

Involvement of Teachers in School Programs

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Abstract— This study determined the level of involvement of teachers in School Programs in Sorsogon West District Division of Sorsogon City for School Year 2021-2022. This study used the descriptive method of research. The respondents of the study are the 191 teachers of Sorsogon West District which were selected using the Slovin's formula in order to determine the sample size from the population. The data to be gathered were subjected to analysis and interpretation using the appropriate statistical tools and measures such as frequency counts, percentage, ranking and weighted mean. The study revealed majority of the teacher respondents in Sorsogon West District are female having 87% and only 13% are male. Most of the teacher's ages ranging from 31 to 35 and 36 to 40 with 23% and 24% respectively. Similarly, majority are married with 158 response having 83%. In addition, most of the teachers have Units in Master's Degree with 116 response equivalent to 60%. Relative to their position Teacher I with 12%, Teacher II with 30%, Master Teacher I with 5% and Master Teacher II with 1% but majority are Teacher III with 52%. Lastly most of the teachers attended trainings in the regional level with 91 responses equals to 48%. The Top 3 National Programs that teachers are involved are the Brigada Eskwela rank as 1st with 145 response, Adopt-a-School Program rank as 2nd with 113 response and Rank as 3rd with 107 response is World Teacher's Day. Along the regional programs 112 teachers are involved in Brigada Pagbasa which rank as 1st while Early Language Literacy Numeracy and Digital (ELLND) rank as 4th which has 120 frequency counts. In addition, along local/school-based programs Learning Action Cell (LAC) Session top or rank as 1st with 159 responses. Followed by Reading Intervention with 138 responses. Rank as 3rd is the Disaster Preparedness with 106 response and last rank with 92 responses is the Psychological First Aid. Along the National Programs of the Department of Education (DepEd) Teachers in Sorsogon West District are very much involved in Brigada Pagbasa and World Teacher's Day Celebration with 4.70 and 4.76 weighted mean respectively. While they are much involved in ADOPT-a-School Program, Early Registration, Simultaneous Earthquake Drill, Every Child a Reader Program, School Based Feeding Program and Wellness Program with overall mean of 4.40 which is equivalent to much involved. Which regards to the regional programs they are very much involved in Brigada Pagbasa with 4.63 weighted mean, ALNAT with 4.56 weighted mean and Comprehensive Rapid Literacy Assessment (CRLA) with 4.50 weighted mean. While they are only much involved in Early Language Literacy Numeracy and Digital (ELLND) with 4.47 weighted mean. Overall the total weighted mean is equivalent to 4.54 which corresponds to very much involved. Lastly, along local/school based programs. Teachers in Sorsogon West District are very much involved in Learning Action Cell (LAC) Session and Reading Intervention with a weighted mean equal to 4.81 and 4.66 respectively. And also, they are much involved in Disaster Preparedness and Psychological First Aid with a weighted mean of 4.42 and 4.30 respectively. The overall mean of the level of involvement of teachers along local/school based programs is equivalent to 4.55 which is very much involved. There are predominant challenges encountered by the teachers which regards to their involvement to school programs. Endless paper works and extended working hours rank as 1st with 159 frequency counts. While The memorandum regarding the program was not properly relayed to the teachers with 141 responses rank as 2nd. Rank 3rd with 124 responses is teachers do not have enough knowledge how the program is implemented. Having 69 responses which rank as 4th is the newbies are not given the opportunity to showcase their skills and talents in the participation towards school programs. Providing support and establishing environment of trust to teachers rank as 5th with 68 responses. An Action Plan can be considered to address the challenges encountered by the teachers their involvement school programs.

Keywords— involvement, programs, projects, teachers.

I. INTRODUCTION

Successful school improvement is about changing teachers' working environments and cultivating their pedagogical repertoire so that students may learn better. Teachers' participation in school daily life is a vital pointer of the quality of the school's operational. The

goals of school as an institution can only be achieved if they are based on long-term, lasting and positive participation of teachers. Involvement and effective participation are an illustration of upholding democratic principles at school.

To effectively gauge the effect of collaboration, coordination, and cooperation on teacher's work and lives, we must first ascertain the degree to which activities within a school arise from teacher shared actions and whether or not the impetus for joint action is directed by the administration or is part of the day-to-day culture of the organization. This would allow us to more evidently distinguish cases in which there is true administrator/teacher partnership. Actual collaboration among teachers and administrators would likely indicate that the goal of distributed leadership had been achieved.

Direct participation occurs in the areas of activity. Teachers are obliged, among others, to: "diligently perform tasks connected with their job and the basic functions of school: didactic, educational and teaching, including tasks connected with ensuring students security during all activities organized by the school, support the development of each student and pursue complete personal development." As part of performing those tasks, teachers deal with information, communicate with many entities, consult and negotiate with them (Sekula, 2016). Apart from the above-mentioned areas, school principals require teachers to perform several organizational, bureaucratic and other activities.

Each day, the teacher acts to carry out their own plans and/or responsibilities to others, creating the daily world in cooperation with them. That world is "the whole sphere of everyday experiences, orientations, and actions through which individuals pursue their interests and affairs by manipulating objects, dealing with people, conceiving plans, and carrying them out (Wagner, 1979). Teachers' participation can be regarded as high quality if they participate in different forms in many areas of school daily life, have their own motivation and engage in the achievement of school mission and vision. If teachers work incidentally, without a long-term plan, if they perform tasks they are required to do, or they are oriented at their individual benefits, the participation is of low quality.

A school will not run properly if teachers don't cooperate with one another. There are diverse projects, programs and activities (PPAs) that are implemented that would help improve the school. Projects are defined as extended in-depth investigation of the phenomenon in the school environment that is worthy of learning and experiencing more about. The total school program means the big pictures, in terms of instructional efforts,

and includes the school-wide objectives, as well as the curriculum that affect the school. It includes the totality of the activities, facilities and people that influence the overall product of the school. Teachers play a significant role in realizing projects and programs from planning stage down to the implementation of it. The call for transformation in schools has made collaboration among teachers in a vital issue. An increasingly collaborative culture among teachers has been one of the main vehicles for improving education and teaching.

The Department of Education (DepEd) projects and programs aims to improve the quality of education by providing public schools with appropriate technologies that would enhance the teaching learning process. (DepEd Planning and Programming Division, 2020)

The Department of Education (DepEd), as mandated by the constitution is primarily responsible for the education and manpower development of the country and the formulation, planning, implementation and coordination of the policies, plans, programs and projects in the areas of formal and non-formal education at the elementary, secondary and alternative learning system (ALS)(UNICEF, 2010).

In the Philippines, the Department of Education (DepEd) had been implementing several projects, programs and activities (PPAs) that will realize SBM and other sound philosophical and legal frameworks of the department. These PPAs include Brigada Eskwela, Every Child-A-Reader Program, School First Initiative; Child-Friendly School System; Project WATCH (We Advocate Time Consciousness and Honesty); and Adopt-A-School Program

Locally, the Sorsogon City Division spearheaded by the visionary and innovative Schools Division Superintendent William E. Gando, CESO VI and with the division Mantra Reach, Shine, Build a Legacy is full support for the implementation of different PPAs of the Department of Education which were realize by the different district and cluster. Sorsogon City Division is composed of different district namely the Bacon West District, Bacon East District, Sorsogon East District and Sorsogon West District for Elementary. The secondary cluster is composed of Bacon cluster and Sorsogon Cluster.

Among this, Sorsogon West District teachers are always doing their best to remain on top and shows

commitment, support and participation which regard to the implementation of diverse school programs. Based on the concluded Division Brigada Eskwela Awarding for Brigada Eskwela Best Implementing School most of the winners came from Sorsogon West District. Buenavista Elementary School, Pio Jebulan Elementary School and Sorsogon Pilot Elementary School proclaimed as the Best Brigada Eskwela Implementing School for Small, Medium and Mega Elementary School Category respectively. For the secondary category Rizal Integrated National School was declared as the winner as the Best Brigada Eskwela Implementing for Large Secondary School Category. The achievements and recognitions given to the Sorsogon West District connotes how teachers collaborate and participate in the different school programs and DepEd programs. As a result, the Sorsogon West District proclaimed as the Brigada Eskwela Best Collaboration at the Division Level.

This study aimed to determine the involvement of teachers in the school programs of Sorsogon West District, Division of Sorsogon City for school year 2021-2022. Specifically, it sought to answer the following questions: (1) what is the profile of the teachers in terms of a. sex, b. age, c. civil status, d. educational attainment e. length of service, f. position g. trainings attended;

(2) what are the programs and projects that teachers are involved along the following levels a. National, b. Regional, c. Local/School Based; (3) what is the level of involvement of the teachers on the school programs along the identified variables; (4) what are the challenges encountered by the teachers in their involvement in the school programs; (5) what action plan may be proposed to address the challenges of teachers in their involvement in the school programs?

II. METHODOLOGY

Research Design

This study determined the involvement of the teachers in the school programs of Sorsogon West District, S.Y. 2021-2022. This study used descriptive – survey research designs since questionnaire was utilized. The researcher used survey and unstructured interview to gathered data from the respondents.

Likewise, the respondents were 191 elementary school teachers located in Sorsogon West District. The results were analyzed and interpreted with the use of

appropriate statistical tools used as frequency count, percentage, weighted mean and rank.

The Sample

In this study, the primary source of the data were the teachers in Elementary Schools in Sorsogon West District in Sorsogon City Division. To determine the sample, a total of 191 elementary teachers was adapted through the use of Slovin's Formula with 5% margin of error whereas the convenience sampling was used by the researcher in selecting the teachers in the various elementary schools in Sorsogon West District.

The Instrument

The instrument used by the researcher in data gathering was a survey questionnaire. Respondent was given a range of categories in which to express their feelings or ideas.

The researchers with the assistance of the adviser created questionnaires in order to deal with the various issues covered in this study. It was composed of four parts: Part I: Profile of the teachers in terms of their sex, age, civil status, educational attainment, length of service, position, trainings attended. Part II: Programs and projects the teachers involved themselves along national, regional, local/school based. Part III: The level of involvement of the teachers along in the school programs along the identified variables. Part IV: Challenges encountered by the teachers in their involvement in the school programs.

Data Collection Procedures

With the instruments ready for administration, a letter of request was addressed to Schools Division Superintendent of Sorsogon City Division. Upon the granting of the approval, the researcher then asked the help and permission from the Public Schools District Supervisor of Sorsogon West District to disseminate the link of the google forms to the respected school heads for the actual conduct of the survey. The questionnaires were distributed with the use of google forms and give ample time for the respondents to answer before it's consolidation. The questionnaire in the google forms was retrieved 100 percent of the set target of the researcher. The data gathered from the respondents was collated, tallied, and analyzed for the statistical interpretation. The unstructured interview was conducted to verify the answer reflected on the questionnaire. The researcher limits the response of each respondent to one.

Data Analysis Procedures

The data gathered from the respondents were tabulated, organized and interpreted with the use of suitable statistical measures such as frequency count, scaling, and ranking. For problem 1, the frequency count and percentage was used to categorize the profile of the teachers in terms of their sex, age, civil status, educational attainment, length of service, position and trainings attended. For problem 2, the frequency count and ranking were utilized to identify the programs and projects the teachers involved themselves along national, regional and local/school based. For the involvement of teachers in the school programs along national, regional and local/school based for problem 3, the weighted mean was used to find out the level of involvement of teacher. The scale below used to measure the involvement of teachers along school based, regional and national programs. 4.50 – 5.00 (Very much involved), 3.50 – 4.49 (Much Involved), 2.50 – 3.49 (Moderately Involved), 1.50 – 2.49 (Less Involved)

1.00-1.49 (Least Involved). For problem 4, for the challenges met by the teachers in their involvement in the school programs frequency counts and ranking was used. For the last problem, ranking was used to identify the most significant proposed measure.

III. RESULTS AND DISCUSSION

1. Profile of the teachers

This section covers the profile of the teachers in terms of their sex, age, civil status, educational attainment, length of service, position and trainings attended.

Profile of Teachers. Table 1A includes the frequency counts and percentage of the respondents

Table 1A. Profile of Teachers

Variable	Frequency	Percentage
Sex		
Male	25	13
Female	166	87
Age		
25 and below	4	2
26 – 30	28	15
31 - 35	43	23
36 - 40	46	24
41-45	33	17
46 and above	37	19
Civil Status		
Single	29	15
Married	158	83

Widow	4	2
Educational Attainment		
Bachelor's Degree	56	29
With MA Units	116	60
Master's Degree Holder	18	10
With Doctorate Units	1	1
Length of Service		
5 and Below	28	15
6 – 10	25	13
11 -15	59	31
16 and above	79	41
Position		
Teacher I	23	12
Teacher II	58	30
Teacher III	100	52
Master Teacher I	9	5
Master Teacher II	1	1
Total	191	100%

The data revealed that majority of the teacher respondents in Sorsogon West District are female having 87% and only 13% are male. This would suggest that there are more female teachers who are teaching in the Sorsogon West District. In addition, given the data about it only implied that more women are taking part in the different programs of the Department of Education.

It can be noted that most of the teachers' ages ranging from 31 to 35 and 36 to 40 with 23% and 24% respectively. Similarly, majority of the teachers are married with 158 response having 83%. Also, most of the teachers in Sorsogon West District have Units in Master's Degree with 116 response having 60%. This implies that the teachers are still pursuing their professional growth or on the process on learning and discovering new things. It is a way to improve oneself and develop its maximum potential that can be a big help in contributing to the different school programs.

It can be gleaned from the table that 41 teachers are already 16 and above in the service. The data showed that relative to teaching position Teacher I with 12%, Teacher II with 30%, Master Teacher I with 5%, Master Teacher II with 1%, Master Teacher III with 0% and majority of the teacher in Sorsogon West District are Teacher III with 52%. Lastly, it can be noted that most of the teachers in Sorsogon West District attended trainings in the regional level with 92 responses equivalent to 48%.

The data is being strengthened by the study of Nemenzo (2018) who identifies the problems in the teaching and learning process of public elementary teachers. The study disclosed that in terms of teaching experience, majority (62.70%) of the teachers in the central schools -3rd congressional district of DepEd Negros Oriental School Division have been in the teaching profession for more than 16 years and above. The data also revealed that 61.66% of them are baccalaureate degree only which is at the same time disagreement to the result of the studies because most of the teachers in Sorsogon West District have units in Master's Degree.

Also, most of the teachers are Teacher III, this means that the teachers are promoted from Teacher I to other teaching position such as Teacher II, Teacher III, Master Teacher I to III via ranking of Equivalent Records Form (ERF). In addition, the position of teachers is based on their qualification as prescribed by the Department of Education. Along with this, one of the requirements for promotion are the certificates that teachers gained from participating from different trainings and seminars and continuing professional development through pursuing higher studies. Although it can be noticed that majority of the teachers have Teacher III position as evident in the data.

Level of Trainings Attended. Table 1A includes the frequency counts and percentage of the respondents

Table 1B. Level of Trainings Attended

Level of Training Attended	Frequency	Percentage
District	38	12
Regional	92	48
National	70	37
International	17	9

The data revealed 48% of the respondent have already attended trainings in the regional level, 37% in the national level, 12% in the district level and 9% in international level.

This implies that teachers are still pursuing improving their professional career by attending different seminars, training and workshops that will enhance their knowledge and skills.

According to the article entitled Nine Roles for Teacher Leaders. It goes to show if a teacher leader learns about a new technique, learnings, strategies or resources, even

if it's not in one's discipline, the individual must immediately share it. It is a way of every teacher to constantly improve his skills, strengths, weaknesses and attributes. The idea of paying it forward creates a more successful implementation of the different programs that will improve the school in general.

2. Programs and Projects that teacher are involved with along National, Regional, Local/School Based.

This section discourses the involvement of the teachers along national programs, regional programs and local/school-based programs.

National Programs. Table 2A includes the frequency counts mean and ranking of their involvement in National Programs.

Table 2A. Involvement of Teachers along National Programs

National Programs	Frequency	Rank
Brigada Eskwela	145	1
ADOPT-a-School Program	113	2
World Teacher's Day Celebration	107	3
Early Registration	106	4
Simultaneous Earthquake Drill	104	5
Every Child A Reader Program	101	6
School Based Feeding Program	95	7
Wellness Program	80	9

Table 2A revealed the top 3 National Programs that the teachers are involved are the following; Brigada Eskwela rank as 1st, Adopt-a-School as 2nd and World Teacher's Day Celebration rank as 3rd.

It only implies that teachers in Sorsogon West District take part in the implementation of the different national programs

The Department of Education (DepEd) had been implementing several projects and programs and activities (PPA's) that will realize SBM and other philosophical and legal frameworks of the department. These PPA's include Brigada Eskwela, Every Child-A-Reader Program, School First Initiative; Child-Friendly School System; Project WATCH (We Advocate Time Consciousness and Honesty); and Adopt-A-School Program. It is therefore mandated by the Department of

Education that teachers should implement and cooperate with one another to implement the National programs.

Regional Programs. Table 2B includes the frequency counts mean and ranking of their involvement Regional Programs.

Table 2B. Involvement of Teachers along Regional Programs

Regional Programs	Frequency	Rank
Brigada Pagbasa	138	1
ALNAT (Numeracy Test)	133	2
Comprehensive Rapid Literacy Assessment (CRLA)	126	3
Early Language Literacy, Numeracy and Digital (ELLND)	120	4

Based from the figures regarding the involvement of teachers along regional programs 138 teachers are involved in Brigada Pagbasa which rank as the 1st while involvement in Early Language Literacy, Numeracy and Digital(ELLND) rank as the 4th which has 120 frequency counts. In addition, Smylie and Johnson suggest that teachers' enthusiasm concerning participation depends on their relationships with the school principals. More partnership and open relationships are conducive to teachers' activity. If the person has the sense of influence on their environment, he or she feels more motivated to participate. The results implies if there is a healthier relationship between the school head and the teacher. There is a significant change in the behavior of the teacher and a bigger chance to participate in the regional programs because of the motivation, trust and support given to them.

Local/School-based Programs. Table 2C includes the frequency counts mean and ranking of their involvement in Local/School-based Programs.

Table 2C. Involvement of Teachers along Local/School-based Programs

School-Based Programs	Frequency	Rank
LAC Session	159	1
Reading Intervention	138	2
Disaster Preparedness	106	3
Psychological First Aid	92	4

It can be gleaned from the table that the LAC Session top or rank as 1st as the Local/School Based Programs

the teachers are involved. It only implies that teachers in Sorsogon West District are participative in planning and organizing the implementation of the different school-based programs. Based on the studies of Petronilla (2018) teachers' involvement in decision-making, planning and organization of projects and programs has been advanced for any reason. Most often, involvement is believed to improve communication among teachers and administrators and improve the quality of educational decision making, it also thought that participation may contribute to the quality of teachers "work life".

3. Level of Involvement of Teachers along National , Regional , Local/School Based Programs

This segment discusses the level of involvement of the teachers along national programs, regional programs and local/school-based programs.

National Programs. Table 3A includes the weighted mean and description of their level of involvement in National Programs.

Table 3A. Level of Involvement of Teachers along National Programs

National Programs	WM	Desc.
Brigada Eskwela	4.70	Very much involved
ADOPT-a-School Program	4.41	Much involved
World Teacher's Day Celebration	4.76	Very much involved
Early Registration	4.39	Much involved
Simultaneous Earthquake Drill	4.35	Much involved
Every Child A Reader Program	4.35	Much involved
School Based Feeding Program	4.25	Much involved
Wellness Program	4.12	Much involved
Overall Mean	4.40	Much involved

Legend: WM - Weighted Mean Desc.-Description

Table 3A presents the level of involvement of the teachers along national programs. It can be noted that teachers are very much involved in the programs such as Brigada Eskwela and World's Teachers' Day. This goes to show that teachers in Sorsogon West District take their part for the successful implementation of the different programs in the Department of Education. On the other hand, teachers are much involved in the implementation of ADOPT-a-School

Program, Simultaneous Earthquake Drill, Every Child a Reader Program, Wash in School, School Based Feeding Program and Wellness Program.

Based from the computed overall weighted mean which is 4.40 teachers are much involved in the different National Programs that the DepEd are implementing. The results suggest that there is still a need to encourage the teachers to participate to the different national programs that the DepEd is implementing. This finding is in agreement with that of Gemechu (2014) who found that the extent of teacher's involvement in school planning process in government secondary schools of Jimma Town, Ethiopia was low. The result suggest that there is still a need for the school head to encourage teachers to participate to the different PPAs.

Regional Programs. Table 3B includes the weighted mean and description of their level of involvement in Regional Programs.

Table 3B. Level of Involvement of Teachers along Regional Programs

Regional Programs	WM	Desc.
Brigada Pagbasa	4.63	Very much involved
ALNAT (Numeracy Test)	4.56	Very much involved
Comprehensive Rapid Literacy Assessment (CRLA)	4.50	Very much involved
Early Language Literacy, Numeracy and Digital (ELLND)	4.47	Much involved
Overall Mean	4.54	Very much involved

Legend: WM - Weighted Mean Desc.- Description

The data showed that relative to the involvement of teachers in the Regional Programs. Teachers are very much involved in Brigada Pagbasa, Comprehensive Rapid Literacy Assessment (CRLA) and ALNAT (Numeracy Test) .In addition, the overall mean regarding the involvement of teachers along regional program is 4.54 which fall under very much involved. Due to the active participation of the teachers in Sorsogon West District. Several schools from the district receive

different awards and recognitions for the successful implementation of regional programs.

This could mean that teachers may have gained knowledge from the relevant trainings, workshop and seminars they have attended that they use to involved themselves in the different regional programs.

In addition, according to the article "The importance of professional development for Educators Professional" development training can help teacher to become better at planning, their time and staying organized. This ultimately makes teachers more efficient and gives them extra time to focus on the programs.

Based from the calculated overall weighted mean which is 4.35 teachers Always partakes in the different Regional Programs that the DepEd are implementing. This finding is in agreement with that of Olorunsola and Olayemi (2011) who found that secondary school teachers in Ekiti State, Nigeria are significantly involved in school planning process. As a result, all the regional program is supported and implemented by the teachers.

Local/School-based Programs. Table 3C includes the weighted mean and description of their level of involvement in Local/School-Based Programs.

Table 3C. Level of Involvement of Teachers along Local/School-based Programs

School-Based Programs	WM	Desc.
LAC Session	4.81	Very much involved
Reading Intervention	4.66	Very much involved
Disaster Preparedness	4.42	Much involved
Psychological First Aid	4.30	Much involved
Overall Mean	4.55	Very much involved

Legend: WM - Weighted Mean Desc.- Description

As presented in Table 3C the data revealed that teachers in Sorsogon West District are very much involved in the programs Reading Intervention, Psychological First Aid and Learning Action Cell (LAC) Session.

From the article Nine Roles for Teacher Leader its suggest that teacher leader work across the board in

varying roles. If students in a chemistry class draft poorly structured reports, then a teacher leader in English will step in and help the chemistry teacher advise the students on how to become better writers. Helping both students and teachers is essential and a key role for teacher leader. Similarly, as a teacher you should know your limitation. It won't make you less as a teacher if you ask help and technical assistance from your colleagues on how you can improve your participation in the school programs. You should always have an open mindset and be a positive constructivist to change and make a better version of yourself to help partake the fruitful implementation of the varied DepEd programs.

Based from the calculated overall weighted mean which is 4.55 teachers are very much involved in the different School-based Programs that the DepEd is implementing. This finding is in agreement with that of Gemechu (2014) who found that teachers' involvement in school curriculum and instruction and student affairs and disciplinary problem were found to be relatively high. As a result all the school based program are carried out by the teachers.

4. Challenges met by the teachers in their involvement to school programs.

This portion discourses the challenges met by the teachers which regards to their involvement to school programs. The frequency and rank were used in analyzing the data. The responses were given opportunity to observe multiple responses.

Table 4. Challenges met by the teachers in their involvement to school programs.

	Frequency	Rank
Endless paper works and extended working hours	159	1
The memorandum regarding the program was not properly relayed to the teachers.	141	2
Teachers do not have enough knowledge how the program is implemented	124	3
The newbies are not given the opportunity to showcase their skills and talents in the participation towards school programs.	69	4

Providing support and establishing environment of trust to teachers.	68	5
Fear of taking risk by teachers themselves	74	6
Teachers low level of concerns or willingness	58	7
No motivation is given by the principal to involve teachers in school programs	57	8
Lack of trust and positive relationship with principal and teachers.	55	9
Autocratic leadership style of principals	52	10
Seasoned teachers are given more opportunity to participate in the school programs.	48	11

The results show that the top 5 challenges met by the teachers in their involvement to the different programs are as follow; 1. Endless paper works and extended working hours. 2. The memorandum regarding the program was not properly relayed to the teachers. 3. Teachers do not have enough knowledge how the program is implemented. 4. The newbies are not given the opportunity to showcase their skills and talents in the participation towards school programs. 5. Providing support and establishing environment of trust to teachers. One of the challenges faces by the teacher respondents in their involvement to school programs is the endless paper works and extended working hours.

One of the respondents clearly stated the sentiment "I spend up until 11:00 pm to finish the urgent school reports to be submitted and specially during enrolment in LIS I woke up 3:00 am just to enrolled my pupils" because this is the time the system is open and no hassle in enrolling learners.

Another respondents state that "during Saturday and Sunday we are requested by the School Head to be in the school to prepare and organize the Monday activities".

This can be attributed that the teachers don't have enough time to participate in the school programs due to bulk of paper works and extended working hours. It can be inferred that it is imperative therefore that school administrators may consider delegating the task so that

the teachers can take partake in the different school initiatives and programs.

From the article The Dilemma of too much paper work in teaching (2017) teachers in different schools were responsible for completing more than a dozen different forms, evaluations, assessments and reports that came variously from the level of district , city, state and federal government, and grading standardized test.

Teachers snapped pictures of piles of paper and they also conducted an informal survey, which showed some teachers spend an average of 47 ½ hours per month “beyond their duty day“ dealing with paperwork.

Also, if the memorandum regarding the program was properly relayed to the teachers by the school head and also if the teachers are properly oriented how the program is to be implemented there is a bigger chance teachers can partake in such as way he can showcase his talents and skills.

Teachers can do multitasking and can finish task given to them with flying colors it is just a matter of giving the right direction towards the achievement of bigger perspective.

Furthermore, teachers do not have enough knowledge how the program is implemented. It is therefore important before implementing the program teachers are equipped with the knowledge and skills by attending seminars, trainings and workshop national, regional and division level to guide and assist them how to implement the program successfully.

And also, proper orientation and dissemination of information regarding the program is needed for the teachers to feel confident of what they are doing. Isik and Bahat (2018) disclosed that in the process of teachers training, it is necessary to include training and programs in which prospective teachers can develop their leadership skills.

In addition, Carl (2013) states that teacher should be provided with appropriate knowledge and skills that help them to effectively contribute in curriculum development operation.As a result, teachers need workshop and trainings , which are geared toward professional development to be able to contribute to curriculum development.

5. Proposed Action Plan to address the challenges encountered by teachers in their involvement in School Programs.

This section encompasses the proposed action plan which developed from the results of this study. It includes the key result areas, objectives, activities, persons involved, budgetary requirements, time frame, and expected outcome.

Rationale

Projects are defined as extended in-depth investigation of the phenomenon in the school environment that is worthy of learning and experiencing more about. The total school program means the big pictures, in terms of instructional efforts, and includes the school-wide objectives, as well as the curriculum that affect the school. It includes the totally of the activities, facilities and people that influence the overall product of the school. Teachers play a significant role in realizing projects and programs from planning stage down to the implementation of it. The call for transformation in schools has made collaboration among teachers in a vital issue. An increasingly collaborative culture among teachers has been one of the main vehicles for improving education and teaching.

The Department of Education (DepEd), as mandated by the constitution is primarily responsible for the education and manpower development of the country and the formulation, planning, implementation and coordination of the policies, plans, programs and projects in the areas of formal and non-formal education at the elementary, secondary and alternative learning system . Projects and programs aims to improve the quality of education by providing public schools with appropriate technologies that would enhance the teaching learning process.

In the Philippines, the Department of Education (DepEd) had been implementing several projects, programs and activities (PPAs) that will realize SBM and other sound philosophical and legal frameworks of the department.

These PPAs include Brigada Eskwela, Every Child-A-Reader Program, School First Initiative; Child-Friendly School System; Project WATCH (We Advocate Time Consciousness and Honesty); and Adopt-A-School Program

Based from the result of the study, the top 5 challenges met by the teachers which regards to their involvement to school programs are the following;

1. Endless paper works and extended working hours.
2. The memorandum regarding the program was not properly relayed to the teachers.
3. Teachers do not have enough knowledge how the program is implemented.
4. The newbies are not given the opportunity to showcase their skills and talents in the participation towards school programs.
5. Providing support and establishing environment of trust to teachers.

II. OBJECTIVES

This work plan was formulated from the following purposes:

General Objective

The main goal of this plan of action is to improve the involvement of teachers in school programs by addressing the different challenges met which regards to their involvement

Specific Objectives

1. To empower each teacher to facilitate and implement school programs.
2. To assist teachers in their vital role to the successful implementation of school programs.
3. To address the challenges encountered by the teachers in their involvement in school programs.

IV. CONCLUSION AND RECOMMENDATIONS

This study revealed that majority of the respondents are Teacher III which ages are ranging from 36-40 years, there are more females than males, there are more with Masters Unit among the respondents with the length of service ranging from 16 years and above and attended 38 trainings in the district level, 92 in the regional level, 70 in the national level and 17 in international level. The top 3 National Programs the teachers are involved are the Brigada Eskwela rank as 1st, Adopt-a-School as 2nd and World Teacher's Day Celebration rank as 3rd. In addition 138 teachers are involve in Brigada Pagbasa along Regional Programs which rank as the 1st while involvement in Early Language Literacy, Numeracy and Digital (ELLND) rank as the 4th. Which regards to Local/School Based Programs LAC Session top or rank 1st.The computed overall weighted mean on the involvement of teachers in National Programs is 4.40 which is equivalent to much involved.Which regard to

the Regional Programs 4.54 is the overall weighted mean which is correspondent to very much involved and in terms of Local/School Bases program the overall weighted mean is 4.54 which is corresponding to very much involved.The topmost five challenges met by the respondents which regards to their involvement to school programs are the following; a. Endless paper works and extended working hours. b. The memorandum regarding the program was not properly relayed to the teachers. c. Teachers do not have enough knowledge how the program is implemented. d. The newbies are not given the opportunity to showcase their skills and talents in the participation towards school programs. e. Providing support and establishing environment of trust to teachers.The Action Plan hereby proposed can adapted and implemented.

It was recommended that the school administrators may consider delegating task to every teacher, so each teacher has a part in the implementation of the school programs. Furthermore, give equal opportunity to the seasoned teachers and newbies to showcase their abilities and talents. The teachers and school administrators may collaboratively work and plan how to implement the programs successfully. Additionally, the school head and teachers must have trust and positive relationship with another. The school heads must motivate, support and encourage teachers to be involve in school programs and may delegate task according to the personality and expertise of each teacher so that they will have a special role for a specific program.The teachers may conduct meetings, conferences and evaluation and monitoring to identify the areas of improvement.The action plan may be submitted to concerned authorities for further review and evaluation prior to its adoption and implementation.Further study may be conducted to widen the scope and inclusion of other variables not covered in this venture.

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