

Electronic Platform as School Needs Resourcing Tool

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Abstract: This study was undertaken to develop an electronic school needs platform in support to the resourcing activities of the Division of Batangas with the end view of empowering school administrators, district partnership focal persons and education partners to be more competent and promote an efficient mobilization of school resources. The study assessed the division selected school heads and partnership focal persons as well as selected non-teaching personnel during the school year 2020- 2021.

Keywords: District partnership focal person, mobilization, platform, resourcing, school needs.

1. Introduction

The status of the educational system at present is characterized by a change in the structure of basic education. There has been shortcoming in this structure which should be addressed if education is to prosper. These shortcomings, vis a vis the structural changes also significantly boosted education expenditures, Macha et al, 2018.

As education program specialists that advocate mobilization of school needs and resources, the researchers have gotten a chance to collaborate with ambitious and innovative policy makers and change agents from different levels of education partnership program, met government district practitioners, civic organization leaders, schools district coordinator, development officers and discussed school partnership activities. More importantly, the researchers have met teachers with inspiring and significant experiences that carry their own views of providing not only learning but also school resources needed.

Social mobilization and networking is one of the structural adjustments that could be considered a critical process to ensure that a certain organization is with commitment to change. To attain its objectives, it requires a certain willingness and commitment to new role and responsibilities, wherein all action comes from awareness of school needs that have to be satisfied. It also requires a dialogue and negotiation to facilitate understand and coordinate efforts wherein power is shared and correct information is transferred and capacities are pinpointed (Sarkar, 2003).

Some of the functions of Social Mobilization and Networking Unit are mobilizing resources and support Special Programs and Projects like Adopt a School Program, Stakeholders Convergence and Government-Community

Partnership Management. Moreover, funding resource for school-based training for teachers is also one of the special projects.

To do this job, this unit works to advocate campaign programs wherein potential partners are analyzed to address school needs. To find a potential partner, partnership proposal and Memoranda of agreement / understanding (MOA/MOU) are also crafted.

Upon finding potential partners to answer school needs, the unit has to find ways to sustain this partnership by finalizing updates and reports. Existing or new programs have to be reported, adequately and accurately. A final report of accomplishments of programs supported by stakeholders should also be in tow to be able to sustain this partnership. Moreover, the unit has to monitor factual reports to be able to make recommendations for improvement on the implementation of programs and projects focused on resource mobilization.

To avoid mismatch of school needs and resources provided by the donors, a platform is recommended and designed where online and offline communication could be accessed publicly by both schools and donor partners. School heads and school partnership focal persons could easily send request or list of their immediate and priority school needs. Education partners can select and see details from their recipients according to their intended provision.

According to Khan (2015), social mobilization and networking is a process concerned with mobilizing human and financial resources through five main approaches namely political mobilization, community mobilization, government Mobilization.

The researchers proposed a development of school needs platform which will help partnership focal persons, school administrators and education partners to easily access each other effectively and efficiently in a very safe and convenient way.

2. Statement of the Problem

How did the school partnership focal persons and school heads assess the school needs resourcing activities in terms of,

1. resourcing time spent
2. match satisfaction of needs

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- 3. linkages and partnership with stakeholders
- 4. capability building and training

To what extent did the partnership focal persons and school heads participate in school needs resourcing activities?

How did the responses compare? Were there significant differences?

How did the external stakeholders support the school needs resourcing activities?

What issues and concerns in school needs resourcing were addressed by partnership focal persons and school heads?

Based in the analysis, what school needs assessment platform was prepared?

3. Respondents

There were three (3) groups of respondents in the study, the public elementary and secondary school heads and DPFP and the non-teaching personnel the two groups of respondents include 234 school heads and 234 DPFP from public elementary and secondary schools and 33 school heads and 33 DPFP from private schools in the division of Batangas province. Respondents were randomly selected.

Table 1
Distribution of respondents

	School Heads		DPFP	
	Population	Sample	Population	Sample
Public	609	234	609	33
Private	114	234	114	33
Total	723	267	723	267

4. Research Method and Data Gathering Instruments

The study made use of the descriptive research design to gather data with interview, questionnaire and focus group discussion. The statistical tools used were cron bach alpha, split-half correlation, frequency count, ranking, percentage formula, weighted mean and t-test of significant.

The study employed the sequential transformative strategy as defined by Creswell (2003) and involved quantitative paradigms utilizing focus interview (FI) as well as focus group discussions (FGD). A total of 234 publics and 33 private schools representing all levels of formal education were randomly selected to participate in the study. In addition, focus interviews with partnership focal persons from public school were also done to obtain their point of view.

This action research utilized the developmental method in proposing Division of Batangas School Needs Platform. Type I developmental design is used since it addresses a product design and development. Richey and Klein (2005), cited that Type 1 studies should have an analysis phase, design phase, a development phase, and a try-out and evaluation phase. It will also include phases directed toward first analysis, then prototype development and testing, and finally prototype revision and retesting.

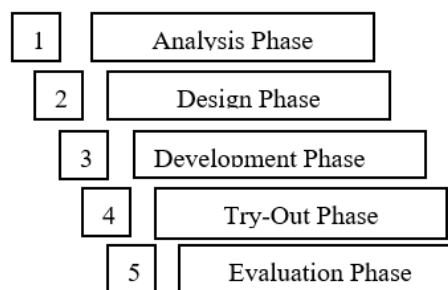


Fig. 1

5. Findings

The findings of the study revealed that the school heads assess school needs every quarter of the year, collaborate with education partners through usual communication, send letters and craft partnership proposal in resourcing their needs in time. The responses of the school heads are highly parallel with those of the validation conducted to the district partnership focal person.

Both school heads and DPFP’s attend seminar, training and workshop, integrate projects and curriculum, and provide alternative learning activities and capability building regularly to enhance skills and capabilities relative to resourcing activities.

As to linkages and partnership school heads and DPFP comply and provide reports, proper inventory of resources and make necessary reliable announcement and involve PTA, Brgy. and Municipal Officials, other Government Agencies, Civic organization and Private sectors in assessing needs and asking assistance.

It may be gleaned that the school heads and focal persons participate in the formation of school partnership activities, suggest information on priority school needs and help disseminate advocacy campaign. School heads share communication skills and need assessment. The non-teaching personnel disseminate announcement and help soliciting assistance, join in the conduct school symposium and maintain consult on data base of school needs. Meanwhile, the DPFP revealed that they did the same.

Stakeholders’ support was evidently manifested based on the conducted FGD joint by the different members of local external stakeholders such as the mayor and board members, PTA president and other parents, the pastoral council representative, barangay officials and board members, the chief of police and other members of the PNP.

As based on the findings, the researcher developed a social media platform website to support the school assessment on priority needs. This platform could be a reference and guidelines for school administrators, education partners and DPFP. Teachers and other stakeholders may also benefit as they use this platform.

The three groups of respondent’s responses implied that there were no significant differences based on the obtained values within acceptance region and rejected the null hypothesis.

6. Conclusion

The study concluded that both school heads and DPFP described that the respondents have manifested that school needs assessment in terms of;

1. Resourcing time spent
2. Capability building and training
3. Linkages and partnership building
4. Match satisfaction of needs

Teachers and non-teaching personnel including students participate in school's resourcing activities; external stakeholders actively supported the program, concerns and problems in assessment and resourcing school needs are occurring in the schools and there were no significant differences in the assessments of the three groups of respondents.

7. Recommendation

The study recommended that;

1. School needs platform website may be shared to school administrators, district partnership focal persons.
2. The platform may be shared to education partners and

other practitioners for their comments and suggestions.

3. The website may also be tried out to selected schools to get feedback regarding to their practices. Similar study may be conducted focusing on developing other materials essential to school resourcing activities.
4. School administrators should conduct more researches on effective school needs resourcing practices and excellent management.
5. Strengthen the weak areas in resourcing practices, since education and learners are the hope of the nation.

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