

TEACHER'S AWARENESS AND SCHOOL HEADS RESPONSIVENESS TO SCHOOL IMPROVEMENT PLAN: BASIS FOR CRAFTING OF PROGRAMS, PROJECTS AND ACTIVITIES

Jhunelyn S. Maloles^a

Laguna State Polytechnic University, Sta. Cruz, Laguna, 4009, Philippines

Abstract

This study aims to determine the relationship of teachers' awareness and school heads' responsiveness to school improvement plans. This study used descriptive correlational design by trying to assess teachers' awareness and school responsiveness in school improvement plan. The study sought to answer questions such as, Level of Teacher's Awareness to School Improvement Plan as to planning to organize, implementing, and evaluating. Level of School Heads Responsiveness to School Improvement Plan as to consistency, transparency, accountability, and adequacy. Level of Appropriateness of Crafting Programs, Projects and Activities for School Improvement Plan as to access, equity and quality. Significant relationship between Teacher's Awareness and Crafting Programs, Projects and Activities. And is there a significant relationship between School Heads Responsiveness and Crafting Programs, Projects and Activities.

A complete enumeration of all the teachers from 4 public elementary schools in the District of Victoria will serve as the respondents of the study. It is interesting to note the significant correlation exist between teachers' awareness in terms of planning and the level of appropriateness of crafting programs, projects and activities for school improvement plan. It is important to indicate the significant correlation exist between teachers' awareness in terms of organizing and the level of appropriateness of crafting programs, projects and activities for school improvement. It is interesting to note the significant correlation exist between teachers' awareness in terms of evaluating and the level of appropriateness of crafting programs, projects and activities for school improvement plan. It is important to note the significant correlation exist between teachers' awareness in terms of implementation and the level of appropriateness of crafting programs, projects and activities for school improvement.

It is important to note the significant correlation exist between School Heads Responsiveness in terms of consistency and the level of appropriateness of crafting programs, projects and activities for school improvement plan. It is stated that the significant correlation exists between School Heads Responsiveness in terms of transparency and the level of appropriateness of crafting programs, projects and activities for school improvement plan. It is stated that the significant correlation exist between School Heads Responsiveness in terms of accountability and the level of appropriateness of crafting programs, projects and activities for school improvement plan. It is important to reveal that the significant correlation exist between School Heads Responsiveness in terms of adequacy and the level of appropriateness of crafting programs, projects and activities for school improvement.

It is concluded that there is a strong correlation between teachers' awareness of planning, organizing, implementing, and assessing the suitability of creating a school development plan. In the process of improving schools, teachers are crucial change agents, it is found. Changing educational processes can include teachers in a variety of ways. Teachers' participation is positively connected with their opinion of leadership. According to the research, there is a strong correlation between a school leader's response to consistency, transparency, accountability, and appropriateness in developing a school improvement plan. It is recommended that Teachers may take the lead in overseeing the execution of programs for whole-school improvement connected to the school's strategic plan and educational priorities.

Keywords: Improvement Plan; Teachers' awareness; School Heads Responsiveness; Changing Educational Processes.

Planning; Organizing; Implementing; Evaluating ; Consistency; Transparency; Accountability; Adequacy; Access; Equity; Quality

1. Main text

Stipulated in the DepEd Order No. 44, s. 2015, "School Improvement Plan (SIP) is a roadmap that lays down the school's specific solutions to corresponding Priority Improvement Areas (PM) covering a period of three years". Further, pursuant to DepEd Order No. 44, s. 2022 known as the Adoption of the Basic Education Development Plan 2030, schools shall craft SIP to improve key result areas in basic education such as access, quality, equity, and well-being.

Once the school improvement plan is crafted and identified, an implementation plan is developed that highlights strategies, activities, professional resources, and opportunities for professional development. Generally, implementation plans span one to three years and articulate stages of awareness, partial implementation, and full implementation or goal attainment.

Every school wants its pupils to be successful. However, schools may only have a long-lasting impact if they prioritize specific objectives and change-related tactics. Through a process called "school improvement planning," schools can decide how and when to improve while also setting improvement targets.

Principals are the key players in the school improvement process. They play a wide variety of roles to ensure that the improvement plan and its implementation are successful. One of their most important responsibilities is to ensure that improvement plans reflect the characteristics of their own school and its community.

A school improvement plan outlines the adjustments a school will make. has to be improved in order to student success, and demonstrates how when these modifications will be done, etc. Selective school improvement plans assist principals, teachers, and school councils respond to the inquiries "What will our current focus be?" and What will we postpone for later? " They Encourage employees and parents to observe levels of student success and other elements including the educational setting.

According to Moolenaar et al. (2014), it is the teachers' awareness of the school environment that affects the extent to which they intentionally shape their professional networks In addition, Slavitt and Roth McDuffie (2014) indicated that principals' encouragement and responsiveness to further develop educational practice plays a vital role in whether teachers adopt a brokering role for their own and collective professional learning.

Statement of the Problem

1. What is the Level of Teacher's Awareness to School Improvement Plan in terms of:
 - 1.1 Planning;
 - 1.2 Organizing;
 - 1.3 Implementing; and
 - 1.4 Evaluating?
- 2 What is the Level of School Heads Responsiveness to School Improvement Plan in terms of:
 - 2.1 Consistency;
 - 2.2 Transparency;
 - 2.3 Accountability ; and
 - 2.4 Adequacy?
- 3 What is the Level of Appropriateness of Crafting Programs, Projects and Activities for School Improvement Plan in terms of:
 - 3.1 Access;
 - 3.2 Equity; and
 - 3.3 Quality?
- 4 Is there a s significant relationship between Teacher's Awareness and Crafting Programs, Projects and Activities?
- 5 Is there a significant relationship between School Heads Responsiveness and Crafting Programs, Projects and Activities?

Hypotheses

The hypothesis will be raised in the study and will be tested at .05 level of significance.

There is no significant relation between Teacher's Awareness to School Improvement Plan in crafting programs, projects and activities.

There is no significant relation between School Heads Responsiveness to School Improvement Plan in crafting programs, projects and activities

Research Design

The study utilized the descriptive-correlation design of research with the survey as the primary data gathering tool. Descriptive correlational studies describe the variables and the relationships that occur naturally between and among them.

Correlational research is usually employed when it is needful to explore the relationships between variables in a research project Bhandari (2019). Correlational research is a useful design in measuring the extent of the relationship between two variables.

In this way, this method fits within the ponder as it portrayed the level of mindfulness of the respondents on the Child Security Approach and the level of its implementation in their individual schools.

Statistical Treatment of Data

The study will use descriptive statistics and graphic insights with the assistance of Microsoft Excel in information arrangement and examination. The researcher will utilize recurrence and rate to depict the demographic profile of the respondents; cruel to degree the central value/score which stands the whole gather; and standard deviation to degree the changeability of the scores.

The statistics used for this study include weighted mean, t-test, ANOVA, and Pearson-r. This study also used a Five-point Likert scale to measure the awareness and school responsiveness of the teachers.

Tables

Table 1. Significant Relationship Between Teacher's Awareness and Crafting Programs, Projects, and Activities

<i>Teacher's Awareness</i>	<i>Crafting Programs, Projects, and Activities</i>	<i>r- value</i>	<i>Degree of Correlation</i>	<i>p-value</i>	<i>Analysis</i>
<i>Planning</i>	Access	.594	Moderate Correlation	.000	<i>Significant</i>
	Equity	.559	Moderate Correlation	.000	<i>Significant</i>
<i>Organizing</i>	Quality	.614	Strong Correlation	.000	<i>Significant</i>
	Access	.596	Moderate Correlation	.000	<i>Significant</i>
	Equity	.550	Moderate Correlation	.000	<i>Significant</i>
<i>Implementing</i>	Quality	.601	Strong Correlation	.000	<i>Significant</i>
	Access	.622	Strong Correlation	.000	<i>Significant</i>
	Equity	.606	Strong Correlation	.000	<i>Significant</i>
	Quality	.619	Strong Correlation	.000	<i>Significant</i>
<i>Evaluating</i>	Access	.605	Strong Correlation	.000	<i>Significant</i>
	Equity	.537	Moderate Correlation	.000	<i>Significant</i>
	Quality	.538	Moderate Correlation	.000	<i>Significant</i>

It is interesting to note the significant correlation exist between teachers' awareness. in terms of planning and the level of appropriateness of crafting programs, projects and activities for school improvement plan in terms of access ($r = .594$, $p = .000$), equity ($r = .559$, $p = .000$), quality ($r = .614$, $p = .000$). The correlation is all positive that ranged from Moderate to strong correlation.

This means that teacher awareness in planning school improvement plant tend to contribute for the students learning skills parallel to the program and activities. Teachers guarantee that subject is taught in inclusive manner that uplift the quality of education.

Another of the most current studies on the appropriateness of SIPs its impact to the academic performance is that carried out by Ettinger (2015), where through his role as a resident in the Cambridge Public Schools, he changed the approach that was taken to SIPs from an approach of compliance on the part of organizations in which the SIP was seen as a document archived on the shelves to another of continuous process of improvement. To this end, it incorporated new strategic planning templates and incorporated the opinions of the actors involved in promoting such SIPs, that is, school principals, technical teams and teachers. It is important to indicate the significant correlation exist between teachers' awareness in terms of organizing and the level of appropriateness of crafting programs, projects and activities for school improvement plan in terms of equity ($r = .550$, $p = .000$), access ($r = .596$, $p = .000$), quality ($r = .601$, $p = .000$). The correlation is all positive that ranged from Moderate to strong correlation.

It is interesting to note the significant correlation exist between teachers' awareness in terms of evaluating and the level of appropriateness of crafting programs, projects and activities for school improvement plan in terms of equity ($r = .537$, $p = .000$), quality ($r = .538$, $p = .000$), access ($r = .605$, $p = .000$). The correlation is all positive that ranged from Moderate to strong correlation.

This indicates that teachers who continuously conduct out efforts to improve the school benefit pupils' academic achievement. This means that teachers who are conscious of planning school improvement projects tend to help students develop abilities that will aid them in their educational journey. Instructors guarantee that the activities they plan to organize will boost student performance.

It is important to note the significant correlation exist between teachers' awareness in terms of implementation and the level of appropriateness of crafting programs, projects and activities for school improvement plan in terms of equity ($r = .606$, $p = .000$), quality ($r = .619$, $p = .000$) access ($r = .622$, $p = .000$). The correlation is all positive that ranged from Moderate to strong correlation.

This indicates that educators consistently evaluate classroom or extracurricular activities to assist them track student progress and determine the extent to which their intended goals were met.

In implementing the school planning, the principal acts as a manager who functions as an authorizer and coordinator so that the management of school resources can be carried out effectively and efficiently. Resource management is said to be effective if the activities carried out can support the achievement of school goals.

It is important to note the significant correlation exist between School Heads Responsiveness in terms of consistency and the level of appropriateness of crafting programs, projects and activities for school improvement plan in terms of equity ($r = .907$, $p = .000$) access ($r = .927$, $p = .000$), , quality ($r = .974$, $p = .000$). The correlation is all positive that ranged from Moderate to strong correlation.

This shows that school leaders that are responsive to programs, projects, and activities consistently can assist pupils continually improve their performance.

Table 2. Significant Relationship Between School Heads Responsiveness and Crafting Programs, Projects, and Activities

<i>c</i>	<i>Crafting Programs, Projects, and Activities</i>	<i>r- value</i>	<i>Degree of Correlation</i>	<i>p-value</i>	<i>Analysis</i>
<i>Consistency</i>	<i>Access</i>	.927	Very Strong Correlation	.000	<i>Significant</i>
	<i>Equity</i>	.907	Very Strong Correlation	.000	<i>Significant</i>
	<i>Quality</i>	.974	Very Strong Correlation	.000	<i>Significant</i>
<i>Transparency</i>	<i>Access</i>	.979	Very Strong Correlation	.000	<i>Significant</i>
	<i>Equity</i>	.964	Very Strong Correlation	.000	<i>Significant</i>
	<i>Quality</i>	1.000	Very Strong Correlation	.000	<i>Significant</i>
<i>Accountability</i>	<i>Access</i>	.974	Very Strong Correlation	.000	<i>Significant</i>
	<i>Equity</i>	.975	Very Strong Correlation	.000	<i>Significant</i>
	<i>Quality</i>	.992	Very Strong Correlation	.000	<i>Significant</i>
<i>Adequacy</i>	<i>Access</i>	.941	Very Strong Correlation	.023	<i>Significant</i>
	<i>Equity</i>	.937	Very Strong Correlation	.047	<i>Significant</i>
	<i>Quality</i>	.981	Very Strong Correlation	.023	<i>Significant</i>

It is interesting to note the significant correlation exist between teachers' awareness. in terms of planning and the A leader is someone who should be able to inspire confidence with everyone in the organization at all times, as opposed to someone who has occasional flashes of brilliance. When a leader is consistent, they are able to inspire trust, whereas a leader who is inconsistent can leave their team struggling on a daily basis.

It is stated that the significant correlation exists between School Heads Responsiveness in terms of transparency and the level of appropriateness of crafting programs, projects and activities for school improvement plan in terms of equity ($r = .964$, $p = .000$) access ($r = .979$, $p = .000$), quality ($r = .1.000$, $p = .000$). The correlation is all positive that ranged from Moderate to strong correlation.

Children's participation in school life, for the purposes of promoting empowerment, represents one of the key pillars and strategies. It has been argued that the close connection or association of children with their environment, such as in schools, has the potential to constitute a strong determinant for the enhancement of children's participation in the school setting.

This shows that school heads make sure that resources are used wisely and effectively, and that accountability is increased as a result of transparency, which helps students receive high-quality education.

It is stated that the significant correlation exists between School Heads Responsiveness in terms of accountability and the level of appropriateness of crafting programs, projects and activities for school improvement plan in terms of access ($r = .974$, $p = .000$) equity ($r = .975$, $p = .000$), quality ($r = .992$, $p = .000$). The correlation is all positive that ranged from Moderate to strong correlation. This indicates that school heads ensure that plans are implemented and then evaluated for their effectiveness in terms of student achievement.

As part of the new public management reforms in the 1980s, accountability has been a focal point in the education sphere for decades (McDonnell, 2014). It has become difficult to examine school principals' work or their role without mentioning some form of accountability.

It is important to reveal that the significant correlation exist between School Heads Responsiveness in terms of adequacy and the level of appropriateness of crafting programs, projects and activities for school improvement plan in terms of equity ($r = .937$, $p = .000$) access ($r = .941$, $p = .000$), quality ($r = .981$, $p = .000$). The correlation is all positive that ranged from Moderate to strong correlation. This indicates that school heads ensure that project and activities are adequate to the learning needs of the learners.

Another aspect related to the adequate construction of the SIPs is the quality that they have. As some researchers said (Fer; Geoffrey & Lesley, 2014; Huber & Conway, 2014), the quality of an improvement plan is vital for the development of the school and for this direct teams must be empowered and committed to school improvement.

Adequacy is one of the variable, and adequacy-related studies are discussed. Additionally, it examines earlier research that backs up and validates the adequacy.

Findings and Summary

This study aims to determine the relationship of teacher's awareness and school heads responsiveness to school improvement plan. This study used descriptive correlational design by trying to assess teachers' awareness and school responsiveness in school improvement plan. The study sought to answer questions such as, what is the Level of Teacher's Awareness to School Improvement Plan as to planning organizing, implementing, and evaluating. The Level of School Heads Responsiveness to School Improvement Plan as to consistency, transparency, accountability, and adequacy. Level of Appropriateness of Crafting Programs, Projects, and Activities for School Improvement Plan as to access, equity and quality. Is there a significant relationship between Teacher's Awareness and Crafting Programs, Projects, and Activities. And is there a significant relationship between School Heads Responsiveness and Crafting Programs, Projects and Activities. A complete enumeration of all the teachers from 4 public elementary schools in the District of Victoria will serve as the respondents of the study.

It is interesting to note the significant correlation exist between teachers' awareness in terms of planning and the level of appropriateness of crafting programs, projects and activities for school improvement plan. The correlation is all positive that ranged from Moderate to strong correlation.

It is important to indicate the significant correlation exist between teachers' awareness in terms of organizing and the level of appropriateness of crafting programs, projects and activities for school improvement. The correlation is all positive that ranged from Moderate to strong correlation.

It is interesting to note the significant correlation exist between teachers' awareness in terms of evaluating and the level of appropriateness of crafting programs, projects and activities for school improvement plan. The correlation is all positive that ranged from Moderate to strong correlation.

It is important to note the significant correlation exist between teachers' awareness in terms of implementation and the level of appropriateness of crafting programs, projects and activities for school improvement. The correlation is all positive that ranged from Moderate to strong correlation.

It is important to note the significant correlation exist between School Heads Responsiveness in terms of consistency and the level of appropriateness of crafting programs, projects and activities for school improvement plan. The correlation is all positive that ranged from Moderate to strong correlation.

It is stated that the significant correlation exists between School Heads Responsiveness in terms of transparency and the level of appropriateness of crafting programs, projects and activities for school improvement plan. The correlation is all positive that ranged from Moderate to strong correlation.

It is stated that the significant correlation exist between School Heads Responsiveness in terms of accountability and the level of appropriateness of crafting programs, projects and activities for school improvement plan.

It is important to reveal that the significant correlation exist between School Heads Responsiveness in terms of adequacy and the level of appropriateness of crafting programs, projects and activities for school improvement. The correlation is all positive that ranged from Moderate to strong correlation.

Conclusion

In the light of the findings of the study, the following conclusions were given:

1. According to the study, there is a strong correlation between teachers' awareness of planning, organizing, implementing, and assessing the suitability of creating a school development plan. In the process of improving schools, teachers are crucial change agents, it is found. Changing educational processes can include teachers in a variety of ways. Teachers' participation is positively connected with their opinion of leadership. A small amount of mediation is provided by boundary-crossing activities in the connection between leadership perception and involvement. Cross-disciplinary activities are crucial for increasing teacher involvement in school improvement.
2. According to the research, there is a strong correlation between a school leader's response to consistency, transparency, accountability, and appropriateness in developing a school improvement plan. Creating networks between the school and the community is a task for school leaders, as is encouraging non-academic staff at public schools, parents, teachers, and community associations to actively engage, particularly in carrying out programs for the improvement of the school. The Head of School is responsible for the effective general management of the school, for ensuring that academic leadership and strategic vision are provided, and for the standard of teaching and learning that occurs.

Acknowledgements

It's been a tough journey compiling this study and it would not be possible without the people who supported and inspired the researcher since day one. The author hereby expresses his heartfelt appreciation and sincerest gratitude.

First and foremost, to the ALMIGHTY GOD who continuously showers him with wisdom, love, and strength;

ROSARIO G. CATAPANG, PhD, Dean of College of Teacher Education and the Thesis Adviser, whose encouraging words, scholarly piece of advice and consideration have been a continued inspiration to the researcher, for with which this study had found proper direction until its completion;

RHONEIL B. VIBORA, PhD, Subject Specialist, for his time, knowledge expertise shared and experiences imparted to the researcher;

BENJAMIN O ARJONA, EdD, Statistician; an expert performing statistical tasks, for the help, guidance and moral support in upbringing the study's credibility;

AUGUST V. TUIZA, EdD, Technical Editor, for his time spent in editing technical aspects of this paper, and assisting the researcher in formatting this research in accordance with academic writing standards.

FLORHAIDA V. PAMATMAT, EdD, Language Critic, for the kind support and advice for the improvement of the study as well as for her patience in reviewing and editing the manuscripts;

ROGEL E. BARCENAS, EdD, External Panel Member, for his timeless commitment and for the assistance given in revising and editing the manuscripts;

Her FAMILY, for their endless prayers, support, love, and sacrifices to complete this research study successfully.

References

Anggraini, R. D. (2019). Transparansi , Partisipasi , dan Akuntabilitas Pengelolaan Anggaran Dana BOS Dalam Program RKAS di SDN Pacarkeling VIII Surabaya. 1, 201–208.

Bhandari, P. (2019, December 05). Correlational Research | When & How to Use. Scribbr. Retrieved from January 16, 2023, <https://www.scribbr.com/methodology/correlational-research>

Macatimpag,L. (2018) A survey questionnaire on the awareness and implementation of deped child protection policy. Retrieved from <https://www.scribd.com/document/371066136/SurveyQuestionnaire-for-Deped-Child-Protection-Policy>

McDuffie, A., & Yoder, P. (2014). Types of parent verbal responsiveness that predict language in young children with autism spectrum disorders. *Journal of Speech, Language, and Hearing Research*, 53, 1026–1039.

Moolenaar, N. M. (2014). Principal-teacher relationships: foregrounding the international importance of principals' social relationships for school learning climates. *Journal of Educational Administration*, 53(1).Retrieved from 3 24, 2023, from <https://emerald.com/insight/content/doi/10.1108/jea-11-2014-0134/full/html> Bhandari, P. (2019, December 05). Correlational Research | When & How to Use. Scribbr. Retrieved from January 16, 2023, <https://www.scribbr.com/methodology/correlational-research>

Pascual-Leone, Amedi, Fregni, & Merabet,Blankstein, A. M. & Noguera, P. (2015). Excellence through equity: Five principles of courageous leadership to guide achievement for every student. Alexandria, VA: ASCD.

Qian, H., & Walker, A. (2019, March). Promoting school-based research to turn around a school: An exploration of the role of school leadership. Paper presented at the Asia Leadership Roundtable 2016: Surfacing indigenous leader practices (knowledge), Retrieved from <https://www.eduhk.hk/apclc/roundtable2019/welcome.html>

Ryan, J. (2016). Promoting inclusion in Ontario: Principals' work in diverse settings. *International Studies in Educational Administration*, 44(2), 77–94.

Seashore Louis, K., & Robinson, V. M. (2014). External mandates and instructional leadership: School leaders as mediating agents. *Journal of Educational Administration*, 50(5), 629–665. Retrieved from <https://doi.org/10.1108/09578231211249853>

Wayne, A., Tanenbaum, C., Brown, D., & Boyle, A. (2017). State efforts to promote equitable access to effective teachers. Retrieved from <https://www2.ed.gov/rschstat/eval/teaching/state-efforts-equitableaccess/report.pdf>