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School Monitoring Evaluation and Adjustment Implementation in Leyte District

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ABSTRACT

This study primarily aimed to assess the School Monitoring, Evaluation, and Adjustment (SMEA) implementation in Leyte District.

Utilizing the descriptive-correlational research design, the study involved all SSG officers to represent the learner-respondents; all GPTA officers represent stakeholders/parents; 25 teachers represent the Grade 7 to 10 per school, and school heads of the three schools.

The analysis of data reveals that for SMEA implementation as to access, only enrollment trend has increased, while dropout rate, retention rate, cohort survival rate, graduation rate, and completion have irregular result. For SMEA implementation as to quality, there is an increasing average MPS of all subjects taught during the study. Further, for SMEA implementation as to governance, school efficiency is very satisfactory, while teachers are experienced/would benefit from further training. Moreover, learning environment, learning materials, and other support services are very satisfactory; and stakeholders are involved in the decision making of the school. Further, the average NAT MPS of 71.47 has small gap of 3.43 from the DepEd national target of 75 percent.

Meanwhile, there is no significant relationship between SMEA implementation as to access and school performance; there is a significant relationship between SMEA implementation as to quality and school performance; and there is no significant relationship between SMEA implementation as to governance and school performance.

After a thorough analysis of the findings obtained from the results of the study, the researcher concludes that SMEA implementation promotes better performance of teachers, encouraged stakeholders' involvement, and created an increasing rate on school enrolment and helped increase the school MPS and NAT MPS. Hence, it is suggested that the SMEA coordinator be furnished with accurate and updated data for analysis, interpretation and provide feedback to stakeholders' concerned.

Keywords: School Monitoring Evaluation, Adjustment Implementation, School Performance

INTRODUCTION

School Monitoring and Evaluation (SME) is a mechanism for gathering, processing, analyzing, interpreting, and storing data and information about the learners' progress, school programs and projects implemented, and school stakeholders' performance.

Osman (2002) postulated that the SME system sets into motion a series of managerial actions for the purpose of ascertaining the realization of the schools' objectives outlined in the School Improvement Plan. Hence, a complete SME has the following characteristics: organized gathering and processing; analysis and interpretation; storing data and information; managerial actions; and realization of objectives.

In support to SME, the School Monitoring Evaluation and Adjustment (SMEA) is an intervention that assures attainment of the school's targets through the feedback that Schools Quality Monitoring Team (SQMT) analyze on the results of the monitoring and evaluation to improve the implementation of SIP, process and review data gathered to make inferences; thus, enable school management to arrive at sound decision making (Luistro, 2015).

Moreover, Valisno (2010) mentioned that the school Internal Monitoring and Evaluation Team (IMET) gathers quarterly reports from the teachers, school heads, project implementers, including hindering and facilitating factors, lessons learned, and good practices encountered before the SMEA. Some groups process and analyze the information gathered, make conclusion, and formulate recommendations.

After five years of SMEA implementation, it must have progressed the school's performance and therefore an expected changed has been realized. However, observations show that said committees' task to perform specific functionz have failed. The school performance indicators as shown by the SMEA records on file are low. Big classes still exist, health services, library services, except guidance services are not provided. School level and NAT MPS are below the DepEd national standard.

Hence, (Taboso, 2018) underscored that School Monitoring, Evaluation, and Adjustment (SMEA) was designed to improve the three Key Result Areas of the School Improvement Plan (SIP). It has devised a system of collecting data, processing, analyzing and interpreting, storing data and information, managerial actions, and realization of objectives.

The primary objective of the SMEA is to improve the overall performances of public schools. Nevertheless, it is sad to note that based on the preceding presentation of the school's actual situation, SMEA has done very little improvement in most aspects of the Key Result Areas.

Based on the preceding enunciations, the researcher was motivated to make an assessment of the SMEA implementation in Leyte District.

Objectives of the Study

This study primarily aimed to assess the School Monitoring, Evaluation, and Adjustment (SMEA) implementation in Leyte District.

Specifically, it sought to achieve the following objectives:

1. Assess the SMEA implementation as to access in terms of:
   - 1.1 enrollment trend,
   - 1.2 dropout rate,
   - 1.3 retention rate,
   - 1.4 cohort survival rate,
   - 1.5 graduation rate, and
   - 1.6 completion rate.
2. Ascertain the SMEA implementation as to quality in terms of Mean Percentage Score (MPS) per subject area.
3. Assess the SMEA implementation as to governance in terms of:
   - 3.1 school facility,
   - 3.2 teachers' performance,
   - 3.3 learning environment, learning materials, and other support services, and
   - 3.4 stakeholders' participation/community involvement.
4. Find out the school performance.
5. Ascertain the significant relationship between SMEA implementation as to access and school performance.
6. Ascertain the significant relationship between SMEA implementation as to quality and school performance.
7. Ascertain the significant relationship between SMEA implementation as to governance and school performance.

Hypotheses

Ho_1: There is no significant relationship between SMEA implementation as to access and school performance.

Ho_2: There is no significant relationship between SMEA implementation as to quality and school performance.

Ho_3: There is no significant relationship between SMEA implementation as to governance and school performance.

Framework of the Study

The study was anchored on the following theoretical and conceptual frameworks, which served as its support and foundation in the due course of its proceedings.

Theoretical framework. This study was anchored on Mackenzie's (2007) Theory of Change. This theory states that if an evaluator can validate with empirical evidence and account for major external influencing factors, then it is reasonable to conclude that the intervention has made a difference.

This theory thus provides the basis for arguing that the intervention is making a difference and identifies weakness in the argument; hence, identifying where evidence for strengthening such claims is most needed.

Conceptual framework. The main concern of this study was to assess the School Monitoring, Evaluation, and Adjustment (SMEA) implementation in Leyte District.

Specifically, the independent variables of the study were the SMEA implementation as to access; SMEA implementation as to quality; and the SMEA implementation as to governance. On the other hand, the dependent variable was the school performance. Figure 1 shows the interplay between the dependent and independent variables of the study.

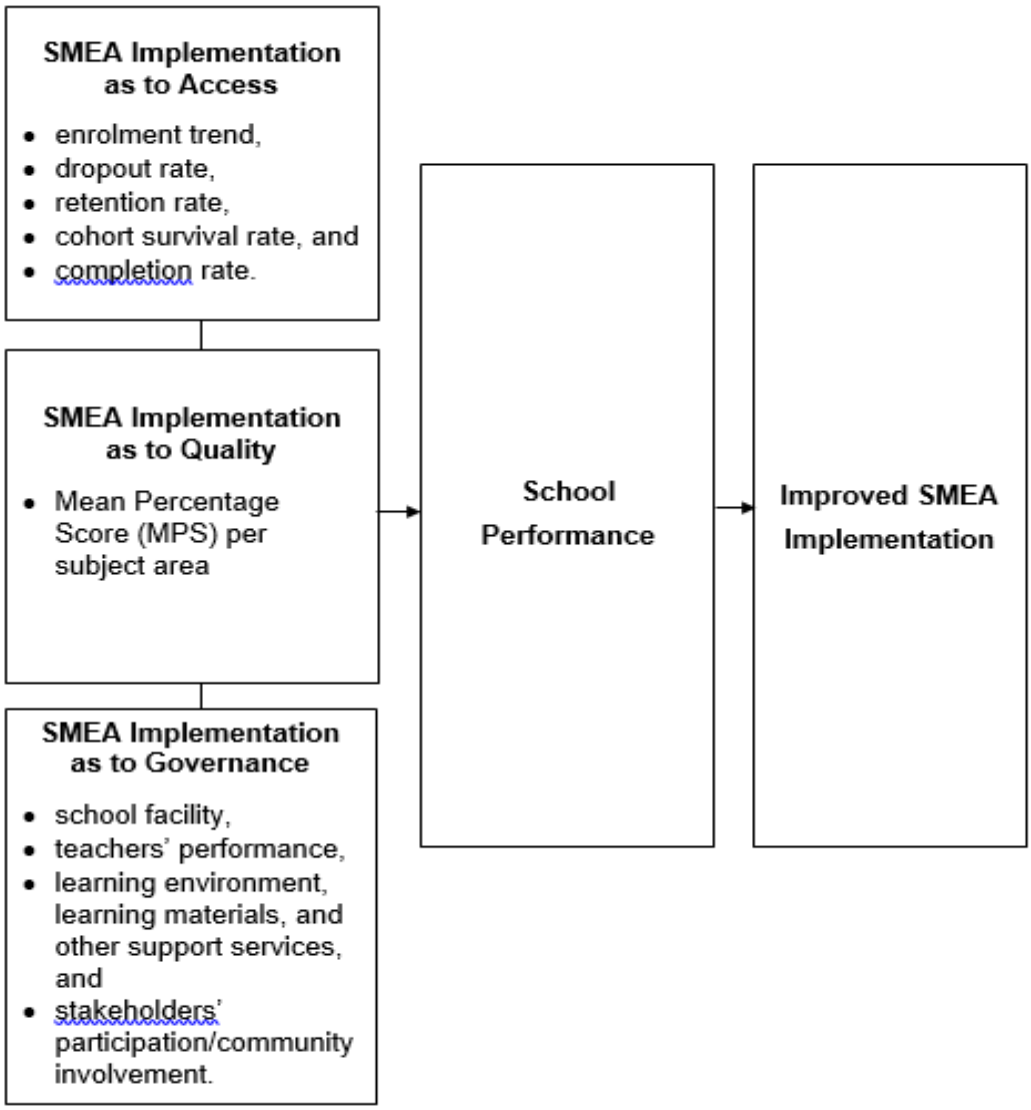

Figure 1.Conceptual Framework of the Study

METHODOLOGY

This chapter presents the research methodology used. It includes the research design, research locale, research respondents, research instrument, data gathering procedure, data scoring, and statistical treatment of data.

Research Design

This study utilized the descriptive-correlational research design. Descriptive correlational is a design that provides a snapshot of the current state of affairs and discover relationships among variables to allow the prediction of future events from present knowledge (Stangor, 2011).

This designis deemed appropriate to be used because it attempts to describe the underlying variables of the study and reveals the degree of association between the variables of the study. Hence, it gives a better and deeper understanding of a phenomenon on the basis of an in-depth study, which provides the basis for decision-making.

Research Locale

This study was conducted in the three secondary schools in Leyte District namely: Leyte National High School (LNHS), Leyte Agro-Industrial School (LAIS), and Juan V. Delantar National High School (JVDNHS).

Both LNHS and LAIS are situated in the town of Leyte, Leyte. LAIS is located along the highway on a plane topography, around 20 meters

from the bus terminal; while LNHS occupies the hillside, along the highway, and a distance of approximately 30 meters from the bus terminal. Its location commands better view to passengers due to its hilly topography. On the other hand, JVDNHS is located in Barangay Consuegra, Leyte, Leyte around 10 kilometers from the highway.

Research Respondents

The researcher considered all SSG officers to represent the learner-respondents; all GPTA officers represent stakeholders/parents; 25 teachers represent the Grade 7 to 10 per school, and school heads of the three schools.

The selection of the respondents was done through random sampling except for the school heads.

Research Instrument

This study employed both semi-structured and standardized survey questionnaires in obtaining the needed data. This is composed of four parts.

Part I assessed the SMEA implementation as to access in terms of enrollment trend, drop-out rate, retention rate, cohort survival rate, graduation rate, and completion rate.

Part II ascertained the SMEA implementation as to quality in terms of the Mean Percentage Score (MPS) per subject area.

Part III assessed the SMEA implementation as to governance in terms of school facility; teachers' performance; learning environment, learning materials, and other support services; and stakeholders' participation/community involvement.

Part IV determined the school performance.

The survey questionnaire was used to assess the SMEA implementation as to access, quality, and governance. The competencies were made based on DepEd Order No. 32, s. 2010, or the National Adoption and Implementation of the National Competency-Based Standards for School Heads (NAINCBSSH), as well as the National Competency-Based Teacher Standard-Teachers' Strength and Needs Assessment (NCBTS-TSNA).

Data Gathering Procedure

In gathering the data, the researcher secured permission letter addressed to the Schools Division Superintendent of Leyte endorsed by the Dean of the School of Graduate Studies. After its approval, the researcher formally started the conduct of the study by administering the survey questionnaires to the SSG and GPTA officers, school heads, and teachers of the identified schools.

To attain 100 percent retrieval of the survey questionnaires, these were personally retrieved by the researcher herself. The responses were coded, categorized, analyzed, and interpreted thoroughly, as far as to the veracity of the results is concerned.

Data Scoring

As soon as all data were in, these were collated, tallied, tabulated, analyzed, and interpreted using a 5-point scale to come up with the study's findings.

The SMEA implementation as to access was categorized into:

Range	*Description*
4.60 – 5.00	Strongly Agree
3.70 – 4.59	Agree
2.80 – 3.69	Neither
1.90 – 2.79	Disagree
1.00 – 1.89	Strongly Disagree

The SMEA implementation as to quality was interpreted based on the Standard-Based Assessment and was categorized into:

Percentage	*Description*
96 – 100%	Mastered
86 – 95%	Closely Approximating Mastery
66 – 85%	Moving Towards Mastery
35 – 65%	Average Mastery
16 – 34%	Low Mastery
5 – 15%	Very Low Mastery
0 – 4%	Absolutely No Mastery

The SMEA implementation as to governance in terms of school facility, learning environment, learning materials, and other support services were categorized into:

Range	*Description*
4.21 – 5.00	Excellent
3.41 – 4.20	Very Satisfactory
2.61 – 3.40	Satisfactory
1.81 – 2.60	Unsatisfactory
1.00 – 1.80	Poor

The SMEA implementation as to governance in terms of teachers' performance, the National Adoption and Implementation of the National Competency-Based for Teachers Standards (NCBTS) was adopted:

Range	*Description*
3.51 – 4.00	Expert/Can support other Teachers' improvement
2.51 – 3.50	Experienced/would benefit from further training
1.51 – 2.50	Developing/need further training & development
1.00 – 1.50	Beginning/require urgent training & development

The SMEA implementation as to governance in terms of stakeholders' participation/community involvement was categorized into:

Range	*Description*
3.51 – 4.00	Always Involved
2.51 – 3.50	Often Involved
1.51 – 2.50	Rarely Involved
1.00 – 1.50	Not Involved

Statistical Treatment of Data

Data in this study were subjected for analysis using the following appropriate statistical tools.

Descriptive statistics such as frequency counts, simple percentage, and weighted means were used to describe the SMEA implementation as to access, quality, and governance, as well as the school performance.

The Pearson product moment of correlation was also used to ascertain the relationship between access and school performance; quality and school performance; and governance and school performance.

RESULTS AND DISCUSSION

This section includes the presentation, analysis, and interpretation of data based on the objectives of the study. Data are presented as follows: SMEA implementation as to access, quality, and governance; school performance, and relationship of variables.

SMEA Implementation as to Access

Table 1 presents the SMEA implementation as to access such as: enrollment trend, dropout rate, retention rate, cohort survival rate, graduation rate, and completion rate.

Table 1

SMEA Implementation as to Access

Performance Indicators	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Enrollment Trend	691	705	747	882	1,074
Dropout Rate	1.3	2.1	2.1	2.8	2.6
Retention Rate	87.3	86.3	90	89.7	91.3
Cohort Survival Rate	67.7	79.9	72.5	68.1	65.02
Graduation Rate	98	97.7	0	0	98.7
Completion Rate	62.7	68.2	68.7	61.3	78.9

Among the six performance indicators, enrollment shows an increasing trend from 691 to 1,074 from school year 2013-2014 to 2017-2018. This finding implies that the secondary schools in Leyte District have effective advocacy, where strategies resulted to the rise in enrollment. Also, the result could mean that teaching and non-teaching staff of the respondent schools have been properly motivated and were united in working out the targeted enrolment increase each year.

On the other hand, the schools have failed to maintain a zero dropout. A dropout rate of 1.3 during the first year of SMEA implementation has doubled after five years as shown by the 2.6 drop-out rate in 2017-2018. Based on the records filed in the school EMIS, some causes of dropouts include low academic performance, poverty, peer influence, poor health, misbehavior, inability to cope with school policies, and irregular attendance.

This finding supports the claim of Jordan et al. (1994), when they disclose pressures on students' push and pull dropout factor. A student is pushed out when adverse situations within the school environment prevail such as tests, attendance, discipline policies and consequences of poor behavior, which ultimately result in dropout. Factors like financial worries, family needs, family changes such as marriage or child birth, and illnesses pull students away from school.

Similarly, Lamborn et al. (1992) emphasize evidence that participation in after school activities encourages students to remain engaged.

Other performance indicators such as retention rate, cohort survival rate, graduation rate, and completion rate show irregular data in terms of expected increase/ standard. Research results could mean that measures to overcome Push, Pull, and Falling Out factors and other causes of dropout be

identified and implemented as need arises in order to obtain the standard performance indicators as set by the Department of Education national office.

SMEA Implementation as to Quality

Table 2 presents the SMEA implementation as to quality in terms of the Mean Percentage Score (MPS) per subject area.

Table 2

SMEA Implementation as to Quality

Subject	Mean Percentage Score (MPS)							
	2014-2015		2015-2016		2016-2017		2017-2018	
Filipino	57.89	Average Mastery	64.85	Average Mastery	67.41	Moving Towards Mastery	68.91	Moving Towards Mastery
English	52.55	Average Mastery	56.51	Average Mastery	61.08	Average Mastery	63.16	Average Mastery
Math	49.94	Average Mastery	56.68	Average Mastery	55.98	Average Mastery	59.36	Average Mastery
Science	52.89	Average Mastery	58.84	Average Mastery	61.18	Average Mastery	65.05	Average Mastery
AP	55.56	Average Mastery	65.45	Average Mastery	61.08	Average Mastery	66.05	Moving Towards Mastery
MAPEH	55.97	Average Mastery	62.51	Average Mastery	63.82	Average Mastery	66.66	Moving Towards Mastery
TLE	62.95	Average Mastery	64.84	Average Mastery	64.55	Average Mastery	65.67	Average Mastery
ESP	59.27	Average Mastery	64.09	Average Mastery	63.85	Average Mastery	68.10	Moving Towards Mastery
Average	**55.9**	**Average Mastery**	**61.7**	**Average Mastery**	**62.4**	**Average Mastery**	**65.4**	**Average Mastery**

The table reveals an increasing average MPS of all subjects during the five-year implementation of the School Monitoring, Evaluation, and Adjustment (SMEA). However, such increases were small to cause an improvement of its descriptive equivalent. Thus, the subject' MPS described as "Average Mastery" with its numerical value of 35-65% (Standard-Based Assessment, DepEd's Perspective), except for Filipino with an MPS of 67.41 (2016-2017); and 68.91 (2017-2018) described as "Moving towards Mastery." Likewise, AP and ESP have MPS of 66.05 and 68.10 respectively, and a descriptive equivalent of "Moving towards Mastery" for 2017-2018.

The researcher thus speculates that Filipino as a medium of instruction in AP and Filipino subjects has contributed to getting higher MPS than English as medium of instruction in other subjects.

Other observations show that the average MPS in all subject areas has consistently increased from 2014-2015 until 2017-2018; however, its average mastery description has been sustained.

Imam et al. (2014) suggests that these findings may provide principals with greater opportunities to assert more to reach, if not excel the DepEd national target of 75% MPS.

SMEA Implementation as to Governance

The SMEA implementation as to governance was categorized into: school facility; teachers' performance; learning environment, learning materials, and other support services; and stakeholders' participation/community involvement. These are illustrated in Tables 3 to 6.

School facility. Table 3 shows the SMEA implementation as to governance in terms of school facility.

As shown in the table, "computer laboratory" and "preparation of financial reports and submit/communicate the same to higher education authorities and other education partners on or before due date" obtained weighted means of 4.6 and 4.4 respectively described as excellent.

Table 3
SMEA Implementation as to Governance in terms of School Facility

Indicators	WM	Description
The school:		
1. Constructs the following offices, buildings, and facilities:		
1.1 School Library	3.0	Satisfactory
1.2 School Clinic	2.9	Satisfactory
1.3 Separate toilet for boys and girls	4.0	Very Satisfactory
1.4 Guidance Office	2.9	Satisfactory
1.5 Educational Management Information System (EMIS)	4.3	Very Satisfactory
1.6 Publication Office	3.9	Very Satisfactory
1.7 School Canteen	4.1	Very Satisfactory
1.8 Storage room for athletic and sports equipment	2.9	Satisfactory
1.9 Material Recovery Facility (MRF)	3.7	Very Satisfactory
1.10 Laboratory Workshops for TLE instructions	3.7	Very Satisfactory
1.11 Computer Laboratory	4.6	Excellent
2. Does needed repairs of officers and other school buildings.	4.1	Very Satisfactory
3. Allocates/prioritizes funds for improvement and maintenance of school physical facilities and equipment.	4.2	Very Satisfactory
4. Prepares financial reports and submit/communicate the same to higher education authorities and other education partners on or before due date.	4.4	Excellent
AWM	**3.8**	**Very Satisfactory**

An average weighted mean of 3.8 described as very satisfactory reminds school heads to allocate greater budgets for a very satisfactory office/spaces, and make the necessary improvement and purchase of modern equipment so that efficient and effective services could be provided.

As underlined by Gregorio (1961), it is difficult to do a good teaching job in a poor building and with inadequate equipment. In like manner, it is impossible for the school to provide quality services to its clienteles in the absence of a better accommodation and equipment appropriate for the needed services.

*Teachers' performance.*Table 4 presents the SMEA implementation as to governance in terms of teachers' performance based on the indicators of the National Competency-Based for Teachers Standards (NCBTS).

Table 4
SMEA Implementation as to Governance in terms of Teachers' Performance

Indicators	WM	Description
The teacher:		
1. Demonstrate value for learning.	3.5	Experienced/would benefit from further training
2. Demonstrates that learning is of different kinds and from different sources.	3.4	Experienced/would benefit from further training
3. Creates an environment that promotes fairness.	3.5	Experienced/would benefit from further training
4. Makes the classroom environment safe and conducive to learning.	3.6	Expert/can support other teacher's improvement
5. Communicates higher learning expectations to each learner.	3.4	Experienced/would benefit from further training

6. Establishes and maintains consistent standards of learners' behavior.	3.3	Experienced/would benefit from further training
7. Creates a healthy psychological climate for learning.	3.4	Experienced/would benefit from further training
8. Demonstrates mastery of the subject matter.	3.5	Experienced/would benefit from further training
9. Communicates clear learning goals for the lessons that are appropriate for learners.	3.5	Experienced/would benefit from further training
10. Make good use of allotted instructional time.	3.4	Experienced/would benefit from further training
11. Selects teaching methods, learning activities and the instructional materials or resources appropriate to the learners and aligned to objectives of the lesson.	3.4	Experienced/would benefit from further training
12. Recognizes general learning processes as well as unique processes of individual learners.	3.4	Experienced/would benefit from further training
13. Promotes purposive study.	3.4	Experienced/would benefit from further training
14. Demonstrates skills in the use of ICT in teaching and learning.	3.3	Experienced/would benefit from further training
15. Develops and utilizes creative and appropriate instructional plan.	3.3	Experienced/would benefit from further training
16. Develops and uses a variety of appropriate assessment strategies to monitor and evaluate learning.	3.2	Experienced/would benefit from further training
17. Monitors regularly and provides feedback on learners' understanding of content.	3.4	Experienced/would benefit from further training
18. Communicates promptly and clearly to learners, parents and superiors about progress of learners.	3.4	Experienced/would benefit from further training
19. Establishes learning environment that respond to the aspiration of the community.	3.3	Experienced/would benefit from further training
20. Takes pride in the nobility of teachers as a profession.	3.5	Experienced/would benefit from further training
21. Builds professional links with colleagues to enrich teaching practice.	3.4	Experienced/would benefit from further training
22. Reflects on the extent of the attainment of professional development goals.	3.4	Experienced/would benefit from further training
AWM	**3.4**	**Experienced/would benefit from further training**

The table presents 22 indicators obtaining weighted means that fall within the desired weighted mean range of 2.51-3.50 described as "Experienced. Research results could be interpreted that teachers who have taken graduate units and passed the licensure examination are competent in doing their function; and their exposure to further trainings made them highly competent teachers. Among the indicators, only no. 4 had the highest weighted mean of 3.6 described as expert (making the classroom environment safe and conducive to learning).

This finding coincides the statement of Gregorio (1961), when he described that a safe and conducive to learning by simply influencing parents' support and willing to bear the financial burden through their creativeness in making their classrooms class homes, a facility where learning can safely and comfortably take place.

An average weighted mean of 3.4 obtained in the study is one of the strengths of the teachers that manifest capability in making learners learn. Findings further imply that school heads must send teachers to trainings/ seminars with the end view of making them expert in their chosen field.

Learning environment, learning materials, and other support services.Table 5 indicates the SMEA implementation as to governance in terms of learning environment, learning materials, and other support services.

The table shows that 14 out of 15 indicators have very satisfactory rating, while the remaining indicator, "disseminates widely the curriculum to increase enrollment through posters/tarpaulins, printed materials, Facebook, flyers, and homeroom and general PTCA meetings" obtained a weighted mean of 4.4, described as excellent. This results imply that respondent schools are providing well-lighted, well-ventilated, and safe learning environment.

Table 5
SMEA Implementation as to Governance in terms of Learning Environment, Learning Materials, and Other Support Services

Indicators	WM	Description
The school…		
1. Does repair of classrooms and seats before classes start.	4.2	Very Satisfactory
2. Meets the standard classroom-student ratio of 1:45.	3.7	Very Satisfactory
3. Provides learners materials for all subject areas.	3.4	Very Satisfactory
4. Implements Feeding Program for severely wasted and wasted students.	3.3	Very Satisfactory
5. Conducts regular inspection of electrical connections and wirings for safety.	3.9	Very Satisfactory
6. Installs ceiling fans and wall fans in the classrooms and offices.	4.0	Very Satisfactory
7. Meets the learner's material to student ratio of 1:1 in all subjects.	3.1	Very Satisfactory
8. Provides enough lightings in every classroom and offices.	4.3	Very Satisfactory
9. Practices proper wastes segregation in every homeroom and offices.	4.0	Very Satisfactory
10. Meets student seat ratio of 1:1.	4.1	Very Satisfactory
11. Subscribes regularly newspapers, magazines and journals for students, faculty and staff.	2.8	Very Satisfactory
12. Settles promptly students' misbehaviors like bullying, vandalism, etc.	4.1	Very Satisfactory
13. Investigates any signs of use of illegal drug, existence of fraternity, drinking liquors and smoking in school.	4.1	Very Satisfactory
14. Conducts home visitation to SARDOs.	3.7	Very Satisfactory
15. Disseminates widely the curriculum to increase enrollment through posters/tarpaulins, printed materials, facebook, flyers and homeroom and general PTCA meetings.	4.4	Excellent
AWM	**3.8**	**Very Satisfactory**

With this, Gregorio (1961) supports the aforementioned claim saying that better learning takes place in a favorable learning environment *Stakeholders' participation/community involvement.*Table 6 depicts the SMEA implementation as to governance in terms of stakeholders' participation/community involvement.

Table 6

SMEA Implementation as to Governance in terms of Stakeholders' Participation/Community Involvement

Indicators	WM	Description
The school:		
1. Involves internal and external stakeholders in formulating and achieving school vision, mission, goals and objectives.	3.6	Always Involved
2. Involves all internal and external stakeholders in developing SIP/ AIP.	3.4	Involved
3. Communicates effectively to staff and other stakeholders in both oral and written form.	3.6	Always Involved
4. Establishes school and partnerships that promote students' peak performance.	3.6	Always Involved
5. Organizes programs that involve parents and other stakeholders to promote learning.	3.6	Always Involved
6. Conducts a dialogues, for a, training of teachers, learners and parents on the welfare and improves performance of learners.	3.5	Involved
7. Promotes the image of the school through school summit, State of the School Address (SOSA), cultural shows, learners' project exhibits, fairs, etc.	3.5	Involved
8. Conducts dialogues and meetings with multi-stakeholders in crafting programs and projects.	3.4	Involved
9. Establishes sustainable linkages/partnership with other sectors, agencies and NGOs through MOA/MOU or using Adopt -a- School Program policies.	3.5	Involved
10. Maintains harmonious relations with superiors, colleagues, subordinates, learners, parents and other stakeholders.	3.6	Always Involved
AWM	**3.5**	**Involved**

The table categorizes equally the 10 indicators into two namely: "Always Involved" and "Involved." Data show that stakeholders were always involved in the following activities: "involves internal and external stakeholders in formulating and achieving school vision, mission, goals and objectives" (3.6); "communicates effectively to staff and other stakeholders in both oral and written form" (3.6); "establishes school and partnerships that promote students' peak performance" (3.6); "organizes programs that involve parents and other stakeholders to promote learning" (3.6); and "maintains harmonious relations with superiors, colleagues, subordinates, learners, parents, and other stakeholders" (3.6).

The rest of indicators were described as "Involved," including the average weighted mean of 3.5. It is apparent from the results that involvement of parents/stakeholders in different activities, projects, and programs promote sound relation between the school and community.

This supports the claim of Good (1945) as he mentions that school community relationship is a mutually helpful relationship among schools and community in the interest of the child's welfare and is essential for progressive education.

School Performance

Table 7 presents the school performance. The average performance of the three secondary schools in Leyte District were determined in terms of the National Achievement Test (NAT) Mean Percentage Score (MPS).

The table that among the five subjects included in the NAT, Filipino got the least MPS of 64.56 described as "Average Mastery," while English, Math, Science, and AP had 69.35, 85.40, 71.00, and 67.55 MPS respectively with a description of "Moving towards Mastery."

Table 7

School Performance

Subjects	Average NAT MPS	Description
Filipino	64.56	Average Mastery
English	69.35	Moving Towards Mastery
Math	85.40	Moving Towards Mastery
Science	71.00	Moving Towards Mastery
AP	67.55	Moving Towards Mastery
Average	**71.57**	**Moving Towards Mastery**

An average MPS of 71.57 was still described as "Moving towards Mastery." This result shows that there is a gap of 3.53 between the average NAT result and the DepEd national target of 75 percent, which could be a driving force to satisfactorily meet the said NAT standard.

Relationship of Variables

This section presents the significant relationship among the variables tested in the study. These are shown in Tables 8-10.

SMEA implementation and access. Table 8 indicates the significant relationship between the SMEA implementation as to access and school performance.

Table 8

Significant Relationship between the SMEA Implementation as to Access and School Performance

Variables	r-value	Sig.(2-tailed)	Decision
Enrollment	-.174	.779	Ho Accepted
Dropout rate	.170	.794	Ho Accepted
Retention rate	.332	.585	Ho Accepted
Cohort survival rate	.264	.668	Ho Accepted
Graduation rate	.028	.964	Ho Accepted
Completion rate	.664	.222	Ho Accepted

**correlation is significant at the 0.05 level (2-tailed)*

As reflected in the table, the relationship between SMEA implementation as to access and school performance was not significant, since the Sig (2- tailed) value in all variables were greater than the level of significant 0.05.

Thus, the hypothesis, which states that there is no significant relationship between the SMEA Implementation as to access and school performance was accepted, since p-values were greater than the alpha values. This result implies that the performance indicators does not affect the NAT MPS.

Moreover, the Sig (2-tailed) for enrollment (.779); dropout rate (.794); retention rate (.585); cohort survival rate (.668); graduation rate (.964); and completion rate (.222) were not significant at .05 level (2-tailed) since Sig. (2-tailed) values were greater than the alpha level. This finding implies that SMEA implementation as to access in terms of performance indicators does not affect the school performance in terms of NAT MPS.

SMEA implementation and quality. Table 9 reflects the significant relationship between the SMEA implementation as to quality and school performance.

Table 9

Significant Relationship between the SMEA Implementation as to Quality and School Performance

Variables	r-value	Sig.(2-tailed)	Decision
SMEA Implementation as to Quality and School Performance	-.861	0.05	Ho Rejected Significant

**correlation is significant at the 0.05 level (2-tailed)*

As gleaned in the table, the relationship between the two variables were significant, since the Sig (2- tailed) value, which is 0.05 is equal to the alpha value of 0.05.

Thus, the hypothesis, which states that there is no significant relationship between SMEA implementation as to quality and school performance is rejected. The result implies that the School MPS affects the NAT MPS. Hence, when the school MPS is high, more likely, the NAT MPS will also be high.

SMEA implementation and governance. Table 10 portrays the significant relationship between the SMEA implementation as to governance and school performance.

Table 10

Significant Relationship between the SMEA Implementation as to Governance and School Performance

Variables	r-value	Sig.(2-tailed)	Decision
School Efficiency	.406	.498	Ho Accepted
Teachers' Performance	.209	.735	Ho Accepted
Learning Environment, Learning Materials and other Support Services	-.692	.195	Ho Accepted
Stakeholders' Participation	.154	.805	Ho Accepted

**correlation is significant at the 0.05 level (2-tailed)*

As seen in the table, the relationship between the two variables were not significant, since the Sig (2-tailed) values were greater than the alpha value of 0,05. Thus, the hypothesis is accepted. This finding implies that SMEA implementation as to governance does not affect the school performance.

Conclusion

After a thorough analysis of the findings obtained from the results of the study, the researcher concludes that SMEA implementation as an intervention has helped the school in providing necessary facilities, desired learning environment, learning materials, and other support services very satisfactorily. Moreover, it promoted better performance of teachers, encouraged stakeholders' involvement, and created an increasing rate on school enrolment and helped increase the school MPS and NAT MPS.

Recommendations

Based on the findings and conclusion drawn from the study, the following recommendations are hereby forwarded:

1. It is encouraged that the SMEA implementation among schools may be sustained.
2. It is suggested that the SMEA coordinator be furnished with accurate and updated data for analysis, interpretation and provide feedback to stakeholders' concerned.
3. Further studies on SMEA implementation be conducted and make it more effective in helping the school attain its programs and projects indicated in the SIP/ AIP.

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