



Project MPAS: IT'S IMPACT ON IMPROVING THE STATUS OF THE ADOPT-A-SCHOOL PROGRAM OF BUKAL ELEMENTARY SCHOOL

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INTRODUCTION

The Philippine Constitution has mandated the government to allocate the highest proportion of its budget to education. However, Philippines still has one of the lowest budget allocations to education among the Asian countries. Lack of infrastructure is one of the issues confronting the Department of Education. There are schools who have limited resources but have very large student population. Most of them experience classroom shortage, insufficient textbooks and instructional materials and over-crowding. There are schools in low income municipalities, which are poor but have high performing students and those with undernourished students (Department of Education). Like most government endeavor, public education cannot succeed without the support of the private sector. With the help of companies and business groups, programs by the government are important in building a strong future for the country that would enhance the Filipinos' competitiveness in the global community.

Towards this end, the Adopt-A-School Program is established which allow private entities to assist a public school. Former Department of Education Secretary Edilberto De Jesus mentioned in his speech that "Basic education is too big and too important task to leave to the government. Education is the country's

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answer to the growing problem of poverty, which should not only be alleviated but be totally eradicated. ". Idealistic the statement must be, it is within reach if every Filipino will join hands and make an effort to instill change.

The Adopt-A-School Program was enacted by the Senate and House of Representatives of the Philippines through Republic Act No. 8525 on February 14, 1998. A revised implementing rules and regulations of this Republic Act was revised through DepEd Order No. 2 on 2013. Likewise, the guidelines on the utilization of downloaded funds for Adopt-A-School Program was issued through DepEd Order No. 16 in 2014. Such downloaded fund was used for advocacy and promotion activities, reorientation of school heads on ASP, evaluation of activities, stakeholders' forum, and partnership appreciation program at the division level (deped.gov.ph, 2013). Furthermore, DepEd Order No. 35, s. 2015 issues the guidelines on the utilization of support funds for Adopt-A-School Program. Mandated to provide an enhanced learning environment and resources which would benefit children and youth in public schools, the Department of Education through the Adopt-A-School Program is continuously engaged in obtaining support from various entities ensuring that each support contributes for expanding access to quality education (deped.gov.ph, 2015).

The most recent issuance is the DepEd Order No. 24, s. 2016 which is about the guidelines on accepting donation and on processing application for the availment of tax incentives of private donor-partners supporting the K to 12 program. The following documents are used as attachments to Adopt-A School reporting by public schools: Memorandum of Agreement (MOA) which is to be drafted by the school and the private sector partner specifying the responsibilities and right of both parties, including details of the donation/contribution value which is reviewed and determined

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to be in order before being signed by both parties, Deed of Donation (DOD) in favor of the beneficiary school containing the actual peso worth of the support packages and Deed of Acceptance (DOA) as a way of acknowledging the donation provided by the Private Sector Partner (deped.gov.ph, 2016).

Guided by the above-mentioned Republic Act and the succeeding DepEd Orders and related issuances, public schools in the Division of Quezon seek assistance from private sector partners. Assistance may be in the form of, but not limited to infrastructure, furniture, technology, appliances and equipment, learners' wellness health and nutrition, learners' school supplies and uniform and teaching and non-teaching personnel support.

Bukal Elementary School is facing a challenge on the sustainability of finding stakeholders that would continuously adopt the school. As stated in the DepEd mission, stakeholders are actively engaged and share responsibility for developing life-long learners. Project MPAS aims on finding more partners and stakeholders that would continuously support the school's needs.

Research Questions

This study aims to determine the impact of Project MPAS on improving the status of the Adopt-A-School Program. It also sought to answer the following questions:

1. What is the status of the Adopt-A-School Program of Bukal Elementary School in terms of the areas of support before the implementation of Project MPAS?
2. What is the status of the Adopt-A-School Program of Bukal Elementary School in terms of the areas of support after the implementation of Project MPAS?
3. Is there a significant difference on the status of the Adopt-A-School Program in terms of areas of support before and after the implementation of the project?

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4. What is the impact of Project MPAS on improving the status of the Adopt-A-School Program of Bukal Elementary School.

Hypothesis

There is no significant difference on the status of the ASP in terms of areas of support before and after the implementation of the project.

REVIEW OF RELATED LITERATURE AND STUDIES

This part contains the related studies, literature, articles and reading materials cited by various authors, writers and researchers which may support the discussions in this research study.

Adopt-A School Program

The Adopt-A School Program as stipulated in the Republic Act 8525, is a year long, supported approach to develop partnership between school and their supporters specifically business and community organizations. Likewise, it is grounded in the belief that all partners can play a vital role in enabling student and school success. Impact on students' life and learning is foreseen in the committed volunteers, sponsors and donors as support to students' needs (Department of Education n.d.) The areas of support in the Adopt-A-School Program which are the basics in the attainment of the Department of Education goals, if provided to the learners, will have positive impact to the learners and the whole institution as well, including its personnel.

According to Ilagan, education has always been a priority in the country. There are plenty of problems that need to be tackled head-on from inadequate teacher-training to the constant dearth of classrooms. In addition, he also cited that the Adopt-A-School

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Program is implemented to serve as a link between the private stakeholders/ partners and the offices of the Department of Education (Ilagan, 2012). Although public schools have budget allocations, still, such budget do not suffice the necessities of the schools, personnel and learners specifically in the cited areas of support. Private stakeholders are collaborators in the development of life-long learners as stated in the mission of the Department of Education. This statement connotes for active engagement of stakeholders.

On the other hand, Valarao discussed the importance of the Adopt-A-School Program in the improvement of the education bureaucracy. He came out with the tagline "Invest In Our Future Today". He regarded Adopt-A-School Program as a blitzkrieg attack which brought about an unprecedented private sector interest in basic education and public education (Valarao, 2013).

Learners in the public schools whose majority belong to the low-level and middle-level status of life, really need the support of private stakeholders for the continuous need on learning support. Through the sustained Adopt-A-School Program, quality and accessible education would be achieved.

Mabignay suggested development of a model for the sustainability of the Adopt-A-School Program which was a mechanism for any form of assistance received such step by step procedure upon receiving donation (Mabignay, 2012). Such step-by-step procedure upon receiving donation is being practiced in the public elementary schools of the locale of this research.

Vargas found out in her study that among the areas of support, teachers' improvement is the most prioritized, second is student improvement and the last is

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facilities improvement. Problem is on lack of orientation among the stakeholders. Moreover, she concluded that there is a need to intensify the efforts on identifying partners that can provide assistance to pupils. More training of school leaders and teachers regarding the management of community linkage is also concluded (Vargas, 2014).

Community Linkage

According to Baro, developing state-NGO partnerships is integral to contemporary development thinking. Nowadays, partnerships are one of the Millennium Development Goals which are now absorbed into the Sustainable Development Goals. The challenge on this is finding examples where donor efforts would sustain the partnership to improve provision of basic social services to the poor (Baro, 2017).

If the above-mentioned citation from the author will be applied to school-community partnerships and linkages, the same struggle and challenge is being faced by the public schools: the sustainability of community partnerships. Effective school-family-community partnerships can promote positive outcomes on school climate and youth development. However, these are significant obstacles to partnership development that may preclude effective and sustained implementation. (Cook et al, 2016).

It connotes that sustainability and long-term linkage with the community, stakeholders and private entities is considered a challenge to a school. The school climate is the general status and image of a school and it impacts among everybody in the institution. Effectivity of school partnership through the Adopt-A-School Program with the community and private entities rely on the school climate.

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A school can control its own destiny within its community. Good community relations can help the town grow and develop in ways that enhance and complement the school's mission and can help ensure the quality of life in the community. Good community relations can positively influence the business climate and well-managed community relations, with both partner bringing to and taking from the table everything that they can, will also help any school teach students what good citizenship is all about (Murphy & Tacy, 2002). It means that being the core personalities of a school, its personnel play the most important role in bringing more partners and stakeholders that would cater the school and would provide assistance on the different areas of support.

The above-mentioned statement is indeed true and is being experienced in the school being handled by the researcher. School donors are easy to find for one-time donation only. Sustaining their long-term support to the school is considered a challenge. The Adopt-A School Program reports being submitted quarterly reveals the types of donors a school has.

Bwana and Orodho recommended in their study that schools should open up communication channels with the community in their schools through elaborative school strategic plans. Priority areas should be identified. Guidelines to assist school leaders and principals to establish partnership opportunities should be developed. In addition, the Board of Management should promote the best interests of the school and ensure and assure institutional development in all aspects (Bwana & Orodho, 2014). The authors recommendations imply that planning for the strategies to be applied is an important factor to the success of partnership wherein areas of support are being prioritized through communication channels.

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SCOPE AND LIMITATIONS

This study aims to determine the impact of Project MPAS on improving the status of the Adopt-A-School Program. It also sought to answer the following questions: (1.)What is the status of the Adopt-A-School Program of Bukal Elementary School in terms of the areas of support before the implementation of Project MPAS? (2.)What is the status of the Adopt-A-School Program of Bukal Elementary School in terms of the areas of support after the implementation of Project MPAS? (3.)Is there a significant difference on the status of the Adopt-A-School Program in terms of areas of support before and after the implementation of the project? (4.) What is the impact of Project MPAS on improving the status of the Adopt-A-School Program of Bukal Elementary School?

METHODOLOGY

This study used descriptive survey research design and utilized quantitative - qualitative procedure to assess the ASP status in terms of the areas of support before and after the implementation of the Project MPAS.

The study was conducted in Bukal Elem. School which is an implementor of the Adopt-A-School Program since it was mandated by the department. The participants will be the 15 teachers of Bukal ES which comprise 100% of the total school personnel.

Data Analysis Plan

Weighted mean was used in analyzing the statement concerning the ASP areas of support. The formula is:

$$WM = \frac{\sum fx}{N}$$

Where WM = weighted mean

$\sum fx$ = sum of the products of the frequency and corresponding scores

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N= total number of respondents

Meanwhile, to determine the significant difference before and after the implementation of the project, t-test for two sample means was used. The formula is:

$$t_{computed} = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2}}}$$

where:

\bar{x}_1 = weighted mean of the responses before the project implementation

\bar{x}_2 = weighted mean of the responses after the project implementation

s_1 = standard deviation of the responses before the project implementation

s_2 = standard deviation of the responses after the project implementation

where:

\bar{x}_1 = weighted mean of the responses before the project implementation

\bar{x}_2 = weighted mean of the responses after the project implementation

s_1 = standard deviation of the responses before the project implementation

s_2 = standard deviation of the responses after the project implementation

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RESULTS AND DISCUSSION

This part shows the data gathered pertaining to the objectives of this research paper. It has four tables and interpretation of data on the following: status of the ASP of Bukal ES in terms of the areas of support before and after the implementation of Project MPAS, significant difference on the status of the ASP in terms of areas of support before and after the implementation of the project, and impact of Project MPAS on improving the status of the ASP of Bukal Elem.School.

Part I. The Status of the Adopt-A-School Program of Bukal Elementary School in Terms of the Areas of Support Before the Implementation of Project MPAS

Table 1. *Status of the Adopt-a-School Program of Bukal Elem. School in Terms of Areas of Support Before the Implementation of Project MPAS*

A. Infrastructure	WM	QD
Construction of classroom	3.33	MS
Construction of comfort rooms	3.33	MS
Construction of gates	3.53	SS
Construction of stage	3.27	MS
Construction of pavement	3.33	MS
Putting up of washing facilities	3.80	SS
Putting up of washing system	3.33	MS
Installation of grills	3.73	SS
Installation of electrification	4.00	SS
Repairs of classrooms	4.00	SS
Repairs of comfort rooms	3.73	SS
painting/repainting of school buildings and other facilities	3.73	SS
B. Furnitures		
Donation of tables	4.00	SS
Donation of chairs	3.60	SS

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Volume IV, Issue I

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Building/Repair cabinets, bookshelves and other related furniture 3.33 MS

C. Technology

Donation/Providing laptop 2.00 LS

Donation/Providing projector 2.00 LS

Donation/Providing television 4.00 SS

Donation/Providing speaker 4.00 SS

Providing internet connectivity 2.00 LS

D. Appliances and Equipment

Donation of electric fan for classroom ventilation 3.00 MS

Donation of airconditioning unit 4.00 SS

E. Learners' Wellness, Health and

Nutrition

Providing medicine/vitamins 3.40 SS

Providing health kit 3.47 SS

Feeding for undernourished learners 3.47 SS

F. Learners' School Supplies and Uniforms

Giving of notebooks, papers, writing and coloring materials 3.73 SS

Giving of bags 3.73 SS

Giving of slippers 3.33 MS

Giving of uniforms 3.33 MS

G. Teaching and Non-Teaching Personnel

Support

Granting scholarship to teachers 2.00 LS

Providing funding for teachers' trainings/seminars 3.80 SS

Providing teaching materials 3.80 SS

Legend: 4.20-5.00 – Very Strongly Supported (VSS)

3.40-4.19 – Strongly Supported (SS)

2.60-3.39 – Moderately Supported (MS)

1.80-2.59 – Least Supported (LS)

1.00-1.79 – Not Supported (NS)

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Table 1 reveals the status of the Adopt-A-School Program of Bukal Elem. School in terms of areas of support before the implementation of Project MPAS as perceived by 15 teachers.

With regard to infrastructure, repairs of classroom and installation of electrification (AWM=4.00) is strongly supported as well as repairs of comfort room, painting of school buildings and other facilities (AWM= 3.73), putting up of washing facilities (AWM= 3.80), and installation of grills (AWM= 3.73). Construction of classroom, comfort room, pavement, and washing system (AWM= 3.33), and construction of stage (AWM= 3.27) were moderately supported.

In terms of furniture, donation of table is strongly supported with an average weighted mean of 4.00, and donation of chairs with 3.60. Building/repair of cabinets, bookshelves and other related furnitures were moderately supported with average weighted mean of 3.33.

When it comes to technology, provision of television and speaker were strongly supported (AWM=4.00) while provision of laptop, projector and internet connectivity were least supported with average weighted mean of 2.00. These gadgets were expensive and the school preserved the one which were issued by the department several years ago.

As to appliances and equipment, availability of air conditioning unit for the school office is strongly supported with AWM of 4.00 while donation of electric fan for the classrooms was moderately supported with AWM of 3.00. In this manner, the school provided for this equipment using the school MOOE fund. A well-ventilated classroom has a great contribution to learning.

As to learners' wellness, health and nutrition, feeding programs were strongly supported with AWM of 3.47 and 3.40.

In terms of learners' school supplies and uniforms, giving of school supplies were strongly supported with AWM of 3.73 while giving of slippers was moderately supported with 3.33 AWM.

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Finally, in terms of teaching support, provision of fund for teachers' trainings/seminars were strongly supported with AWM of 3.80, while scholarship grant was least supported with AWM of 2.00.

Part II. The Status of the Adopt-A-School Program of Bukal Elementary School in Terms of the Areas of Support After the Implementation of Project MPAS

Table 2

Status of the Adopt-A-School Program of Bukal Elem. School in Terms of Areas of Support After the Implementation of Project MPAS

A. Infrastructure	WM	QD
1. Construction of classroom	3.60	SS
2. Construction of comfort rooms	3.53	SS
3. Construction of gates	3.60	SS
4. Construction of stage	3.27	MS
5. Construction of pavement	3.33	MS
6. Putting up of washing facilities	3.67	SS
7. Putting up of washing system	3.80	SS
8. Installation of grills	3.60	SS
9. Installation of electrification	3.80	SS
10. Repairs of classrooms	3.80	SS
11. Repairs of comfort rooms	3.80	SS
12. Painting/repainting of school buildings and other facilities	3.80	SS
AWM= 3.63		
B. Furnitures		
1. Donation of tables	3.60	SS
2. Donation of chairs	3.60	SS
3. Building/Repair cabinets, bookshelves and other related furniture	3.60	SS
AWM= 3.60		
C. Technology		

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1.Donation/Providing laptop	3.00	MS
2.Donation/Providing projector	2.00	LS
3.Donation/Providing television	4.00	SS
4.Donation/Providing speaker	4.00	SS
5.Providing internet connectivity	4.00	SS
AWM= 3.40		
D. Appliances and Equipment		
1.Donation of electric fan for classroom ventilation	4.00	SS
2.Donation of airconditioning unit	4.00	SS
AWM= 4.00		
E. Learners' Wellness, Health and Nutrition		
1.Providing medicine/vitamins	3.66	SS
2.Providing health kit	3.66	SS
3.Feeding for undernourished learners	3.66	SS
AWM= 3.66		
F. Learners' School Supplies and Uniforms		
1.Giving of notebooks, papers, writing and coloring materials	3.73	SS
2.Giving of bags	3.73	SS
3.Giving of slippers	3.33	MS
4.Giving of uniforms	3.33	MS
AWM= 3.53		
G. Teaching and Non-Teaching Personnel Support		
1.Granting scholarship to teachers	2.00	LS
2.Providing funding for teachers' trainings/seminars	3.87	SS

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1.00-1.79 – Not Supported (NS)

3.Providing teaching materials	3.80	SS
AWM= 3.22		

Legend: 4.20-5.00 – Very Strongly Supported (VSS)

3.40-4.19 – Strongly Supported (SS)

2.60-3.39 – Moderately Supported (MS)

1.80-2.59 – Least Supported (LS)

Table 2 discloses the teachers' perception on the status of the ASP in terms of areas of support after the implementation of the Project MPAS. Since the main purpose of the project is to sustain the school linkage to partners/ stakeholders as to provision of school needs especially in the present pandemic situation, the following were perceived:

When it comes to infrastructure with average weighted mean of 3.63, all sub-areas were strongly supported except for construction of stage and pavement which were moderately supported. It is understandable and would not affect the learners and teachers since distance learning is being implemented.

Provision of furniture like tables, chairs, cabinet and the like were strongly supported with average weighted mean of 3.60. The teachers still make the classrooms conducive to learning even if they do not meet the learners physically.

Among technology gadgets, donation of television, speaker and internet connectivity were strongly supported with AWM of 4.00. Provision of laptop is still moderately supported since only 1 laptop for office use was donated. On the other hand, providing projector was the least

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supported but it would not affect the school since there are sufficient led television units which have the same function as the projector.

Appliances and equipment were strongly supported with average weighted mean of 4.00.so with learners' wellness, health and nutrition.

As to learners' school supplies, giving of notebooks, writing materials and bags were strongly supported while giving slippers and uniforms were moderately supported.

Then teaching personnel support, provision of fund for seminars as well teaching materials were strongly supported with AWM of 3.84. Still, scholarship grant was least supported since only two teachers are enrolled in graduate studies at their own expense. They were not able to comply with the requirements of the office who intended to give scholarship.

In general, all the areas of support received moderate to strong support. The areas of support in the Adopt-A-School Program which are the basics in the attainment of the school goals, if provided will have positive impact to the learners and to the whole institution including the personnel. In this case, school-community linkage should formally blend together with the intent of sustaining the partnership. Making school-community linkage is relatively simple but establishing long-term partnership is complicated (US Dept. of Health,2003).

Part III. Significant Difference on the Status of the Adopt-A-School Program in Terms of Areas of Support Before and After the Implementation of the Project

Table 3

T – Test on the Significant Difference on the Status of the Adopt-A-School Program in Terms of Areas of Support Before and After the Implementation of the Project

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Variables Compared (n=7)	df	Means	Computed t-value	Critical t-value	Decision	Impression @ 0.05 level
ASP status before the project	12	X1=3.57	.48	1.782	Accept Ho	Not significant
ASP status after the project		X2=3.71				

Table 3 shows the significant difference of the status of the Adopt-A-School Program in terms of areas of support before and after the implementation of the Project MPAS. The ASP status before the project got a mean of 3.57 and 3.71 after the project. It led to a computed t-value of .48 which is lower than the critical t-value of 1.782. Hence, the researcher was led to say that there is no significant difference on the status of the ASP in terms of areas of support before and after the project implementation.

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Part IV. Impact of Project MPAS on Improving the Status of the Adopt-A-School Program of Bukal Elementary School

Table 4- *Weighted Mean on the Impact of Project MPAS on Improving the Status of the Adopt-A-School Program of Bukal Elem. School*

Impact of ASP	WM	QD
1.Improvement of physical facilities	4.86	SA
2.Healthy school-community relations	4.80	SA
3.Enhanced personnel skills in community linkages	4.73	SA
4.Stakeholders' increased involvement on school activities	4.67	SA
5.Teachers' involvement in net working	4.80	SA
6.Teachers' involvement in planning	4.73	SA
7. Learners' complete basic learning needs	4.60	SA

Legend: 4.20-5.00-Strongly Agree 1.80- 2.59- Disagree
3.40-4.19- Agree 1:00- 1.79- Strongly Disagree
2.60- 3.39- No Opinion

Table 4 reveals the impact of Project MPAS on improving the status of the Adopt-A-School Program.

As can be observed from the data, the project has helped much in the improvement of physical facilities, healthy school-community relations and teachers' involvement in net working which obtained an average weighted mean of 4.86 and 4.80 respectively. Although public schools have budget allocations, still, such budget do not suffice the necessities of the school, personnel and learners specifically in the cited areas of support. In this case, public and private stakeholders are collaborators in the development of lifelong learners as stated in the mission of the Department of Education. This connotes the need for active engagement of stakeholders which is an activity of the Project MPAS.

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CONCLUSIONS

Based on the findings, the following conclusions are made:

1. Before the implementation of the Project MPAS , Bukal Elem. School have strong support on furniture, infrastructure, learners' school supplies, appliances and equipment, learners' wellness, health and nutrition. The rest of the areas are moderately supported.
2. After the implementation of the project, school partnership with stakeholders were sustained, thus resulted to more support on the different areas preferably on equipment since the school was in need of equipment to be used in the distance learning.
3. There is no significant difference on the status of the ASP in terms of areas of support before and after the project implementation.
4. The impact of the Project MPAS to the status of the Adopt-A-School Program include the improvement of physical facilities, healthy school-community relations and teachers' involvement in networking.

RECOMMENDATIONS

Based on the findings, the researcher recommends the following:

1. For the school head and focal person of the project, that program implementation should ensure a well-planned, properly organized and transparent reporting through conducting regular evaluation.
2. For all the school personnel, that they should maintain an intensified harmonious relationship with the stakeholders through constant invitation to them in the activities of the school and in this time of pandemic, invite them in the school Facebook Page, so they can see the school activities.
3. Adopt more creative strategies to increase community participation and identify target stakeholders and be extremely competent in community linkages.

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