

Child Welfare Education Programs for Integrated Schools: A Management Model

Dr. Karen C. Doroja¹, Dr. Florabelle B. Patosa², Dr. Abigail M. Cabaguing³

Abstract: *The Philippine government envisioned providing better basic education to school-aged children by focusing and addressing backlog of facilities and instructional materials, and establishing inclusive education practices. Large class sizes, lack of teaching resources, lack of subject specialists and other similar gaps in teaching have strained the students' learning outcomes. Hence, this study could lead to the drawing out of a management model of child welfare education programs that could guide administrators of integrated schools as deemed significant. The study aimed to develop a management model of child welfare education programs for integrated schools as mandated by the Department of Education (DepEd). This study utilized the mixed method research approach in order to develop a management model of child welfare education programs for integrated schools. The respondents of this study were categorized into two groups: school administrators and teachers of integrated schools in the First Congressional District of Samar. The extent by which the integrated schools in the First Congressional District of Samar managed the identified child welfare education programs along planning was predictive of the performance of these schools in these programs. The school administrators and teachers of integrated schools in the First Congressional District of Samar experienced varied challenges in the management of the child welfare education programs. Hence, a management model of child welfare education programs is proposed.*

Keywords: Educational Model, Child Welfare Education Program, Integrated Schools

1. Introduction

Reform programs in the education sector are anchored on providing equity, access, and quality. The Philippine government envisioned providing better basic education to school-aged children by focusing and addressing backlog of facilities and instructional materials, and establishing inclusive education practices such as the Alternative Learning System (ALS) (Macasaet, 2013). These reforms are hoped to achieve gains in the quality of education through continuous evaluation by the different stakeholders of the programs and activities institutionalized as part of the reforms. The Republic Act Number 9155 or the Governance of Basic Education Act of 2001 provided the framework for local leadership of schools through School-Based Management (SBM) (Congress of the Republic of the Philippines, 2001).

As a result, there are a lot of pressures nowadays on education systems around the world to deliver high-quality education. The member countries of the Organization for Economic Co-Operation and Development (OECD) adopted no fewer than 450 education reforms between 2008 and 2014 (Viennet & Pont, 2017). These reforms are made to adjust, improve, and drive the future amid the fast-paced economic, social, and demographic environments that embed education. In connection with these reforms, different programs have been initiated and formulated by education systems which mainly focus on the whole child, including his behavior, aesthetics, physical, social, and cognitive development.

In the Philippines, for instance, the Department of Education (DepEd) has implemented numerous programs to serve as catalysts for wider improvements across the education system. Cabardo (2016) highlighted that several projects, programs, and activities (PPA) had been undertaken by DepEd in the realization of SBM frameworks at the school level. These

PPAs include Brigada Eskwela, Every Child a Reader Program, School First Initiatives, Child-Friendly School System, Project WATCH (We Advocate Time Consciousness and Honesty), and Adopt-a-School Program. The Education for All (EFA) by 2015 provided the basis to DepEd's undertaking of reforms in the education system to achieve higher student learning outcomes. The Asian Development Bank (2011) also emphasized that educational projects, programs, and activities are framed around child development, nutrition and health, language, and school-based management.

Despite the availability of these programs on child development, grim realities existed in terms of access and quality of education in the country. Based on a report by the Asian Development Bank (2011), the net enrollment rates for elementary and secondary levels of education have stagnated in recent years with significant disparities in access across regions, and with completion rates that remained low. The same report also emphasized that the country's basic education has weak quality and relevance because of prioritization of enrolment over learning and achievement and curriculum and instruction focused on breadth over depth or mastery of fundamental competencies.

Also, large class sizes, lack of teaching resources, lack of subject specialists and other similar gaps in teaching have strained the students' learning outcomes based on low mean percentage scores (MPS) in the National Achievement Test (NAT) for both elementary and secondary level than the pass rate of 75 percent, particularly in Mathematics and Science (ibid). On top of these problems, there is an inadequate spending on education based on budget allotted to address access and quality concerns of the country's education (ibid).

The abovementioned dilemma of the country's education system serves as the push factor that gears the policymakers to

enact programs for the school-aged children's well-being. The need to provide equitable access and quality to these children as opportunities for investments in human capital for future development has become DepEd's mantra. The Enhanced Basic Education Act of 2013 has made it a policy of the State to give every student an opportunity to receive quality education that is globally competitive based on a sound curriculum, and to make education learner-oriented and responsive to the needs, capacities and circumstances of learners, and the use of appropriate language for teaching and learning (Official Gazette, 2013).

A disappointing reality, however, is that the government's efforts through the various programs aimed at the school-aged children's welfare have not always been fully successful in translating the results of structural reforms and pragmatic changes into sustainable improvements in educational outcomes. The Asian Development Bank (ibid, 2) has pointed out various reasons for this failure to include projectization where the financial assistance from foreign donors have not been mainstreamed into line operations, lack of alignment between national budget funding releases and program implementation, political influence over program implementation, constant changes in leadership in the Department of Education, and resistance to change within the DepEd bureaucracy, including teachers, school administrators, and other internal and external education stakeholders.

The aforementioned issues that hamper the complete realization of the benefits of the child welfare education programs by DepEd tackles the functions of management. Rongala (2015) defined program management as the coordinated management of a program to achieve the set goals and benefits. It provides a much more comprehensive view of the organization as regards how it coordinates efforts in the realization of a program in terms of planning, organizing, monitoring and evaluation, and feedbacking. Overall, it strengthens the alignment towards organizational business strategy, ensures better control, and provides more focus towards benefits realization.

The management of any type of educational programs is doubly hard for administrators of integrated schools. Integrated schools are defined by the bill in the House of Representatives as a public school offering kindergarten, elementary, and junior high school education in a unified instructional program (House of Representatives of the Republic of the Philippines, 2017). According to Lino & Lolinco (2018), administrators of integrated schools oversee a complex operation and strong administrators may be the single most important factor in determining the effectiveness of a school. However, they maintained that empirical researches along educational management and leadership since the establishment of integrated schools have not documented the practices and difficulties of school administrators managing programs mandated by DepEd that could impact integrated schools. The same held true for integrated schools in the First Congressional District which had no documented results on how their administrators have been able to manage educational

programs. Hence, a study on such a concern that could lead to the drawing out of a management model of child welfare education programs that could guide administrators of integrated schools was deemed significant.

The study aimed to develop a management model of child welfare education programs for integrated schools as mandated by the Department of Education (DepEd) during the School Year 2019-2020. Specifically, this study sought answers to the following questions:

- 1) What is the performance of the school along with the following:
 - 1.1 Child Development
 - 1.2 Nutrition Program;
 - 1.3 Language Program; and
 - 1.4 Level of School-Based Management;
- 2) What is the extent of management of the child welfare education programs in terms of:
 - 2.1 Planning;
 - 2.2 Organizing;
 - 2.3 Implementing;
 - 2.4 Monitoring and Evaluating; and
 - 2.5 Reporting/Feedbacking?
- 3) Is there a significant relationship between the performance of the school and the extent of management of the child welfare education programs?
- 4) What are the challenges experienced in the management of the identified child welfare education programs for integrated schools?

2. Methodology

This study utilized the mixed method research approach in order to develop a management model of child welfare education programs for integrated schools as mandated by the Department of Education (DepEd) during the School Year 2019-2020. The triangulation type of mixed method of research was used in this study to combine the elements of quantitative approaches, particularly in describing the performance of the integrated schools in the management of the child welfare education programs and the extent of management of these programs along planning, organizing, implementing, monitoring and evaluating, reporting and feedbacking, and qualitative approaches in terms of the challenges experienced in the management of the identified child welfare education programs for integrated schools for the purposes of breadth and depth of understanding and corroboration (Schoonenboom, & Johnson, 2017). The quantitative-descriptive type of research was utilized in this study to find patterns and test the correlation of the data gathered to derive results that would serve as basis for the development of a management model of child welfare education programs for integrated schools in the Division of Samar. Meanwhile, the qualitative research method using the

phenomenological approach was used in order to describe the challenges experienced by the school administrator- and teacher-respondents as to the extent of management of the identified child welfare education programs for integrated schools.

3. Instrumentation

The researcher made use of questionnaire and interview guide as data collection instruments for this study. A researcher-made questionnaire was used to collect the data for quantitative analysis. Part I of both sets of questionnaires consisted of items regarding the profile of the school administrator- and teacher-respondents. Part II of both sets of questionnaires is a rating list where the child welfare education programs along child development, nutrition, language, and level of school-based management were included and inputted. In this part, the two groups of respondents were asked to rate the performance of the integrated schools in the First Congressional District of Samar along the abovementioned programs. The two groups of respondents were asked to place their rating based on five-point rubrics which corresponded to the following five-point scale: 5 for outstanding which meant that all five indicators had been practiced, 4 for very satisfactory which meant four indicators had been practiced, 3 for satisfactory which meant that three indicators had been practiced, 2 for unsatisfactory which meant that two indicators had been practiced, and 1 for poor which meant that only one indicator had been practiced. Part III of both sets of questionnaires was the same rating list which consisted of 10 statement indicators each for the five management functions, as follow: planning, organizing, implementing, monitoring and evaluating, and reporting and feedbacking. These statement indicators reflected the extent of management of the child welfare programs in the integrated schools in the First Congressional District of Samar. In this part of the questionnaire, the two groups of respondents were asked to indicate their ratings based on a five-point rubric which corresponded to the following five-point scale: 5 for fully implemented, 4 for highly implemented, 3 for moderately implemented, 2 for poorly implemented, and 1 for not implemented.

An interview guide was used to collect qualitative data from the school administrator- and teacher-respondents regarding the challenges they had experienced in the management of the identified child welfare education programs for integrated schools. The interview questions revolved around the five functions of planning, organizing, implementing, monitoring and evaluating, and reporting and feedbacking which were open-ended questions, with warm-up questions to prepare the two groups of respondents in answering the interview proper guide questions.

The questionnaire as well as the interview guide was validated as regards to content and reliability. The content validation of both sets of research instruments was made through expert

analysis. Pilot testing was conducted to test the Internal Consistency Reliability using Cronbach alpha. The coefficient was computed at 0.091 which was described as reliable for individual testing, and hence, the research instruments were both valid and reliable.

Sampling Procedure

The respondents of this study were categorized into two groups, to wit: school administrators and teachers of integrated schools in the First Congressional District of Samar. There were six school administrator-respondents and 116 teacher-respondents who were involved in this study. The inclusion criteria for this study were: a) that the integrated school must come from the First Congressional District of Samar; and b) that the integrated school must have one school head for all levels of education available in said school. However, six school administrator- and 12 teacher-respondents participated in the interview.

Data Gathering Procedure

The collection of both quantitative and qualitative data by the researcher was done only after proper authority was secured from concerned authorities. Upon the approval of the concerned school authorities, the researcher proceeded with the survey using the questionnaires and the interview using the interview guide among the respondents of the study.

The survey and the interview were made personally by the researcher. During the survey using the questionnaire, the privacy of the respondents was ensured by giving them the option to not write their names on the questionnaire. Meantime, only those school administrators and teachers who consented to be interviewed were made as participants. They were interviewed individually and separately and were given ample time to answer all the questions in the interview guide. The research manuscript was submitted to the Ethical Review Committee (ERC) of Samar State University to ascertain whether it observed and followed the ethical standards in ensuring the privacy of the respondents, and in respecting their sensibilities.

4. Results and Discussion

The result of the data includes the performance of the school in some child welfare education programs, the extent of management of these programs, the challenges experienced in the management of the identified child welfare education programs, and the tests of hypotheses on the significance of relationships between variates.

Performance of the Integrated Schools in Identified Child Welfare Education Programs

The table below shows the performance of all the integrated schools in the First Congressional District of Samar along some child welfare education programs such as those pertaining to Child Development, Nutrition Program, Language Program, and Level of School-Based Management.

School Performance along Child Development, Nutrition Program, Language Program, and School Based Management

Programs	Mean Rating	Description
Child Development		
1. National Drug Education Program	4.09	VS
2. Sports Development Program	4.38	VS
3. Supreme Student Government (SSG) and Pupil Government Organization (PGO)	3.99	VS
4. Gender and Development	4.00	VS
5. Career Guidance and Advocacy Program	4.13	VS
Sub mean	4.12	VS
Nutrition Program		
1. Gulayan sa Paaralan	4.16	VS
2. School Based Feeding Program	4.29	VS
Sub mean	4.23	VS
Language Program		
1. Every Child a Reader Program	3.63	VS
2. Revitalizing Reading to Objectively Address Difficulties for a Maximum Academic Performance (ROADMAP)	3.70	VS
Submean	3.67	VS
School Based Management		
1. Solid Waste Management in Schools	3.60	VS
2. Child Friendly School System	3.67	VS
3. Wash in School Program	3.48	S
4. School Disaster Reduction Management	3.97	VS
5. Brigada Eskwela	3.20	S
Submean 3.67 Highly Competent	3.78	VS
Overall Mean	3.95	VS

Legend:

Rating	Description	
4.51-5.00	Outstanding	(O)
3.51-4.50	Very Satisfactory	(VS)
2.51-3.50	Satisfactory	(S)
1.51-2.50	Unsatisfactory	(U)
1.00-1.50	Poor	(P)

Integrated schools are, thus, doing quite well when it came to the child welfare education programs that promoted child development. The emphasis on child development-related programs by educational institutions is anchored on the premise that child development is an important determinant of health over the life course (Anderson et al., 2003). Furthermore, the early years of life of children are a period of considerable opportunity for growth and vulnerability to harm. According to Anderson et al., (2003), it is during childhood that developmental trajectories are shaped by sources of resilience as well vulnerability, and that the children’s experiences of buffers or burdens are powerful determinant of their developmental well-being.

The effectiveness of integrated schools in carrying out child development-relevant programs based on their very satisfactory performance is implicitly their way of fulfilling the mandate related to the Millennium Development Goals (MDGs) which require not only getting children into school, but making sure that all schools work in their best interest as they are entrusted to them (UNICEF, 2005). These programs are means of providing children with safe and protective schools that are equipped with appropriate conditions for learning that aim to develop their physical, mental, social, political, and cultural well-being.

Integrated schools in the First Congressional District in Samar performed very satisfactorily when it came to the nutrition programs of DepEd, particularly along School-Based Feeding Program. The present findings suggest that integrated schools found efficient and effective ways to carry out the nutrition programs of DepEd amid inherent deficiencies. The language programs of DepEd have also been handled competently by integrated schools. The findings of the present research affirmed the crucial role that reading plays in the achievement of learners in school. In fact, the quality of schools is now indicated by the outcomes of students’ learning. Reading difficulties manifested by students serve as barriers to their academic achievement which, in turn, reflect failure of schools. Therefore, educational institutions must value delivery of quality reading programs to be used in the learning process, and incidentally, recognize the significant roles of administrators and teachers administering these programs to ensure authentic improvement in reading and in learning as well.

In terms of School-based Management, Integrated schools in the First Congressional District of Samar were very satisfactory in carrying out the identified child welfare education programs of DepEd such as those pertaining to child development, nutrition, language development, and level of SBM. The present findings which highlighted the success of

integrated schools in handling certain child welfare education programs reflected their success in overcoming factors connected with program implementation which Borman (Tereza, 2019) identified as the nature of the programs, the roles of the principals and other stakeholders, the clarity of objectives, the means to achieve the objectives, and the acceptance of the programs by the recipients. In the present research, therefore, the schools were successful in thwarting the impact of the aforementioned factors which led to the very satisfactory performance of integrated schools in the First Congressional District of Samar regarding certain identified child welfare education programs.

Extent of Management of the Child Welfare Education Programs

The extent of management of certain identified child welfare education programs of integrated schools in the First Congressional District of Samar is herein presented and discussed along planning, organizing, implementing, monitoring and evaluating, and reporting and feedbacking.

Planning: Table below presents the extent of management of certain child welfare education programs of integrated schools in the First Congressional District of Samar along planning.

Extent of Management Implementation of the Child Welfare Education Programs in Terms of Planning

Planning	Mean Rating	Description
1) Exercises participatory and consultative manner in planning the implementation of school programs with the school personnel, teachers, parents, and pupils.	4.02	HI
2) Formulates programs implementation plan in alignment with the department goals, objectives, mission, vision included in the SIP/ AIP.	4.15	HI
3) Takes into consideration the problems and needs of the learners as the focus of the program implementation.	4.12	HI
4) Makes available needed materials at all costs in the implementation of programs.	3.91	HI
5) Plans with teachers to a variety of teaching methods, new innovations and technical skills to improve pupils' performance along with the different programs of the department.	4.04	HI
6) Anticipates obstacles to achieving work goal, identify means for overcoming them	3.94	HI
7) and apply contingency measures when necessary.	3.94	HI
8) Plans a variety of activities of the programs to meet individual learner needs.	4.15	HI
9) Plans and works with teachers/ parents in identifying pupil discipline problems in order to appropriately provide supervisory assistance while implementing the programs of the school.	4.22	HI
10) Projects long-term financial needs and resources of the working groups that answer to the improvements of the school performance.	3.90	HI
11) Explains and justifies persuasively the school committees budget requests both orally and writing.	3.92	HI
Total Mean	4.04	HI

Legend:

Rating	Description	
4.51-5.00	Fully Implemented	(FI)
3.51-4.50	Highly Implemented	(HI)
2.51-3.50	Moderately Implemented	(MI)
1.51-2.50	Poorly Implemented	(PI)
1.00-1.50	Not Implemented	(NI)

The integrated schools highly implemented the identified child welfare education programs by competently organizing information to teachers of the general teaching practices and skills for which they are responsible, and by practicing equal distribution of task among teachers, it's work – relatedness for more effectiveness in the instructional level. This meant that the integrated schools in the First Congressional District of Samar were fully competent in organizing child welfare education programs.

The present findings reflected the success of integrated schools in the First Congressional District of Samar in

managing child welfare education programs. Furthermore, the success of integrated schools in the management of child welfare education programs meant that they were able to bring the plan into existence considering what Schraeder et al., (2014) considered that the organizing function is directly or indirectly related to the allocation of resources in ways that support the achievement of plans developed during planning.

Organizing: Table below reveals the extent of management of child welfare education programs by the integrated schools in the First Congressional District of Samar in terms of organizing programs.

Extent of Management Implementation of the Child Welfare Education Programs in Terms of Organizing

Organizing	Mean Rating	Description
1) Exercises maximum tolerance of sharing one's ideas, innovations, and education that help the school grow more effective.	4.01	HI
2) Practices equal distribution of task among teachers, it's work – relatedness for more effectiveness in the instructional level.	4.18	HI
3) Provides sufficient access to the managerial capabilities in times of needs (when problem arises) give	4.02	HI

appropriate assistance in decision – making.		
4) Provides work/ responsibilities and developed skills and capabilities.	4.03	HI
5) Develops strong working unit on team culture that enhance high performance and excellence.	3.98	HI
6) Informs teachers of the general teaching practices and skills for which they are responsible.	4.20	HI
7) Provides higher opportunity of working harmoniously by providing flexible division of labor in working organizational goals.	4.05	HI
8) Resolves conflict within the school by negotiating and compromise, so energies can be constructively channeled.	3.98	HI
9) Arranges for pupils/ parents/ teachers’ conferences to discuss pupil behavior and discipline problems.	4.30	HI
10) Has adequate mechanism of binding itself together by listening to the needs and priorities of all members.	3.99	HI
Total Mean	4.07	HI

Legend:

Rating	Description	
4.51-5.00	Fully Implemented	(FI)
3.51-4.50	Highly Implemented	(HI)
2.51-3.50	Moderately Implemented	(MI)
1.51-2.50	Poorly Implemented	(PI)
1.00-1.50	Not Implemented	(NI)

The present findings reflected the success of integrated schools in the First Congressional District of Samar in managing child welfare education programs. Furthermore, the success of integrated schools in the management of child welfare education programs meant that they were able to bring the plan into existence considering what Schraeder et al., (2014) considered that the organizing function is directly or

indirectly related to the allocation of resources in ways that support the achievement of plans developed during planning.

Implementing: Table below discloses how integrated schools in the First Congressional District of Samar managed the identified child welfare education programs in their implementation.

Extent of Management Implementation of the Child Welfare Education Programs in Terms of Implementing

Implementing	Mean Rating	Description
1) Implements goals and objectives in answer to the needs and priorities of each member.	3.91	HI
2) Establishes high motivation technique to keep all members work productively in accordance to expectation.	3.95	HI
3) Employs delegation of authority to the lowest level of the organization and of participatory decision – making.	4.02	HI
4) Interprets plans and give job assignments in harmony with the needs with the needs of both workers and the management.	3.96	HI
5) Establishes policies and proper standards to achieve desired goals and objectives.	4.10	HI
6) Focuses on the attainment of mandated programs in alignment with the department’s goals, objectives, mission, vision of the school.	4.24	HI
7) Directs the subordinates to the job prescribed for everyone and make himself available anytime of their assistance.	4.10	HI
8) Delegates responsibility with commensurate authority and resources in classroom operation through teachers’ empowerment.	4.11	HI
9) Maintains equal concern for task accomplishment by meeting the staff members on regular basis to discuss and evaluate staff assignments.	4.15	HI
10) Exercises leadership by influencing teachers to accomplish instructional tasks through improved skills in negotiating, bargaining and coalition building.	4.09	HI
Total Mean	4.06	HI

Legend:

Rating	Description	
4.51-5.00	Fully Implemented	(FI)
3.51-4.50	Highly Implemented	(HI)
2.51-3.50	Moderately Implemented	(MI)
1.51-2.50	Poorly Implemented	(PI)
1.00-1.50	Not Implemented	(NI)

The child welfare education programs were competently implemented by the integrated schools in the First Congressional District of Samar which implied that they were very highly commendable in managing these programs. This success of integrated schools echoed what Durlak (2011)

posited that the quality of implementation plays a significant part in bringing about outcomes. It follows that if a program is implemented poorly or even moderately well, its goals are unlikely to be achieved, or the results will be less significant. Implementation is important regardless of the range and nature

of child welfare education programs, whether these programs are for their personal and social development, to increase their academic performance, or promote their physical welfare.

Monitoring and Evaluation: The extent of management of child welfare education programs in terms of monitoring and evaluation of these programs by the integrated schools in the First Congressional District of Samar is shown below.

Extent of Management Implementation of the Child Welfare Education Programs in Terms of Monitoring and Evaluating

Monitoring and Evaluating	Mean Rating	Description
1) Establishes atmosphere conducive to all members of the organization-trust, confidence, and respect.	4.10	HI
2) Establishes and maintain an adequate and relevant monitoring/ supervision and evaluation system for all school plans and programs.	4.06	HI
3) Takes proper action to problem solving and apply corrective measures to ensure reliability of facts.	3.97	HI
4) States time standard to the right start of the work and the correct time to end and take corrective action when actual result does not meet the standards/ target set.	3.97	HI
5) Maintains productive work relationship within the school and the other to obtain cooperation from those not under direct control.	4.05	HI
6) Sets challenging, but realistic deadlines for competing group work.	4.10	HI
7) Sequences and schedule work activities to maximize efficient use of available resources.	4.07	HI
8) Establishes tools for monitoring and supervision of teachers progress so as to ensure instructional excellence.	4.01	HI
9) Adjusts to changes in workload, resources, priorities, or schedule in dynamic and timely manner.	4.03	HI
10) Evaluates personal effectiveness in a systematic, objective and periodic manner, so as to identify strengths and limitations, and plans for improvement.	3.96	HI
Total Mean	4.03	HI

Legend:

Rating	Description	
4.51-5.00	Fully Implemented	(FI)
3.51-4.50	Highly Implemented	(HI)
2.51-3.50	Moderately Implemented	(MI)
1.51-2.50	Poorly Implemented	(PI)
1.00-1.50	Not Implemented	(NI)

The present findings reflected the success of integrated schools in the First Congressional District of Samar in managing child welfare education programs in terms of monitoring and evaluating them. Most importantly, it meant that these schools were able to surpass the challenges that came with monitoring and evaluating program implementation. As a component part of any program implementation, monitoring and evaluation (M&E) is sometimes considered as an administrative burden and hence,

often an unwelcome instrument of external oversight. On a positive note, however, M&E can become a powerful tool for change in educational organizations (“A Step-by-Step Guide to Monitoring and Evaluation”, 2014).

Reporting/ Feedbacking: The data regarding the extent of management of child welfare education programs by integrated schools in the First Congressional District of Samar along reporting and feedbacking is shown below.

Extent of Management Implementation of the Child Welfare Education Programs in Terms of Reporting/ Feedbacking

Reporting/ Feedbacking	Mean Rating	Description
1) Shares helpful feedbacks with members by improved skills as listener skills, observer and constructive critic during regular/ emergency staff conferences.	4.06	HI
2) Praises all the members for accomplishing the task and give suggestion if necessary, for improvement.	4.04	HI
3) Documents all possible best practices for recording and replication.	4.12	HI
4) Gives all the members chance to share their efforts and accept suggestions for further improvement of the implementation.	4.11	HI
5) Takes considerations into what went wrong and what went well in the implementation of the program.	4.08	HI
6) Revisits the action plan prepared and adjust activities that needs improvement.	3.87	HI
7) Ensures correctness of data as a result of the program implementation for analysis and adjustment.	3.97	HI
8) Submits report to the higher office with accuracy and based on actual data gathered from the implementation of the program.	4.12	HI
9) Acknowledges innovations and creativity in the implementation of the program.	4.08	HI
10) Develops data bank of the practices which needs replication and basis for improving the activities of the project implementation.	3.95	HI
Total Mean	4.04	HI

Legend:

Rating	Description	
4.51-5.00	Fully Implemented	(FI)
3.51-4.50	Highly Implemented	(HI)
2.51-3.50	Moderately Implemented	(MI)
1.51-2.50	Poorly Implemented	(PI)
1.00-1.50	Not Implemented	(NI)

The outcomes of the research suggested that the integrated schools were competent in providing report and feedback regarding the identified child welfare education programs. The fact that these schools highly implemented reporting and feedbacking meant that they had properly installed reporting and feedbacking mechanisms that defied the odds because, according to Heirman et al., (nd), there is no guarantee that feedback is collected, analyzed, or used effectively or systematically. They further argued that the effectiveness of the feedback generated stems from the specification of what sources are relevant, the selection of mechanisms to collect information, and the manner in which information is used.

Correlation between the Performance of the School and the Extent of Management of the Child Welfare Education Programs

Table below provides the results of the correlation analysis made between the performance of the school and the extent of management of child welfare education programs along planning, organizing, implementing, monitoring and evaluating, and reporting and feedbacking.

Relationship between the Performance of the School and the Extent of Management of the Child Welfare Education Programs

Instructors' Profile	Spearman rho/ Chi-square	ρ - value	Decision	Evaluation
Planning	0.841	0.036	Reject Ho	Significant
Organizing	0.731	0.099	Accept Ho	Not Significant
Implementing	0.603	0.205	Accept Ho	Not Significant
Monitoring and Evaluating	0.783	0.066	Accept Ho	Not Significant
Reporting/Feedbacking	0.485	0.329	Accept Ho	Not Significant

Where: $\alpha = 0.05$

The present findings highlight the pivotal role that planning takes in determining the successful performance of educational organizations in the management of important programs. Some researches emphasized that there are three major categories of factors that determine the success of programs or projects in educational organizations, to wit: a) human resources field, b) organizational culture field, and c) implementation and exploitation of modern technologies. In the organization culture field, the management function of planning is identified as a critical component of strategic thinking that an organization needs. To this end, Amoli and Aghashahib (2016) claimed that planning in schools is not a change or an accident, but an effort or process. It is further averred that it provides an opportunity for school administrators to act proactively to welcome the future and look at the other component parts of the educational system as a whole.

Challenges Experienced in the Management of the Identified Child Welfare Education Programs for Integrated Schools in the First Congressional District of Samar

The challenges in the management of the identified child welfare education programs for integrated schools in the First Congressional District of Samar along planning, organizing, implementing, monitoring and evaluating, and reporting and feedback are presented as experienced by both the school administrators and teachers of these schools.

The experiences of the school administrator-respondents in the management of the identified child welfare education programs for integrated schools are categorized in themes along the functions of planning, organizing, implementing, monitoring and evaluating, and reporting and feedbacking. These themes were: lack time management from the implementer, lack of commitment, lack of support from stakeholders, lack of technical know-how or knowledge about the programs, and insufficient or unavailability of resources.

Theme 1: Lack Time Management from the Implementer.

On the part of the school administrator-respondents, they indicated lack of time management from the implementer as the most challenging experience in the management of the child welfare education programs for integrated schools. For this, three sub-themes emerged, as follow: a) insufficient time with internal stakeholders' conference; b) short notice of memorandum dissemination from higher office; and c) limited time with external stakeholders' meeting.

Theme 2: Lack of Commitment.

In terms of the extent of the organization of child welfare education programs for integrated schools, the school administrator-respondents expressed that it is challenging to gain commitment of stakeholders. In fact, they experienced lack of commitment expressed in their lack of willingness, non-innovativeness, lack of commitment from the implementer, and lack of desire to do the task.

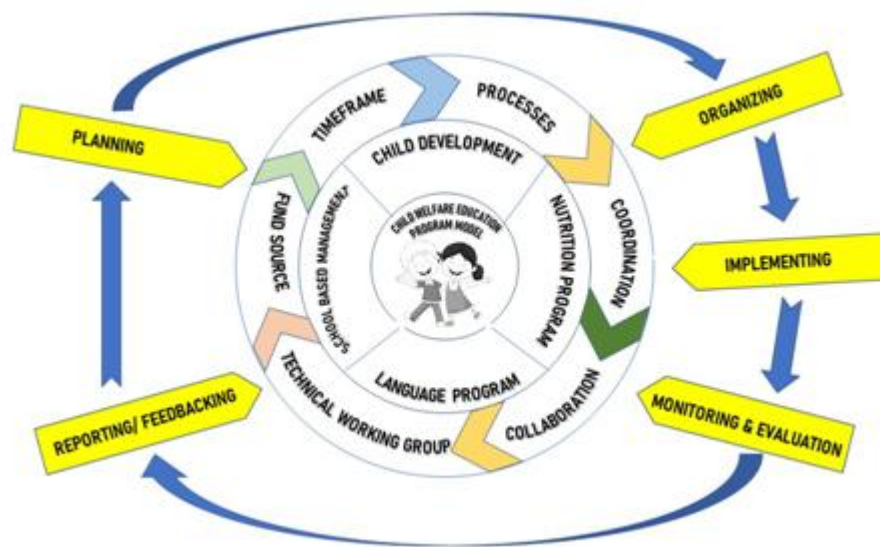
Theme 3: Lack of Support from Stakeholders. The lack of support from stakeholders was experienced by the school administrator-respondents as they go through the management of child welfare education programs along the implementation aspect. To this end, the school administrator-respondents expressed the challenges, as follow: lack of cooperation from internal stakeholders, lack of financial support, and lack of cooperation from stakeholders.

Theme 4: Lack Technical Know-How or Knowledge about the Programs. The school administrator-respondents indicated that the child welfare education programs for integrated schools lacked monitoring and evaluation tools which, in turn, stems from the implementers' lack of technical know-how or knowledge about the programs. As a matter of fact, the school administrator-respondents articulated this challenge in terms of the following: a) lack of evaluation and monitoring tool; b) lack of knowledge on how to evaluate and monitor the program; and c) lack of bases or guidelines on how should the program be evaluated and monitored.

Theme 5: Insufficient/Unavailability of Resources. The school administrator-respondents expressed that the child welfare education programs for integrated schools had

insufficient or unavailable resources for reporting and feedbacking. They specifically pointed out challenges that pertain to the unavailability of technology-based communication, lack of materials and supplies, and lack/limited budget or funds.

With this, this study proposes a management model of child welfare education programs based on the following justifications: a) the management model was crafted on the basis of the imminent challenges that school administrators and teachers experienced as regards to the management of child welfare education programs in integrated schools in the First Congressional District of Samar; b) the illustration of the management model was made with reference to the challenges experienced by the abovementioned stakeholders in integrated schools drawn from the quantitative and qualitative analysis of the data drawn using the questionnaire and interview guides; and c) the management model of child welfare education programs was specifically crafted for integrated schools and with reference to the identified programs in child development, language, nutrition, and level of school-based management.



Management Model of Child Welfare Education Programs for Integrated Schools

5. Conclusions

The respondents of the study came from two opposing places in the education continuum, with the school administrators in one end, and the teachers in the other end. They differed in role expectations since school administrators were in charge of administrative function whereas the teachers were crucial in the teaching and learning process. This difference in frame of reference could influence how they viewed the management of the child welfare programs in integrated schools.

Also, the extent by which the integrated schools in the First Congressional District of Samar managed the identified child welfare education programs along planning was predictive of

the performance of these schools in these programs. Therefore, the performance of the integrated schools in the child welfare education programs was primarily dependent on how well they were planned by the implementers and stakeholders.

Moreover, the school administrators and teachers of integrated schools in the First Congressional District of Samar experienced varied challenges in the management of the child welfare education programs that corresponded to the planning, organizing, implementing, monitoring and evaluating, and reporting and feedbacking functions.

6. Recommendations

On the basis of the conclusions drawn, the researcher offers the following recommendations:

- 1) The professional development of internal stakeholders of integrated schools such as the school administrators and teachers, particularly as regards their education and attendance in relevant trainings, must be taken into utmost consideration to enhance and enrich their understanding of how certain educational programs must be managed at the school levels.
- 2) The Department of Education at the division, regional, and national levels must focus more attention to child welfare programs along language development and school-based management, particularly in the Brigada Eskwela, as it is in this kind which registered the lowest performance among integrated schools.
- 3) The Department of Education must emphasize the indispensability of the planning, reporting and feedbacking, and monitoring and evaluating functions in the management of the child welfare education programs for integrated schools. The trainings for the school administrators and teachers must focus on these three management functions to augment whatever working knowledge they already have in planning, reporting and feedbacking, and monitoring and evaluating of child welfare education programs for integrated schools.
- 4) A system of monitoring and evaluation must be crafted by DepEd and widely disseminated to the school level within a reasonable amount of time prior to the implementation of the program. This system must include a uniform monitoring and evaluation tool and calendar of activities for the monitoring and evaluation of the program and its program components.
- 5) A series of seminars and trainings, with workshops and demonstration activities, must be conducted by DepEd to serve as capacity building for the implementers and stakeholders, particularly in planning as most of the school administrators considered lack of technical know-how or knowledge about the programs as a challenge, and to draw support, cooperation, and commitment to the child welfare education programs from the stakeholders.
- 6) A management model of child welfare education programs must be crafted for integrated schools.

References

- [1] Cabardo, J.R.O. (2016). Levels of Participation of the School Stakeholders to the Different School-Initiated Activities and the Implementation of School-Based Management. *Journal of Inquiry & Action in Education*, 8(1), 81-94. <https://files.eric.ed.gov/fulltext/EJ1133596.pdf>.
- [2] Castro, J.C., Chimborazo, L., Guevara, P., & Toapanta, E. (2017). Strategies: A Model of University Management. *Journal of Service Science and Management*, 10, 132-149.
- [3] Congress of the Republic of the Philippines. (2001). Republic Act Number 9155: Governance of Basic Education Act of 2001. <https://www.officialgazette.gov.ph/2001/08/11/republic-act-no-9155/>.
- [4] House of Representatives, Republic of the Philippines. (2017). House passes "Integrated Public Schools Act". [https://www.congress.gov.ph/press/details.php?pressid=10054#:~:text=Integrated%20School%20\(IS\)%20as%20defined,Department%20of%20Education%20\(DepEd\)](https://www.congress.gov.ph/press/details.php?pressid=10054#:~:text=Integrated%20School%20(IS)%20as%20defined,Department%20of%20Education%20(DepEd)).
- [5] Koc, A. & Bastas, M. (2019). Project Schools as a School-Based Management Model. *International Online Journal of Education and Teaching (IOJET)*, 6(4), 923-942. <http://iojet.org/index.php/IOJET/article/view/679>.
- [6] Macasaet, J.A.A. (2013). Governance of the Education Sector. <https://www.ombudsman.gov.ph/UNDP4/wp-content/uploads/2013/01/Chap7.pdf>.
- [7] Mahmoud, S., Jafari, H.A., Liaghatdar, M.J. (2012). Holistic Education: An Approach for 21st Century. *International Journal Studies*, 5(3), 178-186. <https://files.eric.ed.gov/fulltext/EJ1066819.pdf>.
- [8] Official Gazette. (2013). Republic Act Number 10533: Enhanced Basic Education of 2013. <https://www.officialgazette.gov.ph/2013/05/15/republic-act-no-10533/>.
- [9] Viennet, R. & Pont, B. (2017). Education Policy Implementation: A Literature Review and Proposed Framework. OECD Education Working Paper No. 162. [https://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=EDU/WKP\(2017\)11&docLanguage=En](https://www.oecd.org/officialdocuments/publicdisplaydocumentpdf/?cote=EDU/WKP(2017)11&docLanguage=En).