



Relating School Monitoring Evaluation and Adjustment - Governance to School Access Performance

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Abstract: This research assessed the status of SMEA implementation in relation to the school access performance of Umapad Elementary School as basis for an Enriched Training Plan. The researcher made use of the descriptive – correlational method of research with the use of adapted and modified questionnaire as the main tool in the gathering of relevant data. the teachers were within the age range of 41 – 50 years old, females, married, at least have obtained their master’s degree, 11 to 15 years in service, performance rating is outstanding, and they have acquired relevant trainings and seminars attended at the division level. The level of SMEA Implementation in terms of school facilities, teachers’ performance, learning environment and community involvement were interpreted as fully implemented or highly demonstrated. The most confronting factor in relation to SMEA Implementation is the Time – Consuming Activity. It was noted that SMEA required a great deal of time and effort in accomplishing the task that it can hinder the classes of the teachers involved in the activity. The second prevalent issue on SMEA Implementation is the cumbersome data collected, the respondents appreciate the significance of the SMEA system and its benefits in increasing learning outcomes. There is a significant relationship between SMEA implementation and School Access Performance. It was recommended to Implement the Enriched Training Plan for the teachers in relation with School Monitoring and Evaluation.

Keywords: Administration and Supervision, Descriptive, School Monitoring and Evaluation, School Access Performance, Enriched Training Plan, Umapad Elementary School, Cebu, Philippines.

Chapter 1

THE PROBLEM AND ITS SCOPE

INTRODUCTION

Rationale of the Study

Understanding the efficacy of any initiative or program requires monitoring and evaluation. You can find areas for development and identify success through regular assessment. It also ensures accountability, enabling participants to monitor results and hold one another accountable for reaching objectives.

As stated by Republic Act 9155, Governance of Basic Education Act of 2001, It expressly states that the management paradigm used to achieve high-quality basic education is shared governance. It details the distinct roles that each level of management will play as well as the functional domains that they will all connect. The national educational initiatives, techniques, and requirements are aligned with how schools' functions are growing (Section 5(a), R.A. No. 9155).

In support to this, the Department of Education launched the SMEA or the school monitoring, evaluation and assessment which has the sole purpose was to deliver instructional resources efficiently and effectively in order to achieve the desired output and sustainable educational

outcomes, as well as to provide objective information that can inform decision-making for continuously improving organizational performance.

Making it possible for the school to respond quickly to problems and challenges affecting program effectiveness and delivery performance is one of the goal of SMEA. This enabled the school to promptly provide feedback on the effectiveness and flaws of program execution at the school level in comparison to the school improvement and annual implementation plan. The School Monitoring, Evaluation, and Adjustment System is a tool that offers data and perceptions on various facets of the educational system.

Its main goal is to give educational leaders the knowledge and understanding they need about the situation, development, and outcomes of basic education delivery in schools in terms of governance, access, and quality. This is intended to assist school administrators in running their institutions successfully and efficiently as well as to encourage teachers to uphold the standards of the teaching and learning process.

This also include the provision of technical assistance to teachers who lack specialized skills in relation to their capacity for instruction delivery technical and relevant training and as well as for ease of comprehension in the delivery of the data elements, the school heads shall present the Key Results Areas along with the performance indicators in graphical, tabular, and textual powerpoint presentation. During the SMEA, The participants' problems, issues, gaps, and issues will be addressed directly by the stakeholders, who will be invited to participate in the presentation. The participants will then take action by offering potential solutions or ideas for the problems or worries. The potential solutions offered by the participants will then be tracked and monitored on the SMEA's quarterly presentation. This enables educational institution administrators to fulfill the Department of Education's requirements for knowledge, reporting, and archiving while also supplying vital data to the Regional Offices and Schools Division Office for the purposes of technical assistance.

Given the current demands of various schools in regard to the SMEA implementation, the researcher chose to explore this topic in order to further their grasp of the circumstances and potential answers to certain existing problems relative to its implementation.

The researchers came to the conclusion that the current school performance might still be improved upon after observing the effect of SMEA implementation and as well as acting on its results.

When things started to calm down, the educational sector—which one of the focus is on school performance and is connected to the state of SMEA Implementation—started to gain relevance again. The school administration needs to take care of a number of things before the start of the new school year, especially the adoption of SMEA. In order to address the relevant concerns and problems with the implementation of SMEA and improve the Enriched Training Planning program, policy creation, and development, this research must evaluate the implementation of SMEA. This study evaluates the SMEA implementation status for the 2022 – 2023 academic year as the foundation for an Enriched Training Plan.

This Enriched Training Plan would act as a roadmap for improving the SMEA implementation in the school and in some way enhance the teaching – learning process.

Theoretical Background

This research is anchored on the theory of monitoring and evaluation which was done by John Cameron (1993). the perception of public sector failures in the sense that some initiatives underperformed or failed is at the core of monitoring and evaluation (Cameron, 1993). as a result, an independent monitoring and evaluation unit was established with duties including data collection, processing, and analysis.

Another responsibility of the monitoring and evaluation divisions was to report to departments and other relevant groups on the project's success in relation to the original objectives. monitoring and evaluation has been utilized for a while in a number of academic and professional settings. these

include finances, management, agriculture, development plans, and health. methodical social inquiry and monitoring and evaluation for accountability have been the main subjects of evaluation studies. the ultimate objective and influence on project delivery might be questioned despite the lengthy history of the profession because projects frequently fail to meet quality requirements, incur cost overruns, take longer than anticipated to finish, and generate overall stakeholder displeasure. Policymakers and program managers can evaluate a program's effectiveness and determine whether there are discrepancies between expected and actual results through monitoring and evaluation. They can also determine whether changes in well-being are attributable to the program and the program alone through impact evaluation.

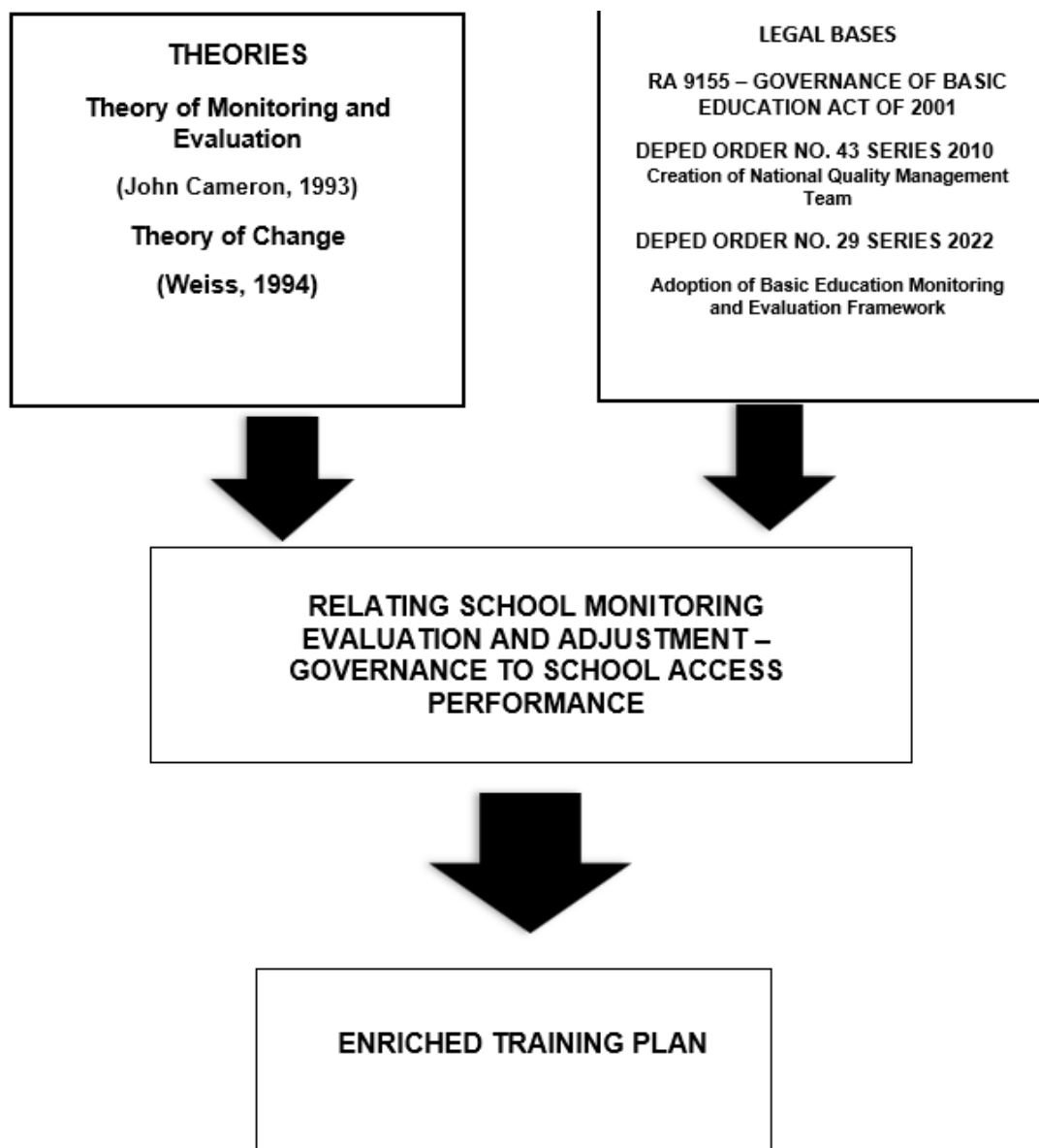


Figure 1. The Theoretical Framework

This study is supported by Change Theory by Weiss (1995). According to Weiss (1995), A theory of change explains how a particular intervention shall accomplish its planned outcomes. Using a logical framework or causal/result sequence, the order of a program's inputs, operations, and outputs will result in certain outcomes or objectives.

The aim of assessment, in line with Carol Weiss's theory of change, is a method to compare the accomplishments of a program's goals in order to influence future programming decisions and improve current programming. Her enthusiasm for assessment t was always to consider the goals of the program and that decisions must be influenced by evaluation because it ensures that future

evaluations can be improved. The political environment is important since any program is likely to be impacted by the current political climate.

Theory-based evaluation is one tactic that has a lot of potential. However, it is difficult to use theory-based evaluation when programs are ambiguous, lack any explicit or even implicit beliefs, or change significantly over time. Evaluators cannot solely rely on their understanding of outdated research methodologies. They must be familiar with the software industry. The following illustrates the necessity of thorough evaluation preparation.

Weiss places a strong emphasis on the necessity of assessors understanding a program and how well it works. She calls her analysis "appreciation." She argues that in order for practitioners to carry out effective assessments, they must be aware of the goal of examination and what it takes to perform a reliable study. Evaluators should also be knowledgeable on how to use test data.

She contends that the reason why many programs are so challenging to assess is because their underlying assumptions are not clearly stated. Weiss emphasizes the significance of considering the little steps in order to achieve a long-term goal. She also exhorts decision-makers to be explicit about the theories of change that inform their work, suggesting that doing so would improve policies and strengthen their capacity to take credit for results that their theory had predicted.

A theory of change is a written or visual explanation of the strategies, circumstances, and tools that promote change and yield results. It has "explanatory power" in that it ought to justify your conviction that particular activities or behaviors would produce particular outcomes (Reinholz & Andrews, 2020) intervention, specifics about the intervention and how it was intended to bring about change, interactions and activities linked to the introduction and roll-out of the intervention, the learning that teachers gained from participating in these activities/results from these interactions, changes in teachers' behavior, and the amount to which something is being used.

This study is also anchored on The Governance of Basic Education Act of 2001, also known as Republic Act (RA) 9155, establishes the general structure for principle independence by enhancing head and leadership objectives as well as local educational administration in the context of transparency and local accountability. The goal of basic education is that the children and youth who are old enough to attend school as to hone their abilities, information, and morals so as they need to grow up to be kind, independent, successful, and patriotic members of society.

Thus, improving administrative effectiveness in the provision of educational services and raising the academic standards of basic education are the main objectives of the Department of Education. Given these objectives, DepEd divided itself into two significant structural parts. The comprehensive management of the central office is responsible for maintaining elementary education on a nationwide scale. DepEd is advancing decentralization at the basic education sub-sector under RA 9155 in accordance with a policy of shared governance, principal empowerment, and school-based management.

All government organizations that are owned by or under the rule of the government were instructed through DepEd Order 43 series 2010 to formally establish a nationwide quality management system as a means of fostering accountability and transparency in governance; establish a methodology for assessing the efficiency of quality systems; create criteria for the excellence of public services; and recognize superior quality within government entities.

The policy outlines the organizational and student outcomes for DepEd. The framework seeks to guarantee that the organization's plans, policies, systems, and procedures are concentrated on accomplishing organizational and learner outcomes; it establishes the performance measures of the organization, to which all operating units are expected to contribute; it directs the Department of Education bureaus, services, regional and schools division branches, educational institutions, and educational centers in developing their respective monitoring and evaluation plan; and it defines the role of each operating unit. BEMEF also supports the establishment of a centered around outcomes monitoring and evaluation system, which will give DepEd access to informed and evidence-based

policy development and decision-making processes, as well as better resource allocation and management for increased accountability and transparency in the basic education sector.

THE PROBLEM

Statement of the Problem

This research assessed the status of SMEA – governance implementation in relation to school access performance of Umapad Elementary School during the school year 2022 – 2023 as basis for an Enriched Training Plan.

Specifically, it sought to answer the following queries:

1. What is the relevant information of the teachers as to:
 - 1.1 age and gender;
 - 1.2 civil status;
 - 1.3 highest educational attainment;
 - 1.4 number of years in service;
 - 1.5 performance rating;
 - 1.6 seminars attended.
2. As perceived by the teachers themselves, what is the level of SMEA implementation as to governance in terms of:
 - 2.1 school facility
 - 2.2 teachers' performance
 - 2.3 learning environment, materials, and support services
 - 2.4 Stakeholders' participation/community involvement
3. What is the performance of the school as to access into the following performance indicators:
 - 3.1 Net Enrolment Ratio,
 - 3.2 Cohort Survival Rate,
 - 3.3 Completion Rate,
 - 3.4 Promotion Rate,
 - 3.5 Dropout Rate?
4. Is there a significant relationship between School Access Performance and status of SMEA implementation?
5. What are the issues and concerns in the SMEA Implementation in relation to School Access Performance?
6. What Enriched Training Plan can be developed based on the findings of this study?

Statement of Null Hypothesis

1. There is no significant relationship between School Access Performance and level of SMEA Implementation.

Significance of the Study

To deal with problems more effectively, anybody who has a direct impact on the needs of the learners, such as parents, teachers, and the community, should be able to understand those needs. At this time of the day, it is especially crucial to consider the learners' well-being. These findings should help to paint a clearer picture of how to address the learning obstacles of the learners and

improve the teacher – learner relationship in order to develop well-rounded individuals. The following persons find this study to be important in a variety of ways:

The Higher – Level Officials of the DepEd. The findings of this study will help them understand the SMEA Implementation and the associated concerns about how it would impact learners as well.

School Heads. The school administrators will be able to see clearly the current teaching-learning environment and address any problems and gaps appropriately.

Teachers. They will be able to recognize strategies for promoting the learners' positive learning and fill up any gaps.

Learners. This study might be extremely helpful for learners because it might motivate them to perform better in their schoolwork and cultivate a positive attitude toward learning.

Parents. The study's conclusions may motivate parents to take a more active role in raising their children and fostering good connections with teachers.

Stakeholders. The results of the study will serve as the basis for working with educators to create a setting where learners may learn and develop in a healthy way.

Future researchers. The study's researcher hopes that the findings will open up new opportunities for resolving learners' concerns and improving the country's educational system.

RESEARCH METHODOLOGY

This part contains the research methodology which includes the method used, the flow of the study, research locale, research respondents, research instruments, data gathering procedures, statistical treatment of data, scoring procedures and definition of terms.

Design

The method used in this study is the descriptive – correlational design as it determines the school access performance and level of SMEA implementation.

Flow of the Study

The input of the study included the relevant information of the learners specifically their age, gender, and grade point average. It also included relevant information about the teachers specifically on their age, gender, civil status, number of years in service, performance ratings and relevant trainings, seminars and workshops attended.

The process of the study included the transmittal letters, survey questionnaires, appropriate statistical method and research procedure which will strictly be followed and guided by the research approach it will employ which is the descriptive-correlational method of research.

The output of the study is the proposed Enriched Training Plan which will be develop based on the findings of the study.

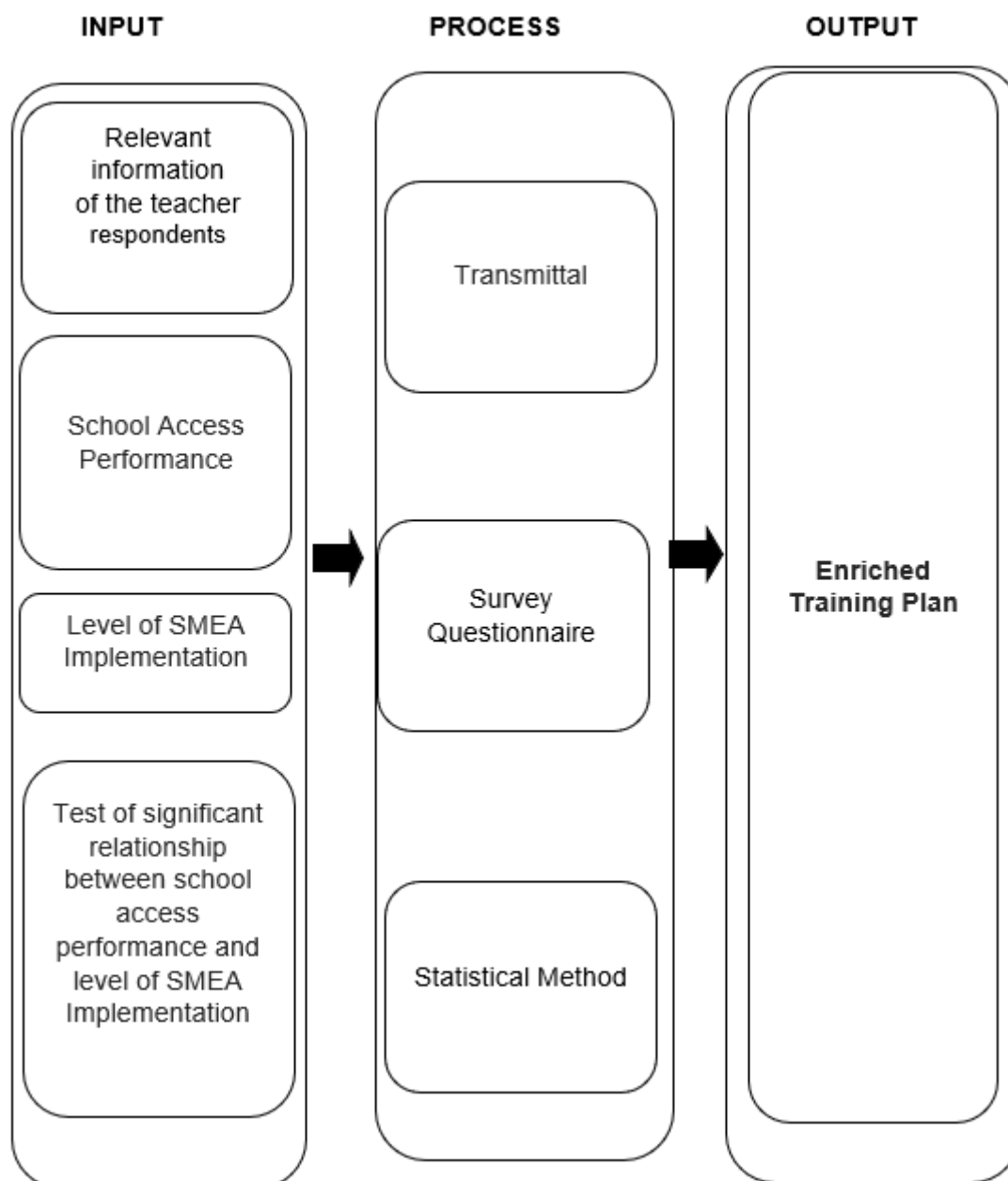


Figure 2. The Flow of the Study

Environment

The study was carried out at Umapad Elementary School in the Mandaue City Division's North District in Region VII's Central Visayas. The school, an elementary public school, opened its doors in 1994, making it 29 years old. It is a school located in the Mandaue City Division, next to the Marcelo Fernan Bridge. It is at the U.N. Mandaue City, Avenue, and Umapad. Its 630 square meters of total land area. 1010 learners attended the school, which also employed 34 people, including the principal, teachers, an administrative officer, and an ALS teacher. Only 4 of the staff members were male; the others were female. The school has 29 courses, including three kindergarten classes, six first-grade classes, four second-grade classes, four third-grade classes, four fourth-grade classes, four fifth-grade classes, three sixth-grade classes, four subs, and one ALS instructor. Since she had ties to the school, the researcher picked this as the initial place.

From kindergarten through sixth grade, the school provided a full elementary curriculum. The K to 12 Basic Education Curriculum (K to 12 BEC) is being implemented at the kindergarten through sixth grade levels at the moment. According to the Mandaue City Division's Enhanced Basic Education Information System (EBEIS) profile, the socioeconomic background of the enrolled learners is primarily urban poverty. Men enroll at a higher rate than women historically, according

to data on enrollment. Internal and external stakeholders make up the school's basic partners in the implementation of numerous programs and projects. The learners, instructional personnel, and support staff are referred to as internal stakeholders.

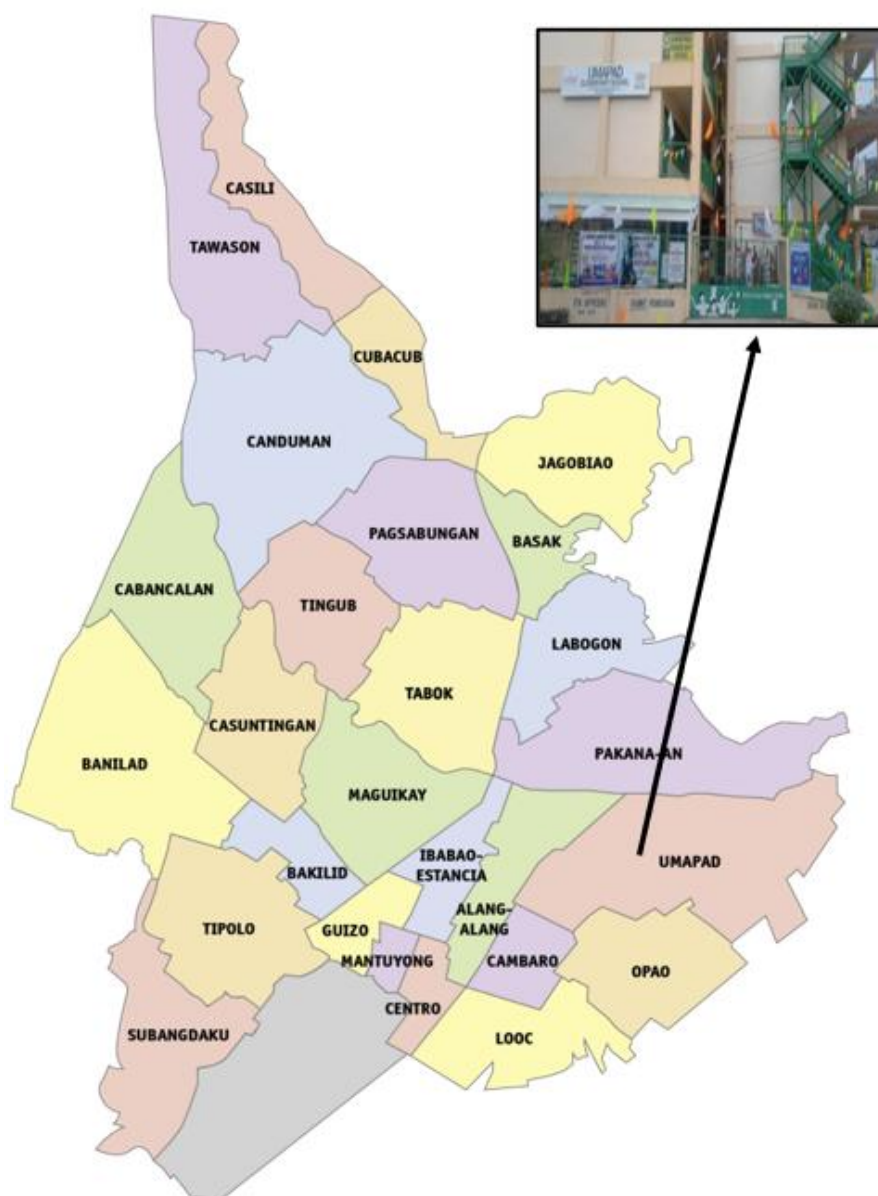


Figure 3. Location Map of the Study

among the common external stakeholders of the schools are the involvement of the parents, the Local Government Unit (LGU), corporate sectors, media partners, and religious sectors.

The school have had success for years thanks to several contests, quiz bees, and other awards from various stakeholders and other private organizations. Furthermore, these institutions raised the bar for regional and national academic competitions, such as quiz bowls and press conferences. The learners are also exceptional athletes, and a few of them have already displayed their potential by winning numerous events at regional and divisional contests. The school receive money from a number of non-governmental organizations that have created feeding programs for learners who do not have access to proper nutrition or enough food at home. Each Brigada Eskwela, stakeholders like the police, barangay authorities, and other private institutions help restore the school in time for the start of classes.

Respondents

The respondents of the study were the teachers of Umapad Elementary School. There are 30 teachers taken as respondents of the study. They were taken through random and purposive sampling.

The teachers need to be teaching in Umapad Elementary School and that they have the willingness to take part in the research undertaken.

Table 1 shows the distribution of respondents.

Table 1. Distribution of Respondents

School	Teachers	Total	Percentage
	F		
Umapad Elementary School	30	30	100
TOTAL	30	30	100

Instrument

The tool used in the study for the respondents was the modified checklist for SMEA Implementation taken from the study of A. Delima and S. Pecajas (2022).

Preliminary Checklist was also provided to gather data on pertinent information about the respondent groups.

Data Gathering Procedure

This research commenced following approval of the title by the Dean of the Graduate School of Cebu Technological University, Main Campus. Subsequently, a letter request to conduct research on the given title shall be given before the Office of the Schools Division Superintendent of the Division of Mandaue City. After getting approval from the Schools Division Superintendent, the questionnaires were then administered either through google form or face to face however with adherence to health and safety protocols.

For the administration of the questionnaire, the researcher sent a letter to the School Heads requesting for permit to administer the same and the date for its retrieval. The details of the questionnaires were comprehensively discussed to the respondent-groups through social media platform or face-to-face before they are made to answer the indicators. The respondents and parents were assured on the confidentiality of the information gathered from them and exercise strict adherence to Data Privacy Law and other laws governing the interest of the respondents. The data gathered were consolidated, tallied, and analyzed with the aid of statistics.

Statistical Treatment of Data

This research utilized simple percentage to answer sub-problem number one (1), while weighted mean and Likert scale are used to analyze the data gathered for sub-problems two which will be presented in table form. The data collected for sub-problem number three are analyzed through documentary review. The concept of weighted mean plays a vital role in descriptive statistics utilized to investigate the consistency of the responses.

Simple Percentage Analysis. It speaks of the types of rates used to compare two or more data series. Furthermore, a percentage is used to determine relationship between the series of data.

Weighted Mean. This is an average in which weights are assigned to individual values to determine the relative importance of each observation. It is the summation of the computed values of the product of the assigned weights and their respective number of responses.

Pearson’s Correlation Coefficient. **Pearson’s Correlation Coefficient** is a type of statistics that is used to measure statistical relationship, whether an association between two appropriate variables. It is best known to be the greatest method in measuring the relationship between variables that is the point of interest since it is grounded on the method of covariance. It shows data about the

magnitude of the relationship among variables, or correlation, as much as the direction of the relationship.

Scoring Procedures

The following are the scoring procedures:

Scoring Procedure for SMEA Implementation			
Weight	Range	Category Response	Verbal Description
4	3.26 – 4.00	Fully Implemented	Strongly Demonstrated
3	2.51 – 3.25	Implemented	Moderately Demonstrated
2	1.76 – 2.50	Partially Implemented	Satisfactorily Demonstrated
1	1.00 – 1.75	Not Implemented	Poorly Demonstrated

DEFINITION OF TERMS

Terms are operationally defined as how it is used in the study:

Enriched Training Plan. This refers to the output of the study which will be based on the important findings and salient conclusions and generalizations.

SMEA. This refers to the school, monitoring, evaluation and assessment which was to efficiently and effectively distribute instructional materials in order to produce the required results and long-lasting educational outcomes, as well as to offer unbiased information that can guide decision-making for steadily raising organizational performance.

School Facility. This relates to the number of building systems, including mechanical, plumbing, electrical, and power, telecommunications, security, and fire protection systems, in addition to the building's physical construction.

Teachers' Performance. This is a reference to the oversight of a class as it is being taught and learned.

Learning Environment. In addition to feeling secure and encouraged in their quest for understanding, learners might be inspired by their surroundings in this setting.

Stakeholders' Participation and Involvement. encourages connections, trust, confidence, and buy-in for your organization's most important activities by assisting organizations in proactively taking into account the interests and wants of everyone who has an interest in them.

School Access Performance. The extent to which a learner, educator, or school has attained their short- or long-term learning goals as evaluated by evaluation or other techniques is referred to as this.

Net Enrolment Ratio. It simply refers to the percentage of children in that age group—boys and girls combined—who are enrolled in a particular level of education.

Cohort Survival Rate. It is the percentage of learners who are in first grade.

Completion Rate. It is the percentage of learners who start in the first grade or year of a level of education who complete it in the allotted number of years of study.

Promotion Rate. It is the percentage of learners who move on to the following grade in the subsequent academic year.

Dropout Rate. It is the percentage of learners who drop out of a certain grade.

Relevant Information. Age, gender, civil status, highest level of education attained by the teachers, years of experience, and the number of related trainings, seminars, and workshops attended are all relevant factors.

Issues and Concerns. This refers to the barriers and challenges that need to address with in the SMEA Implementation.

Chapter 2

PRESENTATION, ANALYSIS OF DATA AND INTERPRETATION

This part of the study presents, analyzes, and interprets the data obtained from the respondents composed mainly of the teachers. It answers the questions posed in the problem. The study is divided into three (3) parts. The first part of the chapter dealt with the related information as to teachers’ age, gender, civil status, highest educational attainment, number of years in service, performance rating and relevant trainings and seminars attended. The second part of the study dealt with the level of SMEA implementation as to governance in terms of school facility, teachers’ performance, learning environment, materials, and support services, and community involvement. This also include the performance of the school as to access into the following performance indicators, Net Enrolment Ratio, Cohort Survival Rate, Completion Rate, Promotion Rate and Dropout Rate. The third part dealt with the relationship between School Access Performance and status of SMEA implementation. This part also dealt with the issues and concerns in the SMEA Implementation in relation to School Access Performance.

RELEVANT INFORMATION

This initial section manages the respondents’ important information who were the teachers of Umapad Elementary School in the North District of Mandaue City Division.

Teachers

This section pertains to the relevant information of teachers in terms of age, gender, civil status, highest educational attainment, number of years in the service, performance rating, relevant trainings and seminars attended.

Age Age is an important component that must be considered in order to determine the respondents' level of understanding progression. Table 2 presents the distribution of the respondents in terms of age.

Table 2. Age Profile of the Teachers

Variable	Frequency	Percentage
Age		
51-60 years old	7	23.33
41-50 years old	10	33.33
31-40 years old	12	40.00
21-30 years old	1	3.33
Total	30	100

As reflected in Table 2, most of the respondents were within the age range of 31 – 40 years old, with 12 or 40 percent of the respondents. It is followed by the group aged 41 – 50 years old with 10 or 33.33 percent of the respondents. On the other hand, seven (7) respondents or 23.33 percent belonged to the group aged 51 – 60 years of age. The group aged 21 – 30 falls in last with one (1) respondents or 5 percent. The findings showed that most of the respondents were middle aged adults. Further evidence suggests that most respondents are responsible adults who can perform their tasks. (Hurlock, 2017).

Gender

Gender is a relevant factor that need to be determined with for it show information on how teachers dealt with their teaching. This identifies the gender whether male or female. Table 3 presents the distribution of respondents in terms of gender.

Table 3. Gender Profile of the Teachers

Variable	Frequency	Percentage
Gender		
Male	2	6.67
Female	28	93.33
Total	30	100

Only one of the teachers is a man, compared to the majority of responses who are women with 28 or 93.33 percent. It can be extrapolated that women were seen as having a preference for careers in teaching since they are more suited to care for and be enthusiastic about their students' learning. Women are naturally devoted to doing their tasks well because they are committed to their work.

Civil Status

Another relevant factor to consider is civil status. Civil status determines if the respondents are single, married or widow/ widower. Table 4 presents the profile of the teacher – respondents in terms of their civil status.

Table 4. Civil Status of the Teachers

Variable	Frequency	Percentage
Civil Status		
Single	6	20
Married	24	80
Widow/Widower	0	0
Total	30	100

Most of the respondents are married, with 24 or 80 percent as their civil status. It is followed by the single respondents, with six (6) or 20 percent of them and none of them are widow/ widower. They are mostly of marriageable age, according to the outcome. Since they are able to deal with various issues at home, it can be assumed that these teachers are skilled at managing stress.

Highest Educational Attainment

The greatest level of education attained should be one of the elements taken into account. This is relevant to the educational level that the teacher-respondents have attained. Table 5 presents the profile of the respondents in terms of their highest educational attainment.

Table 5. Highest Educational Attainment of the Teachers

Variable	Frequency	Percentage
Highest Educational Attainment		
Doctorate Degree	1	3.33
Master's Degree	28	93.33
Bachelor's Degree	1	3.33
Total	30	100

As reflected in the Table, most of the respondents have obtained their master's degree with 28 or 93.33 percent which means that in order to improve teachers' abilities to teach, professional development through ongoing research is now essential. It is followed by the respondents who have

obtained their Doctorate degree with one (1) or 3.33 percent which further suggests that the respondents seriously consider continuing their professional development as the job market becomes more competitive by the minute.

Number of Years in the Service

Another important factor to consider in this research is the number of years in the service. The length of service can be used as baseline on how dedicated an employee in their current workplace. Table 6 shows the number of years in the service.

Table 6. Number of Years in Service of the Teachers

Variable	Frequency	Percentage
Number of Years in Service		
21 years and above	6	20
16 – 20 years	5	16.67
11 – 15 years	9	30
6 – 10 years	3	10
1 – 5 years	7	23.33
Less than a year	0	0
Total	30	100

As reflected in Table 6, most of the respondents has been connected with the school for 11 to 15 years with nine (9) or 30 percent. It is followed by 1 to 5 years with seven (7) or 23.33 percent. While ages 21 years and above got six (6) or 20 percent and 16 - 20 years and above got five (5) or 16.67 percent of the respondents. It can be assumed that these teachers tend to stay longer at their current jobs for a variety of reasons, including tenure security and a passion for education.

Performance Rating

The teachers' performance ratings are an additional unavoidable component that must be taken into account. This category only evaluates teacher's overall effectiveness in their line of employment. Table 7 presents the performance rating of the teacher-respondents of the research locale.

Table 7. Performance Rating of the Teachers

Variables	Frequency	Percentage
Outstanding	18	36.73
Very Satisfactory	12	24.49
Satisfactory	0	0
Unsatisfactory	0	0
Poor	0	0
Total	30	100

As presented in Table 7, the performance rating of the teachers in the research locale are under the level of outstanding with 18 or 36.73 percent of them. There are 12 or 24.49 percent of the respondents who had achieved under very satisfactory. It is important for teachers' performance to be acknowledged so they are aware of how they are doing right now.

Relevant Trainings and Seminars Attended

This factor is quite important for it constitutes the overall awareness of the respondents with respect to SMEA Implementation. Table 8 presents the professional seminars in relation with SMEA Implementation as attended by the respondents.

Table 8. Relevant Trainings and Seminars Attended

Variable	Frequency	Percentage
Relevant Trainings and Seminars Attended		
International	3	10.00
National	1	3.33
Regional	4	13.33
Division	19	63.33
District	3	10.00
Total	30	100

In terms with the professional seminars in SMEA Curriculum Implementation attended, most of the respondents have attended division level seminars with 19 or 63.33 percent of them. It was followed by four (4) or 13.33 percent of the respondents who have attended regional trainings and three (3) or 10 percent of the respondents attended in the international and district level. Respondents who have attended in the national level garnered only one (1) or 3.33 percent respectively. The findings indicated that the majority of respondents understood the value of implementing SMEA curricula, particularly in dealing with and comprehending the types of learners who would be in such curricula. These seminars also help teachers become more knowledgeable about the curriculum.

STATUS OF SMEA IMPLEMENTATION

The second part of the study deals with the status of SMEA Implementation as perceived by teachers in terms of the indicators of SMEA Indicators as it relates to the School Access Performance.

SMEA Implementation

This part of the study dealt with the status of SMEA Implementation as perceived by respondent groups in terms of school facility, teachers' performance, learning environment, materials, and support services, and community involvement.

School Facility

An important factor that can affect SMEA Implementation is the school facility. Table 9 shows the SMEA Implementation indicator, school facility, as perceived by the respondents.

As reflected in Table 9, the indicator that obtained the highest weighted mean as perceived by the teachers was does needed repairs of officers and other school buildings with a weighted mean of 3.47 interpreted as Fully Implemented. The findings implied that it is strongly demonstrated. This further implied that the immediate repairs were done in all school facilities and establishments in the school as the school personnel dispense their duties and responsibilities in teaching the learners.

Table 9. School Facility

School Facility Indicators	Teachers	
	Weighted Mean	Interpretation
1. Construct school offices, buildings, and facilities for the learners	3.36	Fully Implemented
2. Does needed repairs of officers and other school buildings.	3.47	Fully Implemented
3. Allocate funds for improvement and maintenance of school physical facilities and equipment.	3.33	Fully Implemented
4. Prepares financial reports and submit/communicate the same to higher education authorities and other education	3.32	Fully Implemented

partners on or before due date.		
Average Weighted Mean	3.37	Fully Implemented

Legend

- 3.26 – 4.00 Fully Implemented
- 1.76 – 2.50 Partially Implemented
- 2.51 – 3.25 Implemented
- 1.00 – 1.75 Not Implemented

On the other hand, the indicator that obtained the lowest weighted mean as perceived by the teachers was prepares financial reports and submit/communicate the same to higher education authorities and other education partners on or before due date with a weighted mean of 3.32 interpreted as Fully Implemented. The findings implied that the school, through its staff consistently show their financial status to their immediate supervisor as deemed appropriate to do.

Teachers’ Performance

One of the factors that can affect the implementation of SMEA Implementation is the teachers’ performance. Table 10 shows the SMEA Implementation indicator, teachers’ performance, as perceived by the respondents.

Table 10. Teachers’ Performance

Teachers’ Performance Indicators	Teachers	
	Weighted Mean	Interpretation
Demonstrate value for learning.	3.54	Fully Implemented
Demonstrates that learning is of different kinds and from different sources.	3.43	Fully Implemented
Creates an environment that promotes fairness.	3.48	Fully Implemented
Makes the classroom environment safe and conducive to learning.	3.41	Fully Implemented
Communicates higher learning expectations to each learner.	3.35	Fully Implemented
Average Weighted Mean	3.44	Fully Implemented

Legend

- 3.26 – 4.00 Fully Implemented
- 1.76 – 2.50 Partially Implemented
- 2.51 – 3.25 Implemented
- 1.00 – 1.75 Not Implemented

As reflected in Table 10, the indicator that obtained the highest weighted mean as perceived by the teachers was demonstrate value for learning with a weighted mean of 3.54 interpreted as Fully Implemented. The findings implied that it is strongly demonstrated. This implied that the teachers give emphasis on their performance especially in teaching the learners where learning was valued considerably. The indicator that obtained the lowest weighted mean as perceived by the teachers was communicates higher learning expectations to each learner with a weighted mean of 3.35 interpreted as Fully Implemented. The findings implied that the teachers consistently share their objectives or goals to their learners as they teach and mold them to achieve great things in the future.

Learning Environment

One of the factors that can affect the SMEA Implementation is the learning environment. Table 11 shows the SMEA Implementation indicator, Learning Environment as perceived by the respondents.

Table 11. Learning Environment

Learning Environment Indicators	Teachers	
	Weighted Mean	Interpretation
Does repair of classrooms and seats before classes start.	3.39	Fully Implemented
Provides learners materials for all subject areas.	3.35	Fully Implemented
Implements Feeding Program for severely wasted and wasted learners.	3.41	Fully Implemented
Conducts regular inspection of electrical connections and wirings for safety.	3.29	Fully Implemented
Installs ceiling fans and wall fans in the classrooms and offices.	3.21	Implemented
Average Weighted Mean	3.32	Implemented

Legend

3.26 – 4.00 Fully Implemented

1.76 – 2.50 Partially Implemented

2.51 – 3.25 Implemented

1.00 – 1.75 Not Implemented

As reflected in Table 11, the indicator that obtained the highest weighted mean as perceived by the teachers was Implements Feeding Program for severely wasted and wasted learners with a weighted mean of 3.41 interpreted as Fully Implemented. The findings implied that it is strongly demonstrated. This implied that the teachers conduct feeding programs not only with the severely wasted and wasted learners but as well as the learners deprived with food in the community as evidenced with constant conducted feeding programs along with the support of the barangay personnel. On the other hand, the indicator that got the lowest weighted mean is Installs ceiling fans and wall fans in the classrooms and offices with a weighted mean of 3.21 interpreted as Implemented. This implied that while it is interpreted as implemented, there is still room for improvement, for even if a classroom has an electric fan, it will not always suffice due to the ever – changing weather changes and that some of the school days fall with during the summer period where it is too hot where the classrooms need greater ventilation.

Community Involvement

One of the factors that can affect the SMEA implementation is the Community Involvement. Table 12 shows the SMEA Implementation indicator, Community Involvement, as perceived by the respondents.

Table 12. Community Involvement

Community Involvement Indicators	Teachers	
	Weighted Mean	Interpretation
Involves internal and external stakeholders in formulating and achieving school vision, mission, goals and objectives.	3.45	Fully Implemented
Involves all internal and external stakeholders in developing SIP/ AIP.	3.34	Fully Implemented
Communicates effectively to staff and other stakeholders in both oral and written form.	3.16	Implemented
Establishes school and partnerships that promote learners' peak performance.	3.23	Implemented

Organizes programs that involve parents and other stakeholders to promote learning.	3.27	Fully Implemented
Average Weighted Mean	3.29	Implemented

Legend

3.26 – 4.00 Fully Implemented 1.76 – 2.50 Partially Implemented

2.51 – 3.25 Implemented 1.00 – 1.75 Not Implemented

As reflected in Table 12, the indicator that obtained the highest weighted mean as perceived by the teachers was Involves internal and external stakeholders in formulating and achieving school vision, mission, goals and objectives with a weighted mean of 3.29 interpreted as Fully Implemented. The findings implied that it is strongly demonstrated. This implied that the school, along with its personnel, constantly cooperate with the community stakeholders the vision and mission of the school in nurturing the minds of the learners.

On the other hand, the indicator that obtained the lowest weighted mean as perceived by the teachers was communicates effectively to staff and other stakeholders in both oral and written form with a weighted mean of 3.16 interpreted as Implemented. The findings implied that the teachers, while it was rated as implemented, some teachers find it hard to communicate effectively. Some of the school policies for the parent have varying schedules especially with attending PTA meetings and other relevant gatherings.

Summary on SMEA Implementation

Table 13 shows the summary of the weighted mean of the different

Table 13. Summary on SMEA Implementation

SMEA Implementation Factors	Teachers	
	Weighted Mean	Interpretation
School Facilities	3.37	Fully implemented
Teachers’ Performance	3.44	Fully implemented
Learning Environment	3.32	Fully implemented
Community Involvement	3.29	Fully implemented
Average Weighted Mean	3.36	Fully Implemented

Legend

3.26 – 4.00 Fully Implemented 1.76 – 2.50 Partially Implemented

2.51 – 3.25 Implemented 1.00 – 1.75 Not Implemented

indicators on SMEA Implementation in terms of the following factors, School Facilities, Teachers’ Performance, Community Involvement, and Learning Environment. As reflected in Table 13, the indicator under SMEA Implementation that garnered the highest weighted mean as perceived by the teachers was Teaching Performance with a weighted mean of 3.44 which was interpreted as Fully implemented, it can be implied that teachers, perceived that of all the indicators, In order to accomplish the SMEA Implementation, teaching performance are highly emphasized so as to enhance the teaching – learning process The indicator that got at least the lowest average mean with 3.29 is community involvement and despite that it is categorically implemented or moderately demonstrated, the school, along with its personnel, needs to exert extra mile in continuously improve cooperation between the school personnel and community stakeholders.

SCHOOL ACCESS PERFORMANCE

This part dealt with the School Access Performance of Umapad Elementary School, the level of achievement of a learner's, educator's, or school's short- or long-term learning objectives, as

evaluated by evaluation or other techniques, is referred to as the school access performance. It covered the typical percentage of each of the School Access Performance criteria listed such as the Net Enrolment Ratio, Cohort Survival Rate, Completion Rate, Promotion Rate, Dropout Rate.

Table 14 shows the School Access Performance based on records.

As reflected in Table 14, the Net Enrolment Ratio of the school is at the rate of 97.6 percent, which almost a 100 percent. It might be inferred that a proportion of learners may have specific reasons—such as a move—for which they do not wish to continue attending the school. The Cohort Survival Rate, Completion Rate,

Table 14. School Access Performance

School Access Performance Indicators	Percentage
Net Enrolment Ratio	97.6
Cohort Survival Rate	100
Completion Rate	100
Promotion Rate	100
Dropout Rate	0

and Promotion Rate are at a 100 percent. This indicates that after three years, every learner enrolled had acquired the requisite skills, learning requirement in a particular grade level. The Dropout Rate of the school is at zero, which means all the learners did not get a failing grade in as far as the records are concerned.

TESTING OF RELATIONSHIP

Level of SMEA Implementation and School Access Performance

Table 15 revealed the results of testing the relationship between SMEA Implementation and School Access Performance among the respondents.

Table 15 presents the relationship between School Access Performance and level SMEA implementation. The researcher used Pearson r and arrived with the results as shown in the table presented.

The testing of relationship between School Access Performance and level of SMEA implementation in terms of School Facilities resulted in a correlation

Table 15. SMEA Implementation and School Access Performance

SMEA Indicators	Computed r-value	Critical p-value	Decision on Ho	Interpretation
School Facilities	0.2644	0.0144	Reject Ho	Significant
Teachers' Performance	0.1867	0.0211	Reject Ho	Significant
Learning Environment	0.2426	0.0846	Reject Ho	Significant
Community Involvement	0.2667	0.0256	Reject Ho	Significant

@ 0.05 level of significance

given the computed r value of 0.2644 which is greater than the critical p value of 0.0144 tested at 0.05 level of significance. This means that level of SMEA implementation in terms of School Facilities have significant impact to School Access Performance.

The testing of relationship between School Access Performance and level of SMEA implementation in terms of Teachers' Performance resulted in a correlation given the computed r value of 0.1867 which is greater than the critical p value of 0.0211 tested at 0.05 level of significance. This means

that level of SMEA implementation in terms of classroom management have significant impact to School Access Performance.

The testing of relationship between School Access Performance and level of SMEA implementation in terms of Learning Environment resulted in a correlation given the computed r value of 0.2426 is greater the p critical value of 0.0846 tested at 0.05 level of significance. This means that level of SMEA implementation in terms of Learning Environment have significant impact to School Access Performance.

The testing of relationship between School Access Performance and level of SMEA implementation in terms of Community Involvement resulted in a correlation given the computed r value of 0.2651 is greater than the critical p value of 0.0256 tested at 0.05 level of significance. This means that the level of SMEA implementation in terms of Community Involvement have significant impact to School Access Performance.

The testing of relationship between School Access Performance and level of SMEA implementation in terms of physical resources resulted in a correlation given the computed r value of 0.1967 is greater than the critical p value of 0.0256 tested at 0.05 level of significance. This means that the level of SMEA implementation in terms of physical resources have significant impact to School Access Performance.

ISSUES AND CONCERNS

In a study conducted by Paragoso, S.D., & Barazon, L.M. (2019), they identified three (3) major concerns in SMEA Implementation such as cumbersome data collected, time consuming activity, compliance instead of accountability. These concerns where then utilized in the survey along with lack of teacher training in SMEA Implementation and lack/inadequate finance. Table 17 revealed the top three issues and concerns of SMEA Implementation in relation to school access performance in Umapad Elementary School.

Table 17. Issues And Concerns in Relation to SMEA Implementation

INDICATORS	RANK
Time consuming activity	1
Cumbersome data collected	2
Compliance Instead of Accountability	3
Lack of Teacher Training	4
Inadequate finance	5

Based on the table, the respondents tend to rank indicator 1, time consuming activity as the most prevalent issue on SMEA Implementation. In a study conducted by Paragoso, S.D., & Barazon, L.M. (2019), It was noted by one of its respondents that SMEA required a great deal of time and effort in accomplishing the task that it can hinder the classes of the teachers involved in facilitating SMEA. The second prevalent issue on SMEA Implementation is the cumbersome data collected, In a study conducted by Paragoso, S.D., & Barazon, L.M. (2019), it was also noted that the importance of the SMEA system and its advantages in enhancing learning outcomes are acknowledged by the respondents. However, during interviews, the vast majority of respondents claimed that the complicated data was pointless in that it did not advance the institution in any way. The third prevalent issue is the idea of compliance instead of accountability, In a study conducted by Paragoso, S.D., & Barazon, L.M. (2019), The teachers believed it was vital to complete the inquiry because it was required and needed to be turned in. It was clear from their remark that they were frustrated with having to complete a very lengthy form for each grading period. The majority of these teachers also fulfill additional responsibilities at the school necessary for its smooth operation. Advisors, property keepers, guidance counselors, and topic coordinators make up the majority of the teachers. For them, this added strain can be too great.

Chapter 3.

SUMMARY, FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

This chapter dealt with the summary, findings, conclusions, and recommendations. The summary restates the major problem and sub problems of the study. The findings are based upon the gathered data; The recommendations were carefully laid out based on the facts collected, and the conclusions were based on the findings.

SUMMARY

This research assessed the status of SMEA implementation in relation to the School Access Performance of Umapad Elementary School as basis for an Enriched Training Plan.

It sought to answer the relevant information as to teachers' age and gender, civil status, highest educational attainment, number of years in service, performance rating, relevant trainings and seminars attended. It also sought the School Access Performance such as net enrolment ratio, cohort survival rate, completion rate, promotion rate and dropout rate. It also sought the level of SMEA implementation in terms of School Facilities, Teachers' Performance, Learning Environment and Community Involvement. It also sought the significant relationship between School Access Performance and level of SMEA implementation, issues and concerns in SMEA implementation.

The researcher made use of the descriptive – correlational method of research with the use of adapted and modified questionnaire as the main tool in the gathering of relevant data.

FINDINGS

The following were the main findings.

Majority of the teachers were within the age range of 41 – 50 years old, females, married, at least have obtained their master's degree, 11 to 15 years in service, performance rating is outstanding, and majority of them have relevant trainings and seminars attended at the division level.

The level of SMEA Implementation in terms of School Facilities, Teachers' Performance, Learning Environment, and Community Involvement were interpreted as fully implemented or highly demonstrated. The most confronting factor in relation to SMEA Implementation is the Time – Consuming Activity. It was noted that SMEA required a great deal of time and effort in accomplishing the task that it can hinder the classes of the teachers involved in the activity. The second prevalent issue on SMEA Implementation is the cumbersome data collected, the respondents appreciate the significance of the SMEA system and its benefits in increasing learning outcomes. The third prevalent issue is the idea of compliance instead of accountability, The inquiry needed to be finished because it was necessary and needed to be submitted. Their comment made it plain that they were dissatisfied with having to fill out a lengthy form for each grading period.

CONCLUSION

Based on the primary findings of the study, there is a significant relationship between SMEA implementation and School Access Performance of Umapad Elementary School.

RECOMMENDATION

Based on the conclusions made on the study's findings, the following are recommended:

Implementation of the proposed Enriched Training Plan for the teachers in relation with the SMEA Implementation.

Master Teachers and the Head of School should promote accountability and teamwork with the faculty regarding the status of SMEA Implementation in the school.

Future scholars should think about using the findings of this study as the foundation for future research projects.

Chapter 4

OUTPUT OF THE STUDY

ENRICHED TRAINING PLAN

RATIONALE

The school will be better able to meet its objectives for the students and give the instructors more freedom to fulfill their roles at an institution dedicated to nation-building if the outcomes of SMEA implementation are used effectively in the classroom. Given that SMEA's principal objective is to produce learners with unique abilities and intelligence who, when developed, become future productive citizens, this is very pertinent. To accomplish this goal, the principal and the instructors must collaborate. Additionally, the school needs to establish trusting connections with the stakeholders to expand its capacity to enhance learning outcomes. To ensure that they, along with the school head, can effectively execute school programs based on SMEA results, teachers must actively participate in the process. They will be able to plan and implement necessary programs which are beneficial and relevant to the learners under Umapad Elementary School.

OBJECTIVES

This Enriched Training Plan will hopefully:

1. Provide the teachers a sense of direction in the implementation of SMEA
2. Enhance the stakeholder and teacher relationship relative to SMEA implementation.
3. Enhance the effectiveness of school supervision.

PLAN OF IMPLEMENTATION

The plan of implementation is tending to the requirement for strengthening SMEA Implementation as it relates to the school access performance. This is actualized inside the school year to ensure that the objectives were met or actualized.

ENRICHED TRAINING PLAN

Area of Concerns	Objectives	Strategies	Description	Budget	Budget Source	Time Frame	Implementors	Evaluative Measures	REMARKS
ORIENTATION	Orient Teachers and Community Stakeholders on SMEA	Participate in school meetings, and Supreme Pupil Government/ community stakeholders Meeting, to give orientation and or announcements on SMEA Describe the process flow of SMEA as part of the Monitoring and Evaluation and Adjustment System in the School	Strengthening Parent - Teacher Relationship as to better implement school projects relative to the SMEA Implementation	Php 25,000	MOOE FUNDS	AUGUST 2023	School Principal Stakeholders, GPTA Board, SPG	Improved Communication Among Colleagues, School Head, Community Stakeholders and improved teachers' capacity and capabilities in relation with SMEA Implementation	
GATHER DATA QUARTERLY	Validate data gathered and consolidate Analyzing and Interpreting data collected	Gathered data quarterly per grade level for consolidation Presentation of Consolidated data to the school head, teachers and community stakeholders	Presentation of Data during the Quarterly School Monitoring and Evaluation	Php 10,000	Funds raised through an activity	Quarterly	School Principal, Teachers Stakeholders, GPTA Board, SPG	Identification of CIGPS and crafting of intervention of activities	
ACCOMPLISHED REPORTS	Submit gathered data in the District Level	Submit Reports through Email and Provide Hardcopy for school consumption	Submission of Validated Data	Php 5,000	Funds raised through an activity	Quarterly	School Principal and Teachers	Validation of Proposed Learning Interventions in the District Level	

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