their competencies:

> Meron kaming mentoring program, we have also our InSeT na magoorganize, In service training. May speaker may magoorganize. What's this, invite speakers. Sa laxation more on experience lang namin , more on sharing, pero sa InSet nagiinvite kami ng speakers. *[Translation: We have mentoring programs, we also have our InSeT that organizes it, In Service Training. Speakers are being organized. What's this? Invite a speaker. During laxation, we talk about experiences, more on sharing, but during InSet, we invite other speakers.]* (Division B Teacher SBM III, Pos. 33)

Mentoring among teacher helps in instituting collaborative efforts. Peer coaching can be important in providing a solution for improving teacher's effectiveness. Such forms of intervention also promote cohesion in the work environment through colleagues supporting each other (Goker, 2004).

School monitoring. A school head explained a program she implemented on attendance checking which allows them to monitor the attendance of their students daily. It provides a summary of students that they should carefully look into for their home visitation programs:

> Oo, tapos mayda liwat kami han yana nga school year an akon gin research kanan attendance checker. Diba an teacher, nahatag ha aton hin form at the end of the month, an amon didi daily, parehos yana or sige na tikang han klase pag ON ko han internet hiton nga attendance checker, makikita ko na kun pira an absent hini dayon nga adlaw. So bago pa matapos an adlaw, in inga section permi man la ini mga absent kandidato dayon hiya, makadto dayon for home-visit. Kay kun at the end of the month, late na an action mo, it's either drop na hiya. *[Translation: Yes, and we also have, this school year, I researched an attendance checker. The teacher hands a form at the end of the month, here we have a form to*

> *be submitted daily, like now, or when the class starts, when I turn on the internet and the attendance checker, I would immediately know how many students were absent this day. So before the day ends, one section with students who are always absent, it becomes a candidate for a home visit immediately. Because if we wait until the end of the month, that would be too late, he might be dropped already.]* (Division B School Head SBM I, Pos. 44)

Teaching and learning. The discussions below show how teaching and learning address some of the factors identified earlier. Regarding which factors they address are also explained further.

Assessments and group projects. Related to the classmates' cooperation factor, group projects help students interact with fellow students which can foster learning (Angelo, 1993). Assessments, especially formative assessments, helps students improve their performance, and the practice of such learning can enhance the students' academics (Hanover Research, 2014).

Promoting inclusive education to students. Based on the accounts of the participant, promoting inclusive education is only limited to teachers' helping their students understand how some of their classmates have certain disabilities:

> Ok la an visually, but an bungol may ada man hearing aid, an problem man hini nakakasunod man, an kuwan la kay nabubully hiya sometimes. Ha klase ngahaw, you have to explain, na kinahanglan intindihon gihap nira. Medyo yana, accepted naman. *[Translation: Those who are visually (impaired) are ok, but those who are hard of hearing with hearing aids, the problem is, even if they can follow with the lesson, they can*

> *be bullied sometimes. So, during class, you have to explain that they have to understand the situation. But now, it's accepted.]* (Division B Teacher SBM III, Pos. 17)

ICT integration in instruction. Schools have integrated ICT in their instruction to aid better learning. A school head participant said in the interview that it helps motivate students,

> "Oo marami mas motivated yung mga estudyante kasi alam mo naman yung kabataan ngayon they are more inclined to gadgets or technology." *[Translation: Yes, there are students more motivated because you know children nowadays, they are more inclined to use gadgets or technology.]* (Division B School Head SBM II, Pos. 28). There is a connection between ICT adoption and academic performance. ICT has now become significant in the field of education since it facilitates the acquisition of knowledge for students (Basri, Alandejani, & Almadani, 2018).

Conducting reviews before the exam. Schools have implemented reviews for students to help students perform better in their tests. A teacher said that these reviews help enhance the child's performance,

> "So far, oo (naeenhance yung performance nung bata) And during reviews, we conduct reviews naman before examination" *[Translation: So far, their performance is improving and we conduct reviews before the examination.]* (Division B Teacher SBM I, Pos. 11).

Gathering and developing instructional materials. Some participants have discussed their lack of learning and instructional materials. To supplement this, teachers look for materials and resources on the Internet. This is explained through the response of a school head from Division A:

> Ang ginagawa ng mga teachers, sabi ko, "*you still have to utilize them, kasi as reference books.*" Yung iba naman in the presence of the technology and the internet, dun nalang sila kumukuha. Kasi we cannot provide naman. Hindi tayo pwedeng bumili ng libro na sariling atin kasi bawal naman yan. So yun nalang, they are using the internet. Anyway, they are using the projector naman, lahat naman ng technology dito mina-maximize naman. *[Translation: What the teacher does is, I told them, 'you still have to utilize them, even as reference books.' The others, in the presence of technology and the internet, they just source their materials there. Because we cannot provide it to them. We cannot buy books using our own money because that is not allowed. So that's it, they use the internet. Anyway, they use the projectors as well, all of the technology here is being maximized.]* (Division A School Head Non-SBM I, Pos. 124)

Supervision of teachers. The discussions below underscore how the supervision of teachers helps alleviate the impact of the factors discussed prior. Concerning which factors they address are also explained further.

Teachers play a big role in the implementation of interventions in school. They help monitor student's attendance so that they can keep track of students who should be a part of the home visitation program. Through their supervision, they can identify underperforming students to engage them in reviews and remediation.

Students, when given support, can improve their behavior and participation in the classroom (Blazar, 2017). A teacher from Division B shared how their school head gives words of encouragement to students during programs:

> Every time mayroon kaming program our schoolhead will always give feedback or leave encouragement to the students who are not participating in school and to those students na palaabsent. So parating nireremind ng school head na mag aral ng Mabuti…so encouragement words yung ginagawa ng school head namin. Not only for the students but also for the community. *[Translation: Every time we have a program; our school head will always give feedback or leave encouragement to the students who are not participating in school and those who are often absent. So, the school head always reminds them to study hard. So, encouraging words, that's what our school head gives. Not only for the students but also the community.]* (Division A Teacher Non-SBM I, Pos. 52)

On the other hand, interventions in the form of rewards provide a meaningful context for learners which keeps them motivated in understanding lessons (Wilson & Peterson, 2006).

Another intervention identified is advising students and providing guidance counseling services that are necessary for schools because they help address the issues of the students (Dabone, Graham, & Fabea, 2015). This is reflected in the responses of several participants: "We call the attention of our student, we talk, give advice, to be able share with their problems to be given an advice para ma enlighten hira" *[Translation: …so that they will be enlightened.]* (Division A Teacher Non-SBM II, Pos. 107).

A respondent also highlighted seeking help from guidance counselors in addressing bullying issues in the school:

> Pagmay-ada sir bullying case, ginsesettle dayon. Ginpapatawag dayon an parents as much as possible. Tapos ginsesettle an contradicting party, an bata, para

> diri magstop an bata, diri maawod, diri na magsinulod, para mengganyo an klase na "*Agi, nagaway hira asya ito kay cheater ka, kuwan ka*" sugad ito. One way is settlement, guidance counselor. Pag kaya namon imanage sir, ha room, dapat kaya namon i-manage ha room pala, para di na umabot ha guidance. *[Translation: When there is a case of bullying, we settle it immediately. As much as possible, we immediately call in the parents. After that, we settle with the contradicting party, the child, so that the child does not stop going to school and should not be ashamed and decide not to go to class anymore, so that he is encouraged to go class and not (hear) 'They fought because you're a cheater, you're something…' something like that. One way is a settlement, guidance counselor. If we aren't able to manage it in the room, we have to manage it even in the classroom, so that it doesn't reach the guidance(counselor).]* (Division B Teacher Non-SBM III, Pos. 27)

Guidance and counseling, as an intervention, have a positive effect on the academic performance of the student. A study suggested that guidance programs should be embedded in the school's curriculum (Dabone, Graham, & Fabea, 2015).

An interesting intervention from a teacher respondent aroused during an interview which may be reflective of an outcomes-based education—*giving space for students to explore*:

> Ako, as a teacher, I let them explore iton ira karuyagsig-ngon within my classroom, as long as diri hira nabeyond han mga limits. Let's say makasakit nah an iba. Ada la ako nainterrupt, kun too much noise na gud, iton na kuwan, na sobra na. Kun kaya pa, diri. *[Translation: As a teacher, I let them explore those things within my classroom, as long as they don't go beyond limitations. Let's say, hurting others. I just interrupt them when there's too much noise, or let's say when it's too much. If I still can, I won't do it.]* (Division B Teacher Non-SBM I, Pos. 11)

In the context of SBM, giving space could be attributed to leading the students towards critical, independent, conscious, and communicative in their way of thinking and learning (Bustamante, 2015).

Community involvement in programs. Community involvement as an intervention also addresses some of the factors identified. Regarding which factors they address are also explained further.

The context of the community is accentuated in a school-based management program. SBM helps create a network of support that can help mobilize education-related resources, and engage the stakeholders to become accountable for the school's performance and outcomes (DepED SBM Primer, 2009). However, some non-SBM schools have shown cooperation with the community in implementing their school programs, this is explained in the response of a school head from Division A.

> Yung purok coordinator, ay magiging katulong ng teacher na magiging assign sa purok na yan na in time na magkaroon ng home visit, magkaroon ng pag bisita sa kanila kung magkaroon ng problema. Para mafeel nila yung collaboration, parang guide kasi during our meeting I always told them na this is not only the work of school but the work of everyone. So partnership, collaboration tayo. Yun na yung ginagawa at gagawin pa namin. *[Translation: The community coordinator, they will help the teacher who is assigned to that community in time for a home visit, there will be a visit in their houses when a problem arises. That is done so they can feel the collaboration, it's like a guide during our meetings, I always tell them that this is not only the work of the school but the work of everyone. So, partnership, we need to collaborate. That's what we do, and what we plan to.]* (Division A School Head Non-SBM I, Pos. 70)

The interventions ascertained by the participants are reflective of the functions of the school—leadership and governance, Curriculum and Instruction, accountability and continuous improvement, and management of resources. All these four facets must come together, informed by the factors and context of the issue, to effectively implement and realize the goals of the intervention.

Some of these interventions respond to the factors that influence students' academic performance. However, it appears that while they can be effective, in some cases they are not. The degree at which the factor affects the student is not contextualized in the intervention. Understanding which factors heavily affects them may be key to improving them.

Consideration of these Factors in Planning and Implementation of Schools

There are four key principles of the school in the context of a school-based management system, leadership and governance, curriculum and instruction, accountability and continuous improvement, and management of resources. All of these operate to meet the vision that the school has set for itself.

This section elucidates the findings for the research question:

RQ 3: How is SBM implemented to improve students' achievement for the past five years, along with Principle 1: Leadership and Governance; Principle 2: Curriculum and Instruction; Principle 3: Accountability and Continuous Improvement, and Principle 4: Management of Resources

This section explores how these functions are operationalized in the context of the factors that impact students' academic achievement. They are further scrutinized to understand their relationship with one another, to contribute to the creation of a development framework for students' academic achievement. While the main focus of the question is SBM schools, the perception of non-SBM schools is considered in this analysis to underscore the similarities and differences between them.

Leadership and Governance. The figure below (Figure 46) outlines how Principle 1 operates to contribute towards student achievement.

Successful SBM practices implicate that schools have the authority in relevant areas such as their budget, their personnel, and the curriculum, and use their authority to create a meaningful change in learning and teaching (Briggs & Wohlstetter, 2003). This reflects the participants' responses where they perceive leadership and governance as a force that supports them in implementing educational policies, planning, and prioritization, implementation of programs, monitoring and supervision of a school, as well as, appropriate use of their funds.

Although, this perception of leadership and governance is shared by school heads from SBM and non-SBM schools. What is unique in SBM schools is that they have partners from the community to help improve their school's resources. These partners also play a role in developing and implementing school programs. This is reflected in how the schools receive donations from stakeholders, as mentioned in the interview with a teacher participant from an SBM school in Division A.

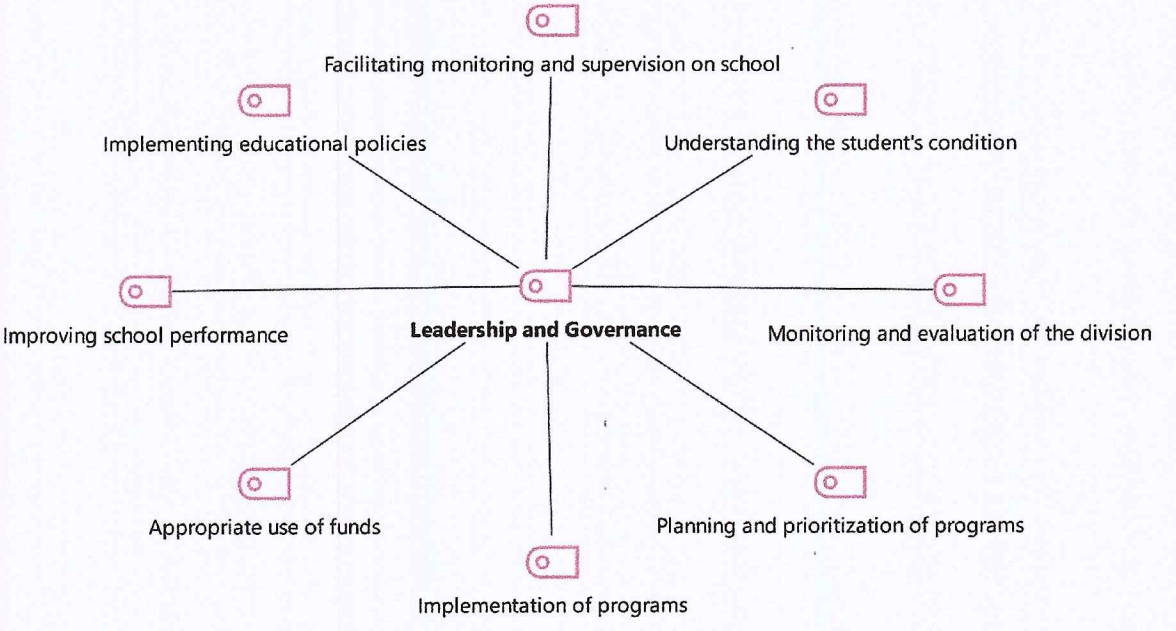

Figure 46. Leadership and Governance as a School Function

> Yun importante din yun, yung management of resources. O kasi, pag may resources yung paaralan, maganda yung pagkakagamit ng resources, malaki yung impact sa performance ng mga bata. Yung MOOE ginagamit sa tama. Kailangan bibigyan mo ng school supplies yung mga teachers, halimbawa yung mga IMs prinoprovide ng school. Saka, yung donations mula sa mga stakeholders, dapat pinapagamit din sa mga bata. *[Translation: Management of resources is also important. See, that's because when the school has resources when the resources are being used properly, there will be a great impact on the performance of children. The MOOE is being used correctly. You must give the teachers school supplies, like IMs which are provided by the school. Also, the donations from the stakeholders should be used by the children.]* (Division A Teacher SBM II, Pos. 23)

This representation and involvement of stakeholders in the creation and implementation of the plan are explicated by a teacher participant from an SBM school in Division B.

> There are different representatives, who are involved in crafting or formulating the school improvement plan, the annual implementation plan as well as the work financial plan. First, we have the School Governing Council, which is chaired by our LGU representative in the person of our Mayor, or the education committee. Second, our school community planning team, which is chaired by our school head. The third is our GPTA officers, which is headed by our GPTA President, our SSG officers, and of course, the different agencies in the community including the private sectors like the businessmen, agriculture, our fisherfolks, even our church, in the religious sector. They are also involved in formulating our SIP. (Division B Teacher SBM II, Pos. 13)

From the perspective of non-SBM schools, leadership and governance are about the management and supervision of their resources, from human capital and

physical structure standpoint. While some schools are strict in wearing uniforms, a school head in Division B explicated that in their school policy, students are not required to have a uniform to go to class. They forwarded this to include students from families who cannot afford uniforms. As long as the student is presentable, he or she can attend school.

> Actually, when it comes to policy DEPED base always, na mga policy so we don't have that wala kaming mga tinatawag na NO uniform,NO entry. So, wala. We don't require them actually. But we are encouraging them to have uniform. And then we don't also be requiring them to be in a good shoes kasi yung iba cannot provide. Okay lang basta presentable sila at pumapasok. *[Translation:, when it comes to policy, we use the DEPED policies, always, so we don't have those, what we call 'NO Uniform, No Entry.' So, there's none. We don't require them. But we are encouraging them to have a uniform. And then, we also don't require them to wear good shoes because the others cannot provide it. It is ok as long as they look presentable when going to school.]* (Division A School Head Non-SBM I, Pos. 116)

In this regard, the DepED (DepED Order No. 46, S. 2008) also has a general policy that the wearing of a school uniform should not be required in public schools.

Leadership and governance are also driven by understanding the students' condition, this is underscored by the DepED Region VIII initiative where school heads are moved to create an innovative leadership by establishing a bottom-to-top approach in developing programs and localizing policies (DepED Region VIII, 2006).

A bottom-to-top approach in leadership may help explain how the participant school head from a non-SBM school in Division A gathers data in understanding the condition of their students.

> So, based on our data gathering as to the reasons why the MPS in all grade level and in all subject areas are very low is according to the teachers here that the learners here are being utilized by the parents for livelihood, for earning kun baga child labor. *[Translation: So, based on our data gathering as to the reasons why the MPS in all grade level and all subject areas are very low is according to the teachers here that the learners here are being utilized by the parents for livelihood, for earning, like child labor.]* (Division A School Head Non-SBM I, Pos. 18)

Meanwhile, a school head participant from Division B SBM school attributes the success of leadership and governance to the school division's monitoring of the school's operations.

> Siguro, yung ibang factors ay, ano na, pwede nating ilagay dito ang, the monitoring and evaluation of our division. Kasi kung walang monitoring and evaluation ng ating division, magiging lax din ang ating mga administrators in the field. So, kaya nga, we are very glad na meron tayong mga district in charge. Yun ang kanilang role actually, in terms of supervision. *[Translation: Maybe, the other factors are, we can put in the monitoring and evaluation of our division. Because, if we do not monitor and evaluate our division, we will become lax as administrators in the field. So, that's why we are very glad that we have districts in charge. That's their role, actually, in terms of supervision.]* (Division B School Head SBM III, Pos. 18)

Curriculum and Instruction. The figure below (Figure 47) outlines how Principle 2 operates to contribute towards student achievement.

The factors influencing students' performance is also reflected in how schools implement their Curriculum and Instruction. In the responses, three sun-themes was revealed under this main theme.

Learning environment. The learning environment concerns school facilities, scheduling of classes, and student to teacher ratio. Schools operate based on the availability of these. A school head from Division A explained their struggle in the lack of availability of classrooms, thus, they opt to divide their classrooms to accommodate the number of classes they have:

> Sa ngayon, yung classroom is still lacking. Kaya nga yung ibang classroom dito is divided into two just to accommodate classes, so we have ten classes in the junior highschool but the only available classroom is seven, so para ma accommodate we have three divided classrooms tapos wala pa diyan ang mga opisina katulad nito. *[Translation: For now, we still lack classrooms. That's why some classrooms here are divided into two just to accommodate classes, so we have ten classes in the junior high school, but the only available classroom is seven, so to accommodate, we have three divided classrooms and that's not even counting offices like this one.]* (Division A School Head Non-SBM I, Pos. 150)

Meanwhile, a non-SBM school head in Division B explained their best practice in running their classes using a similar style of scheduling in college education:

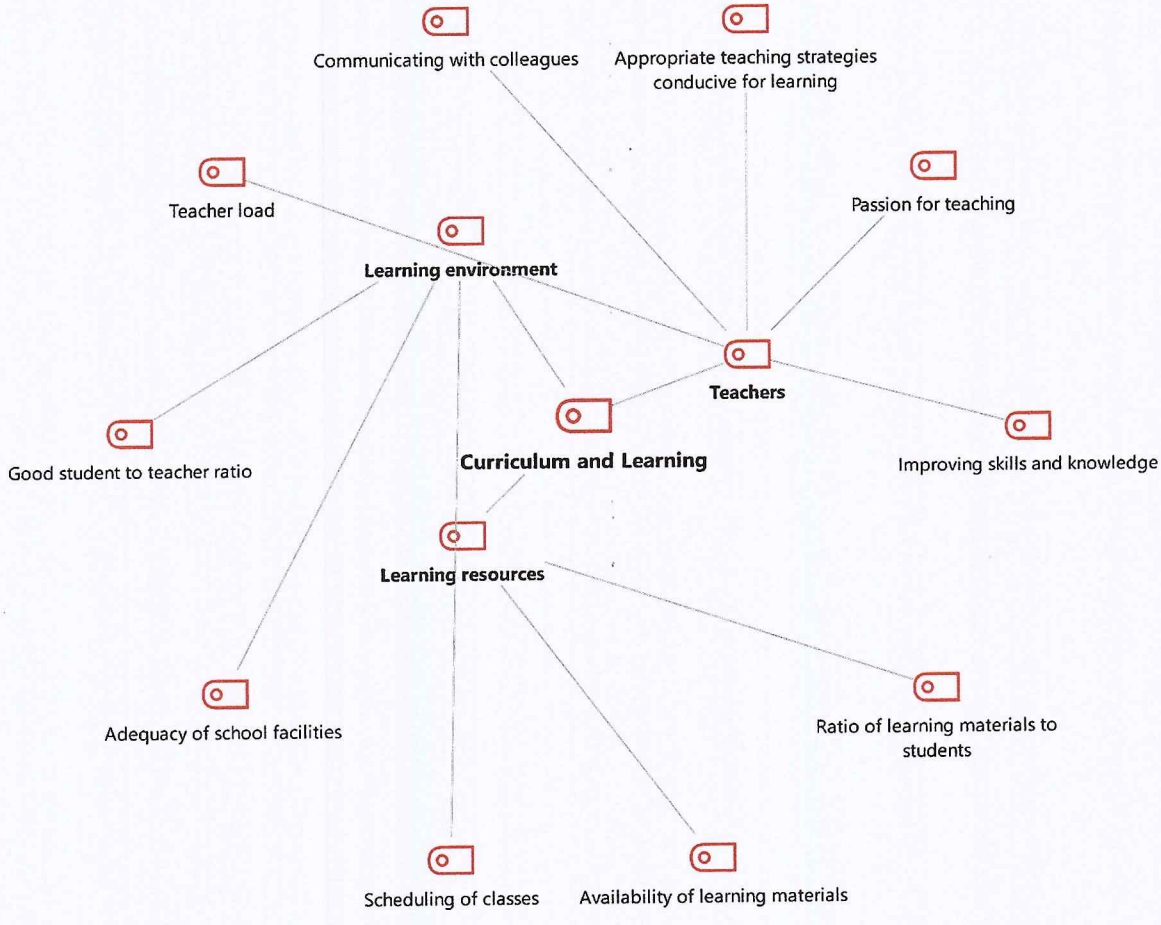

Figure 47. Curriculum and Instruction as a School Function

> Curriculum and instruction? Regular class tayo dito. In terms curriculum, kasi an amon may ada kami best practice, an MWF and TTh schedule, we are like college, sir. Kay an amon kasi MWF, an amon iton Junior highschool we allocated 1 hour and 20 minutes so 80 minutes per subject, kasi it will be a burden to the students kun 8 subjects straight a day. Diba, kay kun baga kinabuwasan, kun may assignment, kun walo di magkakatuyaw na an mga kabataan, labi na na may mga internet na. Tapos, an kuwan, ginfollow la gihapon naming sir an based ha K-12 curriculum, DepEd order no. 8, an number of hours ngan teaching time. *[Translation: Curriculum and instruction? We hold regular classes here. In terms of curriculum, we have the best practice. With and MWF and TTH schedule, we are like college, sir. Because our MWF schedule is allotted to the Junior High School, we allocate 1 hour and 20 minutes, so 80 minutes per subject, because it would be a burden to students if we teache 8 subjects straight in a day. Because, if for example for the next day there is ana assignment, if there are 8 subjects, the children will go crazy, especially when there's already internet. And then, the others, we still follow the K-12 curriculum, DepEd order no. 8, the number of hours and teaching time.]* (Division B School Head Non-SBM III, Pos. 44)

Learning resources. Curriculum and Instruction also concern learning resources and their ratio and availability. A student attested to their lack of books for learning subjects in school and they resort to using their cellphones for accessing learning materials, "Ay, oo ngayan. Ito ngayan gihapon po na mga libro nalalack of books ngan an amon mga gin gagamit na mga books is ada nala po ha cellphone" *[Translation: Oh yes. Those books, the lack of books that we could use, so we end up reading books on the cellphone.]* (Division A Student Non-SBM III-B, Pos. 59).

Some schools are not in the same situation, and they have a good ratio of learning materials to students, as explained by a school head

participant, "1 is to 1 pinapahiram naman sa mga bata yung textbooks o LMs" *[Translation: One is to one, we let the children borrow textbook or LMs.]* (Division A School Head SBM II, Pos. 88).

Teachers. Teachers play a significant role in implementing the curriculum and facilitating learning among students. This theme is highly associated with the factors identified related to teachers. A participant identified the appropriateness of teaching strategy affecting the learning of students, "Sa Curriculum and Instruction siguro nakakaapekto pag hindi nasa tama yung strategy na ituturo ng teacher o hindi angkop sa mga bata" *[Translation: With curriculum and learning, maybe it affects (achievement) when the teacher does not apply the correct strategies, or it doesn't suit the child.]* (Division A School Head SBM II, Pos. 82).

How Curriculum and Instruction are implemented may also be affected by the workload given to teachers. A participant teacher explicated how their teacher load should give them ample time to teach well in class:

> Mostly yung teachers is having only four loads. Talagang walang rason para hindi makafunction ng maigi yung teacher, hindi makapagturo ng maayos kasi apat lang yung load. *[Translation: Mostly, the teacher only have four loads. There isn't a reason why they wouldn't be able to function well, that they are unable to teach, because they only have four loads.]* (Division A Teacher SBM II, Pos. 17)

A teacher participant also explained in her response that teacher development is important and that teachers should reflect on their

improvement. Since their training are supported and funded by the school, they should take whatever they learn from it seriously. However, she observed that some teachers are not moving up despite this support:

> Try to assess yourself also, kun nagiimprove ka ba liwat, or you are sent for retraining kay, think nga you have beneficiaries for your gain ngadto. Anyway, you are supported naman, from kuwan, pasahe pala tikang dinhi nga tanan ngadto, supported ka naman, more than pa ngani it im gindedeclare, ginhahatag man iton. Ikaw liwat, maghunahuna ka liwat, panumbalik, panumbalik, kasi balik naman liwat ito, mabounce back man la iton ha imo as a teacher. Pero sad to say, parehos yana, sad to say, may ada gud talaga diri makakamoving up. *[Translation: You also have to try and assess yourself, if you're improving, or you are sent for retraining, because, you have to think that you have beneficiaries for the things you gain from there (training). Anyway, you're being supported, even for the fare going to the seminars, you are supported, more than what you declare, it is being given to you. And you, you should think, you should give back, you should give back because it reflects, it bounces back to you as a teacher. Unfortunately, like now, sad to say, some won't be able to move-up.]* (Division B Teacher Non-SBM II, Pos. 23)

Teachers must also communicate with each other to help understand the student's academic performance. A participant shared how she communicates with other teachers on her student's grades to see if the student has a similar performance in other subjects. Consultation through formal and informal means are also conducted before she finalizes the grade of the student:

> Pwedeng masabi natin, pero we don't have a particular group kasi personally ako sir pagnatapos ko na ang grades ko at kapag tiningnan ko na tinatanong ko

> muna yung mga subject teachers, ma'am kumusta si ano ganito ganyan, kasi baka ako may problema, pero pagnakita ko yung assessment ko same with the assessment sabi ko tama na siguro to, deretso na yun sa final grades ko. Pero minsan talaga kapag yung bata talaga medyo may problema, kunyari mataas siya dito wala akong magagawa don talagang dito nagkakaproblema siya, so I stick nalang don. At least we have our consultation, informal consultation, before giving the final grade in my part. *[Translation: We can say that, but we don't have a particular group, personally sir, when I finish computing my grades, I ask the other subject teachers how the students are doing, because I might be the one with a problem. But when I see that their assessments are the same as mine, I think that this might be ok now and I can proceed with the final grades. But sometimes the child really has problems, like in some subjects they get high grades, but here they get problems, I cannot do anything about it anymore, so I stick with it. At least I have my consultation, an informal consultation before giving the final grade on my part.]* (Division A Teacher Non-SBM III, Pos. 46)

An interesting finding on how Curriculum and Instruction are operationalized to address the factors related to students' performance. A teacher stated in the interview that passion for teaching is important, "Our ability and passion. Even though you are technically proficient in teacher, but you don't have the passion to share what you know, wala din" [Translation: …it is useless.} (Division B Teacher SBM III, Pos. 11). Mart (2013) explored the teacher's passion, in the context of dedication to student learning. The study showed that passionate teachers are characterized by their commitment to the excellence of their students. This commitment can

help students in becoming more motivated in class and that they play a crucial role in the development of their students.

The factor of class size, shifting, teaching, and school facilities and their impact on the student's academic performance has been explicated in the previous section.

Accountability and Continuous Improvement. The figure below (Figure 48) outlines how Principle 3 operates to contribute towards student achievement.

Responsible leadership. The discussions below cover what is explicated by responsible leadership, according to the participants.

Data-driven decisions. Administrators need to be constantly evaluating the efficacy of different programs within their school, therefore they need to be able to gather data and interpret that data concerning how it affects their policies. This ties back to continuous improvement because it is one of the ways for schools to understand where improvements are being made and where improvements need to be made. This data-driven analysis often comes for information gathered within the School Monitoring, Evaluation, and Analysis (SMEA) tool, it is then up to the administrators to interpret this data and translate it into policy:

> Well number one, we have to make first an analysis of data and interpretation so that from there we'll be able to assess the different programs being implemented, if these are still applicable or effective parin ba ito. *[Translation: Well number one, we have to make first analysis of data and interpretation so that from there we'll be*

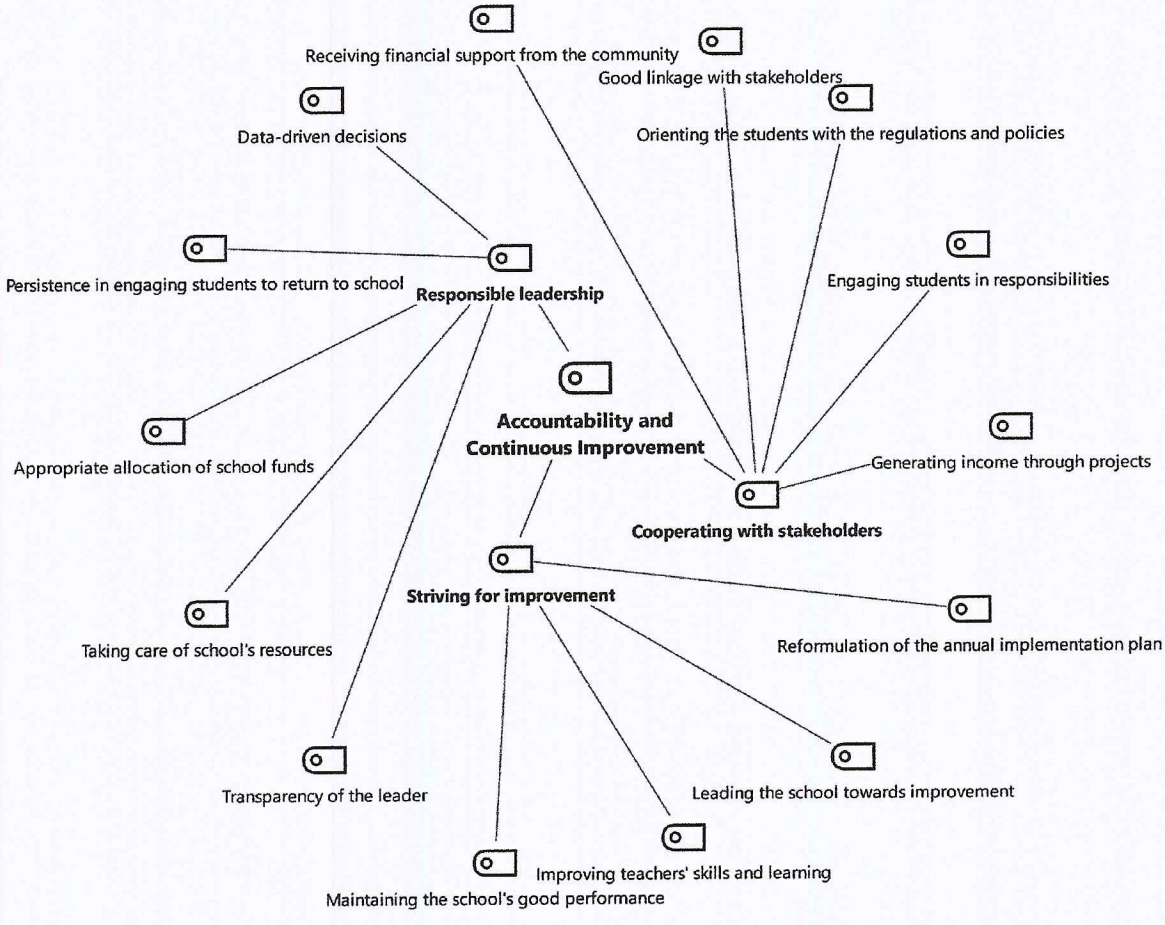

Figure 48. Accountability and Continuous Improvement as a School Function

> *able to assess the different programs being implemented, if these are still applicable or if this is still effective.]* (Division B School Head SBM III, Pos. 21)

Persistence in engaging students to return to school. While many factors cause students to stop attending school, school leaders need to be accountable to students in the sense that they take a personal interest in every student continuing their education. More so now than ever this is possible because of the accessibility of communication through technology, as on Division A School head states - it's possible to reach students anywhere:

> Well, we are maintaining a zero drop-out rate. We do not give up on our students, even though they are already in Manila, we would contact them, especially nowadays, communication is now very possible. Even though, who got pregnant, we encourage them to go back to school. (Division B School Head SBM I, Pos. 25)

Appropriate allocation of school funds. To ensure maximum resources are going directly to students learning, administrators should have foresight with regards to financial planning. Schools operate with large fixed costs, like electricity, so it is important to make sure that the remaining resources are appropriately planned out. For example, a school head in Division A finds it valuable to plan all proposals:

> Okay, hi ako kuan one month before han amon activity my proposal na. All school activities dapat mayada activity proposal specially when it involves money. So

> an akon para harayo pa makikita na namon an pagkakagastuhan. Kay an sobra hiton yun an office supply naton kuan man flexible. So kun nakikita ko na damo na an travel tapos mayda hini nga school activity so an mga non-negotiable sugad han kuryente mayda nala kami, dinhi nala kami namulay han mga supplies ngan han activities. *[Translation: Ok, personally, one month before an activity I would already have a proposal. All school activities should have an activity proposal especially when it involves money. So we know, even ahead, what we need to spend money for. The excesses of those office supplies are flexible. So if we see that there are still a lot of travels, and there are still school activities, so our non-negotiables such as electricity bills, we try to adjust the supplies and activities.]* (Division A School Head SBM I, Pos. 94)

Taking care of the school's resources. The issue of taking care of schools' resources also ties back to the allocated funds. This is evident below via a Division B School Head:

> Our classrooms, we would, since in terms of classrooms, if we will just rely on improvement and the repairs to the division office, siguro in one year, diri ngani kausa marepair. We would allot an amount from the MOOE. *[Translation: Our classrooms, we would, since in terms of classrooms, if we will just rely on improvement and repairs from the division office, in one year, we wouldn't even get one repair. We would allot an amount from the MOOE.]* (Division B School Head SBM I, Pos. 27)

In other words, since the learning environment is an important factor for students learning, it is the job of administrators to ensure the classrooms are up to date. In Division B, part of this is covered by the division office but it can often time be insufficient, therefore administrators have to allocate parts of their budgets to ensure proper maintenance of facilities. Furthermore, ensuring pieces of equipment and property maintenance in

the school's possession is also a function of administrative policy, there are various methods of enforcing this.

> In terms of properties si ma'am is actually starting now na e-emphasize yung ano, accountability sa lahat ng property na nakaMR siya. Kapag ito nakaMR sayo liable ka accountable ka, hindi mo man ito bayaran ngayon, sabi pa nga niya, pagnagretire ka babayaran mo yan. Eh ngayon nagkakaproblema na kasi yung ibang teachers huh? Hindi ako magbabayad niyan ganito ganyan. Eh lahat ng rooms, bawat advisers almost lahat may projectors, may HDMI. *[Translation: In terms of properties, our school head is starting to emphasize accountability for all property that is MR-ed with her. When something is MR-ed to you, you are liable, you are accountable, if you don't pay it now, you're going to have to pay for it when you retire. But now, some teachers have problems. They cannot pay for certain things. All rooms, each adviser, almost all of them have projectors, HDMI.]* (Division A Teacher Non-SBM III, Pos. 66)

Transparency of the leader. For any organization, and especially schools, accountability starts at the top. There are various ways to achieve financial transparency through policy, but even more so it is important to demonstrate transparency of actions on a personal level as well as a policy level:

> Ha akon is make yourself as a mirror. Parang an akon is a mirror and serve as a model and third is maging transparent. Transparency is vital in an organization. *[Translation: For me, you have to make yourself a mirror. Like for me, be a mirror and serve as a model and be transparent. Transparency is vital in an organization.]* (Division A School Head SBM I , Pos. 70)

Striving for improvement. The discussions below explicate the context of striving for improvement among schools.

Reformulation of the annual implementation plan. While the concept of striving for improvement is noble and important within the context of school management, it can often be important for administrators to be flexible and adaptive with their planning. That is why the SMEA tool was created for use in Philippine schools. The tool tracks various metrics like attendance, GPA, nutrition, and more for administrators to track and evaluate:

One of the objectives of SMEA is to adjust. So if there are targets and objectives that we're not able to attain or achieve, there should be a reformulation of the IP for the next quarter, and that particular target that was not able to achieve should be achieved in the next quarter. That is the first, the SMEA. (Division B Teacher SBM II, Pos. 19)

Maintaining the school's good performance. Similar to reformulating plans, schools need to track areas where they are excelling and ensuring that success continues, and complacency does not set in:

> "Our plans, to maintain and improve our students' performance, of course, maintain the good performance of the teachers, supervision by the department heads…" (Division B School Head SBM I, Pos. 30)

Improving teachers' skills and learning. While the return on investment of teacher training is unclear concerning academic performance (Jacob & Lefgren, 2004), there are other simple ways that Teachers can

improve. One of the most accessible and effective ways is via learning from their more experienced peers:

> Sa SLAC namin, sa learning action cell, we share our problems, actual experience. Ako, as a master teacher, I'm telling them do not be ashamed to ask me, labi na an mga senior because we already know what to do, sugad hini na mga kabataan, in this strategy may be applicable to STE students, for our special program classes but not applicable in lower sections, you can do this. So may ada namon, we call it mentoring program. *[Translation: With our SLAC, with the learning action cell, we share our problems, actually experience. I, as a master teacher, I tell them not to be ashamed to ask me, especially the seniors because we already know what to do, like specific children, that this strategy may apply to STE students, for our special program classes, but not applicable in lower sections, you can do this. So we have, what we call, a mentoring program.]* (Division B Teacher SBM III, Pos. 11)

Leading the school towards improvement. Ultimately, all the methodologies and framework this study aims to identify have the goal of school improvement. It is important for school leaders not to lose sight of the fact that this is their main goal, and to always recognize areas of success and strive for improvement in areas of failure. Below, a Division A School Head summarizes this concept well.

> When we see standard and then when we hit base on what is standard, so we try to find out what are the still things to be improve, yun nga sa continuous improvement kasi nga we need to keep on improving and improving. So, kung ano yung mga interventions na nandiyan we should look into the process, and then kung baga re-callibrate kung there is something to re-callibrate so that we can improve in the next implementation. Ganon lang sa C.I natin. *[Translation:*

> *When we see standard and then when we hit the base on what is standard, we try to find out what are the things still to be improved, that's for continuous improvement because we need to keep on improving and improving. So, whatever intervention is available, we should look into the process, and then recalibrate when there is something to recalibrate so that we can improve in the next implementation. That's how our CI is.]* (Division A School Head Non-SBM I, Pos. 130)

Cooperating with stakeholders. The subsequent discussions explain the context of cooperating with stakeholders.

Engaging students in responsibilities. Within the context of Division A and Division B schools, there appears to be an accepted understanding of the importance of engaging students with tasks in the classroom in addition to assignments, since studies show that classroom organization and environment improve students attitudes towards learning (Alimi, 2012) engaging students to improve this environment makes sense as an Implementation. Several teachers in Division A have explained their practices concerning this engagement.

> And also, classroom management, sweeper, especially han mga officers, accountable hira. Chachallenge hira, ikaw president, magaano ka. *[Translation: And also, classroom management, sweepers, especially the officers, they are accountable. They are being challenged, 'you, the president, what can you do?']* (Division B Teacher SBM III, Pos. 38)

As well as:

> This year we had waste segregation, nagaano kami ng mga speakers from Local Government Unit, mga agriculturists mga environmentalist.

> Nakikipagcoordinate kami. Right now, there is also in Senior High, lately, there is also campaign awareness, what to do during typhoon earthquake. Yung mga speakers yung mga bata. Nagkacampaign sila room to room. Isa sa competency nil ana magroom to room, and I suggested that they a campaign on the Coronavirus, COVID. *[Translation: This year we had waste segregation, we invite speakers from the Local Government Unit, agriculturists, environmentalists. We coordinate with them. Right now, lately, with the Senior High, there is also campaign awareness, what to do during typhoons, earthquakes. The speakers are the children. They do a room to room campaign. It's part of their competencies to conduct the same, and I suggested the do a campaign for the Coronavirus, COVID.]* (Division B Teacher SBM III, Pos. 33)

Involving students in school program development. The concept of engaging students with responsibilities can be extended into assisting with the creation of educational materials.

> They are involved in crafting, let's say, for example, instructional materials, let's say for example crafting different visual aids, learning materials, for the student's consumption. (Division B Teacher SBM II, Pos. 16-17)

While examples were not found in the context of Division B, expanding on the involvement of students in a broader level of program development through roundtable discussion or surveys could yield positive results for improving educational outcomes in Division B schools.

Orienting the students with regulations and policies. In general terms, in any institution or organization, the clarity of rules and requirements is essential to structure, so it should come as no surprise that

orienting students with policies is a factor highlighted in this research. However, it is important to not lose sight of this basic implementation and ensure future students are well acquainted with all of the rules and policies. This is currently being done in Division A through an orientation.

> Meron kaming seminar, more of orientation, before magstart yung class from grade 7 to senior high school, merong mga speakers, guidance councelor, library, nga tanan nga ancillary services merong speakers. Tapos half day talaga yun sir, lahat ng students required magattend ng orientation. Pwede sila magtanong, klaro yung rules and regulations, tapos when you enter the room merong policies, diba sir? Naka-reminder. Tapos yung mga bata, alam nila, they have the right and pag-nabully sila pwede silang magsumbong. They have to call the adviser, the teacher, diri na hira nahadlok. *[Translation: We hold a seminar, or an orientation before classes start for 7th graders to senior high school. We have all speakers, the guidance counselor, the library, all of the ancillary services have speakers. And that's for half a day, al students are required to attend this orientation. They can ask and clarify the rules and regulations, and when you enter a room, you can see the policies, right? It is placed as a reminder. So the children, actually know that they have rights, and when they are bullied, they can complain to the teacher. They have to call the adviser, the teacher, they should not be afraid.]* (Division B Teacher SBM III, Pos. 28)

Good linkage with stakeholders. Schools have a variety of stakeholders all interested in the success of the school and academic performance of the students. The involvement of parents and family with the school improves the academic outcome (Amponsah, Milledzi, Ampofo, & Gyambrah, 2018). Therefore this is one of the reasons why a strong

relationship between shareholders is an important factor when planning school strategies and need not be overlooked by a management structure.

At present, I think for 5 years or 6 years, the help pf the LGU, the parents, the barangays, the barangay officials are supportive of this school. One of the reasons is that according to them, the school is performing well, so they would also support well. (Division B School Head SBM I, Pos. 30)

Generating income through projects. As stated previously, administrators have to work with limited budgets, in addition to funding delays so it can be important for schools to create small income-generating projects to improve cash flow as well as provide more funding for necessary improvements not included in the budget. Small scale income generating projects (IGP) are already in implementation in Division B.

> May ada kami IGP. An amon IGP nabayad an amon canteen, 20 pesos. So an mga expenses namon ha school like water, may ada kami coco kasi there are times when and MoE narerealign it budget, nagkukulang, nadedelay, atleast may ada kami mapagkukuhaan. An mga minor repairs namon sir, ha MOE talaga. Pero halimbawa mga supplies mga kuwan, hanggat kaya kuhaon didi ha iba nga sources, an IGP para la ha mga gut inga mga resources, mga paraliton. *[Translation: We have an IGP. Our IGP involves the payment of the canteen of 20 pesos. So the school expenses like water, we have a Coop because there are times when the MOOE budget gets realigned, it doesn't suffice, or it gets delayed, at least we have somewhere to get it from. The minor repairs could only be pulled from the MOOE. But for example, for other supplies, as long as we can get it from other sources, the IGP are only for small expenses, things to be bought.]* (Division B Teacher Non-SBM III, Pos. 29)

Receiving financial support from the community. In this study participants explained how at times they relied on the generosity of the community for the donation of resources. This concept is related to the earlier factor of "Good Linkage with Stakeholders' whereas it can lead to increased financial support. However, it is difficult to rely on this type of support as a school head, and the donations can be insufficient or lacking to meet the needs of students.

> Ha era mga classroom nagbutang kita hin handwashing area. Waray pa television pero part of WFP. During our SMEA I presented that, nagallocate talaga ako hin television for them kay it amon projector usa la, donation la hiya from stakeholder, kan mayor la adto tikang, not from government. So nagaagaw ba, for example gusto nira magdunga, puro hira videovideo, so nadedeprive an learning han bata, kay waray man hini nga materials. So one of my strategy is to give them one television per classroom. Pero sir, waray pa ito dida ha. Ada pala ito ha akon WFP. *[Translation: In their classrooms we've place handwashing areas. There are no televisions yet, but it's already part of the WFP. During our SMEA I presented that, I allocated for televisions for them because we only have one projector, and it was a donation from a stakeholder, from the Mayor, not the government. So classes are fighting over it, for example when classes want to use it at the same time, they often use video, so the children are deprived of learning because we don't have the materials. So one of my strategies is to give them one television per classroom. But sir, we don't have it yet, I just have it on my WFP.]* (Division B School Head Non-SBM III, Pos. 60)

Shared responsibilities in implementing programs. Programs among SBM schools is a shared initiative by the stakeholders (Briggs & Wohlstetter, 2003). In the case of a participant teacher, their SBM school

functions are further devolved to department heads as expressed in her response.

> Every organization may kanya kanyang mga team, team leader saka team members saka they have their own initiatives, they have their own activities para sa mga bata. Sila ang gumagawa, every organization, every committee. Ok naman, ok man la hiya. Basta motivated la, everybody is motivated, kailangan. Kasi yung ano din naming departmentalized, kanya kanyang initiative. The leadership is, kumbaga empowered through the department heads. Empowerment of, lahat ng, department. Every department din we have grade level coordinates, then finally subject teachers and advisers. Channel of, parang authority. *[Translation: Every organization has its teams, team leaders, and team members. They also have their initiatives, their activities for the children. They're the ones who make it, every organization, every committee. It's all good, I think it's good. As long as they're motivated, everybody is motivated, that's what's needed. Because we are departmentalized, we have to have our initiatives. The leadership is, let's say, empowered through the department heads. Empowerment of all the departments. Every department has grade level coordinates, then finally teachers and advisers. A channel of authority.]* (Division B Teacher SBM I, Pos. 16)

Shared accountability with parents. The parents' participation in their child's academics is explicated in previous discussions (Amponsah, Milledzi, Ampofo, & Gyambrah, 2018).

> Then, ha iba nga schools may ada hito. Tapos moral support han parents. Usually an mga 4Ps nakanhi, we encourage kay may ada man kami meeting once in every quarter, ito na portfolio day at the same time meeting with the parents. Ginmemeet naming, kun anot problema. Specially yana nga ending na, we need to call them and tell them what to do hini na mga tikahulog na. *[Translation: Then for other schools, they*

> *have that. Also, the moral support of parents. Usually, it's the 4Ps that come here, we encourage them because we have a meeting every quarter, that portfolio day, and at the same time meeting with the parents. We meet with them to ask what the problems are. Especially at the end of the school year, we need to call them and tell them about what to do to those who are about to fail.]* (Division B Teacher SBM III, Pos. 17)

Community accountability. SBM operates in this notion (Briggs & Wohlstetter, 2003), however, in other cases analyzed for this study, it was shown that non-SBM schools also seek the community's support. A participant shared her insight on working with the community for school development and based on the response, the community is important, especially in supplementing the needs of the school that the school funds cannot cover.

> I think, para maimprove talaga yung student performance, kailangan lang nga strong link between the stakeholders for the provision of those needs *[Translation: I think so that student performance can be improved, there should be a strong link between the stakeholders for the provision of those needs.]* (Division B Teacher SBM I, Pos. 28)

Consultation with the teachers. Consultation of teachers may reflect the style of leadership applied by a school leader. Theories point out that the leadership in education is to delegate responsibilities, become a reference point, to create a peaceable climate in schools (Sergiovanni, 1991, as cited in Tengi, Mansor, & Hashim, 2017)

> I came up with consultative, consultation una kami anay nga mga teachers. Ano an possibilities, sidngon

> ta ano an cause tapos i-identify namon ano an cause, so dida kami nag-isip hin interventions nga diri liwat kami masyado mauura-ura baga. *[Translation: I came up with consultative, teachers have to have consultations first. What are the possibilities, what are the causes, we have to identify the causes, so there, we will have to think of the interventions that are not too much.]* (Division A School Head SBM I, Pos. 66)

Coordinating with fellow teachers. In successful SBM practices, shared leadership is instituted by the administrator and the teachers. In this practice, principals often take the form of a facilitator of change, while teacher-leaders receive the responsibility of teaching and learning. Teachers worked on characterizing new instructional strategies and guided others in adopting the strategies for their classrooms (Briggs & Wohlstetter, 2003).

Responsibility of teachers on students' performance. The teachers are at the implementing front when it comes to improving the student's academic performance. It has been shown that teacher's dedication to the service is important because it reflects a commitment to upholding academic excellence (Mart, 2013). This is related to the passion for teaching, discussed under Curriculum and Instruction.

Management of Resources.

Adequacy of learning materials and school facilities. It has been established that learning materials and school facilities affect students' academic performance (Akomolafe & Adesua, 2016). In the management of

resources, some schools are struggling due to the lack of it, and strategies and interventions are employed to make do of what is available.

> We lack classrooms, but, we, in the, what we did is, we have, in our sectioning sir, we are still in regular class but we see to it that every class is in the classroom or every class has a classroom. Unfortunately, the average of every classroom is about 6 students, which is very much congested, compared to the standard ratio. (Division B School Head SBM I, Pos. 11)

Appropriate use of resources. The use of school resources wherever needed and whenever available is an aspect of the management of resources. A teacher participant shared how they able to use school resources for their instruction.

> Opo kasi gumagamit din sila. They are allowed to use whatever resources that we have. For example, projectors, HDMI, minsan sa internet nakakapag-access because research walang problema yon, kaso ngalang yung globe natin dito ilang connection lang wala na. kaya medyo nili-limit din ni ma'am sa mga teachers. *[Translation: Yes, because they also use it. They are allowed to use whatever resources we have. For example, projectors, HDMI, sometimes with the internet, can access it for research and that's no problem. The problem is that Globe here, just a few people would connect and I;t won't be available anymore. So sometimes we limit it only to the teachers.]* (Division A Teacher Non-SBM III, Pos. 70)

Generating funding for school. Stakeholders' cooperation, at the core of SBM, contributes to the improvement and development of the school (Briggs & Wohlstetter, 2003). In the accounts of the participant, students also help through income-generating projects to help the school financially support school resources.

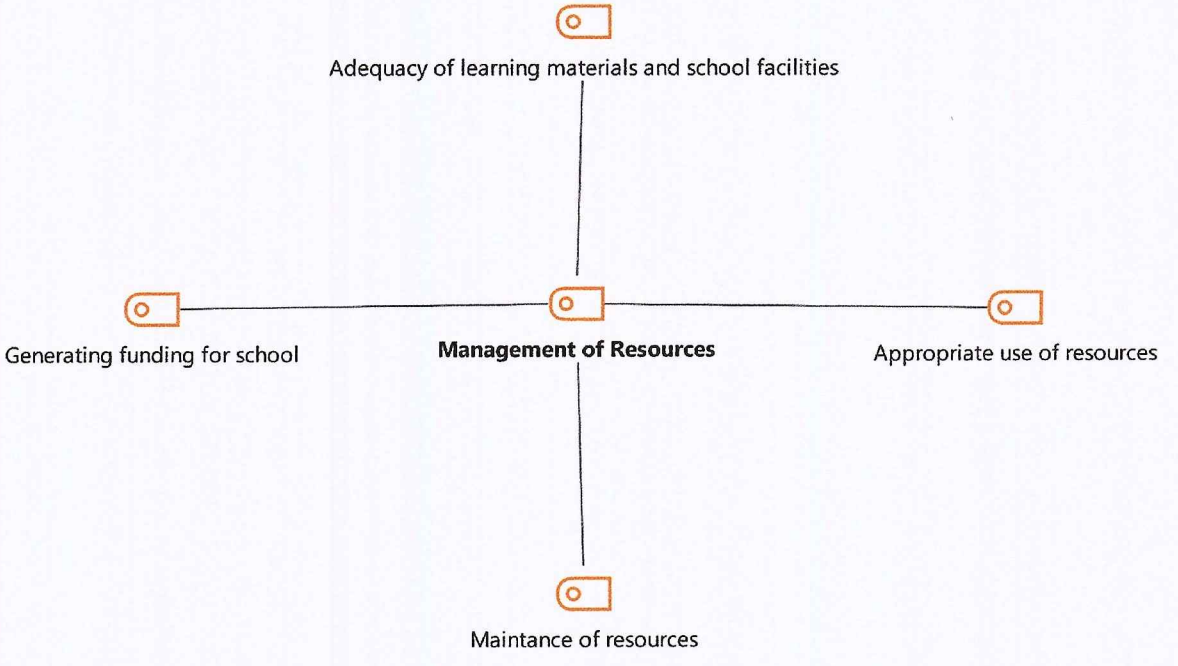

Figure 49. Management of Resources as a School Function

> Our students are being encouraged to generate IGP, Income Generating Projects, in our TLE subjects, wherein in our TLE subjects just like for example in cookery, bread and pastries, wherein they can able to come up with a certain product for example like bread, they are encouraged to integrate that into entrepreneurial activity. So in that case, our students can generate interventions to help the school in terms of funding, in terms of projects, in terms of managing the different resources of our school. (Division B Teacher SBM II, Pos. 24)

Maintenance of resources. In the context of resource management, maintenance is essential. Related to the concept of taking care of the school's resources in accountability and continuous improvement, resource maintenance is a part of the school's function. Based on the response of a school head from Division A, they are often struggling in how their resources are maintained:

> Example, kun naborrow hin items, may borrower's slip, kay magin-accountable gihap hira hit mga resourced kay diri iton pirmi maproprovide hit school kay we have a lot of… kailangan magingat. Like, may ada kami teacher nga ginbibiling ko an microphone, kay ginpapaayad ko ha iya, siring ko "hain na an microphone? Igkadi na kun di ka nakakaayad kay ipapaayad ko ha iba." Ngayan kay nawara. Hala kay we have the school rules and regulations, once you lose that particular item, you have to replace it. *[Translation: For example, when one borrows items, there is a borrower's slip, because they will become accountable with such resources because it cannot always be provided by the school, we have a lot of… we need to be careful. Like, we have a teacher who I was asking about our microphone, I asked them to fix the same, I asked them 'Where is the microphone? Give it back if you can't fix it, I will have it fixed by some other person.' And I end up finding out that it was already lost. We have school rules and regulations, you know, once you*

lose a particular item, you have to replace it.] (Division B School Head Non-SBM III, Pos. 49)

Relationship between the Factors, the Interventions, and the SBM Principles

Discussed below is the response to the research question:

RQ 4: How does the SBM implementation glean towards case variations in praxis can be attributed to students' achievement?

In the context of operationalizing these school functions, leadership and governance are the primary drivers amongst all of them. How the resolve and action of the leader set the direction on how schools prioritize, implement, and monitor programs. On the other hand, the role of the leader ends where the responsibility of the teachers begins. While the leaders direct the teachers, the teachers are still at the forefront of students' learning. It is up to the teachers on how they will implement these programs to effectively improve their students' academics.

Sharing the accountability of school development with the community is essential. It helps the school improve its resources. The participation of the stakeholders creates a productive environment, most especially that the community can understand and help in meeting the needs of the students, through developing and implementing programs, and funding the initiatives.

Management of resources is a shared responsibility among all the duty bearers in school. How classrooms are allocated, teacher loads assigned,

instructional and learning materials strategized is important to ensure that the school creates a conducive learning environment for students.

School-based Management Case Variations in Praxis. Various factors were identified related to enhancing students' academic achievement. However, the level of influence of SBM on academic achievement is not clarified in the cases. On the other hand, the input of the community helps in the planning, implementation, and monitoring of programs and intervention. The community also supports the school in raising funds intended for school improvement. Through such improvements and interventions, they help tackle factors influencing the students' academic performance. Moreover, community involvement is not isolated among SBM schools. Non-SBM schools also seek community support to settle issues in the school.

Challenges Experienced by Schools

While it was not a part of the objectives of the study, participants from Division A and Division B have identified numerous challenges in operating their schools and improving the school's performance. These are included as a means to document the different struggles in the schools in Division A and Division B. These challenges are identified into five major sub-themes including students, the family of the student, school resources and capabilities, teachers, and the school leadership, as shown in the figure (Figure 50). These challenges are expounded through the accounts of the participants in their interviews.

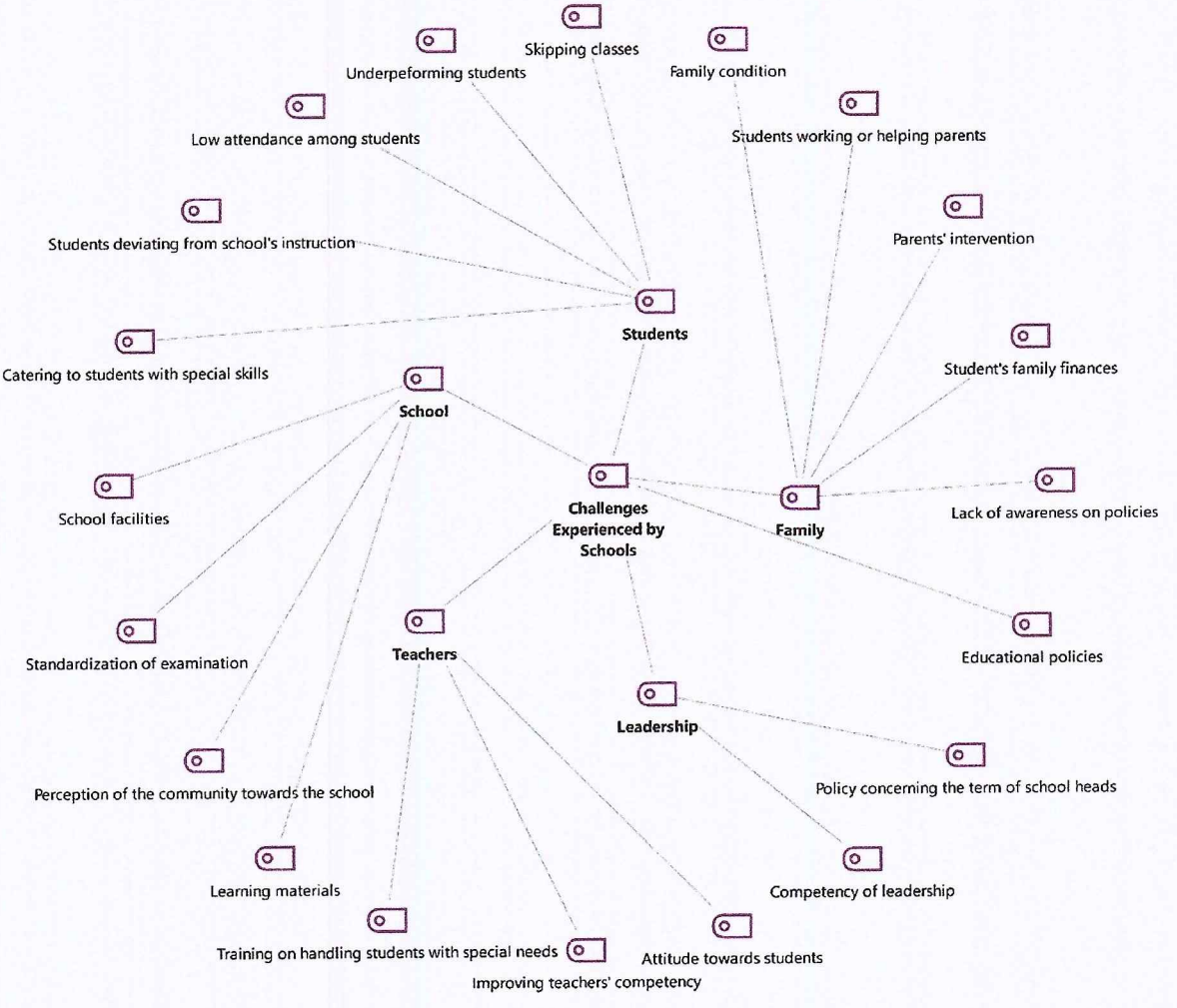

Figure 50. Challenges Experienced by the Schools

Students. The participants identified hurdles in managing and accommodating students. Issues in attendance and skipping classes were identified. Increasing the student's grades or academic performance is also a problem for schools. A school head participant identified that they are struggling with students who have special needs and enforcing inclusive education in their school:

> Another thing is if meron tayong mga learners who are tinatawag natin na kailangan ng special needs, ito yung mga learners natin na mga learners with disabilities. Iba naman yung ano nila. Dapat, the school should also have some interventions regarding this one, but how can the school give an appropriate intervention if our teachers are not also trained to handle people with disabilities, gifted children, and multi-talented children. We are already inclusive education and yet, our department lacks the capability building of our teachers to enforce inclusive education. *[Translation: Another thing is, we have learners that have special needs, these are our learners with disabilities. They have different (needs). The school has to have interventions regarding this one, but how can the school give appropriate intervention if our teachers are also not trained to handle people with disabilities, gifted children, and multi-talented children. We are already inclusive education and yet our department lacks the capability building of our teachers to enforce inclusive education.]* (Division B School Head SBM III, Pos. 27)

Another school head participant explained that some issues in school arise due to students deviating from the initial school instruction. This is further expounded by the explanation of the participant below:

> Sugad hini, nagpaproject man, an kabataan nagpapliti man hin para performance, pero han akon hito sure na ito nga diri iton hira ginrerequire manmliti. Sure ako

> hito kay miniteengan namon. Siguro paki-anhi it iyo mga anak kun ano an instruction. Katapos hito kun parent an nakuwan ha akon, ginkukuwan ko kun hino it concerned. *[Translation: It's like this when there is a project, the children would rent for a performance, but I'm sure that they are never required to rent anything. I am sure because we hold meetings for that. Maybe ask your children what the instruction was. And if it's the parent that asks me, I ask them who are those concerned.]* (Division A School Head Non-SBM III, Pos. 19)

Family. An issue between the knowledge of parents and the instruction of teachers was also revealed. This issue stemmed from students' who failed to help their parents understand that they use their mobile phones to download their learning materials. This grew into an issue of trust between parents and teachers. The teacher participant explicated the situation in her response:

> May problema kami sa grade 8. Yung learners materials, sa tatlong sections, yung isang section or within the three may ginagawa kaming downloading nalang so ginagamit yung phone kaya during the discussion either naka-phone sila kasi nandon yung learners material. Ang problema namin, ikwekwento ko yung isang case, may mga teachers na bawal yung phone sa loob. Okay lang yan kasi hindi naman nila ginagamit pero sa ano, sa subject na walang books so I allow them to use the phone. Yung learners material na nandon sa phone so knowing na yung parent na bawal daw yung phone the next day may exam, hinihingi ng bata ngayon yung phone sa mother ayaw ibigay, kasi nga bawal kayo magphone baka maglaro kalang. Sabi ko bakit hindi mo sinabi sa mother mo na yung book mo nasa phone mo? At saka sinabi mo sana na exam mo. Eh ngayon yung bumalik blame samin, sabi kasi sabi niyo ganito yung policy niyo bawal yung phone. Sabi ko there is something wrong with the trust between the two. Kasi yung bata hindi ko alam kung nagsabi siyang may exam, hindi niya sinabi na parang hindi nag-aral kaya bumagsak sa exam, diba parang

> ganun yung scenario dito. *[Translation: We have a problem with the 8th graders, with the learner's material. One section, or within the three sections, what we do is we download the learner's material, so some use their phone during the discussion because the learners material is there. The problem arises when the teacher would disallow phones inside the classroom. It's ok because they shouldn't use it, but for subjects without books, I would allow them. The learners material is on the phone, but some parents would not let their child borrow the phone because they know it is not allowed for the next day when there are exams, the child would ask for the phone but the parent wouldn't allow it, because they think it isn't allowed and that the child would just play games. I told them, 'why didn't you tell your mother that your book is on the phone? And you should've told her that it's your examination.' So the blame would go back to us for telling them that phones were not allowed in the first place. I thought to myself, there is a problem of trust between these two. Because I don't know if the child is telling the parent about the exam, they may not have told, or they didn't study that's why they fail. I think this is the scenario.]* (Division A Teacher Non-SBM III, Pos. 56)

Parents' lack of understanding of school policies also becomes a challenge for schools and the educational system in the sense that they are not able to fend for the rights of their child. Students, in certain circumstances, must be taught in a modular approach. However, some teachers refuse to participate. This was explained by a respondent teacher from Division B.

> Waray. Dapat an modular approach, waray. Mayda ngani adto nadisgrasya supposedly i-modular approach kay nakuwan, an teachers mismo an nandidiri, so waray kairo han bata, balik, hulog. So diri ba kamo ginkukulit han division? Waray pa man kami sir, so far waray pa man umabot han mga division nga mga level. School level la kay waray man kag-anak nga natindog. An mga kag-anak kasi diri maaram han kuwan, so, so far waray pa hiton na division level nga attention. *[Translation: Nothing. Supposedly the modular approach but nothing. There was this student who got into*

> *an accident, and supposedly the modular approach was to be used, but it's the teachers themselves that do not want to do it. So I pity the child, they will repeat, they will fail. We haven't been bugged by the division yet, we haven't reached that far. Only within the school, because there are no parents that complain. The parents don't know anything, so far, there is no division level attention yet.]* (Division B Teacher Non-SBM I, Pos. 22)

The student's family finances are reflected as a factor in improving their academic performance. Based on the accounts of the participants highlighted in the previous discussions, students tend to miss classes because they are working or helping their parents at home. A government intervention called 4Ps or Pantawid Pamilyang Pilipino Program is aimed at low-income families to help their child finish their academics. Despite this, a school head from Division B explained how the parents still do not intervene with their child's academics.

> "Yung 4Ps...Nako, almost 60% of the students are 4Ps. Naaano yan, pag yung parents nagfafollow, kasi meron naman parents na ano after they get the money from the 4Ps, yun ang, tanggapin natin ang katototohanan. Minsan magpupunta dito maguupdate, '*Ma'am magpapaupdate ako.*' Tapos sabi ko, '*Puntahan mo yung adviser, let her sign kung ano problema nito.*' Kung may problema, the adviser has to come to the office and tell me, tell the parents that there is a problem. The child is always cutting classes, not attending the class. Napapatch up, nakikita, kung una pa, pano yung ngayon pa? Huli na? Ganun lang talaga. Minsan nga I suggested to the DSWD, '*Sir, why not make the grades of the 4Ps, higher than 75*?' Scholar sila tapos 75 lang ang grado? It did not materialize. Minsan pa nga hindi pumapasok yung bata, pupunta yung nanay tapos magpapaano. Sabi ko, uy, hindi na ito pumapasok tapos ano, "*Ma'am para lang makapagpaano ng 4Ps, magpapirma.*" Kawawa yung bata, kinukonsinte. Dapat hindi kinunkonsinte and bata."

> *[Translation: The 4Ps… Almost 60% of our students are 4Ps beneficiaries. When the parents follow up, we must accept the truth that they follow-up after receiving the money. Sometimes, they come over, they ask for an update. They say, 'Ma'am, I will be asking for an update I tell them 'Go to the adviser, let her sign whatever the problem is.' If there is a problem, the adviser has to go to me and tell me about it, tell the parents that there is a problem. As in the case, the child is always cutting classes, not attending class. It gets patched up if they do that in the beginning, but what if it's too late? That's what happens. One time I suggested to a DSWD representative, 'Sir, why not make the grades of the 4Ps higher than 75?' They're scholars but they're only required to get a grade of 75. It did not materialize. Sometimes the child doesn't even come to class, the parent would come to school and would ask for an update. I told them, 'Hey, this kid doesn't go to school anymore.' And they would say, 'Ma'am, I just need it for the 4Ps, we need to have it signed.' It's a pity for the child because they are being tolerated. Children should not be tolerated.]* (Division B School Head Non-SBM I, Pos. 17)

Teachers. Another issue identified by a participant in the teacher's attitude towards the student, where the participant explained that being snappy in teaching tends to scare the students away:

> Teacher, that's one, ako talaga naadmit ako iton, kung maisog ka nga teacher, kun nahadlok it imo estudyante, siyempre nakaapekto gihap it ha ira, bangin di mo iton susulod suluron. *[Translation: Teacher, that's one, I admit, if you're a hot-tempered teacher, the student might be afraid of you, of course, it would also affect them, perhaps they wouldn't come to your class.]* (Division B Teacher Non-SBM I, Pos. 11)

This attitude towards the student could be contradicting the concept of giving encouragement and feedback to students, as explained in a prior discussion.

Related to catering to students with special needs, teachers lack the training to handle these kinds of students. Although, it was emphasized in the DepED Order 75, s. 2009 that the regional and division offices must provide training and technical support on inclusive education to administrators, teachers, and other school staff. However, some participant teachers expressed that they cannot still accommodate inclusive education.

School. Learning materials were identified as an issue by a school head participant. The participant explained how some textbooks are not aligned with the curriculum and they do not meet the competencies required in the curriculum guide:

> Pare-pareos naman po yung problema when it comes to textbooks kasi may mga grade level na wala talagang provision. Particularly sa books, and then yun iba naman not align with the curriculum guide. For example, the textbook or the learner's module that is available is not align with the competencies in the curriculum guide. *[Translation: We have the same problems with the textbooks because there is a grade level that doesn't have provisions. Particularly with books, and then others are not aligned with the curriculum guide. For example, the textbook or the learners' module that is available is not aligned with the competencies in the curriculum guide.]* (Division A School Head Non-SBM I, Pos. 122)

Facilities in schools are also an issue. Although shifting of classes are implemented by schools to accommodate the number of students with the limited classrooms they have, a participant explained that because of the lack of these facilities, some students and even teachers miss their classes

> An iba mostly 80% ha ira in nasiring nga advantage. Pero we cannot do otherwise mayda gud negative pirmi lalo na an morning shift. Kay ok la kuno kun ok an panahon pero pagmauran problema...kay waray man rooms. So, mayda paman yana on going nga duha nga building. So, amo ton diri nagkakasulod an kabataan. Pero later na-found out ko tungod nga an bata diri na nasulod pati an teacher diri na nasulod. *[Translation: The others, about 80% say that it's an advantage, but we cannot do that, otherwise there will always be a negative like in case of our morning shift. Because it's ok when the weather is fine, but when it's the rainy season, there's a problem, because we don't have rooms. So, right now there is an ongoing construction of two buildings. That's one of the reasons why some children aren't going to school. But later on, I found out that because the children aren't going to class, some teachers aren't going to class either.]* (Division A School Head SBM I, Pos. 78-80)

An issue with the standardization of tests was also explained by a school head. This problem becomes worse due to teachers' competency in making a standardized exam. Some students also haphazardly take exams, without putting effort towards studying or preparations:

> So ang primero hindi standardized test yung all throughout the Division. second hindi rin marunong gumawa ng standardized test ang mga teacher. tapos yung dito sa student factor minamadali nila ang pagexam, in 15 minutes, supposedly one hour, tapos agad so hindi ba natin yan, at saka nabubuhay ang mga tardy during periodical test yan yung problema natin yung mga tardy na hindi nag-aattend nabubuhay, pagtake nong exam nahihila yung score pababa Kasi average naman tayo. *[Translation: So, the first thing is, there is no standardized test throughout the division. Second, teachers don't know how to make standardized tests. With the student factor, they would rush the examinations, in 15 minutes when it's supposed to be taken for one hour, also, those who are tardy survive during periodical tests, that's our problem with the tardy because despite not*

> *attending, they survive when they take the exams, the scores are pulled downwards because we use averaging.]* (Division A School Head Non-SBM II, Pos. 46)

Another challenge among some schools is the stigma that the community has against them. A school head explained how some families to send their students to distant schools because of their perception of the quality of education that the school can provide:

> Oo, ang mga parang may stigma parin sila sa [school]. kasi pagtingin nila sa [school] yung quality. So yun yung nangyayari sir liwat yung parent na medyo maganda yung hanapbuhay maganda ang social status nila hindi nila pinapa-aral yung mga anak nila dito. Pinapa-aral nila sa Division A High o ABR, kaya naiiwan talaga dito ganun parin, lagud parin. *[Translation: Yes, it seems like there is still a stigma, because when they look at the school quality. So that's what happens, some parents with a better status in life, with good jobs, they don't make their children study here. They let them study in Division A High, or ABR, that's why we get left behind.]* (Division A School Head Non-SBM II, Pos. 118)

Leadership. A school head identified another challenge that is posted on their leadership in schools. Based on the accounts of the participant their term is limited to three years and then they are assigned to another school. The participant believes that they can produce a lasting effect if they are given a five-year term in their school assignment:

> An assignment of school head 5 years gud siguro per school hindi lang na 3 years kasi pagkatapos ng 3 years kung nagrereshuffle na tayo pano yung ginawa mo noon hindi mo Makita. Halimbawa nag-initiate tayo ng result ngayong school year, next school year pa naman natin yan mafe-feel. Halimbawa, ang impact noon hindi pa ngayon kasi process naman yung learning

> performance, kung bibigyan natin ng chance na maging 5 years sana yung shifting from one station to another wala na siguro sir rason na bakit mababa ang performance ng school. *[Translation: The assignment of school heads really should be for 5 years per school and not just 3 years because if they reshuffle after only 3 years, you won't be able to see your programs from before. For example, if we initiate results this school year, we won't feel it until next year. For example, the impact of the activities before you won't see immediately now because learning performance is a process, if we give it a chance, we should give it 5 years before shifting from one station to another, there won't be any reason for low school performance.]* (Division A School HeadNon-SBM II, Pos. 178)

Another participant disclosed a challenge in their leadership in schools. Their competency and capacity as a leader are limited to the functions assigned to them. As school heads, they are mere observers and supervisors but the teachers are on the ground implementing the intervention programs:

> Saman kita doon para additional, ano bang ginagawang intervention sa department. Kasi sa level ko na school head pumipirma lang tayo, pero ang intervention sa classroom level adviser gud iton or ang teacher, subject teacher gud specifically yung mga naidentify mong mababa ang. Bakit nakapasa na mababa man ang kanilang periodical test? Pwedi yan natin sila matanong mamaya, kasi ang akin man lang general guidelines. *[Translation: What are the interventions being done in the department level. Because on my level as school head, I just sign, but for intervention in the classroom level, it's the adviser's responsibility or the teacher's, it's the subject teachers specifically who identifies when there is low(scored). How did they pass when they have low periodical test scores? We can ask them later, because all I can provide are general guidelines.]* (Division A School Head Non-SBM II, Pos. 106)

Educational Policies. The quality of the learning materials produced for public schools does not meet the requirements of the curriculum guide, this is a sentiment expressed by the participant:

> Sino ang gumagawa? Mga master teacher hindi naman mga publisher. Hindi naman sila mga curriculum writers. Hindi naman yun expert. Pero pag may ginawang memo, you attend as pool…siring pa wala tayong magagawa kasi may policy na may points kaya attend nalang. *[Translation: Who made it? Master teachers are not publishers. They are not curriculum writers. They are not experts. But when a memo is made, they attend as a pool, we cannot do anything about it because there are policies that has points that's why you attend.]* (Division A School Head Non-SBM II, Pos. 144)

Implementing the child protection policy is an issue that was expressed by a school head. The school head, based on the response, does not support the policy and believes that the policy limits their capability to discipline students:

> Siguro yang child protection policy nay an, isa rin yan sa mga factors. Kasi, papano mo madidisiplina ang bat ana andaming bawal. Psychologically hindi pwede, metally, physically mas lalo na. Saan lulugar ang teacher pagimpose ng discipline para siya matuto? Kaya pinapabayaan nalang ni teacher. That is one factor affecting the performance of our learners, kaya nangyayari ngayon ang mga bata kampante sila na ayyy di namana magagalit si teacher kapag walang assignment, paghindi ako nagperform, nagparticipate ok lang naman. *[Translation: Maybe that child protection policy is also a factor. Because, who do you discipline a child when there are so many things not allowed to be done. Psychologically, mentally, not allowed, all the more physically. Where does a teacher place themselves on imposing discipline for them to learn? That's why the teacher lets it be. That is one factor affecting the performance of the learners, what happens now is that the children are complacent, 'oh! the teacher won't get made if I don't submit*

my assignment, if I don't perform or participate, it's ok.']
(Division B School Head SBM III, Pos. 24)

The challenges identified in this section reflect the responses of the participants of the study as a teacher or school head. These are areas that can be explored and considered for further studies. The challenges recognized by the participants are also addressed by the interventions they employ in school. Challenges related to students and their families are interrelated to the factors that influence the students' academic performance. They are identified as challenges that must be resolved by the duty bearers in school.

Emerging Framework on Enhancing Students' Academic Achievement

This section responds to the ultimate goal of the study, which is to develop a model for enhancing the academic performance of the students. Essentially, this is a response to the question:

RQ 5: What developmental school management framework can be proposed to enhance students' achievement?

The model (Figure 51) was developed through the seeming relationships between the student, the family, the school, the community, and the interventions, as explicated in the responses. The figure is shown as a pentagram, drawing a line from one actor to another to highlight the interconnectedness of all actors. In essence, each line draws a relationship to the other actors, such as the student is

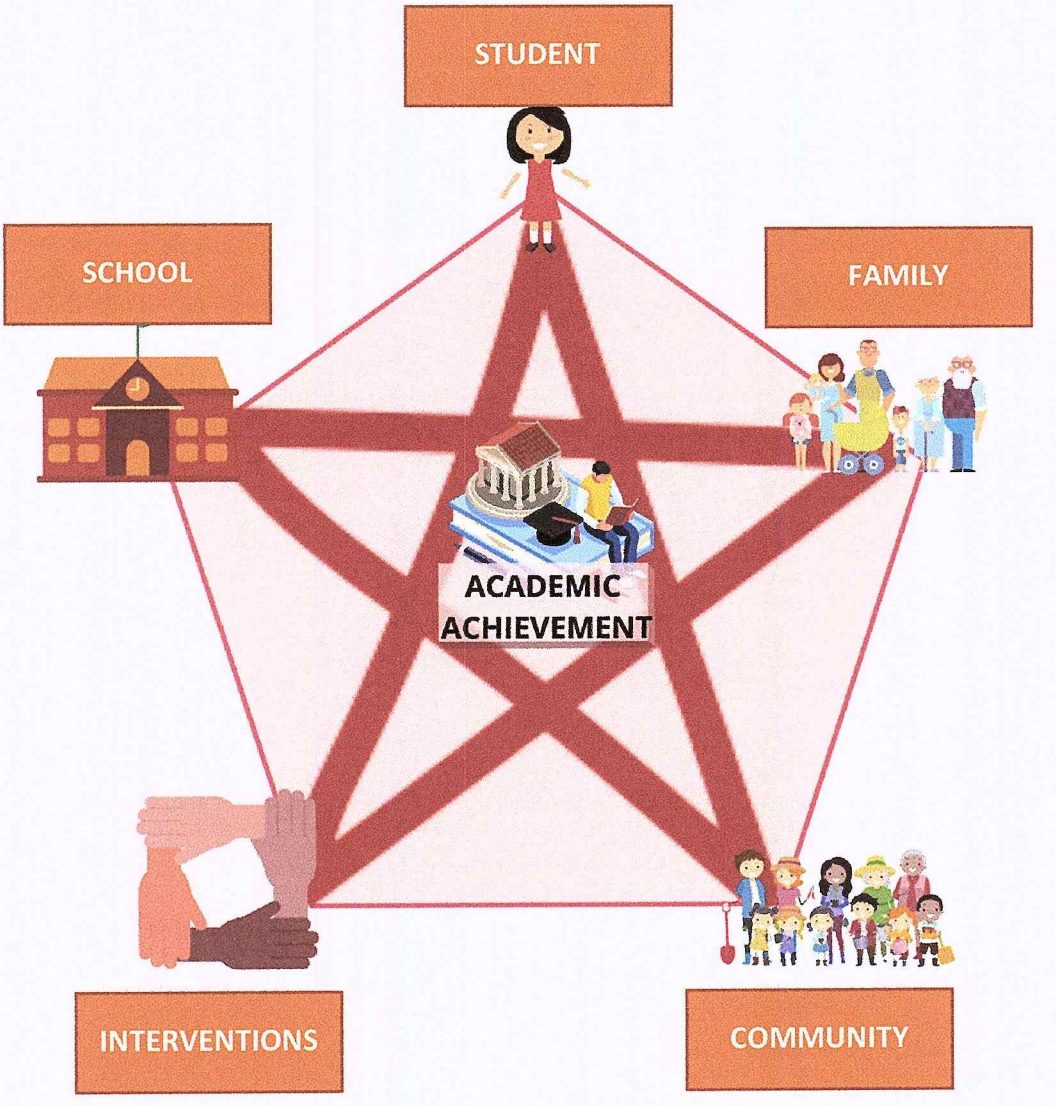

Figure 51. A Didactic Relationship Model of Enhancing Academic Achievement

connected to the four other actors, the family is connected to the rest of the four, and so on. This is different from the prominent didactic model for learning--Herbat's Didactic Triangle of Teaching-Studying-Learning (Peterssen, 1983, as cited in Kansanen & Merri, 1999), and different from the context of SBM—wherein the school and the community partnership is implemented to decentralize decision-making, and improve the school and the students' outcomes. This model functions in the pretext of sociocultural theory, wherein the students' interaction with their environment affects their cognitive development, and that they are actively involved in this process, as shown in the different factors influencing their academic achievement.

The pentagram shown in Figure 51 is the emerging framework for enhancing students' academic achievement. The framework highlights five actors (the student, the family, the school, the community, and the interventions) that must be involved to realize academic achievement. These actors, agencies, and structures are linked together in a didactic relationship. This implies that to incite academic achievement, an interaction between the school, the community, the child, and the family should be present and should serve as considerations in designing interventions.

In coming up with interventions, the schools must consider the child, the family, and the community, in which the learner belongs. The didactic model of relationship, although usually used as a strategy of teaching, is adopted in several forms, particularly in community development. This study has shown the utility

of such a relationship model to forward an academic achievement that listens to the needs of the students and situate the student farther both in the family and in the community.

The principles of school-based management-being leadership and governance, curriculum and instruction, accountability and continuous improvement along with management of resources—will be inadequate if it does not consider the contributions and the affordances that the student received from the family and the community. The relationship model also ensures that the limitations of the school are augmented by the community and that the community is augmented by the school.

At the summit of the pentagram is the student, at the stage of human development, has shown to have a certain degree of maturity and capability in decision-making. This is shown in their self-efficacy, ability to help other students improve, and contribution to their family's welfare. At this stage of development, both the guidance of the community and the family is very important. Previous discussions of this study have shown how the students' perception of their capacity, being efficacious, could help in determining their progress, particularly in student achievement.

The balance, seen to be between the school, the family highlights the role of the family to reinforce learning in school and articulates the *in loco parentis* function of the school. The interventions and the community being at the base of the pentagram defines the strong support mechanism that should be provided, to both

the family and the school, so that the student will attain his or her potential, in this case, academic achievement.

Chapter 5

SUMMARY OF FINDINGS, CONCLUSION, AND RECOMMENDATION

Summary of Findings

Based on the initial observation of the researcher, schools from SBM and non-SBM schools do not meet the standards for the mean percentage score of the National Achievement Test. This brings the question as to why some SBM schools do not meet the standards scores when their management system is centered on gearing students towards reflective learning. To understand and address such a gap, this research aimed to produce a model of a system that helps enhance students' achievement through a case study. School heads, teachers, and students participated in the study, from SBM and non-SBM junior high schools in the selected school divisions. The data utilized by the study is gathered through a document review and an interview. Initially, a focus group discussion was supposed to be implemented to understand the profile of the schools, school heads, teachers, factors influencing students' performance, and understanding the extent of the SBM implementation for students' outcomes. Due to limitations posed by the health crisis, the COVID-19 pandemic, the study was restricted to complete this phase.

This research focused on school management systems to produce a model that can enhance students' achievement. The researcher evaluated such systems to understand the nuances and challenges in improving students' outcomes. The

study revealed that there are varying factors that influence students' academic performance. These include factors intrinsic to the student, and extrinsic such as their family, peers, the community, the school, the teacher, the lesson discussed, and the school leadership. Among SBM and non-SBM, these factors become inputs in the planning and implementation of school programs and interventions.

These interventions are regulated by the principles of the school-based management—leadership and governance, curriculum and instruction, accountability and continuous improvement, and management of resources—and they must all suitably perform to achieve the goals of the program. However, these factors can affect students at different magnitudes, and it can affect the outcome of the intervention.

School-based management highlights a participative approach in educational development by including the local government, the barangay, the parents, and the students, as stakeholders that must collaborate to achieve a vision for the school. SBM schools have the advantage of having the community's support. Several factors can improve students' academic achievement and the degree of impact of SBM on academic achievement is not explicated in the cases. Yet, the input of the community helps in crafting and implementation programs and intervention. They also support the school in raising funds for improving school facilities. By improving school facilities and implementing programs, they help address factors that influence the students' academic performance. Additionally, the cooperation of the community is not isolated among SBM

schools. Non-SBM schools have received community support to resolve issues in the school.

This study forwards a didactic model for improving academic performance among junior high school students. It underscores the participation of five actors (the student, the family, the school, the community, and the interventions) to realize academic achievement. These actors are interconnected through a didactic relationship. This implies that to produce academic improvement, an interaction between the school, the community, the child, and the family should be existent and should serve as considerations in designing interventions.

Revolving around leadership and governance, curriculum and instruction, accountability and continuous improvement, along with management of resources, the function of the school will be deemed inadequate if these actors are not involved and engaged. The framework also shows that the limitations of the school are supplemented by the community and that the community is supported by the school. The student, at the summit of the pentagram, needs guidance from the community and the family. They can contribute to their progress provided their needs—the factors that affect them—are considered.

Conclusions

As the study operates under a statistical hypothesis, based on the results of the Mann Whitney U test, there is no significant difference between SBM and non-

SBM school participants in their performance for the National Achievement Test. The study failed to reject the hypothesis.

Interviews with the participants revealed numerous factors that affect students' achievement. These factors were found to be related to the student, their family, the community, the school, the teacher, the lesson, and the school leadership. These are considerations in the crafting and implementation of the interventions in the school.

The cases have shown a gap in achieving the goals of the intervention. The study posits that while factors were considered in the creation of the intervention, it lacks the context of the impact of these factors on the student. Thus, the student could go through an intervention, unresponsive, because the intervention is not aligned to the need of the student.

The participants of the study come from SBM and non-SBM schools. Based on the cases analyzed, the degree of impact of SBM on academic achievement is not elucidated. However, these cases have shown the importance of community involvement in developing and implementing programs and improvements for the school. It was also shown that some non-SBM schools also seek help from the community to resolve the problems they encountered.

The study forwards a didactic relationship model on improving academic achievement. The model shows five actors (the student, the family, the school, the community, and the interventions) that must work together to realize student achievement. This study advances that move students toward academic

achievement, an interaction between the school, the community, the child, and the family should be present and should be the foundation of the considerations in designing interventions. Leadership and governance, curriculum and instruction accountability and continuous improvement, and management of resources, will become inadequate if these actors are not actively involved and engaged. The framework also depicts that the limitations of the school are supported by the community and that the community is supplemented by the school. The student, at the summit of the didactic relationship, must receive guidance from the community and the family. The cases have shown that these students are capable and can contribute to their academic development, but their needs must be put into context first.

Recommendations

Since the study statistically analyzed the performance differences of the SBM and non-SBM school participants and the hypothesis was not rejected, the study recommends future researchers to test the statistical difference between the performance of SBM and non-SBM schools.

To operationalize the findings of the study, the researcher proposes that schools can localize a quantitative tool based on the factors revealed in the research, to determine which of the impact their students the most. By identifying these factors, they can develop highly tailored interventions, unique to the context of their educational institution. Additionally, schools use surface-level indicators

of student-related issues, which fails to contextualize the root cause of the problem. The study forwards that the connections of the factors should be further explored by the schools through a *problematique* map.

The study includes high and low performing students, mostly from the low economic profile. Future researchers are encouraged to explore the attributes of high and low performing students from a similar family income bracket to understand what leads to their differences in academic excellence.

The challenges identified in this study, such as leadership and the implementation of school policies, need further studies to understand its context and establish interventions that could address them. Additionally, based on some of the case findings, there is a gap in the implementation of inclusive education, this can be explored to understand how inclusive education is applied, and how it can be supplemented.

Finally, the researcher also recommends conducting a focus-group discussion for the emerging framework to be adopted as a school management model. While it was in the intention of the study to implement this, due to the limitations posed by the health crisis, the COVID-19 pandemic, and restrictions in the social gathering, the Ethics Committee has recommended terminating this step from the initially outlined methodology.

Chapter 6

LOCALIZATION OF THE EMERGING DIDACTIC RELATIONSHIP MODEL ON ENHANCING ACADEMIC ACHIEVEMENT

Introduction

This emerging didactic model for improving academic performance among junior high school students underscores the participation of five actors to realize academic achievement. These actors are interconnected through a didactic relationship. To produce academic improvement, an interaction between the school, the community, the child, and the family should be existent and should serve as considerations in designing interventions.

Revolving around leadership and governance curriculum and learning accountability and continuous improvement along with the management of resources, the functions of the school will be deemed inadequate if these actors are not involved and engaged. The framework also shows that the limitations of the school are supplemented by the community and that the community is supported by the school. The student, at the summit of the pentagram, needs guidance from the community and the family. They can contribute to their progress provided their needs—the factors that affect them—are considered.

In the study, the model emerges from the case reviewed critically and grounded on the data. Thus, in emergence, there is a need to localize the model and see its fit to the situation of a certain school. It is underscored that, though the

model is qualitatively representative of the school's context, the nuances of any school remain superior as one channel a strategy to action and ultimate fruition of student achievement thus, this localization.

Objective

The proposed localization of the emerging didactic relationship model on enhancing academic achievement generally aims to contextualize the model and craft tangible outputs necessary to establish the model's utility to enhancing academic achievement, bridging the model in the macro system of school development and planning. Its agenda includes (a) To examine aspects of the model that is true to the nuances of the school, and (b) To identify derivatives for action through planning and implementation.

The following objectives guides in the attainment of Agenda A:

(a) To present key findings from the analysis: Case variations in praxis, SBM versus Non-SBM, which attributed to student's achievement

(b) To reflect on current praxis and its effects on students' performance.

(c) To present key findings on the Emergent school management system model to enhance students' achievement;

(d) To examine the praxis and participants' conceptualization vis a vis the emerging model.

To attain Agenda B, the following are the objectives:

1. Generate strategies to improved and assure students' performance.

2. Re-align or correct model relations suited in the context of the school.

Methodology

The framework presented in the emerging didactic relationship model on enhancing academic achievement highlights a participatory nature of school planning and implementation. Thus, is it incumbent that active participation, and data driven decisions are articulated as the bedrock of the localization process. Figure 52 shows the methodology that will be implemented in the localization process adopted from the *Association for Supervision and Curriculum Development.* (Kaufman & Herman, 1991).

Data. This emanates from the findings of the study conducted based on the praxis of SBM and non-SBM Schools. Apart from this, each actor in the didactic model carries with them the tacit knowledge on the issues of student achievement along with existing data from school and the community.

Scanning. This comes in two forms: Internal (school, child-centered, and family-related) and External (community). The purpose of the scanning is to reflect the macro data and perspectives presented by the resource person. In essence, it is introspection, in inner examination to position actions and project interventions.

Interventions. Apart from the roster of identified interventions that were implemented by SBM and non-SBM schools based on the study, the specific intervention will be identified as well by the participants of the localization. In this

Figure 52. The Localization Process

stage, the participants will also afford a degree of prioritization as they rank interventions and decide which of which must be implemented first.

Targeting. Also referred to as goal setting, it is the identification of achievable indicators that would evidence improvement of student achievement. It is based on baseline data and projected as an outcome in a quarterly timeline.

Implementation Scheme

The localization process is divided into three parts which is *preliminaries, implementation stage, and post-implementation stage.*

Preliminaries. Crucial to the localization is the multi-faceted participation of the actors *i.e., the school, child, family,* and *community* all positioned to collectively generate interventions centered on the academic achievement of the child. Thus, the preliminaries would include correspondence to *community leaders, representatives of parents' association,* and *representatives of student organizations* apart from the school officials. The correspondence must explicate the agenda and must encourage preliminary consultation with the members of the groups they represent. NGOs and child education experts must also be invited to serve as expert resource persons and would bracket the possible interventions to be created within the bounds of statutes and laws. This stage also includes the procurement of the following materials, including human resources.

Materials needed. Two sets of Meta cards with each word in the model written, Empty Meta cards, Scotch tape and Cut out of arrows and

connectors. Also, provisions for snacks, audio recording devices, video recording devices, attendance sheet Ballpoint pen (for each participant), notepads (for each participant) and token will be prepared. Other materials required under GCQ/ECQ must be available. This includes masks for each participant, hand sanitizer, and a body temperature reader. A human resource like text documenter and video and stills documenter must also be made available.

Implementation stage. In the implementation of the localization project, a strict health protocol, under at least MGCQ will be implemented. This includes: *wearing of masks all the time, no handshakes, group photos must show social distancing, participants have to be seated 1.5 meters apart, drinking water must be available all the time, no touching of the microphone, sanitize after touching meta cards, no participants can participate particularly those who have COVID like symptoms, and quarantine permit must be available and or health certificate in the absence thereof.*

Once all the protocols have adhered, this stage will be implemented following:

A. Presentation of Purpose. Participants are informed of the intention of the study and purpose of the FGD as expressed in the agenda and specific objectives;

B. The signing of Assent to participate in the FGD.

C. GTKY: Presentation of participants

D. FGD Proper I: Aspects of the model and the nuances of the school

a. Presentation of key findings on "Case variations in praxis, SBM versus Non-SBM, which attributed to student's achievement".

b. Presentation of SBM School Model to Enhance Student Achievement.

c. Presentation of Non-SBM School Model to Enhance Student Achievement.

d. Conduct Workshop Dynamics by letting the participants discuss the central question: (i) How did the praxis (current school management program) affect students' performance? (iii) In what way the current praxis can be improved to assure students' performance? (iii) Let the participants redirect, realign, or correct model relations line should they deemed changes to be necessary.

e. Presentation of the participants of their localized model.

E. FGD Proper II: Derivatives for action through planning and implementation.

a. Presentation of key findings "Emergent school management system model to enhance students' achievement".

b. Present specific interventions identified in the study.

c. Conduct Workshop Dynamics by letting the participants discuss within themselves first as to the question/task: (i) what strategies can be implemented to improved and assure students'

performance. (ii) In what way the over-all model can be confirmed, revised, or improved to ascertain student achievement? (iii) What recommendations as to how the interventions and the praxis that leads to improved student achievement can be implemented in schools; and (iv) How can these interventions be incorporated in the planning and implementation of school management.

d. Presentation. Let the group present their work. Build consensus on the finality localization.

F. Adjournment. This will include (i) participants' impressions, and lessons learned or insights about the activity; (ii) Deliver a message of thanks and commitment; (iii) Commitment Rituals. The participants will jointly sign a manifesto ensuring the conduct of the plans and implement it to fruition.

Post-implementation stage. The final stage will focus on the development of a write up covering full documentation in text and photos. The major entry of the report is School Management Plan with emphasis on interventions to be implemented, baseline data, and targets with the following parts (Table 9).

Schedule of Implementation

The proposed localization may be conducted every end of the school year or before the beginning of the new school year. In essence, it will be incorporated in the planning stages of management in a certain school.

Table 9

Identification of Issues, Information, Interventions, and Targets

Observed Problem attributing to Poor Student Achievement	Baseline Information	Proposed Intervention	Targets			
			Q1	Q2	Q3	Q4
Community-Based Issue						
School-Based Issue						
Family-Based Issue						
Child Based Issue						

Target Participants

Each school may implement the process above participated by *two community leaders, two representatives of parents' association,* and *two representatives of student organizations, the school officials (principal, guidance counselor, and teacher representative)*, NGOs, and child education experts as resource persons, and the

planning officer of the DepEd Schools Division as an observer, and the proponent as a resource person and lead facilitator, hence, a total of at least 14 in attendance.

Funding Source

Since the activity is school-based, funds may be drawn from the MOOE allocated to the school. The sheer number of participants will ensure funds mobility and as well as management.

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APPENDICES

Appendix A

Data Gathering Protocol

DATA GATHERING PROTOCOL WITH ANALYSES SCHEDULE

Preliminaries

Step 1: Request for an introductory letter from Samar State University to the Schools Division of Catbalogan City and Samar that the study will be conducted in selected public secondary schools in the division.

Step 2: Secure clearance from the DSWD Provincial office for the student respondents are (less than 18 years old) with assurances of confidentiality, parental approval and proper records handling and disposal.

Step 3: Ask for the approval of the Schools Division Superintendent to conduct the study.

(Once approved, the researcher will commence with the study following the protocol below)

Actual Data Gathering

Step 1: Collection of documentary evidence

Table 7

List of Documents to be Acquired

Document Name	*Purpose*
National Achievement Test for Grade 10 **MPS across per subjects and per quarter** for the sampled schools for SY:, 2014-2015, 2015-2016, 2016-2017, 2017-2018, 2018-2019	*Sampling Selection*

Analysis 1: Descriptive and MPS trend data

Step 2: Collection of School, School Head and Teachers Profile

Step 3: Conduct of Interview for the School Heads

- Introduction of the Study
- Presentation and signing of informed consent by school head and teacher respondents, and parents of students' respondents.
- Present the descriptive and MPS trend data of the school
- Commence with the following questions:

- What are the factors influencing students' achievement? How are these factors considered in the planning and implementation in the school program?

- How does leadership and Governance; Curriculum and learning, and Accountability; and continuous improvement; and management of resources in school affect students' performance?

- What are the strategies used by the school to improve students' performance? What were the basis of utilizing these strategies?

- May I ask a recommendation as to who can be interviewed among the teachers who have the tacit knowledge about students' performance school planning and programs implementation?

Step 4: Conduct Interview for Teacher/s (Theoretically Selected)

- What are the factors influencing students' achievement? How are these factors considered in the planning and implementation in the school program?

- How does leadership and Governance; Curriculum and learning, and Accountability; and continuous improvement; and management of resources in school affect students' performance?

- What are the strategies used by the school to improve students' performance? What were the basis of utilizing these strategies?

- May I ask a recommendation as to who can be interviewed among the students who have exhibited superior academic performance?

- May I also ask a recommendation as to who among the students can be interviewed specifically someone who is struggling to improve their academic performance?

Step 5. Conduct Interview with students

A. Student with superior academic performance.

- What is your motivation in studying [Ano an imo hingyap nga na eskwela ka yana]?

- In what way does the school help you improve your academic performance? Can you cite specific examples [Ano iton na bulig han eskwelahan ha imo nga nag maupay an imo pag eskwela? Pwede ka maghatag hin sitwasyon kon nga in napapakita nga nakakabulig talaga an eskwelahan ha imo]?

B. Student with inferior academic performance.

- Why are you having a difficulties in schooling? [Kay ano ka ginkukurian han imo pag eskwela yana?]

- What are the efforts of the school to help you overcome these challenges [Ano an ginbuhat han eskwelahan para ka mabuligan han imo pag eskwela]?

- What else can the school do to help you improve your academic performance [ano pa an pwede himoon han eskwelahan para mapaupay an imo grado]?

Analysis 2: Analysis of individual cases

Deductive Analysis on the following:

Theme 1: Case variations in praxis, SBM versus Non-SBM, which attributed to student's achievement

Theme 2: Emergent school management system model to enhance students' achievement

Step 6. Conduct of FGD.

Central topic: A school management system model to enhance students' achievement

Procedure:

- GTKY: Presentation of participants
- Presentation of key findings from analysis 2: Theme 1

- FGD Proper:
    - Central Question: How did the praxis (current school management program) affects students' performance?
    - In what way the current praxis can be improved to assure students' performance?
- Presentation of key findings from analysis 2: Theme 2
    - In what way the model can be confirmed, revised or improved to ascertain student achievement?
- Adjournment

Table 8

FGD Groupings and Participants

Groupings	Participants*
Samar Division (Non-SBM) Samar Division (SBM) Catbalogan Division (Non-SBM) Catbalogan Division (SBM)	Principal and Teacher Respondents subjected to individual interviews.

**Students will not be subjected to FGD for ethical reasons*

Analysis 3: Deductive-Inductive analysis of FGD results.

INSTRUMENT VALIDATION PROTOCOL

Title of the Study:
A DEVELOPMENT THEORY ON ENHANCING JUNIOR HIGH SCHOOL STUDENTS' ACADEMIC PERFORMANCE

Proponent:
ARCHIMEDES N. FABILLAR

Consultant:
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DENNISE B. RECUERDO, Dev. Com.
Qualitative Data Analysis Specialist and Office Manager
JPV Research Consultancy

SAMPLING INCLUSION CRITERIA:
Phase 1: Three (3)
Phase 2: Three (3). A principal/school head, a teacher and the top performing
student in a school.

General procedure for Content Validation
Phase 1: Three (3) experts will assess the instrument. Specifically, one (1) SBM Coordinator one (1) language expert and (1) research and evaluation expert.

Note: You will just implement this to an SBM Coordinator. Ask the SBM Coordinator to fill out the instrument in Appendix C.

Phase 2: Pilot Interview
Pilot test the instrument in Zumarraga National High School, one of the secondary schools in the Division of Samar. Selected teachers and school heads will answer the questionnaire. The result will be the basis for corrections and adjustments so that it will be suited to answer the needed data related to the present study.

Implement the protocol in Appendix A, except the FGD. Please take note of the post-interview procedures.

Informants Profile, Interview and FGD Guide

General Instruction: This instrument must be filled out by the school head / principal or teacher. The information to be provided in Section B of this instrument must be supported with actual records of the school and to be supplied by the school head / principal.

A. Informants Profile (For teachers, School Head/principal only)

Age: Sex: [ ] Male [ ] Female Position: Years of Experience:
As Teacher :
As School Head/Principal:

Educational Background
Baccalaureate

Masters

Doctorate

Relevant Training ***(List all relevant training for the past five years starting with the most recent)***

TITLE OF LEARNING AND DEVELOPMENT INTERVENTIONS/TRAINING PROGRAMS (Write in full)	INCLUSIVE DATES OF ATTENDANCE (mm/dd/yyyy)		NUMBER OF HOURS	CONDUCTED/ SPONSORED BY (Write in full)
	From	To		

Use separate sheet if necessary

B.1. Interview Guide for Principal and Teachers

Interviewer: Maupay nga aga/kulop. (Say your Salutations)
(Inform the respondents of the purpose of the study).
Ask the respondent of his/her willingness to participate in the study and to sign the informed consent. Read each line in the informed consent. Inform the respondent that the conversation will be recorded with anonymity.

Interviewer: Ask the following questions:
How was SBM implemented to improve student's achievement for the past five years, along with:

Leadership and Governance?
Curriculum and Learning?
Accountability and Continuous Improvement?and
Management of Resources?

What are *the factors influencing students' achievement and its role in the implementation of the SBM program?*

NB: Do not hesitate to make follow up questions to clarify the subjects response.

B.2 Interview Guide for Students

Interviewer: Maupay nga aga/kulop. (Say your Salutations)
(Inform the respondents of the purpose of the study).
Ask the respondent of his/her willingness to participate in the study and to sign the informed consent. Read each line in the informed consent. Inform the respondent that the conversation will be recorded with anonymity.

Interviewer: Appreciate the respondent of his/her positive school performance.
(Note: Top 1 student for each school will be interviewed.)

Ask the student his performance in class? (get his/her grades)

What factors propelled you to perform better in class?

In what way did these factors attribute to your performance?
How can you relate this performance to the school in terms of:

Leadership and Governance?
Curriculum and Learning?
Accountability and Continuous Improvement?and

Management of Resources?

NB: Do not hesitate to make follow up questions to clarify the subjects response.

Post Interview Procedures:

Transcribe the responses and immediately send it to us. Follow basic format

Interviewer:
Respondent: *And so on…*

C. FGD Guide *(This portion of the instrument is purposed to answer the RQ: What developmental school management system model can be proposed to enhance students' achievement?)*

Topic: School management system as a tool for enhancing students' achievement
Participants: The interviewed subjects from the following:

CASE A.1
CASE A.2
CASE A.3
CASE B.1
CASE B.2
CASE B.3

Procedure:

1. Introduction of FGD participants
2. Presentation of objectives of FGD
3. Presentation of Analysis results of the interview
4. Present the central question:
   How is SBM based on the analysis of the study can be used as a tool for enhancing student's achievement?
   What areas observed in practice as revealed in the analysis demands an intervention for improvement?

Students Performance, Attendance, and Cohort Survival Rate
(for the past five years)

A. School Profile

Name of School:

Name of Principal / School Head:

Number of Teachers:

Number of students currently enrolled:

B. School Performance and Statistics

		Years				
Demographics/Statistics		*2014-2015*	*2015-2016*	*2016-2017*	*2017-2018*	*2018-2019*
Number of Enrollees						
Cohort Rate						
Attendance Rate						
NAT Performance (MPS)						
Exit Assessment Performance (MPS)						
MPS by Subject and Year Level						
G7	*Filipino*					
	English					
	Mathematics					
	Science					
	Home Economics					
	Aral. Pan.					
	EsP					
	TLE					
	MAPEH					
	Overall MPS					

Continuation B. School Performance and Statistics

		Years				
Demographics/Statistics		***2014-2015***	***2015-2016***	***2016-2017***	***2017-2018***	***2018-2019***
MPS by Subject and Year Level						
G8	*Filipino*					
	English					
	Mathematics					
	Science					
	Home Economics					
	Aral. Pan.					
	EsP					
	TLE					
	MAPEH					
	Overall MPS					
G9	*Filipino*					
	English					
	Mathematics					
	Science					
	Home Economics					
	Aral. Pan.					
	EsP					
	TLE					
	MAPEH					
	Overall MPS					
G10	*Filipino*					
	English					
	Mathematics					
	Science					
	Home Economics					
	Aral. Pan.					
	EsP					
	TLE					
	MAPEH					
	Overall MPS					

Content Validation Instrument

A DEVELOPMENT THEORY ON ENHANCING JUNIOR HIGH SCHOOL STUDENTS' ACADEMIC PERFORMANCE

Dear Expert,

The undersigned respectfully request your judgment on the relevance and clarity of the items in each given scale. The rating of which are as follows:

Relevancy	Clarity
1[not relevant]	1[not clear]
2[item need some revision]	2[item need some revision]
3[relevant but need minor revision]	3[clear but need minor revision]
4[very relevant]	4[very clear]

You may evaluate the item by simply scoring it from 1 to 4 with the qualitative descriptors above. Consequently, items scored 1 and 2 requires a comment for its improvement under the remark's column.

I appreciate your participation to this study as content evaluator.

ARCHIMEDES N. FABILLAR
Graduate Student, Samar State University

Part I. Evaluation of interview questions for Principal/School Head and Teachers.

	Research Questions	Specific Questions to be validated	Relevance (1 -4)	Clarity (1-4)	Comments (Please write revised item if necessary
1	How is SBM implemented to improve student's achievement for the past five years, along with:	How was SBM implemented to improve student's achievement for the past five years, along with:			
	Leadership and Governance;	*Leadership and Governance?*			
	Curriculum and Learning;	*Curriculum and Learning?*			
	Accountability and Continuous Improvement; and	*Accountability and Continuous Improvement?and*			
	Management of Resources	*Management of Resources?*			

Research Questions		Specific Questions to be validated	Relevance (1 -4)	Clarity (1-4)	Comments (Please write revised item if necessary
2	What are *the factors influencing students' achievement and its role in the implementation of the SBM program?*	*Describe in as much detail the role of SBM, as implemented in your school, in improving students' performance?*			

Part II. Evaluation of interview questions for Students

Research Questions	Specific Questions to be validated	Relevance (1 -4)	Clarity (1-4)	Comments (Please write revised item if necessary
What are *the factors influencing students' achievement and its role in the implementation of the SBM program?*	Please tell us about your performance in class.			
	What factors drove you to perform better in class?			
	In what way did these factors attribute to your performance?			
	How can you relate your performance to the school in terms of:			
	Leadership and Governance?			
	Curriculum and Learning?			
	Accountability and Continuous Improvement?and			
	Management of Resources?			

Informed Consent

SAMAR STATE UNIVERSITY

LEADERSHIP | EXCELLENCE | DISCIPLINE | SERVICE

INFORMED CONSENT FORM

Please complete this form after you have listened to an explanation about the research.

Project Title:
A DEVELOPMENT THEORY ON ENHANCING JUNIOR HIGH SCHOOL STUDENTS' ACADEMIC PERFORMANCE

Researcher: ARCHIMEDES N. FABILLAR
Post-graduate Student, Samar State University

Thank you for your interest in taking part of this research. Before anything else, the person organizing the research must explain the project to you.

If you have any questions arising from the explanation already given to you, please ask the researcher before you decide whether to join in. You will be given a copy of this *consent form* to keep and refer to at any time.

PARTICIPANT'S STATEMENT

I agree that:

- I have listened to an explanation about the research and have understood what the study involves.
- I consent to the processing of my personal information for the purposes of this research study.
- I understand that such information will be treated as strictly confidential and handled in accordance with the provisions of the Data Privacy Act of 2012 or RA10173.
- I agree that the research project named above has been explained to me to my satisfaction and I agree to take part in this study.
- I understand that my participation will be taped/video or audio recorded and I consent to the use of this material as part of the project.
- I agree to be contacted in the future by SSU researchers who would like to invite me to participate in follow-up studies.

Source: Villas, Jonas P. 2018. *Learning Guide in Research in Daily Life 2.* Quzon City: Sibs Publication

I agree that:

- I understand that the information I have submitted will be published as a report, and I will be provided details of the findings. Confidentiality and anonymity will be maintained, and it will not be possible to identify me from any publications.
- I agree that my non-personal research data may be used by others for future research. I am assured that the confidentiality of my personal data will be upheld through the removal of identifiers.
- I agree that my *professional background* may be identified in the final report and waive the right to anonymity for the purposes of this research.

_____

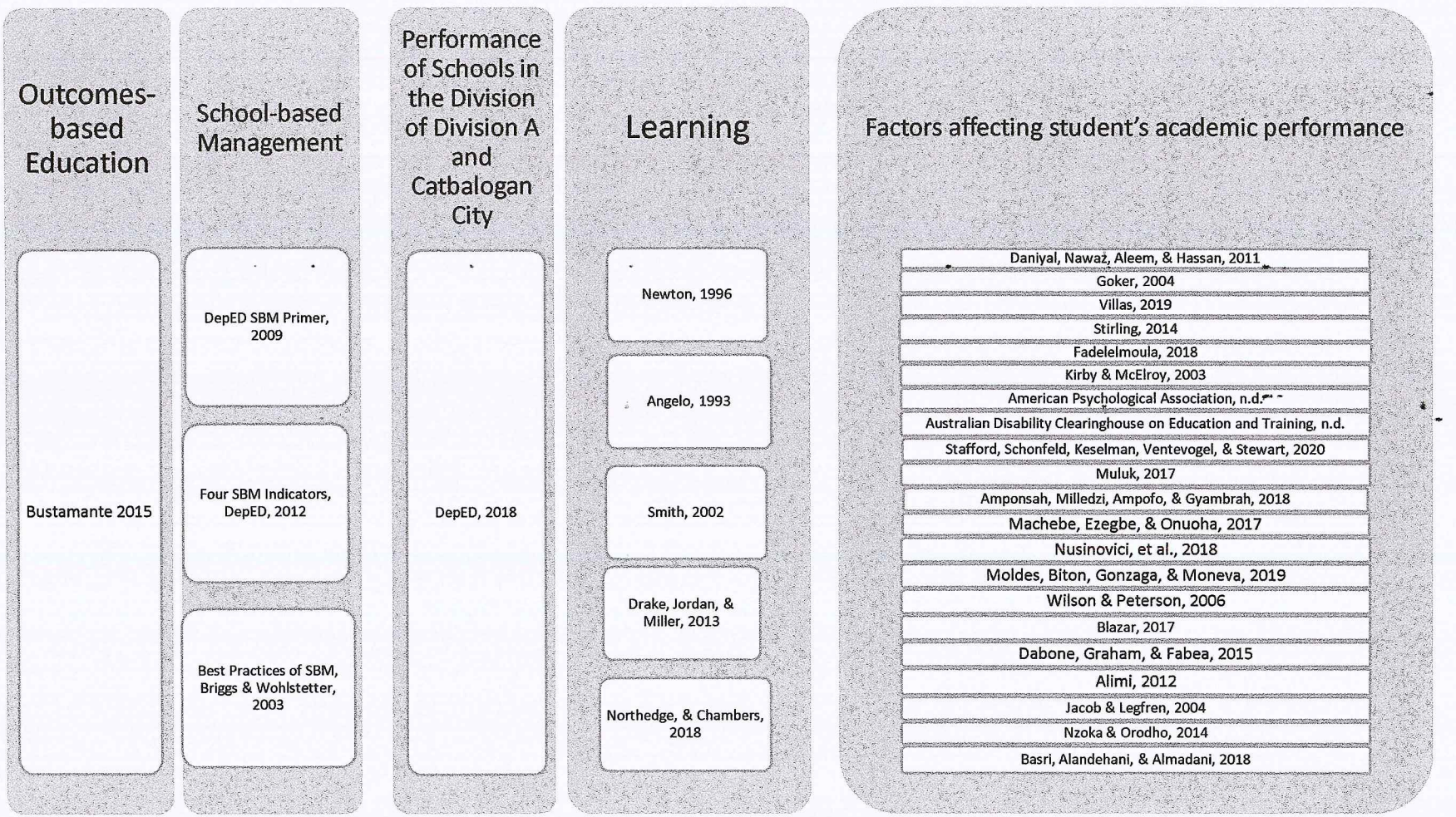
Signature over Printed Name

Date Signed: _____

NB: Please affix signature in all pages

Source: Villas, Jonas P. 2018. *Learning Guide in Research in Daily Life 2*. Quzon City: Sibs Publication

Appendix B. Literature Map



Appendix C. Statistical Findings for Ho_1

Table E.1

Statistical Findings on Test of Difference between SBM and Non-SBM Schools in terms of Grade 7 MPS, quarterly from SY 2016-2017 to SY 2018-2019

School Year	Quarter	Type Of School	N	Mean Rank	Mann-Whitney U	p-value
2016-2017	First	SBM	5	8.80	1.000	**.010**
		NONSBM	6	3.67		
	Second	SBM	5	8.90	.500	**.008**
		NONSBM	6	3.58		
	Third	SBM	5	8.10	4.500	**.054**
		NONSBM	6	4.25		
	Fourth	SBM	5	8.50	2.500	**.022**
		NONSBM	6	3.92		
		SBM	5	8.80	1.000	**.011**
		NONSBM	6	3.67		
2017-2018	First	SBM	5	6.00	15.000	1.000
		NONSBM	6	6.00		
	Second	SBM	5	6.60	12.000	.583
		NONSBM	6	5.50		
	Third	SBM	5	7.40	8.000	.198
		NONSBM	6	4.83		
	Fourth	SBM	5	7.20	9.000	.271
		NONSBM	6	5.00		
		SBM	5	7.60	7.000	.144
		NONSBM	6	4.67		
2018-2019	First	SBM	5	7.00	10.000	.359
		NONSBM	6	5.17		
	Second	SBM	5	7.90	5.500	.081
		NONSBM	6	4.42		
	Third	SBM	5	8.10	4.500	.052
		NONSBM	6	4.25		
	Fourth	SBM	5	8.10	4.500	.051
		NONSBM	6	4.25		
		SBM	5	8.00	5.000	.067
		NONSBM	6	4.33		

Table E.2

Statistical Findings on Test of Difference between SBM and Non-SBM Schools in terms of Grade 8 MPS, quarterly, from SY 2016-2017 to SY 2018-2019

School Year	Quarter	Type Of School	N	Mean Rank	Mann-Whitney U	p-value
2016-2017	First	SBM	5	8.60	2.000	.018
		NONSBM	6	3.83		
	Second	SBM	5	8.10	4.500	.054
		NONSBM	6	4.25		
	Third	SBM	5	8.20	4.000	.044
		NONSBM	6	4.17		
	Fourth	SBM	5	8.20	4.000	.042
		NONSBM	6	4.17		
		SBM	5	8.70	1.500	**.013**
		NONSBM	6	3.75		
2017-2018	First	SBM	5	6.10	14.500	.927
		NONSBM	6	5.92		
	Second	SBM	5	6.40	13.000	.715
		NONSBM	6	5.67		
	Third	SBM	5	7.30	8.500	.222
		NONSBM	6	4.92		
	Fourth	SBM	5	6.90	10.500	.406
		NONSBM	6	5.25		
		SBM	5	7.30	8.500	.234
		NONSBM	6	4.92		
2018-2019	First	SBM	5	7.00	10.000	.358
		NONSBM	6	5.17		
	Second	SBM	5	7.70	6.500	.116
		NONSBM	6	4.58		
	Third	SBM	5	8.00	5.000	.065
		NONSBM	6	4.33		
	Fourth	SBM	5	8.20	4.000	**.041**
		NONSBM	6	4.17		
		SBM	5	8.00	5.000	.068
		NONSBM	6	4.33		

Table E.3

Statistical Findings on Test of Difference between SBM and Non-SBM Schools in terms of Grade 9 MPS, quarterly, from SY 2016-2017 to SY 2018-2019

School Year	Quarter	Type Of School	N	Mean Rank	Mann-Whitney U	p-value
2016-2017	First	SBM	5	8.10	4.500	.055
		NONSBM	6	4.25		
	Second	SBM	5	7.80	6.000	.100
		NONSBM	6	4.50		
	Third	SBM	5	7.80	6.000	.100
		NONSBM	6	4.50		
	Fourth	SBM	5	7.60	7.000	.139
		NONSBM	6	4.67		
		SBM	5	8.40	3.000	**.028**
		NONSBM	6	4.00		
2017-2018	First	SBM	5	6.60	12.000	.580
		NONSBM	6	5.50		
	Second	SBM	5	6.60	12.000	.581
		NONSBM	6	5.50		
	Third	SBM	5	9.00	0.000	**.006**
		NONSBM	6	3.50		
	Fourth	SBM	5	7.40	8.000	.199
		NONSBM	6	4.83		
		SBM	5	7.90	5.500	.081
		NONSBM	6	4.42		
2018-2019	First	SBM	5	6.30	13.500	.781
		NONSBM	6	5.75		
	Second	SBM	5	7.70	6.500	.116
		NONSBM	6	4.58		
	Third	SBM	5	7.60	7.000	.135
		NONSBM	6	4.67		
	Fourth	SBM	5	7.80	6.000	.097
		NONSBM	6	4.50		
		SBM	5	7.10	9.500	.314
		NONSBM	6	5.08		

Table E.4

Statistical Findings on Test of Difference between SBM and Non-SBM Schools in terms of Grade 10 MPS, quarterly, from SY 2016-2017 to SY 2018-2019

School Year	Quarter	Type Of School	N	Mean Rank	Mann-Whitney U	p-value
2016-2017	First	SBM	5	8.20	4.000	**.044**
		NONSBM	6	4.17		
	Second	SBM	5	8.20	4.000	**.045**
		NONSBM	6	4.17		
	Third	SBM	5	8.00	5.000	.067
		NONSBM	6	4.33		
	Fourth	SBM	5	8.00	5.000	.066
		NONSBM	6	4.33		
		SBM	5	8.20	4.000	**.045**
		NONSBM	6	4.17		
2017-2018	First	SBM	5	5.60	13.000	.714
		NONSBM	6	6.33		
	Second	SBM	5	6.20	14.000	.854
		NONSBM	6	5.83		
	Third	SBM	5	7.20	9.000	.262
		NONSBM	6	5.00		
	Fourth	SBM	5	6.30	13.500	.782
		NONSBM	6	5.75		
		SBM	5	6.60	12.000	.584
		NONSBM	6	5.50		
2018-2019	First	SBM	5	6.50	12.500	.644
		NONSBM	6	5.58		
	Second	SBM	5	7.00	10.000	.359
		NONSBM	6	5.17		
	Third	SBM	5	7.40	8.000	.198
		NONSBM	6	4.83		
	Fourth	SBM	5	8.00	5.000	.066
		NONSBM	6	4.33		
		SBM	5	7.40	8.000	.201
		NONSBM	6	4.83		

Appendix D. Statistical Findings for Ho_2

Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of COM_OBS is the same across categories of sbm_nonsbm.	Independent-Samples Mann-Whitney U Test	.519[1]	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

[1]Exact significance is displayed for this test.

Figure F.1. *Hypothesis Test Summary for Ho_2*

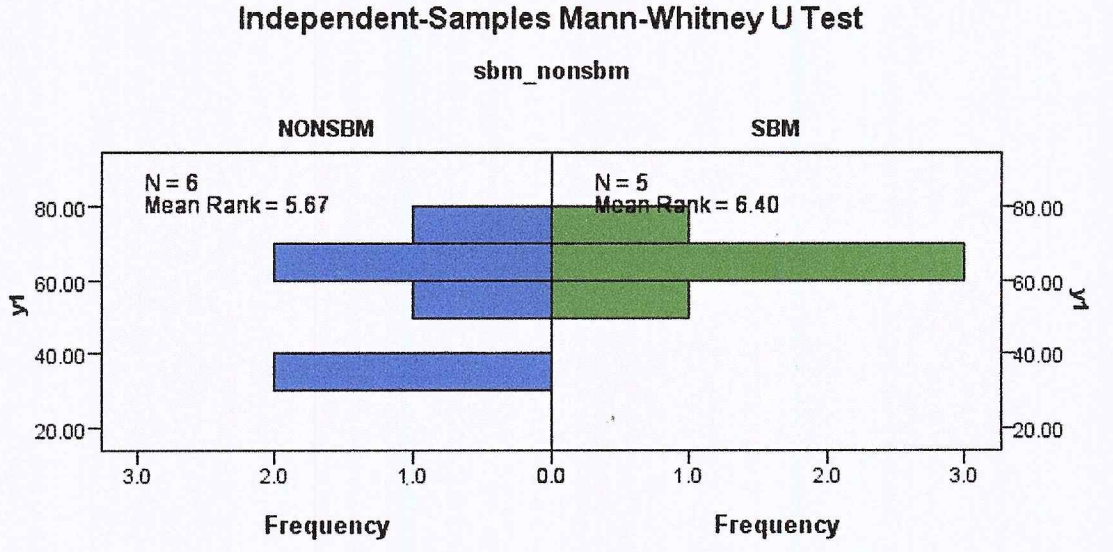
Hypothesis Test Summary

	Null Hypothesis	Test	Sig.	Decision
1	The distribution of y1 is the same across categories of sbm_nonsbm.	Independent-Samples Mann-Whitney U Test	.792[1]	Retain the null hypothesis.
2	The distribution of y3 is the same across categories of sbm_nonsbm.	Independent-Samples Mann-Whitney U Test	.730[1]	Retain the null hypothesis.
3	The distribution of y4 is the same across categories of sbm_nonsbm.	Independent-Samples Mann-Whitney U Test	.400[1]	Retain the null hypothesis.

Asymptotic significances are displayed. The significance level is .05.

[1]Exact significance is displayed for this test.

Figure F.2. *Hypothesis Test Summary for Ho_2, NAT Scores of SBM and non-SBM schools, S.Y. 2014-2015, 2016-2017, 2017-2018*



Total N	11
Mann-Whitney U	13.000
Wilcoxon W	34.000
Test Statistic	13.000
Standard Error	5.477
Standardized Test Statistic	-.365
Asymptotic Sig. (2-sided test)	.715
Exact Sig. (2-sided test)	.792

Figure F.3. *Independent-Samples Mann-Whitney U Test for the NAT Scores of SBM and non-SBM schools, S.Y. 2014-2015*

Appendix E. Informed Consent Form for the Participants of the Study

INFORMED CONSENT

SAMAR STATE UNIVERSITY
LEADERSHIP | EXCELLENCE | DISCIPLINE | SERVICE

INFORMED CONSENT FORM

Please complete this form after you have listened to an explanation about the research.

Project Title:
A DEVELOPMENT THEORY ON ENHANCING JUNIOR HIGH SCHOOL STUDENTS' ACADEMIC PERFORMANCE

Researcher: ARCHIMEDES N. FABILLAR
Graduate Student, Samar State University

Thank you for your interest in taking part of this research. Before anything else, the person organizing the research must explain the project to you.

If you have any questions arising from the explanation already given to you, please ask the researcher before you decide whether to join in. You will be given a copy of this *consent form* to keep and refer to at any time.

PARTICIPANT'S STATEMENT

I agree that:

- I have listened to an explanation about the research and understand what the study involves.
- I consent to the processing of my personal information for the purposes of this research study.
- I understand that such information will be treated as strictly confidential and handled in accordance with the provisions of the Data Privacy Act of 2012 or RA10173.
- I agree that the research project named above has been explained to me to my satisfaction and I agree to take part in this study.
- I understand that my participation will be taped/video recorded and I consent to the use of this material as part of the project.
- I agree to be contacted in the future by SSU researchers who would like to invite me to participate in follow-up studies.

Source: Villas, Jonas P. 2018. *Learning Guide in Research in Daily Life 2.* Quzon City: Sibs Publication

I agree that:

- I understand that the information I have submitted will be published as a report, and I will be provided details of the findings. Confidentiality and anonymity will be maintained, and it will not be possible to identify me from any publications.
- I agree that my non-personal research data may be used by others for future research. I am assured that the confidentiality of my personal data will be upheld through the removal of identifiers.
- I agree that my *professional background* may be identified in the final report and waive the right to anonymity for the purposes of this research.

Signature over Printed Name

Date Signed: 11/9/2020

NB: Please affix signature in all pages

Source: Villas, Jonas P. 2018. *Learning Guide in Research in Daily Life 2.* Quzon City: Sibs Publication

Appendix F. Interview Guide

Step 1: Introduction of the Study

Step 2: Presentation and signing of informed consent by school head and teacher respondents, and parents of students' respondents.

Step 3: Present the descriptive and MPS trend data of the school

Step 4: Conduct interviews for School Heads.

- What are the factors influencing students' achievement? How are these factors considered in the planning and implementation of the school program?
- How does leadership and Governance; Curriculum and Instruction, and Accountability; and continuous improvement; and management of resources in school affect students' performance?
- What are the strategies used by the school to improve students' performance? What was the basis of utilizing these strategies?

- May I ask a recommendation as to who can be interviewed among the teachers who have the tacit knowledge about students' performance school planning and program implementation?

Step 5: Conduct Interview for Teacher/s (Theoretically Selected)

- What are the factors influencing students' achievement? How are these factors considered in the planning and implementation of the school program?
- How does leadership and Governance; Curriculum and Instruction, and Accountability; and continuous improvement; and management of resources in school affect students' performance?
- What are the strategies used by the school to improve students' performance? What was the basis of utilizing these strategies?
- May I ask a recommendation as to who can be interviewed among the students who have exhibited superior academic performance?

- May I also ask a recommendation as to who among the students can be interviewed specifically someone who is struggling to improve their academic performance?

Step 6. Conduct Interview with students

C. *A student with superior academic performance.*

- What is your motivation in studying [Ano an imo hingyap nga na eskwela ka yana]?

- In what way does the school help you improve your academic performance? Can you cite specific examples [Ano iton na bulig han eskwelahan ha imo nga nag maupay an imo pag eskwela? Pwede ka maghatag hin sitwasyon kon nga in napapakita nga nakakabulig talaga an eskwelahan ha imo]?

D. *A student with inferior academic performance.*

- Why are you having a difficulties in schooling? [Kay ano ka ginkukurian han imo pag eskwela yana?]

- What are the efforts of the school to help you overcome these challenges [Ano an ginbuhat han eskwelahan para ka mabuligan han imo pag eskwela]?

- What else can the school do to help you improve your academic performance [ano pa an pwede himoon han eskwelahan para mapaupay an imo grado]?

Appendix G. Data Gathering Form for School Heads and Teachers

Informants Profile

General Instruction: This instrument must be filled out by the school head /principal or teacher. The information to be provided in Section B of this instrument must be supported with actual records of the school and to be supplied by the school head / principal.

A. Informants Profile (For teachers, School Head/principal only)

Age: Sex: [ ] Male [ ] Female Position: Years of Experience: *As Teacher :* *As School Head/Principal:*

Educational Background

Baccalaureate

Masters

Doctorate

Relevant Training *(List all relevant training for the past five years starting with the most recent)*

TITLE OF LEARNING AND DEVELOPMENT INTERVENTIONS/TRAINING PROGRAMS (Write in full)	INCLUSIVE DATES OF ATTENDANCE (mm/dd/yyyy)		NUMBER OF HOURS	CONDUCTED/ SPONSORED BY (Write in full)
	From	To		

Use separate sheet if necessary

Appendix H. Data Gathering Request Letter for Schools

February 3, 2020

Sir :

Greetings!

Attached herewith is the approved letter request from the Schools Division Superintendent of Catbalogan City Division on my dissertation entitled **"A DEVELOPMENT THEORY ON ENHANCING JUNIOR HIGH SCHOOL STUDENTS' ACADEMIC PERFORMANCE".**

The purpose of this study is to understand and address students' performance and produce a model of a school system that helps improve students' outcomes through a case study. The data used in this study is gathered through interviews, document review, and focus group discussions to understand the profile of the schools, school heads, teachers, factors influencing students' performance, and understanding the extent of the SBM implementation for students' outcomes.

May I request data for the past five years regarding the following:

School profile

1. Name of school
2. Number of teachers
3. Name of school principal/school head
4. Number of students currently enrolled

School performance and statistics

1. Number of enrollees
2. Cohort survival rate
3. NAT performance and by quarter
4. Attendance rate
5. Graduation rate
6. Mean percentage score(mps) by subject, year level

Furthermore, may I request schedule of interview to you as the head of the school, teachers who have tacit knowledge about students' performance, student with superior academic performance and student with inferior academic performance in this school.

Rest assured that the data gathered will be treated confidentially and use it solely for my research purposes.

Anticipating for your approval.

Very truly yours,

ARCHIMEDES N. FABILLAR
Researcher

Approved:

Appendix I. Letter to DepED Division A

SAMAR STATE UNIVERSITY
LEADERSHIP | EXCELLENCE | DISCIPLINE | SERVICE

January 22, 2020

MARILYN B. SIAO, Ph. D.,CESO VI
Assistant Schools Division Superintendent

Madam:

Greetings!

This is in connection with my dissertation entitled **"A DEVELOPMENT THEORY ON ENHANCING JUNIOR HIGH SCHOOL STUDENTS' ACADEMIC PERFORMANCE".** The objective of this study is to develop a framework of school management that fosters improvement of student's academic performance in [redacted] Division, through understanding the performance of the different schools, both SBM and non-SBM. The study follows a mixed method design, QUANTI-QUALI, in order to identify the respondents as the first phase, map out the quarterly MPS of the selected respondents, and finally, conduct a case study.

In the course of this study, I would have to retrieve the NAT results and the quarterly MPS of the secondary schools in [redacted] Division for the past five years from 2014-2019, as a part of the first phase. In this regard, may I respectfully request from your good office for this said data through your Monitoring and Evaluation (M @ E) section or through the Division Planning Office.

Furthermore, may I ask for approval to conduct interview and focus group discussion (FGD) to the following schools whom are chosen purposively by the researcher:

1. [redacted]
2. [redacted]hensive High School
3. [redacted]l
4. [redacted]ience High School
5. [redacted]School

The interview and FGD will be participated by the school head, the teacher, and the highest performing student of the school. The interview will be facilitated by the undersigned researcher.

Rest assured that the data gathered will be treated confidentially and use it solely for my research purposes, protected by the Data Privacy Act or RA 10173.

Anticipating for your approval.

Very truly yours,

ARCHIMEDES N. FABILLAR
Researcher

Noted:

DR. ALEX CARDOSO
Adviser

APPROVED:

MARILYN B. SIAO, Ph. D.,CESO VI
Assistant Schools Division Superintendent

Appendix J. Letter to DepED Division B

SAMAR STATE UNIVERSITY
LEADERSHIP | EXCELLENCE | DISCIPLINE | SERVICE

DEPED, DIVISION OF SAMAR
CATBALOGAN
RECORDS SECTION
RECEIVED
NO: 9534 DATE: 27 JAN 20
BY:

January 22, 2020

CARMELA R. TAMAYO, Ed. D., CESO VI
Schools Division Superintendent

Madam:

Greetings!

I hope this letter finds you well.

This is in connection with my dissertation entitled "**A DEVELOPMENT THEORY ON ENHANCING JUNIOR HIGH SCHOOL STUDENTS' ACADEMIC PERFORMANCE**". The objective of this study is to develop a framework of school management that fosters improvement of student's academic performance in [redacted] Division, through understanding the performance of the different schools, both SBM and non-SBM. The study follows a mixed method design, QUANTI-QUALI, to identify the respondents as the first phase, map out the quarterly MPS of the selected respondents, and finally, conduct a case study.

In the course of this study, I would have to retrieve the NAT results and the quarterly MPS of the secondary schools in [redacted] for the past five years from 2014-2019, as a part of the first phase. In this regard, may I respectfully request from your good office for this said data through your Monitoring and Evaluation (M @ E) section or through the Division Planning Office.

Furthermore, may I ask for approval to conduct interview and focus group discussion (FGD) to the following schools whom are chosen purposively by the researcher:

1- [redacted]chool
2- [redacted]l
3- [redacted]
4- [redacted]ool
5- [redacted]
6- [redacted]

The interview and FGD will be participated by the school head, the teacher, and the highest performing student of the school. The interview will be facilitated by the undersigned researcher.

Rest assured that the data gathered will be treated confidentially and use it solely for my research purposes, protected by the Data Privacy Act or RA 10173.

Anticipating for your approval.

Very truly yours,

ARCHIMEDES N. FABILLAR
Researcher

Noted:

DR. ALEX CARDOSO
[redacted]

APPROVED:

CARMELA R. TAMAYO, Ed. D., CESO VI
Schools Division Superintendent

Appendix K. Clearance Certification from the Provincial Social Welfare and Development Office

Republic of the Philippines
Province of Samar
PROVINCIAL SOCIAL WELFARE AND DEVELOPMENT OFFICE

CERTIFICATION

TO WHOM IT MAY CONCERN:

This is to certify that MR ARCHIMEDES N. FABILLAR has secured of PSWDO clearance for students participations for his dissertation entitled "DEVELOPMENT THEORY ON ENHANCING JUNIOR HIGH SCHOOL STUDENT'S ACADEMIC PERFORMANCE'. However, his request for clearance to conduct interview to the student participation does not need clearance from this office.

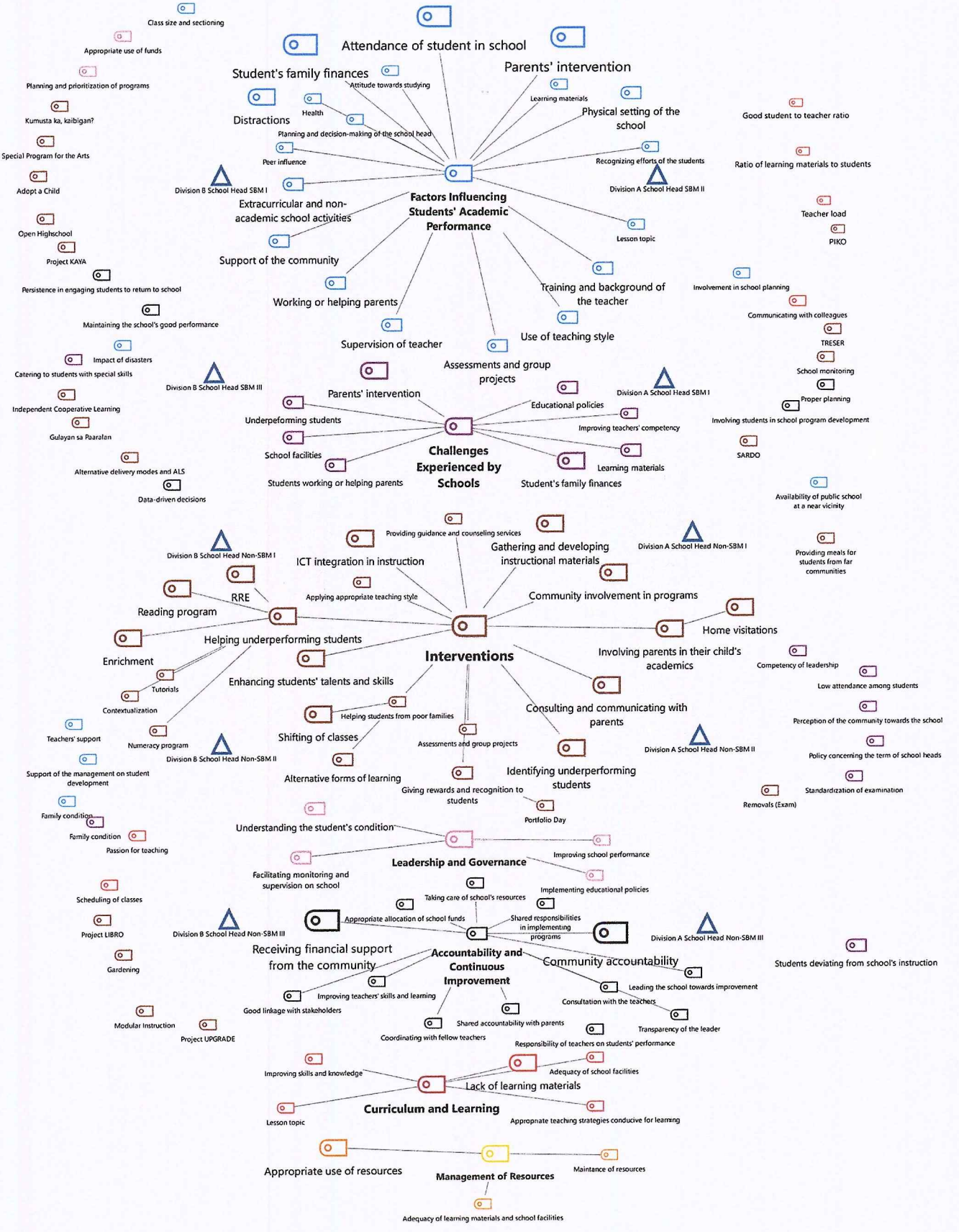
Thus, this office advice the researcher to secure parents permit and School Principal permit before the interview will be conducted.

This certification is issued to the concerned researcher for ethical consideration of the study.

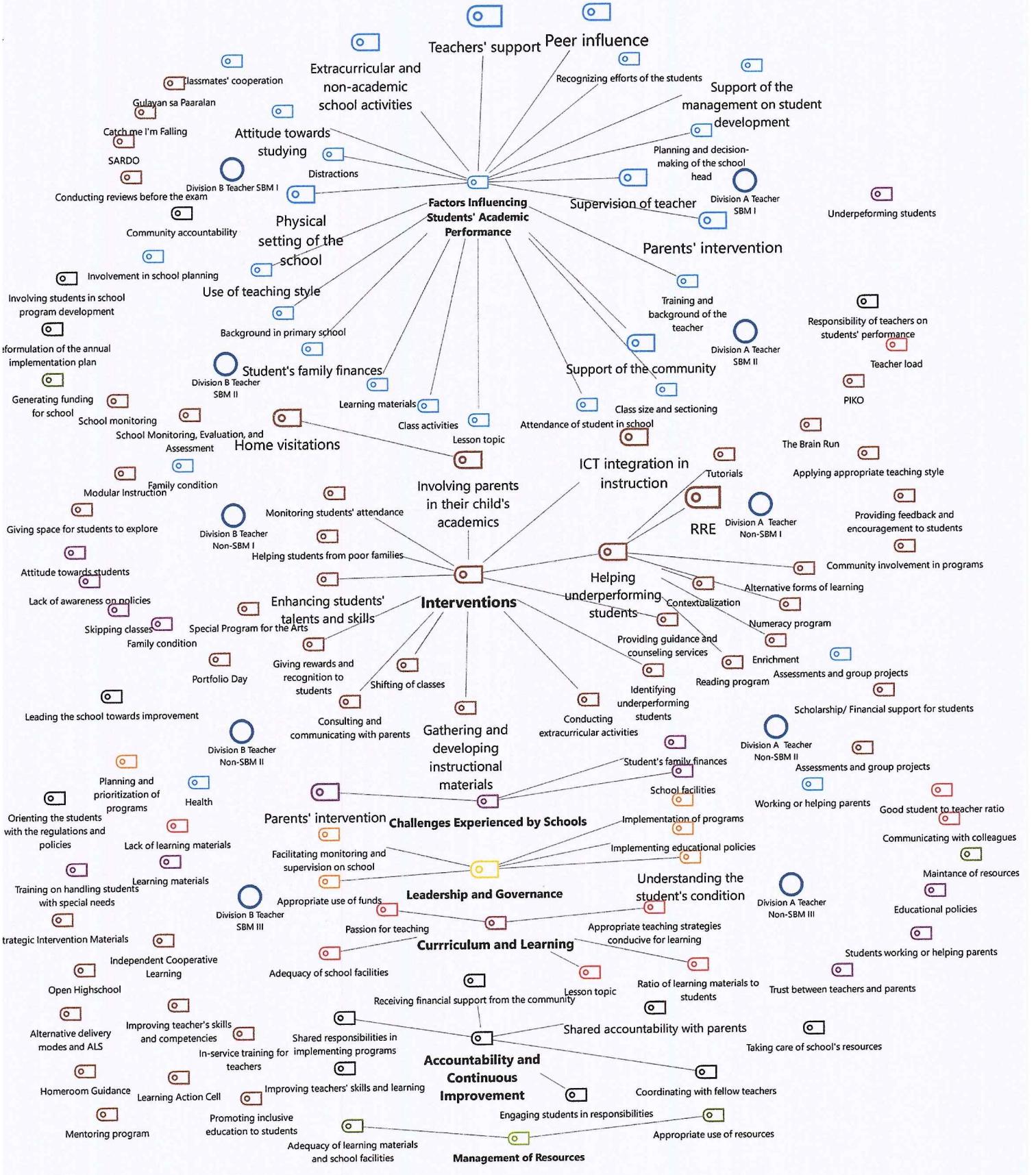
Given this 7th day of February 2020 at PSWDO, Catbalogan City, Samar.

ALMA A. AUSTERO
PSWDO

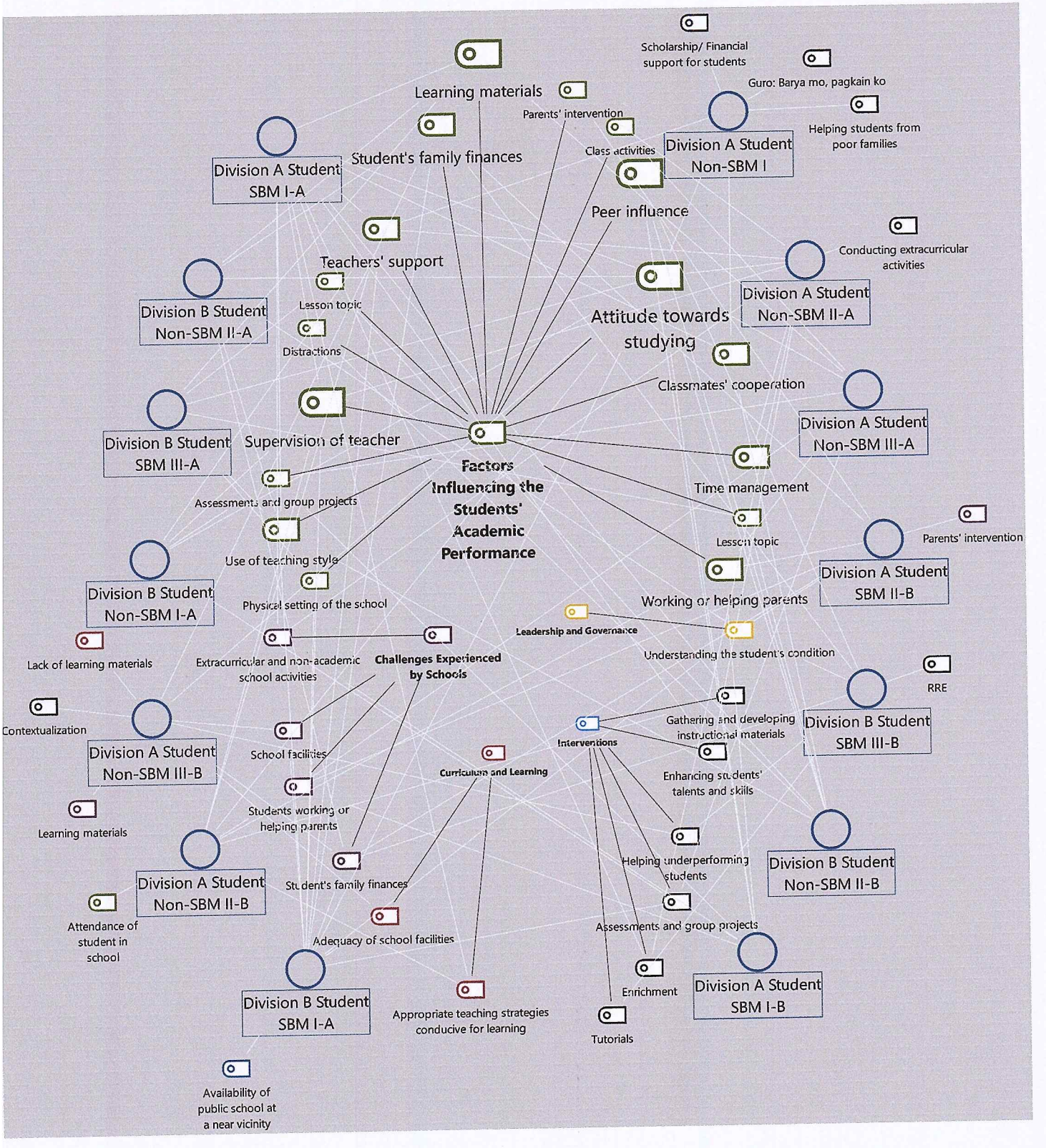
Appendix L. Cumulative Case Analysis of School Head Participants



Appendix M. Cumulative Case Analysis of Teacher Participants



Appendix N. Cumulative Case Analysis of Student Participants



5/23/2020

Coded Segments_A Didactic Relationship Model

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1. Documents

No.	Document
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2	RamonTD NHS\Samar Teacher SBM I
3	RamonTD NHS\Samar Student SBM I-A
4	Zumarraga NHS\Samar Student SBM II-A
5	Zumarraga NHS\Samar Teacher SBM II
6	Calbiga NHS\Samar School Head SBM III
7	Calbiga NHS\Samar Teacher SBM III
8	Calbiga NHS\Samar Student SBM III-A
9	Calbiga NHS\Samar Student SBM III-B
10	Sta Rita NHS\Samar Teacher Non-SBM I
11	Sta Rita NHS\Samar School Head Non-SBM I
12	Sta Rita NHS\Samar Student Non-SBM I-A
13	Anubungon IS\Samar School Head Non-SBM II
14	Anubungon IS\Samar Teacher Non-SBM II
15	Anubungon IS\Samar Student Non-SBM II-A
16	Anubungon IS\Samar Student Non-SBM II-B
17	Hinangutdan NHS\Samar School Head Non-SBM III
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21	Silanga NHS\Catbalogan Student SBM I-A
22	Silanga NHS\Catbalogan Student SBM I-B
23	CNCHS\Catbalogan Teacher SBM II
24	CNCHS\Catbalogan Student SBM II-A
25	CNCHS\Catbalogan Student SBM II-B
26	CNCHS\Catbalogan School Head SBM II

27	Pangdan NHS\Catbalogan School Head Non-SBM I
28	Pangdan NHS\Catbalogan Teacher Non-SBM I
29	Pangdan NHS\Catbalogan Student Non-SBM I
30	Guinsorongan NHS\Catbalogan Teacher Non-SBM II
31	Guinsorongan NHS\Catbalogan School Head Non-SBM II
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34	EVRSHS\Catbalogan School Head Non-SBM III
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36	EVRSHS\Catbalogan Student Non-SBM III-A
37	EVRSHS\Catbalogan Student Non-SBM III-B

5. Factors Influencing the Students' Academic Performance

5.1. Student

5.1.1. Perception of the child towards the teacher

1.

"So makakayakan ako nga kahit papano, may teacher factor. Or siguro danay, depende ito ha mood an teacher, kay diba it teacher danay not in the mood, maisog ka, though di mo hiya kinahanglan dad-on ha trabaho pero di naiiwasan, so may times nga it bata nahadlok ha imo."

[Hinangutdan NHS\Samar Teacher Non-SBM III; Position: 16 - 16; 5/16/2020 16:09]

5.1.2. Involvement in school planning

1.

[Zumarraga NHS\Samar Teacher SBM II; Position: 0:01:23.4 - 0:02:38.2; 5/14/2020 20:49]

2.

[Zumarraga NHS\Samar Teacher SBM II; Position: 0:02:43.5 - 0:02:57.3; 5/14/2020 20:49]

3.

[Zumarraga NHS\Samar Teacher SBM II; Position: 0:04:11.7 - 0:05:16.2; 5/14/2020 20:56]

4.

[Zumarraga NHS\Samar Teacher SBM II; Position: 0:06:45.0 - 0:07:18.7; 5/14/2020 21:00]

5.

[Zumarraga NHS\Samar Teacher SBM II; Position: 0:07:59.7 - 0:08:44.5; 5/14/2020 21:02]

6.

[Zumarraga NHS\Samar Teacher SBM II; Position: 0:09:24.1 - 0:09:49.6; 5/14/2020 21:09]

7.

[Zumarraga NHS\Samar Teacher SBM II; Position: 0:10:55.5 - 0:11:32.2; 5/14/2020 21:21]

8.

"an amon SSG tanan nga, guini-inform namon hira although kanan faculty nga activity guini-invite hira pirmi diri la an presidente bisan hin-o nga representative han kanan student organization guinpapatawag namon iton. Except kun mga masilan na nga isyu diri na hira. Halimbawa teacher relationship diri na namon ton hira guin-aapi, diri maupay an epekto. Para tanan nga natatabo aram han bata."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 104 - 104; 5/12/2020 18:10]

5.1.3. Attendance of student in school

1.

[RamonTD NHS\Samar School Head SBM I; Position: 0:10:20.0 - 0:10:46.0; 5/13/2020 14:57]

2.

[Calbiga NHS\Samar School Head SBM III; Position: 0:20:49.9 - 0:21:30.5; 5/13/2020 21:42]

3.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:17:08.4 - 0:17:25.5; 5/13/2020 19:02]

4.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:40:20.0 - 0:40:57.7; 5/13/2020 20:34]

5.

[Sta Rita NHS\Samar Teacher Non-SBM I; Position: 0:12:11.5 - 0:12:49.3; 5/14/2020 20:19]

6.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:16:00.3 - 0:16:44.0; 5/14/2020 14:05]

7.

"Most nga bata diri man gud hira na excel academically so what we did han 2018 ba participation of the school to extracurricular activities gin tatagan gud hira hin chance such as diri pwede mag present hin sayaw kun may mareklamo nga teacher nga diri ka paragsulod."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 48 - 48; 5/12/2020 17:53]

8.

"makaka-participate provided nga waray araba an subject teachers, may umaraba ngani nga usa, before mag present ini hira, halimbawa buwas mayda activity yana kikitaon na namon kun pwede ini hira sumayaw."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 50 - 50; 5/12/2020 17:53]

9.

"Attendance talaga number one. Kasi ginagawa naman yung mga guro yung pag-tuturo kaya lang marami yung lumiliban. Pagka nag-exam, tapos nag take. Wala na, walang natutunan so mababa yung mga resulta."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 64 - 64; 5/12/2020 16:25]

10.

"meaning, they are often absent, cutting classes, like that because of computer games. And then, others naman they are already working."

[Guinsorongan NHS\Catbalogan Teacher Non-SBM II; Position: 17 - 17; 5/12/2020 19:40]

11.

"Oo, kun absenous, parasulod na. And if they do not perform well in class, na-participate na. Siguro na, they are given advise at home."

[Guinsorongan NHS\Catbalogan Teacher Non-SBM II; Position: 37 - 37; 5/12/2020 19:42]

12.

"hindi sir, ang aking ibig sabihin yung low attendance contributes to the performance of the student's. yung mga tardy talaga na poor in attendance yun ang problema namin kasi normally sir attendance dito nasa 40% to 50% la an naattend ha regular attendance o sabihin natin 60% yung attendance 40% yung nawawala, bali 60% lang yung may alam. Pagdating ng exam meroong 40% na walang alam, hahatakin yun ang score ng 60% diba? Babagsak talaga ang score ang MPS kasi kalahati zero."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 68 - 68; 5/5/2020 20:10]

13.

"ahm mag-aaram po ako hin tuhay, diri naak ma-absent."

[Guinsorongan NHS\Catbalogan Student Non-SBM II-B; Position: 26 - 26; 5/12/2020 20:13]

5.1.4. Health

1.

[Calbiga NHS\Samar School Head SBM III; Position: 0:19:51.8 - 0:20:48.0; 5/13/2020 21:40]

2.

[Calbiga NHS\Samar School Head SBM III; Position: 0:22:12.5 - 0:23:18.3; 5/13/2020 21:44]

3.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:18:50.3 - 0:19:26.0; 5/13/2020 19:06]

4.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:04:52.4 - 0:05:34.7; 5/14/2020 12:08]

5.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:10:27.1 - 0:11:18.7; 5/14/2020 12:23]

6.

"We have learners that are severely wasted. But We don't have a, what we call an intervention to that, since we are secondary school, there is no intervention, there is no assistance given by the government, kasi an era, siyempre an era mga economic status an aton children are, sugad iton, nasulod hera school, mga empty stomach, so they cannot, comprehend the test, the learning instruction in school since they are not that healthy."

[Hinangutdan NHS\Samar School Head Non-SBM III; Position: 13 - 13; 5/16/2020 16:49]

5.1.5. Background in primary school

1.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:12:22.5 - 0:12:53.4; 5/13/2020 18:52]

2.

"for example mayda kasi mga bata nga non-readers ngan non-numerates. After namon magconduct han assessment na-found out nga asya ngay-an nga an bata nga diri masyado namamati in the first place kay diri nakaka-understand bisan mga simple la nga mga words. An ira background nga school an ira education han elementary. Siguro usa po liwat iton hiya nga factor."

[Silanga NHS\Catbalogan Teacher SBM I; Position: 35 - 35; 5/12/2020 17:30]

5.1.6. Attitude towards studying

1.

"nagre-review po kami kaupod an am mga teacher"

[RamonTD NHS\Samar Student SBM I-A; Position: 40 - 40; 5/7/2020 17:14]

2.

[Zumarraga NHS\Samar Student SBM II-A; Position: 0:02:24.6 - 0:02:39.6; 5/14/2020 21:43]

3.

[Calbiga NHS\Samar School Head SBM III; Position: 0:18:04.4 - 0:18:56.7; 5/13/2020 21:37]

4.

[Calbiga NHS\Samar School Head SBM III; Position: 0:19:51.8 - 0:20:48.0; 5/13/2020 21:40]

5.

"sir syempre kailangan, kuan kasi ako sir eager to learn. Gutom ako sa kaalaman sir. Syempre sir family din pangarap naman ng lahat yun na makatulong sa pamilya. Tas magin independent in the future yun sir."

[Calbiga NHS\Samar Student SBM III-A; Position: 27 - 27; 5/13/2020 16:01]

6.

"syempre sir kailangan nating maging matinong estudyante. Mag-aral ng Mabuti tapos wag nating dayain ang sarili natin. Halimbawa sir pagche-cheat, pagko-kopya, sabihin na nating magkakaroon ka ng mataas nga grado pero wala ka namang matututunan don parang dinadaya mol ang ang sarili mo don."

[Calbiga NHS\Samar Student SBM III-A; Position: 29 - 29; 5/13/2020 16:01]

7.

"ay sir an pangarap ko talaga since bata pa ako, elementary pala gusto ko po talagang maging lawyer."

[Calbiga NHS\Samar Student SBM III-A; Position: 33 - 33; 5/13/2020 16:01]

8.

"syempre sir ngayon palang pagpla-planuhan ko na kukunin ko na yung mga strand mga kurso na suite na sa akin na swak talaga sa gusto ko. Halimbawa sir, pag-senior high yung pinili ko talagang strand nagpa-early register ako sa HUMSS talaga sir. Kasi para pagnag-college na ako may learnings na ako sa lawyer."

[Calbiga NHS\Samar Student SBM III-A; Position: 35 - 35; 5/13/2020 16:04]

9.

"sa akin lang po sir self-discipline lang po sana sir, kasi pag may disiplina ka sa sarili mo kahit ano paman ang mga tukso dyan, kahit may barkada pa dyan, kahit may mga bisyo pa dyan, kung may disiplina ka sa sarili mo hindi ka rin magpapatukso kasi alam mo yung priority mon a makapag-aral at makapagtapos."

[Calbiga NHS\Samar Student SBM III-A; Position: 52 - 52; 5/13/2020 16:07]

10.

[Sta Rita NHS\Samar School Head Non-SBM I; Position: 0:05:33.1 - 0:06:04.3; 5/14/2020 16:28]

11.

[Sta Rita NHS\Samar Student Non-SBM I-A; Position: 0:02:58.0 - 0:03:09.1; 5/14/2020 15:27]

12.

[Sta Rita NHS\Samar Student Non-SBM I-A; Position: 0:03:22.4 - 0:03:42.0; 5/14/2020 15:30]

13.

[Anubungon IS\Samar Teacher Non-SBM II; Position: 0:10:02.5 - 0:10:52.0; 5/14/2020 11:05]

14.

"nag-istudy"

[Anubungon IS\Samar Student Non-SBM II-A; Position: 37 - 37; 5/13/2020 15:54]

15.

"mas dumako an akon pakiramdam nga maaabot ko it akon pangarap"

[Anubungon IS\Samar Student Non-SBM II-A; Position: 41 - 41; 5/13/2020 15:55]

16.

"diri gud makuri sir, kay danay maaram danay diri, danay diri kami nakakaintindi hit kayakan, danay diri kami nakakapamati, tas danay diri nauutro it kayakan hit maestra diri nare-repeat, tas nababayaan kami hit lesson."

[Anubungon IS\Samar Student Non-SBM II-B; Position: 17 - 17; 5/13/2020 15:52]

17.

" Their interest. Interest towards the subject. Kasi diba, individual differences, multiple intelligences. Ako, just now, I am handling ESPA. Me myself, am not interested in ESPA because I am a Science major. But I am trying to give my best para macater an needs an kabataan. But nakikita ko nga it's the same, parang mutual, the students are not interested in ESPA, ha akon la interpretation. So interest is important talaga para makuwan, diba interest so that attention will be touched. So papaano natin makukuha yung interes ng bata? Ay sir, motivation. Ako sir as a science teacher, or bisan diri science, kasi I handle Empowerment Technology, Reading and Writing, PE and Health ha mga Senior High, I'm fond of giving games. Games para hindi hesitant or para diri maprepressure adi na mga iba nga diri masyado into oral or into writing. Para nababalance ko. In the form of game para diri mabored, lalo na kun it topic boring. I also handle MAPE, so practical test. Mahilig ako magpapractical.Though diri ako makarit sumayaw ngan kumanta, nagcoconceptualize la ako tapos video, more on bata, para learner centered. Tapos, mahilig ako recitation talaga, para day to day nakukuwan ko an retention. Kahit pabalik balik, I'm always fond of giving recitation. Nasiring nala iton akon mga bata nga ma'am pautroutro nala. Pero in different ways, just like yana, di pa tapos an fourth quarter tapos na ako nak Science topics, so what I did is ginbabalikbalik ko nala hiya, pero paibaiba. So Monday nagsummative kami, pero in form of, more of concepts la anay. Pagka-Tuesday kay RRE namon, summatives naliwat pero more on problem solving. PagkaWednesday, recitation naliwat pero bunot bunot, may mga rewards ako, pag makabunot han star plus 10, science questions still, makabunot ka ngani heart plus 5, makabunot ka ngano smile may snack, but still you will answer the question, makabunot ka ngani hin exempted exempted ka ha recitation. Nasanay kasi ako ha SSU, strategizing."

[Hinangutdan NHS\Samar Teacher Non-SBM III; Position: 12 - 12; 5/16/2020 15:54]

18.

"The willingness of the parents. We cannot deny that there are parents nga nasiring "ayaw nala pagiskwela, didi nala lugod, paguma nala. Bulig nala. Mas Makukuan ka man." Pano man naton ito susulosyunan? During PTA meeting ginkakastorya naman mahinahon, in order for them not to get offended. Mayda la, little, some la. Pero others, parang mas nakukuan nala, na "ma'am ginhimo na namon tana hiton na bata" parang ada talaga ha bata kung diri nagkakainteres."

[Hinangutdan NHS\Samar Teacher Non-SBM III; Position: 16 - 16; 5/16/2020 16:07]

19.

"most of the time sir is an ira interest. Interest talaga kay kasi there are times nga even though bagan imo activities enjoyable na or naghatag kana hin mga short cuts or damo na nga mga exercises an imo guinhatag there are students la gihapon nga an ira scores is gudti its because in the first place diri talaga hira interesado."

[Silanga NHS\Catbalogan Teacher SBM I; Position: 11 - 11; 5/12/2020 17:10]

20.

"Parehas han akon math maghahatag kami hin mga games, so magamit kami han, mayda kasi sir video nga math-dali bagan hiyan K-channel. So although makuan na hiya para ha iba nag-eenjoy na hira, nakakaintindi na hira, pero during assessment asya la gihapon kay diri talaga hira interested."

[Silanga NHS\Catbalogan Teacher SBM I; Position: 11 - 11; 5/12/2020 17:10]

21.

"an senior high sir waray naman books pero mayda man kami LR didto nala kami danay nagkukuan."

[Silanga NHS\Catbalogan Student SBM I-A; Position: 83 - 83; 5/7/2020 17:22]

22.

"naa-answeran ko or ginre-review ko anay. Ginpapa-review anay nira ako ugsa ako nira tagan han mga quizzes nga waray ko pa kahimo."

[Silanga NHS\Catbalogan Student SBM I-B; Position: 44 - 44; 5/7/2020 17:11]

23.

"I think kun mayda opportunity talaga sir nga an opportunity na an nadaop ha imo igrab nalang kay kakarag."

[CNCHS\Catbalogan Student SBM II-A; Position: 84 - 84; 5/5/2020 19:48]

24.

"siguro mayda kasi naman time, mayda time so pwedi ipadayon."

[CNCHS\Catbalogan Student SBM II-A; Position: 86 - 86; 5/5/2020 19:49]

25.

"sugad hito before han subject sugad Filipino nagbabasa na ako maguti"

[Pangdan NHS\Catbalogan Student Non-SBM I; Position: 16 - 16; 5/7/2020 17:00]

26.

"sugad hito ngani nga diri ko maintindihan an leksyon nagsesearch ako"

[Pangdan NHS\Catbalogan Student Non-SBM I; Position: 18 - 18; 5/7/2020 17:01]

27.

"actually sir, one of the factors is that other students are not really serious with their studies. They don't have that study habit at home."

[Guinsorongan NHS\Catbalogan Teacher Non-SBM II; Position: 15 - 15; 5/12/2020 19:40]

28.

"Kasi nakikita nga ng mga teachers na those students are really interested."

[Guinsorongan NHS\Catbalogan Teacher Non-SBM II; Position: 43 - 43; 5/12/2020 19:48]

29.

"kasi magkaiba naman sir yung kuan, halimbawa may mga portfolio ang best output manlang yung atin nilalabas diba? Actually yung sa classroom nagproprovide kami ng tv, ict, yung mga projector, pero talaga sir sa tingin talaga natin ang last kuan gud hito kahit ano pang iprovide natin kung ang bata mismo medyo hindi sila interesado wala talaga silang mga pangarap. Mas maganda siguro sir yung first day of classes dapat talaga hindi lesson more on ise-set up natin yung mind conditioning na pagmaganda ang inyong performance maganda ang inyong buhay, Parang values formation gud muna para ma-encourage sila pagperform. Kasi kung magtuturo lang tayo hindi sila na-orient, ano baa ng mga pangarap niyo sa buhat, dapat palagi antin yang tinatanong, kasi kung minsan yung sobrang turo na wala namang values na magagamit ko ba tong squareroot na ito sa buhay ko, ano ba ang value ng squareroot nayan, si X nawala na (both laugh) bakit walang Y? ang daming X wa la namang Y. so kung minsan ang ating mga lesson sir mas mahirap at hindi ma-appreciate ng mga bata, ano baa ng kahalagahan nito sa ating buhay. Kasi kung ma-appreciate nila yun, kung mayroon silang values formation guided sila at saka yun ang mag-encourage sa kanila yung kanilang enthusiasm, yung kanilang mga pangarap yun ang magdri-drive sa kanila na mag-excel diba?"

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 172 - 172; 5/6/2020 19:05]

30.

"to learn new things sir in this school kay I think an society is mas nagiging complicated na. and I think much better na kun mas damo pa, mas marami pang natututonan po na kaalaman."

[Guinsorongan NHS\Catbalogan Student Non-SBM II-A; Position: 24 - 24; 5/5/2020 19:51]

31.

"ahm honestly almost all of us are, Pero mayda man iba nga diri mag-aram pero we are trying to, an amon po ginsisiring nga almost an number han amon is diri pagud nakakasabayan, less number la po an diri pagud nakakasabay ha klase. Pero I think teachers are trying their best its just that students sadyang diri hira nagkakasulod, having cutting classes, pero I think an pagteach han, because I'm living witnesses han ira goodness, sadyang ha student matter gudla ngan amo waray gud hira nababaruan. So amo gudla talaga iton."

[Guinsorongan NHS\Catbalogan Student Non-SBM II-A; Position: 64 - 64; 5/5/2020 19:54]

32.

"I think an nag-motivate talaga ha akon ura-ura is because I also see the sacrifices of my lola ha lola la ako nagdako. Let us consider an mga sacrifices nga ira ginhimo and also the efforts han teachers na, kay I think may circumstances talaga na an mga teachers nawalk-out because sa attitude han students. So amo ton i-consider la naton an mga goodness because that made me more motivate an pag-eskwela sir."

[Guinsorongan NHS\Catbalogan Student Non-SBM II-A; Position: 68 - 68; 5/5/2020 19:54]

33.

"ahm mag-aaram ako hin tuhay, magbabasa po ako, an akon solving skill po uupayon ko pa po, tapos an akon reading comprehension, tas writing skills."

[Guinsorongan NHS\Catbalogan Student Non-SBM II-B; Position: 54 - 54; 5/12/2020 20:14]

34.

"Interviewer: o mamay, kay ano man diri ka namamati?Interviewee: diri ko talaga type. (laugh)"

[Guinsorongan NHS\Catbalogan Student Non-SBM II-B; Position: 91 - 92; 5/12/2020 20:15]

35.

"sir danay po pagkuan ito po nga kunwari mageexplain po hi ma'am about hito nga topic tapos kuan po pagdiri ko, danay ba interesado ako pamati ginyayakan ko nga ma'am pano ini ginkukuan, nagpapakiana talaga ak hiton once interesado laak han topic."

[Guinsorongan NHS\Catbalogan Student Non-SBM II-B; Position: 98 - 98; 5/12/2020 20:16]

36.

"kunyari yung bata pinilit la"

[EVRSHS\Catbalogan Teacher Non-SBM III; Position: 32 - 32; 5/11/2020 15:11]

37.

"example ngayon, the mother insist na mag-aral dito yung bata kasi nga medyo nahihirapan to cope up with the academic performance or achievement, so because hindi niya kaya parang

naglet go yung bata. Nag-enjoy muna siya kasi parang in a relationship na at grade 8. So nag-enjoy siya don siya sumama afterwards nung nalaman na ng parents kasi namonitor namin na hindi pumapasok, nag-away silang dalawa so sinusumbatan ngayon nong bata, mama pinilit mo akong mag-aral diyan na hindi ko naman gusto. Gusto ko lang samar college ngayon blah ganon. So nangyari ngayon yung mama yung parang naiyak kasi yung father pati siya beni-blame. Ngayon kasi sabi nga namin wala na tayong choice kasi nandito nayon. Itong grades niya although hindi for science gagawin namin kasi yung principle namin dito, even na hindi na standard yung grades mo kasi nandito kana in a manner na recommending for transfer. Next level ka parin hindi ka babalik pero kailangan mong pumasok. Kaso sabihin mo mang hindi mo kakayanin na yung pressure, yung academic, so kailangna mo magcope up para hindi masayang yung one year mo. Kailangan mong magstay para in a way for consideration bibigyan ka namin ng grade na pasado para sa next year level."

[EVRSHS\Catbalogan Teacher Non-SBM III; Position: 36 - 36; 5/11/2020 15:11]

38.

"parang ano lang eg, most likely kung high performing yung bata yung mare-recommend ko sa kanya yung behavior na maging humble lang siya, maging responsible, at saka be kind and be respectful everything will go down. Kasi anohin mo yung talion mo diba kung wala kang behavior."

[EVRSHS\Catbalogan Teacher Non-SBM III; Position: 74 - 74; 5/11/2020 16:46]

39.

"ah iba-iba nga bata iba-iba man it ira bagan understanding. So feeling ko kailangan mo la kitaon kun ano an imo passion or kun pano ka nakaka-learn. So if maaram kana hito gagamiton mo iton para matutduan an imo sarili hito nga paagi. Kay all students are unique."

[EVRSHS\Catbalogan Student Non-SBM III-A; Position: 52 - 52; 5/5/2020 19:46]

40.

"ahm it helps me to more achieve and learn more of what I'll be in my future. They discuss to me parang they give me the idea na pag-ito yung piliin ko yung bagay sakin ba parang ina-identify na."

[EVRSHS\Catbalogan Student Non-SBM III-B; Position: 24 - 24; 5/5/2020 19:47]

5.1.7. Distractions

1.

[Sta Rita NHS\Samar Teacher Non-SBM I; Position: 0:06:31.2 - 0:07:22.8; 5/14/2020 19:41]

2.

[Sta Rita NHS\Samar Student Non-SBM I-A; Position: 0:03:52.0 - 0:04:18.0; 5/14/2020 15:31]

3.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:11:19.2 - 0:11:40.5; 5/14/2020 12:24]

4.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:12:21.9 - 0:12:46.3; 5/14/2020 12:25]

5.

"diri gud makuri sir, kay danay maaram danay diri, danay diri kami nakakaintindi hit kayakan, danay diri kami nakakapamati, tas danay diri nauutro it kayakan hit maestra diri nare-repeat, tas nababayaan kami hit lesson."

[Anubungon IS\Samar Student Non-SBM II-B; Position: 17 - 17; 5/13/2020 15:52]

6.

"agi hit am mga sapit mga sangkay nag-urustorya."

[Anubungon IS\Samar Student Non-SBM II-B; Position: 23 - 23; 5/13/2020 15:52]

7.

"Factor is, siguro kuwan, the use of technology nowadays. It era study habit, nagkakamay-ada hira poor study habit."

[Hinangutdan NHS\Samar School Head Non-SBM III; Position: 24 - 24; 5/16/2020 17:14]

8.

"Interviewee: diyan sa mga computer shop. Meron din kasing mga computer shop malapit sa school naming."

[CNCHS\Catbalogan School Head SBM II; Position: 114 - 114; 3/11/2020 16:58]

9.

"Interviewee: hindi naman, kasi yung mga naapektuhan din yung kukunti lang hindi aabot sa 1% ang nagpupunta sa computer shop."

[CNCHS\Catbalogan School Head SBM II; Position: 116 - 116; 3/11/2020 17:00]

10.

"Sa ngayon wala pa pero yung bata na naka impluwensya may mga nakakausap namin, sabi namin "You try to weigh things kung maganda ba yung makaka influence sayo kung hindi. Kasi kung makakasama bakit ka pa sasama. So, kung maganda naman why not? " Like for example, yung computer net diyan, mas maganda kung mayron tayo dito sa Pangdan dahil Malaki yung tulong sa mga researches ng mga bata, sa pag assignment nila, then malaking tulong. Kasi yung influencer nag iinternet sila for games."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 88 - 88; 5/12/2020 16:35]

11.

"opo. They are influence by their classmates, yung mga adik sa computer games."

[Guinsorongan NHS\Catbalogan Teacher Non-SBM II; Position: 19 - 19; 5/12/2020 19:40]

12.

"hindi pa naman sir nagagamit natin yung cellphone, kay magamit natin sa gadget sa pag-aaral parang time killing pa naman ton sa kanila diba yung mga laro-laro? Pero kung maco-convert natin ang cellphone into something educational, pwedi siguro it cellphone magamit. So kailangan challenge yan sir kung paano natin magamit ang cellphone to aid in education diba? Kasi may mga cellphone hira hindi man nagagamit wala pang strategy ang DepEd na paano yung cellphone maging productive sa mga bata diba? O kung meron tayong, kasi bawal pa ang social media gamitin merong memo. Pero sa tingin ko sir hindi maganda yung memo na yun, dapat kasi existing naman yung mga cellphone dito natin idownload minsan yung Ebooks mga review diba? Para yung mga bata, kasi yung mga bata sir isang factor sir hindi na nag-take notes picture-picture nalang katapos, dito sa Ginsulongan ang approach ko noon nag-provide ako ng mga projector, tapos tinanong ko yung bata bakit ka humihingi ng cellphone sa magulang mo? Sir gagamiton ko kuno sa pagpi-picture ng projector kasi hindi na namin nahahabol yung pagtuturo ni ma'am o sir, so magtuturo nayan kasi dahil sa projector. Ang projector pala sir maganda pala sa pagtuturo, pero sa learning part parang hindi masyado epektibo kasi mabilis. Yung bata nagre-request ng cellphone para daw kuno hiya makahabol sa projector yung lumalabas sa projector kasi mabilis man si ma'am. Tapos in the long run naman hindi naman nagre-review masyado hira han ira napicturan diba? Kasi kung may makita sila doon yung mga barkada nila na nakaganon mas priority nila na i-delete yung kanilang napicturan sa projector yung lesson kasi mas memorable man an yung barkada nila. Kaya yung mga pinipicturan din sa projector siguro sir yung maganda diyan kung ano magbalikbalik tayo sa proper take noting. Strategy yan na proper na magturo tayo sa how to take note."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 124 - 124; 5/6/2020 16:51]

13.

[EVRSHS\Catbalogan School Head Non-SBM III; Position: 0:10:25.2 - 0:10:48.4; 5/11/2020 19:12]

5.1.8. Time management

1.

"Interviewee: ha extra-curricular mayda po kasi ako kuan, bagan time, time-management, time limitations.Interviewer: so ha time management pano mo natutunga-tunga an imo oras nga natatagan mo hin dagko nga grado an imo mga subjects? Interviewee: siguro sir half-half han time, diri sir syempre kay may mga trabahuon man ha balay so diri pwedi pabay-an then amo ton maaro ka liwat hin oras ha ira para imo."

[CNCHS\Catbalogan Student SBM II-A; Position: 38 - 40; 5/15/2020 15:55]

2.

"ahm from the word, balance nala po. we must know our limitations and extra-curricular inclined kasi ako, I think through balance talaga and time management."

[Guinsorongan NHS\Catbalogan Student Non-SBM II-A; Position: 32 - 32; 5/5/2020 19:52]

3.

"for example na pag-uwi naming sa bahay, not always naman na may sinasalihan kami contest pero, if this time is magkakaroon na ng contest the night gindi-divide into two an time. We are going home in six na so exactly 7 nagprepare na ako hito pagsali. So 7 to 10 madi-divide ito hiya into two para kun may contest, pero pagwaray limit la an time pagstudy kay nag-uyag."

[Guinsorongan NHS\Catbalogan Student Non-SBM II-A; Position: 40 - 40; 5/5/2020 19:52]

5.2. Community

5.2.1. Impact of disasters

1.

[Calbiga NHS\Samar School Head SBM III; Position: 0:19:51.8 - 0:20:48.0; 5/13/2020 21:40]

2.

[Calbiga NHS\Samar School Head SBM III; Position: 0:20:49.9 - 0:21:30.5; 5/13/2020 21:42]

5.2.2. Support of the community

1.

[RamonTD NHS\Samar Teacher SBM I; Position: 0:07:44.2 - 0:07:59.1; 5/13/2020 11:45]

2.

[Zumarraga NHS\Samar Teacher SBM II; Position: 0:15:54.3 - 0:17:07.2; 5/14/2020 21:36]

3.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:12:51.7 - 0:13:35.1; 5/14/2020 12:27]

4.

"Kay hini han una, combined an non-readers, an non-readers man an nakakabutong. What we did an yana an 45 nga non-readers gin usa namon nga section then we have volunteers (diri klaro an name han volunteer organization) teachers , wawalo ini hira, mga licensed."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 22 - 22; 5/12/2020 17:49]

5.

"Diri, an mga problema ko han mga non-readers gin pasa ko ha brgy. kun ano an maibubulig niyo kay an mga teachers ngadi focus la an actual reading han regular class. So, amo adto may kumadi na mga kabataan, Katatapos pala kami han yana."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 24 - 24; 5/12/2020 17:49]

6.

"Nagka mayda kami hin meeting, amo ini yana an waray la anay namon gin ubos tanan nga brgy. together han ira chairman han committe of education an didi la ada ha amon, pira adto na brgy. nga gin tagan namon ini hira hin list hini nga mga kabataan nga hazardo pati an non-reader, nga tutukan nira after kun waray klase ira na ini problema pag monitor han pamilya kun nag aano."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 32 - 32; 5/12/2020 17:50]

7.

"oo, kay siring ko didi ha amon an non-reader gin papasulod namon. An, after didto, ano liwat an follow up han kag-anak, kay labot han amon home-visit, parents-envolvement ngan an parents monitoring. Kun ano liwat an gin hihimo han parent ngada han bata pag monitor. Bangin pag uuli hit bata waray na diri na gin fofollow-up. Asya gihap iton na gin tagan namon hin trabahuon an brgy. Para liwat pag sunod, to solve han SARDO, to solve han non-reader nga contributing ngadto han MPS. So gin ano talaga namon na an usa nga rason hiton an kanan parents support."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 34 - 34; 5/12/2020 17:50]

8.

"Interviewee: Amo la tak nakikita, amo la adto igkuan naton ha, an ivolvement han brgy., tapos an parent, then review before han examination, tapos ito na mga activities extracurricular, then adto nga classroom situation an teacher mismo."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 64 - 64; 5/12/2020 17:55]

9.

"Interviewee: in general, it says that it takes a village to educate a child, ibig sabihin yung edukasyon ng bata hindi lang gawain ng guro, hindi lang Gawain ng school head, or hindi lang trabaho ng paaralan ito ay collaborative effort ng paaralan, mga guro, ng magulang at saka ng community. Pag-itong lahat na mga tao ay nagtratrabaho tulong-tulong para sa edukasyon ng mga bata siguradong maganda yung andoon yung quality education. Halimbawa yung bata nandoon na sa bahay umuwi na ang bata sa bahay nadoon na yung rule ng magulang siya na yung bahala doon kung yung bata o magbabasa ng kanyang libro, maggagawa ng assignment, hindi naglalaro ng games sa cellphone nadoon na yung rule ng magulang o diba. Sa community naman lalo na yung LGU, LGU officials dapat tumutulong din sila lalo na sa physical kasi minsan hindi lahat natutugunan ng gobyerno yung pangangailangan. Tumulong sila na mabantayan na pumapasok sa paaralan ang mga bata lalo na rin yung mga official ng brgy. Hindi nila pababayaan na nakatambay nalang sa labas yung bata. Yun lang yung masasabi ko sir Archie."

[CNCHS\Catbalogan School Head SBM II; Position: 159 - 159; 3/11/2020 17:15]

10.

"Yung mga batang mahihina, kasi mayron naman mga mahihina tapos we will identify yung mga kailangan at tulong for example yung mga slow readers, may mga mahihina pa sa mathematics so yung mga identified na mga magagaling. Then we are planning also para maidentify yung pag accommodate ng mga bata para sa kanilang performance then we will coordinate with the brgy, parang yung purok coordinator."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 68 - 68; 5/12/2020 16:26]

11.

"Yung purok coordinator, ay magiging katulong ng teacher na magiging assign sa purok na yan na in time na magkaroon ng home visit, magkaroon ng pag bisita sa kanila kung magkaroon ng problema. Para mafeel nila yung collaboration, parang guide kasi during our meeting I always told them na this is not only the work of school but the work of everyone. So partnership, collaboration tayo. Yun na yung ginagawa at gagawin pa namin."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 70 - 70; 5/12/2020 16:26]

5.3. Peers

5.3.1. Peer influence

1.

[RamonTD NHS\Samar Teacher SBM I; Position: 0:02:32.7 - 0:02:52.0; 5/13/2020 11:19]

2.

[RamonTD NHS\Samar Teacher SBM I; Position: 0:03:07.6 - 0:03:20.5; 5/13/2020 11:20]

3.

[Zumarraga NHS\Samar Student SBM II-A; Position: 0:00:14.2 - 0:00:43.8; 5/14/2020 21:37]

4.

[Zumarraga NHS\Samar Student SBM II-A; Position: 0:01:11.0 - 0:01:26.5; 5/14/2020 21:41]

5.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:16:45.1 - 0:17:07.8; 5/13/2020 19:02]

6.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:40:20.0 - 0:40:57.7; 5/13/2020 20:34]

7.

"sir kun halimbawa diri ak nakikisalamuha, diri ak nakakatampo ha ira"

[Calbiga NHS\Samar Student SBM III-B; Position: 27 - 27; 5/13/2020 15:58]

8.

"makikigsalamuha na ako hit ak mga classmate"

[Calbiga NHS\Samar Student SBM III-B; Position: 47 - 47; 5/13/2020 16:00]

9.

[Sta Rita NHS\Samar Teacher Non-SBM I; Position: 0:03:54.6 - 0:04:24.8; 5/14/2020 19:33]

10.

[Sta Rita NHS\Samar Teacher Non-SBM I; Position: 0:04:34.6 - 0:05:11.1; 5/14/2020 19:35]

11.

"agi hit am mga sapit mga sangkay nag-urustorya."

[Anubungon IS\Samar Student Non-SBM II-B; Position: 23 - 23; 5/13/2020 15:53]

12.

"duro sir, lalo na pagnababarkada gud ako, so napapabayaan ko an akon pag-eskwela."

[Silanga NHS\Catbalogan Student SBM I-B; Position: 18 - 18; 5/7/2020 17:06]

13.

"oo sir, pero yana an akon kasi mga classmate hira na mismo an nagyakan ha akon nga tungod la hiton nga barkada napapabayaan ko an akon pag-eskwela. So ginsulod ko iton ha akon utak, so yana bagan nakakag-focus na ako guti-guti ha akon pag-eskwela."

[Silanga NHS\Catbalogan Student SBM I-B; Position: 20 - 20; 5/7/2020 17:07]

14.

"Ang minor naman dito ay ang aking napapansin yung peer influence katulad kanina yung dinaanan natin sa basketball kasi may nakausap na akong bata ng mga ganyan with the parents kung bakit ka hindi pumapasok nandito ka naman sa eskwelahan? Yun pala na-invite siya."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 82 - 82; 5/12/2020 16:31]

15.

"Lumiliban ng klase because of peer influence ano. Yung bata gusto pumasok talaga pero may batang gusto talagang mag lakwatsa nahahatak siya. Ano yung gagawin natin ditto sir sa batang nag iimpluwensya?"

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 87 - 87; 5/12/2020 16:32]

16.

"Barkada, friends.. especially in senior high school"

[Pangdan NHS\Catbalogan Teacher Non-SBM I; Position: 14 - 14; 5/12/2020 15:55]

17.

"So dinidiscourage naming yung style na ganoon. Not totally na pinapaghiwalay naming sila. Dinidiscourage nalang naming yung attitude napagmag asbent yung isa, absent lahat."

[Pangdan NHS\Catbalogan Teacher Non-SBM I; Position: 22 - 22; 5/12/2020 15:56]

18.

"Parang natatakot na, nahihiya...Pag may nakarating agad samin na report na may nanbubully, kinacall out naming yung attention ng dalawa, yung binubully at nangbubully."

[Pangdan NHS\Catbalogan Teacher Non-SBM I; Position: 64 - 64; 5/12/2020 16:03]

19.

"oo, napakiana man anay ako kanda ate kun asya na ini o diri"

[Pangdan NHS\Catbalogan Student Non-SBM I; Position: 24 - 24; 5/7/2020 17:01]

20.

"akon mga kagrupo diri nanbubulig."

[Pangdan NHS\Catbalogan Student Non-SBM I; Position: 40 - 40; 5/7/2020 17:01]

21.

"opo. They are influence by their classmates, yung mga adik sa computer games."

[Guinsorongan NHS\Catbalogan Teacher Non-SBM II; Position: 19 - 19; 5/12/2020 19:40]

22.

"one of that sir, for peer influence, they are being influenced by their classmates thru hanging out with friends. They are having tambay at the beach. An iba amo ngani iton nagco-computer games. An iba naman burubarkada."

[Guinsorongan NHS\Catbalogan Teacher Non-SBM II; Position: 25 - 25; 5/12/2020 19:41]

23.

[EVRSHS\Catbalogan School Head Non-SBM III; Position: 0:09:55.0 - 0:10:25.7; 5/11/2020 19:12]

24.

[EVRSHS\Catbalogan School Head Non-SBM III; Position: 0:10:49.3 - 0:11:57.1; 5/11/2020 19:19]

25.

"yes because of peer's influence, because of environment influence, sabi ko nga somehow ma'am if ever pag-first and second quarter paghindi pa kayo nakakatanggap ng any result you must at least try to contact the adviser reach out. Kasi kami naman dito infainess sa school namin once nagkakaproblema in any subjects, for me personally kung nagkakaproblema yung bata sa akin I go directly to the process. Consult the adviser, ma'am si ganito may problema can you contact the parents? Ang problema minsan binibigay ng bata yung number na hindi tama hindi namin macontact or else yung mga parents malalayo because ng wo-work hindi maco-contact. For example, may mga cases kami na tinatawagan naming out-of-coverage minsan naman nasa kung baga tinatawid pa ng dagat yung mga work or minsan sasabihin ma'am busy ako nandito ako sa work pwedi ganitong schedule. So in times talaga"

[EVRSHS\Catbalogan Teacher Non-SBM III; Position: 16 - 16; 5/7/2020 17:27]

26.

"kasi good thing kung napupunta yung bata sa mga studious na mga group kasi nae-encourage siya. Ngayon hindi natin macocontrol kasi may mga group talaga na iba yung gusto parang yung isip nila they're thinking of the good now, the happiness they could take from this moment, they're not thinking of what will happen the next day, in the future. Kapag natanggap na nila yung grades nila wala na silang magawa kasi sabi ko nga sa kanila you must be responsible for your action. Because I cannot give any consideration anymore, because prior for that grade I

already ask you anong naging problema bakit hindi ka nagcomply? Tapos every now bago yung deadline."

[EVRSHS\Catbalogan Teacher Non-SBM III; Position: 26 - 26; 5/11/2020 15:11]

27.

"yes, yung parang kapag inclination maganda yung ano sa, gamings, nage-enjoy sila don sila. Maganda sana kung mga studious yung, kasi wala siyang choice siya lang yung nagga-games so sasali siya, May mga ganong tendency."

[EVRSHS\Catbalogan Teacher Non-SBM III; Position: 28 - 28; 5/11/2020 15:11]

28.

"meron, meron. May mga bullying na talagang nahe-exist. Actually ino-observe naming yung bata kasi nga ang hirap naming i-hold yung situation kasi family yung reason."

[EVRSHS\Catbalogan Teacher Non-SBM III; Position: 78 - 78; 5/11/2020 16:46]

5.3.2. Classmates' cooperation

1.

[RamonTD NHS\Samar Teacher SBM I; Position: 0:02:32.7 - 0:02:52.0; 5/13/2020 11:19]

2.

[RamonTD NHS\Samar Teacher SBM I; Position: 0:03:07.6 - 0:03:20.5; 5/13/2020 11:20]

3.

[RamonTD NHS\Samar Teacher SBM I; Position: 0:03:24.1 - 0:03:36.2; 5/13/2020 11:38]

4.

"napakiana ak hit mga classmate."

[Anubungon IS\Samar Student Non-SBM II-B; Position: 27 - 27; 5/13/2020 15:53]

5.

"an iba nga students' sir kay kadamuan man ha amon classmate medyo nauurhi hira sir pagmayda ngani sugad hiton nga nagtututdo hin kuan tas waray hira makakuha danay ngadi nala liwat hira ha akon sir napakiana sir."

[Silanga NHS\Catbalogan Student SBM I-A; Position: 42 - 42; 5/7/2020 17:21]

6.

"ginaway ko pa adto hira ma'am, pero diri gud as in away bagan ginsala ko la liwat adto hira"

[Pangdan NHS\Catbalogan Student Non-SBM I; Position: 56 - 56; 5/7/2020 17:03]

7.

"kasi an kabila hadto nga section ngan an amon section nagaway. Tapos advisory class nira an amon research teacher."

[Pangdan NHS\Catbalogan Student Non-SBM I; Position: 58 - 58; 5/7/2020 17:04]

5.4. Lesson

5.4.1. Assessments and group projects

1.

"mga activities po nga akon karuyag, or sugad hiton mga singing, dancing."

[RamonTD NHS\Samar Student SBM I-A; Position: 34 - 34; 5/7/2020 17:13]

2.

[Sta Rita NHS\Samar School Head Non-SBM I; Position: 0:03:03.1 - 0:03:35.6; 5/14/2020 15:48]

3.

[Sta Rita NHS\Samar Student Non-SBM I-A; Position: 0:02:58.0 - 0:03:09.1; 5/14/2020 15:28]

4.

" Their interest. Interest towards the subject. Kasi diba, individual differences, multiple intelligences. Ako, just now, I am handling ESPA. Me myself, am not interested in ESPA because I am a Science major. But I am trying to give my best para macater an needs an kabataan. But nakikita ko nga it's the same, parang mutual, the students are not interested in ESPA, ha akon la

interpretation. So interest is important talaga para makuwan, diba interest so that attention will be touched. So papaano natin makukuha yung interes ng bata? Ay sir, motivation. Ako sir as a science teacher, or bisan diri science, kasi I handle Empowerment Technology, Reading and Writing, PE and Health ha mga Senior High, I'm fond of giving games. Games para hindi hesitant or para diri maprepressure adi na mga iba nga diri masyado into oral or into writing. Para nababalance ko. In the form of game para diri mabored, lalo na kun it topic boring. I also handle MAPE, so practical test. Mahilig ako magpapractical.Though diri ako makarit sumayaw ngan kumanta, nagcoconceptualize la ako tapos video, more on bata, para learner centered. Tapos, mahilig ako recitation talaga, para day to day nakukuwan ko an retention. Kahit pabalik balik, I'm always fond of giving recitation. Nasiring nala iton akon mga bata nga ma'am pautroutro nala. Pero in different ways, just like yana, di pa tapos an fourth quarter tapos na ako nak Science topics, so what I did is ginbabalikbalik ko nala hiya, pero paibaiba. So Monday nagsummative kami, pero in form of, more of concepts la anay. Pagka-Tuesday kay RRE namon, summatives naliwat pero more on problem solving. PagkaWednesday, recitation naliwat pero bunot bunot, may mga rewards ako, pag makabunot han star plus 10, science questions still, makabunot ka ngani heart plus 5, makabunot ka ngano smile may snack, but still you will answer the question, makabunot ka ngani hin exempted exempted ka ha recitation. Nasanay kasi ako ha SSU, strategizing."

[Hinangutdan NHS\Samar Teacher Non-SBM III; Position: 12 - 12; 5/16/2020 16:01]

5.

"nahiaram ako kun pano rumespeto tapos gin-aapi ako nira han mga sayaw o ginlalaban-laban. Tapos asya ito nga mga laban-laban sayaw-sayaw na dako gihap an akon grades."

[Silanga NHS\Catbalogan Student SBM I-B; Position: 30 - 30; 5/7/2020 17:09]

6.

"kay sugad hito mga P.E. kay gintatagan man kami points ni ma'am an makaka-api so naniniguro gud ako hiton nga maka-api kay karuyag ko hin dako nga grado ngan ipakita gud kanda mama ha akon kag-anak kung gaano, gusto ko Makita kun gaano hira kaproud ha akon."

[Silanga NHS\Catbalogan Student SBM I-B; Position: 32 - 32; 5/7/2020 17:09]

7.

"like an pagkanta sir, pagsayaw, tas danay nade-develop liwat ha mga theater play kay ha mon po kasi MAPEH yana more on performance task tas amot hiya, pagkanta, pagsayaw, theater play."

[CNCHS\Catbalogan Student SBM II-A; Position: 72 - 72; 5/5/2020 18:33]

8.

"The strategy is simply, the teachers will have to attend classes, and of course with enough skills , whatever is the best strategy they have to imploy in the teaching gamitin nila and then look into the performance of the students kasi hindi naman pwede na mag tuturo lang ng mag tuturo. And what else to be improve on their teaching. So meaning, mayron din sila dapat tinatawag na assessment or evaluation, and the learning outcomes just like what we did in the SJGT."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 156 - 156; 5/12/2020 16:59]

9.

"Yes Sir, labhi na ha amon ha English class kay English is communication. So we are encouraging them to speak, para naprapractice an ira pag yayakan and in writing also we see to it that we made corrections on their composition. The grammar, mechanics in writing mga sugad hiton kasi when they see their paper nga mayda mga corrections na mayda mga pula-pula they felt excited nga hala, wrong ngayan ako something like that. They have that reactions."

[Guinsorongan NHS\Catbalogan Teacher Non-SBM II; Position: 121 - 121; 5/12/2020 20:11]

10.

"Actually sir, damo ha English sir, damo it pwede namon magamit kun diri hubya an teacher. Pero kun hubya na, pag pipinabasahon la iton dida, diri iton pwede ha akon. Kay diri ak kontento nga it kabataan diri dida na buhat, na-recite, na-react, naparticipate, amo ngani nahadlok iton hira kay maisog kuno ako."

[Guinsorongan NHS\Catbalogan Teacher Non-SBM II; Position: 129 - 129; 5/12/2020 20:11]

11.

"Tapos sir yung mga kuan, at the end sir ia-assess din natin yung mga bata na mga recital, group presentation, parang ganon para ang kanilang ability hindi na more on theoretical, more on experiential at saka presentation ng kanilang experience diba?"

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 134 - 134; 5/6/2020 17:01]

12.

"danay mayda man po kami mga hands on activities ha school sugad hiton experiments"

[EVRSHS\Catbalogan Student Non-SBM III-A; Position: 20 - 20; 5/5/2020 19:43]

5.4.2. Class activities

1.

[RamonTD NHS\Samar Teacher SBM I; Position: 0:03:07.6 - 0:03:20.5; 5/13/2020 11:20]

2.

" Their interest. Interest towards the subject. Kasi diba, individual differences, multiple intelligences. Ako, just now, I am handling ESPA. Me myself, am not interested in ESPA because I am a Science major. But I am trying to give my best para macater an needs an kabataan. But nakikita ko nga it's the same, parang mutual, the students are not interested in ESPA, ha akon la interpretation. So interest is important talaga para makuwan, diba interest so that attention will be touched. So papaano natin makukuha yung interes ng bata? Ay sir, motivation. Ako sir as a science teacher, or bisan diri science, kasi I handle Empowerment Technology, Reading and Writing, PE and Health ha mga Senior High, I'm fond of giving games. Games para hindi hesitant or para diri maprepressure adi na mga iba nga diri masyado into oral or into writing. Para nababalance ko. In the form of game para diri mabored, lalo na kun it topic boring. I also handle MAPE, so practical test. Mahilig ako magpapractical.Though diri ako makarit sumayaw ngan kumanta, nagcoconceptualize la ako tapos video, more on bata, para learner centered. Tapos, mahilig ako recitation talaga, para day to day nakukuwan ko an retention. Kahit pabalik balik, I'm always fond of giving recitation. Nasiring nala iton akon mga bata nga ma'am pautroutro nala. Pero in different ways, just like yana, di pa tapos an fourth quarter tapos na ako nak Science topics, so what I did is ginbabalikbalik ko nala hiya, pero paibaiba. So Monday nagsummative kami, pero in form of, more of concepts la anay. Pagka-Tuesday kay RRE namon, summatives naliwat pero more on problem solving. PagkaWednesday, recitation naliwat pero bunot bunot, may mga rewards ako, pag makabunot han star plus 10, science questions still, makabunot ka ngani heart plus 5, makabunot ka ngano smile may snack, but still you will answer the question, makabunot ka ngani hin exempted exempted ka ha recitation. Nasanay kasi ako ha SSU, strategizing."

[Hinangutdan NHS\Samar Teacher Non-SBM III; Position: 12 - 12; 5/16/2020 16:01]

3.

"Ikaduha, not all the time we prepare the best materials, though may masiring na teacher is the best experience(sic) diba we are not that kind naman nah ala magpinangunting, tapos sir an amon projector ngadi usa la, so scheduled. Kun nauna na an iba, we have no choice, di kami makakagprojector. So more on direct instruction. Ako sir, direct instruction muna pero I also engage other strategies. Para kuwan, para diri boring. Kasi ako nakaexperience ako han boring na teacher so I don't want my students to get bored on me. Except admitted ako ha ESP. Sa ESP la ako sir nasabit, direct instruction la talaga. Tas role playing. I'm also fond of role playing, mahilig ako hin drama drama, mahilig ako mag papresent ha front. So in that way ma'am nacacapture naton an interest han bata. So far sir, opo sir. Maybe siguro confident ako ngada, bisan maginterview nga nak students, masiring hira "Hi ma'am KC is mahilig magpauyag nga teacher.""

[Hinangutdan NHS\Samar Teacher Non-SBM III; Position: 13 - 13; 5/16/2020 16:06]

4.

"Another sir, teacher factor, maybe nahadlok ha amon an kuwan, naprepressure, “pirmi nala nagrerecitation si ma’am.”"

[Hinangutdan NHS\Samar Teacher Non-SBM III; Position: 16 - 16; 5/16/2020 16:08]

5.

"They are always present and then whatever the teacher give to them they performed their task. Like for example may mga groupings hira, mga group activity, mga leaders hira. Naperform man iton hira gihap."

[Guinsorongan NHS\Catbalogan Teacher Non-SBM II; Position: 29 - 29; 5/12/2020 19:41]

6.

"usa pa hito an social aspect kay ha eskwelahan po nakakahalubilo Kaman hin mga estudyante mga kuan so mas na-enhance liwat an akon pakikitungo ha iba nga tawo, an akon confidence. So diri la ini academic nga factor."

[EVRSHS\Catbalogan Student Non-SBM III-A; Position: 28 - 28; 5/5/2020 19:44]

5.4.3. Lesson topic

1.

"sir Malaki po yung naitutulong ng Calbiga NHS sap ag-aaral ko sir. Kasi sa bawat subjects palang sir may matututunan kana, hindi lang sa pagiging lawyer kundi pati sa pagiging mabuting estudyante. Hindi lang yung kaalaman mo yung nae-enhance pati rin yung pakikisama mo, yung social behavior mo po sir, tapos pati yung pagiging Mabuti mong tao sa sarili, sa kapwa, at sa lipunan sir."

[Calbiga NHS\Samar Student SBM III-A; Position: 40 - 40; 5/13/2020 16:04]

2.

"sa pakikisama rin po. Mas nae-enhance ko po yung communication skills ko po, dahil syempre nakapag-aral po ako sa isang magandang paaralan. Sa English po, sa tagalog, at saka sa waray-waray syempre sir mas nae-enhance po dahil nga po maganda yung education na sene-serve ng Clabiga NHS."

[Calbiga NHS\Samar Student SBM III-A; Position: 50 - 50; 5/13/2020 16:06]

3.

"diri gud makuri sir, kay danay maaram danay diri, danay diri kami nakakaintindi hit kayakan, danay diri kami nakakapamati, tas danay diri nauutro it kayakan hit maestra diri nare-repeat, tas nababayaan kami hit lesson."

[Anubungon IS\Samar Student Non-SBM II-B; Position: 17 - 17; 5/13/2020 15:52]

4.

" Their interest. Interest towards the subject. Kasi diba, individual differences, multiple intelligences. Ako, just now, I am handling ESPA. Me myself, am not interested in ESPA because I am a Science major. But I am trying to give my best para macater an needs an kabataan. But nakikita ko nga it's the same, parang mutual, the students are not interested in ESPA, ha akon la interpretation. So interest is important talaga para makuwan, diba interest so that attention will be touched. So papaano natin makukuha yung interes ng bata? Ay sir, motivation. Ako sir as a science teacher, or bisan diri science, kasi I handle Empowerment Technology, Reading and Writing, PE and Health ha mga Senior High, I'm fond of giving games. Games para hindi hesitant or para diri maprepressure adi na mga iba nga diri masyado into oral or into writing. Para nababalance ko. In the form of game para diri mabored, lalo na kun it topic boring. I also handle MAPE, so practical test. Mahilig ako magpapractical.Though diri ako makarit sumayaw ngan kumanta, nagcoconceptualize la ako tapos video, more on bata, para learner centered. Tapos, mahilig ako recitation talaga, para day to day nakukuwan ko an retention. Kahit pabalik balik, I'm always fond of giving recitation. Nasiring nala iton akon mga bata nga ma'am pautroutro nala. Pero in different ways, just like yana, di pa tapos an fourth quarter tapos na ako nak Science topics, so what I did is ginbabalikbalik ko nala hiya, pero paibaiba. So Monday nagsummative kami, pero in form of, more of concepts la anay. Pagka-Tuesday kay RRE namon, summatives naliwat pero more on problem solving. PagkaWednesday, recitation naliwat pero bunot bunot, may mga rewards ako, pag makabunot han star plus 10, science questions still, makabunot ka ngani heart plus 5, makabunot ka ngano smile may snack, but still you will answer the question, makabunot ka ngani hin exempted exempted ka ha recitation. Nasanay kasi ako ha SSU, strategizing."

[Hinangutdan NHS\Samar Teacher Non-SBM III; Position: 12 - 12; 5/16/2020 15:54]

5.

[CNCHS\Catbalogan Teacher SBM II; Position: 0:20:20.3 - 0:20:42.7; 5/11/2020 18:36]

6.

"Interviewee: baka siguro mahirap talaga yung lesson just like in mathematics in problem solving. Mababa yung foundation ng mga bata so hindi talaga makukuha basta-basta. kunti lang yung nalalaman nila."

[CNCHS\Catbalogan School Head SBM II; Position: 110 - 110; 3/11/2020 16:58]

7.

"Uhm, isa pa na binibigyan na namin ng pansin ay itong mga frustration level ng mga bata kahit pa man sila araw-araw pumapasok still mababa pa rin ang kanilang dahil nga sa kanilang frustration sa level ng pag iintindi. Reading level nila."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 76 - 76; 5/12/2020 16:29]

8.

"Yung sa mga high-performer, actually dalawang grupo yan sabi ko sa mga teachers namin dito, yung mga ibang tutulungan natin yung mga mahihina atsaka yung mga magagaling kailangan tulungan din natin, kasi kung mayron pang enhance na instruction sa kanila kasi hindi pwede na pabayaan sila dahil marunong na, so may dalawang instruction na gagawin. For example dito sa reading yung mga mahihina mayron mga naka assign, tapos yung mga magagling naman siring pa mga ano iton hira core group na pangsabak natin so kailangan pa rin natin silang tulungan."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 96 - 96; 5/12/2020 16:35]

9.

": Ah, for example sa academic, sabi ko yung mga magagaling sa math so kailangan mayron parin silang eksaktong yung parang sa NMAT na insturctions. Tapos yung mga journalism kailangan mayron din tayong mga advance training para sa kanila. Pat inga sa sports, pinag hiwa-hiwalay naming yan that was actually every Friday kasi regular naman yung klase naming ditto walang shifting, kaya yung subjects na apat lang sa isang araw, mababakante na sila sa Friday yung KSP na lang yung pumapasok sa Friday so dun pumapasok yung mga remedial. Sabi ko hindi pwede na wala tayong gagawin kailangan mayron din."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 98 - 98; 5/12/2020 16:36]

10.

"Yes sir, especially kun adi na ha grade-9, grade-10 kay ibang level na yun mas makuri-kuri na an lessons compare ha lower grades."

[Guinsorongan NHS\Catbalogan Teacher Non-SBM II; Position: 53 - 53; 5/12/2020 19:51]

11.

"In terms ha curriculum, in every lesson that we are having, we are open to cut the curriculum guide and use it in everyday lesson. Tapos in the use gihapon of teachers guide also, nagamit kami. Tapos an kabataan liwat, they were able to cope up liwat depende ha lesson. Pero sir, ha amon talaga ha English, students are having difficulty in comprehending the lesson. Number 1 talaga iton it comprehension kaya hi kami, double time kami even the teaching of vocabulary, mayda pa kami hiton mga tinatawag na mga spelling booklet, mayda pa kami vocabulary notebook, mayda pa kami journal notebook to enchance iton ira vocabulary. Tas nakikita namon an ira constructional sentences, an ira grammar, an ira composition,"

[Guinsorongan NHS\Catbalogan Teacher Non-SBM II; Position: 73 - 73; 5/12/2020 19:55]

5.4.4. Learning materials

1.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:08:57.3 - 0:09:31.2; 5/13/2020 18:43]

2.

"gusto ko po sana nga mas mag-improve pa an facilities sir. Halimbawa sir mga TVL strand mga sugad hito, bagan lack of facilities la talaga sir other than that satisfied naman ako han education nga guinse-serve han Calbiga NHS."

[Calbiga NHS\Samar Student SBM III-A; Position: 46 - 46; 5/13/2020 16:05]

3.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:03:40.9 - 0:03:53.6; 5/13/2020 21:09]

4.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:07:05.7 - 0:07:14.0; 5/14/2020 12:14]

5.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:07:56.8 - 0:09:15.6; 5/14/2020 12:18]

6.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:22:50.6 - 0:23:18.5; 5/14/2020 14:25]

7.

[Anubungon IS\Samar Teacher Non-SBM II; Position: 0:06:27.5 - 0:06:59.8; 5/14/2020 10:59]

8.

[Anubungon IS\Samar Teacher Non-SBM II; Position: 0:07:05.1 - 0:08:04.0; 5/14/2020 11:00]

9.

"yah, tatagan kamo school supplies"

[Anubungon IS\Samar Student Non-SBM II-A; Position: 52 - 52; 5/13/2020 15:55]

10.

"Ikaduha, not all the time we prepare the best materials, though may masiring na teacher is the best experience(sic) diba we are not that kind naman nah ala magpinangunting, tapos sir an amon projector ngadi usa la, so scheduled. Kun nauna na an iba, we have no choice, di kami makakagprojector. So more on direct instruction. Ako sir, direct instruction muna pero I also engage other strategies. Para kuwan, para diri boring. Kasi ako nakaexperience ako han boring na teacher so I don't want my students to get bored on me. Except admitted ako ha ESP. Sa ESP la ako sir nasabit, direct instruction la talaga. Tas role playing. I'm also fond of role playing, mahilig ako hin drama drama, mahilig ako mag papresent ha front. So in that way ma'am nacacapture naton an interest han bata. So far sir, opo sir. Maybe siguro confident ako ngada, bisan maginterview nga nak students, masiring hira "Hi ma'am KC is mahilig magpauyag nga teacher.""

[Hinangutdan NHS\Samar Teacher Non-SBM III; Position: 13 - 13; 5/16/2020 16:06]

11.

"an senior high sir waray naman books pero mayda man kami LR didto nala kami danay nagkukuan."

[Silanga NHS\Catbalogan Student SBM I-A; Position: 83 - 83; 5/15/2020 14:22]

12.

"Okay naman, pero medyo nalate yung MOOE di pa narelease, pero mayroon po kaming supply para sa teachers"

[Pangdan NHS\Catbalogan Teacher Non-SBM I; Position: 72 - 72; 5/12/2020 16:03]

13.

"yung meron actually it's very easy for the teacher's kay they don't have to photocopy the text, the material kay they just have to open the book but then like for example ha grade 8 they don't have the learners materials. The teachers are having difficulty in reproducing the text especially stories kay English man."

[Guinsorongan NHS\Catbalogan Teacher Non-SBM II; Position: 89 - 89; 5/12/2020 20:00]

14.

"ah yung supplies binibigay namin yan sir kasi meron tayo office supplies at saka school supplies. Yung school supplies ginagawa yang IM's libre, sa mga bata sir mga manila paper libre."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 170 - 170; 5/6/2020 19:04]

15.

"mayda man po hira mga learning materials nga ginhahatag, nagbabasa nala po ako nag-aanswer."

[EVRSHS\Catbalogan Student Non-SBM III-A; Position: 18 - 18; 5/5/2020 19:43]

5.5. Leadership

5.5.1. Support of the management on student development

1.

[Zumarraga NHS\Samar Teacher SBM II; Position: 0:15:15.8 - 0:15:51.1; 5/14/2020 21:34]

2.

[Sta Rita NHS\Samar Teacher Non-SBM I; Position: 0:08:39.2 - 0:08:55.6; 5/14/2020 19:44]

3.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:03:54.3 - 0:04:22.8; 5/14/2020 12:06]

4.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:07:16.9 - 0:07:56.1; 5/14/2020 12:15]

5.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:07:56.8 - 0:09:15.6; 5/14/2020 12:17]

6.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:09:47.9 - 0:10:23.2; 5/14/2020 12:21]

7.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:20:00.3 - 0:20:25.1; 5/14/2020 14:09]

8.

[Anubungon IS\Samar Teacher Non-SBM II; Position: 0:11:44.0 - 0:12:04.0; 5/14/2020 11:07]

5.5.2. Planning and decision-making of the school head

1.

[Calbiga NHS\Samar School Head SBM III; Position: 0:04:30.5 - 0:04:52.2; 5/13/2020 21:11]

2.

[Calbiga NHS\Samar School Head SBM III; Position: 0:05:16.3 - 0:06:06.2; 5/13/2020 21:13]

3.

[Calbiga NHS\Samar School Head SBM III; Position: 0:06:54.9 - 0:07:21.6; 5/13/2020 21:18]

4.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:10:57.7 - 0:11:28.5; 5/13/2020 18:49]

5.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:22:17.7 - 0:23:10.7; 5/13/2020 19:14]

6.

[Sta Rita NHS\Samar Teacher Non-SBM I; Position: 0:08:39.2 - 0:08:55.6; 5/14/2020 19:44]

7.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:15:15.4 - 0:15:37.8; 5/14/2020 13:58]

8.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:29:21.0 - 0:29:58.1; 5/14/2020 14:35]

9.

[CNCHS\Catbalogan Teacher SBM II; Position: 0:04:05.8 - 0:04:45.7; 5/11/2020 18:00]

10.

"oh being also a designated department head so we really see to it that the teacher is doing classes with his/her lesson plan or log plan and doing the contextualize lesson."

[CNCHS\Catbalogan School Head SBM II; Position: 20 - 20; 3/11/2020 16:42]

5.6. Teacher

5.6.1. Attitude of the teacher towards students

1.

"Pero sir ako, I am very friendly, actually nakukuwanan na ngani ako danaya na parang ginadvisan na ako before nga not, dapat diri sugad an attachment ha student kay and boundaries is nawawara because I am too friendly. Ginpapakuwan ko kasi, one way sir I am very friendly on my students para diri hira magalang ha akon, but sometimes, nababalikad an sitwasyon, diri na gud talaga hira nagaalang, to the extent na nagiging malain na, ginsasamusang nala sugad. Pero gintatagan ko dayon hin solusyon, nga "diri dapat sugad iton ha, I am your friend, but in school I am still you superior, I'm your teacher so respect me." I am not the kind of teacher kasi sir nga nabuyayaw or nagpapahiya, bisan gano na ko kauritan hito nga bata, diri ako nagpapahiya talaga, kasi I know the feeling. Kasi maaram ako hit concept nga maluya na ngani it bata, dudug-ngan mo pa. Waray pa ako makaexperience ito sir, pero maluuyon kasi ako sir. Madali la ako makayakan hito nga bagsak is bagsak, pero at the end of the day, pag kaya ko hiya unaton, nagiging madyikero na kita hiton na portion. Pero not all the time. Pag diri talaga deserving ginpapatagamtam ko."

[Hinangutdan NHS\Samar Teacher Non-SBM III; Position: 16 - 16; 5/16/2020 16:10]

5.6.2. Recognizing efforts of the students

1.

[RamonTD NHS\Samar Teacher SBM I; Position: 0:09:39.6 - 0:10:17.8; 5/13/2020 11:50]

2.

[Zumarraga NHS\Samar Student SBM II-A; Position: 0:01:27.7 - 0:01:54.3; 5/14/2020 21:42]

3.

[Sta Rita NHS\Samar School Head Non-SBM I; Position: 0:03:41.1 - 0:04:32.2; 5/14/2020 16:06]

4.

[Sta Rita NHS\Samar School Head Non-SBM I; Position: 0:19:38.6 - 0:19:50.7; 5/14/2020 17:34]

5.

[Anubungon IS\Samar Teacher Non-SBM II; Position: 0:10:56.1 - 0:11:38.1; 5/14/2020 11:06]

6.

"Of course, nagkakamay-ada kami intensive review, practice, like mga extra-curricular activities. We a lot time talaga to review them, kay siyempre kun diri ngani magreview kulang talaga hira hin kuwan. Tapos we give incentive to them. Like, what kind of incentives? Uhm, gift. We have annual pasidungog here, so we give all of the teachers, students, (--- student parent? 7:52), stakeholders, we give them pasidungog. Except School heads, of course."

[Hinangutdan NHS\Samar School Head Non-SBM III; Position: 26 - 26; 5/16/2020 17:19]

7.

"Actually naghihimo ako hin way, that's why I always give rewards. Rewards pero diri naman too much on their side na parang sasayunon nala nira because of rewards. Pero nakikitan ko sir, pag naghahatag akon rewards, nagiging excited sila sir, "Sige, the winners will have one pack of biscuit." So teacher factor gihapon. Ako, nabati ako danay, "Ma'am KC, pirmi may recitation." Nakukuan na hira hit Science. There are times nga ha iba nga teacher nasulod ito nga bata ha akon diri."

[Hinangutdan NHS\Samar Teacher Non-SBM III; Position: 16 - 16; 5/16/2020 16:09]

5.6.3. Teachers' support

1.

"ahm nabubuligan po ako han school para maimprove an akon academic performance through their motivation tapos mga activities po nga gincoconduct."

[RamonTD NHS\Samar Student SBM I-A; Position: 28 - 28; 5/7/2020 17:13]

2.

"naga-advise po hira ha amon nga mga estudyante nga mag-aral po ng mabuti."

[RamonTD NHS\Samar Student SBM I-A; Position: 30 - 30; 5/7/2020 17:13]

3.

[Zumarraga NHS\Samar Teacher SBM II; Position: 0:13:36.6 - 0:14:09.7; 5/14/2020 21:30]

4.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:23:14.2 - 0:24:07.5; 5/13/2020 19:15]

5.

[Sta Rita NHS\Samar Student Non-SBM I-A; Position: 0:02:34.1 - 0:02:39.4; 5/14/2020 15:25]

6.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:15:15.4 - 0:15:37.8; 5/14/2020 13:58]

7.

[Anubungon IS\Samar Teacher Non-SBM II; Position: 0:11:44.0 - 0:12:04.0; 5/14/2020 11:07]

8.

"an syahan iton sir han pag-choose nira han stratedies nga ira guingagamit dapat iba-iba. Ngan magamit gihap hira hin differentiated instruction nga guinca-cater nira an multiple intelligences han mga bata."

[Silanga NHS\Catbalogan Teacher SBM I; Position: 29 - 29; 5/12/2020 17:23]

9.

"ito nga nagkaklase hira sir para matagan kami nira hin kuan learnings sir nga pwedi namon ma-apply liwat, magin foundation namon sir pagkadi namon college"

[Silanga NHS\Catbalogan Student SBM I-A; Position: 30 - 30; 5/7/2020 17:21]

10.

"oo, tas danay sir pagdiri namon nakukuha sir danay na-approach kami ha ira personally sir."

[Silanga NHS\Catbalogan Student SBM I-A; Position: 36 - 36; 5/7/2020 17:21]

11.

"pirmi mayda interaction sir, tas kun ano an ginkukurian kami ngadto gud nira ginbabalik-balik sir, gin-e-explain gud nira hin maupay."

[Silanga NHS\Catbalogan Student SBM I-A; Position: 89 - 89; 5/7/2020 17:23]

12.

"oo kay bisan gaano ka pasaway an mga students nira diri la ngahaw hira nawawarayan hin kusog nga magtutdo."

[CNCHS\Catbalogan Student SBM II-A; Position: 54 - 54; 5/15/2020 16:18]

13.

"sugad nag-eencourage hira ha akon"

[Pangdan NHS\Catbalogan Student Non-SBM I; Position: 30 - 30; 5/7/2020 17:03]

14.

"may mga instances talaga nakaka-face kami hin mga problems maybe it's not financially pero mga emotional but the teachers or our guidance counselors is always there to give advises, to motivate us. But sometimes nakaka-face talaga kami hiton na may mga on the spot nga pa-financial and I am very thankful na may mga teacher na napautang danay diri na hira napabayad sugad po hadto sir."

[Guinsorongan NHS\Catbalogan Student Non-SBM II-A; Position: 58 - 58; 5/15/2020 20:02]

15.

"ahm didi po ginsulungan, ahm actually po tuod han elementary po ako diri po ako nakakaintindi han English, ahw pag-grade 7 ko po, tapos diri pa po as in ako dati hito nga math. Pero po pagkadi ko po hiton didi balin iton po nga mga teachers didi gintutduan po ako hiton about han math, tapos han English bali dida po ako hiton nagkakuan po."

[Guinsorongan NHS\Catbalogan Student Non-SBM II-B; Position: 72 - 72; 5/12/2020 20:14]

16.

"Interviewee: pwedi pa po tutduan nira ako hin damo sugad hito. Para po an akon magigbaw-igbaw po."

[Guinsorongan NHS\Catbalogan Student Non-SBM II-B; Position: 108 - 108; 5/12/2020 20:16]

17.

"yes because of peer's influence, because of environment influence, sabi ko nga somehow ma'am if ever pag-first and second quarter paghindi pa kayo nakakatanggap ng any result you must at least try to contact the adviser reach out. Kasi kami naman dito infainess sa school namin once nagkakaproblema in any subjects, for me personally kung nagkakaproblema yung bata sa akin I go directly to the process. Consult the adviser, ma'am si ganito may problema can you contact the parents? Ang problema minsan binibigay ng bata yung number na hindi tama hindi namin macontact or else yung mga parents malalayo because ng wo-work hindi maco-contact. For example, may mga cases kami na tinatawagan naming out-of-coverage minsan naman nasa kung baga tinatawid pa ng dagat yung mga work or minsan sasabihin ma'am busy ako nandito ako sa work pwedi ganitong schedule. So in times talaga"

[EVRSHS\Catbalogan Teacher Non-SBM III; Position: 16 - 16; 5/7/2020 17:26]

18.

"yes. Kasi sabi nga namin it is a privilege kasi we cannot deny the fact na kapag lumabas kayo kasi why we need to pressure you somehow, why we need to enforce you with this academic performance, because whether you like it or not na when you go out from the school the notion everyone, Hah! Ang galing na parang diba? And you have to stand for that sabi ko sa kanila eh, sabi naman nila hindi ko naman to gusto(with crying effect), parang ganon (laugh)."

[EVRSHS\Catbalogan Teacher Non-SBM III; Position: 40 - 40; 5/11/2020 15:12]

19.

"So ano nalang observation, pero guina-guide, parang ano bang bata na to, kaya nga tomorrow we have what we called symposium. Ang gusto nga lang ni ma'am grade 9 and 10, kaso sabi ko I recommend na yung selected na grade 8 isali mo kasi yun don nag-ano na bata."

[EVRSHS\Catbalogan Teacher Non-SBM III; Position: 78 - 78; 5/11/2020 16:47]

5.6.4. Supervision of teacher

1.

[RamonTD NHS\Samar School Head SBM I; Position: 0:08:32.0 - 0:08:50.5; 5/13/2020 14:54]

2.

[RamonTD NHS\Samar Teacher SBM I; Position: 0:07:59.5 - 0:08:36.9; 5/13/2020 11:47]

3.

"nagre-review po kami kaupod an am mga teacher"

[RamonTD NHS\Samar Student SBM I-A; Position: 40 - 40; 5/7/2020 17:14]

4.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:15:22.3 - 0:15:45.4; 5/13/2020 18:59]

5.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:23:14.2 - 0:24:07.5; 5/13/2020 19:15]

6.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:40:20.0 - 0:40:57.7; 5/13/2020 20:34]

7.

[Sta Rita NHS\Samar Teacher Non-SBM I; Position: 0:08:11.0 - 0:08:28.6; 5/14/2020 19:43]

8.

[Sta Rita NHS\Samar Student Non-SBM I-A; Position: 0:02:34.1 - 0:02:39.4; 5/14/2020 15:25]

9.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:15:15.4 - 0:15:37.8; 5/14/2020 13:58]

10.

"dako talaga an ira score. kay mayda ako usa nga student first grading baga la hiyan display nakada la luyo namamati tapos han time nga guintagan ko hiya hin attention na so narerecognize na hiya though mali an iya guinhihimo basta guinco-compliment hiya, tas bagan hina-hinay nagkakaada na hiya hin interest. Tapos I found out nga dati ngay-an iton hiya nga subject. So an katikangan la kay bagan siguro diri pa hiya interesado. Siguro factor liwat sir an readiness. An readiness han kabataan."

[Silanga NHS\Catbalogan Teacher SBM I; Position: 13 - 13; 5/12/2020 17:13]

11.

"pirmi mayda interaction sir, tas kun ano an ginkukurian kami ngadto gud nira ginbabalik-balik sir, gin-e-explain gud nira hin maupay."

[Silanga NHS\Catbalogan Student SBM I-A; Position: 89 - 89; 5/7/2020 17:23]

12.

"ambot sir, kay diri naman kuno niya kailangan hin mga sugad nga estudyante ha iya klase. Karuyag la niya an nagpeperform."

[Silanga NHS\Catbalogan Student SBM I-A; Position: 123 - 123; 5/7/2020 17:24]

13.

"intensive supervision, monitoring and supervision of classes"

[CNCHS\Catbalogan School Head SBM II; Position: 18 - 18; 3/11/2020 16:42]

14.

"oo yung sa una sir, yung supervision sa classroom level bali noon before and after lang yun itong 16, 17, pre-observation. pero ngayong quarterly kung minsan monthly pa ngani. Medyo ang teaching naimprove pero yung assessment base sa performance dapat icompare natin yung ngayon sir sa current kun ano ba ang performance ngayon. Normally parang parepareho parin siguro, pero may performance kasi hira kuan."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 110 - 110; 5/6/2020 16:39]

15.

"may mga instances talaga nakaka-face kami hin mga problems maybe it's not financially pero mga emotional but the teachers or our guidance counselors is always there to give advises, to motivate us. But sometimes nakaka-face talaga kami hiton na may mga on the spot nga pa-financial and I am very thankful na may mga teacher na napautang danay diri na hira napabayad sugad po hadto sir."

[Guinsorongan NHS\Catbalogan Student Non-SBM II-A; Position: 58 - 58; 5/5/2020 19:53]

16.

"ahm during examinations before the examinations nagkakaroon po kami ng review, giving the pointers, and also discussion nare-review before magstart an class nare-review man liwat namon an amon lesson. Sugad hiton during examination bagan I think bagan diri nagud kami nagre-review kay everyday gin-uutro-utro man an review."

[Guinsorongan NHS\Catbalogan Student Non-SBM II-A; Position: 60 - 60; 5/5/2020 19:54]

17.

"ahm didi po ginsulungan, ahm actually po tuod han elementary po ako diri po ako nakakaintindi han English, ahw pag-grade 7 ko po, tapos diri pa po as in ako dati hito nga math. Pero po pagkadi ko po hiton didi balin iton po nga mga teachers didi gintutduan po ako hiton about han math, tapos han English bali dida po ako hiton nagkakuan po."

[Guinsorongan NHS\Catbalogan Student Non-SBM II-B; Position: 72 - 72; 5/12/2020 20:14]

5.6.5. Training and background of the teacher

1.

[RamonTD NHS\Samar School Head SBM I; Position: 0:09:43.2 - 0:10:02.6; 5/13/2020 14:56]

2.

[Zumarraga NHS\Samar Teacher SBM II; Position: 0:13:36.6 - 0:14:09.7; 5/14/2020 21:30]

3.

[Zumarraga NHS\Samar Teacher SBM II; Position: 0:14:10.8 - 0:14:40.6; 5/14/2020 21:31]

4.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:03:55.2 - 0:06:02.8; 5/13/2020 18:00]

5.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:05:48.1 - 0:07:05.5; 5/14/2020 12:13]

6.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:07:05.7 - 0:07:14.0; 5/14/2020 12:14]

7.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:07:56.8 - 0:09:15.6; 5/14/2020 12:18]

8.

" Their interest. Interest towards the subject. Kasi diba, individual differences, multiple intelligences. Ako, just now, I am handling ESPA. Me myself, am not interested in ESPA because I am a Science major. But I am trying to give my best para macater an needs an kabataan. But nakikita ko nga it's the same, parang mutual, the students are not interested in ESPA, ha akon la interpretation. So interest is important talaga para makuwan, diba interest so that attention will be touched. So papaano natin makukuha yung interes ng bata? Ay sir, motivation. Ako sir as a science teacher, or bisan diri science, kasi I handle Empowerment Technology, Reading and Writing, PE and Health ha mga Senior High, I'm fond of giving games. Games para hindi hesitant or para diri maprepressure adi na mga iba nga diri masyado into oral or into writing. Para nababalance ko. In the form of game para diri mabored, lalo na kun it topic boring. I also handle MAPE, so practical test. Mahilig ako magpapractical.Though diri ako makarit sumayaw ngan kumanta, nagcoconceptualize la ako tapos video, more on bata, para learner centered. Tapos, mahilig ako recitation talaga, para day to day nakukuwan ko an retention. Kahit pabalik balik, I'm always fond of giving recitation. Nasiring nala iton akon mga bata nga ma'am pautroutro nala. Pero in different ways, just like yana, di pa tapos an fourth quarter tapos na ako nak Science topics, so what I did is ginbabalikbalik ko nala hiya, pero paibaiba. So Monday nagsummative kami, pero in form of, more of concepts la anay. Pagka-Tuesday kay RRE namon, summatives naliwat pero more on problem solving. PagkaWednesday, recitation naliwat pero bunot bunot, may mga rewards ako, pag makabunot han star plus 10, science questions still, makabunot ka ngani heart plus 5, makabunot ka ngano smile may snack, but still you will answer the question, makabunot ka ngani hin exempted exempted ka ha recitation. Nasanay kasi ako ha SSU, strategizing."

[Hinangutdan NHS\Samar Teacher Non-SBM III; Position: 12 - 12; 5/16/2020 16:02]

9.

"Speaking of discipline sir, maluya ako danay in managing their behavior. Kasi tak boses not too loud. So nakukuwan ako nera. Pero I see to it na namamanage ko. Pero para akon maluya pat akon skill hito."

[Hinangutdan NHS\Samar Teacher Non-SBM III; Position: 18 - 18; 5/16/2020 16:10]

10.

[CNCHS\Catbalogan Teacher SBM II; Position: 0:28:54.8 - 0:29:21.7; 5/11/2020 18:52]

11.

"Interviewee: siguro sa amin sa aking palagay, intensive training din sa mga teachers."

[CNCHS\Catbalogan School Head SBM II; Position: 143 - 143; 3/11/2020 17:13]

12.

"Interviewee: yung training talaga na well improve."

[CNCHS\Catbalogan School Head SBM II; Position: 145 - 145; 3/11/2020 17:13]

13.

"Interviewee: para maupdate sa mga strategies, teaching strategies dapat. Kailangan silang maupgrade ang kanilang nalalaman sa pedagogy of teaching."

[CNCHS\Catbalogan School Head SBM II; Position: 147 - 147; 3/11/2020 17:13]

14.

"So ang primero hindi standardized test yung all throughout the Division. second hindi rin maronong gumawa ng standardized test ang mga teacher. tapos yung dito sa student factor minamadali nila ang pagexam, in 15 minutes, supposedly 1 hour, tapos agad so hindi ba natin yan, at saka nabubuhay ang mga tardy during periodical test yan yung problema natin yung mga tardy na hindi nag-aattend nabubuhay, pagtake nong exam nahihila yung score pababa Kasi average naman tayo."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 46 - 46; 5/5/2020 19:57]

15.

"Sa tingin ko lang sir ang CG sa, kasi ang private binibinta yung libro, di may business, sa gobyerno naman hindi binibinta pero sino ang gumagawa? Mga master teacher hindi naman

mga publisher, hindi naman sila mga curriculum writers, hindi naman yun expert sa pag, pero may ginawang memo so you attend as pool"

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 144 - 144; 5/6/2020 18:52]

5.6.6. Use of teaching style

1.

[Zumarraga NHS\Samar Teacher SBM II; Position: 0:13:36.6 - 0:14:09.7; 5/14/2020 21:30]

2.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:06:19.7 - 0:06:53.6; 5/13/2020 18:02]

3.

"sa pakikisama rin po. Mas nae-enhance ko po yung communication skills ko po, dahil syempre nakapag-aral po ako sa isang magandang paaralan. Sa English po, sa tagalog, at saka sa waray-waray syempre sir mas nae-enhance po dahil nga po maganda yung education na sene-serve ng Clabiga NHS."

[Calbiga NHS\Samar Student SBM III-A; Position: 50 - 50; 5/13/2020 16:06]

4.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:05:48.1 - 0:07:05.5; 5/14/2020 12:13]

5.

"guin-explain nira"

[Anubungon IS\Samar Student Non-SBM II-A; Position: 61 - 61; 5/13/2020 15:56]

6.

"diri gud makuri sir, kay danay maaram danay diri, danay diri kami nakakaintindi hit kayakan, danay diri kami nakakapamati, tas danay diri nauutro it kayakan hit maestra diri nare-repeat, tas nababayaan kami hit lesson."

[Anubungon IS\Samar Student Non-SBM II-B; Position: 17 - 17; 5/13/2020 15:52]

7.

"kuan magtutdo hin maupay"

[Anubungon IS\Samar Student Non-SBM II-B; Position: 41 - 41; 5/13/2020 15:53]

8.

"tutduan kami hin maupay"

[Anubungon IS\Samar Student Non-SBM II-B; Position: 45 - 45; 5/13/2020 15:53]

9.

"Ikaduha, not all the time we prepare the best materials, though may masiring na teacher is the best experience(sic) diba we are not that kind naman nah ala magpinangunting, tapos sir an amon projector ngadi usa la, so scheduled. Kun nauna na an iba, we have no choice, di kami makakagprojector. So more on direct instruction. Ako sir, direct instruction muna pero I also engage other strategies. Para kuwan, para diri boring. Kasi ako nakaexperience ako han boring na teacher so I don't want my students to get bored on me. Except admitted ako ha ESP. Sa ESP la ako sir nasabit, direct instruction la talaga. Tas role playing. I'm also fond of role playing, mahilig ako hin drama drama, mahilig ako mag papresent ha front. So in that way ma'am nacacapture naton an interest han bata. So far sir, opo sir. Maybe siguro confident ako ngada, bisan maginterview nga nak students, masiring hira "Hi ma'am KC is mahilig magpauyag nga teacher.""

[Hinangutdan NHS\Samar Teacher Non-SBM III; Position: 13 - 13; 5/16/2020 16:06]

10.

"Tas usa pa nadiri ako nga gin tatarhog hira han teacher, abuse, parang iton ba nga gin tatarhog, an katapat grado, an akon is make the school attractive kay parang paninda ba, signgon ta nala robinson, nga an bata mai-enganyo gud pag sulod. Nasiring ako, ayaw kita hiton nga colorful an aton ground kay adi naman kita ha highschool, an akon gusto an approach han teacher, daily basis, teacher factor ini, iba-iba an aton style, diri kay permi kana la nag iinisog. Siring ko an aton approach iba, kay mayda individual differences ba, make the school attractive baga hin paninda. So, kun kakulop more on recitation siguro, hadlok an kabataan tanan, oh yana an imo by grouping an ira iprepresent sayaw."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 58 - 58; 5/12/2020 17:53]

11.

"siguro liwat sir kuan mga strategies han teacher. Kasi may, in every section mayda hira 8 nga iba-iba nga subjects ngan iba-iba nga teachers so for example akon advisory there are subjects nga ka-lively nira kay an guingagamit nga strategy liwat han teacher an hands-on. Pero pagkadi liwat han iba nga teacher ito nga baga hira hin nabo-bored kulang nala kumaturog because kay

an gamit liwat nga, an boses han teacher monotonous o kaya an iya ginagamit pirmi is pinabasa la, surat and discuss."

[Silanga NHS\Catbalogan Teacher SBM I; Position: 25 - 25; 5/12/2020 17:22]

12.

"an syahan iton sir han pag-choose nira han stratedies nga ira guingagamit dapat iba-iba. Ngan magamit gihap hira hin differentiated instruction nga guinca-cater nira an multiple intelligences han mga bata."

[Silanga NHS\Catbalogan Teacher SBM I; Position: 29 - 29; 5/12/2020 17:23]

13.

"mas okay po kay kasi pag-hands-on an guinkukuan han bata kay hira man mismo an nagpeperform mas nare-retain, mas nare-recall nira. Unlike han guinpapasurat la tas guin-discuss deretso. Naka-answer hira ha ira quiz kay guin-memorize pero pagkadi han exam nangangalimot na liwat."

[Silanga NHS\Catbalogan Teacher SBM I; Position: 31 - 31; 5/12/2020 17:28]

14.

"ambot sir, kay diri naman kuno niya kailangan hin mga sugad nga estudyante ha iya klase. Karuyag la niya an nagpeperform."

[Silanga NHS\Catbalogan Student SBM I-A; Position: 123 - 123; 5/7/2020 17:24]

15.

[CNCHS\Catbalogan Teacher SBM II; Position: 0:14:37.3 - 0:15:15.3; 5/11/2020 18:19]

16.

"Interviewee: oo obligado, saka gagamit na yung teacher ng ibang strategy."

[CNCHS\Catbalogan School Head SBM II; Position: 104 - 104; 3/11/2020 16:57]

17.

"Interviewee: siguro baka yung strategy na ginamit hindi angkop."

[CNCHS\Catbalogan School Head SBM II; Position: 108 - 108; 3/11/2020 16:57]

18.

"The strategy is simply, the teachers will have to attend classes, and of course with enough skills , whatever is the best strategy they have to imploy in the teaching gamitin nila and then look into the performance of the students kasi hindi naman pwede na mag tuturo lang ng mag tuturo. And what else to be improve on their teaching. So meaning, mayron din sila dapat tinatawag na assessment or evaluation, and the learning outcomes just like what we did in the SJGT."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 156 - 156; 5/12/2020 16:59]

19.

"Okay naman,during their class, they are all attentive. Nahadlok ha akon. Teacher factor kasi depende yan eh, if you are really that enthusiastic ano, students are willing to listen and to learn, And then if you are ready with your lesson all of them will be attentive. Namamati gud hira."

[Guinsorongan NHS\Catbalogan Teacher Non-SBM II; Position: 61 - 61; 5/12/2020 19:52]

20.

"Ah, okay. Depends to the subject. Kasi for example as English, whatever lesson that we are having for that day we use the best strategy that we can give to the students so that they will be able to learn our lesson. Yan yung ginagawa namin. And there must be an interaction with the students kay K-12 naman kita yana."

[Guinsorongan NHS\Catbalogan Teacher Non-SBM II; Position: 119 - 119; 5/12/2020 20:10]

5.7. Family

5.7.1. Family condition

1.

[Zumarraga NHS\Samar Student SBM II-A; Position: 0:00:14.2 - 0:00:43.8; 5/14/2020 21:37]

2.

[Sta Rita NHS\Samar Teacher Non-SBM I; Position: 0:02:49.5 - 0:03:16.5; 5/14/2020 19:30]

3.

[Sta Rita NHS\Samar Teacher Non-SBM I; Position: 0:03:20.5 - 0:03:50.1; 5/14/2020 19:31]

4.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:10:27.1 - 0:11:18.7; 5/14/2020 12:23]

5.7.2. Working or helping parents

1.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:16:00.3 - 0:16:44.0; 5/14/2020 14:03]

2.

"Anothersir, is that the child work, because of that situation na nagkakamay-ada hera, nagtrabaho ha Tacloban danay, so nagkakamay ada absences, so an absenteeism naton ngan mga bata, so it will contribute to the low performance of the over-all rating of the school. So siyempre, mabalik la hera pag-exam."

[Hinangutdan NHS\Samar School Head Non-SBM III; Position: 13 - 13; 5/16/2020 16:50]

3.

"Their work kasi, it iba nga era mga work adi ha dagat, agri. Pero kay since diri man ito hiya permanente, diri hira nakakasustain hit ira daily living. So ginpapauli an mga kabataan para bumulig ha era. Oo, may-ada mga bata nga naabsent. Those are the students talaga namon nga pirmi naabsent, ginpapabulig. Danay sir, may-ada kami kuwan, nga “Sige kun diri iton maiwasan, at least sumulod kamo thrice a week.”"

[Hinangutdan NHS\Samar School Head Non-SBM III; Position: 28 - 28; 5/16/2020 17:22]

4.

"mayda gad minor pareho hiton mayda kita mga bata nga sidngon ta less privilege, mayda dinhi, diri ko gad masisiring nga adopt a child diri man gud, pero more on danay, parehos hiton didi parakadi ha amon finance. An iya pamasahe guintatagan gud or danay pagkaon pero dirit hira damo, waray mag20 ada. Pero guinsiguro ko nga diri iton dapat magin child labor. Pareho ba didto ha compre mayda kita teacher nahatag gad hiya pero kinahanglan maglaba, ito waray mahatag la."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 114 - 114; 5/12/2020 18:12]

5.

"kay danay damo iton akon trabahuon ha balay, tapos ha eskwelahan, tas namromroblema liwat ako kay danay hi mama danay waray kaupod ha balay or tapos naglilimpyo tas guol-guolan ako. Tas danay pagnasa nagpeperform liwat kami diri ko liwat nakukuan an amon mga project."

[Silanga NHS\Catbalogan Student SBM I-B; Position: 24 - 24; 5/7/2020 17:09]

6.

"danay sir kay nakukuan nira, nakukuan na ako ha akon lola kay danay ginkakadto ha hospital tungod hito nga iya cancer. Tas danay ako an bantay didto."

[Silanga NHS\Catbalogan Student SBM I-B; Position: 34 - 34; 5/7/2020 17:10]

7.

"yes po, danay ako it nagtitinda hin isda, tas amo ito, danay waray na kurukaturog"

[CNCHS\Catbalogan Student SBM II-A; Position: 42 - 42; 5/5/2020 18:29]

8.

"nananagat ha lawod"

[CNCHS\Catbalogan Student SBM II-B; Position: 22 - 22; 5/5/2020 18:24]

9.

"So, based on our data gathering as to the reasons why the MPS in all grade level and in all subject areas are very low is according to the teachers here that the learners here are being utilized by the parents for livelihood, for earning kun baga child labor."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 18 - 18; 5/12/2020 16:10]

10.

"Yung iba, pumapasok pa rin but most of them who are involve in fishing tapos in crab meat processing tapos paghiwa ng isda, pag barrol hindi na sila nakapasok. And then in our time, our present time to pick us where are the reasons and then in the present time we tried to talk with these parents."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 24 - 24; 5/12/2020 16:11]

11.

"In-encourage but some of them siring pa man nira "Sir kay mapiraw" naman kuno. But I told the parents together with the students nga even if you feel sleepy you just come to school. Anyways, if you are really fall asleep, matulog na lang kayo mamaya pag gising niyo next subject na. And

then I call them for a meeting, then some of the parents we really told them na, “Ma’am please do not sacrifice the education in utilizing your children."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 26 - 26; 5/12/2020 16:12]

12.

"Yung response nung isa, “sir hindi naman po pwede kasi kailangan tumulong sila kasi marami silang magkakapatid na nag aaral.” Tas sabi ko naman, i-alternate niyo na lang yung bata kung sino yung papasok."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 28 - 28; 5/12/2020 16:15]

13.

"Marami tapos ano, Kailangan na nilang tumulong and then some of these mga 4P’s recipients."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 30 - 30; 5/12/2020 16:18]

14.

"Yung isa pang ginagawa niyong hindi tama, kapag kung 4P’s recipient kayo kailangan talaga yung bata dapat talaga yung mga bata nasa school hindi na involve sa pag trabahuin ninyo. Kaya we have intense monitoring of attendance na ginagawa ngayon."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 32 - 32; 5/12/2020 16:17]

15.

"kay kuan, tungod po iton, danay waray po kasi bantay ha balay, danay nakaka-absent po ako. May mga gin-aalaga po liwat kasi ako na mga patod ko."

[Guinsorongan NHS\Catbalogan Student Non-SBM II-B; Position: 32 - 32; 5/12/2020 20:13]

16.

"ah kuan po, kun halimbawa po mawarayan kwarta iton, kay kuan man ton nga financial problem, magtratrabaho nala liwat po."

[Guinsorongan NHS\Catbalogan Student Non-SBM II-B; Position: 48 - 48; 5/12/2020 20:13]

17.

"ok first and foremost, there must be moral support, financial support, unfortunately we face now a days broke family so that’s a big factor. We cannot deny the fact that they are very much affected, in spite of the fact that personally I am handling a advisory of mine now a days that somehow there’s a family problem. Although this child is very performing but gradually because of the effect of the family. it affects somehow the behavior also changes, but still they are responsible enough yet I cannot deny that there are effect on academic especially on their requirements and accomplishment."

[EVRSHS\Catbalogan Teacher Non-SBM III; Position: 10 - 10; 5/7/2020 17:25]

18.

"for example cannot attend some practices, cannot comply some requirements, because as I've said they are now leaving in a manner that the mother is very far the father is busy with the job and only grandparent. but somehow it is not enough for the matter that they are growing up, they are very active children and the mother grandparents you know."

[EVRSHS\Catbalogan Teacher Non-SBM III; Position: 12 - 12; 5/7/2020 17:26]

19.

"kay danay mayda pa po gintra-trabaho ha balay."

[EVRSHS\Catbalogan Student Non-SBM III-A; Position: 44 - 44; 5/5/2020 19:45]

20.

"danay assignment, danay mga chores, panhugas, panlaba."

[EVRSHS\Catbalogan Student Non-SBM III-A; Position: 46 - 46; 5/5/2020 19:45]

5.7.3. Parents' intervention

1.

[RamonTD NHS\Samar School Head SBM I; Position: 0:10:20.0 - 0:10:46.0; 5/13/2020 14:57]

2.

[RamonTD NHS\Samar Teacher SBM I; Position: 0:07:59.5 - 0:08:36.9; 5/13/2020 11:47]

3.

[Zumarraga NHS\Samar Student SBM II-A; Position: 0:00:44.5 - 0:01:10.0; 5/14/2020 21:41]

4.

[Zumarraga NHS\Samar Teacher SBM II; Position: 0:15:54.3 - 0:17:07.2; 5/14/2020 21:36]

5.

[Calbiga NHS\Samar School Head SBM III; Position: 0:10:45.1 - 0:11:32.3; 5/13/2020 21:26]

6.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:15:47.0 - 0:16:09.4; 5/13/2020 18:59]

7.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:16:09.5 - 0:16:44.6; 5/13/2020 19:01]

8.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:40:20.0 - 0:40:57.7; 5/13/2020 20:34]

9.

[Sta Rita NHS\Samar Teacher Non-SBM I; Position: 0:02:49.5 - 0:03:16.5; 5/14/2020 19:30]

10.

[Sta Rita NHS\Samar School Head Non-SBM I; Position: 0:05:10.1 - 0:05:32.4; 5/14/2020 16:26]

11.

[Sta Rita NHS\Samar School Head Non-SBM I; Position: 0:06:53.7 - 0:07:39.4; 5/14/2020 16:29]

12.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:04:23.2 - 0:04:51.6; 5/14/2020 12:07]

13.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:14:33.4 - 0:15:08.8; 5/14/2020 13:56]

14.

[Anubungon IS\Samar Teacher Non-SBM II; Position: 0:09:08.3 - 0:09:59.1; 5/14/2020 11:03]

15.

" Stakeholder's participation, for the parents' participation, diri gud sugad kakusog it era participation in terms of education han bata kay diba, asya ngani kanina nasiring ako may ada hera trabaho, bagat diri gud hera kuwan ha ano. Pero diri gud hiya dako nga factor. Guti la."

[Hinangutdan NHS\Samar School Head Non-SBM III; Position: 35 - 35; 5/16/2020 17:24]

16.

"The willingness of the parents. We cannot deny that there are parents nga nasiring "ayaw nala pagiskwela, didi nala lugod, paguma nala. Bulig nala. Mas Makukuan ka man." Pano man naton ito susulosyunan? During PTA meeting ginkakastorya naman mahinahon, in order for them not to get offended. Mayda la, little, some la. Pero others, parang mas nakukuan nala, na "ma'am ginhimo na namon tana hiton na bata" parang ada talaga ha bata kung diri nagkakainteres."

[Hinangutdan NHS\Samar Teacher Non-SBM III; Position: 16 - 16; 5/16/2020 16:07]

17.

"Nagka mayda kami hin meeting, amo ini yana an waray la anay namon gin ubos tanan nga brgy. together han ira chairman han committe of education an didi la ada ha amon, pira adto na brgy. nga gin tagan namon ini hira hin list hini nga mga kabataan nga hazardo pati an non-reader, nga tutukan nira after kun waray klase ira na ini problema pag monitor han pamilya kun nag aano."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 32 - 32; 5/12/2020 17:50]

18.

"oo, kay siring ko didi ha amon an non-reader gin papasulod namon. An, after didto, ano liwat an follow up han kag-anak, kay labot han amon home-visit, parents-envolvement ngan an parents monitoring. Kun ano liwat an gin hihimo han parent ngada han bata pag monitor. Bangin pag uuli hit bata waray na diri na gin fofollow-up. Asya gihap iton na gin tagan namon hin trabahuon an brgy. Para liwat pag sunod, to solve han SARDO, to solve han non-reader nga contributing ngadto han MPS. So gin ano talaga namon na an usa nga rason hiton an kanan parents support."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 34 - 34; 5/12/2020 17:50]

19.

"Interviewee: Amo la tak nakikita, amo la adto igkuan naton ha, an ivolvement han brgy., tapos an parent, then review before han examination, tapos ito na mga activities extracurricular, then adto nga classroom situation an teacher mismo."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 64 - 64; 5/12/2020 17:55]

20.

"iton sir pagnagui-guide talaga hira hit parents, pero mayda la gihap mga students pareho han usa ko liwat na student na bisan hiya pag-anhon diri gud hiya masyado masulod or kun nasulod man nagcu-cutting classes. Tas nakdto ako ha ira balay maupay man an ira situation, okay man an ira family. Siring han iya mama bagan kuan la talaga hiya diri la interesado mag-school."

[Silanga NHS\Catbalogan Teacher SBM I; Position: 21 - 21; 5/12/2020 17:21]

21.

[CNCHS\Catbalogan Teacher SBM II; Position: 0:08:58.1 - 0:09:15.6; 5/11/2020 18:07]

22.

"yes sir, danay gin, mayda nanbu-bully ton ha akon nga sugad ton an trabaho akon tatay, tas nasiring ako sagdi it hira waray manlat hira magfo-focus ako kun ano talaga an akon goal."

[CNCHS\Catbalogan Student SBM II-A; Position: 26 - 26; 5/5/2020 18:28]

23.

"danay akon mama"

[CNCHS\Catbalogan Student SBM II-B; Position: 58 - 58; 5/5/2020 18:25]

24.

"sa factors ng mga bata siguro yung intervention din ng parents."

[CNCHS\Catbalogan School Head SBM II; Position: 48 - 48; 3/11/2020 16:46]

25.

"dapat pagdating sa bahay ay yung mga bata should be encourage by parents to study."

[CNCHS\Catbalogan School Head SBM II; Position: 50 - 50; 3/11/2020 16:46]

26.

"Interviewee: in general, it says that it takes a village to educate a child, ibig sabihin yung edukasyon ng bata hindi lang gawain ng guro, hindi lang Gawain ng school head, or hindi lang trabaho ng paaralan ito ay collaborative effort ng paaralan, mga guro, ng magulang at saka ng community. Pag-itong lahat na mga tao ay nagtratrabaho tulong-tulong para sa edukasyon ng mga bata siguradong maganda yung andoon yung quality education. Halimbawa yung bata nandoon na sa bahay umuwi na ang bata sa bahay nadoon na yung rule ng magulang siya na yung bahala doon kung yung bata o magbabasa ng kanyang libro, maggagawa ng assignment, hindi naglalaro ng games sa cellphone nadoon na yung rule ng magulang o diba. Sa community naman lalo na yung LGU, LGU officials dapat tumutulong din sila lalo na sa physical kasi minsan hindi lahat natutugunan ng gobyerno yung pangangailangan. Tumulong sila na mabantayan na pumapasok sa paaralan ang mga bata lalo na rin yung mga official ng brgy. Hindi nila pababayaan na nakatambay nalang sa labas yung bata. Yun lang yung masasabi ko sir Archie."

[CNCHS\Catbalogan School Head SBM II; Position: 159 - 159; 3/11/2020 17:15]

27.

"Yung isa pang ginagawa niyong hindi tama, kapag kung 4P's recipient kayo kailangan talaga yung bata dapat talaga yung mga bata nasa school hindi na involve sa pag trabahuin ninyo. Kaya we have intense monitoring of attendance na ginagawa ngayon."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 32 - 32; 5/12/2020 16:20]

28.

"Yung iba ganon pa rin dahil hindi maiwasan pero yung iba naman "Kay sir mahubya" Pero sabi ko nga sa mhga parents you must be also the one to encourage your student or your children to come to school. We will also receive them and give them some encouragement so far, mayda na siring pa maupay na an feedback gihapon, nga mayda kami, may time hira for guidance and counseling gihapon a sort of encouraging them para hiton mga bata. Kailangan kay baka nag kukulang na sa bahay so slice a time for your children sa guidance."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 38 - 38; 5/12/2020 16:20]

29.

"First, always call the attention of the students na parating wala, not only the students but also the parents. So sometimes sa opisina ni sir, maraming ginagawa para sa students or parents"

[Pangdan NHS\Catbalogan Teacher Non-SBM I; Position: 78 - 78; 5/12/2020 16:04]

30.

"Yung iba sir, They come here, gin momonitor nira. They ask the teacher, subject teachers with the performance of their kid or kids."

[Guinsorongan NHS\Catbalogan Teacher Non-SBM II; Position: 33 - 33; 5/12/2020 19:42]

31.

"Kuan sir, pinapatawag an parent. We call the attention of the parent and the we talk to the parents to let their kids be monitored at home. Hira an matutdo, tututdu-an nira an ira mga anak diri nga madepende la didi ha school para mamomonitor nira kun the student are doing."

[Guinsorongan NHS\Catbalogan Teacher Non-SBM II; Position: 55 - 55; 5/12/2020 19:51]

32.

"yung kuan sir yung parent factor. Parang yung kanilang ginagawa nalang pinapaubaya nalang yung education ng kanilang anak sa school pag-uwi ng bahay wala na silang intervention. at saka sir considering yung socio-economic status ng mga parent dito mga poor talaga kasi fisherman at saka wala hindi mga professional an mga Ginsulongan. Ang parent at family factor dito ang standard of leaving talaga ng mga, hindi sya comparable sa ABR, Samar high, dito usually fisherman. kasi ang pagasenso talaga dito nasa student gud kung gusto niya, kasi kahit anong gawin ng teacher kung hindi interesado ang bata, kahit anong gawin ng teacher at saka yung parent hindi rin supportive dahil sa kanilang socio-economic factor na mababa rin ang pinag-aralan yun talaga nangyayari at ang bata hindi naeeng-courage."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 112 - 112; 5/6/2020 16:40]

33.

"kasi sir yung mga parents sasabihin nila anak titingnan ko yung notebook mo pagwalang sinulat ka doon hindi ka pumasok yun naman ang ano ng mga parents diba? Pagwala ka kuno isinulat sa notebook hindi ka pumasok hindi ka nag-aral diba? Ito ngayon hindi na naman nagsusulat sa classroom nagpro-projector, ipakita mo nalang yung picture pero hindi naman binasa non-reader din yung parent (both laugh). Problema parin, kaya sir kung ano yung MPS talaga ng mga bata maliban sa nagmamadali sila ito sir nga ang test natin ay nag-a-allow ng guessing yung mga a, b, c, lang diba multiple choice. tapos alam na naman nila na papapasahin sila take for granted nalang nila yung periodical test. Kaya hindi sila masyadong nagaalot ng 1 hour mabilis yung pag-answer, tapos parang after the test wala na sila alam na naman nilang makapasar."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 126 - 126; 5/6/2020 16:52]

34.

"I think an nag-motivate talaga ha akon ura-ura is because I also see the sacrifices of my lola ha lola la ako nagdako. Let us consider an mga sacrifices nga ira ginhimo and also the efforts han teachers na, kay I think may circumstances talaga na an mga teachers nawalk-out because sa attitude han students. So amo ton i-consider la naton an mga goodness because that made me more motivate an pag-eskwela sir."

[Guinsorongan NHS\Catbalogan Student Non-SBM II-A; Position: 68 - 68; 5/15/2020 20:05]

35.

[EVRSHS\Catbalogan School Head Non-SBM III; Position: 0:07:47.0 - 0:09:32.0; 5/11/2020 19:10]

36.

"there are chances that because of the tendency specially in our school ha, they have that tendency that they give it all the way to the school. parang they depend on the school, they rely everything to school na somehow they forgot that we are just meeting their children for a few hours. And that is somehow in my case for my subject only one hour a day. Aside from that on we don't know what happen to the child when they go out from school. so somehow because of this environment for example the internet, the mobile games thinking that their children is in this school and we thinking that they are at home that's the problem, because somehow they know that they are in school they did not contact us, same with us as long as the child is attending our class after that we don't have any jurisdiction. So ang nangyayari sir paglumabas na ng school may tendency na pumapasok ng internet shop. For example, yung isang subject hindi sya nag-attend so medyo minor sya hindi siya mapapansin naturally it will continue."

[EVRSHS\Catbalogan Teacher Non-SBM III; Position: 14 - 14; 5/7/2020 17:26]

37.

"kinukumusta naman daw nila afterwards na nagkakausap-usap na kami they even asking ma'am what did you observe with your child? Pagtinatanong ko, ma'am ok walang problema ganito ganyan. So somehow sabi ko there is actually negligence for both sides because hindi siguro namin talaga totally nire-reach out, kayo naman hindi kayo nag-reach out. kasi during the orientation in-emphasize na namin na this is a two-way communication, this is a two-way relationship, hindi pwedi na kapag binigay niyo na sa amin yung bata amin na siya wala na kayo. Kasi parang tingin nila this is a school, this is actually a responsible school, walang problema na parang ganun eh hindi eh."

[EVRSHS\Catbalogan Teacher Non-SBM III; Position: 18 - 18; 5/7/2020 17:27]

38.

"mero meron, yung the irony sir yung mga nagmo-monitor talaga yung mga performance ng bata maganda walang problema doon. Yung hindi nagmo-monitor yun yung pang kinakailangan namin, sabi pa nga namin minsan pagnagme-meeting nako wala pa dito yung parent ni ano, si ano nandito wala naman problema parang ganun yung aming mga dialog. Eh minsan naman sa dami na ng experience namin kunyari, hindi kami nakapag-recognition because of some factors ng mag-recognition directly nandoon ang parents binibigay yung card. "Ay naku ma'am bakit ganito ang grades ng anak ko bakit hindi ko nalaman?" "Ma'am according to the adviser nagbigay siya ng card during first quarter and second quarter the point now is hiningi niyo ba tinanong niyo ba yung bata? Or else hindi binigay ng bata." At ikaw at that point kasi napapansin mo na na wala kapang result ng accomplishment ng anak mo why not try to ask the adviser or even kung sino yung kilala mo na nandito para ma-contact mo yung kung sino man pwedi ma-inform. Yun yun ang problema kasi the blame either napupunta sa amin kasi sinasabi na hindi niyo kami in-inform, na dapat alam namin para naagapan ganito ganyan. Kahit nga yung nasa malayo actually we try to reach out sa isang estudyante naman. Actually problema na siya grade 8 palang binigyan ng chance nung grade 9 although yung mother alam niya yung problema. Ang naging problema ng bata is parang may ano siya sa family may gap siya sa family na hindi niya ino-open sa parents niya. So ang nangyari nalaman namin late na, kasi nagtanong tanong kami sa peers niya. So ang sabi ng tumawag tong mother after na pumunta yung aunty. Sabi nung aunty kasi ma'am lumalabas yan ng bahay naka-uniform may baon ganito ganyan pero hindi pumapasok. Tinatanong namin yung bata saan siya nagpupunta, sa diversion road o (diversion hope, not sure, 😊), ano ginagawa mo don? Hindi siya umiimik. Tapos sinabi lahat lahat naging scenario tumawag yung mother from manila. Ma'am bat ganito yung grade ng anak ko? Science school kayo dapat responsible ninyo na i-inform niyo kami ganito ganyan. Sabi ko we tried but you did not answer back, tumawag ako personally. Sabi niya kasi ma'am hindi kasi ako makapag-answer magcall back pagmay work ako. Sabi ko ma'am I cannot give you all my time kasi alam mo naman as a teacher marami rin akong work, so if you cannot call me back then I cannot able to remember na tinawagan kita for a particular purpose eh ang layo layo niya nasa maynila. So eh ngayon yung ano niya ma'am ano daw yung maganda? The irony pa naman kasi grade 9 siya, nung grade 8 nung magkita kami kasi under yung bata ma'am may problema si ganito pwedi ba tayo magusap? Ah ma'am pauwi na kami, tatawid na tatawid na, pweding pagbalik ko nalang? Hindi rin nagpakita kasi dumeretso na ng maynila. Kaya hanggang ngayon problema naming yung bata. Oh diba, family problem, yung financial walang problema, minsan kasi sabi nga namin mas mayaman pa mga estudyante namin dito."

[EVRSHS\Catbalogan Teacher Non-SBM III; Position: 22 - 22; 5/11/2020 15:10]

39.

"Family talaga yung main root kaya ganon siya, yung depression niya, yung sasabihin niya sa mother niya pagginawa mo yan magpapakamatay ako, ganon."

[EVRSHS\Catbalogan Teacher Non-SBM III; Position: 78 - 78; 5/11/2020 16:47]

5.7.4. Student's family finances

1.

[RamonTD NHS\Samar School Head SBM I; Position: 0:11:42.5 - 0:12:19.7; 5/13/2020 15:00]

2.

"siguro po mga scholars nga makakabulig pareho ha akon nga mga estudyante. Kay diri man po tanan talaga kaya makaeskwela, nakulangan po han allowance, so asya po iton kasi mayda ako po talaga mga classmate nga nagtratrabaho sugad."

[RamonTD NHS\Samar Student SBM I-A; Position: 56 - 56; 5/7/2020 17:16]

3.

[Zumarraga NHS\Samar Student SBM II-A; Position: 0:01:58.1 - 0:02:17.4; 5/14/2020 21:42]

4.

[Calbiga NHS\Samar School Head SBM III; Position: 0:21:32.3 - 0:22:05.6; 5/13/2020 21:42]

5.

"Interviewee: kay kulang liwat it amon pinansyal."

[Calbiga NHS\Samar Student SBM III-B; Position: 19 - 19; 5/13/2020 15:58]

6.

[Sta Rita NHS\Samar Teacher Non-SBM I; Position: 0:02:49.5 - 0:03:16.5; 5/14/2020 19:30]

7.

[Sta Rita NHS\Samar Teacher Non-SBM I; Position: 0:12:50.1 - 0:13:11.8; 5/14/2020 20:24]

8.

[Sta Rita NHS\Samar School Head Non-SBM I; Position: 0:07:40.2 - 0:08:30.2; 5/14/2020 16:31]

9.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:04:23.2 - 0:04:51.6; 5/14/2020 12:07]

10.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:16:00.3 - 0:16:44.0; 5/14/2020 14:03]

11.

[Anubungon IS\Samar Teacher Non-SBM II; Position: 0:09:08.3 - 0:09:59.1; 5/14/2020 11:03]

12.

"kay diri gud nakakatustos it am family hit am pag-eskwela."

[Anubungon IS\Samar Student Non-SBM II-A; Position: 83 - 83; 5/13/2020 15:57]

13.

"Anothersir, is that the child work, because of that situation na nagkakamay-ada hera, nagtrabaho ha Tacloban danay, so nagkakamay ada absences, so an absenteeism naton ngan mga bata, so it will contribute to the low performance of the over-all rating of the school. So siyempre, mabalik la hera pag-exam."

[Hinangutdan NHS\Samar School Head Non-SBM III; Position: 13 - 13; 5/16/2020 16:49]

14.

"mayda gad minor pareho hiton mayda kita mga bata nga sidngon ta less privilege, mayda dinhi, diri ko gad masisiring nga adopt a child diri man gud, pero more on danay, parehos hiton didi parakadi ha amon finance. An iya pamasahe guintatagan gud or danay pagkaon pero dirit hira damo, waray mag20 ada. Pero guinsiguro ko nga diri iton dapat magin child labor. Pareho ba

didto ha compre mayda kita teacher nahatag gad hiya pero kinahanglan maglaba, ito waray mahatag la."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 114 - 114; 5/12/2020 18:12]

15.

"ha usa liwat sir nga factor is an ira family background. Kay mayda kasi mga student's ito nga low an ira performance ha school pero dati as we ask questions han ira previous advisers maupay man kuno iton hiya. So yana la ton nga time nga diri ok, so nagho-home visit gud kami. Nakadto gud kami han ira balay, tapos nakaka-istorya namon an ira, ngay-an kay namatay an iya mama that time. asya iton kay patay na kasi an ira tatay tapos an ira mama namatay liwat tas an ada ira balay bali hira nala nga magburugto. An nagpapa-eskwela ha iya an iya kuya. So bagan nawarayan hiya interest pag-eskwela."

[Silanga NHS\Catbalogan Teacher SBM I; Position: 19 - 19; 5/12/2020 17:21]

16.

"yes sir bagan sugad hito, kay syempre kadadamo nga mga kabataan an diri nakakaeskwela so karag an opportunity nga dapat ira ginga-grab so kadadako talaga. Kay ha amon po kasi, ha amon nga magburugto usa ko nga ate waray po makagraduate han college third year college na hiya natanggal po kasi iya scholarship amo ito waray hiya makagraduate tas sayang. Karuyag niya magpadayon pero kulang financial."

[CNCHS\Catbalogan Student SBM II-A; Position: 80 - 80; 5/5/2020 18:46]

17.

"danay-danay la, kay may trabaho."

[CNCHS\Catbalogan Student SBM II-B; Position: 20 - 20; 5/15/2020 17:02]

18.

"kuan panmasag."

[CNCHS\Catbalogan Student SBM II-B; Position: 24 - 24; 5/15/2020 17:01]

19.

"So, based on our data gathering as to the reasons why the MPS in all grade level and in all subject areas are very low is according to the teachers here that the learners here are being utilized by the parents for livelihood, for earning kun baga child labor."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 18 - 18; 5/12/2020 16:09]

20.

"So sa palagay ko sir, yung kalagayan nila sa buhay. Mahirap naman yung buhay dito. Di naman nag generalize, may mga bata naman na ano.."

[Pangdan NHS\Catbalogan Teacher Non-SBM I; Position: 32 - 32; 5/12/2020 15:56]

21.

"yes sir. And sometimes I visit them, home visitation. And also I want to know their situation at home. Kay there are other students, one of the factors kasi they are not performing well in school it's because others are having difficulty, alams na, yung pagkain, mahirap. Sometimes others coming here at school they do not eat. And others walang baon. That is why they are not interested. Bagan nade-deprive hira, kay an iba nakikita nira others are taking the snacks, tas hira waray nagkikinita la. One of the reasons iton hiya sir. Amo much better nga na home visit kami."

[Guinsorongan NHS\Catbalogan Teacher Non-SBM II; Position: 23 - 23; 5/12/2020 19:41]

22.

"yung kuan sir yung parent factor. Parang yung kanilang ginagawa nalang pinapaubaya nalang yung education ng kanilang anak sa school pag-uwi ng bahay wala na silang intervention. at saka sir considering yung socio-economic status ng mga parent dito mga poor talaga kasi fisherman at saka wala hindi mga professional an mga Ginsulongan. Ang parent at family factor dito ang standard of leaving talaga ng mga, hindi sya comparable sa ABR, Samar high, dito usually fisherman. kasi ang pagasenso talaga dito nasa student gud kung gusto niya, kasi kahit anong gawin ng teacher kung hindi interesado ang bata, kahit anong gawin ng teacher at saka yung parent hindi rin supportive dahil sa kanilang socio-economic factor na mababa rin ang pinag-aralan yun talaga nangyayari at ang bata hindi naeeng-courage."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 112 - 112; 5/6/2020 16:40]

23.

"Kasi yung mga naiiwan dito hindi nila kayang pumunta ng Samar High, yung baon, yung pamasahe, may standard naman doon ang klase ng tao kaya naiiwan talaga sa Ginsulongan yung mga medyo cannot afford sa mga quality schools pero kung ating iisipin ang Samar high marami rin ang bagsak nahahatak din sila. Marami din sigurong non-readers doon kompara dito."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 168 - 168; 5/6/2020 19:03]

24.

"ok first and foremost, there must be moral support, financial support, unfortunately we face now a days broke family so that's a big factor. We cannot deny the fact that they are very much affected, in spite of the fact that personally I am handling a advisory of mine now a days that somehow there's a family problem. Although this child is very performing but gradually because of the effect of the family. it affects somehow the behavior also changes, but still they are

responsible enough yet I cannot deny that there are effect on academic especially on their requirements and accomplishment."

[EVRSHS\Catbalogan Teacher Non-SBM III; Position: 10 - 10; 5/7/2020 17:25]

25.

"Tanan man problema it financial."

[EVRSHS\Catbalogan Student Non-SBM III-B; Position: 46 - 46; 5/5/2020 18:44]

5.8. School

5.8.1. School's social environment

1.

"RRE, schedule TTh. Remediation hit mga low-learners. Han mga waray magpakapasar. Other factors? Maybe the school itself. Iton Makita hira an working environment. Makita hira han teachers nga ok an relationship. Kasi diba it bata danay, pag nakikita nira an mga teachers nga diri ok. Or, bisan it ira igkasi students. Pag Makita hira nga "Aw, mga buotan ang mga estudyante han Hinangutdan. Waray bully, waray kuwan." So tendency is masulod hira kahit papano. Nakukuwan hira, naeengage hira. Kasi diri kami sugad hito. Diri ito dako tam case didi. So far, so good kami han mga sugad ito nga butang."

[Hinangutdan NHS\Samar Teacher Non-SBM III; Position: 18 - 18; 5/16/2020 16:11]

5.8.2. Physical setting of the school

1.

[RamonTD NHS\Samar School Head SBM I; Position: 0:04:22.4 - 0:05:39.4; 5/13/2020 14:49]

2.

"kuan po kun waray po an school diri po kami talaga makakaeskwela specially po han mga pobre la kasi kuan may mga private po kasi nga school. Pero kun waray public guti la an makakeskwela po. So guti la liwat po an makakatapos ha pageskwela ngan diri gud maangat an Pilipinas."

[RamonTD NHS\Samar Student SBM I-A; Position: 46 - 46; 5/7/2020 17:15]

3.

[Zumarraga NHS\Samar Teacher SBM II; Position: 0:12:28.5 - 0:13:11.0; 5/14/2020 21:24]

4.

[Calbiga NHS\Samar School Head SBM III; Position: 0:06:06.8 - 0:06:45.1; 5/13/2020 21:16]

5.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:09:50.9 - 0:10:21.2; 5/13/2020 18:46]

6.

"gusto ko po sana nga mas mag-improve pa an facilities sir. Halimbawa sir mga TVL strand mga sugad hito, bagan lack of facilities la talaga sir other than that satisfied naman ako han education nga guinse-serve han Calbiga NHS."

[Calbiga NHS\Samar Student SBM III-A; Position: 46 - 46; 5/13/2020 16:06]

7.

[Sta Rita NHS\Samar Teacher Non-SBM I; Position: 0:06:10.8 - 0:06:25.4; 5/14/2020 19:39]

8.

[Sta Rita NHS\Samar Teacher Non-SBM I; Position: 0:16:04.3 - 0:16:37.8; 5/14/2020 20:32]

9.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:07:16.9 - 0:07:56.1; 5/14/2020 12:15]

10.

[Anubungon IS\Samar Teacher Non-SBM II; Position: 0:08:06.0 - 0:09:04.0; 5/14/2020 11:02]

11.

"oo, kuan amo ton may mga fan kay diri ngani magin conducive magin mapaso an mga kabataan guinbabalhas man. Tas amo ton an iya ventilation waray ako naruyag nga diba uso ha aton jalosi tapos may kurtina waray ako hiton guinpatangal ko. An kurtina adto la ha igbaw an fix didto nga glass adto la an kurtina para an hangin durudurets kay kun butangan mo iton, an classroom maupay pero diri hiya ventilated."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 102 - 102; 5/12/2020 18:10]

12.

[CNCHS\Catbalogan Teacher SBM II; Position: 0:10:41.7 - 0:11:32.2; 5/11/2020 18:12]

13.

"another is yung physical setting ng paaralan."

[CNCHS\Catbalogan School Head SBM II; Position: 60 - 60; 3/11/2020 16:47]

14.

"kasi pag yung bata is nadoon sa classroom na conducive to learning factor din yun para sila matoto, well-ventilated o well-lighted, tapos yung upoan hindi over-crowded"

[CNCHS\Catbalogan School Head SBM II; Position: 62 - 62; 3/11/2020 16:48]

15.

"parang yung mga bata wala sa, hindi sila motivated to learn kasi parang disturb sila hindi sila makaupo ng maayos, marami sila mainit sa loob, hindi sila interesadong matuto, gusto lang nilang lumabas. Samantala kung susundin natin yung class size na 45, yung standard na class size na 1 is to 45, 1 classroom to 45 students. siguro samin sa school hindi naman over-crowded parang nasa tama lang sumusobra ng 45 pero may space parin manageable parin."

[CNCHS\Catbalogan School Head SBM II; Position: 64 - 64; 3/11/2020 16:48]

16.

"Interviewee: sa ngayon yung physical as a totality medyo ayos naman nandyan na yung mga building na bago at may mga itatayo pa, siguro baka yung proposal ko kasi sa department na magkaroon din kami ng math and science laboratory. Malaking tulong ito sa performance ng mga bata nandoon lahat ng mga equipments."

[CNCHS\Catbalogan School Head SBM II; Position: 151 - 151; 3/11/2020 17:13]

17.

"Ang reason kasi we found out na after looking into the record bakit morning lang ang may mga students. Hala, patawag naliwat, anong reason niyo kung bakit you do not attend classes in the afternoon. According to the students from far sitios and brgy."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 46 - 46; 5/12/2020 16:22]

18.

"Yung Mombol at tsaka yung Pangdan dito within sa brgy. tapos yung iba yung Mdalunot mga three kilometers."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 50 - 50; 5/12/2020 16:22]

19.

"Yung Basyaw tapos ang madalunot coastal, sa bukid ng basal. Yung iba kapag walang baon, kapag nagugutom na uuwi na lang sa lunch time tapos hindi na bumabalik. Tsaka yung, pinapatawag din naming yung mga parents kung totoo nga na wala silang baon para to confirm. Yung iba naman totoo, yung iba naman hindi kasi daw kapag nagagastos na sa ibang gastusin yung baon wala ng pang lunch."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 52 - 52; 5/12/2020 16:23]

20.

"Yes so kung comfortable ka makakafocus ka sa klase"

[Pangdan NHS\Catbalogan Teacher Non-SBM I; Position: 70 - 70; 5/12/2020 16:03]

5.8.2.1. Availability of public school at a near vicinity

1.

"kuan po kun waray po an school diri po kami talaga makakaeskwela specially po han mga pobre la kasi kuan may mga private po kasi nga school. Pero kun waray public guti la an makakeskwela po. So guti la liwat po an makakatapos ha pageskwela ngan diri gud maangat an Pilipinas."

[RamonTD NHS\Samar Student SBM I-A; Position: 46 - 46; 5/7/2020 17:15]

2.

"Ang reason kasi we found out na after looking into the record bakit morning lang ang may mga students. Hala, patawag naliwat, anong reason niyo kung bakit you do not attend classes in the afternoon. According to the students from far sitios and brgy."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 46 - 46; 5/12/2020 16:22]

3.

"Yung Mombol at tsaka yung Pangdan dito within sa brgy. tapos yung iba yung Mdalunot mga three kilometers."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 50 - 50; 5/12/2020 16:22]

4.

"Yung Basyaw tapos ang madalunot coastal, sa bukid ng basal. Yung iba kapag walang baon, kapag nagugutom na uuwi na lang sa lunch time tapos hindi na bumabalik. Tsaka yung, pinapatawag din naming yung mga parents kung totoo nga na wala silang baon para to confirm. Yung iba naman totoo, yung iba naman hindi kasi daw kapag nagagastos na sa ibang gastusin yung baon wala ng pang lunch."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 52 - 52; 5/12/2020 16:23]

5.8.3. Extracurricular and non-academic school activities

1.

[Zumarraga NHS\Samar Teacher SBM II; Position: 0:12:28.5 - 0:13:11.0; 5/14/2020 21:24]

2.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:13:52.1 - 0:14:20.3; 5/13/2020 18:54]

3.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:20:03.8 - 0:21:13.2; 5/13/2020 19:10]

4.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:22:17.7 - 0:23:10.7; 5/13/2020 19:14]

5.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:38:15.0 - 0:39:15.2; 5/13/2020 20:30]

6.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:39:19.8 - 0:39:58.6; 5/13/2020 20:32]

7.

[Sta Rita NHS\Samar Teacher Non-SBM I; Position: 0:16:44.3 - 0:17:12.7; 5/14/2020 20:33]

8.

[Sta Rita NHS\Samar Teacher Non-SBM I; Position: 0:17:13.4 - 0:17:40.8; 5/14/2020 20:33]

9.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:21:23.4 - 0:22:23.7; 5/14/2020 14:23]

10.

"observed that some of the learners are active in terms of mga extra-curricular activities than the curricular activities. Diri ngani, mga PE subjects. Pirmi hera nagpreprectice sports, permanente hera nagkukuwan, nagaano. Pero sir, it doesn't mean waray kami mga kuwan, bisan kami small school sir, may ada kami mga students na nakaka-top ha division level, nakakadto ha region. Like han amon SPC, may ada kami nag-rank one, rank-three, tapos an among tourism quiz-bee, naka-third place kami. Nakakaperform kami bisan, siring pa ngani, gut inga school pero naato."

[Hinangutdan NHS\Samar School Head Non-SBM III; Position: 24 - 24; 5/16/2020 17:18]

11.

"Most nga bata diri man gud hira na excel academically so what we did han 2018 ba participation of the school to extracurricular activities gin tatagan gud hira hin chance such as diri pwede mag present hin sayaw kun may mareklamo nga teacher nga diri ka paragsulod."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 48 - 48; 5/12/2020 17:52]

12.

"waray, more on certificate hiya kay makuri man kun pag hiara-on han kwarta. Para ha ira maka-present na hira malipayon na hira. Pareho hiton na mga Arts Month, kun diri hira pwede umapi kun may kuan an teacher nga diri nasulod. Pareho hiton festival, may sumiring ngani nga sir diri iton nasulod ha akon, tanggal dayon. Dapat fair an treatment, nasulod ka ha academic ngan makaka participate ka liwat han extracurricular."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 52 - 52; 5/12/2020 17:52]

13.

"mayda anay kami ton sir an kuan orientation anay sir. pagkahuman han orientation sir magkakamay-ada kami han training sir."

[Silanga NHS\Catbalogan Student SBM I-A; Position: 63 - 63; 5/7/2020 17:22]

14.

"an kuan sir an public speaking skills ngan an amon vocabulary sir."

[Silanga NHS\Catbalogan Student SBM I-A; Position: 73 - 73; 5/7/2020 17:22]

15.

"nahiaram ako kun pano rumespeto tapos gin-aapi ako nira han mga sayaw o ginlalaban-laban. Tapos asya ito nga mga laban-laban sayaw-sayaw na dako gihap an akon grades."

[Silanga NHS\Catbalogan Student SBM I-B; Position: 30 - 30; 5/7/2020 17:09]

16.

[CNCHS\Catbalogan Teacher SBM II; Position: 0:12:11.8 - 0:12:45.8; 5/11/2020 18:13]

17.

"like sports activities yan pagmeron niyan motivated ang mga students."

[CNCHS\Catbalogan School Head SBM II; Position: 68 - 68; 3/11/2020 16:48]

18.

"ahm from the word, balance nala po. we must know our limitations and extra-curricular inclined kasi ako, I think through balance talaga and time management."

[Guinsorongan NHS\Catbalogan Student Non-SBM II-A; Position: 32 - 32; 5/5/2020 19:52]

19.

"I think sir hindi naman po siya nakakaapekto dahil mas nagmo-motivate po yan sa akin na mag-aral pa, dahil sa tingin ko nakuha ko yung cellphone ko na ginagamit sa pagti-tiktok at sa paglalaro dahil sa pag-aaral ko ng mabuti. Parang price."

[Guinsorongan NHS\Catbalogan Student Non-SBM II-A; Position: 44 - 44; 5/5/2020 19:53]

20.

"I think the school molds me into a better version han akon sarili. For example na, I don't join journalism, but through the school and my school paper adviser I was encourage and motivated to join and through their efforts kan ma'am ngan kan sir nga akon school paper adviser dako po an akon gratitude towards han ako school."

[Guinsorongan NHS\Catbalogan Student Non-SBM II-A; Position: 52 - 52; 5/5/2020 19:53]

5.8.4. Class size and sectioning

1.

[RamonTD NHS\Samar School Head SBM I; Position: 0:04:22.4 - 0:05:39.4; 5/13/2020 14:50]

2.

[RamonTD NHS\Samar School Head SBM I; Position: 0:06:53.4 - 0:07:30.3; 5/13/2020 14:52]

3.

[RamonTD NHS\Samar School Head SBM I; Position: 0:07:54.9 - 0:08:13.2; 5/13/2020 14:53]

4.

[RamonTD NHS\Samar School Head SBM I; Position: 0:08:16.0 - 0:08:25.5; 5/13/2020 14:54]

5.

[RamonTD NHS\Samar Teacher SBM I; Position: 0:15:35.8 - 0:15:52.5; 5/13/2020 12:20]

6.

[CNCHS\Catbalogan Teacher SBM II; Position: 0:11:40.8 - 0:11:47.0; 5/11/2020 18:12]

6. Challenges Experienced by Schools

6.1. Family

6.1.1. Trust between teachers and parents

1.

"may problema kami sa grade 8. Yung learners materials, sa tatlong sections, yung isang section or within the three may ginagawa kaming downloading nalang so ginagamit yung phone kaya during the discussion either naka-phone sila kasi nandon yung learners material. Ang problema namin, ikwekwento ko yung isang case, may mga teachers na bawal yung phone sa loob. Okay lang yan kasi hindi naman nila ginagamit pero sa ano, sa subject na walang books so I allow them to use the phone. Yung learners material na nandon sa phone so knowing na yung parent na bawal daw yung phone the next day may exam, hinihingi ng bata ngayon yung phone sa mother ayaw ibigay, kasi nga bawal kayo magphone baka maglaro kalang. Sabi ko bakit hindi mo sinabi sa mother mo na yung book mo nasa phone mo? At saka sinabi mo sana na exam mo. Eh ngayon yung bumalik blame samin, sabi kasi sabi niyo ganito yung policy niyo bawal yung phone. Sabi ko there is something wrong with the trust between the two. Kasi yung bata hindi ko alam kung ngsabi siyang may exam, hindi niya sinabi na parang hindi nag-aral kaya bumagsak sa exam, diba parang ganun yung scenario dito."

[EVRSHS\Catbalogan Teacher Non-SBM III; Position: 56 - 56; 5/11/2020 16:28]

6.1.2. Lack of awareness on policies

1.

[Sta Rita NHS\Samar Teacher Non-SBM I; Position: 0:13:35.0 - 0:14:27.9; 5/14/2020 20:27]

6.1.3. Student's family finances

1.

[RamonTD NHS\Samar School Head SBM I; Position: 0:11:42.5 - 0:12:19.7; 5/13/2020 15:00]

2.

"siguro po mga scholars nga makakabulig pareho ha akon nga mga estudyante. Kay diri man po tanan talaga kaya makaeskwela, nakulangan po han allowance, so asya po iton kasi mayda ako po talaga mga classmate nga nagtratrabaho sugad."

[RamonTD NHS\Samar Student SBM I-A; Position: 56 - 56; 5/7/2020 17:16]

3.

[Calbiga NHS\Samar School Head SBM III; Position: 0:21:32.3 - 0:22:05.6; 5/13/2020 21:42]

4.

"Interviewee: kay kulang liwat it amon pinansyal."

[Calbiga NHS\Samar Student SBM III-B; Position: 19 - 19; 5/13/2020 15:58]

5.

[Sta Rita NHS\Samar Teacher Non-SBM I; Position: 0:02:49.5 - 0:03:16.5; 5/14/2020 19:30]

6.

[Sta Rita NHS\Samar School Head Non-SBM I; Position: 0:07:40.2 - 0:08:30.2; 5/14/2020 16:31]

7.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:04:23.2 - 0:04:51.6; 5/14/2020 12:07]

8.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:16:00.3 - 0:16:44.0; 5/14/2020 14:03]

9.

[Anubungon IS\Samar Teacher Non-SBM II; Position: 0:09:08.3 - 0:09:59.1; 5/14/2020 11:03]

10.

"kay diri gud nakakatustos it am family hit am pag-eskwela."

[Anubungon IS\Samar Student Non-SBM II-A; Position: 83 - 83; 5/13/2020 15:57]

11.

"mayda gad minor pareho hiton mayda kita mga bata nga sidngon ta less privilege, mayda dinhi, diri ko gad masisiring nga adopt a child diri man gud, pero more on danay, parehos hiton didi parakadi ha amon finance. An iya pamasahe guintatagan gud or danay pagkaon pero dirit hira damo, waray mag20 ada. Pero guinsiguro ko nga diri iton dapat magin child labor. Pareho ba didto ha compre mayda kita teacher nahatag gad hiya pero kinahanglan maglaba, ito waray mahatag la."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 114 - 114; 5/12/2020 18:12]

12.

"ha usa liwat sir nga factor is an ira family background. Kay mayda kasi mga student's ito nga low an ira performance ha school pero dati as we ask questions han ira previous advisers maupay man kuno iton hiya. So yana la ton nga time nga diri ok, so nagho-home visit gud kami. Nakadto gud kami han ira balay, tapos nakaka-istorya namon an ira, ngay-an kay namatay an iya mama that time. asya iton kay patay na kasi an ira tatay tapos an ira mama namatay liwat tas an ada ira balay bali hira nala nga magburugto. An nagpapa-eskwela ha iya an iya kuya. So bagan nawarayan hiya interest pag-eskwela."

[Silanga NHS\Catbalogan Teacher SBM I; Position: 19 - 19; 5/12/2020 17:21]

13.

"yes sir bagan sugad hito, kay syempre kadadamo nga mga kabataan an diri nakakaeskwela so karag an opportunity nga dapat ira ginga-grab so kadadako talaga. Kay ha amon po kasi, ha amon nga magburugto usa ko nga ate waray po makagraduate han college third year college na hiya natanggal po kasi iya scholarship amo ito waray hiya makagraduate tas sayang. Karuyag niya magpadayon pero kulang financial."

[CNCHS\Catbalogan Student SBM II-A; Position: 80 - 80; 5/5/2020 18:46]

14.

"Interviewer: ok, so kun magsusurat ka, magbabasa ka, pirmi kaba nagbabasa kada adlaw?Interviewee: danay-danay la, kay may trabaho.Interviewer: ahw ano man im trabaho nabulig ka kan im mama? Interviewee: nananagat ha lawod.Interviewer: ano pakabuhi im tatay naglalawod? Interviewee: kuan panmasag."

[CNCHS\Catbalogan Student SBM II-B; Position: 19 - 24; 5/5/2020 18:47]

15.

"So, based on our data gathering as to the reasons why the MPS in all grade level and in all subject areas are very low is according to the teachers here that the learners here are being utilized by the parents for livelihood, for earning kun baga child labor."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 18 - 18; 5/12/2020 16:09]

16.

"So sa palagay ko sir, yung kalagayan nila sa buhay. Mahirap naman yung buhay dito. Di naman nag generalize, may mga bata naman na ano.."

[Pangdan NHS\Catbalogan Teacher Non-SBM I; Position: 32 - 32; 5/12/2020 15:56]

17.

"yes sir. And sometimes I visit them, home visitation. And also I want to know their situation at home. Kay there are other students, one of the factors kasi they are not performing well in school it's because others are having difficulty, alams na, yung pagkain, mahirap. Sometimes others coming here at school they do not eat. And others walang baon. That is why they are not interested. Bagan nade-deprive hira, kay an iba nakikita nira others are taking the snacks, tas hira waray nagkikinita la. One of the reasons iton hiya sir. Amo much better nga na home visit kami."

[Guinsorongan NHS\Catbalogan Teacher Non-SBM II; Position: 23 - 23; 5/12/2020 19:41]

18.

"yung kuan sir yung parent factor. Parang yung kanilang ginagawa nalang pinapaubaya nalang yung education ng kanilang anak sa school pag-uwi ng bahay wala na silang intervention. at saka sir considering yung socio-economic status ng mga parent dito mga poor talaga kasi fisherman at saka wala hindi mga professional an mga Ginsulongan. Ang parent at family factor dito ang standard of leaving talaga ng mga, hindi sya comparable sa ABR, Samar high, dito usually fisherman. kasi ang pagasenso talaga dito nasa student gud kung gusto niya, kasi kahit anong gawin ng teacher kung hindi interesado ang bata, kahit anong gawin ng teacher at saka yung parent hindi rin supportive dahil sa kanilang socio-economic factor na mababa rin ang pinag-aralan yun talaga nangyayari at ang bata hindi naeeng-courage."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 112 - 112; 5/6/2020 16:40]

19.

"Kasi yung mga naiiwan dito hindi nila kayang pumunta ng Samar High, yung baon, yung pamasahe, may standard naman doon ang klase ng tao kaya naiiwan talaga sa Ginsulongan yung mga medyo cannot afford sa mga quality schools pero kung ating iisipin ang Samar high marami rin ang bagsak nahahatak din sila. Marami din sigurong non-readers doon kompara dito."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 168 - 168; 5/6/2020 19:03]

20.

"ok first and foremost, there must be moral support, financial support, unfortunately we face now a days broke family so that's a big factor. We cannot deny the fact that they are very much affected, in spite of the fact that personally I am handling a advisory of mine now a days that somehow there's a family problem. Although this child is very performing but gradually because of the effect of the family. it affects somehow the behavior also changes, but still they are responsible enough yet I cannot deny that there are effect on academic especially on their requirements and accomplishment."

[EVRSHS\Catbalogan Teacher Non-SBM III; Position: 10 - 10; 5/7/2020 17:25]

21.

"Tanan man problema it financial."

[EVRSHS\Catbalogan Student Non-SBM III-B; Position: 46 - 46; 5/5/2020 18:44]

6.1.4. Parents' intervention

1.

[RamonTD NHS\Samar School Head SBM I; Position: 0:10:20.0 - 0:10:46.0; 5/13/2020 14:57]

2.

[RamonTD NHS\Samar Teacher SBM I; Position: 0:07:59.5 - 0:08:36.9; 5/13/2020 11:47]

3.

[Calbiga NHS\Samar School Head SBM III; Position: 0:10:45.1 - 0:11:32.3; 5/13/2020 21:26]

4.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:15:47.0 - 0:16:09.4; 5/13/2020 18:59]

5.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:16:09.5 - 0:16:44.6; 5/13/2020 19:01]

6.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:40:20.0 - 0:40:57.7; 5/13/2020 20:34]

7.

[Sta Rita NHS\Samar Teacher Non-SBM I; Position: 0:02:49.5 - 0:03:16.5; 5/14/2020 19:30]

8.

[Sta Rita NHS\Samar School Head Non-SBM I; Position: 0:05:10.1 - 0:05:32.4; 5/14/2020 16:26]

9.

[Sta Rita NHS\Samar School Head Non-SBM I; Position: 0:06:53.7 - 0:07:39.4; 5/14/2020 16:29]

10.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:04:23.2 - 0:04:51.6; 5/14/2020 12:07]

11.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:14:33.4 - 0:15:08.8; 5/14/2020 13:56]

12.

[Anubungon IS\Samar Teacher Non-SBM II; Position: 0:09:08.3 - 0:09:59.1; 5/14/2020 11:03]

13.

" Stakeholder's participation, for the parents' participation, diri gud sugad kakusog it era participation in terms of education han bata kay diba, asya ngani kanina nasiring ako may ada hera trabaho, bagat diri gud hera kuwan ha ano. Pero diri gud hiya dako nga factor. Guti la."

[Hinangutdan NHS\Samar School Head Non-SBM III; Position: 35 - 35; 5/16/2020 17:24]

14.

"Nagka mayda kami hin meeting, amo ini yana an waray la anay namon gin ubos tanan nga brgy. together han ira chairman han committe of education an didi la ada ha amon, pira adto na brgy. nga gin tagan namon ini hira hin list hini nga mga kabataan nga hazardo pati an non-reader, nga tutukan nira after kun waray klase ira na ini problema pag monitor han pamilya kun nag aano."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 32 - 32; 5/12/2020 17:50]

15.

"oo, kay siring ko didi ha amon an non-reader gin papasulod namon. An, after didto, ano liwat an follow up han kag-anak, kay labot han amon home-visit, parents-envolvement ngan an parents monitoring. Kun ano liwat an gin hihimo han parent ngada han bata pag monitor. Bangin pag uuli hit bata waray na diri na gin fofollow-up. Asya gihap iton na gin tagan namon hin trabahuon an brgy. Para liwat pag sunod, to solve han SARDO, to solve han non-reader nga contributing ngadto han MPS. So gin ano talaga namon na an usa nga rason hiton an kanan parents support."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 34 - 34; 5/12/2020 17:50]

16.

"Interviewee: Amo la tak nakikita, amo la adto igkuan naton ha, an ivolvement han brgy., tapos an parent, then review before han examination, tapos ito na mga activities extracurricular, then adto nga classroom situation an teacher mismo."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 64 - 64; 5/12/2020 17:55]

17.

"iton sir pagnagui-guide talaga hira hit parents, pero mayda la gihap mga students pareho han usa ko liwat na student na bisan hiya pag-anhon diri gud hiya masyado masulod or kun nasulod man nagcu-cutting classes. Tas nakdto ako ha ira balay maupay man an ira situation, okay man an ira family. Siring han iya mama bagan kuan la talaga hiya diri la interesado mag-school."

[Silanga NHS\Catbalogan Teacher SBM I; Position: 21 - 21; 5/12/2020 17:21]

18.

[CNCHS\Catbalogan Teacher SBM II; Position: 0:08:58.1 - 0:09:15.6; 5/11/2020 18:07]

19.

"yes sir, danay gin, mayda nanbu-bully ton ha akon nga sugad ton an trabaho akon tatay, tas nasiring ako sagdi it hira waray manlat hira magfo-focus ako kun ano talaga an akon goal."

[CNCHS\Catbalogan Student SBM II-A; Position: 26 - 26; 5/5/2020 18:28]

20.

"danay akon mama"

[CNCHS\Catbalogan Student SBM II-B; Position: 58 - 58; 5/5/2020 18:25]

21.

"sa factors ng mga bata siguro yung intervention din ng parents."

[CNCHS\Catbalogan School Head SBM II; Position: 48 - 48; 3/11/2020 16:46]

22.

"dapat pagdating sa bahay ay yung mga bata should be encourage by parents to study."

[CNCHS\Catbalogan School Head SBM II; Position: 50 - 50; 3/11/2020 16:46]

23.

"Interviewee: in general, it says that it takes a village to educate a child, ibig sabihin yung edukasyon ng bata hindi lang gawain ng guro, hindi lang Gawain ng school head, or hindi lang trabaho ng paaralan ito ay collaborative effort ng paaralan, mga guro, ng magulang at saka ng community. Pag-itong lahat na mga tao ay nagtratrabaho tulong-tulong para sa edukasyon ng mga bata siguradong maganda yung andoon yung quality education. Halimbawa yung bata nandoon na sa bahay umuwi na ang bata sa bahay nadoon na yung rule ng magulang siya na yung bahala doon kung yung bata o magbabasa ng kanyang libro, maggagawa ng assignment, hindi naglalaro ng games sa cellphone nadoon na yung rule ng magulang o diba. Sa community naman lalo na yung LGU, LGU officials dapat tumutulong din sila lalo na sa physical kasi minsan hindi lahat natutugunan ng gobyerno yung pangangailangan. Tumulong sila na mabantayan na pumapasok sa paaralan ang mga bata lalo na rin yung mga official ng brgy. Hindi nila pababayaan na nakatambay nalang sa labas yung bata. Yun lang yung masasabi ko sir Archie."

[CNCHS\Catbalogan School Head SBM II; Position: 159 - 159; 3/11/2020 17:15]

24.

"Yung isa pang ginagawa niyong hindi tama, kapag kung 4P's recipient kayo kailangan talaga yung bata dapat talaga yung mga bata nasa school hindi na involve sa pag trabahuin ninyo. Kaya we have intense monitoring of attendance na ginagawa ngayon."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 32 - 32; 5/12/2020 16:20]

25.

"Yung iba ganon pa rin dahil hindi maiwasan pero yung iba naman "Kay sir mahubya" Pero sabi ko nga sa mhga parents you must be also the one to encourage your student or your children to come to school. We will also receive them and give them some encouragement so far, mayda na siring pa maupay na an feedback gihapon, nga mayda kami, may time hira for guidance and counseling gihapon a sort of encouraging them para hiton mga bata. Kailangan kay baka nag kukulang na sa bahay so slice a time for your children sa guidance."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 38 - 38; 5/12/2020 16:20]

26.

"First, always call the attention of the students na parating wala, not only the students but also the parents. So sometimes sa opisina ni sir, maraming ginagawa para sa students or parents"

[Pangdan NHS\Catbalogan Teacher Non-SBM I; Position: 78 - 78; 5/12/2020 16:04]

27.

"Yung iba sir, They come here, gin momonitor nira. They ask the teacher, subject teachers with the performance of their kid or kids."

[Guinsorongan NHS\Catbalogan Teacher Non-SBM II; Position: 33 - 33; 5/12/2020 19:42]

28.

"Kuan sir, pinapatawag an parent. We call the attention of the parent and the we talk to the parents to let their kids be monitored at home. Hira an matutdo, tututdu-an nira an ira mga anak diri nga madepende la didi ha school para mamomonitor nira kun the student are doing."

[Guinsorongan NHS\Catbalogan Teacher Non-SBM II; Position: 55 - 55; 5/12/2020 19:51]

29.

"yung kuan sir yung parent factor. Parang yung kanilang ginagawa nalang pinapaubaya nalang yung education ng kanilang anak sa school pag-uwi ng bahay wala na silang intervention. at saka sir considering yung socio-economic status ng mga parent dito mga poor talaga kasi fisherman at saka wala hindi mga professional an mga Ginsulongan. Ang parent at family factor dito ang standard of leaving talaga ng mga, hindi sya comparable sa ABR, Samar high, dito usually fisherman. kasi ang pagasenso talaga dito nasa student gud kung gusto niya, kasi kahit anong

gawin ng teacher kung hindi interesado ang bata, kahit anong gawin ng teacher at saka yung parent hindi rin supportive dahil sa kanilang socio-economic factor na mababa rin ang pinag-aralan yun talaga nangyayari at ang bata hindi naeeng-courage."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 112 - 112; 5/6/2020 16:40]

30.

"kasi sir yung mga parents sasabihin nila anak titingnan ko yung notebook mo pagwalang sinulat ka doon hindi ka pumasok yun naman ang ano ng mga parents diba? Pagwala ka kuno isinulat sa notebook hindi ka pumasok hindi ka nag-aral diba? Ito ngayon hindi na naman nagsusulat sa classroom nagpro-projector, ipakita mo nalang yung picture pero hindi naman binasa non-reader din yung parent (both laugh). Problema parin, kaya sir kung ano yung MPS talaga ng mga bata maliban sa nagmamadali sila ito sir nga ang test natin ay nag-a-allow ng guessing yung mga a, b, c, lang diba multiple choice. tapos alam na naman nila na papapasahin sila take for granted nalang nila yung periodical test. Kaya hindi sila masyadong nagaalot ng 1 hour mabilis yung pag-answer, tapos parang after the test wala na sila alam na naman nilang makapasar."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 126 - 126; 5/6/2020 16:52]

31.

[EVRSHS\Catbalogan School Head Non-SBM III; Position: 0:07:47.0 - 0:09:32.0; 5/11/2020 19:10]

32.

"there are chances that because of the tendency specially in our school ha, they have that tendency that they give it all the way to the school. parang they depend on the school, they rely everything to school na somehow they forgot that we are just meeting their children for a few hours. And that is somehow in my case for my subject only one hour a day. Aside from that on we don't know what happen to the child when they go out from school. so somehow because of this environment for example the internet, the mobile games thinking that their children is in this school and we thinking that they are at home that's the problem, because somehow they know that they are in school they did not contact us, same with us as long as the child is attending our class after that we don't have any jurisdiction. So ang nangyayari sir paglumabas na ng school may tendency na pumapasok ng internet shop. For example, yung isang subject hindi sya nag-attend so medyo minor sya hindi siya mapapansin naturally it will continue."

[EVRSHS\Catbalogan Teacher Non-SBM III; Position: 14 - 14; 5/7/2020 17:26]

33.

"kinukumusta naman daw nila afterwards na nagkakausap-usap na kami they even asking ma'am what did you observe with your child? Pagtinatanong ko, ma'am ok walang problema ganito

ganyan. So somehow sabi ko there is actually negligence for both sides because hindi siguro namin talaga totally nire-reach out, kayo naman hindi kayo nag-reach out. kasi during the orientation in-emphasize na namin na this is a two-way communication, this is a two-way relationship, hindi pwedi na kapag binigay niyo na sa amin yung bata amin na siya wala na kayo. Kasi parang tingin nila this is a school, this is actually a responsible school, walang problema na parang ganun eh hindi eh."

[EVRSHS\Catbalogan Teacher Non-SBM III; Position: 18 - 18; 5/7/2020 17:27]

34.

"mero meron, yung the irony sir yung mga nagmo-monitor talaga yung mga performance ng bata maganda walang problema doon. Yung hindi nagmo-monitor yun yung pang kinakailangan namin, sabi pa nga namin minsan pagnagme-meeting nako wala pa dito yung parent ni ano, si ano nandito wala naman problema parang ganun yung aming mga dialog. Eh minsan naman sa dami na ng experience namin kunyari, hindi kami nakapag-recognition because of some factors ng mag-recognition directly nandoon ang parents binibigay yung card. "Ay naku ma'am bakit ganito ang grades ng anak ko bakit hindi ko nalaman?" "Ma'am according to the adviser nagbigay siya ng card during first quarter and second quarter the point now is hiningi niyo ba tinanong niyo ba yung bata? Or else hindi binigay ng bata." At ikaw at that point kasi napapansin mo na na wala kapang result ng accomplishment ng anak mo why not try to ask the adviser or even kung sino yung kilala mo na nandito para ma-contact mo yung kung sino man pwedi ma-inform. Yun yun ang problema kasi the blame either napupunta sa amin kasi sinasabi na hindi niyo kami in-inform, na dapat alam namin para naagapan ganito ganyan. Kahit nga yung nasa malayo actually we try to reach out sa isang estudyante naman. Actually problema na siya grade 8 palang binigyan ng chance nung grade 9 although yung mother alam niya yung problema. Ang naging problema ng bata is parang may ano siya sa family may gap siya sa family na hindi niya ino-open sa parents niya. So ang nangyari nalaman namin late na, kasi nagtanong tanong kami sa peers niya. So ang sabi ng tumawag tong mother after na pumunta yung aunty. Sabi nung aunty kasi ma'am lumalabas yan ng bahay naka-uniform may baon ganito ganyan pero hindi pumapasok. Tinatanong namin yung bata saan siya nagpupunta, sa diversion road o (diversion hope, not sure, 😊), ano ginagawa mo don? Hindi siya umiimik. Tapos sinabi lahat lahat naging scenario tumawag yung mother from manila. Ma'am bat ganito yung grade ng anak ko? Science school kayo dapat responsible ninyo na i-inform niyo kami ganito ganyan. Sabi ko we tried but you did not answer back, tumawag ako personally. Sabi niya kasi ma'am hindi kasi ako makapag-answer magcall back pagmay work ako. Sabi ko ma'am I cannot give you all my time kasi alam mo naman as a teacher marami rin akong work, so if you cannot call me back then I cannot able to remember na tinawagan kita for a particular purpose eh ang layo layo niya nasa maynila. So eh ngayon yung ano niya ma'am ano daw yung maganda? The irony pa naman kasi grade 9 siya, nung grade 8 nung magkita kami kasi under yung bata ma'am may problema si ganito pwedi ba tayo magusap? Ah ma'am pauwi na kami, tatawid na tatawid na, pweding pagbalik ko nalang? Hindi rin nagpakita kasi dumeretso na ng maynila. Kaya hanggang ngayon problema naming yung

bata. Oh diba, family problem, yung financial walang problema, minsan kasi sabi nga namin mas mayaman pa mga estudyante namin dito."

[EVRSHS\Catbalogan Teacher Non-SBM III; Position: 22 - 22; 5/11/2020 15:10]

35.

"Family talaga yung main root kaya ganon siya, yung depression niya, yung sasabihin niya sa mother niya pagginawa mo yan magpapakamatay ako, ganon."

[EVRSHS\Catbalogan Teacher Non-SBM III; Position: 78 - 78; 5/11/2020 16:47]

6.1.5. Students working or helping parents

1.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:16:00.3 - 0:16:44.0; 5/14/2020 14:03]

2.

"Their work kasi, it iba nga era mga work adi ha dagat, agri. Pero kay since diri man ito hiya permanente, diri hira nakakasustain hit ira daily living. So ginpapauli an mga kabataan para bumulig ha era. Oo, may-ada mga bata nga naabsent. Those are the students talaga namon nga pirmi naabsent, ginpapabulig. Danay sir, may-ada kami kuwan, nga “Sige kun diri iton maiwasan, at least sumulod kamo thrice a week.”"

[Hinangutdan NHS\Samar School Head Non-SBM III; Position: 28 - 28; 5/16/2020 17:21]

3.

"mayda gad minor pareho hiton mayda kita mga bata nga sidngon ta less privilege, mayda dinhi, diri ko gad masisiring nga adopt a child diri man gud, pero more on danay, parehos hiton didi parakadi ha amon finance. An iya pamasahe guintatagan gud or danay pagkaon pero dirit hira damo, waray mag20 ada. Pero guinsiguro ko nga diri iton dapat magin child labor. Pareho ba didto ha compre mayda kita teacher nahatag gad hiya pero kinahanglan maglaba, ito waray mahatag la."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 114 - 114; 5/12/2020 18:12]

4.

"kay danay damo iton akon trabahuon ha balay, tapos ha eskwelahan, tas namromroblema liwat ako kay danay hi mama danay waray kaupod ha balay or tapos naglilimpyo tas guol-guolan ako. Tas danay pagnasa nagpeperform liwat kami diri ko liwat nakukuan an amon mga project."

[Silanga NHS\Catbalogan Student SBM I-B; Position: 24 - 24; 5/7/2020 17:09]

5.

"danay sir kay nakukuan nira, nakukuan na ako ha akon lola kay danay ginkakadto ha hospital tungod hito nga iya cancer. Tas danay ako an bantay didto."

[Silanga NHS\Catbalogan Student SBM I-B; Position: 34 - 34; 5/7/2020 17:10]

6.

"yes po, danay ako it nagtitinda hin isda, tas amo ito, danay waray na kurukaturog"

[CNCHS\Catbalogan Student SBM II-A; Position: 42 - 42; 5/5/2020 18:29]

7.

"nananagat ha lawod"

[CNCHS\Catbalogan Student SBM II-B; Position: 22 - 22; 5/5/2020 18:24]

8.

"So, based on our data gathering as to the reasons why the MPS in all grade level and in all subject areas are very low is according to the teachers here that the learners here are being utilized by the parents for livelihood, for earning kun baga child labor."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 18 - 18; 5/12/2020 16:10]

9.

"Yung iba, pumapasok pa rin but most of them who are involve in fishing tapos in crab meat processing tapos paghiwa ng isda, pag barrol hindi na sila nakapasok. And then in our time, our present time to pick us where are the reasons and then in the present time we tried to talk with these parents."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 24 - 24; 5/12/2020 16:11]

10.

"In-encourage but some of them siring pa man nira “Sir kay mapiraw” naman kuno. But I told the parents together with the students nga even if you feel sleepy you just come to school. Anyways, if you are really fall asleep, matulog na lang kayo mamaya pag gising niyo next subject na. And then I call them for a meeting, then some of the parents we really told them na, “Ma’am please do not sacrifice the education in utilizing your children."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 26 - 26; 5/12/2020 16:12]

11.

"Yung response nung isa, “sir hindi naman po pwede kasi kailangan tumulong sila kasi marami silang magkakapatid na nag aaral.” Tas sabi ko naman, i-alternate niyo na lang yung bata kung sino yung papasok."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 28 - 28; 5/12/2020 16:15]

12.

"Marami tapos ano, Kailangan na nilang tumulong and then some of these mga 4P’s recipients."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 30 - 30; 5/12/2020 16:18]

13.

"Yung isa pang ginagawa niyong hindi tama, kapag kung 4P’s recipient kayo kailangan talaga yung bata dapat talaga yung mga bata nasa school hindi na involve sa pag trabahuin ninyo. Kaya we have intense monitoring of attendance na ginagawa ngayon."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 32 - 32; 5/12/2020 16:17]

14.

"kay kuan, tungod po iton, danay waray po kasi bantay ha balay, danay nakaka-absent po ako. May mga gin-aalaga po liwat kasi ako na mga patod ko."

[Guinsorongan NHS\Catbalogan Student Non-SBM II-B; Position: 32 - 32; 5/12/2020 20:13]

15.

"ah kuan po, kun halimbawa po mawarayan kwarta iton, kay kuan man ton nga financial problem, magtratrabaho nala liwat po."

[Guinsorongan NHS\Catbalogan Student Non-SBM II-B; Position: 48 - 48; 5/12/2020 20:13]

16.

"ok first and foremost, there must be moral support, financial support, unfortunately we face now a days broke family so that’s a big factor. We cannot deny the fact that they are very much affected, in spite of the fact that personally I am handling a advisory of mine now a days that somehow there’s a family problem. Although this child is very performing but gradually because of the effect of the family. it affects somehow the behavior also changes, but still they are responsible enough yet I cannot deny that there are effect on academic especially on their requirements and accomplishment."

[EVRSHS\Catbalogan Teacher Non-SBM III; Position: 10 - 10; 5/7/2020 17:25]

17.

"for example cannot attend some practices, cannot comply some requirements, because as I’ve said they are now leaving in a manner that the mother is very far the father is busy with the job

and only grandparent. but somehow it is not enough for the matter that they are growing up, they are very active children and the mother grandparents you know."

[EVRSHS\Catbalogan Teacher Non-SBM III; Position: 12 - 12; 5/7/2020 17:26]

18.

"kay danay mayda pa po gintra-trabaho ha balay."

[EVRSHS\Catbalogan Student Non-SBM III-A; Position: 44 - 44; 5/5/2020 19:45]

19.

"danay assignment, danay mga chores, panhugas, panlaba."

[EVRSHS\Catbalogan Student Non-SBM III-A; Position: 46 - 46; 5/5/2020 19:45]

6.1.6. Family condition

1.

[Sta Rita NHS\Samar Teacher Non-SBM I; Position: 0:02:49.5 - 0:03:16.5; 5/14/2020 19:30]

2.

[Sta Rita NHS\Samar Teacher Non-SBM I; Position: 0:03:20.5 - 0:03:50.1; 5/14/2020 19:31]

3.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:10:27.1 - 0:11:18.7; 5/14/2020 12:23]

6.2. Teachers

6.2.1. Attitude towards students

1.

[Sta Rita NHS\Samar Teacher Non-SBM I; Position: 0:05:12.0 - 0:05:26.9; 5/14/2020 19:36]

2.

[Sta Rita NHS\Samar Teacher Non-SBM I; Position: 0:13:12.5 - 0:13:34.8; 5/14/2020 20:25]

6.2.2. Training on handling students with special needs

1.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:18:50.0 - 0:19:47.1; 5/13/2020 19:08]

6.2.3. Improving teachers' competency

1.

[Calbiga NHS\Samar School Head SBM III; Position: 0:22:55.7 - 0:23:18.5; 5/13/2020 21:46]

2.

"sa amin lang siguro kasi sa kita ko, nakita ko talaga ng nagconduct ako ng the art of questioning, yung mga tanong ng mga teacher parang hindi sila marunong magtanong baka factor din yun “teacher factor”. Yung test question na ginagamit ng mga teacher yung mga stem at saka yung mga distractor parang hindi rin standardized ang pagkagawa ng test. Ang factor na doon ay ang test paper itself na ginagawa ng mga teacher na parang sa tingin ko hindi nasusukat yung dapat sukatin kasi yung, maroon naman tayong Blooms taxonomy of learning katapos meron tayo doon kinukuha na comprehension level, understanding, tapos analyzing, tapos yung last na, pero binago narin yun diba? Meron naring tayong highest standard na creating, understanding, applying yung baliktad ng Blooms. Kasi ang Blooms binago naman. Hindi rin nila, hindi rin sila marunong magtanong sa mga creating at saka sa mga evaluating question. At saka kung minsan yung tanong ng teacher hindi rin maintindihan nga mga estudyante. So ang primero hindi standardized test yung all throughout the Division. second hindi rin maronong gumawa ng standardized test ang mga teacher. tapos yung dito sa student factor minamadali nila ang pagexam, in 15 minutes, supposedly 1 hour, tapos agad so hindi ba natin yan, at saka nabubuhay ang mga tardy during periodical test yan yung problema natin yung mga tardy na hindi nag-aattend nabubuhay, pagtake nong exam nahihila yung score pababa Kasi average naman tayo."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 46 - 46; 5/5/2020 19:58]

3.

"teacher factor parin yan kasi nangyayari talaga hindi na departmentalize made, teachers-made yun kasi ina-sign siya by quarter. Pero kung dapat every quarter lahat nagtutulong-tulong sa paggawa ng isang test yun ang mangyayari departmentalize test na."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 90 - 90; 5/6/2020 16:01]

4.

"aw oo napapasok. ito maganda mga bright mga teacher ko kasi ako perma ng perma nalang."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 94 - 94; 5/6/2020 16:03]

5.

"supposedly sir, kasi kung minsan ang teacher sir kuan din yun emotional tinuturoan muna after pagturo sasabihin ano tingin mo sakin sir bobo naba ako? (both laugh) kasi yun ang identified diba? Bakit lang ang ini-slack ibig-sabihin sir na bobo naba kami. Kung minsan nga nagkukuan, ikaw values teacher bakit ako values teacher, ang tingin mo sakin sir wala naba kaming values? (both laugh) parang negative din ang mga teacher. So ang atin sir ngayon is to improve MPS pero dapat hindi lang tinitingnan ng school performance ang MPS yung total package na yung mga, ano ba ang nagagawa ng mga bata skills development."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 140 - 140; 5/6/2020 17:03]

6.3. School

6.3.1. Learning materials

1.

[Calbiga NHS\Samar School Head SBM III; Position: 0:06:06.8 - 0:06:45.1; 5/13/2020 21:16]

2.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:08:57.3 - 0:09:31.2; 5/13/2020 18:43]

3.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:09:50.9 - 0:10:21.2; 5/13/2020 18:46]

4.

[Sta Rita NHS\Samar School Head Non-SBM I; Position: 0:12:43.0 - 0:13:05.3; 5/14/2020 17:13]

5.

"Curriculum and learning sir, first and foremost, is lacking of books. Lacking of books sir, makuri pagtudo sir kun waray libro it mga kabataan kasi ikaw la it nagyiyinawyaw. So what I did sir is, through powerpoint presentations. ICT. Pag dako tak time sir, sugad hito senior high, pag dako tak time sir ginmamanage ko. May time anay pagcopy. Kasi nadiri ako pagdiniscuss nga ako lat maaram. Since waray kami books sir, cannot afford man liwat it mga kabataan pagpinangastuson hit xerox nga bulky, di man makakapalit han book, so powerpoint nala ano, I still, nagmamanage ako hin time na makakopya. Copy anay sir, kasi makuri magyinakan na ikaw lat maaram eh. So copy anay tapos that's the time na magdidiscuss ako. Tapos ha akon Grade 8 sir, waray book, so kada module nagphophoto copy ako. Pagmedyo nakakaangat angat ako, libre, kasi diri ako ito nagpapabayad sir eh. Labi na ito nga Project Floorwax, na masiring piso piso. Diri ako iton mahilig, ako nala iton naglulugaring. So pag medyo, diri dako, it baraydan it kabataan, ginaakos ko hira, ginsasakop ko para waray baraydan. So nagphophotocopy ako. Pero kun nkita ngani ako for example diri, I mean, parang medyo kuwan it amount, napacontribute ako pero minimal amount. Kun kaya. Tapos nagaask ako hin consent. Pwede ba ako magpaaragmot? Kasi diba diri na iton pwede na?"

[Hinangutdan NHS\Samar Teacher Non-SBM III; Position: 24 - 24; 5/16/2020 16:15]

6.

"ha textbook ok man, ahw English grade 7 ada adto an kulang."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 86 - 86; 5/12/2020 18:03]

7.

"Interviewee: sa physical naman sa amin siguro sa palagay ko makakatulong siguro kung magkakaroon ng library yung school naming yun kasi ang wala sa physical aspect."

[CNCHS\Catbalogan School Head SBM II; Position: 149 - 149; 3/11/2020 17:13]

8.

"Interviewee: oo meron andyan na marami na. kaya lang sa ngayon nagagamit lang through pa-isa isa lang hinihiram kasi walang science laboratory pa-isa isa lang kinukuha."

[CNCHS\Catbalogan School Head SBM II; Position: 153 - 153; 3/11/2020 17:14]

9.

"Pare-pareos naman po yung problema when it comes to textbooks kasi may mga grade level na wala talagang provision. Particularly sa books, and then yun iba naman not align with the CG. For example, the textbook or the learners module that is available is not align with the competencies in the CG."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 122 - 122; 5/12/2020 16:45]

10.

"mga science project nila kasi mahina din kami sa Ginsulongan sa science project wala kaming kuan, at the same time napro-promote nong aming maka-point yung aming adviser kaya yun ang target namin noon na every Friday is performance day. Mga teacher naman every Friday 2 hours at the last period 3 to 5 kuan man slack day naman sa ngayon."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 136 - 136; 5/6/2020 17:01]

11.

"yun ang problema namin sir ngayon yung mga textbooks hindi align ang textbooks at CG. Na kung minsan sir ang mga, kulang naman tayo ng textbook ngayon sir diba? Saka yung ating mga textbooks ngayon sa DepEd worksheets hindi gaya ng private school na textbooks talaga andoon yung definition, nadoon ang, mas maganda ang private sir ang textbook kaya ang ginagawa namin kung minsan humihiram kami sa private o bumibili nalang ang teacher ng textbook na for private anyway ang curriculum guide ng private at public pareha pero ang textbook ng private maganda talaga, ang DepEd naman ang sumusulat mga full of writers hindi naman yun mga publisher atsaka lumalabas sir na mga kuan LMs mga worksheets mga tabular, mga worksheet-worksheet, pero sa private ang LM talaga ng mga bata may nababasa ka na malapit sa TG."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 144 - 144; 5/6/2020 18:51]

12.

[EVRSHS\Catbalogan School Head Non-SBM III; Position: 0:26:03.0 - 0:27:26.0; 5/11/2020 19:39]

13.

"Ay, oo ngayan. Ito ngayan gihapon po na mga libro nalalack of books ngan an amon mga gin gagamit na mga books is ada nala po ha cellphone."

[EVRSHS\Catbalogan Student Non-SBM III-B; Position: 59 - 59; 5/5/2020 18:45]

6.3.2. School facilities

1.

[RamonTD NHS\Samar School Head SBM I; Position: 0:04:22.4 - 0:05:39.4; 5/13/2020 14:50]

2.

[RamonTD NHS\Samar Teacher SBM I; Position: 0:15:35.8 - 0:15:52.5; 5/13/2020 12:20]

3.

[RamonTD NHS\Samar Teacher SBM I; Position: 0:16:09.6 - 0:16:30.1; 5/13/2020 12:21]

4.

"sir kasi ano usa po nga nakakaapekto ha mga estudyante kay ano liwat hira nahuhubya pageskwela is over-crowded sugad hiton, Tapos mapaso sir."

[RamonTD NHS\Samar Student SBM I-A; Position: 52 - 52; 5/7/2020 17:16]

5.

"maghatag po hira hin mga electric fan sugad po hiton."

[RamonTD NHS\Samar Student SBM I-A; Position: 54 - 54; 5/7/2020 17:16]

6.

[Calbiga NHS\Samar School Head SBM III; Position: 0:06:06.8 - 0:06:45.1; 5/13/2020 21:16]

7.

[Calbiga NHS\Samar School Head SBM III; Position: 0:23:12.2 - 0:23:23.8; 5/13/2020 21:47]

8.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:09:50.9 - 0:10:21.2; 5/13/2020 18:46]

9.

[Sta Rita NHS\Samar School Head Non-SBM I; Position: 0:17:58.9 - 0:18:30.2; 5/14/2020 17:27]

10.

"Curriculum and learning sir, first and foremost, is lacking of books. Lacking of books sir, makuri pagtudo sir kun waray libro it mga kabataan kasi ikaw la it nagyiyinawyaw. So what I did sir is, through powerpoint presentations. ICT. Pag dako tak time sir, sugad hito senior high, pag dako tak time sir ginmamanage ko. May time anay pagcopy. Kasi nadiri ako pagdiniscuss nga ako lat maaram. Since waray kami books sir, cannot afford man liwat it mga kabataan pagpinangastuson hit xerox nga bulky, di man makakapalit han book, so powerpoint nala ano, I still, nagmamanage ako hin time na makakopya. Copy anay sir, kasi makuri magyinakan na ikaw lat maaram eh. So copy anay tapos that's the time na magdidiscuss ako. Tapos ha akon Grade 8 sir, waray book, so kada module nagphophoto copy ako. Pagmedyo nakakaangat angat ako, libre, kasi diri ako ito nagpapabayad sir eh. Labi na ito nga Project Floorwax, na masiring piso piso. Diri ako iton mahilig, ako nala iton naglulugaring. So pag medyo, diri dako, it baraydan it kabataan, ginaakos ko hira, ginsasakop ko para waray baraydan. So nagphophotocopy ako. Pero kun nkita ngani ako for example diri, I mean, parang medyo kuwan it amount, napacontribute ako pero minimal amount. Kun kaya. Tapos nagaask ako hin consent. Pwede ba ako magpaaragmot? Kasi diba diri na iton pwede na?"

[Hinangutdan NHS\Samar Teacher Non-SBM III; Position: 24 - 24; 5/16/2020 16:15]

11.

"kay waray man rooms. So, mayda paman yana on going nga duha nga building. So, amo ton diri nagkakasulod an kabataan. Pero later na-found out ko tungod nga an bata diri na nasulod pati an teacher diri na nasulod."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 80 - 80; 5/12/2020 18:03]

12.

[CNCHS\Catbalogan Teacher SBM II; Position: 0:29:58.1 - 0:31:04.2; 5/11/2020 18:54]

13.

"Sa ngayon, yung classroom is still lacking. Kaya nga yung ibang classroom dito is divided into two just to accommodate classes, so we have ten classes in the junior highschool but the only

available classroom is seven, so para ma accommodate we have three divided classrooms tapos wala pa diyan ang mga opisina katulad nito."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 150 - 150; 5/12/2020 16:57]

14.

"Designs la lugod danay,bagan diri na kami didi nakakag print adto pa lugod ha gawas.. Like school purposes man pero nangangadto pa lugod kami ha gawas para la mag print, like that."

[EVRSHS\Catbalogan Student Non-SBM III-B; Position: 55 - 55; 5/5/2020 18:44]

6.3.3. Standardization of examination

1.

"normally kasi yung ating teacher made test hindi standard."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 36 - 36; 5/5/2020 19:56]

2.

"oo, ngayong lang ako nagstart sir school year, ngayon lang last week, nagconduct ako ng yung the art of questioning. Kasi yung nangyayari sa ating mga exam, teacher's made test, na nagiging kung minsan, kasi sa division-based iba-ibang test question baka mahirap yung aming question kaysa sa iba, minsan din baka yung learner namin mahina kaysa sa ibang school."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 38 - 38; 5/5/2020 19:56]

3.

"bawat performance iba-iba ang ginagamit na meter stick ang mangyayari magkakadiperensya talaga yan ng sukat. So ang suggestion ko doon kung, kung lang ha, kung mahina ang aming estudyante o masyadong mataas yung aming meter stick regarding test, dapat mag-ano yun magstandardized test ang division. So we can determine the really the performance per school, which is possible thru NAT kasi NAT standardized naman ano. So kung NAT ang babasehan siguro mababa rin kami, hindi ko rin alam, pero wala na kaming reason doon sa NAT kasi yun naman yung last na sukatan standardized all throughout."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 44 - 44; 5/5/2020 19:57]

4.

"teacher factor parin yan kasi nangyayari talaga hindi na departmentalize made, teachers-made yun kasi ina-sign siya by quarter. Pero kung dapat every quarter lahat nagtutulong-tulong sa paggawa ng isang test yun ang mangyayari departmentalize test na."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 90 - 90; 5/6/2020 16:02]

6.3.4. Perception of the community towards the school

1.

"oo, ang mga parang may stigma parin sila sa Ginsulongan. kasi pagtingin nila sa Ginsulongan yung quality. So yun yung nangyayari sir liwat yung parent na medyo maganda yung hanapbuhay maganda ang social status nila hindi nila pinapa-aral yung mga anak nila dito. Pinapa-aral nila sa Samar high o ABR, kaya naiiwan talaga dito ganun parin, lagud parin."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 118 - 118; 5/6/2020 16:41]

2.

"Kasi yung mga naiiwan dito hindi nila kayang pumunta ng Samar High, yung baon, yung pamasahe, may standard naman doon ang klase ng tao kaya naiiwan talaga sa Ginsulongan yung mga medyo cannot afford sa mga quality schools pero kung ating iisipin ang Samar high marami rin ang bagsak nahahatak din sila. Marami din sigurong non-readers doon kompara dito."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 168 - 168; 5/6/2020 19:03]

6.4. Leadership

6.4.1. Policy concerning the term of school heads

1.

"ang akin talaga sir kung gusto nating ang continuous improvement siguro ko an assignment of school head 5 years gud siguro per school hindi lang na 3 years kasi pagkatapos ng 3 years kung nagrereshuffle na tayo pano yung ginawa mo noon hindi mo Makita. Halimbawa nag-initiate tayo ng result ngayong school year, next school year pa naman natin yan mafe-feel. Halimbawa ang impact noon hindi pa ngayon kasi process naman yung learning performance, kung bibigyan natin ng chance na maging 5 years sana yung shifting from one station to another wala na siguro sir rason na bakit mababa ang performance ng school. Kasi alam mo naman na pagdating mo ito ang performance di mag-initiate ka ng project hindi naman yan ibig-sabihin na pagdating ng isang school head na ico-continue niya, kasi may ibang plano din yun walang continuous na project improvement, kasi iba-ibang school head iba ang nakikita nila, iba yung kanilang approach, parang short-term masyado yung 3 years sa magandang school head. Pero sa magnanakaw na school head mahaba na yung 3 years (both laugh) siguro babagsak na ang school na dyan."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 178 - 178; 5/11/2020 15:17]

6.4.2. Competency of leadership

1.

"at saka sir yung underlying reason pagud hito sir ang akin naman as schood head over-all picture pero kung ating tatanongin yung department head per subject which is also available sir pwedi

naman tayo makakuha doon ng sampling ng math at saka science ano ba mahina natin na mga subjects sir?"

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 102 - 102; 5/6/2020 16:04]

2.

"pwedi rin natin siyang imbitahin yung mathematics department head maliban sa akin ano? Kasi yung knowledge talaga sa specific subject sa mga teacher o mag-sampling tayo ngayon."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 104 - 104; 5/6/2020 16:04]

3.

"saman kita doon para additional, ano bang ginagawang intervention sa department. Kasi sa level ko na school head pumipirma lang tayo, pero ang intervention sa classroom level adviser gud iton or ang teacher, subject teacher gud specifically yung mga naidentify mong mababa ang. Bakit nakapasa na mababa man ang kanilang periodical test? Pwedi yan natin sila matanong mamaya. Saka yung intervention, kasi ang akin man lang general guidelines."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 106 - 106; 5/6/2020 16:04]

6.5. Students

6.5.1. Catering to students with special skills

1.

[Calbiga NHS\Samar School Head SBM III; Position: 0:22:12.5 - 0:23:18.3; 5/13/2020 21:45]

6.5.2. Skipping classes

1.

[Sta Rita NHS\Samar Teacher Non-SBM I; Position: 0:04:34.6 - 0:05:11.1; 5/14/2020 19:36]

2.

[Sta Rita NHS\Samar Teacher Non-SBM I; Position: 0:11:19.1 - 0:12:10.8; 5/14/2020 19:57]

6.5.3. Underperforming students

1.

"Kay hini han una, combined an non-readers, an non-readers man an nakakabutong. What we did an yana an 45 nga non-readers gin usa namon nga section then we have volunteers (diri klaro an name han volunteer organization) teachers , wawalo ini hira, mga licensed."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 22 - 22; 5/12/2020 17:48]

2.

"for example mayda kasi mga bata nga non-readers ngan non-numerates. After namon magconduct han assessment na-found out nga asya ngay-an nga an bata nga diri masyado namamati in the first place kay diri nakaka-understand bisan mga simple la nga mga words. An ira background nga school an ira education han elementary. Siguro usa po liwat iton hiya nga factor."

[Silanga NHS\Catbalogan Teacher SBM I; Position: 35 - 35; 5/12/2020 17:30]

3.

"kasi siguro mag-umpisa sa elementary hindi sila nakacope-up ng kanilang skills sa mathematics ng mapunta sa high school ganoon parin nadala yung kanilang less learned skills kaya inapply namin yan yung PIKO."

[CNCHS\Catbalogan School Head SBM II; Position: 44 - 44; 3/11/2020 16:45]

4.

"ngayon kumonti na, dati it was about 781 out of 108 yata na population namin that's 781 non-numerates ngayon nabawasan na it's kunti nalang."

[CNCHS\Catbalogan School Head SBM II; Position: 46 - 46; 3/11/2020 16:46]

5.

"Yung 4-5pm na klase na oras ay wala nang klase yan. So ang klase naming ay from 7:30-4pm. So yung 4-5pm is intended for reading na, yung mga identified na non at slow readers mayron teacher na naka assign sa kanya. Not necessarily na English an mga teacher basta pag basa an mga bata an naka assign."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 78 - 78; 5/12/2020 16:30]

6.

"bali meron tayong coordinator doon na naggagawa sila ng inventory of reading. Kung anong level na ng bata at saka sino yung mga nakakabasa. so far sa school year ngayon yung grade seven marami parin ang mga apat siguro ang non-readers. Pero yung non-readers na yun siguro

frustrated readers yung mga yun, yun lang mahina magbasa hindi nakakaintindi pero ganon parin ang performance nila."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 58 - 58; 5/5/2020 20:02]

7.

"oo yun na yung mga interventions namin. Yung agreement nalang namin dito sa mga teacher, kahit hindi ka language teacher basta ang subject mo pweding magpabasa halimbawa, Araling Panlipunan, MAPEH, yung mga science at math dapat turuan sila ng numeracy, yung araling panlipunan at values doon nalang sila pinababasa rin. So lahat ng subject areas tumutulong sila sa numeracy and literacy. Numeracy math at science, yung iba other subject's literacy nalang na at least bago niyo ipasa nakakabasa at sa science at math bago ipasa at least numerate."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 62 - 62; 5/5/2020 20:06]

8.

"kasi sa senior sir ang style ko lang doon is skills and performance. hindi man siya marunong magbasa kasi mahina siya sa literacy and numeracy basta may skill pinapa-graduate na namin yan kasi basta mademostrate na niya yung skill, senior high school. Pero sa junior high school doon lang kami bumabawi sir sa performance at saka written outputs, kasi kung minsan sir yung MPS nayan periodical test lang yan. So amo ton an amon interventions pero kung sa pagpasa meron pa naman written output at saka performance yun talaga nakakapapasa. Ito part lang ng assessment."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 80 - 80; 5/6/2020 16:00]

6.5.4. Low attendance among students

1.

"hindi sir, ang aking ibig sabihin yung low attendance contributes to the performance of the student's. yung mga tardy talaga na poor in attendance yun ang problema namin kasi normally sir attendance dito nasa 40% to 50% la an naattend ha regular attendance o sabihin natin 60% yung attendance 40% yung nawawala, bali 60% lang yung may alam. Pagdating ng exam meroong 40% na walang alam, hahatakin yun ang score ng 60% diba? Babagsak talaga ang score ang MPS kasi kalahati zero."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 68 - 68; 5/5/2020 20:10]

6.5.5. Students deviating from school's instruction

1.

[EVRSHS\Catbalogan School Head Non-SBM III; Position: 0:14:13.0 - 0:15:22.0; 5/11/2020 19:33]

2.

[EVRSHS\Catbalogan School Head Non-SBM III; Position: 0:22:56.0 - 0:25:20.0; 5/11/2020 19:35]

6.6. Educational policies

1.

[Calbiga NHS\Samar School Head SBM III; Position: 0:18:04.4 - 0:18:56.7; 5/13/2020 21:37]

2.

[Calbiga NHS\Samar School Head SBM III; Position: 0:18:57.0 - 0:19:34.0; 5/13/2020 21:39]

3.

"basta an akon is magtrabaho gud para ha bata, para ha eskwelahan, ngan para ha community. Although nagtra-trabaho gad kita for personal lalo na para ha aton pan sweldo. Siring ko pa kun diri ka happy di gawas. Kun han una gusto naton, pareha yana nareklamo hira nga guti kuno an sweldo han teacher kompara hit sundalo. An guinyakan ko ha ira ha meeting although nagin bukang-bibig nira, life is really unfair diri talaga fair. Kay kun fair naman la di nagpaprehas an sweldo ngatanan diri talaga magigin fair. Sugad ako bilang lalaki ha pamilya danay may nakit-an ko nga kahusay nacrush ako diba unfair na ito ha akon asawa, so hiya man gihapon. Parang ganun lang kasimple. Danay ma go beyond magawas gud kita kadali pero remember nga teacher kita."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 116 - 116; 5/12/2020 18:12]

4.

"pinapatake namin yan pero hinihingan ng project kunti pag- opt set ng kanilang mga kulang sa performance, pero dahil narin don sa atin no failure no dropout in the end binibigyan din yan ng ano passing grade na parang mga 75 lang o 76 para makapasa lang kasi babagsak naman yung school performance. Pero ang aking nalang patakaran ngayon, bago pasahin dapat reader, dapat sila nakakabasa not allowed dito sa Ginsulungan basta non-reader. Basta all readers kahit tardy binibigyan ng 75."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 54 - 54; 5/5/2020 20:00]

5.

"yun ang mahirap na sir, yung mga natututor nila yung mga pumapasok lang na mahina. Ang mga hindi pumapasok parang hindi nayon natututor. Pero sir kung iaallow lang tayo sir na ano, na yung quality talaga i-impose, yung quality education ipa-allow yung pagbabagsak yung walang alam yung mga not competent siguro maeengcourage siguro yung iba na mag-aral diba? Kasi pag, ngayon 4th grading na alam na nila na papasok na hira kahit hindi pumasok alam na papasa hira. Pero kung iaallow la nga, iaallow lang tayo na makapasa, ang ginagawa na namin sir na ngayon bago na, noon sa 16, 17, man yan ano? Ngayong 2019-2020 mga last year nagstart kami bali may two types of exam kami. Meron kami summative na fill in the blanks one week before the exam, katapos during the exam gumagawa kami ng isang exam na multiple choice na. bali yung summative padis-padis hira, review, pero an type of exam doon may essay, fill in the blanks, walang answer. Katapos pagperiodical test na, second test na, multiple choice na. so kung nag-aral hira han ira summative test, parang more or less ganun parin ang question pero may choices na. so normally ang nagiging resulta tumataas yung MPS. Ngayon nayan 2019, 2020, pero before 2016, 2017, 2018, wala pang intervention na ganun."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 76 - 76; 5/5/2020 20:12]

6.

"Sa tingin ko lang sir ang CG sa, kasi ang private binibinta yung libro, di may business, sa gobyerno naman hindi binibinta pero sino ang gumagawa? Mga master teacher hindi naman mga publisher, hindi naman sila mga curriculum writers, hindi naman yun expert sa pag, pero may ginawang memo so you attend as pool bngin fool ada, mga boang-boang liwat ada (both laugh). pero siring pa wala tayong magagawa kasi may policy na may points kaya attend nalang."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 144 - 144; 5/6/2020 18:52]

7.

[EVRSHS\Catbalogan School Head Non-SBM III; Position: 0:26:03.0 - 0:27:26.0; 5/11/2020 19:38]

8.

"may problema kami sa grade 8. Yung learners materials, sa tatlong sections, yung isang section or within the three may ginagawa kaming downloading nalang so ginagamit yung phone kaya during the discussion either naka-phone sila kasi nandon yung learners material. Ang problema namin, ikwekwento ko yung isang case, may mga teachers na bawal yung phone sa loob. Okay lang yan kasi hindi naman nila ginagamit pero sa ano, sa subject na walang books so I allow them to use the phone. Yung learners material na nandon sa phone so knowing na yung parent na bawal daw yung phone the next day may exam, hinihingi ng bata ngayon yung phone sa mother ayaw ibigay, kasi nga bawal kayo magphone baka maglaro kalang. Sabi ko bakit hindi mo sinabi

sa mother mo na yung book mo nasa phone mo? At saka sinabi mo sana na exam mo. Eh ngayon yung bumalik blame samin, sabi kasi sabi niyo ganito yung policy niyo bawal yung phone. Sabi ko there is something wrong with the trust between the two. Kasi yung bata hindi ko alam kung ngsabi siyang may exam, hindi niya sinabi na parang hindi nag-aral kaya bumagsak sa exam, diba parang ganun yung scenario dito."

[EVRSHS\Catbalogan Teacher Non-SBM III; Position: 56 - 56; 5/11/2020 16:28]

7. Interventions

7.1. Parental involvement

7.1.1. Consulting and communicating with parents

1.

[RamonTD NHS\Samar Teacher SBM I; Position: 0:19:31.5 - 0:19:53.6; 5/13/2020 12:27]

2.

[RamonTD NHS\Samar Teacher SBM I; Position: 0:20:56.4 - 0:21:25.6; 5/13/2020 12:30]

3.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:16:09.5 - 0:16:44.6; 5/13/2020 19:01]

4.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:17:43.9 - 0:18:32.2; 5/13/2020 19:04]

5.

[Sta Rita NHS\Samar School Head Non-SBM I; Position: 0:05:10.1 - 0:05:32.4; 5/14/2020 16:26]

6.

" Stakeholder's participation, for the parents' participation, diri gud sugad kakusog it era participation in terms of education han bata kay diba, asya ngani kanina nasiring ako may ada hera trabaho, bagat diri gud hera kuwan ha ano. Pero diri gud hiya dako nga factor. Guti la."

[Hinangutdan NHS\Samar School Head Non-SBM III; Position: 35 - 35; 5/16/2020 17:24]

7.

"kuan naman la ha home room. Pero amo la mga pili la liwat man iton nga kag-anak diri man tanan."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 106 - 106; 5/12/2020 18:11]

8.

[CNCHS\Catbalogan Teacher SBM II; Position: 0:21:03.3 - 0:21:28.3; 5/12/2020 18:14]

9.

"Okay, everyone is accountable. That is our policy. That everyone is a member of the family that whoever in need we should be the one to provide. In our case, kung may problema na nadisgrasya we try to cheap in naman. Though it was, did not happen in school yung mga nabalian ng kamay, yung mga nahulog sa puno tapos natusok ng kabilya. Tapos mayron din kami ngayon studyante na nasa EVRMC."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 132 - 132; 5/12/2020 16:54]

7.2. Teaching and learning

7.2.1. Assessments and group projects

1.

"mga activities po nga akon karuyag, or sugad hiton mga singing, dancing."

[RamonTD NHS\Samar Student SBM I-A; Position: 34 - 34; 5/7/2020 17:13]

2.

[Sta Rita NHS\Samar School Head Non-SBM I; Position: 0:03:03.1 - 0:03:35.6; 5/14/2020 15:48]

3.

[Sta Rita NHS\Samar Student Non-SBM I-A; Position: 0:02:58.0 - 0:03:09.1; 5/14/2020 15:28]

4.

"nahiaram ako kun pano rumespeto tapos gin-aapi ako nira han mga sayaw o ginlalaban-laban. Tapos asya ito nga mga laban-laban sayaw-sayaw na dako gihap an akon grades."

[Silanga NHS\Catbalogan Student SBM I-B; Position: 30 - 30; 5/7/2020 17:09]

5.

"kay sugad hito mga P.E. kay gintatagan man kami points ni ma'am an makaka-api so naniniguro gud ako hiton nga maka-api kay karuyag ko hin dako nga grado ngan ipakita gud kanda mama ha akon kag-anak kung gaano, gusto ko Makita kun gaano hira kaproud ha akon."

[Silanga NHS\Catbalogan Student SBM I-B; Position: 32 - 32; 5/7/2020 17:09]

6.

"like an pagkanta sir, pagsayaw, tas danay nade-develop liwat ha mga theater play kay ha mon po kasi MAPEH yana more on performance task tas amot hiya, pagkanta, pagsayaw, theater play."

[CNCHS\Catbalogan Student SBM II-A; Position: 72 - 72; 5/5/2020 18:33]

7.

"The strategy is simply, the teachers will have to attend classes, and of course with enough skills , whatever is the best strategy they have to imploy in the teaching gamitin nila and then look into the performance of the students kasi hindi naman pwede na mag tuturo lang ng mag tuturo. And what else to be improve on their teaching. So meaning, mayron din sila dapat tinatawag na assessment or evaluation, and the learning outcomes just like what we did in the SJGT."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 156 - 156; 5/12/2020 16:59]

8.

"Yes Sir, labhi na ha amon ha English class kay English is communication. So we are encouraging them to speak, para naprapractice an ira pag yayakan and in writing also we see to it that we made corrections on their composition. The grammar, mechanics in writing mga sugad hiton kasi when they see their paper nga mayda mga corrections na mayda mga pula-pula they felt excited nga hala, wrong ngayan ako something like that. They have that reactions."

[Guinsorongan NHS\Catbalogan Teacher Non-SBM II; Position: 121 - 121; 5/12/2020 20:11]

9.

"Actually sir, damo ha English sir, damo it pwede namon magamit kun diri hubya an teacher. Pero kun hubya na, pag pipinabasahon la iton dida, diri iton pwede ha akon. Kay diri ak kontento nga it kabataan diri dida na buhat, na-recite, na-react, naparticipate, amo ngani nahadlok iton hira kay maisog kuno ako."

[Guinsorongan NHS\Catbalogan Teacher Non-SBM II; Position: 129 - 129; 5/12/2020 20:11]

10.

"Tapos sir yung mga kuan, at the end sir ia-assess din natin yung mga bata na mga recital, group presentation, parang ganon para ang kanilang ability hindi na more on theoretical, more on experiential at saka presentation ng kanilang experience diba?"

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 134 - 134; 5/6/2020 17:01]

11.

"danay mayda man po kami mga hands on activities ha school sugad hiton experiments"

[EVRSHS\Catbalogan Student Non-SBM III-A; Position: 20 - 20; 5/5/2020 19:43]

7.2.2. Applying appropriate teaching style

1.

[Calbiga NHS\Samar School Head SBM III; Position: 0:17:43.6 - 0:18:02.9; 5/13/2020 21:36]

2.

"I think sir, non-specializer, specially those [difficult] subject like math, we don't have a math major. Ako kasi an math major ngadi so. Last year, naghandle ako I think mga five subjects. Di na kaya. Makapoy, kairo han bata, nababayaan. So amo ito, nga non-specializer, I think, the strategy,. (Interruption) Yung humahawak ngayon nga math ay non-specializer, Science teacher, like for example, may observation today, in that subject, so may ada ngadto mga terms in Math nga diri asya an kaluwas, diri asya an kayakan ngan kadeliver, so, usa gihap ito nga factor bisan an mga Greek symbol la sir, nga kuwan. Teaching strategies. That's why we conducted [trainings] on teaching strategies. Encouraging them to use differentiated instruction, based on my observation talaga that is very effective. Kay iba iba an interest han bata, so, may ada kasi bata nga maluya talaga hin duro diba, diri mo hiya makukuwan mabaro gud hini nga, kay diri talaga asya an iya learning capacity, diri kaya. So an kailangan la buhaton han teacher kay go down to their level, adjust then by the use of differentiated instruction, kasi an differentiated instruction iba iba't hiya nga klase hin activity, to cater the interest of the learners. Kay mga bata nga makarit, like an iya objective is kuan, pwede an usa nga bata kun diri hiya makarit magdrawing, tas an imo gusto puro drawing, mastress ka la liwat nga teacher ka. Pakantahi ito, as long as namemeet la gihap kanan objectives."

[Hinangutdan NHS\Samar School Head Non-SBM III; Position: 33 - 33; 5/16/2020 17:23]

3.

"Ok, home visitation, tapos during PTA meeting, counseling of the parents, tapos just in case sir may mga kulang activities yung mga bata, sometimes, not often times, not always, sometimes I am giving them, pag may extra time, gin praprioritize ko sila. Pero diri ko ginpapapbay-an an

akon iba nga kuwan. Differentiated, time management ito sir. So depende pag ok na ako ad inga higher and moderate learners na focuse ako han mga slow learners lalo na an may mga kulang, gin papakuwan ko an era mga kulang nga activities. I am not fond of giving mga projects para la isupply an era kulang. Kasi at the same time, bisan tagan mo projects sir, makapira ko na ini naexperience, still they do not submit, still the grade is mas lalo naguti. So diri na ako naexpect han project. What is lacking is, ginpapahimo ko ha amon daily meet-ups."

[Hinangutdan NHS\Samar Teacher Non-SBM III; Position: 11 - 11; 5/16/2020 15:48]

4.

" Madalas ako sir gumamit differentiated instruction. Because I know for a fact that learners are diverse. Makuri kasi sir magdiniscuss kan lesson nadiri an bata an imo papabuhat. Just like kanina sir han akon COT, maaram ako nga may mga bata nga maluya ha written, maluya ha oral, so kun diin it iya talent, kun hain hiya mas hiyang himuon, for example mahilig hiya kumanta, an concept aada, and topic, pero in a way na makanta hiya"

[Hinangutdan NHS\Samar Teacher Non-SBM III; Position: 31 - 31; 5/16/2020 16:48]

5.

"Then, I tried the mother tongue and the result was good. The retention of the subject and the learners are high, especially on my subject, because I am more on instructional.. I am handling EIM, so that's why I always use mother tongue and it is effective I think."

[Pangdan NHS\Catbalogan Teacher Non-SBM I; Position: 12 - 12; 5/12/2020 15:55]

7.2.3. Promoting inclusive education to students

1.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:19:47.6 - 0:20:03.8; 5/13/2020 19:09]

7.2.4. Conducting reviews before the exam

1.

[RamonTD NHS\Samar Teacher SBM I; Position: 0:08:57.3 - 0:09:10.2; 5/13/2020 11:49]

7.2.5. ICT integration in instruction

1.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:06:19.7 - 0:06:53.6; 5/13/2020 18:02]

2.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:09:50.9 - 0:10:21.2; 5/13/2020 18:46]

3.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:34:12.1 - 0:34:43.8; 5/13/2020 20:18]

4.

[Sta Rita NHS\Samar Teacher Non-SBM I; Position: 0:07:24.3 - 0:07:40.4; 5/14/2020 19:41]

5.

[Sta Rita NHS\Samar School Head Non-SBM I; Position: 0:12:43.0 - 0:13:05.3; 5/14/2020 17:13]

6.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:07:56.8 - 0:09:15.6; 5/14/2020 12:17]

7.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:09:18.9 - 0:09:47.7; 5/14/2020 12:19]

8.

"Curriculum and learning sir, first and foremost, is lacking of books. Lacking of books sir, makuri pagtudo sir kun waray libro it mga kabataan kasi ikaw la it nagyiyinawyaw. So what I did sir is, through powerpoint presentations. ICT. Pag dako tak time sir, sugad hito senior high, pag dako tak time sir ginmamanage ko. May time anay pagcopy. Kasi nadiri ako pagdiniscuss nga ako lat maaram. Since waray kami books sir, cannot afford man liwat it mga kabataan pagpinangastuson hit xerox nga bulky, di man makakapalit han book, so powerpoint nala ano, I still, nagmamanage ako hin time na makakopya. Copy anay sir, kasi makuri magyinakan na ikaw lat maaram eh. So copy anay tapos that's the time na magdidiscuss ako. Tapos ha akon Grade 8 sir, waray book, so kada module nagphophoto copy ako. Pagmedyo nakakaangat angat ako, libre, kasi diri ako ito nagpapabayad sir eh. Labi na ito nga Project Floorwax, na masiring piso piso. Diri ako iton mahilig, ako nala iton naglulugaring. So pag medyo, diri dako, it baraydan it kabataan, ginaakos ko hira, ginsasakop ko para waray baraydan. So nagphophotocopy ako. Pero kun nkita ngani ako for example diri, I mean, parang medyo kuwan it amount, napacontribute ako pero minimal amount. Kun kaya. Tapos nagaask ako hin consent. Pwede ba ako magpaaragmot? Kasi diba diri na iton pwede na?"

[Hinangutdan NHS\Samar Teacher Non-SBM III; Position: 24 - 24; 5/16/2020 16:15]

9.

"mayda man po kami kuan, e-classroom tapos free iton hiya gamiton han teacher during han iya classes. So pwedi namon dad-on an mga bata nagdto para hira mismo an mag mayda kasi, an amon e-classroom mga tablets na yana mga 5o tablets. Tas mayda liwat kami LRC, ha LRC mayda kami wifi free for the students free nira nga nagagamit. Tapos ha building naman namon every floor mayda kami wifi for the teachers para han ira mga IM's para maka-download hira han mga videos para ira instructions."

[Silanga NHS\Catbalogan Teacher SBM I; Position: 55 - 55; 5/12/2020 17:32]

10.

"mga projectors, tas mayda kami mga calculators, I think mga 40 plus."

[Silanga NHS\Catbalogan Teacher SBM I; Position: 59 - 59; 5/12/2020 17:33]

11.

[CNCHS\Catbalogan Teacher SBM II; Position: 0:05:06.2 - 0:05:43.4; 5/11/2020 18:02]

12.

"ang isa that nakakatulong din is we use ICT integration"

[CNCHS\Catbalogan School Head SBM II; Position: 24 - 24; 3/11/2020 16:43]

13.

"kasi pagmeroon kang ICT integration motivated then yung students nakikita rin nila yung"

[CNCHS\Catbalogan School Head SBM II; Position: 26 - 26; 3/11/2020 16:43]

14.

"oo marami mas motivated yung mga estudyante kasi alam mo naman yung kabataan ngayon they are more inclined to gadgets on technology."

[CNCHS\Catbalogan School Head SBM II; Position: 28 - 28; 3/11/2020 16:43]

15.

"Projector meron, but we don't have research laboratory kasi sa classroom pa lang kulang, wala kaming mga offices for the different auxiliary offices, wala kaming library na matatawag talaga na library, so we only have a portion na nandoon lang yung mga books. Tapos we don't have the standard ICT. Mayron lang maliit na, kalahati nandon, yun nag sisiksikan ang mga computer. So, yun talaga ang problema, so we just hope na before the school year ends the building will be turnover and will be utilize."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 154 - 154; 5/12/2020 16:58]

16.

"Kay in our department, we have the printer. They can photocopy it here. One copy, then photocopy it and then give it to the students. And the other teachers also may use kay we have here the television, projector, we integrate ICQ."

[Guinsorongan NHS\Catbalogan Teacher Non-SBM II; Position: 91 - 91; 5/12/2020 20:01]

7.2.6. Gathering and developing instructional materials

1.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:09:34.5 - 0:09:51.0; 5/13/2020 18:45]

2.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:36:17.3 - 0:36:57.6; 5/13/2020 20:27]

3.

[Sta Rita NHS\Samar Teacher Non-SBM I; Position: 0:09:35.1 - 0:10:01.1; 5/14/2020 19:47]

4.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:22:50.6 - 0:23:18.5; 5/14/2020 14:25]

5.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:26:26.5 - 0:27:09.3; 5/14/2020 14:31]

6.

[Anubungon IS\Samar Teacher Non-SBM II; Position: 0:07:05.1 - 0:08:04.0; 5/14/2020 11:01]

7.

"Kun yana nag differenciated instruction ka, iba liwat sunod. Kay damo man it aton strategy kay para diri masumhan. Diba? Kay pag sulod han teacher, okay let's check attendance, ay lumang tugtugin na yan. Pwede man an ira output amo an imo maging attendance."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 60 - 60; 5/12/2020 17:54]

8.

"usa liwat iton hiya kay, for example ha amon school bagan an mga students provided talaga hira tanan han materials. For example, ha ira mga activities diri na nira kinahanglan pumalit han manila paper, pentyl pen, kay naprovide na. an amon school principal naghatag hiya hin mga materials ha teachers, tas iton nga mga materials diri la para teachers , api ha budget an para ha kabataan."

[Silanga NHS\Catbalogan Teacher SBM I; Position: 39 - 39; 5/12/2020 17:31]

9.

"an senior high sir waray naman books pero mayda man kami LR didto nala kami danay nagkukuan."

[Silanga NHS\Catbalogan Student SBM I-A; Position: 83 - 83; 5/15/2020 14:22]

10.

[CNCHS\Catbalogan Teacher SBM II; Position: 0:18:20.6 - 0:18:28.1; 5/11/2020 18:33]

11.

[CNCHS\Catbalogan Teacher SBM II; Position: 0:27:53.1 - 0:28:10.3; 5/11/2020 18:50]

12.

"Interviewee: yung walang LM's, yung mga teacher nalang yung ngproprovide through internet. Nandon ngdodownload nalang ng LM's available naman sa internet."

[CNCHS\Catbalogan School Head SBM II; Position: 100 - 100; 3/11/2020 16:56]

13.

"Ang ginagawa ng mga teachers, sabi ko, "you still have to utilize them, kasi as reference books." Yung iba naman in the presence of the technology and the internet, dun nalang sila kumukuha. Kasi we cannot provide naman. Hindi tayo pwedeng bumili ng libro na sariling atin kasi bawal naman yan. So yun nalang, they are using the internet. Anyway, they are using the projector naman, lahat naman ng technology dito mina-maximize naman. So lahat ng.."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 124 - 124; 5/12/2020 16:53]

14.

"So kung walang makuhang resources kumukuha kami sa internet and as much as possible kinoconvert namin kung anong meron lang kami para magkaroon lang ng ideya yung bata"

[Pangdan NHS\Catbalogan Teacher Non-SBM I; Position: 54 - 54; 5/12/2020 16:00]

15.

"nagkukuha nalang kami sir sa internet, ebooks nalang tapos yung teacher mismo tinitingnan kung yung nakuha niyang material ay medyo align sa CG, kanya-kanya nalang align."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 146 - 146; 5/6/2020 18:53]

16.

"Interviewee: pwedi man po magprovide hin school supplies ha mga students, libre po nga school supplies. Kay danay po kasi diri tanan nga nag-aaram kaya nira ito ma-afford na bagay, kay fincial problem po. Tapos pwedi liwat po magprogram ha school para mag-enjoy liwat an mga kabataan para diri hira mawarayan interest sugad hito mae-excite naman hira. Tapos may mga activities."

[Guinsorongan NHS\Catbalogan Student Non-SBM II-B; Position: 114 - 114; 5/12/2020 20:17]

17.

"ma'am suggested also na mag-reproduce kami, yung xerox siya and then by pair and then nasa room lang siya. Ok lang sana yun walang problema, eh paglumalabas wala ng babasahin kasi nga bawal dalhin kasi nga para sa lahat. Kaya yun yung mas preferable ko downloaded. Anyway, integrated naman tayo sa city."

[EVRSHS\Catbalogan Teacher Non-SBM III; Position: 62 - 62; 5/11/2020 16:39]

7.3. Supervision of teachers

7.3.1. Giving rewards and recognition to students

1.

[RamonTD NHS\Samar Teacher SBM I; Position: 0:09:39.6 - 0:10:17.8; 5/13/2020 11:50]

2.

[Zumarraga NHS\Samar Student SBM II-A; Position: 0:01:27.7 - 0:01:54.3; 5/14/2020 21:42]

3.

[Sta Rita NHS\Samar School Head Non-SBM I; Position: 0:03:41.1 - 0:04:32.2; 5/14/2020 16:06]

4.

[Sta Rita NHS\Samar School Head Non-SBM I; Position: 0:19:38.6 - 0:19:50.7; 5/14/2020 17:34]

5.

[Sta Rita NHS\Samar School Head Non-SBM I; Position: 0:20:11.2 - 0:20:41.3; 5/14/2020 17:35]

6.

[Anubungon IS\Samar Teacher Non-SBM II; Position: 0:10:56.1 - 0:11:38.1; 5/14/2020 11:06]

7.

"Of course, nagkakamay-ada kami intensive review, practice, like mga extra-curricular activities. We a lot time talaga to review them, kay siyempre kun diri ngani magreview kulang talaga hira hin kuwan. Tapos we give incentive to them. Like, what kind of incentives? Uhm, gift. We have annual pasidungog here, so we give all of the teachers, students, (--- student parent? 7:52), stakeholders, we give them pasidungog. Except School heads, of course."

[Hinangutdan NHS\Samar School Head Non-SBM III; Position: 26 - 26; 5/16/2020 17:19]

7.3.2. Providing guidance and counseling services

1.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:18:34.3 - 0:18:50.0; 5/13/2020 19:05]

2.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:24:19.4 - 0:24:46.2; 5/13/2020 19:17]

3.

[Sta Rita NHS\Samar School Head Non-SBM I; Position: 0:16:16.6 - 0:17:51.1; 5/14/2020 17:26]

4.

" It ha aksidente, kuwan, basta minor la ngani, sir, kay we have the health in charge, teacher gad la hiya, pero amo hiya it nakadi ha office, tapos ginpapatawag ko it health in charge para kitaon kun ano ito nga bata. In terms of bullying naman, in case during school hours, bisan ngani ha gawas, since an aton bata aton la gihap ito gawas sakob, accountable la gihap kita bisan ito nga bata, ito nga grupo nga bata adto gawas nagirignom, tas an akon an last month, may ada kami group of students nga nagirignom on Saturday, tapos di kami aware nga nagirignom, pero may nagsumat ha amon. Kasi an behavior diri na maupay, nagiging factor ha eskwelahan. Masiring hera "Halagad ito nga school, diri nakakakuwan hit behavior hit bata." So, what we did, kay nakadto kasi akon training, so I conducted the advisor to meet the parents, and kinabuwasan nagiristorya hera han parents, so amo adto nasolve man gihap. In terms of bullying the same gihapon, an teacher nakuwan ngadi akon, may protocol gihap, diri hira nagiira ira hit ira mga kuwan."

[Hinangutdan NHS\Samar School Head Non-SBM III; Position: 52 - 52; 5/16/2020 17:52]

5.

"Pagmay-ada sir bullying case, ginsesettle dayon. Ginpapatawag dayon an parents as much as possible. Tapos ginsesettle an contradicting parties, an bata, para diri magstop an bata, diri maawod, diri na magsinulod, para mengganyo an klase na "Agi, nagaway hira asya ito kay cheater ka, kuwan ka" sugad ito. One way is settlement, guidance counselor. Pag kaya namon imanage sir, ha room, dapat kaya namon imanage ha room pala, para di na umabot ha guidance."

[Hinangutdan NHS\Samar Teacher Non-SBM III; Position: 27 - 27; 5/16/2020 16:37]

6.

"We call the attention of our student, we talk, give advice, to be able share with their problems to be given an advice para ma enlighten hira."

[Guinsorongan NHS\Catbalogan Teacher Non-SBM II; Position: 107 - 107; 5/12/2020 20:03]

7.3.3. Giving space for students to explore

1.

[Sta Rita NHS\Samar Teacher Non-SBM I; Position: 0:05:31.8 - 0:06:05.3; 5/14/2020 19:38]

7.3.4. Monitoring students' attendance

1.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:17:43.9 - 0:18:32.2; 5/13/2020 19:04]

2.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:24:07.8 - 0:24:18.9; 5/13/2020 19:16]

3.

[Sta Rita NHS\Samar Teacher Non-SBM I; Position: 0:12:11.5 - 0:12:49.3; 5/14/2020 20:19]

7.3.5. Identifying underperforming students

1.

[RamonTD NHS\Samar School Head SBM I; Position: 0:15:16.8 - 0:15:38.4; 5/13/2020 15:14]

2.

"Ok, home visitation, tapos during PTA meeting, counseling of the parents, tapos just in case sir may mga kulang activities yung mga bata, sometimes, not often times, not always, sometimes I am giving them, pag may extra time, gin praprioritize ko sila. Pero diri ko ginpapapbay-an an akon iba nga kuwan. Differentiated, time management ito sir. So depende pag ok na ako ad inga higher and moderate learners na focuse ako han mga slow learners lalo na an may mga kulang, gin papakuwan ko an era mga kulang nga activities. I am not fond of giving mga projects para la isupply an era kulang. Kasi at the same time, bisan tagan mo projects sir, makapira ko na ini naexperience, still they do not submit, still the grade is mas lalo naguti. So diri na ako naexpect han project. What is lacking is, ginpapahimo ko ha amon daily meet-ups."

[Hinangutdan NHS\Samar Teacher Non-SBM III; Position: 11 - 11; 5/16/2020 15:53]

3.

"Kay hini han una, combined an non-readers, an non-readers man an nakakabutong. What we did an yana an 45 nga non-readers gin usa namon nga section then we have volunteers (diri klaro an name han volunteer organization) teachers , wawalo ini hira, mga licensed."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 22 - 22; 5/12/2020 17:48]

4.

"for example mayda kasi mga bata nga non-readers ngan non-numerates. After namon magconduct han assessment na-found out nga asya ngay-an nga an bata nga diri masyado namamati in the first place kay diri nakaka-understand bisan mga simple la nga mga words. An ira background nga school an ira education han elementary. Siguro usa po liwat iton hiya nga factor."

[Silanga NHS\Catbalogan Teacher SBM I; Position: 35 - 35; 5/12/2020 17:30]

5.

"kasi siguro mag-umpisa sa elementary hindi sila nakacope-up ng kanilang skills sa mathematics ng mapunta sa high school ganoon parin nadala yung kanilang less learned skills kaya inapply namin yan yung PIKO."

[CNCHS\Catbalogan School Head SBM II; Position: 44 - 44; 3/11/2020 16:45]

6.

"Yung 4-5pm na klase na oras ay wala nang klase yan. So ang klase naming ay from 7:30-4pm. So yung 4-5pm is intended for reading na, yung mga identified na non at slow readers mayron teacher na naka assign sa kanya. Not necessarily na English an mga teacher basta pag basa an mga bata an naka assign."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 78 - 78; 5/12/2020 16:30]

7.

"Ah, depende sir, like for example ha amon ha English, we have the reading coordinator. Our reading coordinator based on her action plan, we follow that naman. We call the attention of those students who are slow readers, under frustration level and we let them, or accompany them. We really let them read. They based on, depende sa coordinators kung ano yung strategy na gagamitin niya, kung peer, tutoring like that or one on one mismo."

[Guinsorongan NHS\Catbalogan Teacher Non-SBM II; Position: 49 - 49; 5/12/2020 19:50]

8.

"Kasi there are cases na highschool na mayda pa mga slow-readers, difficult for us kay the competencies that they need to learn. Nahirapan sila."

[Guinsorongan NHS\Catbalogan Teacher Non-SBM II; Position: 51 - 51; 5/12/2020 19:50]

9.

"Depende naman sir, kung saang area siya nag fall like for example those slow-readers or non-readers gin aapi namon hiya ha amon plan, ha amon slack, gin aapi namon topic ha amon slack kung papano namon maimprove, kun ano na mga strategies an amon gagamiton para ira."

[Guinsorongan NHS\Catbalogan Teacher Non-SBM II; Position: 57 - 57; 5/12/2020 19:52]

10.

"bali meron tayong coordinator doon na naggagawa sila ng inventory of reading. Kung anong level na ng bata at saka sino yung mga nakakabasa. so far sa school year ngayon yung grade seven marami parin ang mga apat siguro ang non-readers. Pero yung non-readers na yun siguro frustrated readers yung mga yun, yun lang mahina magbasa hindi nakakaintindi pero ganon parin ang performance nila."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 58 - 58; 5/5/2020 20:02]

7.3.6. Providing feedback and encouragement to students

1.

"Sa friends naman, dinediscourage naman yung maling gawain, di naming dinidiscourage yung pagiging magkaibigan kasi friendly school naman tayo, so yung dinidiscourage mga masasamang ginagawa, example nagliluban sa klase ng walang dahilan"

[Pangdan NHS\Catbalogan Teacher Non-SBM I; Position: 48 - 48; 5/12/2020 15:59]

2.

"Everytime mayroon kaming program our schoolhead will always give a feedback or leave encouragement to the students who are not participating in school and to those students na palaabsent. So parating nireremind ng school head na mag aral ng Mabuti...so encouragement words yung ginagawa ng school head namin. Not only for the students but also for the community"

[Pangdan NHS\Catbalogan Teacher Non-SBM I; Position: 52 - 52; 5/12/2020 15:59]

7.4. Community involvement in programs

1.

[RamonTD NHS\Samar School Head SBM I; Position: 0:16:46.5 - 0:17:27.9; 5/13/2020 15:37]

2.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:12:51.7 - 0:13:35.1; 5/14/2020 12:27]

3.

"oo. Danay ngani kapitan tigda la nasulod ngadi. Siring ko la ha iya pwedi hiya sumulod ngadi kun may tuyo niya. Nasing ako ayaw gudla isgi nga kuan pwedi mo la istoryahon nga dadad-on mo ngadto ha brgy. kay danay bata nakasala guin-kukuha niya. Siring ko ayaw la labti dinhi within ha sulod han campus kay mag-aaway kita."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 110 - 110; 5/12/2020 18:11]

4.

"Yung mga batang mahihina, kasi mayron naman mga mahihina tapos we will identify yung mga kailangan at tulong for example yung mga slow readers, may mga mahihina pa sa mathematics so yung mga identified na mga magagaling. Then we are planning also para maidentify yung pag accommodate ng mga bata para sa kanilang performance then we will coordinate with the brgy, parang yung purok coordinator."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 68 - 68; 5/12/2020 16:26]

5.

"Yung purok coordinator, ay magiging katulong ng teacher na magiging assign sa purok na yan na in time na magkaroon ng home visit, magkaroon ng pag bisita sa kanila kung magkaroon ng problema. Para mafeel nila yung collaboration, parang guide kasi during our meeting I always told them na this is not only the work of school but the work of everyone. So partnership, collaboration tayo. Yun na yung ginagawa at gagawin pa namin."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 70 - 70; 5/12/2020 16:26]

6.

"Yung bagong project ng ating division, so yun nga mag plaplano kami ng collaboration with the community, through han brgy, captain ngan an committee chair han education. And then identifying and monitoring of the learners in the school, so we will have to identify one member from the community yung talagang may puso sa edukasyon na magiging katulong siya sa mga bata atsaka ng mga teacher. Yun yung mga planong amin gagawin sa darating na pasukan."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 160 - 160; 5/12/2020 17:00]

7.

"The councilor and the education committee"

[Pangdan NHS\Catbalogan Teacher Non-SBM I; Position: 80 - 80; 5/12/2020 16:06]

7.5. Conducting programs

7.5.1. Involving parents in their child's academics

1.

[RamonTD NHS\Samar School Head SBM I; Position: 0:11:14.0 - 0:11:28.1; 5/13/2020 14:58]

2.

[RamonTD NHS\Samar School Head SBM I; Position: 0:13:53.6 - 0:14:21.6; 5/13/2020 15:11]

3.

[RamonTD NHS\Samar School Head SBM I; Position: 0:14:22.2 - 0:14:47.0; 5/13/2020 15:13]

4.

[RamonTD NHS\Samar Teacher SBM I; Position: 0:04:40.1 - 0:05:38.9; 5/13/2020 11:41]

5.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:15:47.0 - 0:16:09.4; 5/13/2020 19:00]

6.

[Sta Rita NHS\Samar Teacher Non-SBM I; Position: 0:12:11.5 - 0:12:49.3; 5/14/2020 20:19]

7.

[Sta Rita NHS\Samar School Head Non-SBM I; Position: 0:03:41.1 - 0:04:32.2; 5/14/2020 16:06]

8.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:13:49.4 - 0:14:16.0; 5/14/2020 13:55]

9.

"Oo, even though nagkakamay ada kami home visitation, encouraging them to go back to school, to continue schooling, still, because of their economic status, waray kinakaon so."

[Hinangutdan NHS\Samar School Head Non-SBM III; Position: 19 - 19; 5/16/2020 16:51]

10.

"Ok, home visitation, tapos during PTA meeting, counseling of the parents, tapos just in case sir may mga kulang activities yung mga bata, sometimes, not often times, not always, sometimes I am giving them, pag may extra time, gin praprioritize ko sila. Pero diri ko ginpapapbay-an an akon iba nga kuwan. Differentiated, time management ito sir. So depende pag ok na ako ad inga higher and moderate learners na focuse ako han mga slow learners lalo na an may mga kulang, gin papakuwan ko an era mga kulang nga activities. I am not fond of giving mga projects para la isupply an era kulang. Kasi at the same time, bisan tagan mo projects sir, makapira ko na ini naexperience, still they do not submit, still the grade is mas lalo naguti. So diri na ako naexpect han project. What is lacking is, ginpapahimo ko ha amon daily meet-ups."

[Hinangutdan NHS\Samar Teacher Non-SBM III; Position: 11 - 11; 5/16/2020 15:53]

11.

"So, kun nag hohome visit kamo sir, kun nabaruan na niyo nga lima na an absent, home visit dayon."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 45 - 45; 5/12/2020 17:52]

12.

[CNCHS\Catbalogan Teacher SBM II; Position: 0:09:21.1 - 0:09:48.0; 5/11/2020 18:07]

13.

[CNCHS\Catbalogan Teacher SBM II; Position: 0:10:04.6 - 0:10:19.2; 5/11/2020 18:09]

14.

"cguro through home visitation marami namang tinatanong sa home visitation, ano yung ginagawa ng anak mo palagi dito sa bahay?"

[CNCHS\Catbalogan School Head SBM II; Position: 52 - 52; 3/11/2020 16:47]

15.

"oo, minsan yung teacher pagbakante talagang naghome visit, especially hadto nga mga meroon mga problema sa performance."

[CNCHS\Catbalogan School Head SBM II; Position: 54 - 54; 3/11/2020 16:47]

16.

"Interviewee: oo meron, doon dapat papasok ang intervention ng teacher dapat mgconduct siya ng home visit o kaya ipapatawag yung mga magulang na hindi pumapasok yung bata para malaman din ng magulang na hindi pala pumapasok yung bata."

[CNCHS\Catbalogan School Head SBM II; Position: 112 - 112; 3/11/2020 16:58]

17.

"So pag yung bata one week na absent, mayroon kaming home visitation"

[Pangdan NHS\Catbalogan Teacher Non-SBM I; Position: 60 - 60; 5/12/2020 16:01]

18.

"Kinakausap yung bata at saka yung magulang, kanakausap naming kung ano yung dahilan bakit di na pumapasok yung bata. Bumabalik naman yung bata. May isang case ata yun na bumalik, umalis na, pumunta na sa manila. Pag maobserve naming na may binubully inaano agad naming sa guidance. Isa rin yan na factor kaya iniiwasan naming"

[Pangdan NHS\Catbalogan Teacher Non-SBM I; Position: 62 - 62; 5/12/2020 16:02]

19.

"yes sir. And sometimes I visit them, home visitation. And also I want to know their situation at home. Kay there are other students, one of the factors kasi they are not performing well in school it's because others are having difficulty, alams na, yung pagkain, mahirap. Sometimes others coming here at school they do not eat. And others walang baon. That is why they are not

interested. Bagan nade-deprive hira, kay an iba nakikita nira others are taking the snacks, tas hira waray nagkikinita la. One of the reasons iton hiya sir. Amo much better nga na home visit kami."

[Guinsorongan NHS\Catbalogan Teacher Non-SBM II; Position: 23 - 23; 5/12/2020 19:41]

20.

"Amo na iton, mayda kami sir mga tinatawag nga quarterly meeting to meet the parent, may PINTAKASI. Opo, portfolio day."

[Guinsorongan NHS\Catbalogan Teacher Non-SBM II; Position: 115 - 115; 5/12/2020 20:09]

21.

"During portfolio day actually sir, we display the outputs of the students and then while the parents are roaming around and looking at the outputs their kids. Others are observing, they watch the works of their kids and then we have the recognition day at the same time."

[Guinsorongan NHS\Catbalogan Teacher Non-SBM II; Position: 117 - 117; 5/12/2020 20:09]

22.

"yung ginagawa natin yun parin pinapatake ng exam, home visit, tapos PTA meeting, ineengcourage ang parents na maging kaakibat, kasama, kapartner sa pagencourage sa kanilang mga anak na pumasok."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 50 - 50; 5/5/2020 19:59]

7.5.1.1. Kumusta ka, kaibigan?

1.

[RamonTD NHS\Samar School Head SBM I; Position: 0:13:53.6 - 0:14:21.6; 5/13/2020 15:11]

7.5.1.2. Home visitations

1.

[RamonTD NHS\Samar School Head SBM I; Position: 0:11:14.0 - 0:11:28.1; 5/13/2020 14:58]

2.

[RamonTD NHS\Samar School Head SBM I; Position: 0:13:53.6 - 0:14:21.6; 5/13/2020 15:11]

3.

[RamonTD NHS\Samar School Head SBM I; Position: 0:14:22.2 - 0:14:47.0; 5/13/2020 15:13]

4.

[RamonTD NHS\Samar Teacher SBM I; Position: 0:04:40.1 - 0:05:38.9; 5/13/2020 11:41]

5.

[Sta Rita NHS\Samar Teacher Non-SBM I; Position: 0:12:11.5 - 0:12:49.3; 5/14/2020 20:19]

6.

"Oo, even though nagkakamay ada kami home visitation, encouraging them to go back to school, to continue schooling, still, because of their economic status, waray kinakaon so."

[Hinangutdan NHS\Samar School Head Non-SBM III; Position: 19 - 19; 5/16/2020 16:51]

7.

"Ok, home visitation, tapos during PTA meeting, counseling of the parents, tapos just in case sir may mga kulang activities yung mga bata, sometimes, not often times, not always, sometimes I am giving them, pag may extra time, gin praprioritize ko sila. Pero diri ko ginpapapbay-an an akon iba nga kuwan. Differentiated, time management ito sir. So depende pag ok na ako ad inga higher and moderate learners na focuse ako han mga slow learners lalo na an may mga kulang, gin papakuwan ko an era mga kulang nga activities. I am not fond of giving mga projects para la isupply an era kulang. Kasi at the same time, bisan tagan mo projects sir, makapira ko na ini naexperience, still they do not submit, still the grade is mas lalo naguti. So diri na ako naexpect han project. What is lacking is, ginpapahimo ko ha amon daily meet-ups."

[Hinangutdan NHS\Samar Teacher Non-SBM III; Position: 11 - 11; 5/16/2020 15:53]

8.

"So, kun nag hohome visit kamo sir, kun nabaruan na niyo nga lima na an absent, home visit dayon."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 45 - 45; 5/12/2020 17:52]

9.

[CNCHS\Catbalogan Teacher SBM II; Position: 0:09:21.1 - 0:09:48.0; 5/11/2020 18:07]

10.

[CNCHS\Catbalogan Teacher SBM II; Position: 0:10:04.6 - 0:10:19.2; 5/11/2020 18:09]

11.

"cguro through home visitation marami namang tinatanong sa home visitation, ano yung ginagawa ng anak mo palagi dito sa bahay?"

[CNCHS\Catbalogan School Head SBM II; Position: 52 - 52; 3/11/2020 16:47]

12.

"oo, minsan yung teacher pagbakante talagang naghome visit, especially hadto nga mga meroon mga problema sa performance."

[CNCHS\Catbalogan School Head SBM II; Position: 54 - 54; 3/11/2020 16:47]

13.

"Interviewee: oo meron, doon dapat papasok ang intervention ng teacher dapat mgconduct siya ng home visit o kaya ipapatawag yung mga magulang na hindi pumapasok yung bata para malaman din ng magulang na hindi pala pumapasok yung bata."

[CNCHS\Catbalogan School Head SBM II; Position: 112 - 112; 3/11/2020 16:58]

14.

"So pag yung bata one week na absent, mayroon kaming home visitation"

[Pangdan NHS\Catbalogan Teacher Non-SBM I; Position: 60 - 60; 5/12/2020 16:01]

15.

"Kinakausap yung bata at saka yung magulang, kanakausap naming kung ano yung dahilan bakit di na pumapasok yung bata. Bumabalik naman yung bata. May isang case ata yun na bumalik, umalis na, pumunta na sa manila. Pag maobserve naming na may binubully inaano agad naming sa guidance. Isa rin yan na factor kaya iniiwasan naming"

[Pangdan NHS\Catbalogan Teacher Non-SBM I; Position: 62 - 62; 5/12/2020 16:02]

16.

"yes sir. And sometimes I visit them, home visitation. And also I want to know their situation at home. Kay there are other students, one of the factors kasi they are not performing well in school it's because others are having difficulty, alams na, yung pagkain, mahirap. Sometimes others coming here at school they do not eat. And others walang baon. That is why they are not interested. Bagan nade-deprive hira, kay an iba nakikita nira others are taking the snacks, tas hira waray nagkikinita la. One of the reasons iton hiya sir. Amo much better nga na home visit kami."

[Guinsorongan NHS\Catbalogan Teacher Non-SBM II; Position: 23 - 23; 5/12/2020 19:41]

17.

"yung ginagawa natin yun parin pinapatake ng exam, home visit, tapos PTA meeting, ineengcourage ang parents na maging kaakibat, kasama, kapartner sa pagencourage sa kanilang mga anak na pumasok."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 50 - 50; 5/5/2020 19:59]

7.5.1.3. Portfolio Day

1.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:15:47.0 - 0:16:09.4; 5/13/2020 19:00]

2.

[Sta Rita NHS\Samar School Head Non-SBM I; Position: 0:03:41.1 - 0:04:32.2; 5/14/2020 16:06]

3.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:13:49.4 - 0:14:16.0; 5/14/2020 13:55]

4.

"Amo na iton, mayda kami sir mga tinatawag nga quarterly meeting to meet the parent, may PINTAKASI. Opo, portfolio day."

[Guinsorongan NHS\Catbalogan Teacher Non-SBM II; Position: 115 - 115; 5/12/2020 20:09]

5.

"During portfolio day actually sir, we display the outputs of the students and then while the parents are roaming around and looking at the outputs their kids. Others are observing, they watch the works of their kids and then we have the recognition day at the same time."

[Guinsorongan NHS\Catbalogan Teacher Non-SBM II; Position: 117 - 117; 5/12/2020 20:09]

7.5.2. School monitoring

1.

[Zumarraga NHS\Samar Teacher SBM II; Position: 0:05:40.8 - 0:06:43.6; 5/14/2020 20:59]

2.

"Oo, tapos mayda liwat kami han yana nga school year an akon gin research kanan TRESER, kanan attendance checker. Diba an teacher, nahatag ha aton hin form at the end of the month, an amon didi daily, parehos yana or sige na tikang han klase pag ON ko han internet hiton nga attendance checker, makikita ko na kun pira an absent hini dayon nga adlaw. So bago pa matapos an adlaw, in inga section permi man la ini mga absent kandidato dayon hiya, makadto dayon for home-visit. Kay kun at the end of the month, late na an action mo, it's either drop na hiya."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 44 - 44; 5/12/2020 17:51]

7.5.2.1. School Monitoring, Evaluation, and Assessment

1.

[Zumarraga NHS\Samar Teacher SBM II; Position: 0:05:40.8 - 0:06:43.6; 5/14/2020 20:59]

7.5.2.2. TRESER

1.

"Oo, tapos mayda liwat kami han yana nga school year an akon gin research kanan TRESER, kanan attendance checker. Diba an teacher, nahatag ha aton hin form at the end of the month, an amon didi daily, parehos yana or sige na tikang han klase pag ON ko han internet hiton nga attendance checker, makikita ko na kun pira an absent hini dayon nga adlaw. So bago pa

matapos an adlaw, in inga section permi man la ini mga absent kandidato dayon hiya, makadto dayon for home-visit. Kay kun at the end of the month, late na an action mo, it's either drop na hiya."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 44 - 44; 5/12/2020 17:51]

7.5.3. Enhancing students' talents and skills

1.

[RamonTD NHS\Samar School Head SBM I; Position: 0:17:55.7 - 0:18:48.4; 5/13/2020 15:39]

2.

[RamonTD NHS\Samar Teacher SBM I; Position: 0:10:20.6 - 0:10:50.1; 5/13/2020 11:51]

3.

[Calbiga NHS\Samar School Head SBM III; Position: 0:09:33.5 - 0:09:52.2; 5/13/2020 21:23]

4.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:20:04.2 - 0:22:11.0; 5/13/2020 19:12]

5.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:22:17.7 - 0:23:10.7; 5/13/2020 19:14]

6.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:31:54.3 - 0:32:20.2; 5/13/2020 20:15]

7.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:38:15.0 - 0:39:15.2; 5/13/2020 20:30]

8.

[Sta Rita NHS\Samar Teacher Non-SBM I; Position: 0:16:44.3 - 0:17:12.7; 5/14/2020 20:32]

9.

[Sta Rita NHS\Samar Teacher Non-SBM I; Position: 0:17:13.4 - 0:17:40.8; 5/14/2020 20:35]

10.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:21:23.4 - 0:22:23.7; 5/14/2020 14:22]

11.

"Of course, nagkakamay-ada kami intensive review, practice, like mga extra-curricular activities. We a lot time talaga to review them, kay siyempre kun diri ngani magreview kulang talaga hira hin kuwan. Tapos we give incentive to them. Like, what kind of incentives? Uhm, gift. We have annual pasidungog here, so we give all of the teachers, students, (--- student parent? 7:52), stakeholders, we give them pasidungog. Except School heads, of course."

[Hinangutdan NHS\Samar School Head Non-SBM III; Position: 26 - 26; 5/16/2020 17:19]

12.

" Oo, kay atleast diri nagiging mabug-at an subjects everyday. Tapos an amon TTh, pagkakulop hiton kay an reading namon. Tapos may ada kami CLAYGO, gardening, tapos may ada liwat recreation activities. Kay it bata diri pwede magfocus in only one nga, permanente nala pasubject subject."

[Hinangutdan NHS\Samar School Head Non-SBM III; Position: 46 - 46; 5/16/2020 17:50]

13.

"mayda anay kami ton sir an kuan orientation anay sir. pagkahuman han orientation sir magkakamay-ada kami han training sir."

[Silanga NHS\Catbalogan Student SBM I-A; Position: 63 - 63; 5/15/2020 14:21]

14.

"an kuan sir an public speaking skills ngan an amon vocabulary sir."

[Silanga NHS\Catbalogan Student SBM I-A; Position: 73 - 73; 5/15/2020 14:21]

15.

": Ah, for example sa academic, sabi ko yung mga magagaling sa math so kailangan mayron parin silang eksaktong yung parang sa NMAT na insturctions. Tapos yung mga journalism kailangan mayron din tayong mga advance training para sa kanila. Pat inga sa sports, pinag hiwa-hiwalay naming yan that was actually every Friday kasi regular naman yung klase naming ditto walang shifting, kaya yung subjects na apat lang sa isang araw, mababakante na sila sa Friday yung KSP na lang yung pumapasok sa Friday so dun pumapasok yung mga remedial. Sabi ko hindi pwede na wala tayong gagawin kailangan mayron din."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 98 - 98; 5/12/2020 16:36]

16.

"ahm from the word, balance nala po. we must know our limitations and extra-curricular inclined kasi ako, I think through balance talaga and time management."

[Guinsorongan NHS\Catbalogan Student Non-SBM II-A; Position: 32 - 32; 5/15/2020 20:00]

17.

"I think sir hindi naman po siya nakakaapekto dahil mas nagmo-motivate po yan sa akin na mag-aral pa, dahil sa tingin ko nakuha ko yung cellphone ko na ginagamit sa pagti-tiktok at sa paglalaro dahil sa pag-aaral ko ng mabuti. Parang price."

[Guinsorongan NHS\Catbalogan Student Non-SBM II-A; Position: 44 - 44; 5/15/2020 20:02]

18.

"I think the school molds me into a better version han akon sarili. For example na, I don't join journalism, but through the school and my school paper adviser I was encourage and motivated to join and through their efforts kan ma'am ngan kan sir nga akon school paper adviser dako po an akon gratitude towards han ako school."

[Guinsorongan NHS\Catbalogan Student Non-SBM II-A; Position: 52 - 52; 5/15/2020 20:04]

7.5.3.1. Special Program for the Arts

1.

[RamonTD NHS\Samar School Head SBM I; Position: 0:17:55.7 - 0:18:48.4; 5/13/2020 15:39]

2.

[RamonTD NHS\Samar Teacher SBM I; Position: 0:10:20.6 - 0:10:50.1; 5/13/2020 11:51]

3.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:22:17.7 - 0:23:10.7; 5/13/2020 19:14]

7.5.3.2. Conducting extracurricular activities

1.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:38:15.0 - 0:39:15.2; 5/13/2020 20:30]

2.

[Sta Rita NHS\Samar Teacher Non-SBM I; Position: 0:16:44.3 - 0:17:12.7; 5/14/2020 20:32]

3.

"I think sir hindi naman po siya nakakaapekto dahil mas nagmo-motivate po yan sa akin na mag-aral pa, dahil sa tingin ko nakuha ko yung cellphone ko na ginagamit sa pagti-tiktok at sa paglalaro dahil sa pag-aaral ko ng mabuti. Parang price."

[Guinsorongan NHS\Catbalogan Student Non-SBM II-A; Position: 44 - 44; 5/15/2020 20:02]

7.5.3.3. Enrichment

1.

[Calbiga NHS\Samar School Head SBM III; Position: 0:09:33.5 - 0:09:52.2; 5/13/2020 21:23]

2.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:20:04.2 - 0:22:11.0; 5/13/2020 19:12]

3.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:31:54.3 - 0:32:20.2; 5/13/2020 20:15]

4.

[Sta Rita NHS\Samar Teacher Non-SBM I; Position: 0:17:13.4 - 0:17:40.8; 5/14/2020 20:35]

5.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:21:23.4 - 0:22:23.7; 5/14/2020 14:22]

6.

"Of course, nagkakamay-ada kami intensive review, practice, like mga extra-curricular activities. We a lot time talaga to review them, kay siyempre kun diri ngani magreview kulang talaga hira hin kuwan. Tapos we give incentive to them. Like, what kind of incentives? Uhm, gift. We have annual pasidungog here, so we give all of the teachers, students, (--- student parent? 7:52), stakeholders, we give them pasidungog. Except School heads, of course."

[Hinangutdan NHS\Samar School Head Non-SBM III; Position: 26 - 26; 5/16/2020 17:19]

7.

"mayda anay kami ton sir an kuan orientation anay sir. pagkahuman han orientation sir magkakamay-ada kami han training sir."

[Silanga NHS\Catbalogan Student SBM I-A; Position: 63 - 63; 5/15/2020 14:21]

8.

"an kuan sir an public speaking skills ngan an amon vocabulary sir."

[Silanga NHS\Catbalogan Student SBM I-A; Position: 73 - 73; 5/15/2020 14:21]

9.

": Ah, for example sa academic, sabi ko yung mga magagaling sa math so kailangan mayron parin silang eksaktong yung parang sa NMAT na insturctions. Tapos yung mga journalism kailangan mayron din tayong mga advance training para sa kanila. Pat inga sa sports, pinag hiwa-hiwalay naming yan that was actually every Friday kasi regular naman yung klase naming ditto walang shifting, kaya yung subjects na apat lang sa isang araw, mababakante na sila sa Friday yung KSP na lang yung pumapasok sa Friday so dun pumapasok yung mga remedial. Sabi ko hindi pwede na wala tayong gagawin kailangan mayron din."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 98 - 98; 5/12/2020 16:36]

10.

"ahm from the word, balance nala po. we must know our limitations and extra-curricular inclined kasi ako, I think through balance talaga and time management."

[Guinsorongan NHS\Catbalogan Student Non-SBM II-A; Position: 32 - 32; 5/15/2020 20:00]

11.

"I think sir hindi naman po siya nakakaapekto dahil mas nagmo-motivate po yan sa akin na mag-aral pa, dahil sa tingin ko nakuha ko yung cellphone ko na ginagamit sa pagti-tiktok at sa paglalaro dahil sa pag-aaral ko ng mabuti. Parang price."

[Guinsorongan NHS\Catbalogan Student Non-SBM II-A; Position: 44 - 44; 5/15/2020 20:01]

12.

"I think the school molds me into a better version han akon sarili. For example na, I don't join journalism, but through the school and my school paper adviser I was encourage and motivated to join and through their efforts kan ma'am ngan kan sir nga akon school paper adviser dako po an akon gratitude towards han ako school."

[Guinsorongan NHS\Catbalogan Student Non-SBM II-A; Position: 52 - 52; 5/15/2020 20:04]

7.5.3.4. Gardening

1.

" Oo, kay atleast diri nagiging mabug-at an subjects everyday. Tapos an amon TTh, pagkakulop hiton kay an reading namon. Tapos may ada kami CLAYGO, gardening, tapos may ada liwat recreation activities. Kay it bata diri pwede magfocus in only one nga, permanente nala pasubject subject."

[Hinangutdan NHS\Samar School Head Non-SBM III; Position: 46 - 46; 5/16/2020 17:50]

7.5.4. Helping underperforming students

1.

[RamonTD NHS\Samar School Head SBM I; Position: 0:15:16.8 - 0:15:38.4; 5/13/2020 15:14]

2.

[RamonTD NHS\Samar School Head SBM I; Position: 0:15:51.0 - 0:16:21.7; 5/13/2020 15:22]

3.

[RamonTD NHS\Samar Teacher SBM I; Position: 0:02:32.7 - 0:02:52.0; 5/13/2020 11:19]

4.

[RamonTD NHS\Samar Teacher SBM I; Position: 0:04:06.5 - 0:04:39.2; 5/13/2020 11:40]

5.

[RamonTD NHS\Samar Teacher SBM I; Position: 0:05:50.8 - 0:06:14.2; 5/13/2020 11:43]

6.

[Zumarraga NHS\Samar Teacher SBM II; Position: 0:04:11.7 - 0:05:16.2; 5/14/2020 20:55]

7.

[Calbiga NHS\Samar School Head SBM III; Position: 0:09:33.5 - 0:09:52.2; 5/13/2020 21:23]

8.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:11:55.6 - 0:12:22.2; 5/13/2020 18:51]

9.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:13:10.3 - 0:13:32.5; 5/13/2020 18:53]

10.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:23:14.2 - 0:24:07.5; 5/13/2020 19:15]

11.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:29:55.0 - 0:31:07.1; 5/13/2020 20:13]

12.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:31:10.1 - 0:31:52.2; 5/13/2020 20:15]

13.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:32:51.7 - 0:33:58.4; 5/13/2020 20:17]

14.

"maghatag hira hin tutor"

[Calbiga NHS\Samar Student SBM III-B; Position: 43 - 43; 5/13/2020 16:00]

15.

[Sta Rita NHS\Samar Teacher Non-SBM I; Position: 0:07:47.8 - 0:08:01.8; 5/14/2020 19:42]

16.

[Sta Rita NHS\Samar Teacher Non-SBM I; Position: 0:10:35.2 - 0:10:52.9; 5/14/2020 19:48]

17.

[Sta Rita NHS\Samar Teacher Non-SBM I; Position: 0:13:12.5 - 0:13:34.8; 5/14/2020 20:26]

18.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:21:00.5 - 0:21:23.4; 5/14/2020 14:20]

19.

[Anubungon IS\Samar Teacher Non-SBM II; Position: 0:17:39.7 - 0:17:55.0; 5/14/2020 12:01]

20.

[Anubungon IS\Samar Teacher Non-SBM II; Position: 0:18:47.6 - 0:19:01.3; 5/14/2020 12:04]

21.

"If they cooperate we give them modular instruction. But if not, kun nakakarawat na kasi hira hin money, siyempre, madali nala ha era makapalit hin cellphone, their number one priority is cellphone for them, so bagan nakukuan na nira ira study, nawawalan na hira interest han era study kay nakakareceive na hira hin money."

[Hinangutdan NHS\Samar School Head Non-SBM III; Position: 17 - 17; 5/16/2020 16:50]

22.

"Gin-kukuwan sir, gintatagan hiya hin mga make-up class. Para mameet niya and mga competency nga namiss niya during that time."

[Hinangutdan NHS\Samar School Head Non-SBM III; Position: 31 - 31; 5/16/2020 17:22]

23.

"We have a stakeholder nga nagpapagamit han iya library ha gawas. We have the library visitation. That is one of our intervention in reading. Because we have Project Libro (Learner's Intervention through reading(?) An amon kasi Project Libro, gin-coconduct namon twice a week. Every Tuesday and Thursday, one hour, then in every grade level, adi la kami nagkakamayada intervention from grade 7 to 10, ha grade 7 an amon gin-kukuwan is frustration, dati may ada kami (??? 13:14) every year, pero at the end of the school year, nawara iton amon non-reader, It's because of this intervention na Project Libro Oo, nga an usa kagrade level, iba iba an reading level han bata, may non-reader, frustration, instruction, independent, so in inga upat, may ada teacher nga nakapot. Like, ha frustration, pag damo an among bata nga ada ha frustration, we, may ada kami duha nga teacher nga nakapot, hito nga, example 20 nga bata igtutunga namon. Diri la usa nga teacher it nakapot, iba iba nga teacher it nakapot. Pero ha mga higher year, we are focusing on the comprehension level of the learners. Kay waray naman ito ngadto mga non-readers. May ada frustration pero guti na la. Ano nga level? Grade 7 or grade 8, yung merong frustration? May ada tanan sir, pero guti la. Doesn't mean na an frustration kay non-reader, ginseseperate talaga an frustration from non-reader, pero sometimes nasiring hira, an non-reader ada kuno ha frustration. Ha amon gin-iiba talaga, gin iisolate talaga, gincacategorize talaga namon, tapos nagkakamayada kami han kabataan every T-Th. Ginbuburublag iton, depende han nakapot nga teacher kun hain hera magcoconduct hin intervention. Tapos an amon non-reader kay yana(sic) may ada kami upat nga non-reader, pero yana waray na. May ada hera snack. An amon snack ginkukuha namon tikang han amon canteen, kay an amon may ada kami P20 per day nga nagtitinda man ngada, may investor kami, amo an gingagamit namon nga money, kay may ada talaga bata nga nadalagan talaga pagbabasa. We cannot blame naman Elementary teachers for having a non-reader nga ginpapasar nira kay adi naman ito ha aton. So we have to put an action on that para mag... mag-aano man kamo hito pagpinansala sala, waray na kamo hito mahihimo."

[Hinangutdan NHS\Samar School Head Non-SBM III; Position: 37 - 37; 5/16/2020 17:26]

24.

" Their interest. Interest towards the subject. Kasi diba, individual differences, multiple intelligences. Ako, just now, I am handling ESPA. Me myself, am not interested in ESPA because I am a Science major. But I am trying to give my best para macater an needs an kabataan. But nakikita ko nga it's the same, parang mutual, the students are not interested in ESPA, ha akon la interpretation. So interest is important talaga para makuwan, diba interest so that attention will

be touched. So papaano natin makukuha yung interes ng bata? Ay sir, motivation. Ako sir as a science teacher, or bisan diri science, kasi I handle Empowerment Technology, Reading and Writing, PE and Health ha mga Senior High, I'm fond of giving games. Games para hindi hesitant or para diri maprepressure adi na mga iba nga diri masyado into oral or into writing. Para nababalance ko. In the form of game para diri mabored, lalo na kun it topic boring. I also handle MAPE, so practical test. Mahilig ako magpapractical.Though diri ako makarit sumayaw ngan kumanta, nagcoconceptualize la ako tapos video, more on bata, para learner centered. Tapos, mahilig ako recitation talaga, para day to day nakukuwan ko an retention. Kahit pabalik balik, I'm always fond of giving recitation. Nasiring nala iton akon mga bata nga ma'am pautroutro nala. Pero in different ways, just like yana, di pa tapos an fourth quarter tapos na ako nak Science topics, so what I did is ginbabalikbalik ko nala hiya, pero paibaiba. So Monday nagsummative kami, pero in form of, more of concepts la anay. Pagka-Tuesday kay RRE namon, summatives naliwat pero more on problem solving. PagkaWednesday, recitation naliwat pero bunot bunot, may mga rewards ako, pag makabunot han star plus 10, science questions still, makabunot ka ngani heart plus 5, makabunot ka ngano smile may snack, but still you will answer the question, makabunot ka ngani hin exempted exempted ka ha recitation. Nasanay kasi ako ha SSU, strategizing."

[Hinangutdan NHS\Samar Teacher Non-SBM III; Position: 12 - 12; 5/16/2020 16:02]

25.

"May ada man kami reading intervention. Though I am not that a reading teacher, may ada kami schedule, kay every teacher is a reading teacher. What I mean is diri man kami English major, pero gin tagan man kami schedule. There are times na one on one kay makuri, diba kay, reading is the most basic skill, the fundamental skill, so kailangan hiya prior han learning an iba nga skills."

[Hinangutdan NHS\Samar Teacher Non-SBM III; Position: 31 - 31; 5/16/2020 16:48]

26.

"Oo, walo tanan nga subject pero kuan usa hira ka section tapos an approach la ha ira is pro-reading. Tapos iton pagud na 45 gin divide ko iton again into three kay mayda dida mga non-reader nga ABC pala an nahibabaruan, mayda dida nakakabasa two words or two syllables. Adi nga iba nakakabasa usa ka sentence or short sentence. Tapos adi nga nakakabasa han letters mapropromote na hiya ngadi han nakakabasa han two syllables. Tas sugad hini, kahuhuman niya ngadi mabalik na hiya han iya original nga section."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 28 - 28; 5/12/2020 17:49]

27.

"An ira la sakop nga kabataan, ngan diri man damo kay specifific man an ha SARDO kun hin-o, danay an non-reader liwat SARDO hiya so double pero mayda liwat kami SARDO la alone nga diri hira non-reader. Mayda liwat SARDO ngan non-reader basta combine iton hira."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 42 - 42; 5/12/2020 17:51]

28.

"an amon po kasi naghahatag po kami hiton nga mga remediation, for example kasi there are students nga nagtra-trabaho hira so an amon guinhihimo guinmo-modular. Naghahatag kami ha ira, although natrabaho hira guinre-require namon hira nga umattend at least twice or trice a week. Ngan iton nga mga days nga waray hira naghahatag kami hin mga modules para ha ira para didto nira answeran. Ngan pagsusulod asya namon hira bagan guinlalanat an topic, guintututduan, guinche-check an mga answers. Tapos for the non-readers naman ngan non-numerates ito nga duha banner project iton namon. An project Treat (not sure) ada ton hiya, an amon reading mayda kami program where in guinpu-pull out namon an mga non-reader, ahw nagco-conduct anay kami hin assessment tikang ha division. Tapos when we found out the number of non-readers guinpu-pull out namon ha ira klase tapos guinbubutang namon ha LRC an pinaka library po namon para ngadto hira tutduan. Tapos iton nga mga bata mayda kami mga volunteer teachers an mga fresh graduate nga naging kuan namon ngadi practice teachers before. Naging volunteer namon hira, hira an nagtututor usa-usa. Tapos tikang iton hiya han I think July, kay June kami nagconduct han assessment. Tas nag-end ha yana nga February ngan yana nga febuary balik na hira han ira mga sections. Ngan for numeracy naman every Friday mayda kami 30 minutes klase guintututduan an mga bata hin basic operation. Kay even an grade 10 diri hira nakaka-compute manually na-rely hira han calculator. Amo iton part han amon program."

[Silanga NHS\Catbalogan Teacher SBM I; Position: 53 - 53; 5/12/2020 17:32]

29.

"an amo po guinhihimo pagduring vacant times guintututduan namon hiya one-on-one. Kay mas namamati, asya liwat iton it amon usa nga kuan kun hin-o an diri medyo maaram, depende la liwat han teacher. Ha akon liwat klase naga-adopt ako han peer tutoring. Guingru-grupo ko hira tapos an mga leaders amo an guina-assign. Parehas po liwat ha amon grade 7 nagme-mental math po ako para liwat kasi pagnagme-mental math nasosolve nira ha mind la mas makusog an ira retention so an amon guinhihimo group mental math. Tapos usa-usa hira nga ma-answer pero an score nira madepende han score han grupo. So an tendency an mga leaders bisan nahuhubya hira, napipiritan hira tutduan hin maupay an mga slow learners nga ira mga classmates kay apektado man hira an ira grade. so an iba liwat nga slow learners naniniguro liwat hira mabaro kay para diri hira an magin reason para gumuti an score han ira leaders asya iton an akon strategy."

[Silanga NHS\Catbalogan Teacher SBM I; Position: 65 - 65; 5/12/2020 17:43]

30.

[CNCHS\Catbalogan Teacher SBM II; Position: 0:02:45.4 - 0:03:45.7; 5/11/2020 17:59]

31.

[CNCHS\Catbalogan Teacher SBM II; Position: 0:05:48.6 - 0:06:38.2; 5/11/2020 18:03]

32.

[CNCHS\Catbalogan Teacher SBM II; Position: 0:07:09.0 - 0:08:19.8; 5/11/2020 18:05]

33.

[CNCHS\Catbalogan Teacher SBM II; Position: 0:18:55.8 - 0:19:15.2; 5/11/2020 18:34]

34.

[CNCHS\Catbalogan Teacher SBM II; Position: 0:19:20.8 - 0:19:39.4; 5/11/2020 18:35]

35.

[CNCHS\Catbalogan Teacher SBM II; Position: 0:27:00.0 - 0:27:33.1; 5/11/2020 18:49]

36.

"an pagiging maintindihon nira sir either sugad hito na may mga students talaga nga diri mga buyod (maaram) mga sugad hito but still an ira pagiging maintindihon kay bisan talaga anohon nage-gets nira an usa nga situation. Ngan one more thing an pagsa-sacrifice nira han ira oras, an amon kasi adviser kuan mayda kami usa nga classmate nga transferee po hiya tikang ada hiya ha

Northern Samar ito hiya waray na ito hiya nagpakita tas iton nga amon adviser ginkadto gud talaga niya iton ha northern samar."

[CNCHS\Catbalogan Student SBM II-A; Position: 60 - 60; 5/5/2020 19:48]

37.

"so the factors that can influence student's achievements is that we strictly implement the contextualization in our school."

[CNCHS\Catbalogan School Head SBM II; Position: 10 - 10; 3/11/2020 16:40]

38.

"so in contextualization the student is somewhat being guided to fully understand the subject matters since the place any event that is present in the locality so at least they are motivated or they are motivated to learn more kay nandyan yung place kasama yung kanilang locality nakikita nila they can see they realize the actual set up/setting of the place."

[CNCHS\Catbalogan School Head SBM II; Position: 12 - 12; 3/11/2020 16:41]

39.

"mostly yung binibigyan ng review yung medyo naiiwan sa klase para makahabol sila don sa mga advance na. so before the exam we conduct review, two days before the exam we conduct review and then if the lesson, the objective is not attained we give follow up, we follow up."

[CNCHS\Catbalogan School Head SBM II; Position: 34 - 34; 3/11/2020 16:43]

40.

"siguro ngayon mayroon kaming, being a department head in math and science, mayroon kami program ngayon to zero out or at least minimize non-numerates and that program that we are implementing now is entitled "PIKO"."

[CNCHS\Catbalogan School Head SBM II; Position: 38 - 38; 3/11/2020 16:44]

41.

"PIKO means Persistent Intervention is Key to Organization of numbers yun yung program naming about numeracy."

[CNCHS\Catbalogan School Head SBM II; Position: 40 - 40; 3/11/2020 16:44]

42.

"Interviewee: dapat magconduct ang teacher ng remediation to students. Saka pagmay, marami yung hindi natuto sa eleksyon mo sa araw nayun dapat you are oblige to repeat your lesson. Babalikan mo dapat kasi hindi mo nameet yung objective."

[CNCHS\Catbalogan School Head SBM II; Position: 102 - 102; 3/11/2020 16:56]

43.

"I'll just be talking about my subject of specialization mathematics. Sa aking palagay siguro magdesign o gumawa yung teacher ng self-made module na angkop talaga sa kanyang klase yung level of understanding ng mga bata. Kasi yung module na ginagamit na bigay ng DepEd standard kasi hindi applicable minsan sa lahat ng bata."

[CNCHS\Catbalogan School Head SBM II; Position: 137 - 137; 3/11/2020 17:12]

44.

"Yung 4-5pm na klase na oras ay wala nang klase yan. So ang klase naming ay from 7:30-4pm. So yung 4-5pm is intended for reading na, yung mga identified na non at slow readers mayron teacher na naka assign sa kanya. Not necessarily na English an mga teacher basta pag basa an mga bata an naka assign."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 78 - 78; 5/12/2020 16:30]

45.

"And then, kung sino naman yung mahina sa math, mayron din naka assign sa mga kids. And we are hoping that by the end of march or by this school year mawala yung mga frustrations nila."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 78 - 78; 5/12/2020 16:30]

46.

"Yun. Nagkakaroon ng make-up classes for example lahat naman ng magiging, pag tinawag silang na hindi na makakapag klase required to contract the number of days, so yun instead na magkaroon ng remedial sa Friday, make-up classes na, yun yung pang puno. Halimbawa, naka absent kayo sa Monday dahil kung sa anong rason, regular class kayo sa Friday."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 112 - 112; 5/12/2020 16:37]

47.

"Sir una, paano yung child labor parang mahirap, sa magulang na yan, part ng parents na yan, so may module na kami para macope up para mahabol."

[Pangdan NHS\Catbalogan Teacher Non-SBM I; Position: 48 - 48; 5/12/2020 15:58]

48.

"Meron pa naman kaming ginagawa, nag kklase pa naman kami. Interventions, literacy, dun sa students na pala absent dito natin ginagawa yung mga module"

[Pangdan NHS\Catbalogan Teacher Non-SBM I; Position: 58 - 58; 5/12/2020 16:01]

49.

"Numeracy at literacy... the Brain Run, those students in grade 7 or 8, yan pumapasok sa Friday rin."

[Pangdan NHS\Catbalogan Teacher Non-SBM I; Position: 84 - 84; 5/12/2020 16:07]

50.

"Ah, depende sir, like for example ha amon ha English, we have the reading coordinator. Our reading coordinator based on her action plan, we follow that naman. We call the attention of those students who are slow readers, under frustration level and we let them, or accompany them. We really let them read. They based on, depende sa coordinators kung ano yung strategy na gagamitin niya, kung peer, tutoring like that or one on one mismo."

[Guinsorongan NHS\Catbalogan Teacher Non-SBM II; Position: 49 - 49; 5/12/2020 19:50]

51.

"Opo, mayda kami mga reading program, mayda kami mga interventions nga gin hihimo para hiton. Actually, I have there, gin print han amon reading coordinator. Tapos ha iba naman na mga learning areas mayda gihapon hira. Parang by department."

[Guinsorongan NHS\Catbalogan Teacher Non-SBM II; Position: 71 - 71; 5/12/2020 19:54]

52.

"bali meron tayong coordinator doon na naggagawa sila ng inventory of reading. Kung anong level na ng bata at saka sino yung mga nakakabasa. so far sa school year ngayon yung grade seven marami parin ang mga apat siguro ang non-readers. Pero yung non-readers na yun siguro frustrated readers yung mga yun, yun lang mahina magbasa hindi nakakaintindi pero ganon parin ang performance nila."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 58 - 58; 5/5/2020 20:02]

53.

"oo yun na yung mga interventions namin. Yung agreement nalang namin dito sa mga teacher, kahit hindi ka language teacher basta ang subject mo pweding magpabasa halimbawa, Araling Panlipunan, MAPEH, yung mga science at math dapat turuan sila ng numeracy, yung araling panlipunan at values doon nalang sila pinababasa rin. So lahat ng subject areas tumutulong sila sa numeracy and literacy. Numeracy math at science, yung iba other subject's literacy nalang na at least bago niyo ipasa nakakabasa at sa science at math bago ipasa at least numerate."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 62 - 62; 5/5/2020 20:07]

54.

"lahat ng teacher ay reading teacher at saka yung math and science teacher math teacher parin numeracy yung kanilang tinuturo mga basic operations lang ang tinuturo. Kasi ang problema parin namin dyan pagpasok ng elementary mga 25% non-reader gud. An iba ngan ginpapabalik ko Ginsulungan tapos pagnakabasa na gineenrol ko, ginpabalik ko elementary tapos pagbalik elementary then I will try to enroll them in LIS considering that they are already readers. Mahirap naman hindi natin bigyan ng second chance ang mga bata."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 64 - 64; 5/5/2020 20:08]

55.

"ah yung contextualization sir, ngayon humihingi ngayon ng two contextualize lesson plan per month diba? Sa contextualiztion sir gagawa ako dito ng intervention o, meron kami ditong museum of contextualized learning resources. Yung lahat ng mga kailangan ng teacher na icontextualize meron kami doon parang museum nakadisplay doon. Kukuha siya ng material doon sa aming museum yun ang gagamitin niya sa pagtuturo tapos ibabalik lang. katapos meron kami dito contextualize of learning resources, hindi lang yung contextualize na trina-translate dapat nakikita talaga yung mga material. Kasi normally yung pagsabi natin na contextualization sinasalin-wika translated, wala tayong material masyado. May museum kami na yung mga learning resources na makikita natin sa ating community ay talaga meron tayo doong storage."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 148 - 148; 5/6/2020 18:55]

56.

"yung mga interventions naming, yung banner project, peer teaching, retake ng exam kung hindi makapasa ng exam."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 174 - 174; 5/6/2020 19:06]

57.

[EVRSHS\Catbalogan School Head Non-SBM III; Position: 0:26:03.0 - 0:27:26.0; 5/11/2020 19:39]

58.

[EVRSHS\Catbalogan School Head Non-SBM III; Position: 0:29:22.8 - 0:30:13.0; 5/11/2020 19:45]

59.

"ah an mayayakan ko nga nakabulig an school ha akon is gihapon iton nga mga diri pagpasamwak pagpayakan han advise han teachers. Kay danay liwat kasi naguros-torya kami han mga teachers mayda hira mga ginyayakan ha imo, ahw ha akon, ginpapakiana."

[EVRSHS\Catbalogan Student Non-SBM III-B; Position: 42 - 42; 5/5/2020 18:43]

7.5.4.1. SARDO

1.

[RamonTD NHS\Samar Teacher SBM I; Position: 0:05:50.8 - 0:06:14.2; 5/13/2020 11:43]

2.

"An ira la sakop nga kabataan, ngan diri man damo kay specifific man an ha SARDO kun hin-o, danay an non-reader liwat SARDO hiya so double pero mayda liwat kami SARDO la alone nga diri hira non-reader. Mayda liwat SARDO ngan non-reader basta combine iton hira."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 42 - 42; 5/12/2020 17:51]

7.5.4.2. RRE

1.

[RamonTD NHS\Samar School Head SBM I; Position: 0:15:51.0 - 0:16:21.7; 5/13/2020 15:22]

2.

[RamonTD NHS\Samar Teacher SBM I; Position: 0:04:06.5 - 0:04:39.2; 5/13/2020 11:40]

3.

[Calbiga NHS\Samar School Head SBM III; Position: 0:09:33.5 - 0:09:52.2; 5/13/2020 21:23]

4.

"maghatag hira hin tutor"

[Calbiga NHS\Samar Student SBM III-B; Position: 43 - 43; 5/13/2020 16:00]

5.

[Sta Rita NHS\Samar Teacher Non-SBM I; Position: 0:07:47.8 - 0:08:01.8; 5/14/2020 19:42]

6.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:21:00.5 - 0:21:23.4; 5/14/2020 14:20]

7.

[Anubungon IS\Samar Teacher Non-SBM II; Position: 0:17:39.7 - 0:17:55.0; 5/14/2020 12:01]

8.

"Gin-kukuwan sir, gintatagan hiya hin mga make-up class. Para mameet niya and mga competency nga namiss niya during that time."

[Hinangutdan NHS\Samar School Head Non-SBM III; Position: 31 - 31; 5/16/2020 17:22]

9.

" Their interest. Interest towards the subject. Kasi diba, individual differences, multiple intelligences. Ako, just now, I am handling ESPA. Me myself, am not interested in ESPA because I am a Science major. But I am trying to give my best para macater an needs an kabataan. But nakikita ko nga it's the same, parang mutual, the students are not interested in ESPA, ha akon la interpretation. So interest is important talaga para makuwan, diba interest so that attention will be touched. So papaano natin makukuha yung interes ng bata? Ay sir, motivation. Ako sir as a science teacher, or bisan diri science, kasi I handle Empowerment Technology, Reading and Writing, PE and Health ha mga Senior High, I'm fond of giving games. Games para hindi hesitant or para diri maprepressure adi na mga iba nga diri masyado into oral or into writing. Para nababalance ko. In the form of game para diri mabored, lalo na kun it topic boring. I also handle MAPE, so practical test. Mahilig ako magpapractical.Though diri ako makarit sumayaw ngan kumanta, nagcoconceptualize la ako tapos video, more on bata, para learner centered. Tapos, mahilig ako recitation talaga, para day to day nakukuwan ko an retention. Kahit pabalik balik, I'm always fond of giving recitation. Nasiring nala iton akon mga bata nga ma'am pautroutro nala. Pero in different ways, just like yana, di pa tapos an fourth quarter tapos na ako nak Science topics, so what I did is ginbabalikbalik ko nala hiya, pero paibaiba. So Monday nagsummative kami, pero in form of, more of concepts la anay. Pagka-Tuesday kay RRE namon, summatives

naliwat pero more on problem solving. PagkaWednesday, recitation naliwat pero bunot bunot, may mga rewards ako, pag makabunot han star plus 10, science questions still, makabunot ka ngani heart plus 5, makabunot ka ngano smile may snack, but still you will answer the question, makabunot ka ngani hin exempted exempted ka ha recitation. Nasanay kasi ako ha SSU, strategizing."

[Hinangutdan NHS\Samar Teacher Non-SBM III; Position: 12 - 12; 5/16/2020 16:02]

10.

"an amon po kasi naghahatag po kami hiton nga mga remediation, for example kasi there are students nga nagtra-trabaho hira so an amon guinhihimo guinmo-modular. Naghahatag kami ha ira, although natrabaho hira guinre-require namon hira nga umattend at least twice or trice a week. Ngan iton nga mga days nga waray hira naghahatag kami hin mga modules para ha ira para didto nira answeran. Ngan pagsusulod asya namon hira bagan guinlalanat an topic, guintututduan, guinche-check an mga answers. Tapos for the non-readers naman ngan non-numerates ito nga duha banner project iton namon. An project Treat (not sure) ada ton hiya, an amon reading mayda kami program where in guinpu-pull out namon an mga non-reader, ahw nagco-conduct anay kami hin assessment tikang ha division. Tapos when we found out the number of non-readers guinpu-pull out namon ha ira klase tapos guinbubutang namon ha LRC an pinaka library po namon para ngadto hira tutduan. Tapos iton nga mga bata mayda kami mga volunteer teachers an mga fresh graduate nga naging kuan namon ngadi practice teachers before. Naging volunteer namon hira, hira an nagtututor usa-usa. Tapos tikang iton hiya han I think July, kay June kami nagconduct han assessment. Tas nag-end ha yana nga February ngan yana nga febuary balik na hira han ira mga sections. Ngan for numeracy naman every Friday mayda kami 30 minutes klase guintututduan an mga bata hin basic operation. Kay even an grade 10 diri hira nakaka-compute manually na-rely hira han calculator. Amo iton part han amon program."

[Silanga NHS\Catbalogan Teacher SBM I; Position: 53 - 53; 5/12/2020 17:32]

11.

"an amo po guinhihimo pagduring vacant times guintututduan namon hiya one-on-one. Kay mas namamati, asya liwat iton it amon usa nga kuan kun hin-o an diri medyo maaram, depende la liwat han teacher. Ha akon liwat klase naga-adopt ako han peer tutoring. Guingru-grupo ko hira tapos an mga leaders amo an guina-assign. Parehas po liwat ha amon grade 7 nagme-mental math po ako para liwat kasi pagnagme-mental math nasosolve nira ha mind la mas makusog an ira retention so an amon guinhihimo group mental math. Tapos usa-usa hira nga ma-answer pero an score nira madepende han score han grupo. So an tendency an mga leaders bisan nahuhubya hira, napipiritan hira tutduan hin maupay an mga slow learners nga ira mga classmates kay apektado man hira an ira grade. so an iba liwat nga slow learners naniniguro liwat hira mabaro kay para diri hira an magin reason para gumuti an score han ira leaders asya iton an akon strategy."

[Silanga NHS\Catbalogan Teacher SBM I; Position: 65 - 65; 5/12/2020 17:43]

12.

[CNCHS\Catbalogan Teacher SBM II; Position: 0:05:48.6 - 0:06:38.2; 5/11/2020 18:03]

13.

[CNCHS\Catbalogan Teacher SBM II; Position: 0:18:55.8 - 0:19:15.2; 5/11/2020 18:34]

14.

[CNCHS\Catbalogan Teacher SBM II; Position: 0:19:20.8 - 0:19:39.4; 5/11/2020 18:35]

15.

"mostly yung binibigyan ng review yung medyo naiiwan sa klase para makahabol sila don sa mga advance na. so before the exam we conduct review, two days before the exam we conduct review and then if the lesson, the objective is not attained we give follow up, we follow up."

[CNCHS\Catbalogan School Head SBM II; Position: 34 - 34; 3/11/2020 16:43]

16.

"Interviewee: dapat magconduct ang teacher ng remediation to students. Saka pagmay, marami yung hindi natuto sa eleksyon mo sa araw nayun dapat you are oblige to repeat your lesson. Babalikan mo dapat kasi hindi mo nameet yung objective."

[CNCHS\Catbalogan School Head SBM II; Position: 102 - 102; 3/11/2020 16:56]

17.

"Yun. Nagkakaroon ng make-up classes for example lahat naman ng magiging, pag tinawag silang na hindi na makakapag klase required to contract the number of days, so yun instead na magkaroon ng remedial sa Friday, make-up classes na, yun yung pang puno. Halimbawa, naka absent kayo sa Monday dahil kung sa anong rason, regular class kayo sa Friday."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 112 - 112; 5/12/2020 16:37]

18.

"Sir una, paano yung child labor parang mahirap, sa magulang na yan, part ng parents na yan, so may module na kami para macope up para mahabol."

[Pangdan NHS\Catbalogan Teacher Non-SBM I; Position: 48 - 48; 5/12/2020 15:58]

19.

"Meron pa naman kaming ginagawa, nag kklase pa naman kami. Interventions, literacy, dun sa students na pala absent dito natin ginagawa yung mga module"

[Pangdan NHS\Catbalogan Teacher Non-SBM I; Position: 58 - 58; 5/12/2020 16:01]

20.

"bali meron tayong coordinator doon na naggagawa sila ng inventory of reading. Kung anong level na ng bata at saka sino yung mga nakakabasa. so far sa school year ngayon yung grade seven marami parin ang mga apat siguro ang non-readers. Pero yung non-readers na yun siguro frustrated readers yung mga yun, yun lang mahina magbasa hindi nakakaintindi pero ganon parin ang performance nila."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 58 - 58; 5/5/2020 20:02]

21.

"yung mga interventions naming, yung banner project, peer teaching, retake ng exam kung hindi makapasa ng exam."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 174 - 174; 5/6/2020 19:06]

22.

[EVRSHS\Catbalogan School Head Non-SBM III; Position: 0:29:22.8 - 0:30:13.0; 5/11/2020 19:45]

7.5.4.3. Project LIBRO

1.

"We have a stakeholder nga nagpapagamit han iya library ha gawas. We have the library visitation. That is one of our intervention in reading. Because we have Project Libro (Learner's Intervention through reading(?) An amon kasi Project Libro, gin-coconduct namon twice a week. Every Tuesday and Thursday, one hour, then in every grade level, adi la kami nagkakamayada intervention from grade 7 to 10, ha grade 7 an amon gin-kukuwan is frustration, dati may ada kami (??? 13:14) every year, pero at the end of the school year, nawara iton amon non-reader, It's because of this intervention na Project Libro Oo, nga an usa kagrade level, iba iba an reading level han bata, may non-reader, frustration, instruction, independent, so in inga upat, may ada

teacher nga nakapot. Like, ha frustration, pag damo an among bata nga ada ha frustration, we, may ada kami duha nga teacher nga nakapot, hito nga, example 20 nga bata igtutunga namon. Diri la usa nga teacher it nakapot, iba iba nga teacher it nakapot. Pero ha mga higher year, we are focusing on the comprehension level of the learners. Kay waray naman ito ngadto mga non-readers. May ada frustration pero guti na la. Ano nga level? Grade 7 or grade 8, yung merong frustration? May ada tanan sir, pero guti la. Doesn't mean na an frustration kay non-reader, ginseseperate talaga an frustration from non-reader, pero sometimes nasiring hira, an non-reader ada kuno ha frustration. Ha amon gin-iiba talaga, gin iisolate talaga, gincacategorize talaga namon, tapos nagkakamayada kami han kabataan every T-Th. Ginbuburublag iton, depende han nakapot nga teacher kun hain hera magcoconduct hin intervention. Tapos an amon non-reader kay yana(sic) may ada kami upat nga non-reader, pero yana waray na. May ada hera snack. An amon snack ginkukuha namon tikang han amon canteen, kay an amon may ada kami P20 per day nga nagtitinda man ngada, may investor kami, amo an gingagamit namon nga money, kay may ada talaga bata nga nadalagan talaga pagbabasa. We cannot blame naman Elementary teachers for having a non-reader nga ginpapasar nira kay adi naman ito ha aton. So we have to put an action on that para mag... mag-aano man kamo hito pagpinansala sala, waray na kamo hito mahihimo."

[Hinangutdan NHS\Samar School Head Non-SBM III; Position: 37 - 37; 5/16/2020 17:26]

7.5.4.4. Project UPGRADE

1.

"Upgrade Performance Responsive Advance D(incomprehensible 34:40) and Effective Learners to improve academic performance (??) instructional supervision."

[Hinangutdan NHS\Samar School Head Non-SBM III; Position: 65 - 65; 5/16/2020 17:54]

7.5.4.5. Modular Instruction

1.

[Sta Rita NHS\Samar Teacher Non-SBM I; Position: 0:13:12.5 - 0:13:34.8; 5/14/2020 20:26]

2.

"If they cooperate we give them modular instruction. But if not, kun nakakarawat na kasi hira hin money, siyempre, madali nala ha era makapalit hin cellphone, their number one priority is cellphone for them, so bagan nakukuan na nira ira study, nawawalan na hira interest han era study kay nakakareceive na hira hin money."

[Hinangutdan NHS\Samar School Head Non-SBM III; Position: 17 - 17; 5/16/2020 16:50]

7.5.4.6. Reading program

1.

[RamonTD NHS\Samar School Head SBM I; Position: 0:15:16.8 - 0:15:38.4; 5/13/2020 15:14]

2.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:11:55.6 - 0:12:22.2; 5/13/2020 18:51]

3.

[Anubungon IS\Samar Teacher Non-SBM II; Position: 0:18:47.6 - 0:19:01.3; 5/14/2020 12:04]

4.

"We have a stakeholder nga nagpapagamit han iya library ha gawas. We have the library visitation. That is one of our intervention in reading. Because we have Project Libro (Learner's Intervention through reading(?) An amon kasi Project Libro, gin-coconduct namon twice a week. Every Tuesday and Thursday, one hour, then in every grade level, adi la kami nagkakamayada intervention from grade 7 to 10, ha grade 7 an amon gin-kukuwan is frustration, dati may ada kami (??? 13:14) every year, pero at the end of the school year, nawara iton amon non-reader, It's because of this intervention na Project Libro Oo, nga an usa kagrade level, iba iba an reading level han bata, may non-reader, frustration, instruction, independent, so in inga upat, may ada teacher nga nakapot. Like, ha frustration, pag damo an among bata nga ada ha frustration, we, may ada kami duha nga teacher nga nakapot, hito nga, example 20 nga bata igtutunga namon. Diri la usa nga teacher it nakapot, iba iba nga teacher it nakapot. Pero ha mga higher year, we are focusing on the comprehension level of the learners. Kay waray naman ito ngadto mga non-readers. May ada frustration pero guti na la. Ano nga level? Grade 7 or grade 8, yung merong frustration? May ada tanan sir, pero guti la. Doesn't mean na an frustration kay non-reader, ginseseperate talaga an frustration from non-reader, pero sometimes nasiring hira, an non-reader ada kuno ha frustration. Ha amon gin-iiba talaga, gin iisolate talaga, gincacategorize talaga namon, tapos nagkakamayada kami han kabataan every T-Th. Ginbuburublag iton, depende han nakapot nga teacher kun hain hera magcoconduct hin intervention. Tapos an amon non-reader kay yana(sic) may ada kami upat nga non-reader, pero yana waray na. May ada hera snack. An amon snack ginkukuha namon tikang han amon canteen, kay an amon may ada kami P20 per day nga nagtitinda man ngada, may investor kami, amo an gingagamit namon nga

money, kay may ada talaga bata nga nadalagan talaga pagbabasa. We cannot blame naman Elementary teachers for having a non-reader nga ginpapasar nira kay adi naman ito ha aton. So we have to put an action on that para mag... mag-aano man kamo hito pagpinansala sala, waray na kamo hito mahihimo."

[Hinangutdan NHS\Samar School Head Non-SBM III; Position: 37 - 37; 5/16/2020 17:26]

5.

"May ada man kami reading intervention. Though I am not that a reading teacher, may ada kami schedule, kay every teacher is a reading teacher. What I mean is diri man kami English major, pero gin tagan man kami schedule. There are times na one on one kay makuri, diba kay, reading is the most basic skill, the fundamental skill, so kailangan hiya prior han learning an iba nga skills."

[Hinangutdan NHS\Samar Teacher Non-SBM III; Position: 31 - 31; 5/16/2020 16:48]

6.

"Oo, walo tanan nga subject pero kuan usa hira ka section tapos an approach la ha ira is pro-reading. Tapos iton pagud na 45 gin divide ko iton again into three kay mayda dida mga non-reader nga ABC pala an nahibabaruan, mayda dida nakakabasa two words or two syllables. Adi nga iba nakakabasa usa ka sentence or short sentence. Tapos adi nga nakakabasa han letters mapropromote na hiya ngadi han nakakabasa han two syllables. Tas sugad hini, kahuhuman niya ngadi mabalik na hiya han iya original nga section."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 28 - 28; 5/12/2020 17:49]

7.

"Yung 4-5pm na klase na oras ay wala nang klase yan. So ang klase naming ay from 7:30-4pm. So yung 4-5pm is intended for reading na, yung mga identified na non at slow readers mayron teacher na naka assign sa kanya. Not necessarily na English an mga teacher basta pag basa an mga bata an naka assign."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 78 - 78; 5/12/2020 16:30]

8.

"Ah, depende sir, like for example ha amon ha English, we have the reading coordinator. Our reading coordinator based on her action plan, we follow that naman. We call the attention of those students who are slow readers, under frustration level and we let them, or accompany them. We really let them read. They based on, depende sa coordinators kung ano yung strategy na gagamitin niya, kung peer, tutoring like that or one on one mismo."

[Guinsorongan NHS\Catbalogan Teacher Non-SBM II; Position: 49 - 49; 5/12/2020 19:50]

9.

"Opo, mayda kami mga reading program, mayda kami mga interventions nga gin hihimo para hiton. Actually, I have there, gin print han amon reading coordinator. Tapos ha iba naman na mga learning areas mayda gihapon hira. Parang by department."

[Guinsorongan NHS\Catbalogan Teacher Non-SBM II; Position: 71 - 71; 5/12/2020 19:54]

10.

"oo yun na yung mga interventions namin. Yung agreement nalang namin dito sa mga teacher, kahit hindi ka language teacher basta ang subject mo pweding magpabasa halimbawa, Araling Panlipunan, MAPEH, yung mga science at math dapat turuan sila ng numeracy, yung araling panlipunan at values doon nalang sila pinababasa rin. So lahat ng subject areas tumutulong sila sa numeracy and literacy. Numeracy math at science, yung iba other subject's literacy nalang na at least bago niyo ipasa nakakabasa at sa science at math bago ipasa at least numerate."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 62 - 62; 5/5/2020 20:07]

7.5.4.7. Numeracy program

1.

[RamonTD NHS\Samar School Head SBM I; Position: 0:15:16.8 - 0:15:38.4; 5/13/2020 15:14]

2.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:13:10.3 - 0:13:32.5; 5/13/2020 18:53]

3.

[Anubungon IS\Samar Teacher Non-SBM II; Position: 0:18:47.6 - 0:19:01.3; 5/14/2020 12:04]

4.

"lahat ng teacher ay reading teacher at saka yung math and science teacher math teacher parin numeracy yung kanilang tinuturo mga basic operations lang ang tinuturo. Kasi ang problema parin namin dyan pagpasok ng elementary mga 25% non-reader gud. An iba ngan ginpapabalik ko Ginsulungan tapos pagnakabasa na gineenrol ko, ginpabalik ko elementary tapos pagbalik

elementary then I will try to enroll them in LIS considering that they are already readers. Mahirap naman hindi natin bigyan ng second chance ang mga bata."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 64 - 64; 5/5/2020 20:08]

5.

[EVRSHS\Catbalogan School Head Non-SBM III; Position: 0:26:03.0 - 0:27:26.0; 5/11/2020 19:39]

7.5.4.8. Homeroom Guidance

1.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:23:14.2 - 0:24:07.5; 5/13/2020 19:15]

7.5.4.9. Strategic Intervention Materials

1.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:32:51.7 - 0:33:58.4; 5/13/2020 20:17]

7.5.4.10. Contextualization

1.

[Zumarraga NHS\Samar Teacher SBM II; Position: 0:04:11.7 - 0:05:16.2; 5/14/2020 20:55]

2.

[Sta Rita NHS\Samar Teacher Non-SBM I; Position: 0:10:35.2 - 0:10:52.9; 5/14/2020 19:48]

3.

[CNCHS\Catbalogan Teacher SBM II; Position: 0:02:45.4 - 0:03:45.7; 5/11/2020 17:59]

4.

[CNCHS\Catbalogan Teacher SBM II; Position: 0:27:00.0 - 0:27:33.1; 5/11/2020 18:49]

5.

"an pagiging maintindihon nira sir either sugad hito na may mga students talaga nga diri mga buyod (maaram) mga sugad hito but still an ira pagiging maintindihon kay bisan talaga anohon nage-gets nira an usa nga situation. Ngan one more thing an pagsa-sacrifice nira han ira oras, an amon kasi adviser kuan mayda kami usa nga classmate nga transferee po hiya tikang ada hiya ha Northern Samar ito hiya waray na ito hiya nagpakita tas iton nga amon adviser ginkadto gud talaga niya iton ha northern samar."

[CNCHS\Catbalogan Student SBM II-A; Position: 60 - 60; 5/5/2020 19:48]

6.

"so the factors that can influence student's achievements is that we strictly implement the contextualization in our school."

[CNCHS\Catbalogan School Head SBM II; Position: 10 - 10; 3/11/2020 16:40]

7.

"so in contextualization the student is somewhat being guided to fully understand the subject matters since the place any event that is present in the locality so at least they are motivated or they are motivated to learn more kay nandyan yung place kasama yung kanilang locality nakikita nila they can see they realize the actual set up/setting of the place."

[CNCHS\Catbalogan School Head SBM II; Position: 12 - 12; 3/11/2020 16:41]

8.

"I'll just be talking about my subject of specialization mathematics. Sa aking palagay siguro magdesign o gumawa yung teacher ng self-made module na angkop talaga sa kanyang klase yung level of understanding ng mga bata. Kasi yung module na ginagamit na bigay ng DepEd standard kasi hindi applicable minsan sa lahat ng bata."

[CNCHS\Catbalogan School Head SBM II; Position: 137 - 137; 3/11/2020 17:12]

9.

"ah yung contextualization sir, ngayon humihingi ngayon ng two contextualize lesson plan per month diba? Sa contextualiztion sir gagawa ako dito ng intervention o, meron kami ditong

museum of contextualized learning resources. Yung lahat ng mga kailangan ng teacher na icontextualize meron kami doon parang museum nakadisplay doon. Kukuha siya ng material doon sa aming museum yun ang gagamitin niya sa pagtuturo tapos ibabalik lang. katapos meron kami dito contextualize of learning resources, hindi lang yung contextualize na trina-translate dapat nakikita talaga yung mga material. Kasi normally yung pagsabi natin na contextualization sinasalin-wika translated, wala tayong material masyado. May museum kami na yung mga learning resources na makikita natin sa ating community ay talaga meron tayo doong storage."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 148 - 148; 5/6/2020 18:55]

10.

"ah an mayayakan ko nga nakabulig an school ha akon is gihapon iton nga mga diri pagpasamwak pagpayakan han advise han teachers. Kay danay liwat kasi naguros-torya kami han mga teachers mayda hira mga ginyayakan ha imo, ahw ha akon, ginpapakiana."

[EVRSHS\Catbalogan Student Non-SBM III-B; Position: 42 - 42; 5/5/2020 18:43]

7.5.4.11. Tutorials

1.

[RamonTD NHS\Samar Teacher SBM I; Position: 0:02:32.7 - 0:02:52.0; 5/13/2020 11:19]

2.

"maghatag hira hin tutor"

[Calbiga NHS\Samar Student SBM III-B; Position: 43 - 43; 5/13/2020 16:00]

3.

[Anubungon IS\Samar Teacher Non-SBM II; Position: 0:17:39.7 - 0:17:55.0; 5/14/2020 12:03]

4.

[Anubungon IS\Samar Teacher Non-SBM II; Position: 0:18:47.6 - 0:19:01.3; 5/14/2020 12:04]

5.

"And then, kung sino naman yung mahina sa math, mayron din naka assign sa mga kids. And we are hoping that by the end of march or by this school year mawala yung mga frustrations nila."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 78 - 78; 5/12/2020 16:30]

6.

"yung mga interventions naming, yung banner project, peer teaching, retake ng exam kung hindi makapasa ng exam."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 174 - 174; 5/6/2020 19:06]

7.5.4.12. Removals (Exam)

1.

"yung mga interventions naming, yung banner project, peer teaching, retake ng exam kung hindi makapasa ng exam."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 174 - 174; 5/6/2020 19:06]

7.5.4.13. PIKO

1.

[CNCHS\Catbalogan Teacher SBM II; Position: 0:07:09.0 - 0:08:19.8; 5/11/2020 18:05]

2.

"siguro ngayon mayroon kaming, being a department head in math and science, mayroon kami program ngayon to zero out or at least minimize non-numerates and that program that we are implementing now is entitled “PIKO”."

[CNCHS\Catbalogan School Head SBM II; Position: 38 - 38; 3/11/2020 16:44]

3.

"PIKO means Persistent Intervention is Key to Organization of numbers yun yung program naming about numeracy."

[CNCHS\Catbalogan School Head SBM II; Position: 40 - 40; 3/11/2020 16:44]

7.5.4.14. The Brain Run

1.

"Numeracy at literacy... the Brain Run, those students in grade 7 or 8, yan pumapasok sa Friday rin."

[Pangdan NHS\Catbalogan Teacher Non-SBM I; Position: 84 - 84; 5/12/2020 16:07]

7.5.4.15. Independent Cooperative Learning

1.

[Calbiga NHS\Samar School Head SBM III; Position: 0:09:33.5 - 0:09:52.2; 5/13/2020 21:23]

2.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:29:55.0 - 0:31:07.1; 5/13/2020 20:13]

3.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:31:10.1 - 0:31:52.2; 5/13/2020 20:15]

7.5.5. Improving teacher's skills and competencies

1.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:07:21.3 - 0:08:10.2; 5/13/2020 18:32]

2.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:08:10.7 - 0:08:55.8; 5/13/2020 18:34]

3.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:37:44.0 - 0:38:12.6; 5/13/2020 20:28]

7.5.5.1. Mentoring program

1.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:08:10.7 - 0:08:55.8; 5/13/2020 18:34]

7.5.5.2. Learning Action Cell

1.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:07:21.3 - 0:08:10.2; 5/13/2020 18:32]

7.5.5.3. In-service training for teachers

1.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:37:44.0 - 0:38:12.6; 5/13/2020 20:28]

7.5.6. Helping students from poor families

1.

[RamonTD NHS\Samar School Head SBM I; Position: 0:11:42.5 - 0:12:19.7; 5/13/2020 14:59]

2.

[RamonTD NHS\Samar School Head SBM I; Position: 0:14:22.2 - 0:14:47.0; 5/13/2020 15:13]

3.

[RamonTD NHS\Samar Teacher SBM I; Position: 0:06:14.5 - 0:06:48.8; 5/13/2020 11:43]

4.

[RamonTD NHS\Samar Teacher SBM I; Position: 0:06:56.3 - 0:07:44.1; 5/13/2020 11:45]

5.

[Calbiga NHS\Samar School Head SBM III; Position: 0:21:32.3 - 0:22:05.6; 5/13/2020 21:43]

6.

"Umuwi na lang, so what we did, we agreed now with the students and the parents to identify the students yung mga lumiliban because of no more food for lunch, we agreed for now yung mhga studyanteng walang baon dito na sila mag lulunch."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 54 - 54; 5/12/2020 16:23]

7.

"an mga teacher man yana mayda man hira ano, nagsiring man hira ha akon nga pag magsenior high ngan ako dinhi ililibre man daw nira ako boarding house, bagan masupport hira financial."

[Pangdan NHS\Catbalogan Student Non-SBM I; Position: 62 - 62; 5/15/2020 17:33]

8.

"Guro: Barya mo, Pagkain ko"

[Pangdan NHS\Catbalogan Student Non-SBM I; Position: 65 - 65; 5/15/2020 17:33]

9.

"Uhm, actually sir may mga teachers kami ditto na parang they give support, parang scholarship o may mga studyante na nag-aaral pero ang mga teachers are the ones who give their allowance yung mga needs nila sa school."

[Guinsorongan NHS\Catbalogan Teacher Non-SBM II; Position: 39 - 39; 5/12/2020 19:45]

7.5.6.1. Scholarship/ Financial support for students

1.

"an mga teacher man yana mayda man hira ano, nagsiring man hira ha akon nga pag magsenior high ngan ako dinhi ililibre man daw nira ako boarding house, bagan masupport hira financial."

[Pangdan NHS\Catbalogan Student Non-SBM I; Position: 62 - 62; 5/15/2020 17:33]

2.

"Uhm, actually sir may mga teachers kami ditto na parang they give support, parang scholarship o may mga studyante na nag-aaral pero ang mga teachers are the ones who give their allowance yung mga needs nila sa school."

[Guinsorongan NHS\Catbalogan Teacher Non-SBM II; Position: 39 - 39; 5/12/2020 19:45]

7.5.6.2. Providing meals for students from far communities

1.

"Umuwi na lang, so what we did, we agreed now with the students and the parents to identify the students yung mga lumiliban because of no more food for lunch, we agreed for now yung mhga studyanteng walang baon dito na sila mag lulunch."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 54 - 54; 5/12/2020 16:23]

7.5.6.3. Project KAYA

1.

[RamonTD NHS\Samar School Head SBM I; Position: 0:14:22.2 - 0:14:47.0; 5/13/2020 15:13]

7.5.6.4. Adopt a Child

1.

[RamonTD NHS\Samar School Head SBM I; Position: 0:11:42.5 - 0:12:19.7; 5/13/2020 14:59]

7.5.6.5. Guro: Barya mo, pagkain ko

1.

"Guro: Barya mo, Pagkain ko"

[Pangdan NHS\Catbalogan Student Non-SBM I; Position: 65 - 65; 5/15/2020 17:33]

7.5.6.6. Catch me I'm Falling

1.

[RamonTD NHS\Samar Teacher SBM I; Position: 0:06:14.5 - 0:06:48.8; 5/13/2020 11:43]

7.5.6.7. Gulayan sa Paaralan

1.

[RamonTD NHS\Samar Teacher SBM I; Position: 0:06:56.3 - 0:07:44.1; 5/13/2020 11:45]

2.

[Calbiga NHS\Samar School Head SBM III; Position: 0:21:32.3 - 0:22:05.6; 5/13/2020 21:43]

7.5.7. Alternative forms of learning

1.

[RamonTD NHS\Samar School Head SBM I; Position: 0:18:52.6 - 0:20:02.1; 5/13/2020 15:40]

2.

[Calbiga NHS\Samar School Head SBM III; Position: 0:11:34.2 - 0:12:21.6; 5/13/2020 21:27]

3.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:14:21.3 - 0:15:16.9; 5/13/2020 18:56]

4.

"Interviewee: yun lang nagkamay-ada yana hin, an naging challenge ha amon thru shifting from 6 o'clock to 6 pm."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 72 - 72; 5/12/2020 18:01]

5.

"diri na. so there is an advantage han bata. Halimbawa an moring shift kutob la hiya 12 o'clock mayda pa hiya time pagkakulop like errands ha ira balay. Pati gihap an pan morning, nagagamitan pa hira ha ira."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 76 - 76; 5/12/2020 18:02]

6.

"diri man gud. An iba mostly 80% ha ira in nasiring nga advantage. Pero we cannot do otherwise mayda gud negative pirmi lalo na an morning shift. Kay ok la kuno kun ok an panahon pero pagmauran problema."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 78 - 78; 5/12/2020 18:02]

7.

"I think usa po liwat iton hiya nga factor, kay parehas ha amon shifting. An morning shift mastart hira 6 o'clock tas na-end hira 12:50. Pag-6 o'clock medyo may energy pa an mga bata. Tapos paghingadi na han 2nd to last subject, saypa han last subject medyo waray na hira energy puro nala hira siring nga ma'am magutom. Kasi an ira klase duruduretso waray hira break time. Waray recess kay duruduretso, dida nala hir mismo nakaon. Siguro usa liwat iton hiya nga factor."

[Silanga NHS\Catbalogan Teacher SBM I; Position: 43 - 43; 5/12/2020 17:31]

8.

"feeling ko usa po iton hiya nga factor hiton nga mga subjects, diri nga tanan. Parehas han first subject, diri la han last subject, kay an first subject 6 o'clock. Parehas han akon didto ha room nag-inisog an ira first subject kay pera la an nasulod. Tapos an iba an ira mga grades bagsak ha first subject kay diri man hira nakakasulod. Siguro usa gihap iton nga factor, low an achievement han bata first ngan last subject tungod hito nga shifting. Sugad han afternoon shift an ira gawas alas sais so an iba nagdidinali na paguli kay magbabaktas pa."

[Silanga NHS\Catbalogan Teacher SBM I; Position: 45 - 45; 5/12/2020 17:32]

9.

[CNCHS\Catbalogan Teacher SBM II; Position: 0:16:56.8 - 0:17:20.0; 5/11/2020 18:30]

10.

"Interviewee: siguro yung medyo hindi lang maganda sa shifting yung first period na 6 o'clock in the morning, kasi minsan yung mga bata pumapasok past 6 na late na."

[CNCHS\Catbalogan School Head SBM II; Position: 94 - 94; 3/11/2020 16:53]

11.

"Interviewee: siguro ngayon paguumpisa palang ng klase baka hindi pa nakapagaadjust ang mga bata pero ilang buwan dumaan medyo nakaadjust na. used an mga bata na gumising ng maaga. Wala namang problema sa morning shift kasi meron namang recess na binibigay ganun din sa hapon. Makakapagsnack naman ang mga bata hindi naman sila gutom."

[CNCHS\Catbalogan School Head SBM II; Position: 96 - 96; 3/11/2020 16:54]

12.

"Yes sir, kasi like for example in the afternoon shift, the students are ready for their lessons, for their subjects because they have a lot of time in preparing in the morning, they can even wake up at nine o'clock."

[Guinsorongan NHS\Catbalogan Teacher Non-SBM II; Position: 77 - 77; 5/12/2020 19:56]

13.

"ah dahil sir sa walang classroom isa parin ito na nakakaapekto sa performance, shifting kami ngayon."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 150 - 150; 5/6/2020 18:55]

14.

[EVRSHS\Catbalogan School Head Non-SBM III; Position: 0:28:43.0 - 0:29:19.0; 5/11/2020 19:44]

7.5.7.1. Shifting of classes

1.

"Interviewee: yun lang nagkamay-ada yana hin, an naging challenge ha amon thru shifting from 6 o'clock to 6 pm."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 72 - 72; 5/12/2020 18:01]

2.

"diri na. so there is an advantage han bata. Halimbawa an moring shift kutob la hiya 12 o'clock mayda pa hiya time pagkakulop like errands ha ira balay. Pati gihap an pan morning, nagagamitan pa hira ha ira."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 76 - 76; 5/12/2020 18:02]

3.

"diri man gud. An iba mostly 80% ha ira in nasiring nga advantage. Pero we cannot do otherwise mayda gud negative pirmi lalo na an morning shift. Kay ok la kuno kun ok an panahon pero pagmauran problema."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 78 - 78; 5/12/2020 18:02]

4.

"I think usa po liwat iton hiya nga factor, kay parehas ha amon shifting. An morning shift mastart hira 6 o'clock tas na-end hira 12:50. Pag-6 o'clock medyo may energy pa an mga bata. Tapos paghingadi na han 2nd to last subject, saypa han last subject medyo waray na hira energy puro nala hira siring nga ma'am magutom. Kasi an ira klase duruduretso waray hira break time. Waray recess kay duruduretso, dida nala hir mismo nakaon. Siguro usa liwat iton hiya nga factor."

[Silanga NHS\Catbalogan Teacher SBM I; Position: 43 - 43; 5/12/2020 17:31]

5.

"feeling ko usa po iton hiya nga factor hiton nga mga subjects, diri nga tanan. Parehas han first subject, diri la han last subject, kay an first subject 6 o'clock. Parehas han akon didto ha room nag-inisog an ira first subject kay pera la an nasulod. Tapos an iba an ira mga grades bagsak ha first subject kay diri man hira nakakasulod. Siguro usa gihap iton nga factor, low an achievement han bata first ngan last subject tungod hito nga shifting. Sugad han afternoon shift an ira gawas alas sais so an iba nagdidinali na paguli kay magbabaktas pa."

[Silanga NHS\Catbalogan Teacher SBM I; Position: 45 - 45; 5/12/2020 17:32]

6.

[CNCHS\Catbalogan Teacher SBM II; Position: 0:16:56.8 - 0:17:20.0; 5/11/2020 18:30]

7.

"Interviewee: siguro yung medyo hindi lang maganda sa shifting yung first period na 6 o'clock in the morning, kasi minsan yung mga bata pumapasok past 6 na late na."

[CNCHS\Catbalogan School Head SBM II; Position: 94 - 94; 3/11/2020 16:53]

8.

"Interviewee: siguro ngayon paguumpisa palang ng klase baka hindi pa nakapagaadjust ang mga bata pero ilang buwan dumaan medyo nakaadjust na. used an mga bata na gumising ng maaga. Wala namang problema sa morning shift kasi meron namang recess na binibigay ganun din sa hapon. Makakapagsnack naman ang mga bata hindi naman sila gutom."

[CNCHS\Catbalogan School Head SBM II; Position: 96 - 96; 3/11/2020 16:54]

9.

"Yes sir, kasi like for example in the afternoon shift, the students are ready for their lessons, for their subjects because they have a lot of time in preparing in the morning, they can even wake up at nine o'clock."

[Guinsorongan NHS\Catbalogan Teacher Non-SBM II; Position: 77 - 77; 5/12/2020 19:56]

10.

"ah dahil sir sa walang classroom isa parin ito na nakakaapekto sa performance, shifting kami ngayon."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 150 - 150; 5/6/2020 18:55]

11.

[EVRSHS\Catbalogan School Head Non-SBM III; Position: 0:28:43.0 - 0:29:19.0; 5/11/2020 19:44]

7.5.7.2. Open Highschool

1.

[RamonTD NHS\Samar School Head SBM I; Position: 0:18:52.6 - 0:20:02.1; 5/13/2020 15:40]

2.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:14:44.9 - 0:15:16.9; 5/13/2020 18:58]

7.5.7.3. Alternative delivery modes and ALS

1.

[Calbiga NHS\Samar School Head SBM III; Position: 0:11:34.2 - 0:12:21.6; 5/13/2020 21:27]

2.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:14:21.3 - 0:14:45.0; 5/13/2020 18:56]

8. Leadership and Governance

8.1. Understanding the student's condition

1.

[RamonTD NHS\Samar School Head SBM I; Position: 0:11:42.5 - 0:12:19.7; 5/13/2020 15:00]

2.

"siguro po mga scholars nga makakabulig pareho ha akon nga mga estudyante. Kay diri man po tanan talaga kaya makaeskwela, nakulangan po han allowance, so asya po iton kasi mayda ako po talaga mga classmate nga nagtratrabaho sugad."

[RamonTD NHS\Samar Student SBM I-A; Position: 56 - 56; 5/7/2020 17:16]

3.

[Calbiga NHS\Samar School Head SBM III; Position: 0:21:32.3 - 0:22:05.6; 5/13/2020 21:42]

4.

"Interviewee: kay kulang liwat it amon pinansyal."

[Calbiga NHS\Samar Student SBM III-B; Position: 19 - 19; 5/13/2020 15:58]

5.

[Sta Rita NHS\Samar Teacher Non-SBM I; Position: 0:02:49.5 - 0:03:16.5; 5/14/2020 19:30]

6.

[Sta Rita NHS\Samar School Head Non-SBM I; Position: 0:07:40.2 - 0:08:30.2; 5/14/2020 16:31]

7.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:04:23.2 - 0:04:51.6; 5/14/2020 12:07]

8.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:16:00.3 - 0:16:44.0; 5/14/2020 14:05]

9.

[Anubungon IS\Samar Teacher Non-SBM II; Position: 0:09:08.3 - 0:09:59.1; 5/14/2020 11:03]

10.

"kay diri gud nakakatustos it am family hit am pag-eskwela."

[Anubungon IS\Samar Student Non-SBM II-A; Position: 83 - 83; 5/13/2020 15:57]

11.

"That is the basis for planning diba sir? Ito na mga implementation issues, the gaps of the school, ito na mga issues, amo it among gintatagan hin attention and focus. Like, for example it amon (SMEA?? 16:18) nagkakamay ada man kami quarterly SMEA, during SMEA, we discuss on the accomplishment on the school, on the issues, on the implementation issues why waray namon kameet. Tapos there is exchange of stakeholders support. We give them focus para marealize namon."

[Hinangutdan NHS\Samar School Head Non-SBM III; Position: 39 - 39; 5/16/2020 17:26]

12.

" I think, a school head should focus on the welfare of the learners. Cause I know nga tanan talaga nga ginhihimo hit school heads, nga tanan nga programs tanan nga projects nga giniimplement, the target of that are the learners. Instruments man la kita diba for them to learn and for them to grow as a person and globally competitive individuals."

[Hinangutdan NHS\Samar School Head Non-SBM III; Position: 68 - 68; 5/16/2020 17:54]

13.

"mayda gad minor pareho hiton mayda kita mga bata nga sidngon ta less privilege, mayda dinhi, diri ko gad masisiring nga adopt a child diri man gud, pero more on danay, parehos hiton didi parakadi ha amon finance. An iya pamasahe guintatagan gud or danay pagkaon pero dirit hira damo, waray mag20 ada. Pero guinsiguro ko nga diri iton dapat magin child labor. Pareho ba

didto ha compre mayda kita teacher nahatag gad hiya pero kinahanglan maglaba, ito waray mahatag la."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 114 - 114; 5/12/2020 18:12]

14.

"ha usa liwat sir nga factor is an ira family background. Kay mayda kasi mga student's ito nga low an ira performance ha school pero dati as we ask questions han ira previous advisers maupay man kuno iton hiya. So yana la ton nga time nga diri ok, so nagho-home visit gud kami. Nakadto gud kami han ira balay, tapos nakaka-istorya namon an ira, ngay-an kay namatay an iya mama that time. asya iton kay patay na kasi an ira tatay tapos an ira mama namatay liwat tas an ada ira balay bali hira nala nga magburugto. An nagpapa-eskwela ha iya an iya kuya. So bagan nawarayan hiya interest pag-eskwela."

[Silanga NHS\Catbalogan Teacher SBM I; Position: 19 - 19; 5/12/2020 17:21]

15.

"yes sir bagan sugad hito, kay syempre kadadamo nga mga kabataan an diri nakakaeskwela so karag an opportunity nga dapat ira ginga-grab so kadadako talaga. Kay ha amon po kasi, ha amon nga magburugto usa ko nga ate waray po makagraduate han college third year college na hiya natanggal po kasi iya scholarship amo ito waray hiya makagraduate tas sayang. Karuyag niya magpadayon pero kulang financial."

[CNCHS\Catbalogan Student SBM II-A; Position: 80 - 80; 5/5/2020 18:46]

16.

"Interviewer: ok, so kun magsusurat ka, magbabasa ka, pirmi kaba nagbabasa kada adlaw?Interviewee: danay-danay la, kay may trabaho.Interviewer: ahw ano man im trabaho nabulig ka kan im mama? Interviewee: nananagat ha lawod.Interviewer: ano pakabuhi im tatay naglalawod? Interviewee: kuan panmasag."

[CNCHS\Catbalogan Student SBM II-B; Position: 19 - 24; 5/5/2020 18:47]

17.

"So, based on our data gathering as to the reasons why the MPS in all grade level and in all subject areas are very low is according to the teachers here that the learners here are being utilized by the parents for livelihood, for earning kun baga child labor."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 18 - 18; 5/12/2020 16:09]

18.

"So sa palagay ko sir, yung kalagayan nila sa buhay. Mahirap naman yung buhay dito. Di naman nag generalize, may mga bata naman na ano.."

[Pangdan NHS\Catbalogan Teacher Non-SBM I; Position: 32 - 32; 5/12/2020 15:56]

19.

"yes sir. And sometimes I visit them, home visitation. And also I want to know their situation at home. Kay there are other students, one of the factors kasi they are not performing well in school it's because others are having difficulty, alams na, yung pagkain, mahirap. Sometimes others coming here at school they do not eat. And others walang baon. That is why they are not interested. Bagan nade-deprive hira, kay an iba nakikita nira others are taking the snacks, tas hira waray nagkikinita la. One of the reasons iton hiya sir. Amo much better nga na home visit kami."

[Guinsorongan NHS\Catbalogan Teacher Non-SBM II; Position: 23 - 23; 5/12/2020 19:41]

20.

"yung kuan sir yung parent factor. Parang yung kanilang ginagawa nalang pinapaubaya nalang yung education ng kanilang anak sa school pag-uwi ng bahay wala na silang intervention. at saka sir considering yung socio-economic status ng mga parent dito mga poor talaga kasi fisherman at saka wala hindi mga professional an mga Ginsulongan. Ang parent at family factor dito ang standard of leaving talaga ng mga, hindi sya comparable sa ABR, Samar high, dito usually fisherman. kasi ang pagasenso talaga dito nasa student gud kung gusto niya, kasi kahit anong gawin ng teacher kung hindi interesado ang bata, kahit anong gawin ng teacher at saka yung parent hindi rin supportive dahil sa kanilang socio-economic factor na mababa rin ang pinag-aralan yun talaga nangyayari at ang bata hindi naeeng-courage."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 112 - 112; 5/6/2020 16:40]

21.

"Kasi yung mga naiiwan dito hindi nila kayang pumunta ng Samar High, yung baon, yung pamasahe, may standard naman doon ang klase ng tao kaya naiiwan talaga sa Ginsulongan yung mga medyo cannot afford sa mga quality schools pero kung ating iisipin ang Samar high marami rin ang bagsak nahahatak din sila. Marami din sigurong non-readers doon kompara dito."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 168 - 168; 5/6/2020 19:03]

22.

"ok first and foremost, there must be moral support, financial support, unfortunately we face now a days broke family so that's a big factor. We cannot deny the fact that they are very much affected, in spite of the fact that personally I am handling a advisory of mine now a days that somehow there's a family problem. Although this child is very performing but gradually because of the effect of the family. it affects somehow the behavior also changes, but still they are responsible enough yet I cannot deny that there are effect on academic especially on their requirements and accomplishment."

[EVRSHS\Catbalogan Teacher Non-SBM III; Position: 10 - 10; 5/7/2020 17:25]

8.2. Monitoring and evaluation of the division

1.

[Calbiga NHS\Samar School Head SBM III; Position: 0:12:39.1 - 0:13:16.0; 5/13/2020 21:29]

8.3. Planning and prioritization of programs

1.

[RamonTD NHS\Samar School Head SBM I; Position: 0:13:29.8 - 0:13:52.4; 5/13/2020 15:10]

2.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:10:57.7 - 0:11:28.5; 5/13/2020 18:49]

3.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:11:34.6 - 0:11:55.2; 5/13/2020 18:50]

4.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:25:14.4 - 0:25:57.8; 5/13/2020 19:20]

8.4. Implementation of programs

1.

[RamonTD NHS\Samar Teacher SBM I; Position: 0:12:40.5 - 0:13:05.5; 5/13/2020 11:56]

2.

[RamonTD NHS\Samar Teacher SBM I; Position: 0:19:31.5 - 0:19:53.6; 5/13/2020 12:28]

3.

[Zumarraga NHS\Samar Teacher SBM II; Position: 0:00:31.2 - 0:01:13.6; 5/14/2020 20:42]

4.

[Calbiga NHS\Samar School Head SBM III; Position: 0:06:06.8 - 0:06:45.1; 5/13/2020 21:15]

5.

[Calbiga NHS\Samar School Head SBM III; Position: 0:08:20.4 - 0:09:05.0; 5/13/2020 21:22]

6.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:25:14.4 - 0:25:57.8; 5/13/2020 19:20]

7.

[Sta Rita NHS\Samar Teacher Non-SBM I; Position: 0:15:44.5 - 0:16:01.3; 5/14/2020 20:31]

8.5. Appropriate use of funds

1.

[RamonTD NHS\Samar School Head SBM I; Position: 0:22:27.5 - 0:22:52.0; 5/13/2020 15:45]

2.

[RamonTD NHS\Samar Teacher SBM I; Position: 0:11:37.0 - 0:11:51.7; 5/13/2020 11:53]

3.

[RamonTD NHS\Samar Teacher SBM I; Position: 0:19:31.5 - 0:19:53.6; 5/13/2020 12:28]

4.

[RamonTD NHS\Samar Teacher SBM I; Position: 0:20:05.6 - 0:20:15.8; 5/13/2020 12:29]

5.

[Anubungon IS\Samar Teacher Non-SBM II; Position: 0:12:22.9 - 0:13:22.0; 5/14/2020 11:11]

6.

"So if they are given a fund or instructional materials of course they are going to use that for their teacher learning process, then it will contribute learning to the learners, by providing them those materials."

[Hinangutdan NHS\Samar School Head Non-SBM III; Position: 58 - 58; 5/16/2020 17:52]

7.

[CNCHS\Catbalogan Teacher SBM II; Position: 0:22:18.8 - 0:22:54.0; 5/11/2020 18:40]

8.

[CNCHS\Catbalogan Teacher SBM II; Position: 0:22:54.2 - 0:23:18.0; 5/11/2020 18:41]

8.6. Improving school performance

1.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:14:33.4 - 0:15:08.8; 5/14/2020 13:56]

2.

"Leadership and Governance is a great factor for the student performance, kasi this will determine the total result or the total performance of the school, particular with the students. So, if you will lead them the right way, give them as what is for them definitely they will improve. And provide the result that is required."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 114 - 114; 5/12/2020 16:38]

8.7. Implementing educational policies

1.

[Calbiga NHS\Samar School Head SBM III; Position: 0:08:20.4 - 0:09:05.0; 5/13/2020 21:22]

2.

[Calbiga NHS\Samar School Head SBM III; Position: 0:10:08.0 - 0:10:31.4; 5/13/2020 21:24]

3.

[Calbiga NHS\Samar School Head SBM III; Position: 0:18:04.4 - 0:18:56.7; 5/13/2020 21:37]

4.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:26:00.2 - 0:26:47.3; 5/13/2020 19:21]

5.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:27:07.1 - 0:28:07.1; 5/13/2020 19:23]

6.

[Sta Rita NHS\Samar School Head Non-SBM I; Position: 0:08:30.7 - 0:08:50.5; 5/14/2020 16:38]

7.

[Sta Rita NHS\Samar School Head Non-SBM I; Position: 0:11:11.5 - 0:11:43.5; 5/14/2020 17:11]

8.

[Sta Rita NHS\Samar School Head Non-SBM I; Position: 0:11:50.7 - 0:12:33.6; 5/14/2020 17:12]

9.

"Ha school management sir, para ha akon waray kulang. Starting from our school head, specifically and pagiging late. Coming to school early. On time. Ha amon school head iton, pati an mga teachers, so, kun ha leadership and governance, an mga rules namon didi, school rules and regulations."

[Hinangutdan NHS\Samar Teacher Non-SBM III; Position: 21 - 21; 5/16/2020 16:12]

10.

"Actually when it comes to policy DEPED base always, na mga policy so we don't have that wala kaming mga tinatawag na NO uniform,NO entry. So, wala. We don't require them actually. But we are encouraging them to have uniform. And then we don't also be requiring them to be in a good shoes kasi yung iba cannot provide. Okay lang basta presentable sila at pumapasok. Kapag ka, I tried to break the so called tradition, kasi nung pagpunta ko ditto sabi nila na "Sir pagka JUNE nagkakaroon na ng regular classes after the fiesta." Kasi dun daw. Sabi ko, "No, kung first day of classes, first day kailangan papasok na tayo pati yung mga bata. Kung hindi man sila papasok it could be mga the day before han fiesta." And that is why we try to institutionalize, na walang mag hoholiday na local. Halimbawa, kung mayron mga affair, mayron mga fiesta dito."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 116 - 116; 5/12/2020 16:38]

11.

"Yeah, the policies of the school are all being carried or implemented through the different programs that we are having here in school."

[Guinsorongan NHS\Catbalogan Teacher Non-SBM II; Position: 67 - 67; 5/12/2020 19:54]

12.

"Actually sir, for example if the students.. We are planning to fail kay damo it problema hini na bata. Pero kay diri ka man pwede mag drop, mag fail. What we did is we gave module and then mga worksheets."

[Guinsorongan NHS\Catbalogan Teacher Non-SBM II; Position: 95 - 95; 5/12/2020 20:01]

13.

"pinapatake namin yan pero hinihingan ng project kunti pag- opt set ng kanilang mga kulang sa performance, pero dahil narin don sa atin no failure no dropout in the end binibigyan din yan ng ano passing grade na parang mga 75 lang o 76 para makapasa lang kasi babagsak naman yung school performance. Pero ang aking nalang patakaran ngayon, bago pasahin dapat reader, dapat sila nakakabasa not allowed dito sa Ginsulungan basta non-reader. Basta all readers kahit tardy binibigyan ng 75."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 54 - 54; 5/5/2020 20:00]

14.

"yun ang mahirap na sir, yung mga natututor nila yung mga pumapasok lang na mahina. Ang mga hindi pumapasok parang hindi nayon natututor. Pero sir kung iaallow lang tayo sir na ano, na yung quality talaga i-impose, yung quality education ipa-allow yung pagbabagsak yung walang alam yung mga not competent siguro maeengcourage siguro yung iba na mag-aral diba? Kasi pag, ngayon 4th grading na alam na nila na papasok na hira kahit hindi pumasok alam na papasa hira. Pero kung iaallow la nga, iaallow lang tayo na makapasa, ang ginagawa na namin sir na ngayon bago na, noon sa 16, 17, man yan ano? Ngayong 2019-2020 mga last year nagstart kami bali may two types of exam kami. Meron kami summative na fill in the blanks one week before the exam, katapos during the exam gumagawa kami ng isang exam na multiple choice na. bali yung summative padis-padis hira, review, pero an type of exam doon may essay, fill in the blanks, walang answer. Katapos pagperiodical test na, second test na, multiple choice na. so kung nag-aral hira han ira summative test, parang more or less ganun parin ang question pero may choices na. so normally ang nagiging resulta tumataas yung MPS. Ngayon nayan 2019, 2020, pero before 2016, 2017, 2018, wala pang intervention na ganun."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 76 - 76; 5/5/2020 20:12]

15.

"Sa tingin ko lang sir ang CG sa, kasi ang private binibinta yung libro, di may business, sa gobyerno naman hindi binibinta pero sino ang gumagawa? Mga master teacher hindi naman

mga publisher, hindi naman sila mga curriculum writers, hindi naman yun expert sa pag, pero may ginawang memo so you attend as pool bngin fool ada, mga boang-boang liwat ada (both laugh). pero siring pa wala tayong magagawa kasi may policy na may points kaya attend nalang."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 144 - 144; 5/6/2020 18:52]

16.

"ang akin talaga sir kung gusto nating ang continuous improvement siguro ko an assignment of school head 5 years gud siguro per school hindi lang na 3 years kasi pagkatapos ng 3 years kung nagrereshuffle na tayo pano yung ginawa mo noon hindi mo Makita. Halimbawa nag-initiate tayo ng result ngayong school year, next school year pa naman natin yan mafe-feel. Halimbawa ang impact noon hindi pa ngayon kasi process naman yung learning performance, kung bibigyan natin ng chance na maging 5 years sana yung shifting from one station to another wala na siguro sir rason na bakit mababa ang performance ng school. Kasi alam mo naman na pagdating mo ito ang performance di mag-initiate ka ng project hindi naman yan ibig-sabihin na pagdating ng isang school head na ico-continue niya, kasi may ibang plano din yun walang continuous na project improvement, kasi iba-ibang school head iba ang nakikita nila, iba yung kanilang approach, parang short-term masyado yung 3 years sa magandang school head. Pero sa magnanakaw na school head mahaba na yung 3 years (both laugh) siguro babagsak na ang school na dyan."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 178 - 178; 5/11/2020 15:16]

17.

"ine-implement naming talaga, kasi kinukuha kasi ni ma'am yung, kunyari ngayong year end always yun eh. May, before kami magdecide for transfer or recommending for transfer we have the policy na kailangan tingnan yung previous years and then we compare. Kapag consistent yung bata, kung low performing talaga siya we have to consult the parents na itransfer siya or kung low performing siya tas nagperform siya ngayon we will go for provision we'll give a chance. Yun yung mga policy namin. Tapos ang ginagawa pa namin sir we talk to co-teachers between the year level para may comparison of assessment."

[EVRSHS\Catbalogan Teacher Non-SBM III; Position: 44 - 44; 5/11/2020 15:14]

18.

"may problema kami sa grade 8. Yung learners materials, sa tatlong sections, yung isang section or within the three may ginagawa kaming downloading nalang so ginagamit yung phone kaya during the discussion either naka-phone sila kasi nandon yung learners material. Ang problema namin, ikwekwento ko yung isang case, may mga teachers na bawal yung phone sa loob. Okay lang yan kasi hindi naman nila ginagamit pero sa ano, sa subject na walang books so I allow them to use the phone. Yung learners material na nandon sa phone so knowing na yung parent na bawal daw yung phone the next day may exam, hinihingi ng bata ngayon yung phone sa mother ayaw ibigay, kasi nga bawal kayo magphone baka maglaro kalang. Sabi ko bakit hindi mo sinabi

sa mother mo na yung book mo nasa phone mo? At saka sinabi mo sana na exam mo. Eh ngayon yung bumalik blame samin, sabi kasi sabi niyo ganito yung policy niyo bawal yung phone. Sabi ko there is something wrong with the trust between the two. Kasi yung bata hindi ko alam kung ngsabi siyang may exam, hindi niya sinabi na parang hindi nag-aral kaya bumagsak sa exam, diba parang ganun yung scenario dito."

[EVRSHS\Catbalogan Teacher Non-SBM III; Position: 56 - 56; 5/11/2020 16:28]

8.8. Facilitating monitoring and supervision on school

1.

[RamonTD NHS\Samar Teacher SBM I; Position: 0:13:53.1 - 0:14:18.4; 5/13/2020 11:57]

2.

[RamonTD NHS\Samar Teacher SBM I; Position: 0:16:55.8 - 0:18:05.6; 5/13/2020 12:23]

3.

[Calbiga NHS\Samar School Head SBM III; Position: 0:05:16.3 - 0:06:06.2; 5/13/2020 21:13]

4.

[Calbiga NHS\Samar School Head SBM III; Position: 0:06:54.9 - 0:07:21.6; 5/13/2020 21:17]

5.

[Calbiga NHS\Samar School Head SBM III; Position: 0:08:00.3 - 0:08:19.4; 5/13/2020 21:20]

6.

[Sta Rita NHS\Samar Teacher Non-SBM I; Position: 0:08:39.2 - 0:08:55.6; 5/14/2020 19:44]

7.

[Sta Rita NHS\Samar School Head Non-SBM I; Position: 0:11:11.5 - 0:11:43.5; 5/14/2020 17:11]

8.

[Sta Rita NHS\Samar School Head Non-SBM I; Position: 0:19:38.6 - 0:19:50.7; 5/14/2020 17:33]

9.

[Sta Rita NHS\Samar School Head Non-SBM I; Position: 0:21:02.8 - 0:21:17.2; 5/14/2020 17:38]

10.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:14:33.4 - 0:15:08.8; 5/14/2020 13:56]

11.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:15:15.4 - 0:15:37.8; 5/14/2020 14:01]

12.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:25:13.7 - 0:26:18.0; 5/14/2020 14:30]

13.

[Anubungon IS\Samar Teacher Non-SBM II; Position: 0:16:09.7 - 0:17:04.7; 5/14/2020 12:00]

14.

"Tas usa pa nadiri ako nga gin tatarhog hira han teacher, abuse, parang iton ba nga gin tatarhog, an katapat grado, an akon is make the school attractive kay parang paninda ba, signgon ta nala robinson, nga an bata mai-enganyo gud pag sulod. Nasiring ako, ayaw kita hiton nga colorful an aton ground kay adi naman kita ha highschool, an akon gusto an approach han teacher, daily basis, teacher factor ini, iba-iba an aton style, diri kay permi kana la nag iinisog. Siring ko an aton approach iba, kay mayda individual differences ba, make the school attractive baga hin paninda. So, kun kakulop more on recitation siguro, hadlok an kabataan tanan, oh yana an imo by grouping an ira iprepresent sayaw."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 58 - 58; 5/12/2020 17:53]

15.

"oo, diri na kay time consuming iton. Ngan an akon more on gin emphasize an strategy, mag iba-iba gud hira ngan nadiri ako nga an teacher nag lilininglkod."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 62 - 62; 5/12/2020 17:54]

16.

"tas kuan as per human resources, am substitute, yun lang nasiring ako 2 week before han iya leave dapat adi na an documents para maprocess. So far tanan namon didi na leave nabubutangan hin substitute unlike before nga waray. So ha akon bisan la adto 1 month may substitute talaga."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 100 - 100; 5/12/2020 18:08]

17.

[CNCHS\Catbalogan Teacher SBM II; Position: 0:12:57.1 - 0:13:19.5; 5/11/2020 18:15]

18.

[CNCHS\Catbalogan Teacher SBM II; Position: 0:13:35.4 - 0:13:53.8; 5/11/2020 18:16]

19.

[CNCHS\Catbalogan Teacher SBM II; Position: 0:23:53.5 - 0:24:30.9; 5/11/2020 18:44]

20.

"kasi halimbawa kung yung leader, yung school head palaging nagmomonitor ng klase kung on-time ba yung mga teachers sa pagtuturo kung yung LMs yung modules kasya ba sa mga bata. Tapos yung school head is monitoring the classes, Malaki ang impact hindi dapat ngpapabaya dapat nadoon yung monitoring and supervision"

[CNCHS\Catbalogan School Head SBM II; Position: 76 - 76; 3/11/2020 16:49]

21.

"Interviewee: yung isa is disbursing officer, yung isa is bookkeeper."

[CNCHS\Catbalogan School Head SBM II; Position: 126 - 126; 5/14/2020 21:13]

22.

"June 15, so first week, second week of June hindi pa yan pumapasok. Kaya nga I try to call for a meeting ha mga parents na we will really require them."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 118 - 118; 5/12/2020 16:39]

23.

"Oo, kailangan talagang i-require. Pero kung 2 days before, like for example kung 11, sige. Pwede na yan kasi may involvement naman yung school sa 11, tapos 12 mag paparade, kasama naman. Pero prior to that dates kailangan talagang pumasok. Then after naman, after ng fiesta balik, hindi pwedeng hindi babalik, kasi most of the time, ah sa July na magiging regular. And then the parents understand naman na really kapag may mga klase talaga papasok sila ditto."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 120 - 120; 5/12/2020 16:39]

24.

"dapat ang tanongin natin sir yung department head, kasi siya yung may control ng mga teacher niya. Kay kun ako la sir wala naman ang school head walang masyadong control ha pagpasa hanggang supervision tayo."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 108 - 108; 5/11/2020 15:15]

25.

[EVRSHS\Catbalogan School Head Non-SBM III; Position: 0:13:08.2 - 0:13:57.3; 5/11/2020 19:24]

9. Accountability and Continuous Improvement

9.1. Responsible leadership

9.1.1. Proper planning

1.

"okay, hi ako kuan one month before han amon activity my proposal na. all school activities dapat mayada activity proposal specially when it involves money. So an akon para harayo pa makikita na namon an pagkakagastuhan. kay an sobra hiton yun an office supply naton kuan man flexible. So kun nakikita ko na damo na an travel tapos mayda hini nga school activity so an mga non-negotiable sugad han kuryente mayda nala kami, dinhi nala kami namulay han mga supplies ngan han activities."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 94 - 94; 5/14/2020 21:15]

2.

"Interviewee: oo. Ha tanan. Kay kun early hira makahatag han proposal, early kami makakahatag liwat han ira needs. Makikita dayon namon nga ah sugad ngay-an hini dapat. Sugad yana an bata ma-pull out kay mayda hira activity."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 96 - 96; 5/14/2020 21:15]

9.1.2. Data-driven decisions

1.

[Calbiga NHS\Samar School Head SBM III; Position: 0:13:22.0 - 0:14:08.8; 5/13/2020 21:31]

2.

[Calbiga NHS\Samar School Head SBM III; Position: 0:16:36.1 - 0:17:11.0; 5/13/2020 21:35]

9.1.3. Persistence in engaging students to return to school

1.

[RamonTD NHS\Samar School Head SBM I; Position: 0:21:11.0 - 0:21:25.7; 5/13/2020 15:42]

9.1.4. Appropriate allocation of school funds

1.

[RamonTD NHS\Samar School Head SBM I; Position: 0:21:36.8 - 0:22:08.5; 5/13/2020 15:43]

2.

"Interviewee: oo. Ha tanan. Kay kun early hira makahatag han proposal, early kami makakahatag liwat han ira needs. Makikita dayon namon nga ah sugad ngay-an hini dapat. Sugad yana an bata ma-pull out kay mayda hira activity."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 96 - 96; 5/12/2020 18:06]

3.

"Yung accountability sa finance sa akin naman yun"

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 162 - 162; 5/6/2020 19:00]

9.1.5. Taking care of school's resources

1.

[RamonTD NHS\Samar School Head SBM I; Position: 0:21:36.8 - 0:22:08.5; 5/13/2020 15:43]

2.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:26:26.5 - 0:27:09.3; 5/14/2020 21:19]

3.

"interms of properties si ma'am is actually starting now na e-emphasize yung ano, accountability sa lahat ng property na nakaMR siya. Kapag ito nakaMR sayo liable ka accountable ka, hindi mo man ito bayaran ngayon, sabi pa nga niya, pagnagretire ka babayaran mo yan. Eh ngayon nagkakaproblema na kasi yung ibang teachers huh? Hindi ako magbabayad niyan ganito ganyan. Eh lahat ng rooms, bawat advisers almost lahat may projectors, may HDMi."

[EVRSHS\Catbalogan Teacher Non-SBM III; Position: 66 - 66; 5/11/2020 16:43]

4.

"yes po. Actually marami narin kaming printer yun ngalang kasi nga parang disposable yung iba, pero marami na. ang records may printer, ang research may printer. Kaya nga yung teacher dito privileged kasi nga hindi namin kailangan lumabas for reproduction. At saka yung supplies meron kaming supplies kahit kunti pero ok nayun sa amin walang problema. "

[EVRSHS\Catbalogan Teacher Non-SBM III; Position: 68 - 68; 5/11/2020 16:44]

9.1.6. Transparency of the leader

1.

"ha akon is make your self as a mirror. Parang an akon is a mirror and serve as a model and third is magin transparent. Transparency is vital in an organization."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 70 - 70; 5/12/2020 17:59]

2.

"Interviewee: meron, meron ding bulletin board."

[CNCHS\Catbalogan School Head SBM II; Position: 133 - 133; 5/14/2020 21:13]

9.2. Striving for improvement

9.2.1. Reformulation of the annual implementation plan

1.

[Zumarraga NHS\Samar Teacher SBM II; Position: 0:07:21.9 - 0:07:57.3; 5/14/2020 21:01]

9.2.2. Maintaining the school's good performance

1.

[RamonTD NHS\Samar School Head SBM I; Position: 0:20:25.7 - 0:21:10.9; 5/13/2020 15:41]

2.

[RamonTD NHS\Samar School Head SBM I; Position: 0:23:40.8 - 0:24:05.5; 5/13/2020 15:46]

3.

[RamonTD NHS\Samar School Head SBM I; Position: 0:24:58.5 - 0:25:10.7; 5/13/2020 15:49]

4.

[RamonTD NHS\Samar School Head SBM I; Position: 0:25:50.0 - 0:26:25.6; 5/13/2020 15:50]

9.2.3. Improving teachers' skills and learning

1.

[RamonTD NHS\Samar School Head SBM I; Position: 0:23:40.8 - 0:24:05.5; 5/13/2020 15:47]

2.

[RamonTD NHS\Samar Teacher SBM I; Position: 0:22:26.6 - 0:22:45.0; 5/13/2020 12:32]

3.

[Calbiga NHS\Samar School Head SBM III; Position: 0:15:02.1 - 0:16:12.7; 5/13/2020 21:33]

4.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:03:55.2 - 0:06:02.8; 5/13/2020 18:00]

5.

"meron tayo dito kuan yung, maliban sa ating school banner project, ako sir nagtuturo rin ako ng, nagbibigay din ako ng TA sa mga teachers specially sa system sa pagpabilis ng system mga electronic templates yun ang ginagawa ko dito. So sir gumagawa ako ng mga templates na hindi n asana sila magpaulit-ulit pa na yung mga routinary activities naka-electronic template nayan at saka yung, palagi kami sir yung democratic system ba, na ano ba yung problema ninyo,

consultation ano baa ng problema ninyo sa classroom? Tapos ano ba ang magagawa ko para gumanda ang ating performance? Hindi ako nagdedecide kung hindi muna kinu-consult sila, kasi mahirap narin yun na ako lang ang nagiimprove baka hindi walang co-ownership."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 164 - 164; 5/6/2020 19:01]

9.2.4. Leading the school towards improvement

1.

[RamonTD NHS\Samar School Head SBM I; Position: 0:23:40.8 - 0:24:05.5; 5/13/2020 15:47]

2.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:11:56.7 - 0:12:11.6; 5/14/2020 12:24]

3.

[Anubungon IS\Samar Teacher Non-SBM II; Position: 0:17:05.3 - 0:17:25.6; 5/14/2020 12:01]

4.

"Leadership and Governance is a great factor for the student performance, kasi this will determine the total result or the total performance of the school, particular with the students. So, if you will lead them the right way, give them as what is for them definitely they will improve. And provide the result that is required."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 114 - 114; 5/12/2020 16:38]

5.

"When we see standard and then when we hit base on what is standard, so we try to find out what are the still things to be improve, yun nga sa continuous improvement kasi nga we need to keep on improving and improving. So, kung ano yung mga interventions na nandiyan we should look into the process, and then kung baga re-callibrate kung there is something to re-callibrate so that we can improve in the next implementation. Ganon lang sa C.I natin."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 130 - 130; 5/12/2020 16:53]

9.3. Cooperating with stakeholders

9.3.1. Generating income through projects

1.

"May ada kami IGP. An amon IGP nabayad an amon canteen, 20 pesos. So an mga expenses namon ha school like water, may ada kami (coco han coconut? 19:32) kasi there are times when and MoE narerealign it budget, nagkukulang, nadedelay, atleast may ada kami mapagkukuhaan. An mga minor repairs namon sir, ha MOE talaga. Pero halimbawa mga supplies mga kuwan, hanggat kaya kuhaon didi ha iba nga sources, an IGP para la ha mga gut inga mga resources, mga paraliton."

[Hinangutdan NHS\Samar Teacher Non-SBM III; Position: 29 - 29; 5/16/2020 16:47]

9.3.2. Engaging students in responsibilities

1.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:44:10.0 - 0:44:53.5; 5/13/2020 20:38]

2.

[Anubungon IS\Samar Teacher Non-SBM II; Position: 0:15:03.1 - 0:15:49.0; 5/14/2020 11:19]

3.

"Not strictly done, sometimes, not strictly done that's why navaviolate han kabataan. Pero one way namon is through organizations. Student leadership organization. Pero sir, the problem is, diri gintutuod hit iba nga bata an student organizations, so still the factor is an (???15:21) hito nga organization. So the more way of strategizing siguro para hiton nga organization para maging effective maging functional. Kasi parang more on paper lang, not on function. Mafunction la kun igtatawag. Para akon ha, kulang pa it abilities it amon mga students didi in terms of leadership and governance by themselves. Maybe kami siguro nga mas maaram, kulang pa siguro an naiinstil ha ira. Maybe. Kasi there are some na ok man it organization. Pero there are some nga makuri, hagi makuri man ini tawagon na mga TLE club. So diba, ha iba nga schools, an dako ngani nga schools, sumiring ngani nga nutrition month an nagaasikaso an mga TLE officers, so didi ha amon, more on teachers la gihapon. So an akon la gusto, an magios talaga an student officers, student body."

[Hinangutdan NHS\Samar Teacher Non-SBM III; Position: 21 - 21; 5/16/2020 16:13]

9.3.3. Orienting the students with the regulations and policies

1.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:34:58.6 - 0:36:04.1; 5/13/2020 20:23]

9.3.4. Good linkage with stakeholders

1.

[RamonTD NHS\Samar School Head SBM I; Position: 0:24:58.5 - 0:25:10.7; 5/13/2020 15:48]

2.

[RamonTD NHS\Samar School Head SBM I; Position: 0:25:13.6 - 0:25:32.4; 5/13/2020 15:49]

3.

[RamonTD NHS\Samar School Head SBM I; Position: 0:25:50.0 - 0:26:25.6; 5/13/2020 15:50]

4.

[Sta Rita NHS\Samar School Head Non-SBM I; Position: 0:14:53.4 - 0:15:28.7; 5/14/2020 17:23]

9.3.5. Receiving financial support from the community

1.

[RamonTD NHS\Samar Teacher SBM I; Position: 0:12:04.5 - 0:12:25.9; 5/13/2020 11:54]

2.

[RamonTD NHS\Samar Teacher SBM I; Position: 0:19:31.5 - 0:19:53.6; 5/13/2020 12:27]

3.

[RamonTD NHS\Samar Teacher SBM I; Position: 0:21:34.1 - 0:21:52.3; 5/13/2020 12:31]

4.

[Calbiga NHS\Samar School Head SBM III; Position: 0:23:33.6 - 0:23:44.0; 5/13/2020 21:48]

5.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:34:12.1 - 0:34:43.8; 5/13/2020 20:19]

6.

[Sta Rita NHS\Samar School Head Non-SBM I; Position: 0:08:51.3 - 0:09:46.3; 5/14/2020 16:40]

7.

[Sta Rita NHS\Samar School Head Non-SBM I; Position: 0:09:57.7 - 0:10:17.6; 5/14/2020 17:10]

8.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:12:51.7 - 0:13:35.1; 5/14/2020 12:27]

9.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:17:04.0 - 0:17:40.3; 5/14/2020 14:06]

10.

[Anubungon IS\Samar Teacher Non-SBM II; Position: 0:12:22.9 - 0:13:22.0; 5/14/2020 11:11]

11.

"We do not allocated budget for the students for free supplies because our mayor, always gives them every year. So an teacher la. I allocated teacher supply, usa katuig, makatulo na ada ako maghatag. Thrice a year. Diri la han ira instructional materials, upod na an era paghimo MHM, Menstrual Hygiene Management. I provided them trash can. Tapos may ada ito hera record kun ano it hera pinanreceive, kasi kanan school property na hiya, once school property na hiya, kun mawara man ito ano, they are accountable of that. Kay may ada kami school rules and regulations na kelangan ifollow. (interruptions)"

[Hinangutdan NHS\Samar School Head Non-SBM III; Position: 55 - 55; 5/16/2020 17:52]

12.

"Ha era mga classroom nagbutang kita hin handwashing area. Waray pa television pero part of WFP. During our SMEA I presented that, nagallocate talaga ako hin television for them kay it amon projector usa la, donation la hiya from stakeholder, kan mayor la adto tikang, not from government. So nagaagaw ba, for example gusto nira magdunga, puro hira videovideo, so nadedeprive an learning han bata, kay waray man hini nga materials. So one of my strategy is to give them one television per classroom. Pero sir, waray pa ito dida ha. Ada pala ito ha akon WFP."

[Hinangutdan NHS\Samar School Head Non-SBM III; Position: 60 - 60; 5/16/2020 17:53]

9.3.6. Consultation with the teachers

1.

[Calbiga NHS\Samar School Head SBM III; Position: 0:06:06.8 - 0:06:45.1; 5/13/2020 21:15]

2.

[Sta Rita NHS\Samar School Head Non-SBM I; Position: 0:14:19.3 - 0:14:52.1; 5/14/2020 17:22]

3.

"it came up with consultative, consultation una kami anay nga mga teachers. Ano an possibilities, sidngon ta ano an cause tapos i-identify namon ano an cause, so dida kami nag-isip hin interventions nga diri liwat kami masyado mauura-ura baga."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 66 - 66; 5/12/2020 17:58]

9.3.7. Coordinating with fellow teachers

1.

[Calbiga NHS\Samar School Head SBM III; Position: 0:07:22.1 - 0:07:59.8; 5/13/2020 21:19]

2.

[Calbiga NHS\Samar School Head SBM III; Position: 0:14:31.7 - 0:14:54.3; 5/13/2020 21:32]

3.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:17:43.9 - 0:18:32.2; 5/13/2020 19:04]

4.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:27:07.1 - 0:28:07.1; 5/13/2020 19:23]

5.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:46:10.7 - 0:47:15.8; 5/13/2020 20:48]

6.

[Sta Rita NHS\Samar School Head Non-SBM I; Position: 0:13:28.4 - 0:13:54.0; 5/14/2020 17:15]

7.

[Sta Rita NHS\Samar School Head Non-SBM I; Position: 0:14:19.3 - 0:14:52.1; 5/14/2020 17:22]

8.

[Sta Rita NHS\Samar School Head Non-SBM I; Position: 0:21:02.8 - 0:21:17.2; 5/14/2020 17:38]

9.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:23:25.3 - 0:24:39.6; 5/14/2020 14:27]

10.

"Whoever uses this room for example in my room, if there's a vacant time there's a teacher who will use here. That's the time nga nagagamit hira hin t.v but then if they use the other rooms and there is a projector available. To make arrangement para makagamit liwat hira, diri nga solo ko la. And even the printer sir."

[Guinsorongan NHS\Catbalogan Teacher Non-SBM II; Position: 113 - 113; 5/12/2020 20:04]

11.

"pweding masabi natin, pero we don't have a particular group kasi personally ako sir pagnatapos ko na ang grades ko at kapag tiningnan ko na tinatanong ko muna yung mga subject teachers, ma'am kumusta si ano ganito ganyan, kasi baka ako may problema, pero pagnakita ko yung assessment ko same with the assessment sasbi ko tama na siguro to, deretso na yun sa final grades ko. Pero minsan talaga kapag yung bata talaga medyo may problema, kunyari mataas siya dito wala akong magagawa don talagang dito nagkakaproblema siya, so I stick nalang don. At least we have our consultation, informal consultation, before giving the final grade in my part."

[EVRSHS\Catbalogan Teacher Non-SBM III; Position: 46 - 46; 5/11/2020 16:39]

12.

"meron, meron, deni-defend naman ng teacher. Kapag nadefend ng teacher niya there is no problem on that. Pero kami bagsak siya sas amin we stand for it kasi we have also our reasons, we have also our evidences na ipapakita."

[EVRSHS\Catbalogan Teacher Non-SBM III; Position: 48 - 48; 5/11/2020 16:38]

13.

"subject teachers including the advisers they are responsible enough for their advisory even the subject teachers. The good thing with us is we have a few students somehow specially for my case, I somehow know the grade 7 I'm familiarize with them. Somehow pati yung senior high kasi nagdaan na sila sa junior high. Kaya minsan nakikita namin ay minsan pinapangalanan pa, late si ano si ganito. Kapag sinabi ni ganito na ma'am yung grade 9 hindi pumasok, bakit kaya? Parang may ano na kami we have connections sa mga teachers kahit saan pumunta. So, yung accountability namin parang may, kunyari diba last year under mo si ano, pano nacontact si ganito?oh ganon na."

[EVRSHS\Catbalogan Teacher Non-SBM III; Position: 66 - 66; 5/11/2020 16:43]

9.3.8. Responsibility of teachers on students' performance

1.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:14:33.4 - 0:15:08.8; 5/14/2020 13:57]

2.

[CNCHS\Catbalogan Teacher SBM II; Position: 0:24:31.2 - 0:24:50.2; 5/11/2020 18:45]

3.

"Yung accountability sa finance sa akin naman yun, pero yung accountability sa performance ng bata nasa teacher yun. So ang ginagawa natin yan diba every grading period nagsu-submit tayo ng least learned skills, kung minsan nga yung least learned skills dahil narin yun siguro sir sa dami ng ating activities. Yung mga fiesta marami talagang namimiss na mga classes dahil sa dami ng mga activities sa DepEd so marami rin ang ating least learned skills at saka yung ating natural calamities diba? Sa mga panahon na mabagyo. So yun naman ang sabi ko sa mga teacher bago niyo ipasa ang mga bata siguraduhin ninyo na marunong bumasa, wag niyong papasahin kung hindi marunong bumasa yun ang aking challenge sa kanila. So ang kanila naman sir pinapasa naman nila yun pero talaga conditional yun. Pero ang kuan, meron pa talagang mga bat, mga apat na hindi gud talaga nakakabasa. Tatanungin ko yan sir sila ngayon kung ano bang ginawa nila sa apat nayan, bakit pumasa ba kung pumasa? O kung binagsak ba? Kasi umi-encourage naman tayo na dapat no left behind lahat passer."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 162 - 162; 5/6/2020 19:00]

9.3.9. Shared responsibilities in implementing programs

1.

[RamonTD NHS\Samar Teacher SBM I; Position: 0:12:40.5 - 0:13:05.5; 5/13/2020 11:56]

2.

[RamonTD NHS\Samar Teacher SBM I; Position: 0:13:53.1 - 0:14:18.4; 5/13/2020 11:57]

3.

[RamonTD NHS\Samar Teacher SBM I; Position: 0:14:19.3 - 0:14:45.2; 5/13/2020 11:58]

4.

[RamonTD NHS\Samar Teacher SBM I; Position: 0:16:55.8 - 0:18:05.6; 5/13/2020 12:23]

5.

[RamonTD NHS\Samar Teacher SBM I; Position: 0:18:13.9 - 0:18:54.1; 5/13/2020 12:25]

6.

[RamonTD NHS\Samar Teacher SBM I; Position: 0:19:31.5 - 0:19:53.6; 5/13/2020 12:28]

7.

[Zumarraga NHS\Samar Teacher SBM II; Position: 0:03:01.5 - 0:04:05.5; 5/14/2020 20:54]

8.

[Zumarraga NHS\Samar Teacher SBM II; Position: 0:05:40.8 - 0:06:43.6; 5/14/2020 20:59]

9.

[Calbiga NHS\Samar School Head SBM III; Position: 0:06:06.8 - 0:06:45.1; 5/13/2020 21:15]

10.

[Sta Rita NHS\Samar Teacher Non-SBM I; Position: 0:15:44.5 - 0:16:01.3; 5/14/2020 20:31]

11.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:23:25.3 - 0:24:39.6; 5/14/2020 14:27]

12.

[CNCHS\Catbalogan Teacher SBM II; Position: 0:24:31.2 - 0:24:50.2; 5/11/2020 18:45]

13.

"Interviewee: yung mga report na sinasubmit sa division office mga teachers din yung ibang gumagawa saka yung department head din."

[CNCHS\Catbalogan School Head SBM II; Position: 129 - 129; 5/14/2020 21:12]

9.3.10. Shared accountability with parents

1.

[RamonTD NHS\Samar Teacher SBM I; Position: 0:19:31.5 - 0:19:53.6; 5/13/2020 12:27]

2.

[RamonTD NHS\Samar Teacher SBM I; Position: 0:20:56.4 - 0:21:25.6; 5/13/2020 12:30]

3.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:16:09.5 - 0:16:44.6; 5/13/2020 19:01]

4.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:17:43.9 - 0:18:32.2; 5/13/2020 19:04]

5.

[Anubungon IS\Samar Teacher Non-SBM II; Position: 0:12:22.9 - 0:13:22.0; 5/14/2020 11:12]

6.

"kuan naman la ha home room. Pero amo la mga pili la liwat man iton nga kag-anak diri man tanan."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 106 - 106; 5/12/2020 18:11]

7.

[CNCHS\Catbalogan Teacher SBM II; Position: 0:21:03.3 - 0:21:28.3; 5/12/2020 18:14]

8.

"Okay, everyone is accountable. That is our policy. That everyone is a member of the family that whoever in need we should be the one to provide. In our case, kung may problema na nadisgrasya we try to cheap in naman. Though it was, did not happen in school yung mga nabalian ng kamay, yung mga nahulog sa puno tapos natusok ng kabilya. Tapos mayron din kami ngayon studyante na nasa EVRMC."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 132 - 132; 5/12/2020 16:54]

9.3.11. Community accountability

1.

[RamonTD NHS\Samar School Head SBM I; Position: 0:16:46.5 - 0:17:28.0; 5/13/2020 15:37]

2.

[RamonTD NHS\Samar School Head SBM I; Position: 0:24:17.7 - 0:24:40.8; 5/13/2020 15:48]

3.

[RamonTD NHS\Samar School Head SBM I; Position: 0:25:50.0 - 0:26:25.6; 5/13/2020 15:50]

4.

[RamonTD NHS\Samar Teacher SBM I; Position: 0:18:13.9 - 0:18:54.1; 5/13/2020 12:25]

5.

[RamonTD NHS\Samar Teacher SBM I; Position: 0:20:56.4 - 0:21:25.6; 5/13/2020 12:30]

6.

[Calbiga NHS\Samar School Head SBM III; Position: 0:23:33.6 - 0:23:44.0; 5/13/2020 21:48]

7.

[Sta Rita NHS\Samar School Head Non-SBM I; Position: 0:08:51.3 - 0:09:46.3; 5/14/2020 16:40]

8.

[Sta Rita NHS\Samar School Head Non-SBM I; Position: 0:16:16.6 - 0:17:51.1; 5/14/2020 17:26]

9.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:12:51.7 - 0:13:35.1; 5/14/2020 12:27]

10.

"We provide financial assistance through solicitation or at the brgy. official themselves they are asking for financial assistance."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 134 - 134; 5/12/2020 16:56]

9.3.12. Involving students in school program development

1.

[Zumarraga NHS\Samar Teacher SBM II; Position: 0:01:23.4 - 0:02:38.2; 5/14/2020 20:49]

2.

[Zumarraga NHS\Samar Teacher SBM II; Position: 0:02:43.5 - 0:02:57.3; 5/14/2020 20:49]

3.

[Zumarraga NHS\Samar Teacher SBM II; Position: 0:04:11.7 - 0:05:16.2; 5/14/2020 20:56]

4.

[Zumarraga NHS\Samar Teacher SBM II; Position: 0:06:45.0 - 0:07:18.7; 5/14/2020 21:00]

5.

[Zumarraga NHS\Samar Teacher SBM II; Position: 0:07:59.7 - 0:08:44.5; 5/14/2020 21:02]

6.

[Zumarraga NHS\Samar Teacher SBM II; Position: 0:10:55.5 - 0:11:32.2; 5/14/2020 21:21]

7.

[Zumarraga NHS\Samar Teacher SBM II; Position: 0:11:36.8 - 0:12:26.6; 5/14/2020 21:22]

8.

"Not strictly done, sometimes, not strictly done that's why navaviolate han kabataan. Pero one way namon is through organizations. Student leadership organization. Pero sir, the problem is, diri gintutuod hit iba nga bata an student organizations, so still the factor is an (???15:21) hito nga organization. So the more way of strategizing siguro para hiton nga organization para maging effective maging functional. Kasi parang more on paper lang, not on function. Mafunction la kun igtatawag. Para akon ha, kulang pa it abilities it amon mga students didi in terms of leadership and governance by themselves. Maybe kami siguro nga mas maaram, kulang pa siguro an naiinstil ha ira. Maybe. Kasi there are some na ok man it organization. Pero there are some nga makuri, hagi makuri man ini tawagon na mga TLE club. So diba, ha iba nga schools, an dako ngani nga schools, sumiring ngani nga nutrition month an nagaasikaso an mga TLE officers, so didi ha amon, more on teachers la gihapon. So an akon la gusto, an magios talaga an student officers, student body."

[Hinangutdan NHS\Samar Teacher Non-SBM III; Position: 21 - 21; 5/16/2020 16:13]

9.

"an amon SSG tanan nga, guini-inform namon hira although kanan faculty nga activity guini-invite hira pirmi diri la an presidente bisan hin-o nga representative han kanan student organization guinpapatawag namon iton. Except kun mga masilan na nga isyu diri na hira. Halimbawa teacher relationship diri na namon ton hira guin-aapi, diri maupay an epekto. Para tanan nga natatabo aram han bata."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 104 - 104; 5/12/2020 18:10]

10. Management of Resources

10.1. Adequacy of learning materials and school facilities

1.

[RamonTD NHS\Samar School Head SBM I; Position: 0:04:22.4 - 0:05:39.4; 5/14/2020 21:16]

2.

[RamonTD NHS\Samar School Head SBM I; Position: 0:05:46.0 - 0:06:05.5; 5/14/2020 21:17]

3.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:36:17.3 - 0:36:57.6; 5/14/2020 21:18]

4.

[Sta Rita NHS\Samar Teacher Non-SBM I; Position: 0:15:20.7 - 0:15:36.9; 5/14/2020 21:19]

5.

[Sta Rita NHS\Samar School Head Non-SBM I; Position: 0:18:41.4 - 0:19:10.0; 5/14/2020 21:19]

6.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:09:47.9 - 0:10:23.2; 5/14/2020 21:18]

7.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:26:26.5 - 0:27:09.3; 5/14/2020 21:18]

8.

[CNCHS\Catbalogan Teacher SBM II; Position: 0:13:20.3 - 0:13:28.0; 5/14/2020 21:11]

10.2. Appropriate use of resources

1.

[RamonTD NHS\Samar School Head SBM I; Position: 0:22:27.5 - 0:22:52.0; 5/14/2020 21:17]

2.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:09:47.9 - 0:10:23.2; 5/14/2020 21:18]

3.

" I think in terms of leadership and governance, it really helps, kay siyempre as a school head, you have to do everything, you have to make a resources to meet these gaps tapos though this school is not big, there are actually limited resources. In terms of our (MOE?? 17:36) guti la. For example it amon senior highschool we have 5000+, guti la, so shared man hiya, and junior ngan senior high, diri man hiya pwede separate kay we are not stand alone. So nagsheshare kami in terms of resources, nagkukuwan kami hin equipment, especially hit senior highschool kay kelangan talaga nira hin equipment para hit ira mga practical test, like amon cookery. We have cookery sir, EIM and CSS. So ok na an amon CSS kay we have enough number of computers given by the central office the 2-in-1 (??? 18:24) an amon EIM nagpupurchase la talaga kami hin mga materials through MoE or from the stakeholders and donations. And for cookery naman, nagkukuwan din kami donation and nagpupurchase. So napakalaki talaga ng epekto ng leadership ng school. Oo, kay without the leadership of a school head, bagan diri talaga magkakaturuhay, babayaan mo la hera, that's why ako pagnalakat ako sir may ada ko ginbibilin nga department head han junior highschool ngan senior highschool. Gintagan ko hera hin mga SO, ginpasign ko iton amon head kay para may ada nera kinaptan, kay diba kun waray kinaptan

bagan danay “waray man ak hito kuwan.” May mga teacher nga nagpipina-”hino ka ngani dida.” Basta may ada hera kinaptan, empowered hera."

[Hinangutdan NHS\Samar School Head Non-SBM III; Position: 41 - 41; 5/16/2020 17:30]

4.

"Interviewee: yung computer minsan don lang sa office hindi magamit, dapat ipagamit."

[CNCHS\Catbalogan School Head SBM II; Position: 120 - 120; 5/14/2020 21:12]

5.

"Interviewee: sa ngayon hindi pa, kasi bago pa. nakatago pa, ewan ko baka ilabas na sa next school year."

[CNCHS\Catbalogan School Head SBM II; Position: 122 - 122; 5/14/2020 21:12]

6.

"Interviewee: like computers, school supplies, human resources. Ok naman yung pagkakamanage ng aming school head sa aming mga, halimbawa yung mga non-teaching namin ngfufunction naman sa kanya-kanyang trabaho"

[CNCHS\Catbalogan School Head SBM II; Position: 124 - 124; 5/14/2020 21:12]

7.

"yeah, we provide. Not actually for the students but more on the teachers, then they will have to utilize that for the instruction."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 146 - 146; 5/14/2020 21:14]

8.

"Kung ano yung para doon, doon na. Pag mayron ng pera, bilhin na kung ano yung kailangan bilhin. That is also base from the SOP."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 148 - 148; 5/14/2020 21:14]

9.

"Okay naman, pero medyo nalate yung MOOE di pa narelease, pero mayroon po kaming supply para sa teachers"

[Pangdan NHS\Catbalogan Teacher Non-SBM I; Position: 72 - 72; 5/14/2020 21:14]

10.

"Walang problema kami ditto sir, actually mayaman kami kay sir will ask us, ano iyo needs/kinahanglan? Then he will give it to our ADA’s, ma’am Camille will be able to buy then

ihahatag ha amon. Kun ano kay by department man. No problem kami hiton sir kan Sir Elmer unlike han amon mga previous nga school heads."

[Guinsorongan NHS\Catbalogan Teacher Non-SBM II; Position: 109 - 109; 5/14/2020 21:16]

11.

"kung ano sir, kasi sa governance halimbawa yung mga resources ng school ginagawa na natin yan talaga tas Malaki rin, kung sa exam ang ating focus yung ating MOE nagiging napupunta sa mga test diba? Yung bond paper, tapos pagbaba ng score naman ng mga bata nagcoconduct tayo rin ng mga slack sa governance para i-encourage ang mga teachers na ayosin yung pagtuturo niyo kasi mababa yung ating MPS parang ganun. So ang iba naman na teachers ang sasabihin nga ano, na talaga anong magandang gawin so ang teacher naman mag-initiate ngayon ng mga intervention na mapataas yung score. Kung minsan nga, ngayon lang ang mga bumagsak sa amin pinapa-retake namin ng exam, lahat ng bumabagsak retake."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 142 - 142; 5/14/2020 21:11]

12.

[EVRSHS\Catbalogan School Head Non-SBM III; Position: 0:11:57.1 - 0:12:42.8; 5/14/2020 21:14]

13.

"opo kasi gumagamit din sila. They are allowed to use whatever resources that we have. For example, projectors,HDMi, minsan sa internet nakakapag-access because research walang problema yon, kaso ngalang yung globe natin dito ilang connection lang wala na. kaya medyo nili-limit din ni ma'am sa mga teachers."

[EVRSHS\Catbalogan Teacher Non-SBM III; Position: 70 - 70; 5/14/2020 21:14]

10.3. Maintance of resources

1.

[RamonTD NHS\Samar School Head SBM I; Position: 0:21:36.8 - 0:22:08.5; 5/13/2020 15:43]

2.

"Ok, so. In terms of system accountability and system framework of the school, diba that is the flow of how to manage the school. We have the protocol, mga sugad hiton. (Interruptions) Example, kun naborrow hin items, may borrower's slip, kay magin-accountable gihap hira hit

mga resourced kay diri iton pirmi maproprovide hit school kay we have a lot of... kailangan magingat. Like, may ada kami teacher nga ginbibiling ko an microphone, kay ginpapaayad ko ha iya, siring ko "hain na an microphone? Igkadi na kun di ka nakakaayad kay ipapaayad ko ha iba." Ngayan kay nawara. Hala kay we have the school rules and regulations, once you lose that particular item, you have to replace it. Di ka mahatag hin kwarta, you have to replace that thing. It school rules and regulations, upod na ito tanan, from school head down to the student. Asya iton sir."

[Hinangutdan NHS\Samar School Head Non-SBM III; Position: 49 - 49; 5/16/2020 17:51]

3.

"Interviewee: yun importanti din yun management of resources. O kasi pag may resources yung paaralan maganda yung pagkakagamit ng resources Malaki ang impact don sa performance ng mga bata yung MOE ginagamit sa tama o yung kailangan bibigyan mo ng bibilhan mo ng school supplies yung mga teachers halimbawa yung IM's instructional materials iprovide ng school at saka yung donations galing sa stakeholders dapat ipapagamit din sa mga bata."

[CNCHS\Catbalogan School Head SBM II; Position: 118 - 118; 5/14/2020 21:11]

4.

"interms of properties si ma'am is actually starting now na e-emphasize yung ano, accountability sa lahat ng property na nakaMR siya. Kapag ito nakaMR sayo liable ka accountable ka, hindi mo man ito bayaran ngayon, sabi pa nga niya, pagnagretire ka babayaran mo yan. Eh ngayon nagkakaproblema na kasi yung ibang teachers huh? Hindi ako magbabayad niyan ganito ganyan. Eh lahat ng rooms, bawat advisers almost lahat may projectors, may HDMi."

[EVRSHS\Catbalogan Teacher Non-SBM III; Position: 66 - 66; 5/11/2020 16:43]

5.

"yes po. Actually marami narin kaming printer yun ngalang kasi nga parang disposable yung iba, pero marami na. ang records may printer, ang research may printer. Kaya nga yung teacher dito privileged kasi nga hindi namin kailangan lumabas for reproduction. At saka yung supplies meron kaming supplies kahit kunti pero ok nayun sa amin walang problema. "

[EVRSHS\Catbalogan Teacher Non-SBM III; Position: 68 - 68; 5/11/2020 16:44]

10.4. Generating funding for school

1.

[Zumarraga NHS\Samar Teacher SBM II; Position: 0:09:53.6 - 0:10:53.4; 5/14/2020 21:10]

11. Curriculum and Learning

11.1. Teachers

11.1.1. Lesson topic

1.

"sir Malaki po yung naitutulong ng Calbiga NHS sap ag-aaral ko sir. Kasi sa bawat subjects palang sir may matututunan kana, hindi lang sa pagiging lawyer kundi pati sa pagiging mabuting estudyante. Hindi lang yung kaalaman mo yung nae-enhance pati rin yung pakikisama mo, yung social behavior mo po sir, tapos pati yung pagiging Mabuti mong tao sa sarili, sa kapwa, at sa lipunan sir."

[Calbiga NHS\Samar Student SBM III-A; Position: 40 - 40; 5/13/2020 16:04]

2.

"sa pakikisama rin po. Mas nae-enhance ko po yung communication skills ko po, dahil syempre nakapag-aral po ako sa isang magandang paaralan. Sa English po, sa tagalog, at saka sa waray-waray syempre sir mas nae-enhance po dahil nga po maganda yung education na sene-serve ng Clabiga NHS."

[Calbiga NHS\Samar Student SBM III-A; Position: 50 - 50; 5/13/2020 16:06]

3.

"diri gud makuri sir, kay danay maaram danay diri, danay diri kami nakakaintindi hit kayakan, danay diri kami nakakapamati, tas danay diri nauutro it kayakan hit maestra diri nare-repeat, tas nababayaan kami hit lesson."

[Anubungon IS\Samar Student Non-SBM II-B; Position: 17 - 17; 5/13/2020 15:52]

4.

"ito nga nagkaklase hira sir para matagan kami nira hin kuan learnings sir nga pwedi namon ma-apply liwat, magin foundation namon sir pagkadi namon college"

[Silanga NHS\Catbalogan Student SBM I-A; Position: 30 - 30; 5/15/2020 14:17]

5.

"oo, tas danay sir pagdiri namon nakukuha sir danay na-approach kami ha ira personally sir."

[Silanga NHS\Catbalogan Student SBM I-A; Position: 36 - 36; 5/15/2020 14:17]

6.

[CNCHS\Catbalogan Teacher SBM II; Position: 0:20:20.3 - 0:20:42.7; 5/11/2020 18:36]

7.

"Interviewee: baka siguro mahirap talaga yung lesson just like in mathematics in problem solving. Mababa yung foundation ng mga bata so hindi talaga makukuha basta-basta. kunti lang yung nalalaman nila."

[CNCHS\Catbalogan School Head SBM II; Position: 110 - 110; 3/11/2020 16:58]

8.

"Uhm, isa pa na binibigyan na namin ng pansin ay itong mga frustration level ng mga bata kahit pa man sila araw-araw pumapasok still mababa pa rin ang kanilang dahil nga sa kanilang frustration sa level ng pag iintindi. Reading level nila."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 76 - 76; 5/12/2020 16:29]

9.

"Yung sa mga high-performer, actually dalawang grupo yan sabi ko sa mga teachers namin dito, yung mga ibang tutulungan natin yung mga mahihina atsaka yung mga magagaling kailangan tulungan din natin, kasi kung mayron pang enhance na instruction sa kanila kasi hindi pwede na pabayaan sila dahil marunong na, so may dalawang instruction na gagawin. For example dito sa reading yung mga mahihina mayron mga naka assign, tapos yung mga magagling naman siring pa mga ano iton hira core group na pangsabak natin so kailangan pa rin natin silang tulungan."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 96 - 96; 5/12/2020 16:35]

10.

": Ah, for example sa academic, sabi ko yung mga magagaling sa math so kailangan mayron parin silang eksaktong yung parang sa NMAT na insturctions. Tapos yung mga journalism kailangan mayron din tayong mga advance training para sa kanila. Pat inga sa sports, pinag hiwa-hiwalay naming yan that was actually every Friday kasi regular naman yung klase naming ditto walang shifting, kaya yung subjects na apat lang sa isang araw, mababakante na sila sa Friday yung KSP na lang yung pumapasok sa Friday so dun pumapasok yung mga remedial. Sabi ko hindi pwede na wala tayong gagawin kailangan mayron din."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 98 - 98; 5/12/2020 16:36]

11.

"Yes sir, especially kun adi na ha grade-9, grade-10 kay ibang level na yun mas makuri-kuri na an lessons compare ha lower grades."

[Guinsorongan NHS\Catbalogan Teacher Non-SBM II; Position: 53 - 53; 5/12/2020 19:51]

12.

"In terms ha curriculum, in every lesson that we are having, we are open to cut the curriculum guide and use it in everyday lesson. Tapos in the use gihapon of teachers guide also, nagamit kami. Tapos an kabataan liwat, they were able to cope up liwat depende ha lesson. Pero sir, ha amon talaga ha English, students are having difficulty in comprehending the lesson. Number 1 talaga iton it comprehension kaya hi kami, double time kami even the teaching of vocabulary, mayda pa kami hiton mga tinatawag na mga spelling booklet, mayda pa kami vocabulary notebook, mayda pa kami journal notebook to enchance iton ira vocabulary. Tas nakikita namon an ira constructional sentences, an ira grammar, an ira composition,"

[Guinsorongan NHS\Catbalogan Teacher Non-SBM II; Position: 73 - 73; 5/12/2020 19:55]

11.1.2. Improving skills and knowledge

1.

[Calbiga NHS\Samar School Head SBM III; Position: 0:07:22.1 - 0:07:59.8; 5/13/2020 21:20]

2.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:19:06.4 - 0:19:59.0; 5/14/2020 14:09]

11.1.3. Passion for teaching

1.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:06:58.6 - 0:07:20.4; 5/13/2020 18:05]

2.

[Sta Rita NHS\Samar Teacher Non-SBM I; Position: 0:18:16.8 - 0:18:52.6; 5/14/2020 20:36]

3.

[Anubungon IS\Samar School Head Non-SBM II; Position: 0:19:06.4 - 0:19:59.0; 5/14/2020 14:09]

4.

[Anubungon IS\Samar Teacher Non-SBM II; Position: 0:13:37.6 - 0:14:36.0; 5/14/2020 11:16]

5.

[Anubungon IS\Samar Teacher Non-SBM II; Position: 0:14:36.5 - 0:14:45.3; 5/14/2020 11:16]

11.1.4. Appropriate teaching strategies conducive for learning

1.

[Sta Rita NHS\Samar Teacher Non-SBM I; Position: 0:18:16.8 - 0:18:52.6; 5/14/2020 20:36]

2.

[Anubungon IS\Samar Teacher Non-SBM II; Position: 0:13:37.6 - 0:14:36.0; 5/14/2020 11:15]

3.

[Anubungon IS\Samar Teacher Non-SBM II; Position: 0:16:09.7 - 0:17:04.7; 5/14/2020 12:00]

4.

"Ikaduha, not all the time we prepare the best materials, though may masiring na teacher is the best experience(sic) diba we are not that kind naman nah ala magpinangunting, tapos sir an amon projector ngadi usa la, so scheduled. Kun nauna na an iba, we have no choice, di kami makakagprojector. So more on direct instruction. Ako sir, direct instruction muna pero I also engage other strategies. Para kuwan, para diri boring. Kasi ako nakaexperience ako han boring na

teacher so I don't want my students to get bored on me. Except admitted ako ha ESP. Sa ESP la ako sir nasabit, direct instruction la talaga. Tas role playing. I'm also fond of role playing, mahilig ako hin drama drama, mahilig ako mag papresent ha front. So in that way ma'am nacacapture naton an interest han bata. So far sir, opo sir. Maybe siguro confident ako ngada, bisan maginterview nga nak students, masiring hira "Hi ma'am KC is mahilig magpauyag nga teacher."

[Hinangutdan NHS\Samar Teacher Non-SBM III; Position: 13 - 13; 5/16/2020 16:05]

5.

"Kun yana nag differenciated instruction ka, iba liwat sunod. Kay damo man it aton strategy kay para diri masumhan. Diba? Kay pag sulod han teacher, okay let's check attendance, ay lumang tugtugin na yan. Pwede man an ira output amo an imo maging attendance."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 60 - 60; 5/12/2020 17:54]

6.

"oo, diri na kay time consuming iton. Ngan an akon more on gin emphasize an strategy, mag iba-iba gud hira ngan nadiri ako nga an teacher nag lilininglkod."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 62 - 62; 5/12/2020 17:54]

7.

"ito nga nagkaklase hira sir para matagan kami nira hin kuan learnings sir nga pwedi namon ma-apply liwat, magin foundation namon sir pagkadi namon college"

[Silanga NHS\Catbalogan Student SBM I-A; Position: 30 - 30; 5/15/2020 14:17]

8.

"oo, tas danay sir pagdiri namon nakukuha sir danay na-approach kami ha ira personally sir."

[Silanga NHS\Catbalogan Student SBM I-A; Position: 36 - 36; 5/15/2020 14:17]

9.

"pirmi mayda interaction sir, tas kun ano an ginkukurian kami ngadto gud nira ginbabalik-balik sir, gin-e-explain gud nira hin maupay."

[Silanga NHS\Catbalogan Student SBM I-A; Position: 89 - 89; 5/15/2020 14:22]

10.

[CNCHS\Catbalogan Teacher SBM II; Position: 0:14:37.3 - 0:15:15.3; 5/11/2020 18:19]

11.

"sa curriculum and learning siguro nakakaapekto pag hindi nasa tama yung strategy na ituturo ng teacher o hindi angkop sa mga bata."

[CNCHS\Catbalogan School Head SBM II; Position: 82 - 82; 3/11/2020 16:51]

12.

"dapat like for instance yung differentiated instructions yan isa yan sa strategy na dapat iaapply yun ng guro kasi hindi naman lahat ng kanyang mga estudyante is parehas yung level."

[CNCHS\Catbalogan School Head SBM II; Position: 84 - 84; 3/11/2020 16:51]

13.

"Ah, okay. Depends to the subject. Kasi for example as English, whatever lesson that we are having for that day we use the best strategy that we can give to the students so that they will be able to learn our lesson. Yan yung ginagawa namin. And there must be an interaction with the students kay K-12 naman kita yana."

[Guinsorongan NHS\Catbalogan Teacher Non-SBM II; Position: 119 - 119; 5/12/2020 20:10]

14.

"sir danay po pagkuan ito po nga kunwari mageexplain po hi ma'am about hito nga topic tapos kuan po pagdiri ko, danay ba interesado ako pamati ginyayakan ko nga ma'am pano ini ginkukuan, nagpapakiana talaga ak hiton once interesado laak han topic."

[Guinsorongan NHS\Catbalogan Student Non-SBM II-B; Position: 98 - 98; 5/15/2020 20:06]

11.1.5. Communicating with colleagues

1.

"Interviewee: mayda kami napre-prepare na daan module pero kanan school lang. pero yana parang mas nagamit para han ngadto na cebu. Then kuan ngay-an , halimbawa parehas kita yana ka-department ko ikaw English, partner-partner ngay-an. Pag-travel ka, depende han aton plastar han aton load, ako an ma-take-over hiton. Diri nga magsangkay kita pero nakikita ko tungod ha load. Kun an aton load, halimbawa duha kita nga grade 7 english kikitaon mo bagan relibo mo ako. Identified na nga daan, so paggawas diri na masiring, hoy hin-o maliwan kan kuan? Automatic may pades na."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 98 - 98; 5/12/2020 18:06]

2.

"pweding masabi natin, pero we don't have a particular group kasi personally ako sir pagnatapos ko na ang grades ko at kapag tiningnan ko na tinatanong ko muna yung mga subject teachers,

ma'am kumusta si ano ganito ganyan, kasi baka ako may problema, pero pagnakita ko yung assessment ko same with the assessment sasbi ko tama na siguro to, deretso na yun sa final grades ko. Pero minsan talaga kapag yung bata talaga medyo may problema, kunyari mataas siya dito wala akong magagawa don talagang dito nagkakaproblema siya, so I stick nalang don. At least we have our consultation, informal consultation, before giving the final grade in my part."

[EVRSHS\Catbalogan Teacher Non-SBM III; Position: 46 - 46; 5/11/2020 16:19]

3.

"meron, meron, deni-defend naman ng teacher. Kapag nadefend ng teacher niya there is no problem on that. Pero kami bagsak siya sas amin we stand for it kasi we have also our reasons, we have also our evidences na ipapakita."

[EVRSHS\Catbalogan Teacher Non-SBM III; Position: 48 - 48; 5/11/2020 16:21]

11.1.6. Teacher load

1.

"Yes sir, konocontextualize. But not all the time. Bisan sig-ngon ta mayda student factor,still there is also teacher factor. May mga pagkukulang gihapon it mga teachers. Like what? Not all the time, I am not prepared. Unang una lesson plan. That is the common problem. Ikaduha, not all the time we prepare the best materials, though may masiring na teacher is the best experience(sic) diba we are not that kind naman nah ala magpinangunting, tapos sir an amon projector ngadi usa la, so scheduled. Kun nauna na an iba, we have no choice, di kami makakagprojector. So more on direct instruction."

[Hinangutdan NHS\Samar Teacher Non-SBM III; Position: 13 - 13; 5/16/2020 16:04]

2.

[CNCHS\Catbalogan Teacher SBM II; Position: 0:15:48.9 - 0:16:10.0; 5/11/2020 18:21]

3.

[CNCHS\Catbalogan Teacher SBM II; Position: 0:16:10.2 - 0:16:32.7; 5/11/2020 18:22]

4.

"Interviewee: gumagawa ng IMs, gumagawa ng paper works yun yung devoted time."

[CNCHS\Catbalogan School Head SBM II; Position: 92 - 92; 3/11/2020 16:52]

11.2. Learning resources

11.2.1. Ratio of learning materials to students

1.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:28:22.5 - 0:29:09.5; 5/13/2020 19:30]

2.

"1 is to 1 pinapahiram naman sa mga bata yung textbooks o LMs."

[CNCHS\Catbalogan School Head SBM II; Position: 88 - 88; 3/11/2020 16:52]

3.

"privileged ang mga teachers at saka mga bata. Ang problema lang sa mga bata kasi sabi ko nga sayo kanina, feeling namin mas, hindi mayaman, mas may pera pa sila kaysa sa amin. Kasi I tried to ask them once, not only once many times, and this one time sinabi ko sa kanila ok, your section will have this kind of performance task. Kunyari previously tawag natin project, kindly list down your supplies, materials that you need in order for us to ask from the supply office if that would be available then you can have it. Sa tatlong section ng grade 8 na hinawakan ko I ask them twice where are your list of supplies? Para maibigay. Hanggang sa magus-submit nalang ay, kaya sabi ng property custodian, Teacher, may paint tayo bakit bumili pa sila? Nako sabi ko I already ask them diba naalala mo? sabi ko nga sa property custodian diba naalala mo tinanong ko, sinabi ko sayo na hihingin ko yung mga kakailanganin nila para ibigay ko sayo kasi kung anong available magagamit nila. Eh tingnan mo, sabi ko, sabi naman ng mga bata kasi wala kaming ginastos kasi available to sa amin ganito ganyan. Sasabihin naman kasi ma'am small amount lang naman pinag-contributetan namin. Sabi ko, o sige, feeling ko may pera talaga kayo."

[EVRSHS\Catbalogan Teacher Non-SBM III; Position: 54 - 54; 5/11/2020 16:26]

11.2.2. Lack of learning materials

1.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:28:22.5 - 0:29:09.5; 5/13/2020 19:30]

2.

[Sta Rita NHS\Samar School Head Non-SBM I; Position: 0:12:43.0 - 0:13:05.3; 5/14/2020 17:13]

3.

"ha textbook ok man, ahw English grade 7 ada adto an kulang."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 86 - 86; 5/12/2020 18:03]

4.

"Interviewee: sa physical naman sa amin siguro sa palagay ko makakatulong siguro kung magkakaroon ng library yung school naming yun kasi ang wala sa physical aspect."

[CNCHS\Catbalogan School Head SBM II; Position: 149 - 149; 3/11/2020 17:13]

5.

"Interviewee: oo meron andyan na marami na. kaya lang sa ngayon nagagamit lang through pa-isa isa lang hinihiram kasi walang science laboratory pa-isa isa lang kinukuha."

[CNCHS\Catbalogan School Head SBM II; Position: 153 - 153; 3/11/2020 17:14]

6.

"Pare-pareos naman po yung problema when it comes to textbooks kasi may mga grade level na wala talagang provision. Particularly sa books, and then yun iba naman not align with the CG. For example, the textbook or the learners module that is available is not align with the competencies in the CG."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 122 - 122; 5/12/2020 16:45]

7.

"mga science project nila kasi mahina din kami sa Ginsulongan sa science project wala kaming kuan, at the same time napro-promote nong aming maka-point yung aming adviser kaya yun ang target namin noon na every Friday is performance day. Mga teacher naman every Friday 2 hours at the last period 3 to 5 kuan man slack day naman sa ngayon."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 136 - 136; 5/6/2020 17:01]

8.

"yun ang problema namin sir ngayon yung mga textbooks hindi align ang textbooks at CG. Na kung minsan sir ang mga, kulang naman tayo ng textbook ngayon sir diba? Saka yung ating mga textbooks ngayon sa DepEd worksheets hindi gaya ng private school na textbooks talaga andoon yung definition, nadoon ang, mas maganda ang private sir ang textbook kaya ang ginagawa namin kung minsan humihiram kami sa private o bumibili nalang ang teacher ng textbook na for private anyway ang curriculum guide ng private at public pareha pero ang textbook ng private maganda talaga, ang DepEd naman ang sumusulat mga full of writers hindi naman yun mga

publisher atsaka lumalabas sir na mga kuan LMs mga worksheets mga tabular, mga worksheet-worksheet, pero sa private ang LM talaga ng mga bata may nababasa ka na malapit sa TG."

[Guinsorongan NHS\Catbalogan School Head Non-SBM II; Position: 144 - 144; 5/6/2020 18:51]

9.

[EVRSHS\Catbalogan School Head Non-SBM III; Position: 0:26:03.0 - 0:27:26.0; 5/11/2020 19:39]

10.

"Ay, oo ngayan. Ito ngayan gihapon po na mga libro nalalack of books ngan an amon mga gin gagamit na mga books is ada nala po ha cellphone."

[EVRSHS\Catbalogan Student Non-SBM III-B; Position: 59 - 59; 5/5/2020 18:45]

11.3. Learning environment

11.3.1. Scheduling of classes

1.

"Curriculum and instruction? Regular class tayo ditto. In terms curriculum, kasi an amon may ada kami best practice, an MWF and TTh schedule, we are like college, sir. Kay an amon kasi MWF, an amon iton Junior highschool we allocated 1hour and 20 minutes so 80 minutes per subject, kasi it will be a burden to the students kun 8 subjects straight a day. Diba, kay kun baga kinabuwasan, kun may assignment, kun walo di magkakatuyaw na an mga kabataan, labi na na may mga internet na. Tapos, an kuwan, ginfollow la gihapon naming sir an based ha K-12 curriculum, DepEd order no. 8, an number of hours ngan teaching time. An amon Senior Highschool, 2 hours a day per subject. Then, ginsugad ito namon, kay we have a lot of classrooms, waray kami pa senior highschool classrooms, we only use the junior highschool, tapos an amon teacher liwat, waray kami senior highschool nga academic teacher, so an nagtutudto han academic, kay an mga junior high, kay diri ko pwede pakaptan an (??? 21:20) subject ha mga senior high namon ngadi kay they are on the contractual. Diri hiri Education graduate. Iba an ira course. Pero nag-earn units hira kanan education, so diri pa hira licensed teacher. So diri ko ginpapatapod ha ira, kay based on my observation liwat, diri pa gud hira sugad ka makarit mag-teach. Amo it amon best practice. An amon TTh sir nga subjects, we focus on the SP, MAPEH, tapos han pagkakulop may ada kami subject nga..."

[Hinangutdan NHS\Samar School Head Non-SBM III; Position: 44 - 44; 5/16/2020 17:49]

11.3.2. Good student to teacher ratio

1.

"Interviewee: walang problema rin sa scheduling of classes mostly yung teachers is only having 4 loads sa school naming talagang walang rason na hindi makafunction effectively yung teacher."

[CNCHS\Catbalogan School Head SBM II; Position: 90 - 90; 3/11/2020 16:52]

2.

"that's the big problem with venue namin, yung teachers namin, kasi kanina shifting diba, from 6:30 umaabot kami ng 8 pm. Kasi sa rooms, we are almost 400. We cater 400 plus students and we only have 8 rooms."

[EVRSHS\Catbalogan Teacher Non-SBM III; Position: 52 - 52; 5/11/2020 16:21]

11.3.3. Adequacy of school facilities

1.

"sir kasi ano usa po nga nakakaapekto ha mga estudyante kay ano liwat hira nahuhubya pageskwela is over-crowded sugad hiton, Tapos mapaso sir."

[RamonTD NHS\Samar Student SBM I-A; Position: 52 - 52; 5/7/2020 17:16]

2.

"maghatag po hira hin mga electric fan sugad po hiton."

[RamonTD NHS\Samar Student SBM I-A; Position: 54 - 54; 5/7/2020 17:16]

3.

[Calbiga NHS\Samar Teacher SBM III; Position: 0:28:22.5 - 0:29:09.5; 5/13/2020 19:29]

4.

"Yes sir, konocontextualize. But not all the time. Bisan sig-ngon ta mayda student factor,still there is also teacher factor. May mga pagkukulang gihapon it mga teachers. Like what? Not all the time, I am not prepared. Unang una lesson plan. That is the common problem. Ikaduha, not all the time we prepare the best materials, though may masiring na teacher is the best experience(sic) diba we are not that kind naman nah ala magpinangunting, tapos sir an amon projector ngadi usa la, so scheduled. Kun nauna na an iba, we have no choice, di kami makakagprojector. So more on direct instruction."

[Hinangutdan NHS\Samar Teacher Non-SBM III; Position: 13 - 13; 5/16/2020 16:03]

5.

"kay waray man rooms. So, mayda paman yana on going nga duha nga building. So, amo ton diri nagkakasulod an kabataan. Pero later na-found out ko tungod nga an bata diri na nasulod pati an teacher diri na nasulod."

[Silanga NHS\Catbalogan School Head SBM I ; Position: 80 - 80; 5/12/2020 18:03]

6.

[CNCHS\Catbalogan Teacher SBM II; Position: 0:11:40.8 - 0:11:47.0; 5/11/2020 18:19]

7.

[CNCHS\Catbalogan Teacher SBM II; Position: 0:29:58.1 - 0:31:04.2; 5/11/2020 18:54]

8.

"Sa ngayon, yung classroom is still lacking. Kaya nga yung ibang classroom dito is divided into two just to accommodate classes, so we have ten classes in the junior highschool but the only available classroom is seven, so para ma accommodate we have three divided classrooms tapos wala pa diyan ang mga opisina katulad nito."

[Pangdan NHS\Catbalogan School Head Non-SBM I; Position: 150 - 150; 5/12/2020 16:57]

9.

"that's the big problem with venue namin, yung teachers namin, kasi kanina shifting diba, from 6:30 umaabot kami ng 8 pm. Kasi sa rooms, we are almost 400. We cater 400 plus students and we only have 8 rooms."

[EVRSHS\Catbalogan Teacher Non-SBM III; Position: 52 - 52; 5/11/2020 16:22]

10.

"Designs la lugod danay,bagan diri na kami didi nakakag print adto pa lugod ha gawas.. Like school purposes man pero nangangadto pa lugod kami ha gawas para la mag print, like that."

[EVRSHS\Catbalogan Student Non-SBM III-B; Position: 55 - 55; 5/5/2020 18:44]

CURRICULUM VITAE

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Post Graduate Studies	:	2017-Present Samar State University College of Graduate Studies Doctor of Philosophy Major in Educational Management
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Secondary	:	1997-2001 Samar National School Catbalogan City, Samar
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PROFESSIONAL EXPERIENCE

2018- Present	Secondary School Principal I Catbalogan City Agro-Inddustrial School San Vicente, Catbalogan City, Samar
2011- 2018	Secondary School Teacher III Catbalogan National Comprehensive High School Mercedes, Catbalogan City, Samar
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ORGANIZATIONS

National:	Volunteer Leaders Association of the Philippines (VLAP) National Association for Secondary School Principals of the Philippines

TRAINING PROGRAMS ATTENDED

National:	3RD CES Leadership Conclave
Regional:	SCHOOL HEADS DEVELOPMENT PROGRAM: FOUNDATION COURSE(MODULE1- 3)

Division: CAPABILITY BUILDING ON ENHANCING INSTRUCTIONAL LEADERSHIP, SUPERVISORY PRCATICES AND SKILLS OF ELEMENTARY AND SECONDARY SCHOOL HEADS AND SUPERVISOR

AWARDS AND RECOGNITIONS

Division: 2019 Most Outstanding School Head

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