

Implementation of School Improvement Plan (SIP) on the School Performance: Basis for Enhancement Program

Remilyn M. Agra*

^a remilyn.agra@deped.gov.ph

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

Teacher III, San Antonio Elementary School, San Antonio Pila, Laguna, 4010, Philippines

Abstract

A School Improvement Plan (SIP) is a strategic plan that addresses the priority improvement areas of the school. It is a collection of different intervention program and activities that addresses the school problems and issues. Every school has its own version of SIP that is tailored to its specific needs for improvement.

However, SIP is completely inadequate for school improvement. If there is no action or proper implementation, it will simply be a plan. Philippines has been closed for almost two years due to pandemic and most learners experienced learning deprivation. Schools crafted their SIP and developed programs to solve this issue. The purpose of this study was to determine the relationship between School Improvement Plan Enhancement on the School Performance in the Division of Laguna.

To gather information about the relationship between independent and dependent variables, the researcher used a descriptive research design. The survey questionnaire, which served as the primary data collection tool, was distributed to 150 randomly selected elementary teachers from 25 elementary schools in the Division of Laguna who participated in the study. The study found out that the implementation of SIP has no significant relationship to the school performance in the Division of Laguna. However, the data revealed that the level of teachers' involvement as regards crafting of school improvement plan, decision-making, implementation of school programs and projects, and monitoring and evaluation marked as very high. It is also discovered that the level of external stakeholder's participation as regards financial support, services, and training is also marked as very high. The level of school performance development in the Division of Laguna relative to enrollment rate shows that there was an increase in the enrolment rate, graduation rate, and proficiency rates for every subject among the responses. The evidence showed that teachers' involvement and stakeholders' participation in the crafting and implementation of SIP is very evident in the school.

Based on the findings and conclusions drawn, the researcher recommends that the Department of Education may provide training to school personnel as well as representatives from its stakeholders for effective school improvement planning yearly, and provide the necessary technical assistance to the school for effective implementation of SIP, all schools may form a school improvement committee, which will begin the process of developing a school improvement plan in which the major priorities will be addressed and given priority based on the availability of resources, school heads may develop plans and strategies to attract stakeholders to extend appropriate financial support and generate income-generating projects to finance the school projects and programs, and all schools may encourage practical involvement of all stakeholders by raising awareness of the importance of SIP implementation.

Keywords: School Improvement Plan; school programs and projects; school performance

Introduction

The School Improvement Plan (SIP) is the roadmap with a list of different interventions that gives solutions to the school problems and issues, with the help of the community and other stakeholders (DepEd Order No. 44, s. 2015). After almost two years of using distance learning, the Philippines is being listed as one of the countries with the highest levels of learning poverty and learning deprivation (World Bank, 2022). In the Division of Laguna, the result of the Phil-IRI group screening test in Filipino shows that 6% of 67,085 learners tested from grades three to six were non-readers. 52% got a score of 0 to 13 out of 20 item questions and 42 % got the score of 14–20. This information demonstrates that students at Laguna are losing ground in their learning. In addition to this, the schools are having trouble operating under the new normal situation where the school calendar is adjusted due to the pandemic and the faculty, staff, and students' health is monitored for everyone's safety. These problems include having insufficient classrooms, restrooms, clinics, libraries, laboratories, and handwashing facilities. They are also having trouble finding enough teachers, learners' materials, and seats for the students. These stumbling blocks directly affect the learners' progress. Learning loss increased the problems that schools are dealing with today, because of the pandemic. This challenging situation needs to be addressed and laid out in a plan for an intervention. Every school aspires to improve the performance of their students. Their school performance rises together with the great performance of their students. The main players in putting the school improvement plan into action are the teachers and the students. The program's performance and outcomes are produced by the learners' accomplishments, and teachers carry out the program's activities. Other stakeholders are the organizations that support the school in achieving its objective.

To better understand the effects of the school improvement plan enhancement and the various elements that contribute to the SIP's success at the school, the researcher set out to conduct this study. This essay will investigate how different stakeholders were involved in the creation of the SIP and how that affected the growth of the school's performance in terms of enrollment, promotion, drop-out, graduation, proficiency, and school awards and recognition.

This study sought answers the following questions:

1. What is the status of School Improvement Plan (SIP) in terms of
 - 1.1 School Profile as to
 - 1.1.1. School Size.
 - 1.1.2. Number of Teachers; and
 - 1.1.3. Class size?
2. What is the level of Teachers' Involvement as to
 - 2.1.1. Crafting of School Improvement Plan.
 - 2.1.2. Decision-making.
 - 2.1.3. Implementation of School Programs and Projects; and
 - 2.1.4. Monitoring and Evaluation?
3. What is the level of External Stakeholder's Participation in terms of
 - 3.1. Financial Support.
 - 3.2. Services; and
 - 3.3. Training?
4. What is the level of School Performance Development in the Division of Laguna relative to;
 - 4.1. Enrollment Rate.
 - 4.2. Promotion Rate.
 - 4.3. Drop Out Rate.
 - 4.4. Graduation Rate.

- 4.5. Proficiency Rates for Each Subjects; and
- 4.6. School awards and recognition?
5. Does the School Improvement Plan (SIP) Implementation in terms of School Profile have significant effect on the school performance in the Division of Laguna?
6. Does the School Improvement Plan (SIP) Implementation in terms of Teachers Involvement have a significant effect on the school performance in the Division of Laguna?
7. Does the School Improvement Plan (SIP) Implementation in terms of External Stakeholders Participation has a significant effect on the school performance in the Division of Laguna?

Review of Related Literature

School Profile

One of the most important elements that should be considered when developing a plan is the school profile. When making improvement plans, it's important to consider variables such as class size, school size, and the number of teachers.

School Size

It is perceived that school size affects school performance. In the study conducted by Stevenson (2016) and Beuchert (2018), it is revealed that small schools foster learning better than large schools. The study also found out that the larger the school, the higher the percentage of students being expelled or suspended.

In contrast to the findings described above, Koussihouèdé's (2020) research demonstrated that student academic performance is not directly impacted by the size of the school. It shows that only the number of students enrolled at the school is impacted by school size. The number of students enrolled increases with the size of the school. The size of the class is impacted by many enrollments.

To evaluate the findings of the study above about the impact of school size on school performance, it is perceived that the effects of school size on school performance vary depending on the demographic location of the school, situation, and socio-economic status of the learners' family.

Number of Teachers

Teachers are identified to have a significant impact on students' achievement. They educate and cultivate one's personalities. The lower teacher-to-student ratio the increase of chances that the school produces a healthy school environment. It is believed that the reason behind the shortage of teachers, especially in urban areas, were the increased enrollment and the lack of interest of most college students in the teaching profession. (2022). The lack of enough teachers has a cascading effect that results in issues like an unbalanced teacher-to-learner ratio, an increase in the workload of teachers, poor teacher quality, and an unhealthy learning environment. The student's capacity to learn is threatened by the teacher's decline in effectiveness (2019). Poor student performance also jeopardizes academic success.

Class Size

To improve the learning environment of the learners, another factor to be considered is the class size. As school size increases, students' academic achievement decreases (Agalite, 2015; Jepsen, 2015). It is clear from the study that there is a strong correlation between student achievement and class size. This is the result of various factors. The number of students in a class affects their level of motivation, which in turn affects their academic performance. Low motivation is an indicator of large class sizes because there is insufficient student-teacher interaction (2021).

Teachers' Involvement

In planning for school improvement, teachers are the key component of crafting for school improvement plan, decision-making, implementation of school programs and projects and monitoring and evaluation.

Crafting of SIP

School principals now a days recognizing teachers' abilities and skills in planning for school improvement (Swanepoel, 2018). In the study conducted by Carillo and Janer (2022), in the Division of Sorsogon in the Philippines, teachers are involved in school development plan. Administrators and school head believed that teachers' expertise and experience are extremely beneficial in development planning (Carvalho et al. 2021).

Decision-Making

When it comes to decision-making, teachers' involvement in the learners' achievement and school improvement is always significant in school performance. Teachers' participation in decision-making also helps improve learner development and school improvement. According to research, teachers' participation in decision-making is associated with job satisfaction and professional commitment (Park, et.al, 2020). Teachers felt more important because their opinions mattered to the leaders.

Implementation of School Programs and Projects

Teachers are the primary implementers of school programs and projects. School principals frequently encourage teachers to help develop programs and initiatives that will help school improvement. Teachers' involvement in all school activities and programs helps to develop new educational strategies (2018, Education Learning and Development Module). This means that teachers' knowledge, experiences, and competencies are extremely valuable during the implementation process (Alsubaie, 2016).

Monitoring and Evaluation

Teachers are also the sphere heads of monitoring and evaluation in terms of data collection and assessment because they oversee program and project implementation. They also served as critical partners for those working on any type of project to determine whether the desired progress is being made (Muyuka, 2015).

Stakeholders' Participation

External stakeholders play a vital role in school improvement planning. According to the article of the Section 2 of the Republic Act No. 8525, "It is the policy of the State to provide quality and relevant education to the Filipino youth and to encourage private initiative to support public education. Towards this end, the State shall institute programs to encourage private companies and enterprises to help in the upgrading and modernization of public schools in the country, particularly those in poverty-stricken provinces". This law allows external stakeholders to assist schools in meeting their needs. It simply proves that the government encourages the community to become involved in school matters to improve them. The school's collaboration with its external stakeholders fosters a harmonious relationship. However, there are existing factors that prevent stakeholders from participating in school affairs and providing services to the school. Misinformation and a lack of interest are cited as reasons for their reluctance to assist and offer their services to the school (Lik and Er, 2019). Educational background, norms, and economic status are also mentioned as barriers to extending their services to schools (Joseph, 2014).

The studies mentioned above demonstrated the importance of keeping stakeholders informed about programs and activities. Schools must reassure them that their contributions are critical to school improvement.

School Performance

School performance is a tool to identify the status of the school in the community. School dropout is one of the factors that contribute to the school performance. It is a major issue that has a negative consequence with high social costs. According to one study, the high cost of education and student employment or seeking employment were the root causes of dropouts in the Philippines in 2008 and 2013, respectively (Parreño, 2023). Aside from this factor, the increase in dropouts is expected to be caused by exclusionary discipline, academic proficiency, student-teacher ratio, student-support staff ratio, and teacher attendance (Bauer 2019). Drop out affects the promotion and graduation rates of the school. The three factors have a domino effect in the school performance. Another factor to be consider is the proficiency rates. Based on the World Bank report over 80 percent of Filipino students fall below the minimum proficiency levels. Based on the assessment, only 10 to 22 percent of Grade 4, 5, and 9 students in the Philippines posted scores “at or above minimum proficiency.” This crisis happened even before pandemic and worsen during pandemic (Carlos 2021). This issue is being addressed by the officials and faculty by developing new initiatives such as creating programs and activities.

Methodology

Research Design

This study used a descriptive research design to examine the significance of the implementation of the SIP to the school performance in the Division of Laguna. A descriptive research design describes data and characteristics about the populations or phenomena being studied. This research method is also used to compute frequencies, averages, and other statistical data.

Respondent of the Study

The respondent of the study were the teachers teaching from the different sub-offices in the Division of Laguna. They were asked to answer the questions from Google Forms or paper based on their expertise, experiences, and observation regarding the implementation of School Improvement Plan in their respective schools.

Research Procedure

To begin this study, the researcher identifies the priority improvement areas of the schools in the Laguna Division. Following that, identify the factors that improve the school plan and investigate their significance to school performance. Formulating objectives, hypothesis, designing framework, and procedure comes afterwards. The researcher prepared materials needed for the research such as questionnaire, validation form and request letter for the permission to conduct the study. After the questionnaires were evaluated, the researcher formally requested permission from the Division Superintendent to conduct a study in several schools in the Division of Laguna to ensure the validity and reliability of the study. A questionnaire was supplied to the responders, who answered it based on their personal experiences and observations. The researcher compiled and analysed their responses and used them as data for the study.

Statistical Treatment of Data

The data was statistically treated to compute, analyse, and interpret the information provided by the respondents. The data was collected, analysed, and interpreted after the survey questionnaire had been distributed to the respondents. To determine the status of the School Improvement Plan (SIP) in terms of School Profile in terms of School Size, Number of Teachers, and Class Size, three years of data were collected, as well as the frequency distribution of the total sample size. The level of teachers' involvement in the development of a school improvement plan, decision-making, the implementation of school programs and projects, and monitoring and evaluation was calculated using the mean and standard deviation. The mean and standard deviation were used to calculate the level of participation of external stakeholders in terms of financial support, services, and trainings. Mean and standard deviation were also used to determine the level of school

performance development in the Division of Laguna in relation to the enrolment rate, promotion rate, dropout rate, graduation rate, proficiency rates for each subject, and school awards and recognition. The Pearson r was used as a treatment to determine the significant correlation between School Improvement Plan (SIP) Implementation in terms of School Profile, Teachers Involvement, and Stakeholder Participation in School Performance Development in the Laguna Division.

Result and Discussion

Table 1. Significant relationship between the School Improvement Plan (SIP) Implementation in terms of School Profile to the school performance development in the Division of Laguna

School Profile	School Performance Development	r value	Degree of Correlation	Analysis
School Size	Enrollment Rate	0.419	Moderate relationship	Significant
	Promotion Rate	0.367	Weak relationship	Significant
	Graduation Rate	0.348	Weak relationship	Significant
	Proficiency Rates for Each Subjects	-0.059	Very Weak relationship	Not Significant
		-0.134	Very Weak relationship	Not Significant
		-0.031	Very Weak relationship	Not Significant
		0.074	Very Weak relationship	Not Significant
		-0.106	Very Weak relationship	Not Significant
	School awards and recognition	-0.050	Very Weak relationship	Not Significant
		-0.177	Very Weak relationship	Not Significant
Number of Teachers		-0.237	Weak relationship	Significant
		-0.221	Weak relationship	Significant
	Enrollment Rate	0.419	Moderate relationship	Significant
	Promotion Rate	0.367	Weak relationship	Significant
	Graduation Rate	0.348	Weak relationship	Not Significant
	Proficiency Rates for Each Subjects	-0.059	Very Weak relationship	Not Significant
		-0.134	Very Weak relationship	Not Significant
		0.031	Very Weak relationship	Not Significant
		0.074	Very Weak relationship	Not Significant
		-0.106	Very Weak relationship	Not Significant
Class Size	School awards and recognition	-0.050	Very Weak relationship	Not Significant
		-0.177	Very Weak relationship	Not Significant
		-0.237	Weak relationship	Significant
		-0.221	Weak relationship	Significant
	Enrollment Rate	0.714	Strong relationship	Significant
	Promotion Rate	0.011	Very Weak relationship	Not Significant
	Graduation Rate	0.054	Very Weak relationship	Not Significant
	Proficiency Rates for Each Subjects	0.392	Weak relationship	Significant
		0.027	Very Weak relationship	Not Significant
		-0.079	Very Weak relationship	Not Significant
		-0.391	Weak relationship	Significant
		-0.023	Very Weak relationship	Not Significant
	School awards and recognition	0.067	Very Weak relationship	Not Significant
		-0.129	Very Weak relationship	Not Significant
		-0.129	Very Weak relationship	Not Significant
		0.408	Moderate relationship	Not Significant

Table 1 presents the significant relationship between the School Improvement Plan (SIP) Implementation in terms of School Profile to the school performance development in the Division of Laguna. The School Size of the School Profile was observed to have a significant relationship to the School Performance except for the Proficiency Rates for Each Subjects and School awards and recognition. The Number of Teachers of the School Profile was not observed to have any significant relationship to the School Performance except

for the Enrolment Rate and Promotion Rate. The Class Size of the School Profile was not observed to have any significant relationship to the School Performance except for the Enrolment Rate. This is based on the computed r values obtained from the tests with weak to strong relationship. Furthermore, the p -values obtained were greater than the significance alpha 0.05, hence there is an absence of significance. From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "There is no significant relationship between the School Improvement Plan (SIP) Implementation in terms of School Profile to the school performance development in the Division of Laguna" is partially accepted. The findings show that the importance of school profiles in the implementation of a school improvement plan varies according to the situation and the aspect of school performance indicators to be measured. Because enrolment, promotion, and graduation rates are the determining factors of school size, and it has a significant relationship with them.

Table 2. Significant relationship between the School Improvement Plan (SIP) Implementation in terms of Teachers Involvement to school performance development in the Division of Laguna

Teachers Involvement	School Performance Development	r value	Degree of Correlation	Analysis
Crafting of School Improvement Plan	Enrollment Rate	-0.226	Weak relationship	Significant
	Promotion Rate	-0.222	Weak relationship	Significant
	Graduation Rate	-0.194	Very Weak relationship	Not Significant
	Proficiency Rates for Each Subjects	-0.048	Very Weak relationship	Not Significant
		-0.070	Very Weak relationship	Not Significant
		-0.235	Weak relationship	Significant
	School awards and recognition	-0.037	Very Weak relationship	Not Significant
		-0.365	Weak relationship	Significant
		-0.436	Moderate relationship	Significant
		-0.389	Weak relationship	Significant
		-0.330	Weak relationship	Significant
	Enrollment Rate	-0.190	Very Weak relationship	Not Significant
		0.353	Weak relationship	Significant
		-0.223	Weak relationship	Significant
		-0.157	Very Weak relationship	Not Significant
		-0.046	Very Weak relationship	Not Significant
Decision-making	Proficiency Rates for Each Subjects	0.047	Very Weak relationship	Not Significant
		-0.289	Weak relationship	Significant
		0.008	Very Weak relationship	Not Significant
	School awards and recognition	-0.479	Moderate relationship	Significant
		-0.0366	Weak relationship	Significant
		-0.312	Weak relationship	Significant
		-0.166	Very Weak relationship	Not Significant
		-0.104	Very Weak relationship	Not Significant
	Enrollment Rate	0.184	Very Weak relationship	Not Significant
		-0.295	Weak relationship	Significant
		-0.192	Very Weak relationship	Not Significant
		0.043	Very Weak relationship	Not Significant
		0.148	Very Weak relationship	Not Significant
Implementation of School Programs and Projects	Proficiency Rates for Each Subjects	-0.160	Very Weak relationship	Not Significant
		0.055	Very Weak relationship	Not Significant
		-0.281	Weak relationship	Significant
	School awards and recognition	-0.130	Very Weak relationship	Not Significant
		-0.147	Very Weak relationship	Not Significant
		0.010	Very Weak relationship	Not Significant
		0.062	Very Weak relationship	Not Significant
		0.237	Weak relationship	Significant
	Enrollment Rate	-0.309	Weak relationship	Significant
		-0.167	Very Weak relationship	Not Significant
		0.002	Very Weak relationship	Not Significant
Monitoring and Evaluation	Proficiency Rates for Each Subjects			

Subjects	0.196	Very Weak relationship	Not Significant
	-0.103	Very Weak relationship	Not Significant
	0.174	Very Weak relationship	Not Significant
	-0.155	Very Weak relationship	Not Significant
School awards and recognition	0.028	Very Weak relationship	Not Significant
	-0.047	Very Weak relationship	Not Significant
	0.206	Weak relationship	Significant
	-0.018	Very Weak relationship	Not Significant

Table 2 presents the significant relationship between the School Improvement Plan (SIP) Implementation in terms of Teachers Involvement to the school performance development in the Division of Laguna. The Crafting of School Improvement Plan of the Teachers Involvement was observed to have a significant relationship to the School Performance except for the Graduation Rate and Proficiency Rates for Each Subjects. The Decision Making of the Teachers Involvement was observed to have a significant relationship to the School Performance except for the Graduation Rate and Proficiency Rates for Each Subjects. The Implementation of School Programs and Projects of the Teachers Involvement was not observed to have any significant relationship to the School Performance except for the Promotion Rate. The Monitoring and Evaluation of the Teachers Involvement was not observed to have any significant relationship to the School Performance except for the Enrolment Rate and Promotion Rate. This is based on the computed r values obtained from the tests with weak to moderate relationship. Furthermore, the p -values obtained were greater than the significance alpha 0.05, hence there is an absence of significance. From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "There is no significant relationship between the School Improvement Plan (SIP) Implementation in terms of Teachers Involvement to the school performance development in the Division of Laguna" is partially accepted. The result shows that the 'Teachers' Involvement' in 'Crafting SIP' and 'Decision-Making' in terms of 'School Awards and Recognition', is very evident but it is not enough to make a significant relationship to school performance as a whole.

Table 3. Significant relationship between the School Improvement Plan (SIP) Implementation in terms of External Stakeholders to the school performance development in the Division of Laguna

External Stakeholders	School Performance Development	r value	Degree of Correlation	Analysis
Financial Support	Enrollment Rate	0.294	Weak relationship	Significant
	Promotion Rate	-0.119	Very Weak relationship	Not Significant
	Graduation Rate	0.125	Very Weak relationship	Not Significant
	Proficiency Rates for Each Subjects	-0.023	Very Weak relationship	Not Significant
		0.047	Very Weak relationship	Not Significant
		-0.153	Very Weak relationship	Not Significant
		0.220	Weak relationship	Significant
		-0.323	Weak relationship	Significant
	School awards and recognition	-0.211	Weak relationship	Significant
		-0.133	Very Weak relationship	Not Significant
		-0.041	Very Weak relationship	Not Significant
		-0.097	Very Weak relationship	Not Significant
Services	Enrollment Rate	0.288	Weak relationship	Significant
	Promotion Rate	-0.097	Very Weak relationship	Not Significant
	Graduation Rate	0.108	Very Weak relationship	Not Significant
	Proficiency Rates for Each Subjects	-0.114	Very Weak relationship	Not Significant
		0.063	Very Weak relationship	Not Significant
		0.011	Very Weak relationship	Not Significant
		0.040	Very Weak relationship	Not Significant
	School awards and recognition	-0.312	Weak relationship	Significant
		-0.279	Weak relationship	Significant
		-0.117	Very Weak relationship	Not Significant
		0.004	Very Weak relationship	Not Significant

Trainings	Enrollment Rate	-0.039	Very Weak relationship	Not Significant
		0.289	Weak relationship	Significant
		-0.080	Very Weak relationship	Not Significant
		0.185	Very Weak relationship	Not Significant
		0.057	Very Weak relationship	Not Significant
		0.157	Very Weak relationship	Not Significant
		-0.029	Very Weak relationship	Not Significant
		0.027	Very Weak relationship	Not Significant
		-0.310	Weak relationship	Significant
		-0.253	Weak relationship	Significant
	School awards and recognition	-0.047	Very Weak relationship	Not Significant
		-0.110	Very Weak relationship	Not Significant
		0.073	Very Weak relationship	Not Significant

Table 3 presents the significant relationship between the School Improvement Plan (SIP) Implementation in terms of External Stakeholders to the school performance development in the Division of Laguna. The Services of the External Stakeholders was not observed to have any significant relationship to the School Performance Development except for the Enrolment Rate and School Awards and Recognition. The Financial Support of the External Stakeholders was not observed to have any significant relationship to the School Performance Development except for the Enrolment Rate. The Trainings of the External Stakeholders was not observed to have any significant relationship to the School Performance Development except for the Enrolment Rate. This is based on the computed r values obtained from the tests with weak to moderate relationship. Furthermore, the p -values obtained were greater than the significance alpha 0.05, hence there is an absence of significance. From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "There is no significant relationship between the School Improvement Plan (SIP) Implementation in terms of External Stakeholders to the school performance development in the Division of Laguna" is accepted.

Conclusions

Based on the findings and procedures, it was discovered that teachers' involvement in the crafting of a school improvement plan, decision-making, the implementation of school programs and projects, and monitoring and evaluation is very high in the school, as evidenced by the study's findings. The participation of external stakeholders in terms of financial support, services, and training is also visible in the school. This demonstrates that the school and community work together to improve the school. It is also revealed that the school profile and teachers' involvement in developing school improvement plans, decision-making, implementing school programs and projects, and monitoring and evaluating have a partial impact on the development of school performance in the Division of Laguna.

Recommendations

Based on the findings and conclusions drawn, the following are hereby recommended:

1. The Department of Education may provide training to school personnel as well as representatives from its stakeholders for effective school improvement planning yearly.
2. The Department of Education officials may provide the necessary technical assistance to the school personnel for effective implementation of SIP.
3. All schools may form a school improvement committee, which will begin the process of developing a school improvement plan in which the major priorities will be addressed and given priority based on the availability of resources.
4. School heads may develop plans and strategies to attract stakeholders to extend appropriate financial support and generate income-generating projects to finance the school projects and programs.
5. All schools may encourage practical involvement of all stakeholders by raising awareness of the importance of SIP implementation.

6. Teachers may involve themselves in school improvement planning by conducting research in their own classroom to determine the root cause of the problem.

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