



IMPLEMENTATION OF NEWLY CONVERTED INTEGRATED SCHOOLS: BASES FOR SUPPORT PROGRAM

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ABSTRACT

This descriptive-qualitative research determined the implementation of newly converted integrated schools as bases for support program. The study utilized an in-depth interview to gather data from the seven participants composed of five (50 school heads and two district supervisors). Employing phenomenological approach, the study analyzes and interpreted the data gathered using thematic analysis. The results of the in-depth interview revealed that internal stakeholders viewed integrated schools as helpful, accessible, and advantageous. Moreover, the study revealed that internal stakeholders encountered challenges such as shortages of teachers, school physical facilities, and financial funds during the implementation of the newly converted integrated schools

Keywords: *Implementation, Integrated Schools, Support Program*

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INTRODUCTION

Conversion of integrated schools in the Philippines aligns with the global movement towards inclusive education. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), inclusive education is fundamental to achieving the Sustainable Development Goals (SDGs), particularly SDG 4, which aims to ensure inclusive and equitable quality education for all (UNESCO, 2018). In response, the DepEd has committed to creating more integrated schools, especially in rural and underserved areas, to bridge the gap between elementary and secondary education (DepEd, 2021).

Integrated schools, which typically combine elementary and secondary education under one roof, aim to create a seamless educational journey for students. The concept of integrated schooling has gained traction as an effective approach to address educational disparities, particularly in marginalized communities (Garcia & Weiss, 2019). In the Philippines, the Department of Education (DepEd) has introduced integrated schools as part of its broader educational reform initiatives, which are grounded in the K-12 curriculum (DepEd, 2020).

The implementation of newly converted integrated schools may serve as a basis for developing a robust support system. The significance of integrated schools in enhancing educational outcomes has been emphasized globally, particularly in terms of providing equitable access to quality education (OECD, 2019). The study explored the experiences and challenges faced by the integrated schools during the implementation process, offering insights into the necessary support systems to ensure their success.

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The implementation of these schools, however, is not without challenges. Research indicates that the success of integrated schools hinges on several factors, including effective leadership, adequate resources, and strong community engagement (Leith wood et al., 2019). Moreover, the transition from a traditional school structure to an integrated one requires a well-coordinated support system that addresses the unique needs of students, teachers, and administrators (Nguyen, 2020).

The legal foundation for the establishment of integrated schools in the Philippines is rooted in the Enhanced Basic Education Act of 2013 (Republic Act No. 10533). This law mandates the expansion of basic education from a 10-year program to a 12-year program, thereby creating the K-12 curriculum (Official Gazette, 2013). The law also emphasizes the need for a comprehensive support system to ensure the successful implementation of the K-12 program, including the creation of integrated schools as a strategy to improve educational outcomes (Congress of the Philippines, 2013). The integration of elementary and secondary education within a single institution is seen as a critical step towards achieving the goals set forth in this legislation (Salandanan & Feliciano, 2020).

At present, the implementation of newly converted integrated schools in the fifth district of Iloilo is given to the District Supervisor or Principal-In-Charge of the District implements the conversion through the efforts of the elementary and secondary school heads.

The researcher encouraged to conduct the study to determine the effectiveness of the implementation of newly converted integrated schools as bases for support program.

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MATERIALS AND METHODS

Research Methodology

This chapter presents the research method, research design, participants of the study, data-gathering procedures, research instrument, and data analysis used in the study. The study determined the implementation of newly converted integrated schools as basis for support program in school year 2023-2024.

Research Method

The research method utilized in the study used qualitative research using in-depth interviews to gather the data.

Qualitative research entails inquiring about participants' experiences with events in their lives. It allows researchers to gain insights into the subjective aspects of being another person and comprehending the world from another individual's perspective (Austin, 2014).

During the interview, the participants were permitted to sit together at a distance and reflect on a series of questions related to a specific issue. The aim was to extract the essential or pertinent perspectives of the implementation of newly converted integrated schools for seven participants on a given issue within a social context through the responses of the participants to the questions.

Research Design

The study utilized a phenomenological research design, a philosophical approach within qualitative research. Phenomenology aims to explore individuals' perceptions of the world, investigating possible deviations from commonly held viewpoints. This approach

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emphasizes comprehending a person's subjective interpretations of their experiences. In practical terms, phenomenology involves conducting interviews with individuals to uncover their impressions and is commonly utilized in fields such as psychology, sociology, and social work. As per Smith (2013), phenomenology entails the examination of consciousness structures from a first-person perspective. The core element of an experience is its intentionality, indicating its inherent directedness toward something. Essentially, an experience is oriented toward an object through its content or meaning, symbolizing the specified object along with the necessary enabling conditions.

Participants of the Study

The participants of the study were the school heads and public schools district supervisors who were currently employed in the 5th District of Iloilo, Philippines. The five (5) selected school heads and two (2) public schools district supervisors were from the official number of school heads and administrators for the school year 2023-2024. Specifically, the five school heads are from the District of Lemery, from the District of San Dionisio, and the district of Ajuy; two public schools district supervisors are from the district of Sara and the District of Ajuy. They were randomly selected from each school, so it was convenient for the researcher to consider the accessibility and expenses.

Sampling Design

Purposive sampling design was used in the study. A purposive sample is a non-probability sample that is selected based on characteristics of a population and the objective

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of the study. Purposive sampling is also known as judgmental, selective, or subjective sampling (Patton, 2015).

Research Instrument

The research instrument utilized in the study was researcher-made interview schedule.

The interview schedule had five questions focusing on the purpose of study.

Voice and video recorders were used for data gathering and documentation depending upon the permission of the participants.

Validity of the Research Instrument

The in – depth interview schedule questionnaire in the study was subject to validity. Validity is the most important idea to be considered when preparing or selecting an instrument to be used. Additionally, the research wants the information through the use of an instrument to serve the purpose. Validity explains how well the collected data covers the actual area of investigation. Validity basically means “measure what is intended to be measured” (Taherdoost, 2016).

To ensure the validity of the instrument, the researcher consulted her adviser for corrections and suggestions.

The instrument was then validated by validators. Suggestions and recommendations were incorporated in the final draft of the instrument.

Data Gathering Procedures

Before conducting the questionnaire to the actual respondents, the researcher secured permits from the adviser, the dean of the Graduate School, Schools Division Superintendent,

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Schools District Supervisor and School Heads of the Schools District of San Dionisio. The letters were then sent to the participants, informing them of the purpose of the study. After this, the researcher conducted interview to the participants but, prior to this, the researcher encouraged them to sign a waiver relative to the conduct of the study.

Using in-depth interview, the researcher utilized voice and video recorders to completely capture the interviewee's words. The researcher consolidated all the collected data after series of interviews.

Data Analyses

The gathered information was analyzed using thematic approach.

Thematic analysis is the process of identifying patterns or themes within qualitative data. According to Maguire & Delahunt (2017), the aim of a thematic analysis is to identify themes, such as patterns in the data that are important or interesting and use these themes to address the research or say something about an issue. This is summarizing, analyzing, and interpreting the data gathered and making sense of it.

RESULTS AND DISCUSSIONS

The study was conducted to determine the implementation of the newly converted integrated schools as basis for support program in the Fifth Congressional District of Iloilo for School Year 2023 – 2024..

The study employed qualitative research method, utilizing in-depth interviews, an adopted a phenomenological research design.

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The participants of the study were five school heads and two public schools district supervisors with the total of seven participants. These participants were purposely chosen from Schools District of San Dionisio, Ajuy, Lemery and Sara during the school year 2023 - 2024.

The data collection utilized a researcher-developed interview schedule as a primary instrument.

Voice and video recorders were also used to collect data and keep records, as permitted by the subjects.

The questionnaire underwent content validation by a panel of experts, utilizing the criteria outlined by Fraenkel and Wallen (2007) for content validation. The researcher took into account all comments and suggestions pertaining to the tool's validation. Once the questionnaire was deemed valid, permits were obtained to authorize the commencement of in-depth interviews by the researcher.

The researcher secured consent from the adviser, Dean of the Graduate School, office of the District Supervisors, and School Heads. The researcher conducted the interviews by personally visiting schools, communities, or locations convenient for the participants.

After a series of interviews, the researcher compiled all the collected data. The information gathered underwent analysis and interpretation employing a thematic approach. The study's findings include the following:

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From the outcomes of in-depth interviews with the participants, it was revealed that internal stakeholders viewed integrated school as helpful, advantageous, and accessible. It was also found out that the Implementation of newly converted schools in term of hiring and selection of teachers includes teachers from mother school and LSB teachers provided by LGU. In term of physical facilities, it was found out that integrated schools experienced shortage of teachers, school physical facilities, and financial fund.

Based also on the results of the in-depth interview, the implementation of newly converted schools in term school site, includes sufficient land areas.

In terms of funding, it was found out that newly converted integrated schools rely only in the School Maintenance and Other Operating Expenses.

In terms of stakeholder's involvement, it was found out that stakeholders are actively involved.

The -depth interview also revealed that the implementation of newly converted integrated school in terms of management practices includes technical assistance and Lac session.

Moreover, internal stakeholders encountered challenges Such as shortage of teachers, school physical facilities shortage and financial fund shortage during the implementation of newly converted integrated school.

In order to cope with these challenges, internal stakeholders build good relationship and foster good communication with the community.

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Conclusion

Derived from the findings, the following insights were gleaned:

The internal stakeholders' strong will and determination are important aspects that impact their personal growth as leaders who face challenges in the implementation of newly converted integrated schools.

The inherent good qualities of internal stakeholders despite the inadequate resources still enable them to supervise and manage the integrated schools.

The support of the stakeholders was important to a successful program of the school especially in managing the operations of the school. They remain hopeful and see the best even in difficult situations.

The operation of integrated schools required stakeholders an opportunity to build a strong commitment and dedication from the Local Government Units and other stakeholders who continuously support their programs.

Additionally, teachers can better track students' learning progress over time, allowing for more personalized educational support.

The schools heads should communicate the vision to the teaching staff of the school, parents, and students to create a shared understanding of the school goals towards on the learning outcomes of the students.

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The school should look into the significant help and contributions extended by the stakeholders in the school. It should be monitored, evaluated and maintained as integral component of the operation of the school

School officials may strongly develop linkages with parents and include them in planning, implementing and evaluating school activities directly associated to student's learning activities. Collaborative efforts are proven to be a mover in the community.

The LGU should also allocate enough budgets for the program taken from Special Education Funds (SEF) to sustain the needs pertaining to integrated schools.

The government should ensure that the provision of capitation grants in integrated schools is made regularly and timely in regard to the number of students enrolled in schools to enable the schools to procure adequate physical teaching and learning materials such as models, charts, maps, textbooks, and reference books to allow effective teaching and learning to take place and improve the quality of education.

A copy of the support program should be given to the Schools Division of Iloilo Office, Regional Office, and Central office for them to be aware of the recommended support program and have it approved and implemented if possible. If a copy of the recommended support program would not be approved, school heads and district supervisors are encouraged to implement it in a local arrangement bases only.

A similar study is also encouraged to be conducted in the future and considering other variables not used nor mentioned in the study.

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