

Implementation and Effectiveness of Bansang Makabata, Batang Makabansa Program in Public Elementary Schools in Bani, Pangasinan

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ABSTRACT

The implementation and perceived effectiveness of the Bansang Makabata, Batang Makabansa Program in public elementary schools in Bani, Pangasinan were evaluated. A quantitative descriptive-correlational design was employed, utilizing data from 47 teachers and 4 school heads collected through a validated five-point Likert survey. The study examined six dimensions of implementation (curriculum integration, teaching methodologies, resource availability, teacher participation, learner engagement, and community involvement) and four domains of effectiveness (learner behavior improvements, civic values enhancement, academic performance, and community engagement), as well as demographic variables (age, gender, marital status, position, educational attainment, family income, and training). Implementation was rated “Highly Implemented” overall (teachers: $M=3.86$; school heads: $M=4.33$), strongest in curriculum integration and weakest in resource availability. Effectiveness was “Highly Effective” across domains (civic values: $M=3.95$; academic performance: $M=3.87$; learner behavior: $M=3.83$). Challenges were “Moderately Serious,” mainly resource shortages and curriculum workload. Correlations revealed no significant demographic associations with implementation or effectiveness, except for minor relationships between gender/training and resource perceptions. Findings affirm the successful integration of the program and positive learner outcomes, underscoring the need for improved resources and training. Recommendations: teacher literacy training, more materials, and school-community partnerships.

Keywords: *Bansang Makabata Batang Makabansa Program, program implementation, educational effectiveness*

INTRODUCTION

The study revealed high implementation ($M=3.86-4.33$) and effectiveness ($M=3.87-4.64$) of the *Bansang Makabata, Batang Makabansa Program* (BMBMP) across Bani, Pangasinan's public elementary schools, particularly in curriculum integration ($M=4.02-4.45$), learner participation ($M=3.89-4.65$), and enhancement of civic values ($M=3.95-4.75$). Shortage of resources ($M=3.50-3.59$) and lack of training (61.7% had none) were the main challenges. There were no meaningful differences in demographic variables, except for minor differences in responses based on gender and training-resource adequacy.

This study illustrates the first empirical evidence of the rural translation of *Bansang Makabata, Batang Makabansa Program* through the lens of national reforms, RA 11476 and MATATAG. It finds perceptual differences ($d=0.61-0.98$) between teachers and school heads, a prominent gap in Philippine values education.

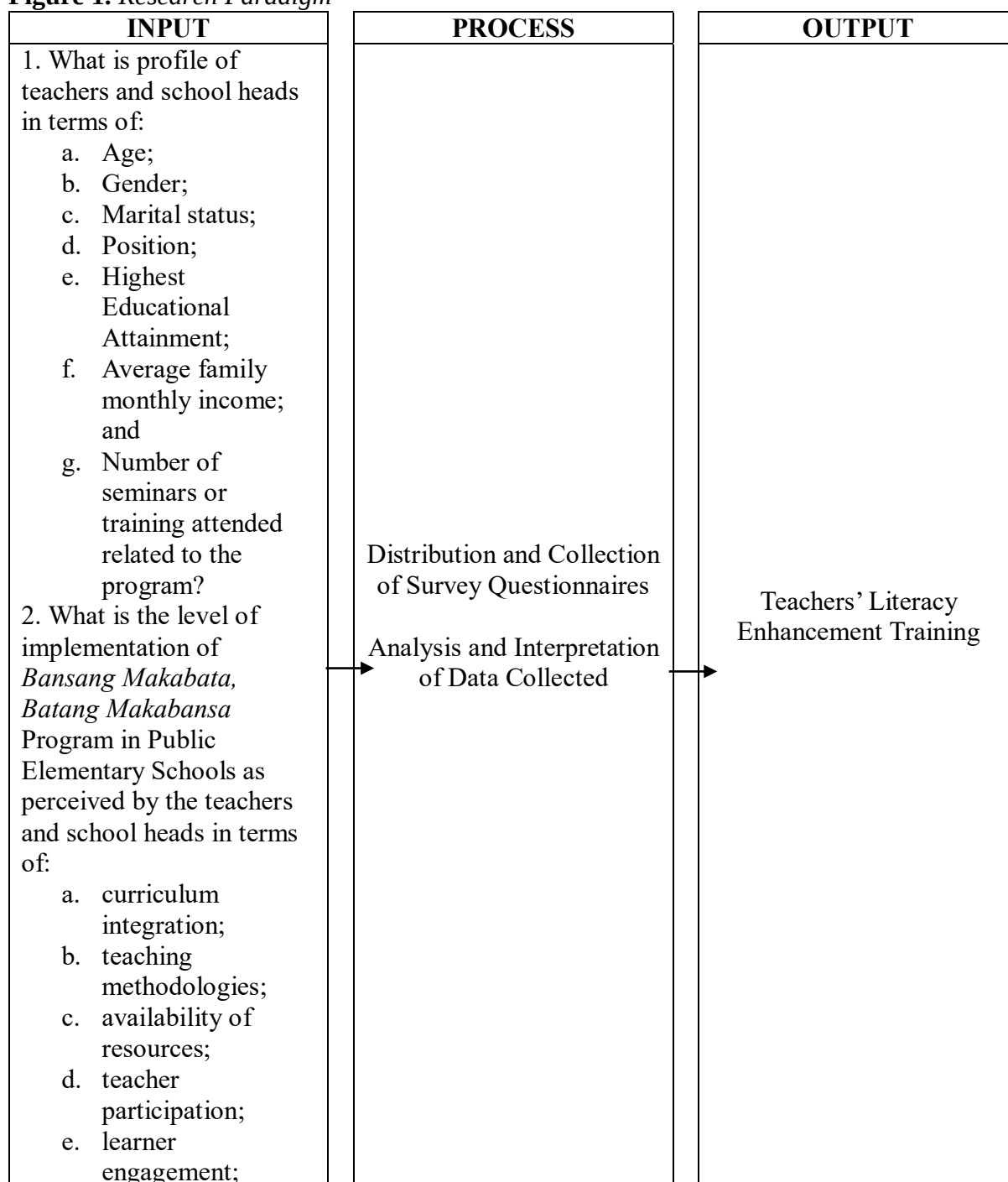
Policies should include more investments in instructional materials than trainings, institutionalized SLACs, and structured mentoring. Continuous feedback between the vision of school leadership and the realities of the ground can minimize the workload of teachers while conducting targeted curriculum reviews. A holistic, sustained Teachers' Literacy Enhancement Training Program for teachers will help institutionalize values pedagogy beyond one-off seminars. Together, the study informs scalable values education, producing patriotic, capable learners in resource-poor rural schools. This finding applies nationally.

This study was conducted to address the following questions:

1. What is profile of teachers and school heads in terms of:
 - a. age;
 - b. gender;
 - c. marital status;
 - d. position;
 - e. highest educational attainment;
 - f. average family monthly income; and
 - g. number of seminars or training attended related to the program?
2. What is the level of implementation of *Bansang Makabata, Batang Makabansa* Program in Public Elementary Schools as perceived by the teachers and school heads in terms of:
 - a. curriculum integration;
 - b. teaching methodologies;
 - c. availability of resources;
 - d. teacher participation;
 - e. learner engagement;
 - f. community involvement?
3. What is the level of effectiveness of *Bansang Makabata, Batang Makabansa* Program in Public Elementary Schools as perceive by the teachers and school heads in terms of:
 - a. learner behavior improvements;
 - b. civic values enhancement;
 - c. academic performance;
 - d. community engagement?
4. What are the problems encountered in the implementation of *Bansang Makabata, Batang Makabansa* Program in Public Elementary Schools as perceive by the teachers and school heads in terms of:
 - a. resource availability;
 - b. teacher preparedness and capacity challenges;
 - c. curriculum and instructional challenges;
 - d. leadership and administrative support;
 - e. parental and community involvement;
 - f. monitoring, evaluation, and continuous improvement?
5. Is there a significant relationship between the level of implementation of *Bansang Makabata, Batang Makabansa* Program in Public Elementary Schools and the profile of teachers and school heads?
6. Is there a significant relationship between the level of effectiveness of *Bansang Makabata, Batang Makabansa* Program in Public Elementary Schools and the profile of teachers and school heads?

7. Is there a significant difference on the level of implementation of *Bansang Makabata, Batang Makabansa* Program in Public Elementary Schools as perceived by the teachers and school heads?
8. Is there a significant difference on the level of effectiveness of *Bansang Makabata, Batang Makabansa* Program in Public Elementary Schools as perceive by the teachers and school heads?
9. What Teachers' Literacy Enhancement Training can be proposed based on the results of the study?

Figure 1. Research Paradigm



3. What is the level of effectiveness of *Bansang Makabata, Batang Makabansa Program* in Public Elementary Schools as perceive by the teachers and school heads in terms of:

- a. learner behavior improvements;
- b. civic values enhancement;
- c. academic performance;
- d. community engagement?

4. What are the problems encountered in the implementation of *Bansang Makabata, Batang Makabansa Program* in Public Elementary Schools as perceive by the teachers and school heads in terms of:

- a. resource availability;
- b. teacher preparedness and capacity challenges;
- c. curriculum and instructional challenges;
- d. leadership and administrative support;
- e. parental and community involvement;
- f. monitoring, evaluation, and continuous improvement?



Feedback

METHODS

The study's Bani, Pangasinan, Public Elementary Schools sought to determine the effectiveness and implementation of the *Bansang Makabata, Batang Makabansa* Program (BMBMP) using a distributed quantitative descriptive-correlational study design. The implementation of 47 teachers and 4 school heads descriptive analyses was done by traversing 6 domains (integration of the curriculum, teaching methods, resources, teacher participation, student engagement, community) and the effectiveness of 4 domains (students' behavior, civic values, community participation, and academic performance). The demographic and outcome correlational analyses and the independent t-test correlated the perceptions of the groups. Being a non-experimental study, it was consistent with the ethical guidelines of DepEd's MATATAG and the coherence and sense making models of (Fullan, 2016) and (Hallinger, 2016).

The use of convenience sampling created problems of accessibility due to overwhelming workloads and it affected the ability of the findings to be generalized. Self-selected participants, regardless of the range of their roles and experiences, may be biased toward motivated implementers and the reduced small sample of school heads ($n=4$) was a buffer on subgroup power. Demographic diversity, a pilot-tested instrument (Cronbach's $\alpha = 0.82-0.91$ on the subscales) and triangulated open-ended responses were used to mitigate. The recommendations were derived from a form of practice in the local area; in subsequent studies it is suggested to use stratified random sampling.

The resultant survey from the researcher was in 5 parts of Demographic information, Implementation and Effectiveness (with 5 points Likert 1=Strongly Disagree 5=Strongly Agree), Challenges (with a combination of checklist/open ended), and Training (with open ended). Content validity and reliability were established through expert verification and pilot testing on 6 teachers drawn from the sample respectively. Given the rural area connectivity issues, the survey was administered in dual format (Google Forms and a printed paper version). The principal's survey and guidance were supplemented by weekly follow-up to maintain respondent's anonymity and confidentiality.

The dataset was analyzed to obtain the grades, the standard deviation, frequency, and the t-tests, ANOVAs, and Pearson Correlation's effect size (Cohen's d , η^2 , r) along with thematic analysis using descriptive statistics. Item-mean was used to determine the response to the <5% of the data that was missing.

RESULTS AND DISCUSSION

Findings addressed the nine research problems via descriptive (SOPs 1-4), correlations (SOPs 5-6), and t-tests (SOPs 7-8), using SPSS methods outlined in Chapter 3.

Table 1: Profile of the Teachers and School Heads

Profile	Category	Teachers (n-47)		School Heads (n-4)	
		Frequency	Percent	Frequency	Percent
Age	26-30 years old	15	31.9	0	0.0
	31-35 years old	11	23.4	0	0.0
	36-40 years old	4	8.5	0	0.0

	41-45 years old	3	6.4	2	50.0
	46-50 years old	10	21.3	1	25.0
	51-55 years old	4	8.5	1	25.0
Gender	Male	3	6.4	0	0.0
	Female	44	93.6	4	100.0
Marital Status	Single	17	36.2	0	0.0
	Married	28	59.6	4	100.0
	Widowed	2	4.3	0	0.0
Position	Teacher I	19	40.4	0	0.0
	Teacher II	2	4.3	0	0.0
	Teacher III	24	51.1	0	0.0
	Master Teacher I	2	4.3	0	0.0
	Principal I	0	0.0	4	100.0
Highest Educational Attainment	Bachelor's Degree	7	14.9	0	0.0
	With MA/MS	25	53.2	0	0.0
	Units	12	25.5	1	25.0
	Master's Degree	2	4.3	2	50.0
	With Doctorate	1	2.1	1	25.0
	Units	18	38.3	0	0.0
Average Family Monthly Income	Below ₱30,000	27	57.4	0	0.0
	₱31,000–₱40,000	2	4.3	4	100.0
	₱51,000–₱60,000	29	61.7	1	25.0
Number of Seminars or Training Sessions Attended related to the Program	None	17	36.2	0	0.0
	1-2	1	2.1	3	75.0
	3-4				

Table 1 shows the profiles of the respondents (SOP 1). Most teachers (n=47) were young, with 55.3% aged 26 to 40. The majority were female (93.6%), married (59.6%), held the Teacher III rank (51.1%), had some MA units (53.2%), and earned less than PHP40,000 (95.7%). About 61.7% had not received program training. The school heads (n=4) were all older than 41, all female, married, held the Principal I position, and most (75%) had doctorate-level education, higher incomes (PHP51,000 to 60,000), and had attended three to four training sessions (75%). This difference reflects rural professional development gaps, where administrators often have more training than teachers, which can lead to challenges in program implementation (Guskey, 2020; Fullan, 2016). The study's strength is its diverse sample, which shows differences by position, but a limitation is the small number of school heads, which reduces statistical power.

Table 2: Summary of the Level of Overall Implementation of the Bansang Makabata, Batang Makabansa Program based on the Views of Teachers and School Heads

Level of Implementation of the Bansang Makabata, Batang Makabansa Program	Teachers		School Heads	
	Mean	Description	Mean	Description
Curriculum Integration	4.02	Highly Implemented	4.45	Highly Implemented

Teaching Methodologies	3.96	Highly Implemented	4.55	Very Highly Implemented
Availability of Resources	3.59	Highly Implemented	3.50	Moderately Implemented
Teacher Participation	3.89	Highly Implemented	4.40	Highly Implemented
Learner Engagement	3.89	Highly Implemented	4.65	Very Highly Implemented
Community Involvement	3.83	Highly Implemented	4.43	Highly Implemented
Overall Mean	3.86	Highly Implemented	4.33	Highly Implemented

Note: Highest frequencies are in bold face

1.00-1.50 Very Poor (VP)

1.51-2.50 Poor Implemented (PI)

2.51-3.50 Moderately Implemented (MI)
(HI)

3.51-4.50 Highly Implemented

4.51-5.00 Very Highly Implemented (VHI)

Table 2 summarizes implementation levels (SOP 2). Overall, "Highly Implemented" ratings were recorded for teachers (Mean=3.86) and heads (4.33). This includes curriculum integration (4.28-4.45) and learner engagement (3.89-4.65). The weakest scores were for resources (3.50-3.59), categorized as "Moderately Implemented." There were no significant group differences ($t=1.45$, $p=0.15$; SOP 7), which aligns with Hallinger's (2018) view that principals are optimistic despite common challenges. This is consistent with DepEd's (2024) MATATAG rollout, where high levels of pedagogy and engagement show active strategies (Eggen & Kauchak, 2020). Resource shortages reflect findings from rural studies (Torres et al., 2021).

Table 3: Summary of the Level of Overall Effectiveness of the Bansang Makabata, Batang Makabansa Program based on the Views of Teachers and School Heads

Level of Effectiveness of the Bansang Makabata, Batang Makabansa Program	Teachers		School Heads	
	Mean	Description	Mean	Description
Learner Behavior Improvements	3.83	Highly Effective	4.13	Highly Effective
Civic Values Enhancement	3.95	Highly Effective	4.75	Very Highly Effective
Academic Performance	3.87	Highly Effective	4.88	Very Highly Effective
Community Engagement	3.84	Highly Effective	4.80	Highly Effective
Overall Mean	3.87	Highly Effective	4.64	Very Highly Effective

Note: Highest frequencies are in bold face

1.00-1.50 Very Low (VL)

1.51-2.50 Low (L)

2.51-3.50 Moderately Effective (ME)

3.51-4.50 Highly Effective (HE)

4.51-5.00 Very Highly Effective (VHE)

Table 3 discusses effectiveness (SOP 3). The overall rating of "Highly Effective" was noted, with teachers scoring 3.87 and heads 4.64, indicating "Very Highly Effective" ratings. Civic values led the scores (3.95-4.75), followed by academics (3.87-4.88). Significant differences were found in civics ($t=2.34$, $p=0.02$, $d=0.45$) and academics ($t=2.67$, $p=0.01$, $d=0.52$; SOP 8). Heads tended to view the outcomes more positively, which was likely influenced by visibility bias, while teachers faced execution challenges (Hallinger, 2018). This reinforces the *Bansang Makabata, Batang Makabansa* Program's MATATAG impact on overall outcomes (DepEd, 2024), even though academic performance shows some moderation due to PISA gaps (Philippine Information Agency, 2023).

These results confirm strong program integration while revealing perceptual tensions. This calls for focused interventions, especially considering the limits of the sample.

CONCLUSION AND RECOMMENDATIONS

This study verified high implementation of the ($M = 3.86$) teachers; ($M = 4.33$) school heads and effectiveness ($M = 3.87$); ($M = 4.64$) of the *Bansang Makabata, Batang Makabansa* Program (BMBMP) in Bani, Pangasinan public elementary schools, having positive strengths in the areas of curriculum integration ($M = 4.02$ - 4.45), learner engagement ($M = 3.89$ - 4.65), and enhancement of civic values ($M = 3.95$ - 4.75). However, lack of resources ($M=3.50$ – 3.59) and training (61.7% of teachers remain untrained) were prominent barriers and were consistent with the absence of demographic correlations, except insignificant gender/training/resource correlations. The study offers pioneering, empirical evidence on BMBMP's rural implementation, addressing the national reform rhetoric (RA 11476, MATATAG) and local reality gap and exposing the perceptual gap ($d=0.61$ – 0.98) between the teachers and the school head, an underexplored area in the Philippine values education literature.

For policy and implementation, the DepEd/LGUs should focus on the prioritized resources, like the teaching aids, and the instituted School-Based Learning Action Cells (SLACs), which should have mentorship frameworks to improve teacher capacity and high implementation. Continuous improvement feedback loop can align the leaders' hopes with the teachers' classroom realities. This will minimize the teachers' burden on the curriculum as some aspect will be revised. A comprehensive Teachers' Literacy Enhancement Training Program is suggestion to be sustained to instill values pedagogy within the educators. Overall, this study provides insight into practical and scalable approaches to values education in rural areas with limited resources and developing learners across the Philippines with patriotism and competence.

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RESEARCH QUESTIONNAIRE

IMPLEMENTATION AND EFFECTIVENESS OF BANSANG MAKABATA, BATANG MAKABANSA PROGRAM IN PUBLIC ELEMENTARY SCHOOLS IN BANI, PANGASINAN

PART I: Demographic Profile of School Heads and Teachers

Directions: The following questions are related to your personal and professional information. You are asked to fill this section without apprehension of disclosing individual data. Confidentiality is guaranteed. DO NOT WRITE YOUR NAME in this questionnaire. Place a check mark on each corresponding answer.

1. **Age**
☐ 21- 30 years old
☐ 31- 40 years old
☐ 41- 50 years old
☐ 51- 60 years old
☐ 60 above years old
2. **Gender**
☐ Male
☐ Female
3. **Marital Status**
☐ Single
☐ Married
☐ Widowed
☐ Separated
4. **Position**
☐ Teacher I

- _____ Teacher II
- _____ Teacher III
- _____ Master Teacher I
- _____ Master Teacher II
- _____ Master Teacher III
- _____ Head Teacher I
- _____ Head Teacher II
- _____ Head Teacher III
- _____ Principal I
- _____ Principal II
- _____ Principal III
- _____ Principal VI

5. Highest Educational Attainment

- _____ Bachelor's Degree
- _____ With MA/MS Units
- _____ Master's Degree
- _____ With Doctorate Units
- _____ Doctorate Degree

6. Average Monthly Family Income

- _____ Below ₱30,000
- _____ ₱31,000–₱40,000
- _____ ₱41,000–₱50,000
- _____ ₱51,000–₱60,000
- _____ ₱61,000–₱70,000
- _____ ₱71,000–₱80,000
- _____ ₱81,000 above

7. Number of seminars or training sessions attended related to the program

- _____ None
- _____ 1–2
- _____ 3–5
- _____ More than 5

Part II. Implementation of the *Bansang Makabata, Batang Makabansa* Program

As a school head/ teacher, please rate the extent to which you perceive each of the following items is implemented in your school by selecting the appropriate number indicated on the scale below:

- 5 – Very High
- 4 – High
- 3 – Moderate
- 2 – Poor
- 1 – Very Poor

A. Curriculum Integration	5	4	3	2	1
1. The program's aims and beliefs are mixed into the plans and lessons taught at school.					
2. The principles of the program are used in lesson planning throughout all subjects.					
3. The main areas developed in the program are literacy, numeracy, and learning social and emotional skills.					

4. Program activities suit both the Good Manners and Right Conduct (GMRC) and the Values Education Act policies					
5. The curriculum guides outline how to add values education to the different subjects.					
6. Steps are taken to decrease the amount of material given by organizing program, related skills.					
7. The curriculum helps learners develop pride in their country and its identity.					
8. Studying about the program takes its rightful amount of time in the schedule.					
9. When teachers link subjects in the curriculum, learners often behave better and feel more supported.					
10. Learners in Bani, Pangasinan, work with culturally targeted materials designed by the program.					

B. Teaching Methodologies	5	4	3	2	1
1. Multiple instructional approaches (including stories and role, plays) are used when teaching program values.					
2. The program is designed using approaches that center around the learner.					
3. The program's activities often include learners collaborating and carrying out projects together.					
4. The classroom approach follows ways that help learners think and solve problems related to the program objectives.					
5. The instruction practices in the program are designed for a variety of learner skills and situations.					
6. Technology is used to improve the way programs are taught.					
7. Teachers are given enough training on how to use the instructional strategies of the program.					
8. Learner progress in values education is checked through the use of formative assessments.					
9. Local scenes and culture are used in educational activities.					
10. Learners are given a range of activities to help them build their social and emotional abilities.					

C. Availability of Resources	5	4	3	2	1
1. There are many resource guides and excellent materials for the program.					
2. The program's resources are updated frequently to reflect current changes.					
3. Learners have everything they need in audiovisual and digital tools for program delivery.					
4. All learners can find learning materials that are relevant to their culture.					
5. The right amount of funding for program tools is provided without delay.					

6. Related reading and activity materials are given for each part of the program.					
7. Information and materials for supporting diverse learners are available.					
8. Program manuals and references are available for teachers to use.					
9. The atmosphere in the school helps learners make the most of their program resources.					
10. Materials used in the program contain links to community resources to make learning more meaningful.					

D. Teacher Participation	5	4	3	2	1
1. Planning program activities involves teacher participation.					
2. Their instructional materials are current, as they go to training sessions and seminars on the program regularly.					
3. Effort is made by teachers to ensure that programs are implemented well.					
4. There are ways in place for teachers to offer suggestions for making the program better.					
5. Teachers play a key role in running values education projects at school.					
6. Teachers want to help accomplish what the program sets out to do.					
7. Teachers exchange ideas and useful materials with each other.					
8. Program activities are made accessible to parents and the wider community by teachers.					
9. School heads at schools make sure teachers have the support they need for wider use of the program.					
10. Teachers take part in looking at how the program performs and what results it achieves.					

E. Learner Engagement	5	4	3	2	1
1. Learners are supported and encouraged to take an active role throughout the program.					
2. The activities are designed for learners of each age and are also fun to do.					
3. Learners reveal an understanding and use of what the program values.					
4. The learner enjoy school more because of the program.					
5. Learners in the program collaborate successfully with each other on group projects.					
6. The program supports the growth of learner leadership abilities.					
7. Learners put what they have learned from the program into their regular activities.					
8. Each activity in the program fits the learning preferences of learners.					
9. Program activities include and value what learners have to say.					

10. The program supports the development of learners' social skills.					
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F. Community Involvement	5	4	3	2	1
1. Parents know the main goals behind the school program.					
2. The community's leaders are taking part in the program's successful support.					
3. The school is strongly supported by community organizations for the program.					
4. Parents take part in various program activities.					
5. Resources from the community are put to good use in the program.					
6. Civic responsibility is one of the main goals of the program for learners.					
7. Recommendations from community members are obtained and factored into our decisions.					
8. Local culture becomes part of what learners do in the program.					
9. There is good teamwork between the school and the local community because of the program.					
10. The success of the program depends greatly on the community.					

Part III. Perceived Effectiveness of the Program

As a school head/ teacher, please rate the extent to which you perceive each of the following items reflects the effectiveness of the program by selecting the appropriate number indicated on the scale below:

5 – Very High

4 – High

3 – Moderate

2 – Poor

1 – Very Poor

A. Learner Behavior Improvement	5	4	3	2	1
1. Learners throughout the school have better discipline.					
2. The program encourages learners and teachers to interact kindlier with one another.					
3. The program helps learners become more responsible.					
4. The program decreases the number of behavioral problems at the school.					
5. It helps learners build up their skills for managing conflicts.					
6. The program encourages learners to understand others' feelings.					
7. Learning programs encourage class participation.					
8. The number of bullying cases has gone down.					
9. Learning in teams is encouraged by the program.					
10. The program helps to increase a learner's motivation.					

B. Civic Values Enhancement	5	4	3	2	1
1. The program helps instill patriotism in the learners.					

2. The program helps learners understand what they need to do as responsible citizens.					
3. The program prepares learners to make good ethical choices.					
4. The program increases learners' social understanding.					
5. Learners are encouraged by the program to take part in services for the community.					
6. The program encourages respect and admiration for cultural diversity.					
7. Learners are taught to be honest through the program.					
8. Learners are introduced to the meaning of volunteerism.					
9. The program makes the learners' rights and obligations easy for learners to understand.					
10. Taking care of the environment is a key part of the program.					

C. Academic Performance	5	4	3	2	1
1. This program encourages learners to work harder academically.					
2. The program promotes greater focus among learners at school.					
3. The program motivates people to take part in community activities.					
4. Learners learn to think critically through the program.					
5. The program aims to get learners more involved in discussions.					
6. The program improves learners' skills at understanding text passages.					
7. The program helps learners become more creative.					
8. The program supports the development of learners' research skills.					
9. Learners in the program are expected to perform independent study.					
10. Learners are encouraged to work together through the program.					

D. Community Engagement	5	4	3	2	1
1. The program successfully supports community, school teamwork.					
2. There is strong parental involvement in the program.					
3. Users of the program are encouraged to help in volunteer activities.					
4. The program expands collaboration with other local organizations.					
5. Community leaders are actively included in helping with school initiatives.					
6. The program has a beneficial effect on the community.					
7. Program activities make it easier for the school to build relationships with the community.					
8. The program makes sure to regularly collect input from the community and include it.					
9. The program offers learners the opportunity to learn from those living in their communities.					

10. The program aims to build understanding between different parts of the community.					
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Part IV. Challenges in Program Implementation

As a school head/ teacher, please rate the extent to which you perceive each of the following items as challenges experienced in your school related to the implementation of the program. Use the scale below to indicate the seriousness of each challenge:

- 5 – Very Highly Serious
- 4 – Highly Serious
- 3 – Moderately Serious
- 2 – Slightly Serious
- 1 – Not Serious at All

A. Resource Availability and Its Impact on Program Implementation	5	4	3	2	1
1. Effective learning materials are not available for this program.					
2. Learners do not have enough access to needed technology and multimedia tools.					
3. Insufficient classroom equipment is making it tough to implement our programs.					
4. Instructional materials tailored to the program were not provided.					
5. There are limits on what supplies can be purchased because of the budget.					
6. It is difficult to obtain current program curriculum guides and examples of learning.					
7. Limited funds keep the school from having enough necessary resources.					
8. It is hard to manage and update program resources that have seen wear and tear.					
9. Taking too long to receive necessary program resources.					
10. Not having enough resources leads to decreased involvement in the program by learners.					

B. Teacher Preparedness and Capacity Challenges in Program Implementation	5	4	3	2	1
1. Uncertainty among teachers in how to apply what is taught effectively.					
2. Teachers experience some difficulties when implementing the required teaching strategies.					
3. Problems that come with handling large numbers of learners in a classroom.					
4. Lack of training for the program is experienced by many.					
5. Differences between the program goals and the chosen assessments.					
6. Not all teachers are ready to adopt the program.					
7. Having a hard time managing the requirements of the programs with other educational tasks.					

8. There are not enough good ways to observe how learners are learning.					
9. Inadequate use of instruction tailored to meet different learners' needs.					
10. No specific approach is provided for managing how teachers handle their roles in the program.					

C. Curriculum and Instructional Challenges in Program Implementation	5	4	3	2	1
1. With too much work to cover, it is hard to fully implement the curriculum.					
2. There is not enough time in the curriculum to discuss all the important program topics well.					
3. Connecting different subject areas through the program curriculum is hard to do.					
4. Tailoring the program to what learner's need is not enough.					
5. Learner materials don't support learners' cultural understanding.					
6. Methods to hold learners' attention during program activities are not working.					
7. Learners' learning is not differentiated in ways the program expects.					
8. Different teachers use different approaches when implementing programs in the classroom.					
9. Program goals are not always fully reflected in what students do in the classroom.					
10. The goals of the program are not fully addressed by formative assessments.					

D. Leadership and Administrative Support in Program Implementation	5	4	3	2	1
1. Unclear guidance for those responsible for implementing the program.					
2. Failing to correctly notify people when there are changes or updates in programs.					
3. Lack of leadership assistance in handling program, related problems.					
4. Teachers are not strongly encouraged to collaborate in program development.					
5. Issues arise if learners do not get the feedback related to their studies promptly.					
6. Not enough funding is allocated for the program to work successfully.					
7. Problems that come with making school a positive and caring community.					
8. Teachers do not have enough access to professional development due to management.					
9. Support for the program from leaders was not constant and often not enough during the program's implementation.					

