



IMPLEMENTATION OF CONTINUOUS IMPROVEMENT PROGRAM (CIP) AND ORGANIZATIONAL PERFORMANCE OF ELEMENTARY AND SECONDARY SCHOOLS IN THE DIVISION OF CITY SCHOOLS PASAY: INPUT TO IMPROVED TEACHER PRACTICE

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ABSTRACT

The study aimed to determine the predictors of organizational performance of elementary and secondary schools in the Division of City Schools Pasay in terms of improved teaching practice and student outcomes during the School Year 2016 - 2017. The predictors of improved teaching practice are goal and achievement orientation and inclusive; predictors of student outcomes are years of service and inclusive.

The responses of 214 teacher and administrator respondents and 300 students were obtained from the researcher – made questionnaires which were designed and refined by experts. The statistical tools utilized were frequency and simple percentage, weighted mean and standard deviation and multiple regressions.

Analysis of the data revealed the following findings. On the profile of the teacher and administrator respondents, most of the respondents had 1 – 5 years in the service. In terms of educational attainment most of the respondents had Master's degree units. With regards to the field of specialization the respondents had other specialization.

In terms of the focus of Continuous Improvement Program (CIP), the respondents perceived that the following were the focus of Continuous Improvement Program (CIP), selects an appropriate instructional strategy, the division uses student, staff, school and system performance, involvement of government and non – government organizations.

With regards to the perception on millennial challenges the following data were obtained in teachers attribute and school factors. On teachers attribute, goal and achievement oriented, inclusive and optimistic were interpreted as highly implemented.

On school factors, the respondents rated the facilities as adequate. In terms of school category, most of the schools were under large category. For the curriculum level, most the schools were under elementary curriculum.

On the predictors of Improved Teaching Practice, two variables came out as significant predictors, these are goal and achievement oriented and inclusive. Goal and achievement oriented of the faculty predicts negatively the improved teaching practice. The beta coefficient of -1.175 with t – value of - 12.951 is highly significant ($p = .000$). Inclusive of the faculty predicts positively the improved teacher practice. The beta coefficient of .424 with t – value of 4.678 is highly significant ($p = .000$).

On the predictors of Students Outcomes, two variables came out as significant predictors, these are years of service of the faculty and inclusive. Years of service of the faculty predicts negatively the students' outcomes. The beta coefficient of -2.81 with t – value of - 4.762 is highly significant ($p = .000$). Inclusive of the faculty predicts positively the student outcomes. The beta coefficient of .237 with t – value of 4.018 is highly significant ($p = .000$).



Thus the hypothesis stating that profile of teacher and administrators, such as years of service, highest educational attainment, and area of specialization; continuous improvement program focus, such as instructional improvement, system wide improvement, and addressing collective impact; operational practices, such as efficiency and effectiveness; millennial challenges, such teachers attributes, goal and achievement oriented, inclusive and optimistic; school factors such as facilities, school category and curriculum level, singly or in combination predict the organizational performance is partially sustained.

Keywords: *Continuous Improvement Program, Organizational Performance, Teacher Practice, Collective impact, Student Outcomes*

1. INTRODUCTION

“Continuous Improvement is a methodology to continually assess, analyze, and act on the performance improvement of key processes, focusing on both stakeholder needs and the desired performance.”
“Continuous Improvement means-- Good, better, best, never let it rest, till the good is better and the better is best.”- DepEd Continuous Improvement Program

The success of the school does not depend only on the leadership skills of the principal a big factor depends on the collaboration of efforts of teachers, students, parents, government organization and non-government organizations. School performance is measured in terms of enrollment rate, drop out rate, cohort survival rate, graduation rate, students’ performance, teacher development, SBM accreditation and sufficient infrastructure. These measures tell whether the school is effective in its mission and vision or it needs improvement. If there is a need to improve and to enhance with regards to school management, school improvement plan will be utilized. School improvement plan is the blueprint of the objectives and targets to be accomplished towards better school performance. Formulating school improvement plan is not an easy task, it requires to cross examine the whole school system as well as its priority sector area of development. Failure to formulate a good school improvement plan will also be a failure to improve the school performance. School improvement plan should be scholarly planned and formulated.

The school experiences the following: difficulty in selecting improvement projects directly related to school priority objectives, failure to properly scope projects, lack of understanding of what process to improve, no clear process owner, no buy-in with the process owner and lack of proper stakeholder management to respond to these problems encountered, the Continuous Improvement methodology is a tool for undertaking school improvement projects adopted by the Department of Education to help schools to formulate better school improvement projects. According to (DepEd School Improvement Learning Guide, 2015) on a modeling level, it has proven to be an effective and structured problem solving tool to understand and address perennial problems on school performance such as high dropout rates, low achievement rate, weak reading and math abilities of learners, etc.

The term “continuous improvement” is used across industries to describe a process or approach to problem solving that represents an ongoing effort to improve outcomes (American Society for Quality, n.d.). In continuously improving systems, change occurs both quickly and incrementally, as organizations learn from experience while testing and refining strategies to produce better results. In education, continuous improvement can refer to a school, district, or other organization’s ongoing commitment to quality improvement efforts that are evidence-based, integrated into the daily work of individuals, contextualized within a system, and iterative (Park et al., 2013). At the classroom level, continuous improvement may refer to using timely, accurate data to regularly inform and improve teacher practice. At a school or district level, continuous improvement may refer to ongoing efforts to improve teacher practice. At a school or district



level, continuous improvement may refer to ongoing efforts to improve operational practices and processes related to efficiency, effectiveness, and student outcomes.

The Division of City Schools Pasay faces a great challenge on how to improve students' performance in the National Achievement Test as well as the reading profile of the secondary level. As cited in (DepEd Pasay Annual Report, 2015) students' performance in National Achievement Test in the Elementary is 62.79% for School Year 2014-2015 while in the secondary the total MPS was 49.56%. It could be inferred from the given data that the students' achievement is below the passing rate which is 75% MPS or higher. From the S.Y. 2012 – 2013 to 2014 – 2015 an overall average decrease of 0.35 percent in the National Achievement Test (NAT) Mean Percentage Scores (MPS) for grade six learners of Pasay City schools was noted. For the same period a decreasing trend in the figures for the NAT – Grade Ten was observed. For this grade level an average decrease of 4.06 percent was documented. With regards to the reading profile of elementary (2014 – 2015), out of the 27,713 learners who were given in the Pretest of the Philippine Informal Reading Inventory (PHILIRI), 14001 learners were able to improve their reading level as disclosed by the post test results. The number of learners in the frustration level was reduced by 43.23 percent (6,806 learners) while the figures at the instructional and independent levels were increased by 33.67 percent (2,523 learners) and 107.21 percent (4,046 learners) respectively. The number of non-readers was also reduced by 91.39 percent (626 learners). On the contrary of the positive results of the reading profile revealed in the elementary level, it was noted that out of 4,886 Grade 7 learners tested (using McCall Crabbs – Post Test), 124 learners (or 2.54 percent) remained in the third grade level. From the same test, it was described that 45.37 percent of the learners was reading at fourth to sixth grade level. A summation of 47.91 percent was reading at the elementary level. 41.54 percent of the learners were reading at seventh to ninth grade level. Still the data for the secondary level reading profile needs intervention, to help the 47.91 percent learners to improved their reading level from elementary level to secondary level. It was believe that good reading profile is the key to have a good NAT result.

In order to address the alarming problem of students' performance in the Department of Education, the adoption of Continuous Improvement project from Australian Aid, focusing on instructional improvement was formulated. To solve this problem, DepEd Pasay adopted the Continuous Improvement Project as an intervention to improved students' performance and their reading profile. Since the Department of Education continuously campaign the Continuous Improvement Program according to DepEd Advisory No. 102, s. 2014 was already introduce. Schools formulated different Continuous Improvement Program in their respective schools to capacitate its stakeholders and teachers. However the manner of implementation of Continuous Improvement in each school varies. The improved teacher practice thru Continuous Improvement is the aim of this study which will lead eventually to improved students' performance.

The findings of the study could be helpful to the students to improve their performance and in the part of the teachers is to improve teacher practice. For school heads and administrators, the result of this study will guide them in enhancing the school improvement plan.

The purpose of this study is to determine the Implementation of Continuous Improvement Program (CIP) and Organizational Performance of the Elementary and Secondary Schools in the Division of City Schools Pasay.

2. MATERIALS AND METHODS

The study utilized the descriptive survey method of research with questionnaire as the primary tool in gathering the data. This is the most appropriate way in evaluating predictors of implementation of Continuous Improvement Program (CIP) and organizational performance of the elementary and secondary



schools in the Division of City Schools Pasay: input to improved teacher practice. Its concern is the analysis between the relationship of dependent variable and independent variable in order for the researcher to develop general conclusion about the samples observe.

The population of the study were the teachers, department heads, master teachers, principals and high school students in five Continuous Improvement Program implementers such as Pasay City North High School (Main Campus, M. dela Cruz), Kalayaan National High School, Juan Sumulong Elementary School, Gotamco Elementary School, and Rivera Village Elementary School.

The respondents were the implementers of Continuous Improvement Program (CIP) 141 teachers from the elementary, 12 master teachers from the elementary and 3 elementary principals, 52 teachers from the secondary which is compose of English, Science and Math teachers, 4 master teachers, 6 department heads, 2 secondary principals and 1 secondary assistant to the principal. Purposive sampling technique was utilized since they are the only schools which implements Continuous Improvement Program (CIP). Same technique was also employed in the selection of secondary teacher respondents, since the focus of the Continuous Improvement Program (CIP) in terms of instructional improvement are English, Science and Mathematics subjects. Secondary students were also involved in the study with a total of 300 students, random sampling technique was utilized in selected grade 9 students who were the top ten of the 30 sections of the two high school respondents of the study.

In gathering of the data, the descriptive survey method with questionnaires as the major tool was utilized. The researcher sought permission to administer the instruments to the School Division Superintendent of Division of City Schools Pasay. Only five schools in the entire division that implements Continuous Improvement Program (CIP), namely, Rivera Elementary School, Gotamco Elementary School, Juan Sumulong Elementary School, Pasay City North High School and Kalayaan National High School. The questionnaire was the major instrument used for data gathering. However, actual interviews was also conducted to cross check the validity of some answers by the respondents. The questionnaire was administered to the teachers, administrators and students of the CIP school implementers. After the retrieval of the questionnaires, these were sorted out, recorded, and tabulated for statistical treatment. All the data gathered were tallied. The frequencies and percentage distribution was the basic statistical tool used. To facilitate the tallying of data, a data matrix was used wherein every variable was coded.

The analysis of the raw data elicited from the survey questionnaire was treated statistically. Descriptive statistics was used to define the profile of the students. Data on the respondent's years of service, highest educational attainment and area of specialization were tallied to get the frequencies and percentages. To determine the perception of the respondents on the level of implementation of Continuous Improvement Program and its operational practices, Millennial Challenges such as teacher attributes and school factors mean, mean average and ranking was used.

Likewise, Multiple Regression was used to test the relationship of the independent variables to the organizational performance such as improved teacher practice and students' outcomes.

3. RESULTS AND DISCUSSION

Table 1. Regression of Improved Teacher Practice on Independent Variables

Predictors	Beta	t – value	Sig.
Goal and Achievement Oriented	-1.175	-12.951	.000
Inclusive	.424	4.678	.000



Adjusted R Square = .058

F (ANOVA) = 13.205

Sig. = .000

Further treatment of data reveals that there are two predictors of improved teacher practice of the faculty. As gleaned from Table 1, goal and achievement orientation of the faculty predicts negatively the improved teacher practice. The beta coefficient of -1.175 with t – value of - 12. 951 is highly significant ($p = .000$). This means that the faculty who are more goal and achievement oriented have lesser improved teacher practice compared to faculty who are less goal and achievement oriented. This statistical findings can be explained by the fact that some teachers have administrative and supervisory functions. Such dual functions may have affected the other teaching functions of the faculty particularly in planning for new strategies of teaching whether directly related to improved teacher practice. Whereas the faculty who are devoted for to actual classroom teaching have more time to plan for new teaching techniques that when proven to be effective can be put into practice to improve the quality instruction in terms of outcomes.

According to Greenglass & Burke (2003) as stated in the study of Chiu (2010), teaching may bring personal satisfaction, but it also brings stress, with demands from administrators, colleagues, students, and parents compounded by work overload, student misbehavior, and a lack of recognition for accomplishments. Similarly, Rowan (2000), stated that working conditions and support from the colleagues also affects the teachers' performance. Based from the cited literature it could be infer that aside from dual functions of teachers, work overload also affects for the planning of new teaching strategies. Since, the teacher would not able to focus on her instructional function due to bulk of work, such as numerous task that she handles aside from teaching. In addition to that, working conditions and support from the colleagues may affect indirectly. A teacher without a supportive colleague may not exert effort to improve her teaching techniques.

As reflected from Table 1, inclusive of the faculty predicts positively the improved teacher practice. The beta coefficient of .424 with t – value of 4.678 is highly significant ($p = .000$). This means that the faculty who are more inclusive have greater improved teacher practice compared to faculty who are less inclusive. This statistical findings can be explained by the fact that teachers who are more inclusive or the one organizes the group have greater improved teacher practice because of their willingness to extend help with their colleagues. In this manner, they will be able to extend best teaching techniques. Whereas the teachers who are less inclusive have lesser improved teacher practice. Teachers who are less inclusive does not want to hold responsibilities and they just want to stay on their comfort zones and stick to the same method of teaching that they know.

The adjusted R square (0.058) indicated that the goal and achievement oriented and inclusive characteristics of the teachers account for 5.8% of the variance in improved teaching practice of the teachers. The F – value of 13.205 which is significant at .000 level indicates the dependability of this statistical finding.

Table 2. Regression of Students' Outcomes on Independent Variables

Predictors	Beta	t - value	Sig.
Years of Service	- 2.81	- 4.762	.000
Inclusive	.237	4.018	.000

Adjusted R Square = .083

F (ANOVA) = 14.575

Sig. = .000



Further treatment of data reveals that there are two predictors of students' outcomes. As gleaned from Table 17, years of service of the faculty predicts negatively the students' outcomes. The beta coefficient of - 2.81 with t – value of - 4.762 is highly significant ($p = .000$). This means that the faculty who have longer years of service have lesser impact to the students' outcome compared to faculty who have shorter years of service. This statistical findings can be explained by the fact that some teachers who stayed longer in the service do not explore innovative teaching strategies because they were just contented with the traditional method of teaching that they know. Another intervening factor is job dissatisfaction and teacher burn out. Teachers who stayed longer in the service experiences job dissatisfaction and burn out.

According to Javier (2013) his study revealed that the teachers who were young in terms of experience were found to be better in teaching profession than those who stayed long in the service. He concluded that this might have been the result of diminishing effects, fatigue or boredom which might have set in because of lack of challenge in the profession. It could be inferred from the given citation that, teachers who stayed long in the service has lower motivation to teach due to fatigue or boredom. Such as same routinary activities which causes the lack of challenge in the profession. Whereas young teachers has better performance because they have the strong motivation due to full of energy and they find teaching as very challenging as a profession.

As reflected from Table 2, inclusive of the faculty predicts positively the student outcomes. The beta coefficient of .237 with t – value of 4.018 is highly significant ($p = .000$). This means that the faculty who are more inclusive have greater impact to students' outcome compared to faculty who are less inclusive. This statistical findings can be explained by the fact that teachers who are more inclusive or the one organizes the group have greater impact on students' outcomes because they are found to be effective teachers.

The adjusted R square (0.083) indicated that the years of service and inclusive characteristics of the teachers account for 8.3% of the variance in students' outcomes. The F – value of 14.575 which is significant at .000 level indicates the dependability of this statistical finding.

4. CONCLUSION

Based on the statistical findings, the following conclusions are drawn:

1. The faculty who are more goal and achievement oriented have lesser improved teacher practice.
2. The faculty who have high inclusive attributes have greater improved teacher practice, and have greater impact to students' outcome.
3. The faculty who have longer years of service have lesser impact to the students' outcomes.

Thus the hypothesis stating that profile of teachers and administrators, such as years of service, highest educational attainment, and area of specialization; continuous improvement program focus, such as instructional improvement, system wide improvement, and addressing collective impact; operational practices , such as efficiency and effectiveness; millennial challenges, such teachers attributes, goal and achievement oriented, inclusive and optimistic; school factors such as facilities, school category and curriculum level, singly or in combination predict the organizational performance is partially sustained.



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