

Compliance of Basud National High School in Managing School Operations and Resources

MYLENE C. PARLAN, LPT

Mabini Colleges, Inc.

Abstract- This study aimed to determine the compliance of Basud National High School (BNHS) in managing school operations and resources in terms of records management, financial management, school facilities and equipment, management of staff, school safety for disaster preparedness, and mitigation, resiliency, and emerging opportunities. It also determined the profile of BNHS as to enrolment, MOOE, number of staff, and number of disaster preparedness activities conducted. The study utilized descriptive-correlational method of research. Total enumeration was employed with a total of 130 Junior and Senior High School teachers. Survey-questionnaire checklist and documentary analysis were the primary research instruments. Data gathered were statistically treated to determine if a significant relationship existed between the profile of BNHS and the compliance in managing school operations and resources. Based on the findings, it is concluded that BNHS was "full compliant" in managing school operations and resources along record management, financial management, management of staff, school facilities and equipment and emerging opportunities and challenges while "compliant" only for school safety disaster preparedness and resiliency. Thus, the researcher developed a Managing School Operations and Resources Model depicting the synergy between maximizing school effectiveness and ensuring people effectiveness, then recommended its utilization to address the compliance of the school along school safety for disaster preparedness, mitigation, and resiliency.

Indexed Terms- Compliance, Managing School Operations and Resources

I. INTRODUCTION

The agenda for education policy has elevated school leadership to a top priority. Republic Act No. 9155 or

the "Governance of Basic Education Act of 2001" stipulated that the formal educational system shall provide every learner with the kind of intensive emphasis they require, and that educational projects, programs, and services must take into account the interests of every community member. Moreover, the law emphasized that school heads are required to understand and apply legal foundations and relate to the administration of human, financial, and material resources. Therefore, the law precisely outlined the roles that school administrators must play in order to increase the effectiveness, efficiency, and equity of education as well as for managing daily operations (OECD, 2008).

According to DepEd order No. 42, s. 2017, the duty of school heads is to foster a supportive environment for an effective teaching-learning process. In addition, DepEd Order No. 24, s. 2020 required school leaders to determine the school's direction, aims, and objectives and to make sure that everyone involved in the school community understands and supports them. This allows for collaborative decision-making based on the top needs of the school community and will be anchored by current laws and regulations.

Thus, this study aimed to determine whether Basud National High School in the Division of Camarines Norte is in compliance with managing school operations and resources in light of DepEd Order No. 24, s. 2020 as legal basis. Specifically, this study answered the following sub-problems: 1) What is the profile of BNHS as to enrolment, MOOE, number of staff, and number of disaster preparedness activities; 2) What is the compliance of BNHS in managing school operations and resources in terms of records management, financial management, school facilities and equipment, management of staff, school safety for disaster preparedness, mitigation and resiliency, and emerging opportunities and challenges; 3) Is there a significant relationship between the profile of BNHS

and the compliance in managing school operations and resources; 4) What are the challenges encountered by BNHS in managing school operations and resources; and 5) What model can be developed to address the compliance of BNHS in managing school operations and resources?

II. METHODOLOGY

The study employed quantitative method using descriptive-correlational design. It is descriptive by being as thorough and accurate as possible when describing a particular situation (Fraenkel and Wallen, 2005). It is also correlational by establishing whether there is a significant relationship between the profile of BNHS and the adherence to managing school operations and resources.

The respondents of this study were all regular and permanent Junior High School and Senior High School classroom teachers of BNHS in Basud District, Division of Camarines Norte. Survey questionnaire checklists and document analysis were used by the researcher to examine and interpret the data gathered from the respondents. Part I of the survey-questionnaire checklist examined the enrolment, MOOE, staffing levels, and number of disaster preparedness initiatives at BNHS. Part II focused on the compliance of BNHS with managing school operations and resources in terms of records management, financial management, school facilities and equipment, management of staff, school safety for disaster preparedness, mitigation and resiliency, and emerging opportunities and challenges. Meanwhile, Part III focused on the challenges within these same aspects.

The data gathered were analyzed and interpreted using descriptive statistics. Frequency count and ranking were employed in answering research questions about the profile of the school and the challenges encountered in managing school operations and resources. Weighted mean was used to measure compliance in managing school operations and resources at BNHS. Meanwhile, the Basil Korin correlation was used to determine the direction and strength of the relationship between the compliance and the enrollment profile and number of disaster preparedness activities.

III. RESULTS AND DISCUSSION

This part presents the results of the data analysis in response to the problems covered by this study.

- Profile of Basud National High School

Table 1 presents the profile of BNHS in terms of enrolment, MOOE, number of staff and number of disaster preparedness activities. In terms of enrolment, 1% or 2,421 learners of BNHS were from Junior High School while 22.9% or 723 learners were from Senior High School with a total of 3,144 learners. The findings imply that the high enrolment status of the school will require additional staff members, adequate teaching and learning facilities, quality sanitation facilities and adequate classroom, thus, absence of these school resources may affect the quality of learning.

In terms of Maintenance and Other Operating Expenses (MOOE), 76.8% of the school MOOE of BNHS was intended for Junior High School amounting to Php 3,178,000.00 while 23.2% or Php 962,000.00 for Senior High School with a total of Php 4,140,000.00. This implies that BNHS has a school budget to finance school programs and activities in the approved School Improvement Plan (SIP) and Annual Implementation Plan (AIP) to finance expenses pertaining to graduation rites, moving up or closing ceremonies and recognition activities, to finance supplies, minor repair of tools, equipment, facilities, building and ground maintenance necessary for the maintenance of the school.

In terms of the number of staff, BNHS is composed of 104 Junior High School Teachers, 26 teachers for Senior High School, three non-teaching staff and two school administrators with a total of 135 teaching and non-teaching staff. These data imply that the high number of teaching and non-teaching staff will require the school administrators to effectively and efficiently manage human resources in the school for effective and quality learning to happen.

In terms of the number of disaster preparedness activities conducted, BNHS had 13 school programs and activities. This implies that intensive implementation of SDRRM through its programs and activities foster an awareness and preparedness of the

entire school communities on the negative impacts of disasters.

- Compliance of Basud National High School in managing school operations and resources

Table 1
Profile of Basud National High School

Profile	f	Percentage
Enrollment		
Junior High School	2421	77.1%
Senior High School	723	22.9%
<i>Total</i>	<i>3144</i>	
Maintenance and Other Operating Expenses (MOOE)		
Junior High School	3,178,000.00	76.8%
Senior High School	962,000.00	23.2%
<i>Total</i>	<i>4,140,000.00</i>	
Number of Staff		
Junior High School Teachers	104	77.04%
Senior High School Teachers	26	19.26%
Non-Teaching Staff	3	2.22%
School Admin	2	1.48%
<i>Total</i>	<i>135</i>	
Number of Disaster Preparedness Activities	13	100%

As presented in Table 2, the compliance of BNHS in managing school operations and resources along with record management, financial management, management of staff, school safety disaster preparedness and resiliency and emerging opportunities and challenges obtained an overall mean of 4.58 interpreted as full compliant. However, the indicator with the lowest grand mean was on school safety and disaster preparedness, mitigation and resiliency with a mean of 3.77 which is interpreted as compliant. Five out of the six indicators were given a rating of full compliant while only one indicator was interpreted as compliant.

Thus, there is a need to address these indicators to ensure that the school community is safe and resilient to negative impacts of disaster and emergencies. This can be done through collaboration with school stakeholders and involve them in planning and initiating school programs and projects and be integrated in the school improvement plan and annual implementation plan.

Table 2
Compliance of Basud National High School in managing school Operations and resources along record management

Indicators	WM	Int.
Record Management		
Demonstrate skills in managing school data and information	4.88	FC
Manage school data and information	4.85	FC
Capacitate school personnel in managing school data and information	4.77	FC
Exhibit best practice in managing school data and information	4.81	FC
Grand Mean	4.83	FC
Financial Management		
Demonstrate knowledge and understanding in managing finances	4.81	FC
Manage finances aligned with the school plan.	4.88	FC
Exhibit efficient and effective practices in the management of finances	4.77	FC
Create and implement a checking mechanism to sustain efficient and effective management of finances	4.85	FC
Grand Mean	4.83	FC
School Facilities and Equipment		

Demonstrate knowledge and understanding in managing school facilities and equipment.	4.69	FC
Manage school facilities and equipment	4.73	FC
Establish shared accountability in managing school facilities and equipment	4.75	FC
Systematize processes in managing school facilities and equipment	4.62	FC
Grand Mean	4.70	FC
Management of Staff		
Demonstrate knowledge and understanding on managing school staff.	4.73	FC
Manage staffing such as teaching load distribution and grade level and subject area assignment	4.77	FC
Engage school personnel in maintaining effective management of staff	4.65	FC
Empower school personnel in sustaining effective management of staff	4.85	FC
Grand Mean	4.75	FC
School Safety for Disaster Preparedness, Mitigation and Recovery		
Demonstrate knowledge and understanding on managing school safety for disaster preparedness, mitigation and resiliency	3.65	C
Manage school safety for disaster preparedness, mitigation and resiliency	3.50	C
Work with the wider school community in managing school safety for disaster preparedness, mitigation and resiliency	4.12	C
Institutionalize the effective management of school safety for disaster preparedness, mitigation and resiliency	3.81	C
Grand Mean	3.77	C
Emerging Opportunities		
Identify emerging opportunities and challenges in addressing the needs of learners, school personnel and other stakeholders.	4.54	FC
Manage emerging opportunities and challenges	4.65	FC
Capacitate school personnel in managing emerging opportunities	4.69	FC
Empower school personnel in managing emerging opportunities and challenges	4.50	FC
Grand Mean	4.60	FC
Overall Mean	4.58	FC

Legend:

4.20-5.00	Full Compliant (FC)
3.40-4.19	Compliant (C)
2.60-3.39	Neither Compliant nor Not Compliant (NeC/NoC)
1.80-2.59	Not Compliant (NC)
1.00-1.79	Fully Not Compliant (FNC)

Relationship between the Profile of Basud National High School and the Compliance in Managing School Operations and Resources

Table 3 presents the relationship between the profile of BNHS and the compliance in managing school operations and resources along record management, financial management, school facilities and equipment, management of staff, school safety for disaster preparedness, mitigation and resiliency. The Basil Korin correlation was used to ascertain the direction and strength of the relationship shared by

two variables, one of which is nominal or categorical (in this case, the enrollment profile and quantity of disaster preparedness activities) and the other of which is interval or numerical (in this case, compliance in managing school operations and resources).

The interpretation of the results reveals several relationships within the School Profile. The enrollment profile, MOOE, and number of disaster preparedness activities are all important factors associated to compliance in managing school operations and resources, with some factors having a stronger relationship than others. This led to the conclusion that the profile of BNHS is significantly related to the compliance in managing school operations and resources.

Table 3
Relationship between the Profile of Basud National High School and Compliance in Managing School Operations and Resources

Compliance	School Profile			
	Enrollment	MO OE	Number of Staff	Number of Disaster Preparedness Activities
Record Management	0.69**	0.40*	0.19	1.00**
Financial Management	0.69**	0.70**	0.19	1.00**
School Facilities and Equipment	0.69**	0.70**	0.20	1.00**
Management of Staff	0.69**	0.70**	0.20	1.00**
School safety for disaster preparedn	0.69**	0.70**	0.19	0.99**

ess,
mitigation
and
resiliency

Emerging Opportunities and Challenges	0.73**	0.68**	0.19	0.99**
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- Challenges encountered by Basud National High School in managing school operations and resources

As presented in Table 4, 94 teachers encountered lack of knowledge and understanding of laws, policies, guidelines and issuances on managing school safety for disaster preparedness, mitigation and resiliency in ensuring continuous delivery of instruction, and is ranked first among all indicators. The findings imply that there is a need to revisit the developmental plan of individual teachers in BNHS for the school administrators to identify specific training needs of the teacher’s basis for their capability building plan of the school catering the needs of the entire school community. Thus, the researcher recommends an action plan to be adopted by the school to cater the needs of the teachers in BNHS which focuses on school safety and disaster preparedness, mitigation and resiliency.

Table 4
Challenges Encountered by Basud National High School in Managing School Operations and Resources

Challenges Encountered	f	Rank
Lack of skills in managing school data and information using technology, including ICT.	56	4
Poorly manage school facilities and equipment in terms of acquisition, recording, utilization, repair and maintenance, storage and disposal.	31	6
Shared accountability is not evident in managing school facilities and equipment	28	7

Engagement of school personnel in maintaining effective management of staff in adherence to laws, policies, guidelines and issuances based on the needs of the school is not evident.	38	5
Working with the wider school community in managing school safety for disaster preparedness, mitigation and resiliency to maintain continuous delivery of instruction is not evident.	68	3
Lack of knowledge and understanding of laws, policies, guidelines and issuances on managing school safety for disaster preparedness, mitigation and resiliency in ensuring continuous delivery of instruction	94	1
Lack of competency of school personnel in managing emerging opportunities and challenges to promote equality and equity in addressing the needs of learners, school personnel and other stakeholders.	78	2

• Management Model to Address the Compliance of Basud National High School in Managing School Operations and Resources

Figure 3 shows the management model along school safety for disaster preparedness, mitigation and resiliency. The compliance of BNHS is anchored on DepEd Vision on disaster risk reduction management “A culture of safe and disaster risk resilient member of school communities who are empowered, responsive and accountable citizens in an atmosphere of collaboration and synergy”, and its mission “Maintain effective and efficient programs and projects on disaster risk reduction management in school communities to support the quest for quality education through synchronized and integrated efforts”.

The placement of enabling environment, safe learning facilities, school disaster management, risk reduction and resilience education and resource mobilization at the center of the framework emphasizes the focus of the school administrators in addressing challenges in managing school operations and resources along school safety for disaster preparedness, mitigation and resiliency. The model involves the synergy among school administrators, school staff, learners and school external stakeholders with the main aim of addressing school safety for disaster preparedness, mitigation and resiliency practices in BNHS community.

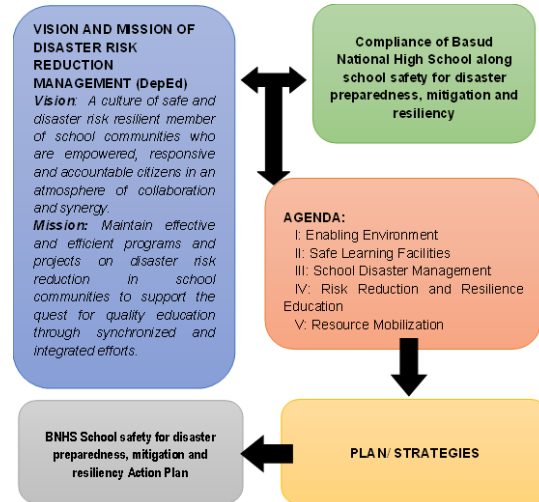


Figure 1

Management model along School Safety for Disaster Preparedness, Mitigation and Resiliency

CONCLUSION

Based on the findings of the study, the following conclusions were deduced: 1) the profile of BNHS in terms of enrolment, MOOE, number of staff and number of disaster preparedness activities varies, thus the school should consider these data in proposing and conducting school programs and activities related to managing school operations and resources; 2) the compliance of BNHS in managing school operations and resources was rated as "fully compliant" along record management, financial management, management of staff, school facilities and equipment

and emerging opportunities and challenges while "compliant" only for school safety disaster preparedness and resiliency, thus the school administrators must ensure effective and efficient management of school operations and resources for the betterment of the entire school community; 3) the profile of BNHS is significantly related to the compliance in managing school operations and resources, thus the effective and efficient management of resources is dependent on effective school administration; 4) BNHS encountered challenges in managing school operations and resources, thus school administrators must revisit the annual implementation plan of BNHS to conduct specific school programs and activities catering the needs of the entire school community; and 5) the proposed Management Model addressed the compliance of BNHS in managing school operations and resources along school safety for disaster preparedness, mitigation and resiliency.

RECOMMENDATIONS

The following recommendations to the area of research and development are hereby given: 1) the profile of BNHS students should serve as basis in crafting school programs and activities to be integrated in the School Improvement Plan and Annual Implementation Plan for effective and efficient management of school operations and resources; 2) school administrators must strengthen collaboration with all stakeholders and involve them in decision-making related to managing school operations and resources; 3) capacity building activities related to managing school operations and resources must be attended by the school community not only for awareness and transparency but to instill the value of shared responsibility and sense of ownership; 4) the proposed management model and action plan must be utilized to address the compliance of the school along school safety for disaster preparedness, mitigation and resiliency; and 5) future researchers may pursue the following areas for further studies: "Mainstreaming Disaster Risk Reduction Management in BNHS," "Relationship of School-DRRM Implementation in BNHS on Scientific Literacy of Learners," and "Impact of Distribution of School MOOE on School-Based Management."

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