

Organizational Encounters in the Implementation of K-12 Program

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Abstract – *The researchers used the descriptive method of investigation. The respondents of the study were the school principals and the senior high school teachers in Pangasinan State University campuses. This is the locale of the study. Based from the findings, the following were the drawn conclusions: The PSU Campuses offers two (2) in the Senior High School program: the Academic and the TVL tracks; with enough teachers to handle the loads and used various approaches in teaching such as the lecture method, board works and role playing for the Senior High School students. There are moderate organizational encounters being experienced in the Pangasinan State University campuses along K to 12 Curriculum Development from the point of view of school principals and the senior high school teachers as to K to 12 Curriculum Development; Physical Plant Facilities; Instructional Material Resources; and Program Implementation. The school principals and senior high school teachers have similar experiences on the level of organizational encounters being experienced in the Pangasinan State University campuses. The Number of selected tracks offered; Number of enrollees per track; Number of teachers; and Teaching Approaches are not predictors of the organizational encounters being experienced in the Pangasinan State University campuses. The cyclical management model of principals with the specific skills is proposed to address the organizational encounters of the Senior High School Program at the Pangasinan State University campuses. Based from the drawn conclusions, the following are hereby recommended: The PSU campuses are encouraged to offer additional tracks aside from the two (2) tracks being offered. The management of the PSU campuses are encouraged to have intervention measures in facing the organizational encounters being experienced in the Pangasinan State University campuses along K to 12 Curriculum Development from the point of view of school principals and the senior high school teachers as to K to 12 Curriculum Development; Physical Plant Facilities; Instructional Material Resources; and Program Implementation. Involvement of the stakeholders of the Pangasinan State University campuses should be enthused.*

Keywords- *Organizational Encounters, K-12 Implementation*

INTRODUCTION

RA 10533 also known as the Enhanced Basic Education K to 12 Curriculum is fully implemented from Kindergarten to Grade 12 and found that there are some problems met in connection with its implementation. These are the insufficient instructional materials and there are no teacher's manuals, some classrooms are already congested or lack of available classroom for growing number of students,

the newly – hired teachers although many of them are highly knowledgeable in the subject matter, but they need to develop their teaching skills, the different pedagogical approaches (Bala, 2017).

The researcher aimed to determine the organizational encounters in the implementation of Senior High School Program. In meeting the challenges of times, a public school must exert much effort to attain the school's vision and mission with the aim of producing graduates who are

globally competitive and values-oriented through competent teachers who are skilled enough in delivering the lessons. The availability, appropriateness and adequacy of instructional materials, teaching aids and devices are also very important.

MATERIALS AND METHODS

Organizational Encounters of the School Principals and Senior High School Teachers along Curriculum Development

<i>Average Weighted Mean</i>	2.56	<i>LS</i>	2.69	<i>MS</i>
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Legend: 4.21 – 5.00 Very Highly Serious (VHS)
 3.41 – 4.20 Highly Serious (HS)
 2.61 – 3.40 Moderately Serious (MS)
 1.81 – 2.60 Least Serious (LS)
 1.00 – 1.80 Not Serious (NS)

<i>Curriculum Development</i>	Principal		Teacher	
	AWM	I	AWM	I
1. Difficulty in preparing daily lesson logs	.75	S	.92	S
2. No available Teacher’s Guide in each learning area	.75	S	.87	S
3. No available Teacher’s Manual in each learning area	.00	S	.84	S
4. Broad scope of lessons in each learning area	.38	S	.52	S
5. Lack of Core subjects	.63	S	.50	S
6. Lack of Contextualized subjects	.88	S	.60	S
7. Lack of Specialized subjects	.00	S	.90	S
8. Congested curricular offerings	.13	S	.97	S
9. The delivery of the books, textbooks are not on time	.50	S	.10	S
10. Difficulty in the applied subjects	.56	S	.69	S

The table discloses that the organizational encounters by school principals (2.56) is rated as least serious while, the senior high school teachers rated the organizational encounters in the Pangasinan State University campuses with the weighted mean of 2.69 interpreted as moderately serious along Curriculum Development. The results of the study of Abdulrasheed et. al. (2015) and Onojerena, E. J. (2015) confirmed the results of present study.

Curriculum development as defined is the process of selecting, organizing, executing, and evaluating learning experiences on the basis of the needs, abilities and interests of learners and the nature of the society or community. It takes into consideration the following factors: 1. The nature of the society which includes the cultural heritage, the needs and demands as well as the economic, social, political, cultural, moral and other problems of the people; 2. The interests, the needs, previous experiences and problems of the learners, and 3. The educational and psychological principles based on the findings of scientific studies and experimentation.

People involved in the curriculum development inquire into the source and nature of the school experiences, the curriculum activities and experiences to be organized, the objectives of education and how these should be carried out through the curriculum, the role and responsibility of the school with regard to other educative

institutions and the responsibility of the school in developing the attitudes, skills and procedures.

Curriculum development is a cooperative venture among teachers, supervisor, curriculum expert, learners, parents and non-school people. It is also a continuous process since it can never exhaust the possibilities of improving the teaching-learning situation (Andres, et al., 2005).

The school principals of the PSU campuses had least serious encountered along the delivery of the books, textbooks are not on time but low encountered by the senior high school teachers (2.10). This is the lowest indicators rated by them. This implies that the delivery of the books, textbooks was before the classes started. These are readily available.

The results of the study show that the Pangasinan State University (PSU) campuses have financial expertise and governance capacity for the additional functions such as maintaining and improving school property; purchasing textbooks and educational materials; and paying for repairs and maintenance of school buildings. These schools enjoy the benefits of selecting their own suppliers, negotiating better prices and discounts, determining the delivery dates for essential goods and services; and taking control over the utilization of state funds deposited into the schools' banking accounts (Bisschoff and Thurlow, 2005; Mestry and Bisschoff, 2009; Van Rooyen, 2012).

Organizational Encounters of the School Principals and Senior High School Teachers along Physical Plant Facilities

Physical Plant Facilities	Principal		Teacher	
	AWM	I	AWM	I
1.Lack of classrooms	.13	S	3.52	S
2.No			2.55	

existing/functional library	.00	S		S
3.No Science Laboratory	.13	S	2.84	S
4.No Speech Laboratory	.63	S	3.73	S
5.Lack of ICT Laboratory	.38	S	3.10	S
6.Lack of Comfort Rooms	.63	S	2.83	S
7.No TLE Room	.88	S	2.98	S
8.No Faculty Room	.25	S	2.16	S
9.No Canteen	.38	S	2.24	S
10. Lack laboratory for TVL	.25	S	3.20	S
Average Weighted Mean	.86	MS	2.91	MS

Legend: 4.21 – 5.00 Very Highly Serious (VHS)
 3.41 – 4.20 Highly Serious (HS)
 2.61 – 3.40 Moderately Serious (MS)
 1.81 – 2.60 Least Serious (LS)
 1.00 – 1.80 Not Serious (NS)

Senior high school teachers (2.91) along Physical Plant Facilities are moderately serious. It can be noted that there is no speech laboratory (3.63) which is highly serious. According to Umil (2007), there are also no laboratories for communication subjects.

According to the Commonwealth Secretariat (1993), the shortage of resources in schools such as classrooms reduces the extent to which the curriculum can be delivered effectively. As a result, this inconveniences the teacher as teachers without classrooms, feel less prepared, avoiding group work and other innovative teaching strategies.

The implication of the results depends on how the management procurement function. The failure of school governing bodies (SGBs) to execute their functions contributed to the inefficient procurement and unproductive use of resources, resulting in poor learner performance and low educational outcomes (Anderson et al., 2001). This state of affairs is the consequence of one or more of the following: illiteracy or apathy of parent members of SGBs; mistrust and conflict between the parent members and the principal or school management teams (SMTs); inadequate training for SGBs; high turnover of governors; and power play among role players.

Most of the school governing bodies (SGBs) were found to be unproductive and lacked the necessary financial and managerial expertise to manage their schools' resources and funds (Mabasa and Themane, 2002; Bush, 2004; Heystek, 2004; Ngidi, 2004; Govender, 2005). Their financial decisions usually translate into unaffordable resource wastage for schools and the government (Department of Education, 2008).

Also, Earthman (1998) as cited by Gumbi (2009) concluded that school facilities do affect student achievement and behavior. School buildings that are in a good state containing modern equipment do provide a positive environment for students to succeed. Lackney (1999) as cited by Gumbi (2009) pointed out that those students are more likely to prosper when their environment is conducive to learning and vice-versa.

Instructional Material Resources

Table 5 shows the organizational encounters of the school principals and senior high school teachers and how serious are these along Instructional Material Resources.

Organizational Encounters of the School Principals and Senior High School Teachers along Instructional Material Resources

Instructional Material Resources	Principal		Teacher	
	AWM	I	AWM	I
1.No LCD projector/ TV in each classroom	.38	S	.47	S
2.Lack of textbooks, references, and other reading materials	.00	S	.81	S
3.Inadequate equipment/apparatus in Science Laboratory	.25	S	.16	S
4.Lack worksheets	.88	S	.90	S
5.Lack teachers' manuals	.00	S	.93	S
6.Lack teachers' guide	.75	S	.74	S
7.Lack of desktop computers in ICT Laboratory	.25	S	.21	S
8.Lack of TLE equipment/ tools	.13	S	.77	S
9.No wireless fidelity (WiFi) in ICT Laboratory	.50	S	.50	S
10.Lack materials for TVL	.75	S	.44	S
Average Weighted Mean	.29	MS	.19	MS

Legend: 4.21 – 5.00 Very Highly Serious (VHS)

- 3.41 – 4.20 Highly Serious (HS)
- 2.61 – 3.40 Moderately Serious (MS)
- 1.81 – 2.60 Least Serious (LS)
- 1.00 – 1.80 Not Serious (NS)

The table shows that the organizational encounters in the Pangasinan State University campuses by the school principals (3.29) and senior high school teachers (3.19) along Instructional Material Resources are moderately serious.

It is confirmed that the lack of learning materials has become a burden not only to students but teachers (Umil, 2017).

The school principals highly encountered the following in the organization: lack works lack of TLE equipment/ tools (4.13); no wireless fidelity (WiFi) in ICT Laboratory (3.50) and lack materials for TVL (3.75). The senior high school teachers also encountered the same in the organization. In addition, there are no LCD projector/TV in each classroom is highly serious as encountered by them (3.47).

According to Umil (2017), modules are also lacking particularly in Philosophy and Sociology subjects and students have to pay for books to use. The implication of the results depend on how the management of the PSU campuses.

According to Van der Westhuizen and Bruyn (2002), formal structures in schools are of cardinal importance, inferring that there must be an understanding of delegation of authority, responsibility and accountability (Campher et al., 2003). Schools need formal structures because it not only depend on teachers' skills, but also on decisions taken by management about attaining schools' goals and objectives, the provision and utilization of educational resources, setting up of structural arrangements and, the control and evaluation of organizational activities.

CONCLUSION AND RECOMMENDATION

Based from the findings, the following were the drawn conclusions: The PSU Campuses offer 2 in the Senior High School program: the Academic and the TVL

tracks; with enough teachers to handle the loads and used various approaches in teaching such as the lecture method, board works and role playing for the Senior High School students. There are organizational encounters of the Pangasinan State University campuses from the point of view of school principals and the senior high school teachers as to Curriculum Development; Physical Plant Facilities; Instructional Material Resources; and Program Implementation.

The school principals and senior high school teachers have similar organizational encounters at Pangasinan State University campuses.

Based from the drawn conclusions, the following are hereby recommended: The PSU campuses are encouraged to offer additional tracks aside from the 2 tracks being offered. The management of the PSU campuses are encouraged to have intervention measures in facing the organizational encounters in Pangasinan State University campuses along Curriculum Development from the point of view of school principals and the senior high school teachers as to Curriculum Development; Physical Plant Facilities; Instructional Material Resources; and Program Implementation. Involvement of the stakeholders of the Pangasinan State University campuses should be enthused.

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