

# Assistance Provided By Private Entities To Elementary Schools In San Pablo City, Laguna

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**Abstract:** Education is a social responsibility. Although it is primarily the government's accountability to ensure that public schools are adequately equipped with the tools and facilities needed to provide quality and relevant education, private entities are very much welcome to make contributions that would help address the inadequacies that confront many of the public schools in the country. Hence, this study focused on the assistance provided by private entities to elementary schools. In this regard, this study surveyed the profile of public elementary schools in terms of population, number of faculty, school location, budgetary allocation and number of years in existence. At the same time, the extensiveness of the assistance provided by private entities to public elementary schools considering curriculum, faculty and staff and physical facilities development was sought. Furthermore, the significant difference on the extent of assistance provided by private entities when grouped according to school profile variables was determined. It was also relevant for this study to ascertain some of the issues related to drawing private assistance. At the end, the findings of the study were utilized in preparing a management plan for maximum utilization of assistance to elementary schools in the Division of San Pablo City. For this reason, descriptive research design was employed. Questionnaire, interview and focus group discussion were used as data gathering instruments. Sixty- five public elementary school heads were considered as respondents. The study revealed that majority of public elementary schools have a population less than 440, with 10 to 29 faculty members, located in rural areas, with a budget amounting to Php 20,000.00 to Php 39,999.00 and exist for 40 to 59 years already. Likewise, it was bared that private entities provide extensive to moderately extensive assistance in public elementary schools' curriculum, faculty and staff and physical facilities development. When it comes to issues relative to drawing private assistance, limited school resources and budget to sustain partnership emerged. In light of these findings, the study recommended that schools should design activities to attract more private entities that could provide assistance for them and devise ways on how the provision of assistance could be sustained. Similarly, the management plan, which was designed based from the findings, may be reviewed by the concerned schools division for suggestions and enhancement measures before possible adoption to help public elementary schools maximize the assistance they receive from private entities.

**Keywords:** Assistance of Private Entities, Significant difference on the extent of assistance provided,,Management Plan

## 1. Introduction

The trend in education nowadays is to develop smart and globally competitive people who can meet the demands of commercialization, industrialization and development. Without education, the world will be blind, the truths will be withheld and hidden behind the walls of ignorance and countless generations will be estranged from knowledge and wisdom that only education can suffice. Thus, education is life itself. With the helping hands of the teachers who enable the children to see the difference between innovation and stagnant, the world begins to take shape and reshape into modification, improvement and speedy progress. Traditionally, Filipino families put a high premium on having their members earn an education. Parents apparently send their children to school to acquire education, which is a powerful legacy any child would inherit. They believe that having a better education opens opportunities that would ensure a good future and eventually lift them out of poverty. Thus, they are willing to make enormous sacrifices to send their children to school. Hence, school has to play a major role in ensuring the quality of education that parents desire for their children. Sad to say, despite the government's claim that it has been increasing the budget for education, still most public elementary schools in the country are hardly coping with challenges and shortages like schools with insufficient classrooms, limited learning materials and no electric and water supply. These seem to be perennial problems of schools every year. Thus, to accommodate the huge number of enrollees in public schools every year, teachers and school administrators are forced to employ the so-called creative means. These include holding up to three shifts of classes and conducting classes in storage rooms, multipurpose halls and even along hallways. There were

also reports of classes being held under trees and other makeshift classrooms still being used in war-torn and disaster-stricken areas like Marawi and Eastern Visayas. Some classrooms are still bursting to capacity, deteriorating learning and teaching conditions, eventually resulting to the dropping out of pupils. Little by little, the government is initiating means to make both ends meet. Although it is primarily the government's responsibility to ensure that public schools are adequately equipped with the tools and facilities needed to provide quality and relevant education, private entities are very much welcome to make contributions that would help address the inadequacies that confront many of the public schools in the country. Initially, Adopt-a-School Program allows private entities to assist a public school, preferably located in any of the twenty poorest provinces identified by the Philippine Presidential Council for Countryside Development or any other government agency tasked with identifying the poorest provinces. The assistance may be provided in, but is not limited to areas such as infrastructure, learning support, health and nutrition, reading programs, technology support, direct assistance, training and development and assistive learning devices for students with special needs. Nowadays, private entities could help any school, which they deem need much their assistance even if it does not belong to any of the twenty poorest provinces in the country (retrieved from [www.deped.gov.ph](http://www.deped.gov.ph), July 19, 2019). Adopt-a-School Program was founded on the concept that it takes a village to educate a child. Hence, the program became an avenue for improving public education system in the country by pooling together financial, material and human resources to affect such purpose. Inspired by its success and to bring the spirit of Adopt-a-School Program in the community level

and maximize civil participation and utilize local resources to improve public schools, DepEd launched the Nationwide Maintenance Week, commonly known as Brigada Eskwela, as a special project under Adopt-a-School Program in May, 2003. Brigada Eskwela then brought teachers, parents, community members, government employees and private sector every third week of May to work together in repairing, repainting, fixing and mending broken facilities of public schools, getting the ready for the school opening. The success of Brigada Eskwela since its implementation simply showcases the Filipino's innate quality of volunteerism. This special project has also fostered the generosity of financially endowed persons and organizations to share their resources to those who are deprived financially or materially. To really intensify partnership with the private sector, the government pushes through another offspring of the Adopt-a-School Program in 2012, which is the Public-Private Partnership (PPP). The PPP focused on intensive infrastructure projects in the education sector to reduce classroom shortages. Tilak (2016) claimed that PPP helps ease financial constraints, as the private sector makes huge investments on its own under PPP. Moreover, as the private and public sectors complement each other, it is expected that the total resource base will increase. It is projected as a major strategy to tap untapped private financial and human resources, including specialized skills that may not be available in the government and to encourage active participation of the private sector in national development. Hence, without PPP and with limited public resources, education system might severely suffer. Luckily, numerous private entities actively show support to address needs of public schools. Recently, DepEd conducted a ceremonial signing of Memorandum of Agreement with its partners to symbolize their commitment to support DepEd in addressing critical educational needs. It was emphasized that in order to achieve goals, there should be a clear synergy from the private sector. Pledges and donations range from the provision of equipment and materials for classrooms and facilities to the development of learning materials, conduct of training or capacity building for teachers, and services for learners such as feeding programs and test reviews, among many others. When the time comes that public schools will receive assistance from private entities, they should be ready enough to plan for its maximum utilization. This is to assure that the value of the assistance given will not go into waste, instead, it will be able to satisfy the crucial necessity of pupils and guarantee greater educational outcomes. With this in mind, the researcher decided to conduct this study to gain an overview of the assistance received by public schools from private entities and how they go about it. Out of this, the researcher thought of designing a management plan to guide schools on how they can fully benefit from the assistance extended. Through this way, the researcher was very positive that partnership with private entities built would be the most potent way of filling in what was viewed as gaps in the field of education.

## 2. Literature Review

Before the adoption of the K-12 reforms, Macha, et. al. (2018) emphasized that elementary education was the only compulsory part of the basic education cycle. With the reforms, however, compulsory education has been extended and is now mandatory for all years of schooling, inclusive of

Grade 12. It is now also mandatory that children complete one-year of pre-school Kindergarten education before enrolling in elementary school. While it appears that it is not yet consistent practice throughout the entire country, current legislation mandates that all children enroll in Kindergarten at the age of five. Kindergarten education, like all other parts of public schooling, is free of charge at public schools. Upon completion of the mandatory pre-school year, pupils are eligible to attend elementary school with no separate admission requirements. The elementary school curriculum was recently revised and includes standard subjects like Filipino, English, mathematics, science, social science, Philippine history and culture, physical education and arts. One notable and important change, however, is that minority languages are now being used as the language of instruction in the first years of elementary education in areas where these languages are the lingua franca. In the Division of San Pablo City, there are sixty-three public elementary schools. These public elementary schools cater elementary education, which consists of six years of schooling, covering Grades 1 to 6. Public elementary schools in San Pablo City, Laguna operates basically through their monthly Maintenance and Other Operating Expenses (MOOE). The MOOE, as defined by Llego (2015) is the allocated funds for public elementary and secondary schools that can be spent on activities and necessities that support learning programs and help maintain a safe and healthy environment in schools. The Department of Education and Department of Budget and Management both agreed to adopt a refined formula for setting the MOOE budgets of public schools, which takes into account not only the number of students in school, but also the number of classrooms and teachers. Accordingly, the new formula is more responsive to the requirements for improved classroom instruction and better school management. The increase in MOOE comes together with the government's classroom construction program and its massive teacher hiring program, which are part of the government's continuing thrust to improve conditions in public schools and upgrade the quality of education. As highlighted in DepEd Order No. 13, series 2016, the MOOE allocated to public elementary schools must be utilized for the following: procurement of school supplies and other consumables for teachers and students deemed necessary in the conduct of classes; payment for reproduction of teacher-made activity sheets or exercises downloaded from the Learning Resource Management and Development System (LRMDS); minor repairs of facilities, buildings and ground maintenance and upkeep of school; rental and minor repairs of tools and equipment deemed necessary for the conduct of teaching-learning activities; and wages of full-time janitorial, transportation/ mobility and security services. MOOE could also be used as payment for school utilities and communication expenses; support expenses for school-based training and activities selected or designed to improve learning outcomes; fund activities as identified in the approved School Improvement Plan and Annual Implementation Plan; finance expenses pertaining to graduation rites, moving up or closing ceremonies and recognition activities; and procurement of small capital expenditure items worth Php 15,000.00 and below, as provided in the new Government Accounting Manual issued by the Commission on Audit and subject to separate guidelines issued by DepEd. To ensure the accountability in the use of MOOE, all schools are mandated by Republic Act

9485 (Anti-Red Tape Act of 2007) to post a Transparency Board on MOOE. Meanwhile, public elementary schools in San Pablo City are pushing through developments in different areas including curriculum, faculty and staff and physical facilities. Alviar (2014) defined curriculum development as a planned, purposeful, progressive and systematic process to create improvements in the curriculum. Curriculum is considered as the heart of any learning institution. Schools cannot exist without curriculum. In its broadest sense, curriculum refers to the total learning experiences of individuals not only in school, but in the society as well. Every time there are changes or developments happening around the world, the school curricula are affected. There is a need to update them to address the society's needs. Accordingly, curriculum development follows three stages specifically defining or redefining program goals and outcomes; developing or reviewing teaching methods and forms of assessment; and reviewing and redefining the program. Integral to curriculum development is the creation of instructional materials and refinement of teaching strategies. Parallel to this, Alsubaie (2016) deemed that the goal of a successful educational program and thus effective curriculum development should be to meet the needs and current demands of the culture, the society and the expectations of the population being served. Therefore, curriculum development and the educational reform process continually undergoes review, revision and constant change. Curriculum development can be challenging, therefore the involvement of all stakeholders, especially individuals who are directly involved in pupil instruction, are a vital piece in successful curriculum development and revision. No curriculum will be perfect, a finished product cast in stone or free from criticism. But to be effective, it must be accepted by teachers and must be deemed educationally valid by parents and the community at large. Curriculum development should be viewed as a process by which meeting pupils needs leads to improvement of pupil learning. In addition, it cannot be stagnant. Curriculum must be a living document that is in constant flux. It must be adaptable to changes in the educational community and society in general. Only then will it be able to be an effective change agent in the educational process. In similar perspective, elementary schools in San Pablo City target faculty and staff development. Faculty development, as cited by Kamel (2016) has been defined as the wide range of activities that institutions apply to support faculty members' roles. This included programs designed to improve the performance of faculty members in education, research and administration as well as augmenting organizational capabilities and culture. It emphasized the development of faculty skills involving instructional technology, small group teaching, media, courses and curriculum design. Faculty development likewise included the development of individual faculty members in their professional responsibilities as educators, researchers and administrators. It similarly prepared faculty members for career advancement and personal development, which stressed life planning, interpersonal and communication skills. Faculty members need to be prepared enough in order to deal with the rapid changes and shifting paradigms in education. Without such training, teaching is often reduced to instructors presenting their understanding of the subject by one-way lecturing. Husbans (2011) declared that successful faculty and staff development

alliances draw together three principles: collaboration between schools, collaboration across time and collaboration with external partners. The challenge brought by external partners is an important ingredient. High quality faculty and staff development comprises a thoughtful mix of school-based and facilitated development experiences with key contributions from external expertise. Although school focused, school based and school led, it also needs to draw in and use external expertise when appropriate. External expertise may be offered in person, but it can also come through reading and online learning that helps teachers to connect theory and practice. Furthermore, external expertise provides the kind of critical friendship that offers challenge and support and stimulates new thinking. The provision of such external expertise and critique is also an important factor in helping schools and practitioners become research engaged, particularly in providing support on research techniques of analysis, evaluation and reporting. Above all, strong effects of faculty and staff development on practice are also found where it's focused on how to teach specific kinds of content to learners, how to use specific pedagogical skills and on analysis of pupil learning, including their conceptual understanding and skills. Equally, public elementary schools in San Pablo City Division give necessary attention to physical facilities development. In the idea of Teixeira (2017), properly planned school infrastructure is an out-and-out key factor in effective teaching and learning. Schools, being the second home, serve a number of purposes in a pupil's life. From boosting their self-confidence to making them learn the importance of team work and socialization, schools do it all. Children are sent to school considering the fact that there is an experienced hand to guide them and a safe environment promoting growth. It is also widely accepted that infrastructure plays a budding hand in creating a favorable environment for a child's growth. Sending children in school where the building looks rundown and the playground needs work can never be a good idea. Pupils won't feel satisfied in a place that lacks physical comfort and other basic facilities. Schools should create an environment that not only assures learning, but also pays special attention to the mental and physical well-being of pupils. It is proven that overcrowded and stressful environment can affect the learning capabilities of pupils. School buildings, classrooms, playgrounds, and libraries are the most important aspect of school infrastructure. Spacious and refurbished buildings and well-ventilated classrooms are a must in schools. To finance other school needs which MOOE could not suffice, Senator Edgardo J. Angara advocates public-private partnerships, which calls for assistance from private entities to public schools. Significantly, public-private partnerships (PPPs) play a vital role in the delivery of education services to the public such as teachers training management, curriculum design and infrastructure development. It increases efficiency and innovation in the delivery of education and at the same time, increases access to good quality education for everyone, especially for poor students in remote, underserved communities (Senate of the Philippines Press Release, 2012). Angara filed Senate Bill No. 3090 entitled An Act Enhancing the Public-Private Partnership (PPP) in Infrastructure Development in the Philippines to boost private sector investment in the country. The said bill is a response to the need to revive private sector participation in

the financing of various large-scale projects, infrastructures and services, so that the government and private companies alike can share the burden of national growth and development. The measure also seeks to establish a legal framework that provides for adequate protection of rights and the consistent enforcement of contracts, two conditions that when fully implemented are expected to greatly encourage private sector investment. More so, PPP can be broadly defined as a contractual agreement between the government and a private firm targeted towards financing, designing, implementing and operating infrastructure facilities and services that were traditionally provided by the public sector. It embodies optimal risk allocation between the parties minimizing cost while realizing project development objectives. Thus, the project is to be structured in such a way that the private sector gets a reasonable rate of return on its investment. PPP offers monetary and non-monetary advantages for the public sector. It addresses the limited funding resources for local infrastructure or development projects of the public sector thereby allowing the allocation of public funds for other local priorities ([www.ppp.gov.ph](http://www.ppp.gov.ph), Retrieved April 10, 2019). In 2012, the Department of Education started implementing a Public-Private Partnership for School Infrastructure Project (PSIP), under which two contracts were signed for the construction of 9,301 classrooms to be ready for use for June 2013. The contracts are worth Php 16.28 billion in total and were awarded to two consortia, one represented by the BF Corporation and Riverbanks Development and the second, made up of Citicore Investment Holdings and Megawide Construction Corporation. However, the project was only completed last December 4, 2016 which marked the first private-public partnership project on school classrooms. It will be used by more than 400,000 students in the Ilocos, Central Luzon and CALABARZON regions which would help ease out the country's perennial problem on classroom backlog. Through DepEd's PSIP the government has sought to expand the supply of classrooms in all public school system as fast as it could reasonably be done to cut the current shortage of classroom units nationwide. The project covered the design, financing, construction and furnishing of either one-storey or two-storey buildings. Meanwhile, the Phase II of the PSIP was started which involves the designing, financing and constructing of 4,370 one-storey, two-storey, three-storey and four-storey buildings including furniture, fixtures and toilets in 1,895 public schools in Regions I, II, III, X, CAR and CARAGA. The original project cost approved by NEDA Board on November 29, 2012 was Php 13.14 billion. However, only two out of the five contract packages were successfully procured amounting to Php 3.86 billion ([www.business.inquirer.net](http://www.business.inquirer.net), Retrieved April 10, 2019). Along with PSIP, DepEd also has the Adopt-a-School Program through Republic Act 8525 which also allows private entities to assist public schools in particular aspects of the educational program within an agreed period of time. The assistance, as per DepEd Order No.2, series 2013 can be in the form of support packages through infrastructure, physical facilities, furniture and real estate; learning support; health and nutrition; reading program; technology support; direct assistance; training and development; and assistive learning device for students with special needs. The amount of assistance/ contribution or donation shall be based on the actual amount contributed/donated appearing on the official receipt or

acknowledgement receipt issued by the donee. If the assistance is in the form of access of teachers and students to facilities operated by the private sector partner such as buildings, offices, laboratories, shops, machine and equipment, among others; the amount shall be based on the rental value agreed upon by the concerned office of DepEd or the school and the private sector partner as stated in the Memorandum of Agreement. Similarly, if the assistance is in the form of resource persons for lectures; workshops, hands-on training, orientation, supervisory work and the like, the amount of contribution or donation shall be based on the value of services rendered as agreed upon by the private sector partner, the concerned office of DepEd and the public school as stated in the Memorandum of Agreement or the actual expenses incurred by the private sector, whichever is lower. If the assistance given is in the form of brand new equipment and machines, the amount of the contribution or donation shall be based on the acquisition cost by the private sector partner or the actual cost at the time of the donation. However, if the said items had already been used, then such valuation take into consideration the depreciated booked value of the donation. If the assistance is in the form of real property, the amount of contribution or donation shall be the zonal value or assessed value of the property at the time of the contribution/donation, as determined pursuant to Section 6 (E) of the Tax Code or the book value/depreciated value of the property, whichever is lower. Appraisal increase or appreciation in the value asset recorded in the books of account should not be considered in computing the book value of the asset. The value of the donation/contribution will provide the private partners the opportunity to avail tax exemption under Revenue Regulations No. 10-2003. From the time Adopt-a-School Program was implemented in 2000, several private entities supported DepEd in providing developments in terms of physical facilities. Adesua (2016) emphasized that physical facilities in the school setting go a long way to motivate pupils to learn. Physical facilities in any school system range from the school plant, that is the school buildings, classroom, library, laboratories, toilet facilities, learning materials to other infrastructures that would likely motivate pupils towards learning. Most of the physical facilities that are germane to effective learning/academic performance of pupils appear not to be sufficient in public schools. Those available seem not to be of standard quality, some seem to lack maintenance culture, while some are in dilapidated conditions. In 2017, a leading ceramic tile company in the country, Mariwasa Siam Ceramics Inc., extended assistance to DepEd in renovating schools as part of its corporate social responsibility thrust. The leading ceramic tile brand adopted more than 100 public schools nationwide with a Php 4 million-toilet sanitation renovation project. With the success of this project, the company decided to embark on much bigger project in 2018 valued at Php 10 million to improve the quality of educational facilities for the benefit of public school pupils ([www.manilastandard.net](http://www.manilastandard.net), Retrieved April 10, 2019). During the same year, Samsung Electronics Philippines Corporation, in partnership with DepEd opened its Smart Classroom under Adopt-a-School Program. The company prioritizes schools that serve indigenous communities and promotes interschool partnerships. Smart Classroom is a program aimed at enhancing the quality of education in the Philippines with the help of technology.

Using Samsung devices like Galaxy tablets and LED screens, the program intends to create a more interactive learning environment to improve pupil engagement and academic performance. It also aims to boost the proficiency of public school teachers in the country ([www.manilastandard.net](http://www.manilastandard.net), Retrieved April 10, 2019). The Smart Classroom can accommodate up to 30 pupils at a time, each of whom will have access to a wealth of e-learning tools and materials through the Samsung tablet. The teachers will also have their own Samsung device, which is wirelessly connected to all 30 tablets so they can keep a close eye on each pupil's performance. At the front of the room, there is an LED screen, which teachers can use to flash lessons, reports, and other educational content. Besides immersing pupils in a digital environment, it will also be a venue for community-based activities such as school administration meetings and Alternative Learning System (ALS) and Information and Communication Technologies (ICT) training workshops for teachers. As the biggest Filipino-owned stock life insurance company, Cocolife promotes responsible business as it continues to provide affordable financial protection to its fellow Filipinos while actively participating in the country's nation-building by investing in the education of Filipino children. In 2014, Cocolife partnered with DepEd in providing assistance for the construction of new classroom buildings that will decongest crowded public schools and replace typhoon-ravaged classrooms ([www.cocolife.com](http://www.cocolife.com), Retrieved April 10, 2019). The first phase of the program was conducted in Ormoc City, one of the areas drastically damaged by typhoon Yolanda in November, 2013. Cocolife, with its thrust to promote an environment that is conducive for learning, has constructed two school buildings in San Jose Elementary School and Valencia Central School in partnership with Rotary Club International and Rotary Club of Makati Paseo de Roxas, respectively. Each building is equipped with three classrooms fully furnished with typhoon-resistant tables and chairs and en-suite toilets. To further maximize pupils' learning experience, Cocolife and its partners provided computer equipment, operating systems, printers, screen projectors and network connections. Support was also extended by private entities in view of curriculum development. Hagos and Dejarne (2009) described curriculum as a set of experiences that pupils go through during the entire time they are in school. It is generally considered as the complete course path that will enable pupils to attain the goals and general objectives of education. Because of technological advancements, the spread of new information media and the predominance of software and hardware devices, a school's curriculum should be enhanced. It should be pragmatic to meet the needs of society and should conform to the actualities of the community. A school's curriculum should be re-structured with a likely shift towards a more meaningful course of study. Hedcor Sibulan and Aboitiz Foundation, in partnership with the Dental Chapters of the Municipality of Sta. Cruz, Provincial Local Government of Davao del Sur and the National Commission on Indigenous Peoples, implemented dental health programs that benefitted a total of 3,000 children in Hedcor's eight adopted public schools. Dentists lectured and demonstrated proper tooth brushing, flossing and mouth rinsing. Each pupil was given hygiene and dental oral kits containing a face towel, soap and two pairs of toothpaste and toothbrushes for their use in school

or at home ([www.aboitzeyes.aboitz.com](http://www.aboitzeyes.aboitz.com), Retrieved April 10, 2019). Similarly, more than 5,000 school children from Kindergarten to Grade 2 of 10 elementary schools in Iligan City have benefitted from Pilmico's Kutitap Feeding Program. The company signed a Memorandum of Agreement with DepEd for the distribution of healthy and nutritious bread snacks to target pupils three times a week during Monday, Wednesday and Friday for 38 weeks or one school year. The partner schools, meanwhile, will monitor the pupils' weight and height progress on a monthly basis and compare the findings with the established nutrition stats from DepEd (Sun Star Davao, 2015). Globe Telecom, with its Global Filipino School Program, a long-term education initiative designed to transform select public schools into centers of excellence in Information and Communications Technology and innovative teaching methods, partnered with DepEd in 2016. Globe provided 221 schools with unparalleled online connectivity to give homeroom teachers access to limitless teaching and learning engagements available on the Internet that will help further improve their craft and make learning fun and interesting for the pupils. The schools are also given a Globe Digital Laboratory package containing netbooks/ tablets, mobile projectors and WiFi dongles ([www.cebudailynews.inquirer.net](http://www.cebudailynews.inquirer.net), Retrieved April 10, 2019) Globe also launched the GFS library, which offers over 1,000 educational e-books appropriate for K-12 learning to benefit teachers and pupils. GFSLibrary.com is a web-based platform that provides free and quick access to digital story books for children and young adults as well as textbooks on core subjects such as Math, Science, English, Filipino, Music, Arts, among others. The e-books maybe opened via their desktop, laptop or mobile device using any basic e-book reader. In the same year, Mitsubishi Motors Philippines Corporation (MMPC), as part of its Corporate Social Responsibilities, signed a Memorandum of Agreement adopting a school in Sta. Rosa, Laguna. Detailed in the MOA, MMPC will sponsor the school's OMG! Gulayan sa Paaralan, a vegetable garden inside the school which aims to increase vegetable production and consumption by teaching pupils some methods of sustainable food production and the school's family day celebration. The projects are designed based on the needs of the pupils ([www.mmpc.ph](http://www.mmpc.ph), Retrieved April 10, 2019). There was also assistance offered by private entities to support faculty and staff development. In the perspectives of Marriss (2010), faculty and staff development refers to the process whereby the employees of an organization enhance their knowledge and skills in directions that are advantageous to their role in the organization. It is an ongoing process of education, training, learning and support activities and is concerned with helping people grow within the organization in which they are employed. An emphasis on lifelong learning, personal growth and fulfillment underlines the importance of sustained development. The primary purpose of staff development is to expand the educators' awareness of the various tasks they must undertake to contribute to the effective education of their pupils and the accomplishment of the organization's objectives. Synergeia Foundation, a coalition of individuals, institutions and organizations working together to improve the quality of basic education entered into a Memorandum of Understanding with DepEd. Under the MOU, Synergeia will provide funds for training of teachers in developing reading and mathematics skills of children; development of

instructional materials including workbooks for pupils, lesson plans and teachers' manuals; training of parent-leaders on responsible parenting and in supporting learning of children at home and in school; training of school administrators on management and building partnerships among major stakeholders in education; performance assessment of teachers and pupils to assist benchmarking impact of learning programs; and strengthening local school boards to enable them to lead and mobilize the community in implementing programs to help schools and pupils (www.synergeia.org.ph, Retrieved April 10, 2019).

### 3. Research Objectives

This study focused on the assistance provided by private entities to 63 elementary schools in the Division of San Pablo City, Laguna. Specifically, it purported to answer the following questions:

1. What is the profile of the elementary schools in terms of:
  - 1.1. population;
  - 1.2. number of faculty;
  - 1.3. school location;
  - 1.4. budgetary allocation; and
  - 1.5. number of years in existence?
2. How extensive is the assistance provided by private entities relative to the following:
  - 2.1. curriculum development;
  - 2.2. faculty and staff development; and
  - 2.3. physical facilities development?
3. Is there any significant difference on the extent of assistance provided by private entities when grouped according to school profile variables?
4. What are some issues related to drawing private assistance?
5. What management plan may be prepared for maximum utilization of assistance to elementary schools?

### 4. Methodology

The study made use of the descriptive method of research. This design helped the researcher to gather important facts and data regarding the overall logical presentation of the study. Richards (2008) specified that a common feature of descriptive research is that it aims to create understanding from the data available as the analysis proceeds. Likewise, it intends to gain a deep understanding of a specific organization or event, rather than surface description of a large sample of population. With the features of descriptive research, data were made available through survey questionnaire, interview and focus group discussion. Questionnaires were answered according to the priority of concern by using pre-determined sets of questions with pre-defined ranges of answers so as to avoid any conflicting series of response. Likewise, interview and focus group discussion were conducted to contribute to the meaningful interpretation of data. Through the use of statistical treatment of data, appropriate conclusions and recommendations based on findings were generated to give light to the objectives of the study. Hence, the researcher deemed that descriptive research design was the best to employ to help her materialize this research work most effectively.

## 5. Results and Discussions

The profile of elementary schools in terms of population, number of faculty, school location, budgetary allocation and number of years in existence are presented as follows.

**1.1 Population.** Public elementary schools considered in this study are classified as small, medium big and mega. This classification is based on their number of enrollees. Table 1 shows the frequency distribution of elementary schools in terms of population.

**Table 1**

*Profile of Elementary Schools in terms of Population*

	Population	Frequency	Percentage
1.	Small School (440 and less)	31	47.7
2.	Medium School (441 – 840)	30	46.2
3.	Big School (841 – 1,240)	2	3.1
4.	Mega School (1,241 and above)	2	3.1
	<b>Total</b>	<b>65</b>	<b>100</b>

As could be seen on the table, majority of the elementary schools in San Pablo City Division are small schools with a population of less than 440 as manifested by 31 of them or 47.7 percent. Next in number are the 30 medium size elementary schools or 46.2 percent having an enrolment between 441 to 840 pupils. It could also be viewed that big schools with 841 to 1,240 pupils and mega schools with more than 1,241 pupils in the division are equal in number. There are 2 schools in both categories or 3.1 percent. In San Pablo City, there is a great number of small barangays where small schools are situated. These small schools usually have only one class per grade level. Meanwhile, big and mega schools can be located in the thickly populated city proper of San Pablo and nearby barangays.

**1.2. Number of faculty.** The number of teaching personnel in public elementary schools is essential as far as drawing assistance from private entities is concerned; much more when assistance would be used for faculty development. . Table 2 presents the distribution of elementary schools in terms of number of faculty.

**Table 2**

*Profile of Elementary Schools in terms Of Number of Faculty*

	Number of Faculty	Frequency	Percentage
1.	Small School (9 and below)	9	13.8
2.	Medium School (10 – 29)	51	78.5
3.	Big School (30 – 50)	3	4.6
4.	Mega School (51 and above)	2	3.1
	<b>Total</b>	<b>65</b>	<b>100</b>

With the results obtained, it could be generated that most of the elementary schools in San Pablo City Division have 10 to 29 faculty members as evidenced by 51 of them or 78.5 percent. This largest group of schools in terms of the number of faculty is followed by 9 schools or 13.8 percent

with 9 and below faculty members. Meanwhile, there are only 3 schools or 4.6 percent which have 30 to 50 faculty members. The least group in this classification was the 2 schools or 3.1 percent with 51 and above faculty members. Because most of the schools in San Pablo City are only a complete elementary school, most of them only have 10 – 29 faculty members. Usually, there are only 10 faculty members, one for every grade level, special teachers and the school head.

**1.3. School location.** Profile of public elementary schools as to location is characterized as rural, urban or rurban. Location is one of the most important factors in determining the assistance from private entities. Table 3 presents the frequency distribution of elementary schools in terms of school location.

**Table 3**  
*Profile of Elementary Schools in terms Of School Location*

School Location	Frequency	Percentage
1. Rural	43	66.2
2. Urban	19	29.2
3. Rurban	3	4.6
<b>Total</b>	<b>65</b>	<b>100</b>

As shown on the table, a great number of elementary schools in the Division of San Pablo City are located in rural areas as supported by 43 of them or 66.2 percent. On the other hand, 19 schools or 29.2 percent are located in urban areas and 3 schools or 4.6 percent are situated in so-called rurban areas. Most of the barangays in San Pablo City, where schools are located are near the seven lakes and foothills of mountains. Meanwhile, there are few schools located in semi-developed residential communities.

**1.4. Budgetary allocation.** Budgets of school mostly come from their Maintenance and Other Operating Expenses, which according to Llego could only be spent on activities and necessities that support learning programs and help maintain a safe and healthy environment in schools. Table 4 presents the frequency distribution of elementary schools in terms of budgetary allocation\

**Table 4**  
*Profile of Elementary Schools in terms Of Budgetary Allocation*

Budgetary Allocation	Frequency	Percentage
1. Less than Php 20,000.00	10	15.4
2. Php 20,000.00 – Php 39,999.00	48	73.8
3. Php 40,000.00 – Php 59,999.00	5	7.7
4. Php 60,000.00 and above	2	3.1
<b>Total</b>	<b>221</b>	<b>100</b>

Considering budgetary allocation, most of the schools receive a budget amounting to Php 20,000.00 to Php 39,999.00 as supported by 48 schools or 73.8 percent. 10 schools or 15.4 percent have less than Php 20,000.00 budget while 5 schools or 7.7 percent have a budget between Php 40,000.00 to Php 59,999.00. The smallest group of schools in terms of budgetary allocation consists of 2 schools or 3.1 percent with more than Php 60,000.00 budget. The amount of monthly MOOE is dependent on enrolment, number of teachers and school buildings. Since most of the schools in San Pablo City have small population and number of faculty members, they also have small amount of monthly MOOE.

**1.5. Number of years in existence.** Public elementary schools are the main source of primary education for young children. The schools' number of years in existence is one of the most common demographic items in establishing partnership with private entities as it will often determine the stability of the school. Table 5 shows the frequency distribution of elementary schools in terms of number of years in existence.

**Table 5**  
*Profile of Elementary Schools in terms of Number of Years in Existence*

Years in Existence	Frequency	Percentage
1. Less than 20 years	2	3.1
2. 20 – 39 years	4	6.2
3. 40 – 59 years	25	38.5
4. 60 – 79 years	13	20
5. 80 years and above	21	32.3
<b>Total</b>	<b>65</b>	<b>100</b>

Based from the data obtained, majority of the schools are bared to be existing for 40 to 59 years already as evidenced by 25 of them or 38.5 percent. Meanwhile, 21 schools or 32.3 percent exist more than 80 years already. 13 schools or 20 percent are still operating for 60 to 79 years while 4 schools or 6.2 percent for 20 to 39 years. Interestingly, the smallest group of schools considering years of existence is composed of 2 schools or 3.1 percent which were only recognized as a complete elementary school 20 years ago. It could be inferred that most of the schools in San Pablo City are already established, as they have been existing for several years already. Similarly, most of them could have gained several private partners already.

## 2. Assistance Provided by Private Entities

This part of the study aimed to measure how extensive was the assistance provided by private entities to elementary schools considering curriculum, faculty/ staff and physical facilities development.

**2.1. Curriculum development.** Curriculum development is an important part of the education process, ensuring that classes at all levels are best designed to help pupils be successful in learning the material and in gaining the skills needed to continue to advance. With the right background in developing courses and materials and with the needed assistance, professionals in the field have the opportunities to enrich and develop the curriculum from textbooks to test

to lectures. Table 6 presents the result of the assessment made on the extensiveness of the assistance provided by private entities to elementary schools relative to curriculum development. As could be gleaned on the table, private entities' most extensive assistance considering curriculum development is in the form of financial assistance and food items to supplement the school's feeding program with the highest obtained weighted mean of 2.83. Most private donors, as mentioned by school heads, come to schools to support the school's feeding program. They finance or sponsor meals or food items for children who are undernourished. This draws correlation with the findings of Cabado wherein stakeholder's participation to activities related to health and nutrition particularly the school's feeding program was found to be moderate in extent.

**Table 6**  
**Assistance of Private Entities to Elementary Schools**  
**Relative to Curriculum Development**

Curriculum Development	WM	VI
1. Offer financial assistance/ food items to supplement the school's feeding program.	2.83	ME
2. Help in delivering quality education by giving adequate school supplies among learners.	2.80	ME
3. Sponsor the needed human or material resources of school-initiated programs, projects and activities.	2.71	ME
4. Support school-initiated programs, projects and activities by offering monetary assistance.	2.68	ME
5. Provide support in developing learning and instructional materials.	2.63	ME
6. Offer medical assistance/supplies for learners with health needs.	2.57	ME
7. Help in the development of program, projects and activities for each grade level.	2.55	ME
8. Subsidize the school's sports and cultural programs.	2.52	ME
9. Augment in the implementation of school programs and activities by offering the use of their facilities.	2.51	ME
10. Grant additional manipulative learning materials for the enhancement of Kindergarten curriculum.	2.43	SE
11. Aid in the development of modules for each discipline.	2.15	SE
<b>Composite Mean</b>	<b>2.58</b>	<b>ME</b>

Legend: WM=Weighted Mean VI=Verbal Interpretation  
ME=Moderately Extensive SE=Slightly Extensive

Correspondingly, it could also be seen that private entities are extending extensive assistance in delivering quality education by giving adequate school supplies among learners with an obtained weighted mean of 2.80. School heads mentioned during the interview made that most private entities coming to their schools are providing pupils with the usual supplies such as pad papers, notebooks, pencils, ballpens and sets of coloring materials. They treat

this gesture as a great help for teachers since they found out the most of the pupils are coming with limited or no materials for learning even the most basic paper and pencil. A teacher couldn't expect much from these pupils when going about their daily routines without these usual school supplies. Pupils may also found coping with the curriculum difficult since Hagos and Dejarne viewed curriculum as the daily routines performed in schools. Hence, this relates to Bucud's finding that donations in the form of learning materials are deemed instrumental. Also, it was uncovered that private entities' assistance through granting additional manipulative learning materials for the enhancement of Kindergarten curriculum was just moderately extensive with a weighted mean of 2.43. Manipulatives are physical objects that are used as teaching tools to engage pupils in hands-on learning. School heads claimed that donations in the form of manipulatives help them enhance the teaching of Mathematical concepts among Kindergarten pupils. Likewise, school heads noticed that manipulatives help keep pupils' attention as they naturally want to play with and explore objects. This assistance is very much relevant since Macha, et. al. emphasized that formal education starts in Kindergarten. However, the least extensive assistance provided by private entities was bared to be in the development of modules for each discipline as shown by the lowest obtained weighted mean of 2.15. A module is an instructional unit that focuses on a particular topic. Although the details and activities vary according to the learning area and grade level, most educational modules include information about the topic, focus on student-centered learning activities and culminate in a project for pupils to demonstrate understanding. According to school heads during the focus group discussion, as the development of modules require great expertise in a particular learning area, very seldom does it happen that a private entity will come and offer them this kind of assistance. Taken as a whole, the assistance provided by private entities to public elementary schools in terms of curriculum development was found to be extensive as revealed by the obtained composite mean of 2.58. It is a good thing to note that there are private entities who help public elementary schools in developing and enhancing their curriculum. Curriculum offered by schools should be enhanced in order to be responsive to the changing demands of the society and increasing needs of learners which coincides with the idea of Alsubaie that the curriculum used should undergo review, revision and constant change. Curriculum developments should be given much attention since Alviore believes that curriculum is the heart of an institution.

**2.2. Faculty and staff development.** Considering the viewpoint of Mariss, the primary purpose of staff development is to expand teachers' awareness of the various tasks they must undertake to contribute to the effective education of their pupils and the accomplishment of the schools' objectives. Hence, it is a must for schools to initiate activities that will support this development. Table 7 presents the result of the assessment made on the extensiveness of the assistance provided by private entities to elementary schools relative to faculty and staff development. It could be seen on the table that the most extensive assistance provided by private entities to elementary schools considering faculty and staff

development is the provision of print and non-print materials and school supplies as supported by the highest obtained weighted mean of 2.55.

**Table 7**  
**Assistance of Private Entities to Elementary Schools**  
**Relative to Faculty and Staff Development**

Faculty and Staff Development	WM	VI
1. Equip faculty member/s with tools like print and non-print materials and school supplies.	2.55	ME
2. Implement programs for the enhancement of faculty members' skills in integrating ICT in teaching.	2.38	SE
3. Allocate budget in purchasing ICT equipment for classroom use.	2.38	SE
4. Support members of the faculty/ staff in the performance of their ancillary services by volunteering as member of the support group/ committee.	2.37	SE
5. Help in the implementation of faculty/ staff development program.	2.37	SE
6. Equip members of the faculty/ staff with relevant and state-of-the-art teaching tools.	2.37	SE
7. Subsidize the need for school representation of faculty member/s like transportation, food, clothing and other materials.	2.31	SE
8. Give opportunities for member/s of the faculty/ staff to enhance skills and talents by sponsoring expenses for seminars, workshops, conferences or fora.	2.29	SE
9. Conduct seminars/ workshops that uplift the moral of member/s of the faculty/ staff.	2.26	SE
10. Sponsor expenses of member/s of faculty/ staff when joining local, regional, national and international competitions.	2.25	SE
11. Provide rewards and incentives for faculty members.	2.25	SE
12. Offer medical assistance/ supplies to address health needs of member/s of the faculty/ staff.	2.20	SE
13. Sponsor programs for the enhancement of faculty members' classroom management skills.	2.17	SE
14. Provide free trainings and workshops for the member/s of the faculty/ staff.	2.17	SE
15. Conduct awareness campaign for the members of the faculty/staff on political, social and legal issues.	2.09	SE
16. Offer scholarship programs/ grants for member/s of the faculty/staff to enhance research skills or pursue higher degree.	1.95	SE
<b>Composite Mean</b>	<b>2.27</b>	<b>SE</b>

*Legend: WM= Weighted Mean VI=Verbal Interpretation  
ME=Moderately Extensive SE= Slightly Extensive*

Based from the statement made by the school heads during the focus group discussion, teachers are commonly given print materials such as textbooks, workbooks, reference books, newspapers, journals and magazines, which could serve as teachers' reference in enriching their skills and competencies in teaching. On the other hand, non-print materials usually given as aid for teachers' development include electronic reading materials contained in CDs and DVDs. In similar note, private entities were also exposed allocating budget as a form of assistance for elementary schools in purchasing ICT equipment for classroom use and in providing programs for faculty members for them to enhance their skills in integrating ICT in teaching with an obtained weighted mean of 2.38. As most private companies see the potential of ICT in enhancing learning outcomes, most of them provide assistance in securing ICT tools among schools. School heads likewise mentioned during the interview that there were even trainings provided for teachers to help them become proficient in the

use of ICT in the teaching-learning process. Nevertheless, it could be generated from the results obtained that private entities are not so active in providing scholarship programs/ grants for member/s of the faculty/staff to enhance research skills or pursue higher degree as shown by the lowest obtained weighted mean of 1.95. In an interview with school heads, it was discovered that very few private entities sponsor teachers' post-graduate studies. Usually, scholarship grants for teachers were taken from the local government fund. Similarly, private entities were uncovered to be providing minimal support to faculty and staff development by conducting awareness campaign for the members of the faculty/staff on political, social and legal issues as manifested by an obtained weighted mean of 2.09. Most private entities were not concern much with teachers' literacy in terms of political, social and legal aspects. This might be because private entities believed that teachers have their own rights to decide on these. In general, the assistance provided by private entities to public elementary schools in terms of faculty and staff development was found to be moderately extensive as revealed by the obtained composite mean of 2.27. It is a great opportunity for schools to be assisted by private entities in terms of faculty and staff development. Faculty members shouldn't be complacent with what they have at present for the world of education is dynamic. Kamel pointed out that faculty members need to be prepared enough in order to deal with the rapid changes and shifting paradigms in education.

**2.3. Physical facilities development.** Table 8 presents the result of the assessment made on the extensiveness of the assistance provided by private entities to elementary schools relative to physical facilities development. Banking from the results obtained, it could be deduced that private entities are very supportive to elementary schools' initiatives toward developing the physical facilities by providing ICT resources in the classrooms, in offices and in the school environment as a whole and by donating facilities to help the schools maintain a clean and safe environment with the highest obtained weighted mean of 2.52. It could also be noted that private entities are very much willing to help schools in building their signage for identification as shown by the obtained weighted of 2.49. The construction of school signage can actually be taken from the school's MOOE, however with limited budget and with other priorities, schools who wish to have school signage's sought for the assistance of private entities. According to school heads, signage are important for identification purposes. They are made considering the most visible area in the school entrance. Usually, the name of the school together with the school ID is engraved.

**Table 8**  
**Assistance of Private Entities to Elementary Schools**  
**Relative to Physical Facilities Development**

Physical Facilities Development	WM	VI
1. Provide ICT resources in the classrooms, offices and school environment	2.52	ME
2. Donate facilities to help schools maintain a clean and safe environment.	2.52	ME
3. Aid in constructing facilities like gym, auditorium, multipurpose hall, laboratories and	2.25	SE

others to enhance skills of students.		
4. Help build signage for school identification.	2.49	SE
5. Help in building the school canteen and the place for feeding program.	2.48	SE
6. Improve school facade and fences.	2.45	SE
7. Help in the construction of classrooms and ancillary rooms.	2.35	SE
8. Provide monetary aid in the renovation of physical facilities when brought down by calamities.	2.34	SE
9. Provide sound system for programs and general assemblies.	2.34	SE
10. Provide chairs and desks for students' use.	2.31	SE
11. Aid in establishing and maintaining good communication facilities.	2.26	SE
12. Help in constructing facilities for persons with disability and special learning needs and special facilities for women.	2.00	SE
<b>Composite Mean</b>	<b>2.36</b>	SE

Legend: WM- Weighted Mean VI-Verbal Interpretation  
ME-Moderately Extensive SE- Slightly Extensive

In the other hand, assistance in constructing facilities for persons with disability and special learning needs and special facilities for women from private entities was least observed considering physical facilities development as evidenced by the lowest obtained weighted mean of 2.00. To prove that education is really for all, provision of facilities for pupils with special needs must be available. Some of these facilities include ramp, separate toilets, laboratories and others. Subsequently, it was also discovered that private entities' support for the construction of school facilities like gymnasium, auditorium, multipurpose hall, laboratories and others to enhance the skills of pupils seldom happens as affirmed by the obtained weighted mean of 2.25. This might be because private entities' priority is to aid in the construction of classrooms which are needed more by schools compared to ancillary facilities like gymnasium, auditorium, multipurpose hall and laboratories. This supports the observation of Adesua that physical facilities that are germane to effective learning/academic performance of pupils appear not to be sufficient in public schools. As a whole, the assistance provided by private entities to public elementary schools in terms of physical facilities development was found to be moderately extensive as revealed by the obtained composite mean of 2.36. The face of the school could easily be reflected on the physical environment and facilities that it has. In this concern, it is a great advantage for public elementary schools that they receive assistance from private entities in improving their physical facilities to assure that these are safe and conducive for pupils' use. It leads to the idea of Teixeira that a conducive school environment with spacious and refurbished buildings and well-ventilated classrooms is a must in schools.

### 3. Difference on the Extent of Assistance Provided by Private Entities when Grouped According to School Profile Variables

This study likewise determined the significant difference on the extent of assistance provided by private entities to elementary schools when they are grouped according to

population, number of faculty, school location, budgetary allocation and number of years in existence.

**Population.** Table 9 presents the difference on the extent of assistance provided by private entities to elementary schools considering population. As shown on the table, the computed F-values of 3.11 and 4.26 with corresponding p-values of 0.033 and 0.009, respectively, which are lower than the reference value at 0.05 level of significance, indicated that the posited null hypothesis was rejected. This means that there was a significant relationship between the schools' population and the extent of assistance provided by private entities in terms of curriculum and faculty and staff development. Most likely, private partners prefer to give assistance in terms of curriculum and faculty and staff development to schools with big population. This is because they think that it is hard to meet the curricular needs and needs of teachers in thickly populated schools.

**Table 9**  
Difference on the Extent of Assistance Provided Considering Population

	p-value	Computed F-value	Decision	Interpretation
1. Curriculum Development	0.033	3.11	Reject	Significant
2. Faculty and Staff Development	0.009	4.26	Reject	Significant
3. Physical Development	0.31	1.23	Failed to Reject	Not Significant

On the contrary, the computed F-value of 1.23 with a p-value of 0.31, which was greater than the critical value 0.05 level of significance, indicated that the posited null hypothesis was not rejected. This means that there is no significant relationship between the schools' population and the extent of assistance provided by private entities in terms of physical facilities development. Private entities do not consider the population of a school when they offer assistance in terms of physical facilities development. They equally help either small or big school in building infrastructures and in completing facilities.

**Number of faculty.** Table 10 presents the difference on the extent of assistance provided by private entities to elementary schools considering the number of faculty.

**Table 10**  
Difference on the Extent of Assistance Provided Considering Number of Faculty

Variables	p-value	Computed F-value	Decision	Interpretation
1. Curriculum Development	0.053	2.71	Failed to Reject	Not Significant
2. Faculty and Staff Development	0.01	4.13	Reject	Significant
3. Physical Facilities Development	0.162	1.77	Failed to Reject	Not Significant

It is reflected on the table that the computed F-values of 2.71 and 1.77 with p-values of 0.053 and 0.162,

respectively, which are greater than the reference value at 0.05 level of significance, indicated that the posited null hypothesis was not rejected. This means that there is no significant relationship between the schools' number of faculty and the extent of assistance provided by private entities in terms of curriculum and physical facilities development. Private entities offer assistance in terms of curriculum and physical facilities development regardless of the number of faculty in a school. The number of faculty members in a school does not affect the way private entities choose their recipients for curriculum and physical facilities-related donations. Meanwhile, the computed F-value of 4.13 with a p-value of 0.01, which is lower than the reference value at 0.05 level of significance, indicated that the postulated null hypothesis was rejected. This means that there is a significant relationship between the schools' number of faculty and the extent of assistance provided by private entities in terms of faculty and staff development. Since the assistance to be provided by private entities involve the faculty members, it is important for them to consider the number of faculty members in a school. In some cases, private entities select recipient schools for their faculty development programs and projects considering the number of faculty members that they can only accommodate. With this scenario, the statement of Husbands will be true that successful faculty development involve external partners.

**School location.** Table 11 presents the difference on the extent of assistance provided by private entities to elementary schools considering school location.

**Table 11**

*Difference on the Extent of Assistance Provided Considering School Location*

Variables	p-value	Computed F-value	Decision	Interpretation
1. Curriculum Development	0.785	0.243	Failed to Reject	Not Significant
2. Faculty and Staff Development	0.938	0.064	Failed to Reject	Not Significant
3. Physical Facilities Development	0.869	0.14	Failed to Reject	Not Significant

It could be gleaned from the table that the computed F-values ranging from 0.064 to 0.243 with p-values ranging from 0.785 to 0.938, which are all greater than the reference value at 0.05 level of significance, indicated that the speculated null hypothesis was not rejected. This means that there is no significant relationship between the schools' location and the extent of assistance provided by private entities in terms of curriculum, faculty and staff development and physical facilities development. There is no near and far school for private entities who wish to provide assistance. They assessed their recipient schools based on the gravity of needs and not on the accessibility and convenience of the school's location.

**Budgetary allocation.** Table 12 presents the difference on the extent of assistance provided by private entities to elementary schools considering budgetary allocation.

**Table 12**

*Difference on the Extent of Assistance Provided Considering Budgetary Allocation*

Variables	p-value	Computed F-value	Decision	Interpretation
1. Curriculum Development	0.268	1.34	Failed to Reject	Not Significant
2. Faculty and Staff Development	0.096	2.21	Failed to Reject	Not Significant
3. Physical Facilities Development	0.605	0.619	Failed to Reject	Not Significant

As could be viewed from the table, the computed F-values ranging from 0.619 to 2.21 with p-values ranging from 0.096 to 0.605, which are greater than the reference value  $p = 0.05$  level of significance, indicated that the null hypothesis was not rejected. This means that there is no significant relationship between the schools' budgetary allocation and the extent of assistance provided by private entities in terms of curriculum, faculty and staff development and physical facilities development. Although most partnership programs tend to favor the fact that schools that should be given much assistance are those with less budget to finance their own development initiatives, the findings showed that private entities, nowadays do not look at this aspect. This implied that private entities are open to helping any school regardless of their financial capacity. Private entities might be looking more than the need of schools but the potential of schools to utilize their resources to achieve greater learning outcomes.

**Number of years in existence.** Table 13 presents the difference on the extent of assistance provided by private entities to elementary schools considering number of years in existence. As contained on the table, the computed f-values of 2.73 and 2.908 with p-values of 0.037 and 0.029, respectively, which are higher than the assigned values at 0.05 level of significance, indicated that the postulated null hypothesis was rejected.

**Table 13**

*Difference on the Extent of Assistance Provided Considering Number of Years in Existence*

Variables	p-value	Computed F-value	Decision	Interpretation
1. Curriculum Development	0.037	2.73	Reject	Significant
2. Faculty and Staff Development	0.029	2.908	Reject	Significant
3. Physical Facilities Development	0.115	1.94	Failed to Reject	Not Significant

This means that there is a significant relationship between the schools' number of years in existence and the extent of assistance provided by private entities in terms of curriculum and faculty and staff development. It could be deduced that private entities took into consideration the stability of a school as reflected by the number of years of

its existence in selecting whom to provide assistance in terms of curriculum and faculty and staff development. Perhaps, depending on the kind and purpose of their programs and projects, private entities might as well choose newly established schools. Contrariwise, the computed F-value of 1.94 with a p-value of 0.115, which is lower than the critical value at 0.05 level of significance, indicated that the posited null hypothesis was not rejected. This means that there is no significant relationship between the schools' number of years in existence and the extent of assistance provided by private entities in terms of physical facilities development. With this finding, it could be generated that established and newly established schools both have the chance to receive private assistance in terms of physical facilities development. Private entities extend help to schools in improving their facilities no matter how long they have been existing.

#### 4. Issues Related to Drawing Assistance from Private Entities

There are tremendous advantages and disadvantages for both public elementary schools and private entities when partnership is concerned. However, there are certain issues that can be observed in relation to drawing assistance from private entities. Table 14 shows the result of the assessment made on some of the issues related to drawing assistance from private entities. As shown on Table 14, public elementary school heads affirmed that limited school resources and budget to sustain partnership restrain them from soliciting assistance from private entities as supported by an obtained weighted mean of 2.68 and 2.60, respectively. School heads affirmed that resources are needed to sustain partnership and linkages projects of the school. With this, Bhasin's idea to create a management plan to maximize programs despite minimum resources is highly affirmable. This is also because a management plan helps improve use of financial and staff resources as viewed by Thomas and Middleton.

**Table 14**

*Issues Related to Drawing Assistance from Private Entities*

Issues	WM	VI
1. Limited school resources	2.68	A
2. Limited budget to sustain partnership	2.60	A
3. Sudden changes in administration/ management of private partners	2.28	D
4. Limited information dissemination on Public-Private Partnership	2.06	D
5. Absence of signed agreement	2.05	D
6. Resistance of students, teachers, parents and community to accept assistance	2.02	D
7. Weak recognition and reward system for school's partners	2.02	D
8. Miscommunication between the schools and their partners	1.98	D
9. Conflict of interest	1.94	D
10. Politically-driven interest of both parties	1.86	D
11. Poor leadership and management skills of school heads to tap assistance from private entities	1.82	D
12. Poor leadership and management skills of school heads to sustain assistance/ partnership from private entities	1.82	D
<b>Composite Mean</b>	<b>2.09</b>	<b>D</b>

*Legend: WM- Weighted Mean VI-Verbal Interpretation  
A=Agree D=Disagree*

They publicized that poor leadership and management skills of school heads have nothing to do with tapping and sustaining assistance/ partnership from private entities as bared by the obtained weighted mean of 1.82. However, Epstein pointed out that school heads should be proactive in developing relationships with stakeholders. They need to sharpen their leadership and management skills so that they will be able to tap and sustain partners for their initiated school programs, projects and activities. In fact, the study of Mathonsi bared that effective governance and leadership in school is a factor contributing to the successful implementation of Public Private Partnership. Likewise, school heads disclosed that political intentions of school leaders and private partners is not related to the assistance being given as supported by the obtained weighted mean of 1.86. Since schools should observed political neutrality, politics doesn't affect their partnership with private entities. School heads bared that politics doesn't come in between the school and the assisting private partner. They also added that issues on politics haven't been a prerequisite on how schools will be chosen as recipients of certain assistance from private entities. This negates the statements of Hashim that politics intervenes with school's relation to private donors as political disagreements delay the negotiation and completion of partnership projects. Parallel to this, conflict of interest never arise as an issue between the school leaders and their private partners as divulged by school heads with an obtained weighted mean of 1.94. According to school heads during the interview, they seldom encounter problems with their private partners in terms of their distinct goals. Schools are concern with improving their education services while private institutions are after increasing their income. However, school heads bared that never did they encounter any problem despite this disparity. This contradicts La Roche's thought that there is an added challenge for two different organizational cultures working together. School heads similarly claimed that they never experienced miscommunication between their private partners and it never happened that it became as issue as supported by the obtained weighted mean of 1.98. School heads uttered how they keep an open line of communication with their private partners especially in times that they need to clarify things out. This, according to them, prevents disagreements. In this regard, the suggestion of Fach is of high value that a well-established communication channel should be in place to ensure that there is an awareness of work that is going through to support the success of partnership. Communication, in the same way, was revealed by Magdaraog as essential to building effective partnerships. The issues on resistance of students, teachers, parents and community to accept assistance and the weak recognition and reward system of schools for their partners were denied by school heads as maintained by the obtained weighted mean of 2.02. School heads shared during the interview that students, teachers, parents and the school community as a whole are truly grateful whenever a certain assistance will be endowed to their schools. They added that never did it happen that they resist any assistance because they consider each as a blessing. This correlates with the finding of Strickland that schools themselves were actually the ones seeking potential partners in the local community based on the identified needs. With regards to recognizing partners, school heads shared during the focus group discussion about their conduct of Stakeholders' Summit or Convergence.

This event, as uttered by them, was initiated to purposely gather both internal and external stakeholders to recognize their contributions to the Department of Education. In similar manner, a certificate or plaque of recognition is given to stakeholders as a sign of appreciation for their invaluable support. Mostly, school heads bared that Stakeholders' Summit or Convergence usually ends up with soliciting commitment from stakeholders and ensuring their continued support. The existing practice of recognizing partners could be enriched through the idea of Lopez that the recognition should not only focus on the strength each partner brings to the collaboration but the weaknesses as well. In terms of reward system, school heads initially cited that adopting private entities are entitled for tax incentive claims as contained in Republic Act 8525. The private sector partner applies for availment of tax incentives arising from its expenses incurred in the program, by submitting proper and complete requirements to DepEd Adopt-a-School Secretariat which is under External Partnerships Service. The adopting company or enterprise, in addition to the incentive provided, shall be entitled to have its name emblazoned beneath the name of the school after words indicating that the school is under Adopt-a-School Program. These are consistent with the recommendation of Mkoga that the government should establish a national policy framework that will drive private partners in the delivery of public service. Accordingly, school heads also disclosed that there was no problem with securing signed agreement with their private partners as shown by the obtained weighted mean of 2.05. School heads mentioned that it was clearly stated in DepEd Order No. 2, series 2013 that a signed agreement between the adopting private entity and school is required before participating in the Adopt-a-School Program. The agreement should specify the details of the adoption which shall be for a minimum of two years subject to extension. However, the period may be shortened if the adopting private entity is dissolved prior to the end of such period or unless terminated due to the failure of the adopting private entity to possess qualifications stated in Republic Act 8525. In the same sense, school heads disagreed on the issue of limited information dissemination on Public-Private Partnership with an obtained weighted mean of 2.06. Based on the conversation made with school heads, it was discovered that the Department of Education is conducting public-private partnership roadshow to disseminate information about the program and to lure potential partners to invest in education. The roadshow which would kick off with a motorcade aims to showcase initiatives for partnerships and best practices in engaging partners. The event also highlights the crucial role of stakeholders in promoting basic quality education through transparent, ethical and accountable governance. Sudden changes in the administration or management of private partners do not affect the act of generating assistance from private entities as supported by the obtained weighted mean of 2.28. This.

### Conclusions and Recommendations

Based from the findings of the study, the following conclusions were drawn.

1. Majority of public elementary schools have a population less than 440, with 10 to 29 faculty members, located in rural areas, with a budget amounting to Php 20,000.00 to Php 39,999.00 and exist for 40 to 59 years already.

2. Private entities provide extensive to moderately extensive assistance in public elementary schools' curriculum, faculty and staff and physical facilities development.
3. Public elementary schools' population, number of faculty and years of existence showed significant difference with the extent of private assistance in terms of curriculum and faculty and staff development.
4. Limited school resources and budget to sustain partnership are some issues relative to drawing private assistance.
6. A management plan for the maximum utilization of assistance to elementary schools was developed.

From the findings and conclusions of the study, the following recommendations are offered.

1. The management plan which was designed based from the findings may be reviewed by the concerned schools division for suggestions and enhancement measures before possible adoption to help public elementary schools maximize the assistance they receive from private entities.
2. Schools should design activities to attract more private entities that could provide assistance for them and devise ways on how the provision of assistance could be sustained.
3. A parallel study may be conducted for other divisions.

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