AN ASSESSMENT OF THE RESOURCE CAPABILITY AND PERFORMANCE OF NEWLY NATIONALIZED HIGH SCHOOLS IN SAMAR

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by

AYLMER M. ARELLON

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APPROVAL SHEET

This thesis attached hereto, entitled, "AN ASSESSMENT OF THE [redacted]URCE CAPABILITY AND PERFORMANCE OF NEWLY NATIONALIZED HIGH [redacted]OOLS IN SAMAR," was prepared and submitted by AYLMER M. [redacted]ELLON, who having passed the comprehensive examination with a rating of PASSED is hereby recommended for oral examination.

8/11/94
Date

ALBERTO A. ARELLON, Ph. D.
Adviser

Approved by the Committee on Oral Examination on _____ with a rating of _____.

SENEN D. AYONG, DPA/Ed. D.
Chairman, Advisory Committee

RIZALINA M. URBIZTONDO, Ed. D.
Member, Advisory Committee

8/11/94
Date Signed

DOMINADOR G. GABANGANAN, Ed. D.
Member, Advisory Committee

8/12/94
Date Signed

BERNARDO S. OLIVA, Ph. D.
Member, Advisory Committee

8/15/94
Date Signed

Accepted and approved in partial fulfillment of the requirements for the degree, Master of Arts (Administration and Supervision).

8/26/94
Date Signed

RIZALINA M. URBIZTONDO, Ed. D.
Dean, Graduate School

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ABSTRACT

The study will provide objective data and concrete evidence of the worth and quality of the secondary program, its effectiveness, adequacy and relevance to students' personal growth and development, socioeconomic productivity and satisfaction. This study will also shed light as to the readiness of the newly nationalized high schools to pursue the goals of NSEC and the provision of quality and relevant education to rural students. There were 10 administrator-respondents and 53 teacher-respondents in the study selected using stratified random sampling technique. The newly nationalized high schools were perceived by teachers and administrators on certain aspects of curriculum content, instructional activities, members of the faculty, and instructional activities, members of the faculty, and instructional facilities to be "neither inadequate nor adequate". Promotion and graduation rates were high. Drop-out rate was low and the teacher-student ratio was below the SEDP target of 1:40 ratio per class. For the recommendation, a need to upgrade the teaching force by replacing non-eligibles with eligible and qualified teachers needs to be done if teaching is to be treated as a professional and dignified job.

TABLE OF CONTENTS

CHAPTER PAGE

CHAPTER PAGE

CHAPTER 1

THE PROBLEM AND ITS BACKGROUND

Introduction

The objectives of secondary education is to discover and enhance the different aptitudes and interests of the students so as to equip them with skills for productive endeavor and/or higher education (Education Act of 1982). It is at this level where the youths get their initial training for differentiated roles in the adult community of the world of work. Therefore, it becomes imperative to improve the quality of this level of education which was observed by several studies to be the weakest link in the entire educational process. Mancebo and Garcia (1981) bluntly stated that "finishing secondary will give the youths the chance to join and experience in any one of the three possible options, namely: entering college, enrolling in postsecondary technical course, or getting immediate employment".

Institutional surveys reveal that the multi-disciplinary and inter-disciplinary approaches which were the features of the 1973 revised curriculum were not reflected in the instructional materials or in the classroom processes and the conceptual approach to problem-solving in the social science proved ineffective for learning social science content. Therefore, the curriculum fell short of its objectives to develop among students good work attitudes hence, the Revised Secondary Education Program (RSEP) needed to be changed.

The New Secondary Education Curriculum (NSEC) was mandated presumably to correct the weaknesses of the past secondary curricula. To ensure its implementation a complementary staff development program was initiated through the Secondary Education Development Program (SEDP) for both public and private schools. Its aims and goals are, namely: to improve the quality of secondary graduates and the internal efficiency of the system; expand access to quality secondary education; and, to promote equity in the allocation of resources especially at the local level. The SEDP covers curriculum, staff, and physical facilities development (SEDP Primer).

Aware of these curricular changes and to ensure quality education, the potential success or failure of students should be known before they reach college. This necessitates determination of factors influencing the student's performance predictive of his success in secondary schooling. One of the important determinants of such success is the quality of the existing school's resource capabilities.

The need to provide equal opportunities for all the people to be educated regardless of birth or economic status a chance to obtain secondary education prompted the government to open barangay high schools (R.A. 6054). The constitutional provision of free public secondary education pave the way to the nationalization of these public schools (R.A. 6655). However, at present there is no available benchmark information regarding these institutions. It is therefore necessary to determine the

resource capabilities and performance of these newly nationalized high schools as a means of assessing the quality of graduates they may produce.

Theoretical Framework

The study is premised on the the work of the Swiss child psychologist Jean Piaget who is best known for his findings that intelligence - adaptive thinking and action - develops in sequence and is related to age. Piaget construes the developing child as an organizer of reflex actions and sensory perceptions, in dynamic equillibrium with his environment. This dynamic equillibrium is established by assimilation of sensory material and accommodation of reflexive behavior (Esser, 1979). However, it is a known fact that the ages at which children can understand different concepts vary from child to child, depending on his native endowment and on the quality of the physical and social environments in which he is reared.

The hereditary endowment of the learner is already established and could never be refashioned, and it is only by changing the environment that learning could be imposed. If this is true, students could acquire competence in using their hereditary resources through learning but they must however, have opportunities to learn. A learner, if deprived of opportunities for practice and systematic training will not develop his hereditary potential (Hurlock, 1978).

The current laws of compulsory education should therefore be assessed if the means justify the ends. That is, the ultimate measure of effectiveness of school is not the amount of skill and knowledge acquired or the level of proficiency attained, but the amount and level retained and used (Garry, 1963).

The new secondary education curriculum which centers on curriculum, staff and physical facilities development needs to be assessed if its purpose is to provide for the development of critical thinking, creativity, innovativeness and communicative competence.

Thus, the new curriculum developments should be studied in different facets for it affects a number of people - the student or learner, who is the crux of the entire program, the teacher who is the primary implementor, the parents, who support their children, the school administrators, who are responsible for the leadership, and the society in general, which is the ultimate recipient of the educational output. Hence, the implementation of the program should put emphasis on preparation of teachers, utilization of support services, utilization of resources and carrying out instructional strategies.

Conceptual Framework

A school can be viewed as a system composed up human, financial and physical resources. The process of converting these inputs into useful products entails great effort and dedication for education to be relevant and responsive to the

needs of the society. The success or failure of secondary education therefore, largely depends on its product or produce - the graduate.

The researcher perceives the newly nationalized high schools as sn organization with its own vision. In this particular study ten newly nationalized high schools are assessed to determine their resource capability and performance.

The resources that pose significant contribution on the improvement of students, teachers and school are the human, financial and physical resources. The success or failure of the newly nationailzed high schools to provide education lies on the availability of these three components, namely: 1) a versatile teacher, 2) appropriate tools and gadgets, and 3) sufficient funds. It could be generally stated that these three vital components should be provided adequately to make the school a functional entity.

The maxim that water cannot rise over its source in one way or the other applies to the situation. By extension, a secondary student cannot go over the ability of his mentor if his environment has no adequate resources such as laboratory facilities and equipment, library, books and other learning materials a student can to turn to aside from the teachings he learns in the classroom. Similarly, a competent teacher cannot satisfactorily comply the requirements of the program if the resources he needs are not available. The ability of the school to provide the necessary human and physical resources could only

be realized given sufficient funds. The absence of any one of these three attaining relevant and quality education will just be a dream.

The success of the newly nationalized high schools should therefore be measured in terms of carrying out behavioral changes on the part of the students such as skills development, knowledge acquisition, and value formation. Hence, a survey of these institutions seems imperative and necessary. In this particular study, efforts were made to determine the resource capability and performance of ten newly nationalized high schools in Samar. That is, by determining if the educational program is matched with appropriate facilities, adequate teaching personnels, sufficient funds and by assessing the performance of graduates.

Figure 1 illustrates the the schema of the conceptual frame work of this study.

Statement of the Problem

The main aim of this study is to assess the factors associated with the resource capability and performance of selected newly nationalized high schools in Samar.

In the light of these considerations, this study specifically attempted to answer the following questions:

1. What is the profile of the school heads and existing staff with respect to:

    1.1 Age?

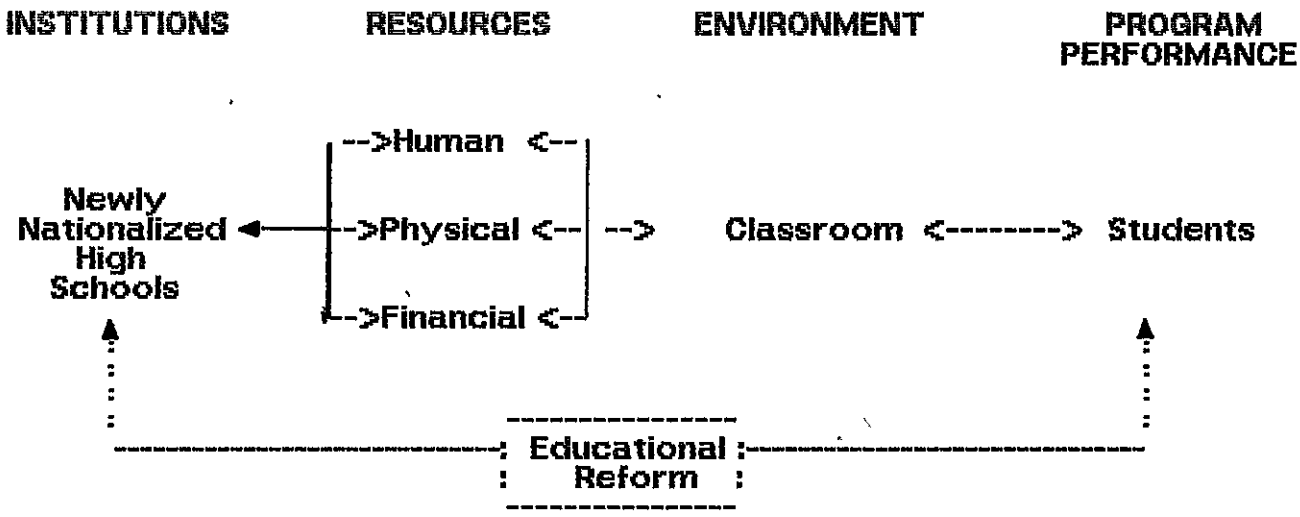

Fig. 1. A conceptual model showing the resources which may contribute to the quality and performance of Newly Nationalized High Schools in Samar under the NSEC.

1.2 Sex?

1.3 Civil status?

1.4 Education?

1.5 Length of service?

1.6 Eligibility?

2. What are the resource capabilities these newly nationalized high schools have in terms of:

2.1 Human resources?

2.2 Physical resources?

2.3 Financial resources?

3. What is the status of the newly nationalized high schools performance in terms of:

3.1 Enrollment?

3.2 Participation rate?

3.3 Survival rate?

3.4 Graduation rate?

3.5 Completion rate?

3.6 Promotion rate?

3.7 Dropout rate?

3.8 Repetition rate?

3.9 Teacher-Student ratio?

3.10 NCEE results?

3.11 Program efficiency?

3.12 Program productivity?

4. What are the perceptions of the respondents in relation to:

4.1 Curriculum content?

4.2 Instructional activities?

4.3 Faculty members?

4.4 Instructional facilities?

5. Is there significant a difference between the perception of teachers and administrators on certain aspects of:

5.1 Curriculum content?

5.2 Instructional activities?

5.3 Faculty members?

5.4 Instructional facilities?

Hypothesis

In the light of the above problems the hypothesis below was verified and tested:

There is no congruency between the perception of teachers and administrators on certain aspects of:

1.1 Curriculum content

1.2 Instructional activities

1.3 Members of the faculty

1.4 Instructional facilities

Significance of the Study

The output of this study will give educational planners and decision makers the overall picture of the present capabilities and performance of newly nationalized high schools in Samar.

This assessment picture will provide information on how to improve these educational institutions in terms of their available resources to support their curriculum and program offerings.

The study will provide objective data and concrete evidence of the worth and quality of the secondary program its effectiveness, adequacy and relevance to students' personal growth and delopment, socio-economic productivity and satisfaction.

Ultimately, this study will also shed light as to the readiness of these schools to pursue the goals of NSEC and their bearing in terms of providing quality and relevant education to rural students.

Scope and Limitation of the Study

This study focused on the resource capabilities of ten newly nationalized high schools in Samar based on the collective data that were gathered from the selected schools for the school years 1988-89 to 1991-92.

The schools included in this study were: community high schools in Calbiga, Daram, Marabut, Pinabacdao, Sta. Rita, Sto. Niño, Villareal, and Wright; one municipal High schoool in Gandara and one barangay high school in Rawis (Fig. 2).

The data studied were collected from the records of the Division Office of Samar, DECS Regional Office (Region 8) and by using questionnaires. The basis of selecting the school was based on the criteria that each school is offering a complete secondary education or with four year levels of schooling and at least has seven teachers.

This study dealed mainly with the data available assumed to contribute the resource capability and performance of the sampled

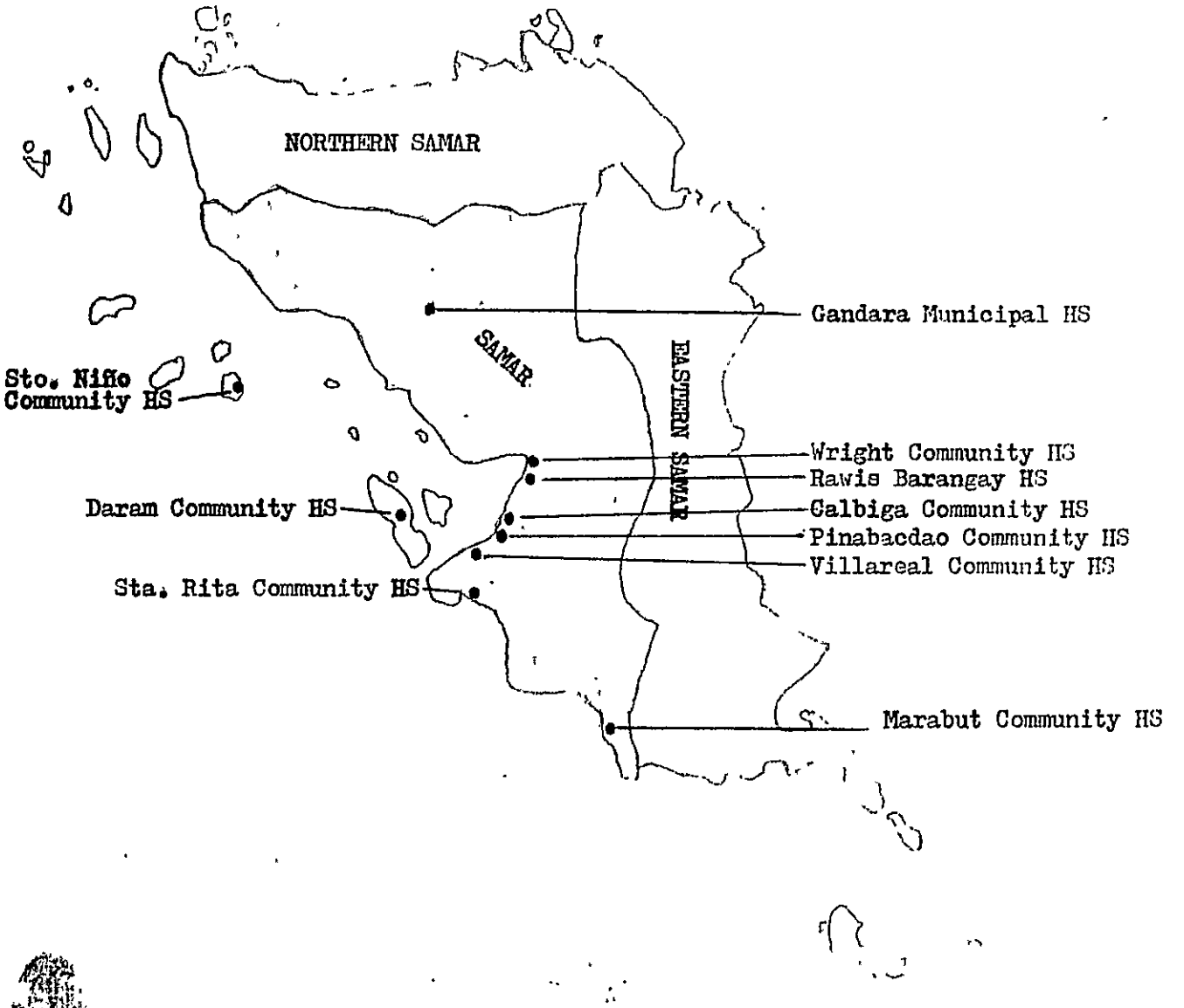

Fig. 2. Map of Samar showing the location of the Newly Nationalized High Schools (NNHS) involved in the study.

schools without attempting to further assess the cost benefit or cost effectiveness of the program.

Definition of Terms:

The various terms used throughout the study are defined and interpreted below:

Administrators. In this study, it refers to school heads who is either a head teacher or teacher-in-charge.

Completion rate. This was computed by dividing the number of graduates in a given year (S.Y. 1991-92) by the enrollment in first year three years before (1988-89) multiplied by 100.

Curriculum. As used in this study, it refers to a group of courses or sequences of subjects and planned exercises which a student has under the guidance of the school (Good, 1973).

Dropout rate. This primarily refers to the proportion of students who left school during the year divided by the total enrollment in given year multiplied by 100.

Enrollment. The term refers to the headcount of all students (boys and girls) duly matriculated at the close of the enrollment period from S.Y. 1988-89 to 1991-1992.

Financial resource capabilities. This primarily refers to the total annual budget appropriation for the school S.Y. 1991-92.

Graduation rate. This specifically refers to the number of graduates in fourth year of a given year divided by the number of fourth year enrollment in given year multiplied by 100.

Human resource capability. This generally refers to the sex, age, personnel eligibilities, salary, and length of service.

Newly nationalized high schools (NNHS). In this survey these are the schools formerly called barangay and community high schools.

Performance of the program. This primarily refers to the enrollment, repetition rate, promotion rate, dropout rate, participation rate, survival rate, graduation rate, completion rate, teacher-student ratio, program efficiency, program productivity and NCEE results for S.Y. 1991-92.

Physical resource capability. This normally refers to the inanimate expedients of the school which includes land area, school buildings and structures, library facilities, equipment adequacy, extent of maintenance, and extent of of utilization which contribute to the programs' practical ends.

Program efficiency (PE). As used in this study, this refers to the ratio of enrollment less dropout to enrollment in the program.

Program productivity (ProP). This refers to the ratio of yearly graduate output in the program.

Promotion rate. This refers to the number of students promoted to next year level in March 1992 to the number of students enrolled in that year level in June 1991 multiplied by 100.

Resource capability. In this study, it refers to the human, physical and financial resource capabilities of the newly nationalized high school.

Repetition rate. This refers to the proportion of students who enrolled in the same year more than once to the total number of students enrolled in that year times 100.

Teacher-student ratio. This is calculated by dividing the total number of students at the start of the first semester by the total number of teachers teaching them.

Survival rate. This pertains to the percentage of the enrollment of a certain cohort of students in the beginning year at a certain level (first year three years before) who reached the final year (fourth year in a given year) at the required number of years for the level.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Literatures reviewed which are related to this study are presented in this chapter to give the present study more substance and depth. Some materials reviewed simply urged that researches such as this present study be conducted.

Review of Literature

Recent Secondary Educational Reforms. Secondary level has consisted of four curriculum years of High school. The establishment of barrio high schools (RA 6024) in 1969 was the beginning of the setting up locally funded schools. While the objective was to expand access to as many as the high school population clientele, there was a proliferation of the village high schools which started the recruitment of teachers, who did not have the needed specialization. Subsequently, these locally funded schools, barangay, municipal and provincial were nationalized in 1988 under RA 6655.

From 1973 until 1989, the Revised Secondary Education Program (RSEP) was followed, in which both academic and vocational electives were offered.

From 1989 until the present, the New Secondary Education Curriculum (NSEC) introduced during the implementation of the Secondary Education Development Program (SEDP) has been in effect. In addition to the core learning areas Values Education

was offered as a separate subject. More time was also given to the natural sciences and to vocational education, while the time spent on English and Mathemetics was reduced.

As a background to this study a review of the general features of the Secondary Educational Development Program is undertaken to better appreciate the findings of the study.

Objectives of Secondary Educational Development Program. After going through the new curriculum the following skills, attitudes, competencies and knowledge are expected to be developed:

1. Develop an enlightened commitment to the national ideals by cherishing, preserving, and developing moral, spiritual, and socio-cultural values as well as other desirable aspects of the Filipino heritage;
2. Obtain knowledge and form desirable attitudes for understanding the nature and purpose of man, and therefore, of one's own people, and other races, pleasured times, thereby, promoting a keen sense of self, of family and of national and international communities;
3. Develop skills in higher intellectual operations and more complex comprehension and expression activities, and in thinking, intelligently and critically and creatively in life situations;
4. Acquire work skills, knowledge and information and a work ethic essential for making an intelligent choice of

an occupation or career and for specialized training in specific occupations; and,

5. Broaden and heighten one's abilities in and appreciation for the arts, the science, and technology as a means for maximizing one's potentials for self-fulfillment and for promoting the welfare of others.

Significant Features of the New Curriculum:

1. The subjects are generally oriented to the development of values such as nationalism.
2. The curriculum prescribes a set of specific competencies in every subject area to be mastered by students.
3. The curriculum employs a uni-disciplinary treatment of the content.
4. Each of the subject area is concept-based.
5. The main structure of the curriculum is cognitive-affective-manipulative based.
6. The subjects are taught within a forty-minute time frame except Science and Technology and Technology and Home Economics which will be taught for one-hour and eighty minutes for the latter during third and fourth years.

Quality Education. Education should be accessible to all, not just any kind of education but one that meets certain standards of excellence and relevance.

Quality education contributes to national development in a meaningful way. It should therefore be relevant in order to pursue the national development goals. Myrdal (1971) commented that to stimulate economic development it is urgent that education should be as broad-based as possible, in order to raise the number and caliber of candidates for secondary and tertiary schooling.

Giron (1991) has branded the present education system as "inadequate," maintaining that the Western-oriented curriculum prepares students for college but not for the world of work. He further said that because of the lack of quality education in schools, the graduates have a difficult time of getting employed.

Needless to say, that through quality education people are equipped with the know-how and do-how skills necessary to pursue the goals of national development.

Human Resources. Among other factors which are accounted to affect job performance and quality of education are the age, sex, marital status, education, college performance , eligibilities, length of service and experience of the teacher. Studies of Dilla (1979), Mahboob, et. al (1978) and Islam (1981) as cited by Nagtalon (1984) showed significant relationship between age and job performance regardless of the type of job.

The field of education in recent years was predominantly occupied by females which was formerly a male dominated job during the American period. This perceptible trend might perhaps

affect the educational process of the child most particulary on discipline and behavior.

Studies have shown that there is no positive correlation between marital status and role performance. On the basis of this it is safely assumed that single teachers do their job as efficiently and effectively as married teachers.

The educational preparation and pre-service trainings affect job performance as clearly pointed out by Cenabre (1979) and Arellon (1990) which they mainly attributed to the fact that a great majority of teachers were employed in jobs directly related to their academic preparation.

Teaching is no trade but a profession, even a vocation for three-fold commitments: to the students, to knowledge and to the profession itself (Naik and Sankaram, 1972).

Considering that teaching is a growing profession teachers should devote serious efforts for professional advancement. The forgoing statement would led a noted educator deduce that the strength of the educational system largely depends on the technical and professional preparedness of the teacher.

Corroborating this view, Lendley (1975) as cited by Arellon (1990) opined that "teachers are both a vital input in education and a key factor in influencing the quality of the educational output." Thus, an inadequately-trained teacher is a weak link in any educational system.

Swanson (1975) further reaffirmed this view that "no good teacher could remain a good teacher no matter how intensive and

strong his pre-service programs and experience in the field for as long as he ignores the importance of professional growth." One can only earn therefore the label of professional teacher if he maintains himself a continuing learner.

Nevertheless, Gonzales (1983) concluded that the level of academic teaching is a direct function of the academic and intellectual level of the faculty; and the contemporaneity or up-to-dateness of their teaching is a direct function of their research activities.

Physical Resources. Quality education cannot only be achieved by improving the teacher's capabilities but also by modernizing existing facilities (Gellor, 1992). As we could note teaching through the years have shifted from conventional to unconventional approach. Such evolutionary changes necessitates complementary upgrading of existing facilities, equipment and other physical resources that will somehow make the teaching-learning process a meaningful exercise.

Cenabre (1979) bluntly stressed that educational program should be matched with adequate and appropriate facilities and teaching personnels. One should note however, that the learning environment should not be solely confined to improved teaching facilities but likewise extended to the teaching personnels who are handling the subjects. Nevertheless, there is no gainsaying, that adequacy and sufficiency of facilities and equipment are prerequisites to quality education.

Financial Resources. One could generally state that disproportionate financial allocation is a major contributory factor towards quality education which made schools unable to respond quickly to educational reforms. The study of Aragones (1971) showed that the quality of education depends to a large extent on the availability of funds for the program. He elaborated further that a school is a function of the size of the budget. This being the case, poses a question, how financially capable are Newly Nationalized High Schools in Samar effectively carry out the new program? An analysis of this problem was made in some reviews below.

The largest slice of the pie is given to education (1987 Constitution Art. XIV, Sec.4 Par.5) making it the top priority in the budget allocation. However, the EDCOM report, remarked that the 1992 budget allocation of 12.8 percent is inadequate to translate the constitutional mandate to give education the highest state priority. John and Morphet (1979) opinion that, "the financial provisions for education establish the limits within which schools must operate; they also determine whether or not certain kinds of decisions may be made about the quality and quantity of education to be provided" in one way or the other corroborates this report.

Bargen and Walberg (1978) averred that the learning environment which includes the curriculum, the teacher, class size and classroom climates are some of the variables identififed

to significantly affects the teaching-learning process. They also cited some studies affirming significant correlation betweem student achievement , teacher salary and expenditure per student.

Thus, it could be plainly stated that the capability of any institution to pursue its goals lies on its budget. However, it should be noted that increase in budget does not ensure quality education but largely depends on its control, utilization, scheduling of expenditures and prioritization of activities.

The foregoing literatures and reports reviewed by the author have enriched this study and have opened avenues that were crucial and fundamental in the conceptualization of his work for they have contributed immensely to this survey.

Therefore at the outset we could say that we will miss the central tenet of education if the students in the Newly Nationalized High Schools are learning factual information but unable to think or solve the problems posed by the change and development in educational systems.

CHAPTER 3

METHODOLOGY

This chapter describes the research design, sampling of respondents, instrumentation, questionnaries, validation of questionnaires, documentary analysis, data gathering procedure, analysis of data and test of differences.

Research Design

The researcher evaluated the resource capability and performance of the ten newly nationalized high schools in Samar. The indicators of the school capability fall under three categories, viz.:

Human Resource Capability: sex; age; civil status; education; length of service and eligibility.

Physical Resource Capability: number of clasrooms, number of buildings; library facilities; adequacy of school facilities; extent of maintenance and utilization.

The responses to the perception questions on the following variables (library and school facilities adequacy) were measured using the following five-point scale: very inadequate--1; inadequate--2; neither inadequate nor adequate--3;adequate--4; very adequate--5.

The mean ratings of the respondents were described as follows: 1 - 1.4, very inadequate, indicating the provisions are missing; 1.5 - 2.4 inadequate, wherein the facilities are

limited; 2.5 - 3.4, neither inadequate nor adequate; 3.5 - 4.4, adequate, showing that provisions are moderate; 4.5 - 5.0, very adequate, indicating the provisions are extensive and functioning well.

Financial Resource Capability: school expenses by item of expenditures; personal services; maintenance and office operating expenses.

The program performance of the selected schools included the following: enrollment and NCEE results for the periods 1988-89 to 1991-92, and the enrollment, participation, survival, graduation, completion, promotion, dropout, repetition rates, teacher-student ratio, NCEE results, program efficiency, and program productivity for the school year 1991-92.

Program Efficiency (PE) was computed by the formula (Mancebo and Garcia, 1982):

$$PE = \frac{AEs - ADs}{AEs} \times 100$$

where:

PE = Program efficiency in per cent

AEs = Average enrollment

ADS = Average dropout

Program Productivity (ProP) was computed by the formula:

$$ProP = \frac{AGs}{AEs - ADs} \times 100 \text{ graduates per school}$$

where:

Prop = Program Productivity in percent

AGs = Average graduates

AEs = Average enrollment

ADs = Average dropout

The weighted mean score of the perceptions of teachers and school heads on curriculum content, instructional activity, faculty members and instructional facilities was computed using the formula:

$$MQR = \frac{5\ VA + 4\ A + 3\ U + 2\ P + 1\ VP}{TNR}$$

where:

MQR = mean quality of resources

VA = number of respondents with "very adequate" quality of resources

A = number of respondents with "adequate" quality of resources

U = number of respondents with "undecided" quality of resources

P = number of respondents with "poor" quality of resources

VP = number of respondents with "very poor" quality of resources

TNR = total number of respondents

Sampling of Respondents

The heads who were either a Head Teacher or Teacher-In-Charge supplied the institutional information of the study. Other respondents who were likewise chosen at random consisted of teachers for the school year 1991-92.

A total of 63 respondents broken down as follows : 10 school heads and 53 teachers composed the study. This figure represented ninety percent return of the fielded questionnaires and it was assumed that the data collected were representative of all the samples.

Instrumentation

Questionnaires. The semi-structured questionnaires (Appendix G) were personally administered or mailed to the schools concerned after they have been properly identified. A self-address stamped business reply envelope was also enclosed together with the questionnaires. For mailed questionnaires an interval of 14 days was allowed for a second tracer questionnaire. Two tracers were forwarded to respondents who discounted to acknowledge (Appendix H).

Validation of Questionnaires. Before the questionnaires were fielded, a dry-run test was made with 10 classroom teachers and 5 teachers-in-charge who were not included in the survey. The try-out respondents were requested to indicate their comments and suggestions for further improvement of the instruments. After validation the final draft of the questionnaire was reproduced with the appropriate suggestions properly incorporated.

Documentary Analysis. Vital documents and official records from the DECS Regional Office (Budget Approriation and NCEE Results) and from the Division Office were collected, analyzed and incorporated to the text of this research work. A letter of permission (Appendix D) to have access to the records of the Division Office and a letter of transmittal to field questionnaires (Appendix E) were secured from the Assistant Schools Division Superintendent. Likewise, the school heads were provided with a cover letter (Appendix F), enjoining the cooperation of the respondents.

Gathering of Data

Sampling Procedure. A two-stage purposive sampling technique was used to determine the samples. A sample size of 10 schools which represented 38.5 per cent of the total barangay high schools in Samar were taken from the records of the Division Office for the periods 1988-89 to 1991-92.

Subjects of the Study. The barangay high schools covered in this study were purposively chosen on the basis of their offering. At least each barangay high school with four-year levels of schooling and with seven teachers composed the study. Eight community high schools, one municipal high school and one barangay high school were included in the survey.

Analysis of Data

The data were edited and collated before they were entered in the data sheet for analysis. They were linked with LOTUS 123

and MICROSTAT software application programs to achieve higher efficiency in data handling, processing and analysis.

Relevant official documents were grouped and examined according to variable category to obtain relevant information on human, financial and physical resources and performance for the periods 1988-89 to 1991-92. In like manner, the data obtained from the school heads and teachers were classified according to type of respondents.

Means, percentages, frequency counts, standard deviation and ranks were used to describe the extent of human and physical resource capabilities of the identified schools.

Test of Differences

The congruency of perception responses by the respondents heads and teachers on certain aspects of curriculum content, instructional activities, faculty members, and instructional facilities was determined using a Spearman's rank order correlation coefficient test.

$$r_s = 1 - \frac{6Ed^2}{n(n^2 - 1)}$$

where:

r_s = Spearman rank correlation coefficient

1 and 6 = constants

E = summation notation

d = difference between the ranks assigned to x (teachers' perception) and y (administrators' perception)

n = number of pairs

In all statistical tests, 0.05 was set as the minimum level of significance.

CHAPTER 4

RESULTS AND DISCUSSION

Human Resource Capability

Sex

Table 1 presents the respondents' sex distribution. Of the 63 respondents, 74.6 percent were females and 25.4 percent were males. It could be noted that there was a predominance of female teachers and administrators in all the schools surveyed. This supports the observation that fewer males enroll education perhaps due to the fact that teaching offers low salary compared to other professions.

Table 1. Sex distribution of the respondents, S.Y. 1991-92.

Characteristics	Teachers		Administrators		Total	
	N	%	N	%	N	%
Sex						
Male	12	22.64	4	40	16	25.4
Female	41	77.36	6	60	47	74.6
Total	53	100.00	10	100	63	100.0

Age

Regardless of position based on the combined number of respondents the age bracket 30-32 years old compose the biggest percentage. The relative distribution of the other top five age brackets were as follows: 27-29 years old (17.49 percent), 36-38 years old (14.29 percent), 33-35 years old (12.70 percent), 39-41 years old (9.52 percent), 51-53 years old (7.94 percent). The mean age of the respondents is 37.75 with a standard deviation of 7.51 (Table 2). These figures suggest that majority of the respondents are in their mid-twenties and late thirties.

Comparatively speaking, it should be noted further that based on the mean age of respondents the administrators (39.7) are a little bit older than the teachers (35.8). Perhaps to be an administrator one has to have the right education, experience and age to handle such tough job.

Table 2. Age of respondents, S.Y. 1991-92.

Characteristics (Age bracket)	Teachers		Administrators		Total	
	N	%	N	%	N	%
24-26	2	3.77	0	0.00	2	3.17
27-29	10	18.87	1	10.00	11	17.46
30-32	12	22.64	0	0.00	12	19.05
33-35	6	11.32	2	20.00	8	12.70
36-38	7	13.21	2	20.00	9	14.29
39-41	5	9.43	1	10.00	6	9.52
42-44	2	3.77	1	10.00	4	6.35
45-47	2	3.77	0	0.00	2	3.17
48-50	3	5.66	2	20.00	4	6.35
51-53	4	7.55	1	10.00	5	7.94
Total	53	100.00	10	100.00	63	100.00
Mean		35.80		39.70		37.75
SD		7.75		7.27		7.51

Civil Status

Table 3 presents that 69.84 percent of the total respondents were married and 30.16 percent were single. Majority or 80.0 percent of the administrators are married while 20.0 percent are still single. This observation implies that school administrators regardless of sex are more attracted to hold higher office position when they are married precisely to augment their income so as to meet the needs of their family, personal ambitions and aspirations in life and or their want to try administrative functions aside from the boring classroom teaching as suggested by some respondents.

On the other hand, 67.92 percent of the teacher respondents were married and 32.08 percent were single. Some of the male teacher respondents complained of low salary and would want to remain bachelor.

Table 3. Civil status of respondents, S.Y. 1991-92.

	Teachers		Administrators		Total	
Characteristics	N	%	N	%	N	%
Civil Status						
Single	17	32.08	2	20.0	19	30.16
Married	36	67.92	8	80.0	44	69.84
Total	53	100.00	10	100.0	63	100.00

Education

Undergraduate studies. Based on the total number of respondents the survey, revealed that thirty two (50.79 per cent) of the total respondents graduated with education baccalaureate degree. The pie of education is further sliced and shared by other courses as shown in Table 4: B.S. Biology graduates (9.52 per cent) and B.S. Industrial Engineering (9.52 per cent), Bachelor of Arts (7.94 per cent), B.S. Civil Engineering (4.76 per cent), B.S. Agricultural Education (4.76), B.S. Commerce (4.76 per cent) B.S. Chemistry (1.59 per cent) and B.S. Elementary Education (1.59 per cent). It should be further noted that while fifty per cent is composed of students with B.S. Education degress the other fifty per cent comprised other B.S. degree preparations with 18 or more units in B.S. Education to qualify them to teach secondary education except in B.S. Agricultural Education graduates which are automatically qualified to teach high school after graduation. This further indicates that teaching per se in the secondary level is not monopoly controlled by B.S. Education graduates but also shared by other fields of specialization.

Table 4. Educational attainment of respondents, S.Y. 1991-92.

Characteristics	Teachers		Administrators		TOTAL	
	N	%	N	%	N	%
BS Education	25	47.17	7	70.0	32	50.79
BS Agric. Education	3	5.66	0	0.0	3	4.76
BS Biology + units BSE	6	11.32	0	0.0	6	9.52
BS Indus. Engineering + units BSE	6	11.32	0	0.0	6	9.52
BS Civil Engineering + units BSE	3	5.66	0	0.0	3	4.76
BS Commerce + units BSE	3	5.66	0	0.0	3	4.76

continuation . . .

Characteristics	Teachers		Administrators		TOTAL	
	N	%	N	%	N	%
BS Chemistry + units BSE	1	1.89	0	0.0	1	1.59
BS EEd + units BSE	1	1.89	0	0.0	1	1.59
BS Home Economics	1	1.89	2	20.0	3	4.76
AB + units BSE	4	7.55	1	10.0	5	7.94
Total	53	100.00	10	100.0	63	100.0

Graduate studies. Generally, school administrators have earned masteral units than teachers as shown in Table 5. This observed difference can be attributed to to the fact that as a matter of Division policy before a teacher is designated teacher-in-charge he or she has to earn at least 18 units in Master of Arts preferably major in Administration & Supervision or Educational Management.

The statistical breakdown of the fifty three teachers, twenty six (41.27 per cent) comprised the respondents who have 0-3 units or at most has passed one subject in graduate studies, six (11.32 per cent) with 6-9 units, three (5.66 per cent) with 12-15 units, six (11.32 per cent) with 18-21 units, four (7.55 per cent), with 24-27 units, one (1.89 per cent) with 30-33 units, six has 36-39 units (CAR), and one (1.89 per cent) a full-pledge M.A. graduate.

The study further disclosed that teachers enroll M.A. subjects to upgrade their educational qualifications either for future promotion or salary increase justification.

None has enrolled in the doctoral program as of survey time.

Table 5. Educational qualifications of the respondents, S.Y.1991-92.

Characteristics	Teachers		Administrators		Total	
	N	%	N	%	N	%
Graduate Studies (units in MA)						
0-3	26	49.06	0	0.0	26	41.27
6-9	6	11.32	0	0.0	6	9.52
12-15	3	5.66	0	0.0	3	4.76
18-21	6	11.32	2	20.0	8	12.70
24-27	4	7.55	0	0.0	4	6.35
30-33	1	1.89	2	20.0	3	4.76
36-39	6	11.32	5	50.0	11	17.46
42-45	0	0.00	1	10.0	1	1.59
MArts	1	1.89	0	0.0	1	1.59
Total	53	100.00	10	100.0	63	100.00
Mean	10.21		33.33		21.77	
SD	13.40		8.02		10.71	

Length of Service

Table 6 presents the length of service of the respondents. Of the 63 respondents nine (14.29 per cent), were employed between 0-2 years; thirteen (20.63 per cent), 3-5 years; ten (15.87 per cent), 6-8 years; twelve (19.05 per cent), 9-11 years; eigth (12.70 per cent), 12-14 years; seven (11.11 per cent), 15-17 years; two (3.17 per cent), 21-23 years; two (3.17 per cent), 24-26 years.

These findings seem to imply that in terms of length of service majority of the teachers and administrator-respondents are still in their late twenties or early thirties. Furthermore, one can deduce that teachers in the newly nationalized high schools are younger and still considered productive as implied by their length of service.

Table 6. Length of service of teacher and administrator-respondents, S.Y. 1991-92..

Length of service (years)	Teachers		Administrators		Total	
	N	%	N	%	N	%
0-2	9	16.98	0	0.0	9	14.29
3-5	13	24.53	0	0.0	13	20.63
6-8	9	16.98	1	10.0	10	15.87
9-11	9	16.98	3	30.0	12	19.05
12-14	7	13.21	1	10.0	8	12.70
15-17	4	7.55	3	30.0	7	11.11
18-20	0	0.00	0	0.0	0	0.0
21-23	1	1.89	1	10.0	2	3.17
24-26	1	1.89	1	10.0	2	3.17
Total	53	100.00	10	100.0	63	100.00
Mean	7.36		5.7		6.06	
SD	7.84		14.5		8.90	

Eligibility

Fourty two (79.25 per cent) of the teachers passed the PBET; 7 (13.21 percent) are non-eligibles; 2 teachers (3.77 per cent) both passed PBET & P.D. 907 grantees; and, 2 (3.77 percent) availed of P.D. 907. Among the administrators 7 (70.0 percent) passed the PBET; 2 (20.0 percent) were PBET passers & P.D. 907 grantees; and 1 (10.0 percent) was a career professional passer (Table 7).

It should be noted that teachers who are non-eligibles are either temporary or provisionary appointees. Furthermore, some teachers and administrators who were P.D. 907 grantees or have passed Career Professional Examination may have been

granteed permanent appointment only because of their length of service as mandated in the Magna Carta but not as professional board passers. This situation is reflective of the quality of teachers and administrators in the NNHS.

Table 7. Eligibility of teacher and administrator-respondents.

	Teachers		Administrators		Total	
	N	%	N	%	N	%
Eligibility						
PBET	42	79.25	7	70.0	49	77.78
P.D. 907	2	3.77	0	0.0	2	3.17
PBET & P.D. 907	2	3.77	2	20.0	4	6.35
Career Professional	0	0.00	1	10.0	1	1.59
Not eligibles	7	13.21	0	0.0	7	11.11
Total	53	100.00	10	100.0	63	100.00

Physical Resource Capability

Physical facilities and equipment in terms of number of classrooms, number of buildings, adequacy, extent of maintenance and utilization, library and other support services were used as indicators for analyzing the schools' capability in supporting their program. Table 8 shows the number of classrooms and buildings the surveyed schools have. A total of 107 classrooms were available for a total annual enrollment of 5114 in SY 1991-92. Moreover, on the average the NNHS has 10.7 classrooms and 3.3 buildings for every school to support their curricular programs regardless of kind, longevity, area, and type of building.

Table 8. Average number of classrooms and buildings of NNHS S.Y. 1991-92.

Secondary Schools	No. of Classrooms	No. of Buildings
A	28	9
B	10	2
C	16	5
D	6	1
E	2	1
F	8	3
G	10	3
H	9	3
I	16	5
J	2	1
Total	107	33
Average	10.7	3.3

Adequacy of School Facilities

The adequacy of physical facilities was measured with the use of five-point scale. Table 9 shows the adequacy of these facilities, namely: number of classroom, laboratory, office room, conference room and school farms/projects. The weighted mean score of 2.97 disclosed a "neither inadequate nor adequate" situation.

The specific adequacy of equipment and facilities in NNHS was supplemented by Appendix I-a. The general weighted mean score of 2.53 also also corroborates the findings above also indicating "neither inadequate nor adequate" environment. Facilities like athletic area and auditorium were not available. Some respondents reported the use of municipal plaza as athletic grounds for PHEM/CAT practicum or during athletic meets.

Extent of Maintenance

It is worthwhile to note that the facilities were found to be regularly maintained as reflected in Table 9. The schools disclosed "regularly maintained" impression on the extent maintenance of facilities which denotes a well-kept and maintained facilities. The less number of facilities available perhaps prompted administrators to preserve and protect their edifices and fixtures for prolonged operation.

Extent of Utilization

The extent of utilization of the facilities was determined in terms of the number of hours the facilities were utilized per week. On the whole, the facilities were utilized for 40 hours per week (Table 9). This observation is expected due to the limited facilities the schools have and the need to maximize their use.

Table 9. Adequacy, maintenance and utilization of physical facilities in the Newly Nationalized High Schools, S.Y. 1991-92.

FACILITIES	WEIGHTED MEAN SCORE		
	a/	b/	c/
	Adequacy	Maintenance	Utilization
Classroom	3.3	4.0	3.0
Laboratory	2.9	4.0	3.0
Office room	2.5	4.0	3.0
Library	2.2	4.0	3.0

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Conference room	2.7	4.0	3.0
School farms/project	2.0	4.0	3.0
Athletic area	-	-	-
General Weighted Mean Score	2.97	4.0	3.0

Legend:

a/	b/	c/
4.5-5.0=very adequate	4=regularly maintained	3=fully utilized
3.5-4.4=adequate	3=irregularly maintained	2=partly utilized
2.5-3.4=undecided	2=seldom maintained	1=not utilized
1.5-2.4=inadequate	1=neglected	
1.0-1.4=very inadequate		

Financial Resource Capability

The total budget appropriation of the sampled schools during fiscal year 1991-92 was ₱ 6,908,000 with ₱ 6,757,000.00 released budget (Table 10) excluding the 3-5% mandatory reserve or unprogrammed deposit at the Regional Office (Appendix 2).

Figure 3 presents the broken components of expenditures. The greatest allocation was spent for personal services (86.3 per cent) sub-divided down further to: teachers salary (72.0 per cent), substitute/student labor (14.3 per cent); and Maintenance and Office Operating Expenses (13.6 per cent).

The NNHS source of income is shown in Figure 4. It is primarily derived from the collection of ₱ 45.00/student at the start of enrollment. This figure however excludes P.T.A. contributions and other school based projects.

The budgetary allotment for capital outlay to the NNHS could not be ascertained per school because this is separated and

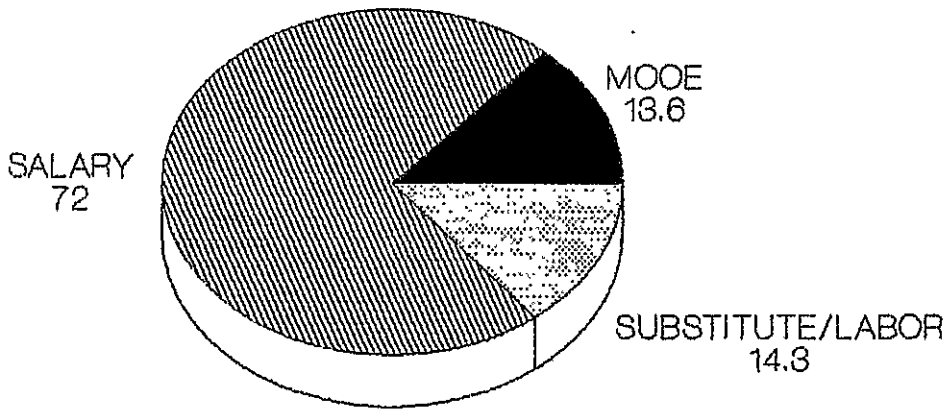

Fig. 3. Disaggragated budgetary expenditures of the sampled schools, F.Y. 1991-92.

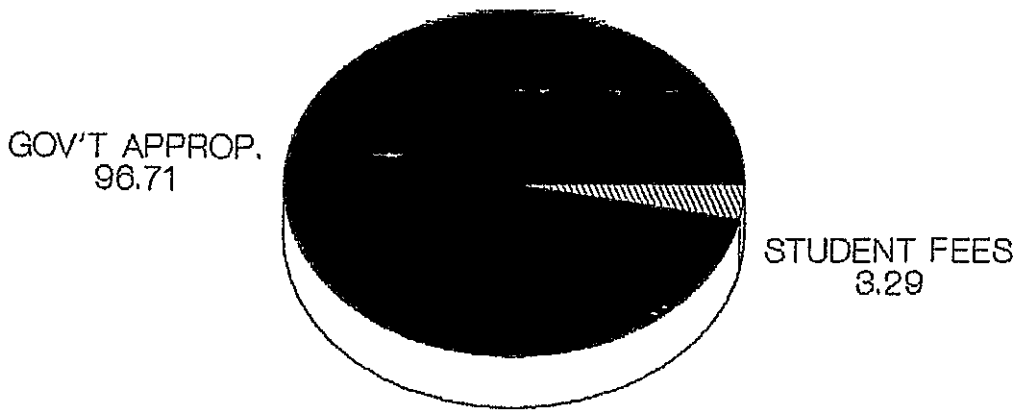

Fig. 4. Source of income of the NNHS, F.Y. 1991-92.

determined in the division office for priority areas. Areas with less infrastructure development are given more priority than those with complete facilities but this is also based on the annual enrollment if a certain school warrants additional capital outlay on land and land improvements.

Table 10. Summary of budgetary support, F.Y. 1992.

Budget Components	Aggregate Budget[a]/ of Ten Schools	Average Budget Per School
Personal Services	₱ 5,832,000	₱ 583,200
Adm. & Supervision		
Faculty Salaries		
Support Services		
MOOE	₱ 925,000	₱ 925,000
Supplies & Materials		
Travels		
Sundries/& Other Services		
Total	₱ 6,757,000	₱ 675,700

a/=Budget released excluding 3-5% mandatory reserve deposit.

Program Performance

Enrollment

The trend of enrollment in the NNHS for the four school years from S.Y. 1988-89 to 1991-92 is shown in Figure 5. The enrollment showed progression in the number of students who have matriculated for the last four school years. In terms of matriculation an increment average of 4.91 percent per school year was registered (Appendix I-c). Generally, the overall

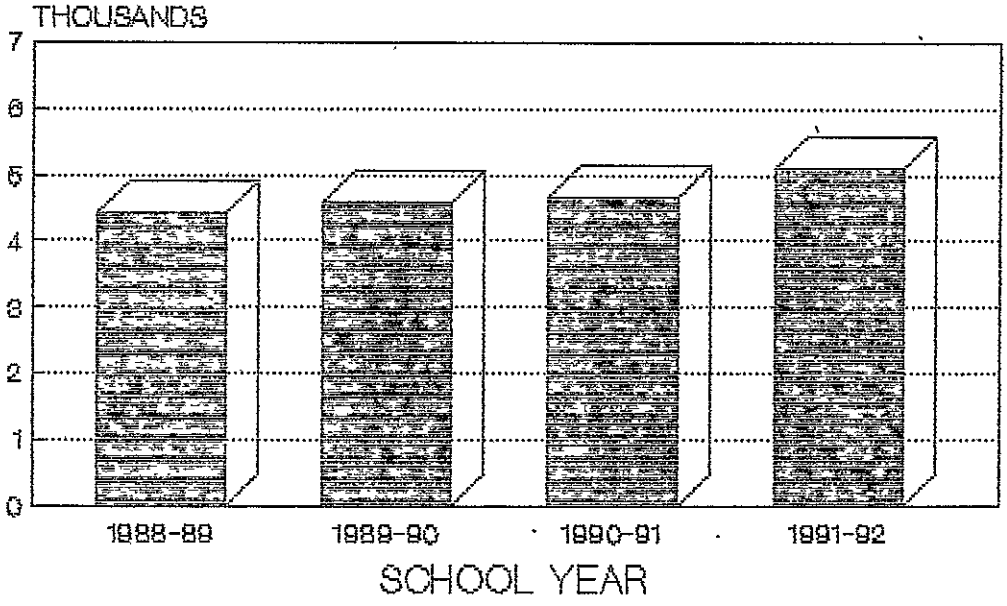

Fig. 5. A bargraph showing the number of students officially enrolled in the NNHS, SY 1988-89 to 1992-92.

increase of enrollment could be attributed to population growth, free secondary education and increased consciousness of the school age population to pursue further education. This would therefore require an increase in school facilities and teachers to meet such demands. Nevertheless, no admission test was administered prior to enrollment to screen the mental abilities of enrollees. This could be openly criticized that these NNHS exist for reasons of equity and access of education but not of coming up with quality and relevant education.

Participation Rate, Survival Rate, Graduation Rate, and Completion Rate

The average participation rate, survival rate, graduation rate and completion rate for the S.Y. 1991-92 in the NNHS is shown in Figure 6 and Appendix I-f.

In terms of participation rate 76.00 percent was registered. This represents the number of students whose age ranges from 13-16 years old.

The survival rate or percentage of the enrollment of a certain cohort of students in the beginning of the year at a certain level who reached the final year at the required numbers of years for the level was 55.69 percent.

The graduation rate in NNHS was 95.61 percent or ninety six out of one hundred fourth year students are expected to graduate and the remaining 4 per cent will be presumed repeaters, dropouts, transferees or dead.

Of the first year enrollees in NNHS 50.64 percent will be

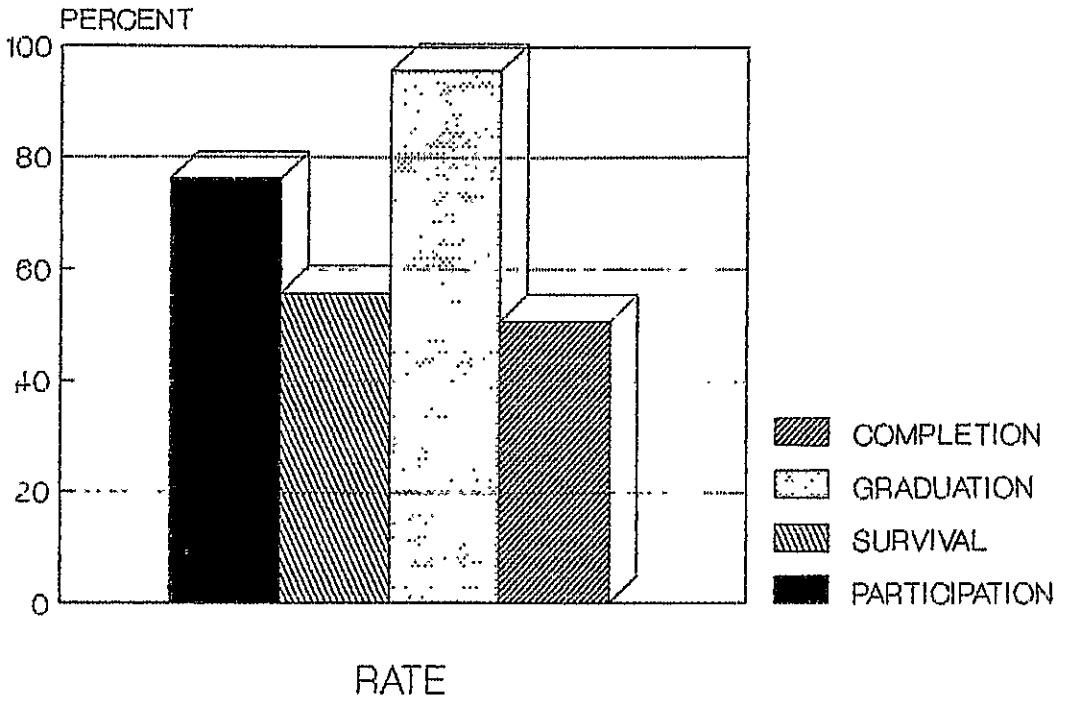

Fig. 6. A bargraph showing the performance of NNHS, SY 1991-92.

able to complete high school within four years as indicated by the completion rate. If this is translated into figures, out of one hundred enrollees in the first year only fifty will be able to finish secondary level.

Promotion, Drop-out, and Repetition Rate

The promotion, drop-out and repetition rate in the NNHS is shown in Figure 7 and Appendix I-f. On the basis of the number of students promoted to the next year level, the overall promotion rate of 88.92 percent was quite high. This figure did not, however, tell the extent of competency level and the contribution of the program to the students in terms of theoretical and practical skills development.

A drop-out rate of 6.33 percent was observed in the ten sampled schools. In this study, students who quitted or transferred to other institutions were considered drop-outs. It was also noted that most drop-outs occurred in the first year. Mancebo and Garcia (1982) reported that 38.4 percent of the common reasons for dropping-out were school-related such as academic delinquency, student-teacher relation, lack of motivation, inability to adjust in the school and inadequate institutional facilities. Illness, finance, change of residence and marriage among others were also given as excuses for dropping out.

A repetition rate of 4.70 percent was noted in the NNHS.

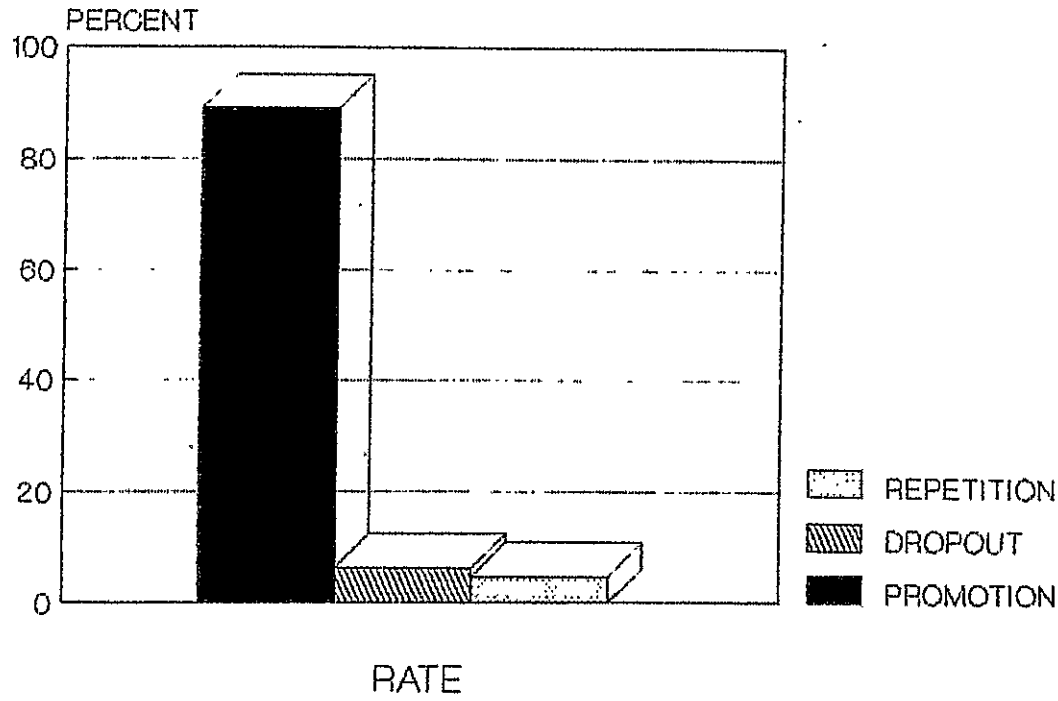

Fig. 7. A bargraph showing the performance of NNHS, SY 1991-92.

Students who lack 3 units to complete the requirements for a particular year level were considered repeaters. However, the number of repeaters and the subjects repeated were not mentioned by the administrator-respondents hence the percent of the subjects repeated could not be ascertained or quantified.

Teacher-Student Ratio

On the teacher-student ratio, the findings indicate that on the average NNHS teachers had roughly 35 students per class (Appendix I-f). This was below par of the SEDP target of 1 teacher per 40 students per class. This clearly indicates that in terms of the program's desired proportion of teachers to the number of students the NNHS has more teachers. It should be noted however, that teacher-student ratio is higly affected by dropout rate, transfer of both students and teachers to other schools and opening of new items.

NCEE Results

Records on the number of seniors who took and passed the National College Entrance Examination were obtained (Appendix I-g). Figure 8 shows the NCEE results for the last four school years (S.Y. 1988-89 to 1991-92). In terms of percent NCEE passers the highest account was recorded in S.Y. 1991-92 or 14.86 percent of the examinees passed the test, followed by S.Y. 1989-90 of 14.54 percent. These NCEE passers at least obtained a cut-off score of 35 percentile.

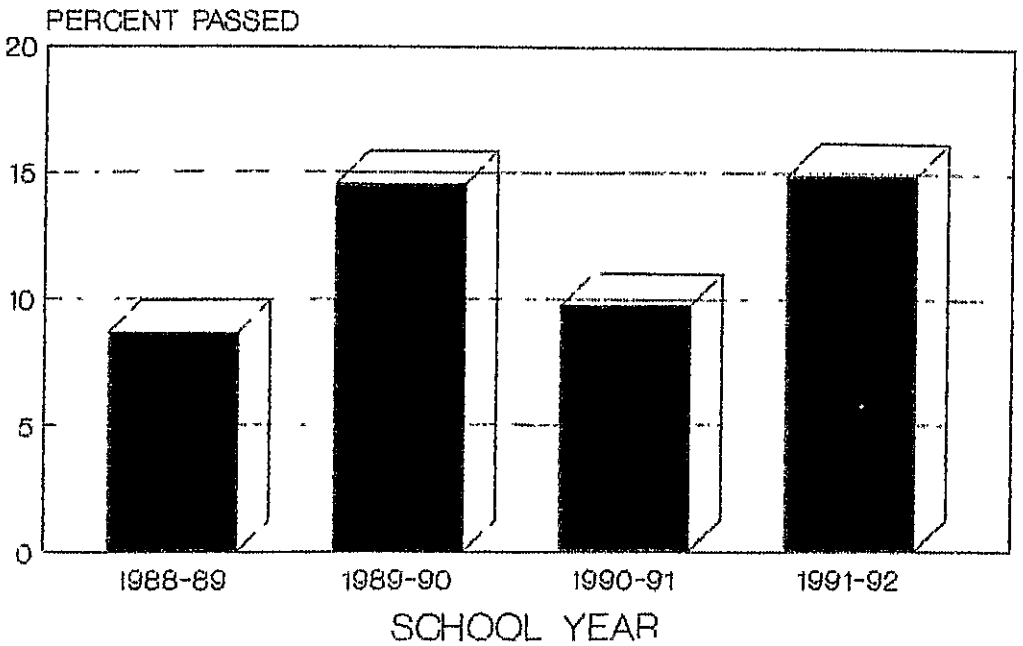

Fig. 8. A bargraph showing the NCEE results in the NNHS, SY 1988-89 to 1991-92.

The erratic trend suggests that the program did not increase the capabilities of the students for college work and may need re-evaluation of the curriculum, teaching strategies and closer monitoring.

Program Efficiency

On the basis of the dropout rate, the overall program efficiency rating of 93.67 percent for the S.Y. 1991-92 percent was recorded. This finding indicates that the program has been efficiently implemented in these schools.

Program Productivity

The second indicator used in assessing the performance of the program was the number of graduates. On the basis of the average graduate and average enrollment for S.Y. 1991-92 the graduate output of the program was quite low or with a rating of 18.08 percent.

Perceptions of Teachers and Administrators on Certain Aspects of Curriculum Content Instructional Activities, Faculty Members, and Instructional Facilities

Curriculum Content

The perceptions of teachers and administrators on the curriculum content is shown in Table 11; Appendix I-h, I-j, I-k, I-l, and I-m.

One-third (32.08 per cent) of the teachers indicated that Filipino is the subject their school is strongest and noted for while 30 per cent the administrators favored Social Studies.

As regards to teachers' perception English topped (33.96 per cent) among the subjects in the curriculum perceived useful but weak in the school while administrators (70 per cent) favored Mathematics.

More than one-fourth (22.64 per cent) of the teacher respondents consistently insisted that English should be improved and strengthened while slightly one-third (30 per cent) of the administrators favored Science and T.H.E..

The teachers and admnistrators agreed that Values Education is not useful and should therefore be abolished or changed.

Both teachers and administrators are one that the curriculum permits teachers to exercise their judgment and initiative in the choice and arrangement of activities, subject matter and methods to be "very good".

Table 11. Perception of teacher- and administrator-respondents on certain aspects of curriculum content.

	CURRICULUM CONTENT	Teachers	Administrators
1.	In what subject do you feel your school is strongest and noted for?	Filipino (32.08%)	Soc. Studies (30.0%)
2.	What subject in the curriculum do you feel needs improvement?	English (33.96%)	Mathematics (70.0%)
3.	What subject in the curriculum do you feel is very useful but weak in your school and therefore needs to be strengthened?	English (22.64%)	Science/THE (30.0%)
4.	What subject in the curriculum do you believe is not useful and should therefore be abolished or changed?	Values (11.32%)	Values (30.0%)
5.	The curriculum permits teachers to exercise their judgment and initiative in the choice and arrangement of activities, subject matter and methods.	(Weighted Score) 3.566	3.500
6.	In general how do you evaluate or assess the school program of your school?	(Weighted Score) 3.547	3.667

Instructional Activities

The competency of teachers to provide education is determined to a large extent by their professional preparation and the use of appropriate strategies in carrying out the lesson. This means that the more adequate the teacher's professional preparation is, the more he is confident to discharge his responsibilities. When the teachers were asked to evaluate the

sufficiency of certain aspects of instruction, all of them rated each specific area as "adequate". As presented in Table 12, the administrators however, were undecided or has a weighted mean of 3.357 which is "neither inadequate nor adequate".

The teacher-respondents felt that the desired learning competencies (DLC) at the start were being followed and that their teaching methods are adapted to the nature of the subject matter and to the situational needs of the learners. However, when the teachers were asked to rate their teaching assignments if they were given subjects in line with their major field of specialization they gave the lowest rank on this aspect.

Conversely, the administrators perceived the other way around as indicated by the relative rank of the same conditions. Their perception is incongruous with that of the teacher-respondents. This is perhaps true since the teacher-respondents claimed that their teachers-in-charge are handling subjects of their choice and wherein they feel comfortable with, while ordinary teachers are given assignments even when they are ill-prepared for the subject matter but only forced to teach because of inadequacy of teachers. This was strongly supported by the coefficient correlation of -0.48182 which suggest negative association of perception (Appendix I-n). This finding rejected the null hypothesis that teachers and administrators has similar perception on certain aspects of instructional activities.

Table 12. Perceptions of teacher- and administrator-respondents on certain aspects of instructional activities.

ASPECTS OF INSTRUCTION	WEIGHTED PERCEPTION SCORE			
	Teachers		Administrators	
	Mean	Rank	Mean	Rank
1. The desired learning competences (DLC) at the start are being followed.	3.679	1.5	2.9	6.5
2. Teaching methods provide maximum opportunity for students to acquire both theoretical and practical aspects of learning and to apply theories in practice.	3.547	4.0	2.9	6.5
3. Teaching methods are adapted to the nature of the subject matter and to the situational needs of the students.	3.679	1.5	3.7	2.0
4. Teaching strategies lead students to develop analytical, critical and independent attitude of investigation on educational matters.	3.566	3.0	3.3	5.0
5. Assignment of library readings, field practicum, laboratory practices, term papers/reports as part of the requirements contribute to the enrichment of students' educational experience and intellectual growth.	3.453	6.0	3.6	3.0
6. Academic activities are not sacrificed and class schedules are not often disrupted by co-curricular activities.	3.491	5.0	3.4	4.0
7. Teachers are given teaching assignments only in their major field of specialization.	3.377	7.0	3.9	1.0
Weighted Mean	3.542		3.357	

Legend:
1.0 - 1.4 = very inadequate
1.5 - 2.4 = inadequate
2.5 - 3.4 = undecided
3.5 - 4.4 = adequate
4.5 - 5.0 = very adequate

Faculty Members

As shown in Table 13, the teacher and administrator-respondents were both undecided when they were asked to rate on certain aspects of faculty members as indicated by their weighted mean of 3.372 and 3.257, respectively. This was further supported by the high correlation coefficient of their perception as reflected in Appendix I-o. However, in terms of specific area on faculty members the respondents markedly differed. The teachers rated the condition that there is evidence of cooperation among students, faculty members and administrators in academic matters, social contact and community service activities the most and sufficiency of teaching staff for the number of students the least. This means that the teachers in the NNHS being few noted the strong camaraderie among students, peers and superiors typically common in a Filipino barangay community. The low perception on the sufficiency of teachers to the number of students is an indication that there are few teachers in the NNHS. The small number of teachers perhaps promoted the spirit of mutualism in achieving common goals hence, this observation.

Notwithstanding, the teachers' perception, the administrators favor that years of satisfactory pre-service training and/or satisfactory teaching experience in the recruitment of faculty members be given more weight rather than adopting a grading system whereby students whose performance does not meet standard academic requirements are debarred from subsequent registration. This policy if carried might just

Table 13. Perceptions of teacher and administrator-respondents on certain aspects of faculty members.

ASPECTS OF FACULTY MEMBERS	WEIGHTED PERCEPTION SCORE Teachers Mean	Rank	Administrators Mean	Rank
1. Student-teacher-administrator working relationship is good and the campus atmosphere is conducive to learning.	3.528	3.0	3.5	2.0
2. The school adopts a grading system whereby students whose performance does not meet standard academic requirements are debarred from subsequent registration.	3.321	5.0	2.8	7.0
3. Years of satisfactory pre-service training and/or satisfactory teaching experience are considered in the recruitment of faculty members.	3.566	2.0	3.7	1.0
4. Academic qualifications of faculty members are given sufficient attention to signify a broad general scholarship.	3.302	6.0	3.1	5.5
5. The number of teaching staff is reasonably sufficient for the number of students.	2.584	7.0	3.1	5.5
6. The faculty members show evidence of broad knowledge of the subject being taught.	3.547	4.0	3.2	4.0
7. There is evidence of cooperation among students, faculty members and administrators in academic matters, social contacts and community service activities.	3.755	1.0	3.4	3.0
Weighted Mean	3.372		3.257	

Legend:
- 1.0 - 1.4 = very inadequate
- 1.5 - 2.4 = inadequate
- 2.5 - 3.4 = undecided
- 3.5 - 4.4 = adequate
- 4.5 - 5.0 = very adequate

increase the drop-out rate thus making the students "sacrificial lambs" not of their making. This therefore means that the inability of school administrators to recruit teachers due to the fact that ranking and recruitment is done in the division office the school heads recommend that teachers recruited should be high calibers for they will play a vital role in upgrading the quality of graduates in NNHS.

Instructional Facilities

Table 14 reveals that the teachers' and administrators' point of views are one on the condition that reference books of recent editions and periodicals covered by the curriculum are available for teachers and/or students. However, it should be further noted that the weighted mean score of teachers and administrators of 2.380 and 2.514 on instructional facilities connotes "inadequacy" indicating that the provision is limited and "neither inadequate nor adequate", respectively. This boils down to the fact that although reference books and periodicals are available they are not proportionally adequate as to the number of readers, in general.

Moreover, the teachers gave the lowest rank on the evidence of presence of adequate recreational facilities for students (i.e. athletic equipment, playground, student center, etc.). On the other hand, administrators gave the least score on the condition of adequacy of library space, services and facilities in relation to school enrollment and on the maintenance, upkeep and/or safekeeping of instructional facilities, equipment

Table 14. Perceptions of teacher- and administrator-respondents on certain aspects of instructional facilities.

ASPECTS OF INSTRUCTIONAL FACILITIES	WEIGHTED PERCEPTION SCORE			
	Teachers		Administrators	
	Mean	Rank	Mean	Rank
1. Reference books of recent editions, scholarly periodicals, pamphlets and bulletins in the fields covered by the curriculum are available for teachers and/or students.	2.811	1.0	2.7	1.5
2. Building and classroom spaces for the different subjects (English, Sciences, Mathematics, T.H.E., etc.) are adequate and appropriate.	2.396	4.0	2.4	6.0
3. Instructional supplies and materials for the different subjects are sufficient and adequate.	2.585	2.0	2.5	4.0
4. Library space, services and facilities (floor space, lighting and ventilation, tables, library assistants, and chairs) are adequate in relation to the school enrollment.	2.245	5.0	2.3	7.0
5. Availability of funds for disbursement to procure instructional materials (i.e. reference books, periodicals, pamphlets) for the use of students and teachers.	2.151	6.0	2.5	4.0
6. There is evidence of presence of adequate recreational facilities for students (athletic equipment, playground, student center, etc.)	2.038	7.0	2.5	4.0
7. Maintenance, upkeep and/or safekeeping of instructional facilities, equipment, buildings, classrooms, grounds, projects, etc.)	2.434	3.0	2.7	1.5
Weighted Mean	2.380		2.514	

Legend:

1.0 - 1.4 = very inadequate
1.5 - 2.4 = inadequate
2.5 - 3.4 = undecided
3.5 - 4.4 = adequate
4.5 - 5.0 = very adequate

equipment, buildings, classrooms, grounds, and projects among others. However, these varied perceptions were noted to have no significant correlation suggesting comparable responses after running a correlation matrix analysis (Appendix I-p).

CHAPTER V

SUMMARY, CONCLUSION, AND RECOMMENDATIONS

Summary

This study focused on finding out the capability and performance of ten newly nationalized high schools in Samar with respect to 1) Human resource: sex, age, civil status, education, length of service, and eligibility; 2) Physical resource: number of classrooms, number of buildings; adequacy of school facilities; extent of maintenace and utilization; 3) Financial resource: school expenses by item of expenditures; personal services, maintenance and office operating expenses 4) Performance status: enrollment, participation, survival, graduation, retention, promotion, dropout, repetition, completion rates, NCEE results; program efficiency and program productivity; and, 5) Perception of respondents in relation to curriculum content, instructional activities, faculty members and instructional facilities.

There were 53 teacher- and 10 administrator-respondents involved in the study selected using stratified random sampling technique.

The data were gathered by means of mailed questionnaires and documentary analysis.

Means, percentages, frequency counts, standard deviation, and ranks were utilized to describe the extent of human, and physical capabilities of the identified schools.

The results of the study yielded the following:

Human Resource Capabilities

Sex. Of the 63 respondents, 74.6 percent were females and 25.4 per cent were males

Age The mean age was 37.75 years with a standard deviation of 7.51.

Civil Status. Married teachers accounted 69.84 percent while 30.16 percent were still single as of survey time.

Education. B.S. Education degree accounted 50.79 percent of the respondents. School heads gained more masteral units than teachers.

Length of Service. The mean length of service was 6.06 with a standard deviation of 8.90. Majority of the teacher-respondents have 3-5 years of actual teaching while administrators rendered 15-17 years of service.

Eligibility. Based on the total number of respondents 84.13 percent of the respondents passed the PBET while 11.11 percent were not eligibles. The rest availed eligibility exemptions like the P.D. 907 or Magna Carta.

Physical Resource Capabilities

Number of Classrooms and Buildings. On the average NNHS has 10.7 classrooms and 3.3 buildings to support their curricular programs regardless of kind, longevity, area and type.

Adequacy, Maintenance, and Extent of Utilization of School Facilities. The administrators and teachers were one that the

school facilities were "neither inadequate nor adequate". However, the available facilities in their school premises were regularly maintained and maximally utilized.

Financial Resource Capabilities

During the F.Y. 1991-92 the surveyed NNHS had a total budget appropriation of ₱ 6,908,000, (PS and MOOE ₱ 6,757,000 -released and ₱ 151,000 - reserve). An average of ₱ 675,700 for PS and MOOE per school was released. The data further show that 86.3 percent of the budget was sliced to personal services and 13.6 percent to maintenance operating and office expenses.

Program Performance

Enrollment, Participation, Survival, Graduation, Completion, Drop-out, Repetition, Promotion Rates, and Teacher Student Ratio. On the average the enrollment for the S.Y. 1991-92 was 511.4 students per school; 4.75% repeated; 88.92% promoted; 6.33% dropped; 76.00% participated with 13-16 age range; 55.69% of certain cohort of students in the beginning of the year will reached the final year at the required number of years for the level; 95.61% of the enrolled fourth year students graduated; 50.64% will be able to complete high school within four years; and, recorded a teacher-student ratio of 1:34.8.

NCEE Results. For the past four years the trend of NCEE results in the NNHS was erratic. The highest percentage of fourth year students who took and passed the examination was recorded last S.Y. 1991-92 at 14.86 per cent.

Perceptions of Respondents

Curriculum Content. Teachers felt that English is useful but weak in their school and therefore needs improvement. School heads on the one hand favored Mathematics, Science and T.H.E on the same condition. Both teachers and school heads congruously disclosed that Values Education be changed or abolished.

Instructional Activities. There was a negative correlation between the perception of teachers and administrators on this particular area. The teachers gave the lowest rank to the condition that they were given subjects in line with their major field of specialization. However, administrators on the other hand, claimed that the teachers were given assignments only in their major field of specialization.

Faculty Members. An opposing view was also noted regarding the teachers' perception and that of their superiors. The teachers perceived that the academic qualifications of the faculty members should be given sufficient attention to signify broad general scholarship while the administrators gave more emphasis on the years of satisfactory teaching experience in the recruitment of faculty members.

Instructional Facilities. The teachers and administrators both perceived that reference books, scholarly periodicals, pamphlets and bulletins in the fields covered by the curriculum are available for teachers and/or students. However, in terms of library space, services, and recreational facilities both teachers and administrators agreed that these were lacking in their schools.

Conclusion

To answer the questions posed in the study, the findings showed that the newly nationalized high schools in Samar have middle aged teachers mostly married, trained in the secondary educational development program, and relatively new in the service. However, the administrators were older considering their seniority and length of service.

The facilities in the NNHS are "neither inadequate nor adequate". Recruitment of faculty members is done at the division office. School administrators designated as teacher-in-charge received the same salary as that of ordinary teachers except for bigger schools who have appointed head teachers.

School performance as indicated by the results of NCEE were erratic and did not show development and progression.

Recommendations

Considering the foregoing findings and observations the following recommendations were noted worthy of consideration:

1. The practice of assigning teachers-in-charge should be terminated so that the appointed school head are masters degree holders and passed the required educational qualifications. This practice is a roadblock to further professional competence, skill development and job satisfaction. If this is done other teachers will be motivated to study during weekends to improve their income, and to broaden their knowledge and communication skills. Moreover, teachers will be emancipated from being "milking cows" by some supervisors in the field who want to capitalize on their frailties.

2. Teachers should be encouraged to seek opportunities for professional growth and advancement by studying during Saturdays and Sundays or attending summer classes in-line with their teaching load or subject being taught. Moreover, non-eligibles should not be tolerated and even be allowed to substitute teachers on leave.

3. The purchase and acquisition of materials such as chairs, blackboards, plywoods, and other construction wares which are very crucial to the maintenance and upkeep of facilities should be attended by school heads.

4. The mandatory reserve budget held at the Regional Office should be made available to the NNHS upon request for buying instructional aids/or materials without so much delay to improve or upgrade existing equipment and apparatuses in order to provide students an opportunity of up-to-dateness.

5. Administrators should try to tap the help of P.T.A, school alumni and other G.O's., P.O's., N.G.O's. to generate additional funds and even acquire lands through donations.

6. The quality of public secondary education can be improved by increasing the contact days; increasing contact time especially on Science, T.H.E., Mathematics and English; upgrading the existing school facilitiesand equipment especially on these subjects.

8. Teachers and administrators should monitor and improve the NCEE performance per school and include them as plus factors during promotion or transfer to other schools.

9. The instrument in this study may not have been very discriminating in measuring the physical resource capability which were merely based on the teachers' and administrators' perceptions. It may be insigthful to conduct a follow-up study which centers on the determination of actual area, quantity, quality and usability of physical resources relative to their effectivity and efficiency in classroom instruction.

Moreover, another offshoot study which evaluates the performance and placement of NNHS NSEC graduates is also interesting.

APPENDICES

APPENDIX A

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

July 1, 1991

The Dean of Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar
(Through Channel)

S i r :

In my desire to start writing my thesis proposal, I have the honor to submit for your approval one of the following research problems, preferably number 1:

1. AN ASSESSMENT OF THE RESOURCE CAPABILITY AND PERFORMANCE OF NEWLY NATIONALIZED HIGH SCHOOLS IN SAMAR

2. PATH AND CORRELATION ANALYSIS OF PHYSICAL, FINANCIAL AND PERSONNEL RESOURCES OF VOCATIONAL AND GENERAL HIGH SCHOOLS IN SAMAR

3. ANALYSIS OF FACTORS ASSOCIATED WITH PERFORMANCE AND ACHIEVEMENT OF HIGH SCHOOL STUDENTS IN SAMAR

I am hoping for your speedy and favorable action on this matter.

Very truly yours,

(SGD.) AYLMER M. ARELLON
Researcher

Recommmending Approval:

(SGD.) TERSITO A. ALIPOSA, Ph. D./Ed. D.
Chief, Research/Extension/Publication

APPROVED:

(SGD.) SENECIO D. AYONG, DPA/Ed.D
Dean,Instruction & Related Services

APPENDIX B

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

SCHOOL OF GRADUATE STUDIES

APPLICATION FOR ASSIGNMENT OF ADVISER

NAME: AYLMER MANCEBO ARELLON

CANDIDATE FOR DEGREE: Master of Arts

AREA OF SPECIALIZATION: Administration and Supervision

TITLE OF PROPOSED THESIS/DISSERTATION: An Assessment of Resource Capability and Performance of Newly Nationalized High Schools in Samar

(SGD).AYLMER M. ARELLON
Applicant

ALBERTO M. ARELLON, Ph.D.
Name of Designated Adviser

CONFORME:

(SGD.) ALBERTO M. ARELLON
Adviser

APPROVED:

(SGD.) SENECIO D. AYONG, DPA/Ed.D.
Dean, Graduate Studies

APPENDIX C

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

February 26, 1992

The Dean of Graduate Studies
Samar State Polytechnic College
Catbalogan, Samar

Sir:

I have the honor to request that I be scheduled on February 29, 1992 to defend my thesis proposal entitled "An Assessment of Resource Capability and Performance of Newly Nationalized High Schools in Samar" to give me ample time to refine my manuscript during the remaining few months of the school year 1992-93.

In this connection I am submitting herewith five copies of my thesis proposal for distribution to the Dean and the panel members.

I hope for your favorable action to this request.

Very truly yours,

(SGD.) AYLMER M. ARELLON
Researcher

RECOMMENDING APPROVAL:

(SGD.) ALBERTO A. ARELLON
Adviser

APPROVED:

(SGD.) SENECIO D. AYONG, DPA/Ed.D.
Dean, Instruction & Related Services

APPENDIX D

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

March 1, 1992

The Asst. Schools Division Superintendent, OIC
DECS, Division of Samar
Catbalogan, Samar

Dear Sir:

In my desire to pursue the objectives of my study entitled "An Assessment of Resource Capability and Performance of Newly Nationalized High Schools in Samar" I have the honor to request your good office to permit me to obtain all necessary records and information on the school and staff profile of the schools under your division.

The central focus of this study is to describe and compare the capabilities of selected newly nationalized high schools in terms of their existing staff, facilities, and funds with those set in the criteria for minimum standards. The findings of this study may help improve our educational programs in secondary education, and in one way or the another, contribute to our country's development effort.

Please be assured that the data that will be collected will be treated with utmost confidentiality and will be only used for the purpose of the study.

Thank you.

Very truly yours,

(SGD.) AYLMER M. ARELLON
Researcher

APPROVED:

(SGD.) ALBERTO A. ARELLON
Asst. Schools Division Superintendent

APPENDIX E

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

March 1, 1992

The Assistant Schools Division Superintendent
DECS, Division of Samar
Catbalogan, Samar

Sir:

In my ardent desire to conduct my study I have the honor to request your good office that the undersigned be allowed to field the interview schedules entitled "An Assessment of the Resource Capability and Performance of Newly Nationalized High Schools in Samar", among the school heads in your division, this week.

May I further request that a letter of transmittal or introduction be made to the school heads of the different barangay high schools in Samar, who are the respondents of the study.

Your generous assistance and accommodation of this request will be highly appreciated.

Very truly yours,

(SGD.) AYLMER M. ARELLON
Researcher

APPROVED:

(SGD.) ALBERTO A. ARELLON
Asst. Schools Division Superintendent
In-charge Secondary Education

APPENDIX F

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

May 2, 1992

_____
_____
_____

Dear Sir/Madam:

Please indicate the needed information the researcher would like to know about the resource capability and performance of your school. It would be a great help not to leave any question unanswered. Kindly write down correct information in blank spaces and place check marks (/) inside boxes as applicable. Although the listing is very exhaustive you will find that not all are found in your school. Just indicate by writing zero (0) if they are not available.

The result of the research will depend much on the accuracy of data you will supply which of course is understood to mean that your answer will be based on your most accurate capacity. You may also copy the questionnaire and let it be a part of your Educational Management Information System (EMIS) for record or for file of your school inventory as administrators should have.

Please be assured that the information gathered will strictly be used for the purpose of the study and will only be reported in totals. No attempt will be made to identify specific individuals.

The result of this survey will supplement and complement the current research being done about your school at the Division Office of Samar. Your cooperation is highly welcomed.

Very truly yours,

(SGD.) AYLMER M. ARELLON
Researcher

APPENDIX G

INTERVIEW SCHEDULES

SCHEDULE I

FOR ADMINISTRATORS

"AN ASSESSMENT OF RESOURCE CAPABILITY AND PERFORMANCE OF NEWLY NATIONALIZED HIGH SCHOOLS IN SAMAR"

A. Personal Information:

1. Name of the Respondent : _____
2. Present Position : _____
3. Age at last birthday : _____
4. Sex: ( ) Male ( ) Female
5. Civil Status: ( ) Single ( ) Married
6. Present position/designation: _____
7. Length of service (years in service as teacher and/or administrator): _____
8. Civil Service Eligibilities:

Type	Year Passed	Rating
_____	_____	_____
_____	_____	_____
_____	_____	_____

8. Educational Attainment:

( ) Bachelor degree : _____

With units (BSE/EEd) : _____

( ) Masteral degree : _____

With units (MS/MA) : _____

( ) Doctoral degree : _____

With units (Ph. D.) : _____

PROGRAM PERFORMANCE

(SY 1991-92)

1. Participation Rate:
   Total No. of Students whose age (11-16 years old) =
   Total No. of Students enrolled in SY 1991-92 =

2. Survival Rate:
   No. of Students enrolled in 1st year SY 1988-89 =
   No. of Students enrolled in 4th year SY 1991-92 =

3. Graduation Rate:
   No. of Graduates SY 1991-92 =
   No. of Students enrolled in 4th year SY 1991-92 =

4. Student-Teacher Ratio (SY 1991-92):
   Total No. of Students enrolled in 1st to 4th year =
   Total No. of Secondary teachers teaching them =

5. Repetition Rate (SY 1991-92):
   Total No. of Students who repeated 1st year =
   Total No. of Students who repeated 2nd year =
   Total No. of Students who repeated 3rd year =
   Total No. of Students who repeated 4th year =

6. Transition Rate (SY 1991-92):
   Total No. of Students promoted to 2nd year =
   Total No. of Students promoted to 3rd year =
   Total No. of Students promoted to 4th year =

7. Dropout Rate (SY 1991-92):
   Total No. of Students who dropped 1st year =
   Total No. of Students who dropped 2nd year =
   Total No. of Students who dropped 3rd year =
   Total No. of Students who dropped 4th year =

8. Total No. of Students per section at the start and end of SY 1991-92:

Year Level	Start of SY	End of SY
I-1		
I-2		
I-3		
I-4		
I-5		
I-6		
II-1		
II-2		
II-3		
II-4		
II-5		
II-6		
III-1		
III-2		
III-3		
III-4		
III-5		
III-6		
IV-1		
IV-2		
IV-3		
IV-4		
IV-4		
IV-5		
IV-6		

SCHEDULE II

FOR TEACHERS

"AN ASSESSMENT OF THE RESOURCE CAPABILITY AND PERFORMANCE OF NEWLY NATIONALIZED HIGH SCHOOLS IN SAMAR"

Instructions: Please answer this questionnaire to the best of your ability. It would be a great help not to leave any question unanswered. Please be assured that the information gathered will be treated with utmost confidence and will only be used for the purpose of the study.

A. Personal and Socio-Economic Characteristics

1. Name of Respondent : _____

2. Address (Office) : _____
(Barangay) (Municipality) (Prov.)

(Home) : _____
(Barangay) (Municipality) (Prov.)

3. Age (at last birthday) : _____ years old

4. Sex: ( ) Male ( ) Female

5. Civil Status: ( ) Single ( ) Married

6. Educational Attainment:

( ) Bachelor Degree _____

With units (BSE/EEd)_____

( ) Masteral Degree _____

With units (MA/MS) _____

( ) Doctoral Degree _____

With units _____

7. Present Position/Designation:_____

8. Length of Service (years of actual teaching): _____

9. Civil Service Eligibility(ies):

Type	Year Passed	Rating
_____	_____	_____
_____	_____	_____
_____	_____	_____

A. Curriculum (SEDP) Evaluation

Instruction: From the best of your estimates, please give your answer to the following items:

1. In what subject do you feel your school is strongest and noted for?_____.

2. What subject in the curriculum do you feel needs improvement?

_____.

3. What subject in the curriculum do you feel is very useful but weak in your school and therefore needs to be strengthened?

_____.

4. What subject in the curriculum do you believe is not useful and should therefore be abolished or changed?

_____.

5. The curriculum permits teachers to exercise their judgment and initiative in the choice and arrangement of activities, subject matter and methods.

___very poor; ___poor; ___good; ___very good; ___excellent

6. In general, how do you evaluate or assess the school program of your school? Please check one that corresponds to your answer:

___very poor; ___poor; ___good; ___very good; ___excellent

7. Additional comments regarding the implementation of your school program and/or school operation.

_____

_____

_____

_____

B. Instructional Activities

Instruction: Please give your approximate rating of each of the following activities/practices as to the extent to which they are being followed in your school's instructional system. By using the following point scale, encircle the corresponding number on the right. The number are defined as follows:

1- very poor;indicating provision or condition missing.
2- poor; indicating provision or condition is limited.
3- satisfactory; neither unsatisfactory nor satisfactory.
4- very satisfactory; indicating provision or condition is moderate.
5- excellent; indicating provision or condition is extensive and functioning well.

1. The desired learning competencies (DLC) at the start are being followed.	1 2 3 4 5
2. Teaching methods provide maximum opportunity for students to acquire both theoretical and practical aspects of learning and to apply theories in practice.	1 2 3 4 5
3. Teaching methods are adapted to the nature of the subject matter and to the situational needs of the students.	1 2 3 4 5

4. Teaching strategies lead students to develop analytical, critical and independent attitude of investigation on educational matters.	1	2	3	4	5
5. Assignment of library readings, field practicum, laboratory practices, term papers/reports as part of the requirements contribute to the enrichment of students' educational experience and intellectual growth.	1	2	3	4	5
6. Academic activities are not sacrificed and class schedules are not often disrupted by co-curricular activities.	1	2	3	4	5
7. Teachers are given teaching assignments only in their major field of specialization					

C. Faculty Members

1. Student-teacher-administrator working relationship is good and the campus atmosphere is conducive to learning.	1	2	3	4	5
2. The school adopts a grading system whereby students whose performance does not meet standard academic requirements are debarred from subsequent registration.	1	2	3	4	5
3. Years of satisfactory pre-service training and/or satisfactory teaching experience are considered in the recruitment of faculty members.	1	2	3	4	5
4. Academic qualifications of faculty members are given sufficient attention to signify a broad general scholarship.	1	2	3	4	5
5. The number of teaching staff is reasonably sufficient for the number of students.	1	2	3	4	5
6. The faculty members show evidence of broad knowledge of the subject being taught.	1	2	3	4	5

7. There is evidence of cooperation among students, faculty members and administrators in academic matters, social contacts and community service activities.	1	2	3	4	5

Comments on faculty (if any) _____

_____

_____

D. Instructional Facilities

1. Reference books of recent editions, scholarly periodical, pamphlets and bulletins in the fields covered by the curriculum are available for teachers and/or students.	1	2	3	4	5
2. Building and classroom spaces for the different subjects (English, Sciences, Mathematics, T.H.E., etc.) are adequate and appropriate.	1	2	3	4	5
3. Instructional supplies and materials for the different subjects are sufficient and adequate.	1	2	3	4	5
4. Library space,services and facilities (floor space, lighting and ventilation, tables, library assistants, and chairs) are adequate in relation to the school enrollment.	1	2	3	4	5
5. Availability of funds for disbursement to procure instructional materials (i.e. reference books, periodical, pamphlets) for use of students and teachers.	1	2	3	4	5
6. There is evidence of presence of adequate recreational facilities for students (athletic equipment, playground, student center, etc.)	1	2	3	4	5
7. Maintenance, upkeep and/or safekeeping of instructional facilities, equipment, buildings, classrooms, grounds, projects, etc.	1	2	3	4	5

Comments on instructional facilities (if any) _____

_____

_____

_____

Recommendations for Improvement

Based on your personal observation and evaluation of the present educational program , what are your recommendations to improve it?

_____

_____

_____

APPENDIX H

Republic of the Philippines
SAMAR STATE POLYTECHNIC COLLEGE
Catbalogan, Samar

March 15, 1992

_____
_____
_____

Dear Sir/Madam:

Sometime on March 1, 1992, we sent you a copy of the questionnaire to be used in my survey to assess the resource capability and performance of your school.

Perhaps you have already filled the questionnaire but was not able to mail it back for obvious reasons. Therefore we are sending you another copy to be accomplished. If you have already done so and was mailed to us, please disregard this reminder.

It is important that you return the accomplished questionnaire on or before April 12, 1992. A self-addressed and self-stamped envelope are provided for this purpose. I further reiterate the importance of your response to this study.

Thank you very much for your utmost cooperation.

Very truly yours,

(SGD.) AYLMER M. ARELLON
Researcher

Note: Please address all communications to:

Aylmer M. Arellon
645 San Francisco St.
Catbalogan, Samar

APPENDIX I

SUPPLEMENTARY TABLES

Appendix I-a. Adequacy of specific equipment/facilities in the Newly Nationalized High Schools, SY 1991-92.

Equipment/Facilities	Weighted Mean [a/]
A. Classroom	
1. Chairs/desks	3.3
2. Chalkboards	3.4
B. Laboratory	
1. Work Tables	3.0
2. Stools	3.0
3. Chairs	2.7
4. Benches	3.3
5. Laboratory fixtures	2.7
C. Office room	
1. Office desks	3.0
2. Office chairs	2.6
3. Cabinets	2.8
4. Open shelves	3.0
5. Electric fans	1.1
D. Library	
1. Reading rooms	3.0
2. Tables	3.0
3. Chairs	2.8
4. Books	3.2
5. Magazines	1.5
6. Journals	1.5
7. Newspapers	1.5
8. Stacks	1.0
9. Shelves	2.0
10. Index Card	2.0
11. Cabinet	2.3
E. Conference	
1. Tables	2.0
2. Chairs	2.0
3. Chalkboards	4.0
General Average	2.53

a/
Legend:
1.0 - 1.4 = very inadequate
1.5 - 2.4 = inadequate
2.5 - 3.4 = undecided
3.5 - 4.4 = adequate
4.5 - 5.0 = very inadequate

Appendix I-b. Budgetary appropriation of the sampled schools, F.Y. 1991-92.

SCHOOL (1)	ALLOTMENT OBJECT CLASS (2)	APPROPRIATION (3)	RELEASED	RESERVE UNPROGRAMMED LATER RELEASE	TOTAL
A	100	942000	942000		
	100-10	187000	187000		
	200	83000	71000		
	200-03	1000	1000		
	200-14	4000	4000		
	200-00	78000	66000		
	Sub-total	12950000	1271000	24000	1295000
B	100	261000	261000		
	100-10	53000	53000		
	200	40000	34000		
	200-03	1000	1000		
	200-14	2000	2000		
	200-00	37000	31000		
	Sub-total	394000	382000	12000	394000
C	100	558000	558000		
	100-10	113000	113000		
	200	60000	51000		
	200-03	1000	1000		
	200-14	3000	3000		
	200-00	56000	47000		
	Sub-total	791000	773000	18000	791000
D	100	261000	261000		
	100-10	53000	53000		
	200	41000	35000		
	200-03	1000	1000		
	200-14	2000	2000		
	200-00	38000	32000		
	Sub-total	396000	384000	12000	396000
E	100	335000	335000		
	100-10	67000	67000		
	200	45000	38000		
	200-03	1000	1000		
	200-14	2000	2000		
	200-00	42000	35000		
	Sub-total	492000	478000	14000	492000

SCHOOL (1)	ALLOTMENT OBJECT CLASS (2)
F	100
	100-10
	200
	200-03
	200-14
	200-00
	Sub-total
G	100
	100-10
	200
	200-03
	200-14
	200-00
	Sub-total
H	100
	100-10
	200
	200-03
	200-14
	200-00
	Sub-total
I	100
	100-10
	200
	200-03
	200-14
	200-00
	Sub-total
J	100
	100-10
	200
	200-03
	200-14
	200-00
	Sub-total
GRAND TOTAL	

Appendix I-c. Enrollment of Newly Nationalized High Schools in Samar, SY 1988-89 to SY 1991-92.

SCHOOLS	S C H O O L Y E A R				Average
	1988-89	1989-90	1990-91	1991-92	
A	881	975	992	1026	968.3
B	311	337	359	336	335.8
C	274	302	228	302	276.5
D	439	553	586	624	550.5
E	466	275	295	403	359.8
F	436	456	427	528	461.8
G	356	316	329	292	323.2
H	239	286	282	305	278.0
I	604	574	553	574	576.2
J	432	525	592	724	568.2
Total	4438	4599	4643	5114	18794
Average	443.8	459.9	464.3	511.4	469.8
Yearly Increment (%)	3.63	0.96	10.14		4.91

Appendix I-d. Performance of Newly Nationalized High Schools in Samar, SY 1991-92.

Schools	13-16 Years	Repeated	Promoted	Dropped
A	262	28	346	29
B	215	16	289	31
C	502	39	490	45
D	251	2	295	8
E	211	27	240	25
F	427	7	499	22
G	775	65	898	63
H	499	33	551	40
I	553	25	659	40
J	229	10	276	16
Total	3924	252	4543	319
Average	392.4	25.2	454.3	31.9

Appendix I-e. Performance of Newly Nationalized High Schools in Samar, S.Y. 1991-92.

Schools	FOURTH YEAR		
	Enrollment		Graduated 1991-92
	1988-89	1991-92	
A	403	40	37
B	336	64	59
C	574	123	114
D	305	66	65
E	292	51	50
F	528	67	66
G	1026	185	175
H	624	106	102
I	724	138	135
J	302	66	64
Total	1673	906	867
Average	167.3	90.6	86.7

Appendix I-f. Performance of Newly Nationalized High Schools in Samar, SY 1991-92.

School	Enrollment	Repetition Rate	Promotion Rate	Drop-out Rate	Teacher-Student Ratio	Participation Rate	Survival Rate	Graduation Rate	Completion Rate
A	403	6.38	85.95	7.22	1:40.3	65.02	54.50	92.50	25.69
B	336	4.77	85.92	9.31	1:37.7	64.02	51.61	92.19	59.00
C	574	6.77	85.35	7.89	1:28.7	87.47	56.16	92.68	75.50
D	305	0.67	96.85	2.49	1:33.9	82.58	70.97	94.48	65.00
E	292	8.88	82.34	8.78	1:24.3	72.38	45.95	98.04	48.54
F	528	1.28	94.53	4.19	1:31.1	80.83	61.98	98.51	36.87
G	1026	6.30	87.53	6.17	1:36.6	75.49	56.67	94.64	51.08
H	624	5.34	88.32	6.33	1:37.8	80.02	55.55	96.59	23.22
I	724	3.51	90.97	5.51	1:40.2	76.38	43.36	97.59	64.07
J	302	3.19	91.41	5.40	1:37.7	75.85	60.17	98.91	57.39
Average	511.4	4.75	88.92	6.33	1:34.8	76.00	55.69	95.61	50.64

Appendix I-g. NCEE results of the Newly Nationalized High Schools in Samar, SY 1988 to SY 1992.

SCHOOLS	S C H O O L Y E A R				Average
	1988-89	1989-90	1990-91	1991-92	
A	42.90	42.10	10.69	37.04	33.18
B	0.00	0.00	3.84	3.39	1.81
C	2.50	2.56	2.56	9.30	4.23
D	1.69	1.70	1.80	3.00	2.05
E	2.56	2.15	0.00	6.12	2.71
F	10.25	11.69	22.30	24.29	17.20
G	4.08	7.50	3.20	2.00	4.20
H	5.13	6.25	14.29	6.15	7.96
I	17.50	25.13	15.11	33.62	22.84
J	0.00	49.38	23.68	23.64	24.18
Average	8.69	14.54	9.75	14.86	12.04

Appendix I-h. Perceptions of respondents on subjects strongest and noted for in their school.

Subjects	Teachers		Administrators		Total	
	N	%	N	%	N	%
Filipino	17	32.08	1	10	18	28.57
English	0	0.0	0	0.0	0	0.0
Science	9	16.98	0	0.0	9	14.29
Mathematics	3	5.66	2	20	5	7.94
CAT	0	0.0	0	0.0	0	0.0
Values	6	11.32	0	0.0	6	9.52
PHEM	1	1.89	0	0.0	1	1.59
THE	5	9.43	2	20	7	11.11
Social Studies	3	5.66	3	30	6	9.52
No Response	9	16.98	2	20	11	17.46
All	0	0.0	0	0.0	0	0.0
None	0	0.0	0	0.0	0	0.0
Total	53	100.00	10	100.0	63	100.00

Appendix I-i. Perceptions of respondents on the subjects in the curriculum that need improvement.

Subjects	Teachers		Administrators		Total	
	N	%	N	%	N	%
Filipino	0	0.0	0	0.0	0	0.0
English	18	33.96	1	10.0	19	30.16
Science	6	11.32	1	10.0	7	11.11
Mathematics	8	15.09	7	70.0	15	23.8
CAT	0	0.0	0	0.0	0	0.0
Values	9	16.98	0	0.0	9	14.29
PHEM	1	1.89	0	0.0	1	1.59
THE	5	9.43	1	10.0	6	9.52
Social Studies	0	0.0	0	0.0	0	0.0
No Response	5	9.43	0	0.0	5	7.94
All	0	0.0	0	0.0	0	0.0
None	1	1.89	0	0.0	1	1.59
Total	53	100.00	10	100.0	63	100.00

Appendix I-j. Perceptions of respondents on the subjects in the curriculum that is useful but weak in their school.

Subjects	Teachers		Administrators		Total	
	N	%	N	%	N	%
Filipino	3	5.66	0	0.0	3	4.76
English	12	22.64	1	10.0	13	20.63
Science	5	9.43	3	30.0	8	12.69
Mathematics	9	16.98	2	20.0	11	17.46
CAT	0	0.0	0	0.0	0	0.0
Values Ed.	12	22.64	0	0.0	12	19.05
PHEM	1	1.89	0	0.0	1	1.59
THE	8	15.09	3	30.0	11	17.46
Social Studies	1	1.89	0	0.0	1	1.59
No Response	1	1.89	1	10.0	2	3.17
All	0	0.0	0	0.0	0	0.0
None	1	1.89	0	0.0	1	1.59
Total	53	100.00	10	0.0	63	100.00

Appendix I-k. Perceptions of respondents on the subjects in the curriculum they believe not useful and should therefore be abolished or changed.

Subjects	Teachers		Administrators		Total	
	N	%	N	%	N	%
Filipino	0	0.0	0	0.0	0	0.0
English	0	0.0	0	0.0	0	0.0
Science	0	0.0	0	0.0	0	0.0
Mathematics	0	0.0	0	0.0	0	0.0
CAT	4	7.55	2	20.0	6	9.52
Values	6	11.32	3	30.0	9	14.29
PHEM	0	0.0	0	0.0	0	0.0
THE	0	0.0	0	0.0	0	0.0
Social Studies	0	0.0	0	0.0	0	0.0
All	4	7.55	0	0.0	4	6.35
No Response	0	0.0	0	0.0	0	0.0
None	39	73.58	5	50.0	44	69.84
Total	53	100.00	10	100.0	63	100.00

Appendix I-1. Perception of the administrator-respondents on certain aspects of curriculum content.

ASPECTS ON CURRICULUM CONTENT		Degree of Provision					Total
		VP	P	G	VG	E	
1. The curriculum permits teachers to exercise their judgment and initiative in the choice and arrangement of activities, subject matter and methods.		0	0	5	5	0	10
Weighted Score = 3.500							
2. In general how do you evaluate or assess the scchool program of your school?		0	0	3	7	0	10
Weighted Score = 3.667							
Total	N	0	0	8	12	0	20
	%	0	0	40	60	0	100

Appendix I-m. Perception of the teacher-respondents on certain aspects of curriculum content.

ASPECTS ON CURRICULUM CONTENT		Degree of Provision					Total
		VP	P	G	VG	E	
1. The curriculum permits teachers to exercise their judgement and initiative in the choice and arrangement of activities, subject matter and methods.		0	2	21	28	2	53
Weighted Score = 3.5660							
2. In general how do you evaluate or assess the school program of your school?		0	3	20	28	2	53
Weighted Score = 3.5472							
Total	N	0	5	41	56	4	106
	%	0	4.7	39.7	52.8	3.8	100

Appendix I-n. Correlation matrix analysis on the congruency of perceptions between teacher and administrator-respondents on instructional activities.

Perception	Teachers	Administrators
Teachers	1.00000	
	NC	
Administrators	-0.48182	1.00000

Critical value (1-TAIL, 0.05) = +/- 0.67649
Critical value (2-TAIL, 0.05) = +/- 0.75315

NC = negatively correlated
No. of cases = 7
No. of variables = 2

Appendix I-o. Correlation matrix analysis on the congruency of perceptions between teachers and administrators on faculty members.

Perception	Teachers	Administrators
Teachers	1.00000	
	HC	
Administrators	0.7053	1.00000

Critical value (1-TAIL, 0.05) = +/- 0.67649 s = significant
Critical value (2-TAIL, 0.05) = +/- 0.75315

HC = high correlation
No. of cases = 7
No. of variables = 2

Appendix I-p. Correlation matrix analysis on the congruency ofperceptions between teachers and administrators on instructional facilitities.

Perception	Teachers	Administrators
Teachers	1.00000	
	NS	
Administrators	0.48651	1.00000

Critical value (1-TAIL, 0.05) = +/- 0.67649 ns = not significant
Critical value (2-TAIL, 0.05) = +/- 0.75315

NS = not significant
No. of cases = 7
No. of variables = 2

CURRICULUM VITAE

NAME	:	AYLMER MANCEBO ARELLON
DATE OF BIRTH	:	September 6, 1965
PLACE OF BIRTH	:	Catbalogan, Samar
OFFICE ADDRESS	:	Samar National School Catbalogan, Samar
HOME ADDRESS	:	645 San Francisco St. Catbalogan, Samar
CIVIL STATUS	:	Single

EDUCATIONAL BACKGROUND

Elementary	(1972-76)	Catbalogan II Central Elem. School Catbalogan, Samar
	(1976-78)	Matalud Elem. School Gandara, Samar
Secondary	(1978-79)	Samar Nat'l. Agric'l. Junior College Gandara, Samar
	(1979-82)	Samar National School Catbalogan, Samar
Tertiary	(1982-86)	Visayas State College of Agriculture ViSCA, Leyte
	(1986)	Samar College 18 Units Professional Education Catbalogan, Samar
	(1990-93)	Samar State Polytechnic College Master of Arts (Adm'n. & Sprvsn.)

ELIGIBILITIES

Phil, Board Examination for Teachers, Tacloban City

Professional Career Examination, Catbalogan

WORK EXPERIENCES

Project-in-charge, Ministry of Agriculture and Foods (1986)

Research Assistant, National Abaca Research Center (1987-88)

Science Rsrch Specialist, Nat'l. Abaca Rsrch Center (1988-89)

Secondary School Teacher-I, Bunga Bgy. High school (1989-90)

Secondary School Teacher-I, Samar National School (1990-92)

Secondary School Teacher-II,Samar National School (1993-date)

Farm Owner-Cooperator, (1990-date)

TRAININGS (outside the government service)

Database Management using DBase II & IV
EDPC, ViSCA, Leyte

Driving and Basic Engine Trouble Shooting
TVEP, SSPC, Catbalogan, Samar

Marketing Management and Small Business Owners
International School Correspondence

Complete Computer Programming (In progress)
International School Correspondence

MEMBERSHIPS AND AFFILIATIONS

SNS, Teachers and Employees Association

ViSCA Alumni Association

Federation of Crop Science Societies of the Philippines

ViSCA Personnel Organization

Theta Psi Lambda Fraternity & Sorority

LIST OF TABLES

LIST OF FIGURES

LIST OF SUPPLEMENTARY TABLES

APPENDIX PAGE