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### **Threats, Opportunities, Weaknesses, and Strengths of The School Management Strategies Used by The Augustinian Recollect (AR) Schools During the Pandemic**

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**THREATS, OPPORTUNITIES, WEAKNESSES, AND STRENGTHS  
OF THE SCHOOL MANAGEMENT STRATEGIES USED BY  
THE AUGUSTINIAN RECOLLECT (AR) SCHOOLS  
DURING THE PANDEMIC**

A Master's Thesis  
Presented to  
the Faculty of the  
College of Education Graduate Studies  
De La Salle University-Dasmariñas

In Partial Fulfillment  
of the Requirements for the Degree  
Master of Arts in Education  
Major in Educational Management

**JOWENIE A. MANGARIN**

July 2023



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**ABSTRACT**

Title of the Research: **THREATS, OPPORTUNITIES, WEAKNESSES, AND STRENGTHS OF THE SCHOOL MANAGEMENT STRATEGIES USED BY THE AUGUSTINIAN RECOLLECT (AR) SCHOOLS DURING THE PANDEMIC**

Author: **JOWENIE A. MANGARIN**

Degree: **Master of Arts in Education**

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This study aims to determine the school management strategies employed by AR schools during the pandemic and develop a School Strategic Improvement Plan (SSIP) based on the findings of a TOWS analysis. The study utilized an explanatory mixed-methods design that involved two phases. In Phase 1, a self-constructed questionnaire was administered to 71 purposively sampled respondents to assess the five facets of school management. Phase 2 employed semi-structured interviews to further support or refute the collected data in Phase 1.

The findings revealed that AR schools effectively navigated the challenges of the pandemic by implementing various strategies. Collaborative meetings were established at the onset of the pandemic. Furthermore, the schools prioritized the development of leadership skills, knowledge, and abilities through training and professional development opportunities. The schools also modified their calendars, plans, and programs to suit the evolving needs of the students. Thus, 21st-century



skills and competencies were integrated into the curriculum. To ensure effective monitoring, the schools invested in new/additional Learning Management Systems. To strengthen the school-parent relationship, the schools developed group chats and other communication channels to disseminate important announcements and information. Additionally, orientations, meetings, and seminars were conducted to educate parents. To engage with the community, AR schools intensified their presence through social media campaigns and promotions. Moreover, they actively organized and participated in outreach programs, fostering meaningful connections with the community.

Based on these findings, the study proposes a comprehensive School Strategic Improvement Plan (SSIP) to enhance school management strategies further. This plan aims to sustain the positive outcomes achieved during the pandemic and position AR schools for continued success in the future.



**APPROVAL SHEET**

This thesis, entitled **Threats, Opportunities, Weaknesses, and Strengths of the School Management Strategies Used by the Augustinian Recollect (AR) Schools During the Pandemic**, prepared and submitted by Jowenie A. Mangarin, in partial fulfillment of the requirements for the degree of Master of Arts in Education, major in Educational Management, has been examined and is recommended for acceptance and approval for final oral defense.

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Adviser

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## Chapter 1

### THE PROBLEM AND ITS BACKGROUND

#### Introduction

Throughout history, humanity has encountered various diseases, some causing localized consequences and others resulting in widespread deaths. The emergence of the new coronavirus, commonly known as COVID-19, stands as a prime example of a disease that has disrupted human life in unprecedented scale. Designated a pandemic by the World Health Organization (WHO) in 2020, COVID-19 had far-reaching implications for human health, society, and the global economy. Among its multifaceted repercussions, one of the most significant impacts was felt in the education sector, compelling educational institutions worldwide to swiftly adapt to a new and challenging reality.

Education, being a vital component of human development and progress, faced immense challenges during the COVID-19 crisis. As schools grappled with the dilemma of ensuring continued learning while safeguarding the well-being of students, faculty, and staff, effective management strategies became paramount. The transition away from traditional learning paradigms required effective management tactics and creative ways to reach all students in a variety of contexts.

Amidst this landscape of unprecedented change, school management strategies (SMS) emerged as pivotal determinants of



educational institutions' success. SMS encompasses a spectrum of practices that involve evaluating, planning, and executing strategies to sustain or enhance educational outcomes, all while considering critical resources like finances, human capital, materials, and infrastructure (Ikediugwu, 2016; Herawaty et al., 2020). Furthermore, schools found themselves confronted with the intricate task of developing data-informed management strategies capable of not only responding to crises but also adapting to the evolving social landscape.

In the context of these challenges, the schools under the Congregation of the Augustinian Recollect (AR) Sisters came together to share their experiences and approaches in response to the pandemic. The AR schools proactively addressed the crisis by utilizing different management strategies. First, the AR schools evaluated the well-being of their educational communities—students, teachers, and staff. This initial step paved the way for comprehensive planning, addressing crucial aspects such as curriculum delivery, learning platforms, parental engagement, and assessment methodologies. The schools also shared how they involved the local government units for continuing education by looking at community guidelines and protocols.

However, AR schools encountered substantial hurdles, leading to collaborative initiatives with education and health experts to mitigate the impacts. Tuition fee adjustments, technological investments, and creative



marketing strategies all played roles in the schools' efforts to adapt. Even in the face of stiff competition and dwindling student enrollment, these strategies enabled the AR schools to maintain their standing—a feat that set them apart from other schools.

The broader educational context echoed similar challenges faced across different schools and educational systems. As other AR schools grappled with some uncertainties around school viability, they too turned to innovative strategies. The pandemic demanded a fundamental shift in leadership and coordination, standards and targets, monitoring and assessment, parent-school relations, and community partnerships (Aytac, 2020). The complexities that emerged underscored the critical role of effective school management strategies in addressing crises.

As the pandemic brought these dynamics to the forefront, it also sparked curiosity of the researcher about the differential effectiveness of strategies employed by AR schools. This curiosity led to the exploration of uncharted facets of school management strategies, such as utilizing Threats, Opportunities, Weaknesses, and Strengths (TOWS) analysis. Through this lens, the study aimed to identify the effective strategies that proved pivotal in navigating the crisis and mitigating its impacts, while also understanding the challenges faced in their implementation.

In light of this, this research sought to shed light on the multifaceted aspects of school management strategies in response to crises. By delving



into the realms of leadership, coordination, standards, assessment, parent-school relations, and community partnerships, this study aimed to develop a School Strategic Improvement Plan (SSIP) that resonated with the dynamic demands of a crisis-imbued educational landscape. In doing so, it contributed to the broader discourse on educational resilience and strategic school management strategies in the face of unprecedented challenges.

#### **Theoretical Framework**

TOWS analysis in schools is an extension of the traditional SWOT analysis. It involves combining the internal strengths and weaknesses of a school with the external opportunities and threats to develop strategic actions and initiatives. TOWS stands for Threats, Opportunities, Weaknesses, and Strengths.

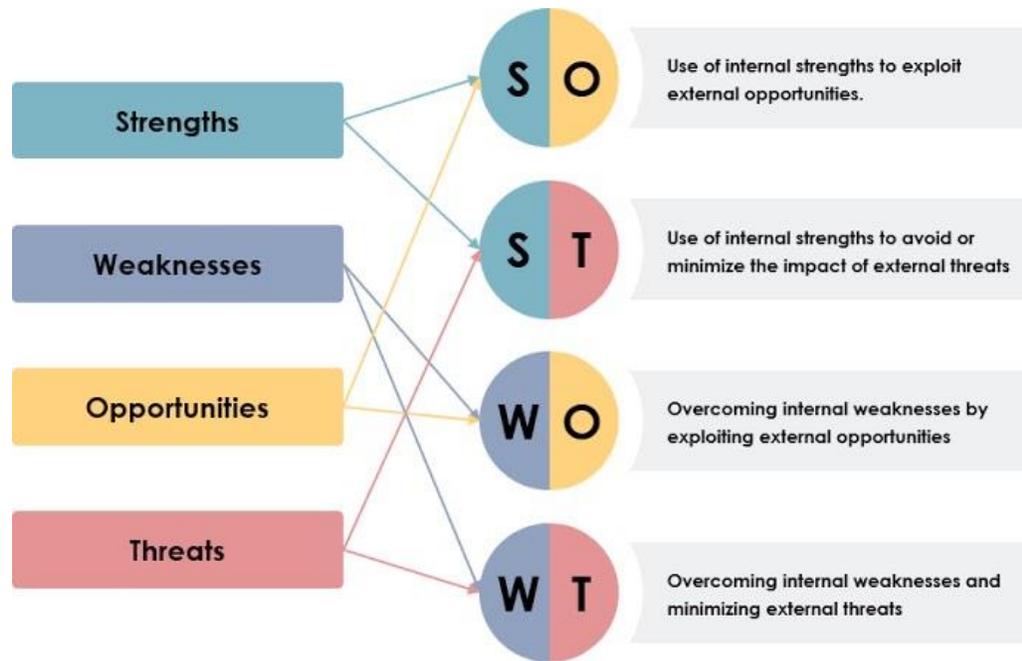


Figure 1. TOWS Framework by Heinz Weirich in 1982

In the TOWS analysis, the researcher considered all strengths one by one as listed in the SWOT analysis with each opportunity to determine how each internal strength could help capitalize on each external opportunity (SO). It was also important to consider all strengths with each threat to determine how each internal strength could help avoid every external threat (ST). Furthermore, the researcher also considered all weaknesses with each opportunity to determine how each internal weakness could be eliminated by using each external opportunity (WO). And lastly, considered all weaknesses with each threat to determine whether both could be avoided (WT) (as shown in Figure 1).



The TOWS analysis framework helped the researcher identify strategies that aligned the internal capabilities of the AR schools with external factors. This encouraged a proactive approach to knowing how AR schools addressed weaknesses, mitigated threats, capitalized on opportunities, and leveraged strengths. By considering the relationships between these elements, the researcher was able to develop a more comprehensive and effective School Strategic Improvement Plan (SSIP). Moreover, it gave a thorough assessment of the school's existing situation and aided in the development of strategies to improve performance and accomplish educational goals.

Furthermore, according to Antinluoma et al. (2021), TOWS analysis helped schools develop effective strategic plans by identifying internal strengths and weaknesses as well as external opportunities and threats. It enabled administrators to align their goals and actions with the organization's resources and external environment. In addition, Johnson (2020) asserted that TOWS analysis provided valuable insights for decision-making in school management. It helped administrators make informed choices by evaluating the potential impact of different strategies on their organizations.



### Conceptual Framework

To analyze and identify the different problems and effective school management strategies being used by selected AR schools, as well as the threats, opportunities, weaknesses, and strengths, the researcher made use of the design presented below.

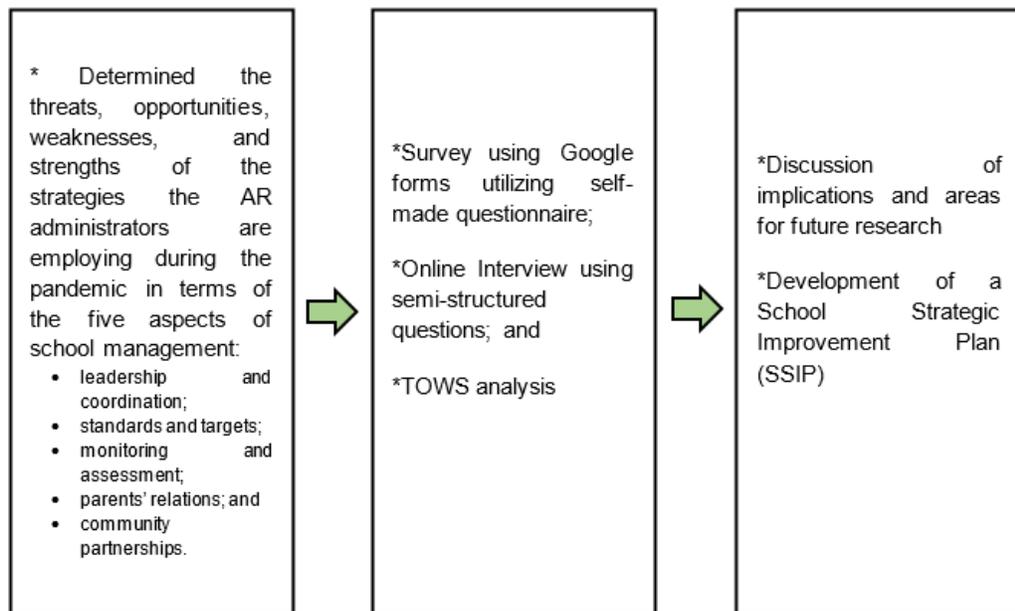


Figure 2. Conceptual Paradigm

The data presented in Figure 2 outlined the components of the research study, focused on determining the threats, opportunities, weaknesses, and strengths of the strategies used by AR administrators during the pandemic. The study specifically examined these strategies in relation to five aspects of school management: leadership and coordination, standards and targets, monitoring and assessment, parent relations, and community partnerships.



The second section described the steps involved in the research study. It included a survey using Google Forms in which a self-made questionnaire was designed and administered to gather data from the administrators. This method allowed for the collection of quantitative and qualitative information. As well as an online interview using semi-structured questions. Interviews were conducted with the administrators, teachers, and staff using semi-structured questions. This method provided an opportunity for a more in-depth exploration of the administrators' perspectives and experiences. Lastly, the TOWS analysis, which was an extension of the traditional SWOT analysis, was used as a framework to assess the strategies employed by the administrators. It combined internal strengths and weaknesses with external opportunities and threats to generate insights for strategic decision-making.

The last section presented the expected outcomes of the research study. It included a discussion of the implications and areas for future research. The findings of the study were discussed, highlighting the implications for school management strategies during the pandemic. It also identified potential areas for further research or investigation. Secondly, the development and proposal of the School Strategic Improvement Plan (SSIP): outlining actionable steps and recommendations for enhancing the identified strengths, addressing weaknesses, capitalizing on opportunities, and mitigating threats.



### **Statement of the Problem**

This study aims to determine and analyze the management strategies of the AR schools during the pandemic using TOWS analysis to develop a School Strategic Improvement Plan (SSIP) that is crisis responsive.

Specifically, it seeks to answer the following questions:

1. What are the strengths of the strategies used by the AR schools in terms of the five facets of school management;
  - a. leadership and coordination;
  - b. standards and targets;
  - c. monitoring and assessment;
  - d. parents' relations; and
  - e. community partnerships?
2. What are the weaknesses of the strategies used by the AR schools in terms of the five facets of school management?
3. What are the opportunities of the strategies used by the AR schools in terms of the five facets of school management?
4. What are the threats of the strategies used by the AR schools in terms of the five facets of school management?
5. Based on the findings of the study, what School Strategic Improvement Plan (SSIP) may be proposed?



### **Assumption of the Study**

Based on the results of the study and TOWS analysis, it was assumed that the SMS used by the selected AR schools offered opportunities and threats (external) and strengths and weaknesses (internal).

### **Scope and Delimitation of the Study**

This study was participated in by seventy-one (71) participants from two (2) AR schools in Batangas, namely Immaculate Conception College of Balayan, Inc. (ICCB) and Our Lady of Carmel School (OLCS), and one (1) AR school in Cavite, namely St. Joseph College of Cavite (SJCC), over the course of the academic year 2022-2023. These included 6 AR administrators, 52 teachers, and 13 non-teaching staff members. The output of the study was the School Strategic Improvement Plan (SSIP), but its implementation is not covered anymore.

Thus, this study was limited to the context of the selected AR schools only and was not focused on the parents' or students' perspectives. It also did not measure the extent of the effects of the pandemic on the context of public schools and administrators and how they responded to the crisis. Furthermore, this study did not look at other aspects of school management, such as finances and others.



### **Significance of the Study**

This proposed study will benefit the following:

**Augustinian Recollect Administrators.** This research will benefit Augustinian Recollect school administrators since it will present the results of SWOT analysis regarding the SMS they used amidst the pandemic, and they may reflect on it. Furthermore, it will also provide them with a suggested School Strategic Improvement Plan (SSIP) that is crisis driven.

**Teachers.** This study will be very helpful to teachers, who are important partners in all educational schools, in gaining at least a basic awareness of the problems, weaknesses and threats regarding the SMS being used by the AR administrators in dealing crisis.

**DepEd and other sectors.** This study may serve as a reference for DepEd and other sectors by looking at the TOWS analysis presented in the study and by being aware of the difficulties encountered by school administrators. This could also serve as the basis for a more feasible, long-term, and effective plan of action to mitigate the magnitude of the repercussions of this kind of crisis.

**Parents/ Guardians.** This study will be a useful resource for parents and guardians to understand how they can actively participate in the learning process of the students and what they may contribute to the school that would lead to strengths and opportunities.



**Students.** This study will help the students become aware of the different external (opportunities and threats) and internal (strengths and weaknesses) variables that may affect the development of effective school management strategies.

**Researcher of the study.** This research will enhance the researcher's theoretical know-how on handling crises of this nature, drawing on both the experiences of the respondents and the literature that was analyzed. As an aspiring school administrator, it is helpful to learn how external (opportunities and threats) and internal (strengths and weaknesses) factors may affect the key aspects of school management strategies.

**Future researchers.** This study can serve as reference material in relation to the use of TOWS analysis in understanding the various school management strategies used by private Catholic school administrators, particularly the AR leaders. The recommendations provided in the latter part of this study can serve as a source for a research gap to be addressed by future researchers.

#### **Definitions of Terms**

The following terms were defined to avoid ambiguous discussions of concepts in the study.

**Augustinian Recollect Sisters.** In this study, it pertained to the congregation of sisters, which was canonically established as a religious



congregation on August 19, 1929, and whose foundresses were the Talangpaz Sisters. They envisioned themselves as a community of Christ's disciples living with "one mind and one heart" on the way to God in solidarity with the Church.

**School management strategies.** In this study, it pertained to a strategy for enhancing education that involved giving schools a sizable amount of decision-making power previously held by the congregation.

**School Strategic Improvement Plan (SSIP).** In this study, it pertained to the working document or plan in an AR school that outlined the steps a school took to enhance learning outcomes, accomplishments, and growth for all.

**TOWS analysis.** In this study, it pertained to a strategic planning tool that built on the standard SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats). It was an acronym that stood for Threats, Opportunities, Weaknesses, and Strengths.



## Chapter 2

### REVIEW OF RELATED LITERATURE AND STUDIES

This chapter presents related literature and studies accessed from three different databases: Aklatang Emilio Aguinaldo (AEA), Education Resources Information Center (ERIC), and Google Scholar. The search was confined to peer-reviewed academic publications to compare sources more effectively. The key terms used in searching related literature and studies were "school management strategies," "school management," "COVID-19," "private schools," and "Catholic schools." And a synthesis was provided at the end of this chapter.

#### Impacts of COVID-19 in the Key Areas of School

The entrance and massive effects of the COVID-19 pandemic have influenced the educational system as well as every other facet of life in the Philippines and throughout the world. It has affected children's lives as well as educational schools in terms of **leadership and coordination; standards and targets; monitoring and assessment; parent-school relations; and community partnerships** (Aytac, 2020). There were big changes made in these key areas, and it was noted by different authors as well.

#### Leadership and Coordination

Research on school administrators' leadership strategies during the pandemic produced a range of findings. In a study conducted in the



United States, Reyes-Guerra et al. (2021) found that administrators drew on their unique reservoirs of shared leadership qualities, including being a personalized and pragmatic communicator; leading with flexibility, creativity, and care; bending rules and shifting priorities; and displaying resilience under stress. They used resources from their schools, including the setting of the school and internal expertise. As a result, administrators are under pressure to prioritize community, teacher, and student care over performance measures and structural schoolal constraints.

According to Aytaç (2020), half of the 32 school administrators did not have an emergency action plan for the pandemic process and instead followed MoNE's (the Ministry of Education in Turkey) instructions. He also said that school administrators believe that technology leadership and crisis management skills are critical throughout the pandemic phase. Kaul et al. (2022), on the other hand, discovered that school administrators structured their reactions to the pandemic in terms of a hierarchy of demands. They recognized that for their students and staff to be effective in the classroom, they needed to feel physically and mentally secure.

Furthermore, Adams et al. (2021) presented contextualized school management approaches, in which school leaders highlighted instructional and dispersed leadership as crucial to tackling the obstacles and uncertainties that their school communities encountered during the crisis. School administrators, according to Pollock (2020), are expected to be



great managers and good leaders in an era where the rate of change has accelerated tremendously. In her Canadian research, principals in Ontario are pivoting their work. They are using a two-pronged strategy to lead public schools amid the pandemic. They are expanding their tasks to include safe schooling and establishing the framework for future schooling, as well as transitioning from instructional leader to digital instructional leader. Principals are grappling with how to establish circumstances for students to learn and instructors to teach while also looking for new methods to support online learning and public-school operations via what they term "extensive digital instructional leadership."

### **Standards and Targets**

The spread of the COVID-19 pandemic has become a major problem, placing a lot of pressure on school administrators to keep things going. Understanding the standards and targets of a diverse group of stakeholders, such as educational authorities, teachers, students, parents, and local communities, is crucial for fostering cooperation. They are, in a sense, the glue that keeps everything together (Whang, 2021).

Previous research on school administrators' targets and standards has concentrated on successful interactions with non-teacher members of the school community, leadership techniques for producing good students, and understanding and diagnosing the school's needs. However, research on how responsive administrators' leadership techniques were to the



difficulties brought by the COVID-19 pandemic is limited. The bulk of studies in this area have relied only on quantitative data. As a result, qualitative research will provide a human framework to appreciate the reality (Pedroso, 2021) of administrators' time- and context-sensitive responses in the face of the global crisis. Furthermore, critical data on principals' strategies towards standards and targets during the COVID-19 pandemic will offer a counterpoint to traditional educational leadership and management research.

### **Monitoring and Assessment**

Possibility of self-learning programs presupposes that an already established degree of autonomy among students. Learning autonomy is crucial for both traditional classroom settings and remote learning, but many children, especially younger ones, might not have yet reached the level of autonomy needed for self-learning. There are no systems in place in distance learning programs for instructors to evaluate students, offer feedback, and give students formative instruction. For instance, programs for distance learning based on television or radio are unidirectional interfaces that do not give instructors the chance to evaluate and correct students' learning paths. Without consistent feedback from instructors, students may struggle to maintain their current levels of learning and to acquire new knowledge and skills through self-learning as necessary (EAPRO, 2020).



The school calendar may change, which could affect end-of-cycle exams and certification procedures as well as other national summative evaluation methods. If suitable policies are not put in place, this may have a long-term effect on children's academic advancement, increase stress among kids and teens at the end of school cycles, decrease desire to finish their school cycles, and/or other effects (Aytac, 2020). Children from the most underprivileged areas, who already run the risk of not finishing a basic education, may be disproportionately affected by these difficulties. Kaul et al. (2022), also asserted that, to avoid this problem, compensatory assessment policies must explicitly take into consideration the needs of the most disadvantaged children, guarantee equal access, and provide equal flexibility in adjusting to new assessment methods.

Teachers must quickly adapt their practices to the new protocols for remote learning, whether they are online or not. This includes changing their regular tasks, responsibilities, and accountabilities. During the COVID crisis, teachers may be requested to create new, alternative strategies that include both formative and summative evaluations to monitor children's learning (from assessing to redressing learning losses). For both individual and group support and feedback, different approaches may be needed depending on the grade and topic. Particularly regarding digital learning platforms, teachers may be lacking in pertinent training, experience, and resources at home (Aytac, 2020). By emphasizing children's self-learning,



some programs may substantially cut down on the time allotted to teacher-directed learning processes. Teachers may find it challenging to evaluate students' learning levels upon their return to class to determine whether they are on schedule, as well as any learning gaps or losses brought about by the closure of the school, and to determine the need for corrective measures. Such evaluations may play a significant role in guiding student learning and/or facilitating student advancement, licensure, and admission to higher education levels.

#### **Parent's Relations**

The lockdown at the school that was caused by the COVID-19 pandemic may be considered a significant scenario that disturbed the well-established contact between family and school compared to periods of normal education when the chance was greater. The functioning of the contact between family and school in the past should have had consequences for such interaction during the school lockout. However, empirical data has shown that previous family-school cooperation promotes future cooperation (Aytac, 2020).

One of the conditions for successful parental support of the learning process that takes place at home is the existence of relevant home-schooling resources (Andrew et al., 2020). These resources include things like the availability of a certain amount of time to support the child's home-schooling; social support from other adults or one's workplace, as



an important element of the exosystem; and the parents' own competencies and knowledge (for example, educational backgrounds or knowledge of most of the curriculum). According to the pre-COVID literature, the organization of work based on flexibility with time and space (the "smart working trend") often results in greater levels of job satisfaction and a healthier balance between work and family life for parents (Angelici and Profeta 2020). However, working from home and supporting home education at the same time created an extremely difficult situation for parents during the lockdown at the schools (Lagomarsino et al., 2020). Researchers have shown that parents who have less access to resources that are temporally, socially, and culturally appropriate for home-schooling might provide less support for their children's educational development.

It is quite probable that both have a greater sense of being overwhelmed and have a greater need for assistance from the school in supporting the education of their children than do parents who have access to a greater number of relevant resources. In situations like these, the family needs additional help from the school to facilitate the educational growth of the children (Dietrich et al., 2020).

### **Community Partnerships**

Many researchers, considering the phenomena that are occurring in the education sector during the COVID-19 pandemic, are competing to produce a variety of inventions to ameliorate the issues that are occurring.



The idea that we should "build back better" comes to mind as a potential solution to the issue at hand in this scenario. This is a novel idea in the field of education, but it is common practice in the field of post-disaster management. For instance, while dealing with the aftermath of natural catastrophes like tsunamis, which often include the reconstruction of homes, businesses, and other aspects of the local economy that were damaged, recovery, rehabilitation, and rebuilding are the three components that make up the idea of "building back better." The rebuilding of education in the wake of the COVID-19 pandemic did not, however, take place solely since technological advancements; rather, many of the new educational systems were designed by international organizations, universities, civil society organizations, and private sector businesses. This is because many individuals in Indonesia are classified as members of a "vulnerable group," which means that not all children in Indonesian schools have access to the necessary technologies for education. It is expected that the community components will be able to form partnerships to guarantee that education is both fair and inclusive if they put an emphasis on the power of integration (Rosmilawati et al., 2021).

Partnerships between schools and their surrounding communities are one strategy that several nations are using to enhance their educational systems. The conventional education mission of the school is expanded in this project, as well as during the COVID-19 pandemic, to



include the larger community that is around the school to provide learning opportunities for kids who live in the surrounding region.

To establish good relationships, trust and efficient interpersonal communication among the many stakeholders are both necessary components. It is hypothesized that the trust, preparedness, and benefits derived from the relationship may be built by the school leader, teachers, parents, and community leaders working together.

### **School Management Strategies; Its Contexts and Practices Amidst Pandemic**

To stop the spread and transmission of Covid-19, complete face-to-face learning process at all levels has been discontinued or switched to an online system (Herawaty et al., 2020). Inevitably, the school system will suffer as a result. In the realm of education, the pandemic-related restrictions on contact have a negative impact on many areas. To ensure that students continue learning, schools have been forced to implement new school management strategies while upholding scholastic standards.

School management strategy (SMS), or strategic management, is characterized as the method of evaluation, planning, and implementation designed to maintain or improve competitive advantage (Herawaty et al., 2020). It is an art (skill), engineering, and science that involves formulating, implicating, evaluating, and overseeing a variety of functional decisions made by organizations, both businesses and non-profits, that are



constantly influenced by changing internal and external environments and enable the organization to achieve its goals as expected (Akdon, 2016).

Disruptions in the direct learning process between students and instructors, as well as the cancellation of learning assessments, have a negative effect on the student's psychological well-being and lower the quality of the student's skills. Because of the COVID-19 pandemic, schools have been forced to adapt and adopt various management strategies in order to provide quality education while also ensuring the safety and well-being of students and staff. It is essential for schools to continue exploring effective management strategies to overcome the new challenges brought about by the pandemic. Among the most successful strategies adopted by schools during the pandemic have been online learning, hybrid learning, and strict health protocols such as temperature checks, hand washing stations, mandatory mask-wearing, and regular classroom sanitization (James, 2020).

In this situation, a school management strategy is needed to maintain the continuity of the teaching and learning process. The drastic change in learning systems changed the learning process during this pandemic. The unevenness of education is the main reason why school management strategies should be updated and continue to be developed (Herawaty et al., 2020). Therefore, education must be managed effectively



in order to choose among many good management approaches and produce a strategy that is best for achieving the quality of education.

On the article cited in Wodon (2020), it was emphasized the need to analyze the school management strategies being used by schools particularly the aspects underpinning it, such as reviewing, planning, and implementing. It is a comprehensive plan integrating all resources and capabilities that have a long-term goal. However great vision, mission, and strategy if not implemented will not be meaningful for the development of the school.

In the modern day, changes in the organizational structure of schools brought about by the pandemic have focused principals' attention on virtual school leadership and online education. It is important to highlight that while online, virtual schools and networks of schools existed before the COVID-19 pandemic, staff were employed particularly to operate within these online, virtual settings. This is something that should be taken into consideration.

During the COVID-19 pandemic, many schools and school systems participated in virtual, online learning to varying degrees. However, in the majority of these situations, either teachers or students had very little control over the manner in which virtual public education was provided. In essence, whole school systems quickly transitioned to some type of virtual or distant education, even though the majority of teachers



and administrators were not provided with nearly enough training (Herawaty et al., 2020). This sudden structural transformation raises a lot of challenges about the school management strategies particularly on how to lead and facilitate learning in a workplace that is more digital, virtual, and online.

The most effective procedures for online education have only been hazily defined due to the unprecedented nature of the worldwide epidemic (Hundred, 2020). According to the findings of research conducted by Hanover Research, 75% of the instructors who were questioned before the pandemic had not participated in online learning more than a few times each year. Furthermore, schools proactively provided the most gadgets to their students than any other school type (Wodon, 2020). In addition, since unionization does not limit the answers of educators, their ability to provide timely teaching was not hindered in any way by teachers' unions.

Due to the convergence of a number of circumstances, schools are now in a prime position to take the initiative in hybrid and remote learning. The teachers have the chance to be creative, and the schools should make use of this (World Bank, 2020). Their innovative abilities may contribute to the development and implementation of high-quality and successful distance and hybrid learning solutions to meet the needs of their respective communities and the students who attend those communities.



With the interruption of education during COVID-19 pandemic, school administrators and teachers working in private education schools were faced with many stress factors such as anxiety to support students, the possibility of being unemployed, increased expectations of parents from school, and financial concerns (TEDMEM, 2020). Aytaç (2020) found out that private school administrators realized that it is important to establish a financing balance (income-expenditure, debt balance) during the pandemic process. Furthermore, they opined that many private schools face the risk of closing down and not paying teachers' wages in this process. Planning of school administration, ensuring the continuity of employment, and the management and sustainability of school-parent relationships are vital for educational schools.

#### Synthesis

The COVID-19 pandemic has had a significant effect on the Philippine and global educational systems, resulting in changes in leadership and coordination, standards and targets, monitoring and evaluation, parent-school relations, and community partnerships (Aytac, 2020). Contextualized school management approaches that emphasized instructional and distributed leadership as critical to overcoming obstacles and uncertainties (Adams et al., 2021; and States, Reyes-Guerra et al., 2021).



In the studies of Whang and Pedroso (2021), it was found that successful interactions with non-teacher members of the school community, leadership techniques for producing good students, and knowing and diagnosing the school's requirements. However, research on how responsive administrators' leadership methods were to the pandemic's challenges is limited.

In addition, EAPRO and Aytac (2020) emphasized that the school calendar may alter, which could have long-term consequences for children's academic progress. To stop this from happening, compensatory assessment policies must take into account the needs of the most vulnerable children, make sure everyone has the same access, and give everyone the same amount of freedom to adjust to new assessment methods. Teachers need to change their methods to fit the new protocols for remote learning and come up with new ways to keep track of their students' progress, such as formative and summative assessments.

Andrew et al. (2020) and Aytac (2020) also said that the school lockdown caused by the COVID-19 pandemic broke up the long-standing contact between family and school, but that family-school cooperation in the past makes it more likely that they will work together in the future. Angelici and Profeta (2020), Lagomarsino et al. (2020), and Dietrich et al. (2020) all say that parents who don't have access to resources that are socially, culturally, and temporally appropriate for home-schooling may not



help their children's education as much as they could. The concept of "building back better" is novel in the area of education, but it is common practice.

Because of this, schools have had to come up with new ways to run the school while keeping academic standards the same to make sure students keep learning. Herawaty et al. (2020) say that building successful relationships requires both trust and good communication between people. James (2020) said that schools have had to change and use a variety of management strategies in order to give students and teachers a good education and make sure they are safe and healthy. In the same way, Wodon (2020) said that school management strategies should be updated and made better all the time to keep the teaching and learning process going smoothly. Also, the pandemic has caused changes in the way schools are run, which has made principals focus on virtual school leadership and online education (Hundred, 2020; Wodon, 2020).

During the COVID-19 pandemic, many schools and school systems switched to virtual or distance education. They asked how to lead and support learning in a workplace that is more digital, virtual, and online. Hanover Research found that 75% of teachers only used online learning a few times a year, and the schools that gave their students the most gadgets were the ones that did it on their own. Administrators and teachers at private schools were stressed out by things like the need to help students,



the chance of being laid off, higher expectations from parents, and money worries. Planning for school administration, making sure jobs stay the same, and managing and keeping relationships with parents are all important for education to go well.

So, the goal of this study was to find out what problems school leaders, especially AR leaders, faced when they oversaw schools during a pandemic. These problems included leadership and coordination, standards and goals, monitoring and assessment, parent-school relationships, and community partnerships. Additionally, the school management strategies they employed in those key areas were examined. This study also used TOWS analysis since it is less commonly used in the context of educational management. In TOWS analysis, the external factors (opportunities and threats) were matched with the internal factors (strengths and weaknesses) to develop strategic recommendations. By considering the relationships between these factors, organizations could formulate more targeted and effective strategies.

Thus, through the results of the study, school administrators and future researchers may be able to reflect on the experiences encountered by school heads, teachers, and staff during the pandemic so that they could come up with more feasible strategic plans. Aytac (2020) and Ahmed et al. (2021) recommended that future researchers should examine the present study and provide outputs that may help school stakeholders.



### Chapter 3

#### METHODOLOGY

This chapter presents the research methodology and design employed in analyzing the magnitude of the identified problem. Furthermore, this comprised the demographic and sampling strategy, respondents and participants of the study, research instruments, validation of tools, data collection techniques, qualitative and statistical tools, data analysis and ethical considerations.

#### Research Design

This study employed an explanatory mixed-methods design, integrating TOWS analysis, to investigate the school management strategies implemented by administrators in AR schools during times of crisis. The imperative for additional mixed-methods research in this domain has been underscored by several scholars (Lorensius et al., 2021; Ejiogu et al., 2021; Cailen, 2020; Jacob et al., 2020; and Dwivedi et al., 2020).

The explanatory design entailed the sequential application of quantitative and qualitative techniques. In the first phase, a questionnaire was utilized to conduct a TOWS analysis, followed by a second phase employing semi-structured interviews. These combined methods yielded comprehensive insights into the strengths, weaknesses, opportunities, and threats faced by AR schools, as well as the strategies employed during the



pandemic. Such insights are crucial for the development of an effective School Strategic Improvement Plan (SSIP).

### **Population and Sampling**

The respondents of the study were composed of Augustinian Recollect school administrators, teachers, and non-teaching staff residing in three different AR schools in Batangas and Cavite.

The three AR schools that participated in the study were chosen based on the following status quo: one was able to increase its enrollees, one was able to hold its enrollees, and one experienced a decrease in enrollees. Also, these were the schools that responded right away to the crisis and the schools that asked for benchmarking.

To identify the number of respondents for the study, the Slovin formula was used. Thus, total enumeration was used for the AR respondents, and stratified random sampling was used for the teachers and staff, where the number of teachers and staff per department was taken as a stratum.

Meanwhile, for the interview process, ten (10) participants from among the 71 respondents chose and agreed to participate in individual interviews. This was composed of four (4) ARs, three (3) teachers, and three (3) staff.



**Respondents of the Study**

The respondents of the study were composed of seventy-one (71) respondents: six (6) Augustinian Recollect school administrators, fifty-two (52) teachers, and thirteen (13) non-teaching staff who resided in three different AR schools in Batangas and Cavite, namely: Immaculate Conception College of Balayan, Inc. (Balayan, Batangas), Our Lady of Carmel School (Calatagan, Batangas), and St. Joseph College of Cavite, Inc. (Cavite City).

Table 1

*Number of Respondents Per School*

Name of Schools	AR School Admins	Teachers	Staff	Total
1. Immaculate Conception College of Balayan, Inc.- (ICCB)	2	38	8	<b>48</b>
2. Our Lady of Carmel School- (OLCS)	2	7	3	<b>12</b>
3. St. Joseph College of Cavite- (SJCC)	2	7	2	<b>11</b>
<b>TOTAL</b>	<b>6</b>	<b>52</b>	<b>13</b>	<b>71</b>

Table 1 showed the number of respondents per school. It showed that 48 or 68% of the study were taken from ICCBI, 12 or 17% from OLCS, and 11 or 15% from SJCC.

**Research Instruments**

To collect the necessary data for the quantitative part of the study, the researcher used a self-constructed survey questionnaire. Part 1 consisted of demographic information about the respondents. Part 2



gathered the strengths, Part 3 gathered the weaknesses, Part 4 gathered opportunities, and Part 5 gathered the threats to the strategies the AR administrators were employing during the pandemic in terms of the five aspects of school management. Data collection and interpretation were done using the Likert Scale with the following interpretation:

Table 2

*Verbal Interpretation of Responses*

Weight	Range	Verbal Interpretation
5	4.21 – 5.00	Strongly Agree
4	3.41 – 4.20	Agree
3	2.61 – 3.40	Neutral
2	1.81 – 2.60	Disagree
1	1.00 – 1.80	Strongly Disagree

For the qualitative part, the researcher used a semi-structured interview guide which consisted of three sections, which were: a statement; a personal information form; and questions regarding the strengths, weaknesses, threats, and opportunities observed in the school management strategies in relation to school key areas.

After getting all the information for both the quantitative and qualitative parts, the researcher then did a TOWS analysis.



### **Validation of Instrument**

The data gathering instruments were subjected to content and face validation by the faculty of the COE-Graduate Studies program at DLSU-D. A series of revisions were done after the validation of the instruments to meet the necessary validity. Furthermore, the survey-questionnaire was pre-tested to the selected non-sample size of the study. And to test the reliability of the survey questionnaire, Cronbach's alpha value was used.

### **Data Gathering Procedures**

Initially, the researcher secured a permission letter to be able to use the intended schools as a research locale. An electronic communication was emailed to the Superior General of the Congregation through the referral of the Directress of the school affiliation of the researcher. After the approval of the permission and consent letters, a letter of request and consent to conduct a survey and interview were sent to the school administrators of the chosen locale. The SASF was sent via Google Forms to the respondents' emails. Google Sheets was used to automatically retrieve the completed questionnaires. After the completion of questionnaires, data were retrieved and subsequently collated, and further tabulation was done. Afterwards, the researcher selected 10 participants using judgmental sampling, following the aforementioned criteria for the interview process. Then, the interview answers were analyzed to support or disagree with the gathered data in TOWS analysis.



### **Data Analysis**

To make sure that the retrieved data was interpreted correctly, the following statistical tools and techniques were applied: frequency count, percentage, and mean.

1. To determine the profile of the respondents, a frequency count/percentage was used. This descriptive measure was used in presenting the profiles of the respondents.
2. To determine the threats, opportunities, weaknesses, and strengths posed by the AR school administrators' strategies during the pandemic in terms of the five aspects of school management, a weighted mean was utilized (SOP 1, 2, 3, and 4).
3. To test the reliability of the survey questionnaire, Cronbach's alpha value was used.
4. For the follow-up interview questions, results were used to support or disagree (whichever is applicable) with the quantitative data as presented and at latter were presented using thematic coding.

### **Ethical Considerations**

Prior to the conduct of the survey and interview, the researcher sought permission from the University Ethics Review Committee (UERC) for the conduct of the study. After approval from UERC, a request and consent letter were sent to the school administrators of the chosen AR schools for their participation in the study. After completing the needed



data, an interview was conducted. The respondents and participants were not required to include any identifying information in the survey. The researcher made every effort to protect the confidentiality and anonymity of the respondents, including the following:

1. Assigning code names or numbers to participants that were used on all research notes and documents.
2. Notes, interview transcripts, and any other information that could have been used to identify a participant were kept in a safe place or on a protected drive.
3. Except in cases where the researcher was legally required to report specific incidents, participant's data was kept confidential. These things include, but were not limited to, abuses, abuse of power and the risk of suicide.

Respondents in this study voluntarily, those who opted to take part were required to signify their agreement by signing a consent form. Importantly, participants retained the freedom to withdraw from the study at any point without the obligation to provide a reason. It is essential to note that withdrawing from the study had no impact on any pre-existing relationship between the researcher and the respondents. In instances where participants chose to withdraw before the completion of data collection, the collected data was either returned to them or securely destroyed, respecting their autonomy and confidentiality.



## Chapter 4

### PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapters delves into the TOWS analysis, drawing responses from both survey responses and interviews conducted with participants. Quantitative data underwent comprehensive examination through TOWS cross-analysis, with findings either corroborated or contested by the qualitative insights gleaned from the interview responses. This dual-method approach enhances the robustness and depth of our analytical framework, providing a more nuanced understanding of the key dynamics and implications derived from the combined quantitative and qualitative perspectives.



Table 3.1

*Strengths and Opportunities (SO) in terms of Leadership and Coordination of AR Schools during the Pandemic as Analyzed through TOWS Analysis*

a. Strengths: Leadership and Coordination	Mean	Verbal Interpretation	Ranking	a. Opportunities: Leadership and Coordination	Mean	Verbal Interpretation	Ranking
1 The school was able to set meetings collaboratively with the academic staff at the start of pandemic.	4.56	Strongly Agree	1	1 The school provided leadership training and professional development opportunities for administrators, teachers, and staff members to enhance their leadership skills, knowledge, and abilities.	4.35	Strongly Agree	1
2 The school was able to integrate Learning Continuity Plan based on the expected output of DepEd.	4.44	Strongly Agree	5	2 The school established collaborative learning communities where teachers and staff shared best practices, exchanged ideas, and collaborated on instructional strategies and leadership approaches.	4.32	Strongly Agree	3
3 The school was able to organize plans regarding the use and upgraded of Information and Communication Technology (ICT).	4.49	Strongly Agree	3	3 The school implemented mentoring programs where experienced administrators or educators mentored and supported new or aspiring leaders in developing their leadership capabilities.	4.08	Agree	7
4 The school was able to encourage teachers, staff, and communities to meet, discuss, acknowledge problems, share ideas, and make solutions.	4.56	Strongly Agree	1	4 The school formed partnerships with external organizations, such as other schools, nonprofit organizations, and community groups, to access resources, expertise, and funding opportunities that could support leadership development and coordination efforts.	4.04	Agree	10
5 The school was able to conduct workshops and seminars through various communication channels through integration of ICT.	4.42	Strongly Agree	6	5 The school promoted a culture of leadership where responsibilities are shared among various stakeholders, allowing for a collective approach to decision-making and problem-solving.	4.17	Agree	5
6 The school administrators were able to strengthen the ability to work effectively with concerned offices and personnel in the implementation of the plans.	4.25	Strongly Agree	9	6 The school leveraged data and research to inform leadership and coordination decisions, such as utilizing student performance data to identify areas for improvement and guide instructional strategies.	4.07	Agree	8



<b>a. Strengths: Leadership and Coordination</b>	Mean	Verbal Interpretation	Ranking	<b>a. Opportunities: Leadership and Coordination</b>	Mean	Verbal Interpretation	Ranking
7 The school administrators regularly conducted meetings with the teachers and staff to coordinate updates and reports.	4.38	Strongly Agree	7	7 The school established Professional Learning Communities (PLC) within the school, where teachers and administrators regularly collaborate, reflect, and plan together to improve instructional practices and student outcomes.	4.11	Agree	6
8 The school administrators were able to hold meetings with other stakeholders to communicate school plans and programs.	4.27	Strongly Agree	8	8 The school developed succession plans to ensure a smooth transition of leadership positions and the continuity of effective leadership practices within the school.	4.07	Agree	8
9 The presence of experienced and competent leaders within the school who possess strong leadership skills and knowledge helped the school.	4.48	Strongly Agree	4	9 The school fostered a positive and inclusive school culture that promotes collaboration, trust, and shared leadership among all stakeholders, creating an environment conducive to effective leadership and coordination.	4.34	Strongly Agree	2
10 The school was able to address the concerns of the teachers through the assistance of HR department.	3.85	Agree	10	10 The school implemented systematic processes for evaluating and improving leadership and coordination practices, such as regular self-assessments, feedback mechanisms, and performance evaluations.	4.23	Strongly Agree	4
<b>General Weighted Mean</b>	<b>4.370</b>	<b>Strongly Agree</b>		<b>General Weighted Mean</b>	<b>4.178</b>	<b>Agree</b>	

**Strengths and Opportunities (SO): Leadership and Coordination**

Based on the given strengths and opportunities, here are some ways to exploit the opportunities using the strengths:

**SO1. Leadership Training and Professional Development:**

- Capitalize on the strength of experienced and competent leaders by organizing leadership training programs for administrators, teachers, and staff members.
- Use the upgraded ICT infrastructure to provide online training modules and webinars, ensuring accessibility and convenience.
- Collaborate with academic staff to design training programs based on the Learning Continuity Plan and expected outputs of DepEd.

**SO2. Collaborative Learning Communities:**

- Build upon the strength of organizing meetings and workshops through ICT by establishing online collaborative learning communities.
- Create digital platforms or forums where teachers and staff can share best practices, exchange ideas, and collaborate on instructional strategies and leadership approaches.
- Encourage active participation and discussion within these communities to foster a culture of continuous improvement.

**SO3. Mentoring Programs:**

- Utilize the strength of competent leaders within the school to implement mentoring programs.
- Pair experienced administrators or educators with new or aspiring leaders to provide guidance and support in developing their leadership capabilities.



- Use ICT tools to facilitate virtual mentorship sessions and promote regular communication and feedback.

**SO4. Partnerships with External Organizations:**

- Leverage the strength of the school's ability to work effectively with concerned offices and personnel to form partnerships with external organizations.
- Collaborate with other schools, nonprofit organizations, and community groups to access resources, expertise, and funding opportunities for leadership development and coordination efforts.
- Seek partnerships that align with the school's goals and initiatives to enhance leadership practices.

**SO5. Data-Informed Decision-Making:**

- Utilize the school's ability to organize meetings and coordinate updates to leverage data and research for leadership and coordination decisions.
- Analyze student performance data to identify areas for improvement and guide instructional strategies.
- Encourage teachers and administrators to reflect on data and collaboratively develop action plans to address identified needs.

**SO6. Professional Learning Communities (PLC):**

- Build upon the strength of conducting workshops and seminars through various communication channels by establishing formal Professional Learning Communities.
- Create structured PLC groups within the school where teachers and administrators regularly collaborate, reflect, and plan together to improve instructional practices and student outcomes.
- Use ICT tools to facilitate virtual PLC meetings, share resources, and track progress towards goals.

**SO7. Succession Planning:**

- Use the strength of the HR department's assistance in addressing teacher concerns to develop succession plans for leadership positions.
- Identify potential leaders within the school and provide them with opportunities for growth and development.
- Ensure a smooth transition of leadership by mentoring and preparing successors well in advance.

**SO8. Positive and Inclusive School Culture:**

- Capitalize on the strength of experienced and competent leaders by fostering a positive and inclusive school culture that promotes collaboration, trust, and shared leadership among all stakeholders.
- Encourage open communication channels, recognize and appreciate contributions, and facilitate opportunities for involvement in decision-making processes.
- Organize events or initiatives that strengthen relationships and create a sense of belonging among staff, teachers, students, and the wider community.

**SO9. Evaluation and Improvement Processes:**

- Build upon the strength of conducting regular meetings and updates by implementing systematic processes for evaluating and improving leadership and coordination practices.
- Establish feedback mechanisms, such as surveys or focus groups, to gather input from stakeholders on leadership effectiveness and areas for improvement.
- Conduct regular self-assessments and performance evaluations to identify strengths and weaknesses and develop targeted strategies for improvement.



The strengths exhibited by the AR schools provided a solid foundation for leveraging the available opportunities and further enhancing the school's leadership and coordination efforts. Based on the table above, one of the key strengths identified was the school's ability to set up collaborative meetings with academic staff at the onset of the pandemic (SO3). This proactive approach allowed the school to adapt swiftly to the challenges presented by the pandemic and establish effective communication channels. Engaging in regular meetings, the school can foster open communication, enabling academic staff to exchange ideas, share best practices, and collectively address emerging issues (Education Board, 2022).

This data was supported by Participants 3 and 8, who stated that:

*Regular collaborative meetings become highly beneficial for the school since it serves as a platform for all stakeholders to stay updated on relevant information and contribute to decision-making processes - P3.*

*Since all members of the school were involved on(in) the meetings and other discussions, the school was able capitalize on the diverse expertise and perspectives within its faculty - P8.*

Taking this inclusive approach, a sense of shared ownership is promoted, and it empowers the staff to actively participate in shaping the school's strategies and resolving challenges.



Furthermore, the integration of a Learning Continuity Plan (LCP) by the school, in line with the expectations of the Department of Education (DepEd), has been a noteworthy achievement (SO1). The LCP is a comprehensive strategy designed to address the challenges and disruptions faced by educational schools, particularly during times of crisis or unforeseen circumstances (Department of Education, 2020).

Participant 5 stated that:

*...by aligning with the DepEd's expectations, our school was able to adapt to the changing circumstances and ensure a seamless educational experience for students, as well as parents and of course teachers - P5.*

The successful implementation of the LCP serves as a foundation for the school to further enhance its educational programs and services. Actively seeking feedback and conducting evaluations, the school can identify areas for improvement and explore opportunities to expand and refine the existing plan. This continuous improvement process is crucial to adapting to changing circumstances and ensuring a seamless educational experience for students.

Another strength of the school lies in its strategic plans for the use and upgrading of Information and Communication Technology (ICT). This is evident from its focus on leveraging ICT tools and platforms to enhance teaching and learning. Embracing this approach, the school is positioned



to explore innovative methods and resources that can revolutionize the educational experience (SO1).

Participant 1 said that:

*To ensure effective implementation of ICT, our school organized workshops and seminars through various communication channels (zoom and Gmeet). These initiatives empowered our teachers by providing them with the necessary knowledge and skills to effectively incorporate technology into their instructional practices - P1.*

Through these professional development opportunities, teachers can enhance their pedagogical approaches and utilize technology as a means to engage students, foster critical thinking, and promote collaboration (SO1).

Furthermore, another participant exclaimed that:

*Fostering a culture of sharing ideas and acknowledging challenges, the school enabled us (teachers) and staff to collectively find solutions to enhance the integration of technology. - P4.*

This collaborative approach encourages peer learning and allows the school community to benefit from the collective expertise and experiences of its members (SO2). In addition, research studies have demonstrated the positive impact of technology integration on student engagement, academic achievement, and the development of 21st-century skills (Darling-Hammond et al., 2019; Voogt et al., 2018). Investing in



professional development and fostering collaboration, the school demonstrates its commitment to providing a high-quality educational experience that prepares students for the digital age.

The proactive engagement of school administrators with concerned offices and personnel has proven to be effective in implementing plans (SO4). This strength can be capitalized upon by further strengthening these collaborations. Participant 9 said that:

*Maintaining regular meetings with teachers and staff to coordinate updates and reports, the school administrators was (were) able to ensure that everyone remains informed and aligned with the VMG of the school - P9.*

Additionally, Antinluoma (2021) said that collaboration and coordination among different stakeholders play a crucial role in the success of educational initiatives. Keeping regular meetings with teachers and staff, administrators can facilitate the coordination of updates and reports, ensuring that everyone remains informed and aligned with the school's vision and goals.

*Regular meetings provide an opportunity for us (administrators) to communicate important information, clarify expectations, and address any concerns or challenges that arise or may arise during pandemic - P3*



Such collaborative efforts have been shown to enhance teacher satisfaction, improve student outcomes, and create a positive school culture (Kalman, 2020).

Furthermore, meetings with other stakeholders, such as parents, community members, and local education authorities, can also be utilized to effectively communicate school plans and programs. These interactions enable administrators to build strong relationships, gain support, and create a shared understanding of the school's vision and goals (Epstein et al., 2018). When stakeholders feel valued and are involved in the decision-making process, they are more likely to actively participate and contribute to the school's success.

The presence of experienced and competent leaders within the school is a significant asset that should be utilized to its full potential (SO8). The school can provide leadership training and professional development opportunities for administrators, teachers, and staff members. Enhancing their leadership skills, knowledge, and abilities, the school can cultivate a strong leadership culture that cascades throughout the organization. However, one of the participants noted that:

*One of the problem(s) I noticed is some of our admins are new to the position and they are fully aware to what to do. This led to delay of messages and actions in some offices - P6.*



Establishing collaborative learning communities and mentoring programs can be instrumental in fostering leadership growth within the school (SO3). These initiatives provide platforms for sharing best practices, exchanging ideas, and supporting aspiring leaders. Through the expertise of external organizations, such as schools, nonprofit organizations, and community groups, the school can access additional resources, knowledge, and funding opportunities that can further enhance leadership development and coordination efforts.

The school can also embrace a culture of shared leadership and decision-making, where responsibilities are distributed among stakeholders (SO5). This approach encourages collective problem-solving and decision-making, empowering individuals to contribute to the overall success of the school. Leveraging data and research to inform leadership and coordination decisions, such as utilizing student performance data, can enable targeted improvements and guide instructional strategies effectively. Moreover, it is noted that one of the participants said that:

*One thing that helped our school effectively implement its plan of action was the utilization of research in making decisions. The school did needs assessments, for instance, during the initial months of the pandemic - P10.*

The establishment of Professional Learning Communities (PLC) can further foster collaboration and reflection among teachers and



administrators (SO6). These communities provide a space for ongoing professional growth, enabling educators to collaborate on improving instructional practices and student outcomes. Additionally, the development of succession plans ensures a smooth transition of leadership positions, guaranteeing the continuity of effective leadership practices within the school (SO7).

To maintain and enhance the positive and inclusive school culture, the school should continue to prioritize collaboration, trust, and shared leadership among all stakeholders (SO8). Fostering an environment that values diverse perspectives and encourages active participation, the school can create a conducive setting for effective leadership and coordination.

Finally, the school established systematic processes for evaluating and improving leadership and coordination practices (SO9). Regular self-assessments, feedback mechanisms, and performance evaluations can provide valuable insights into areas of strength and areas requiring further development. Continuously evaluating & improving these practices, the school can adapt to emerging challenges and ensure ongoing growth and success.

In conclusion, the strengths identified in the school, combined with the available opportunities, provide a fertile ground for further enhancing leadership and coordination efforts. Capitalizing on these strengths, such



as effective communication, integration of ICT, and collaboration with stakeholders, the school can leverage the opportunities presented, such as professional development, collaboration communities, and data-driven decision-making. Prioritizing continuous improvement and fostering a culture of shared leadership, the school can further strengthen its position and ensure sustained growth and success in the future.



Table 3.2

*Strengths and Opportunities (SO) in terms of Standards and Targets of AR Schools during the Pandemic as Analyzed through TOWS Analysis*

<b>b. Strengths: Standards and Targets</b>					<b>b. Opportunities: Standards and Targets</b>				
		Mean	Verbal Interpretation	Ranking		Mean	Verbal Interpretation	Ranking	
1	The school was able to do a curriculum review to better understand its strengths and reveal areas for improvement in programs.	4.14	Agree	8	1	4.51	Strongly Agree	1	
2	The school revisited the pre-existing policies, plans, and standards and reformulate to fit the global situation.	4.30	Strongly Agree	6	2	4.34	Strongly Agree	3	
3	The school was able to check standards and targets in relation to available resources.	4.34	Strongly Agree	4	3	4.13	Agree	9	
4	New educational goals in policies, plans, and standards for AR schools were designed to manage education during the crisis.	4.37	Strongly Agree	3	4	4.37	Strongly Agree	2	
5	The school was able to identify and develop strategies designed to attain the educational needs and goals of the school efficiently and effectively.	4.38	Strongly Agree	2	5	4.21	Strongly Agree	6	
6	The school was able to check the past records, documents, & activities of the school for the new plans, activities, and programs.	4.30	Strongly Agree	6	6	4.34	Strongly Agree	3	
7	The school calendar of activities, plans and programs were changed and modified.	4.48	Strongly Agree	1	7	4.31	Strongly Agree	5	
8	The school consistently & collaboratively engaged in modifying instructional strategies tailored to specific standards.	4.31	Strongly Agree	5	8	4.20	Agree	8	
					9	4.21	Strongly Agree	6	
					10	4.11	Agree	10	
<b>General Weighted Mean</b>		<b>4.328</b>	<b>Strongly Agree</b>		<b>General Weighted Mean</b>		<b>4.273</b>	<b>Strongly Agree</b>	



**Strengths and Opportunities (SO): Standards and Targets**

Based on the given strengths and opportunities, here are some ways to exploit the opportunities using the strengths:

**SO1. Leverage Curriculum Review:**

- Identify the 21st-century skills and competencies that can be integrated into the curriculum.
- Use the curriculum review findings to align teaching strategies with identified standards and targets.
- Modify instructional strategies to support personalized learning and access to online resources.

**SO2. Reformulate Policies and Plans:**

- Incorporate research-based instructional practices into the reformulated policies and plans.
- Use feedback from stakeholders to revise standards and targets.
- Implement collaborative planning and curriculum development processes to align teaching strategies with identified standards and targets.

**SO3. Check Standards and Targets in Relation to Resources:**

- Utilize data-driven systems to track student progress and identify areas for growth.  
Use student success data and feedback loops to guide instructional decisions and track progress toward targets.
- Implement targeted interventions to support student growth and achievement based on the available resources.

**SO4. Develop Strategies for Efficient Education Management:**

- Identify and develop strategies that leverage online resources, digital content, and virtual learning environments to support personalized learning.
- Involve parents and community members in decision-making processes related to standards and targets.
- Implement quality assurance mechanisms to ensure adherence to standards and continuous improvement.

**SO5. Check Past Records and Activities:**

- Analyze past records and activities to identify successful programs and initiatives and to implement feedback loops and use student success data to identify areas for growth.
- Incorporate successful past initiatives into new plans, activities, and programs.

**SO6. Modify School Calendar and Activities:**

- Modify the school calendar to incorporate collaborative learning plans or approaches.
- Schedule regular reviews and revisions of standards and targets based on research, best practices, and feedback from stakeholders.

**SO7. Involve Parents and Community Members in Decision-making Processes**

- Capitalize on the opportunity to involve parents and community members in decision-making processes related to standards and targets.
- Establish parent-teacher associations, advisory committees, or other forums where parents and community members can contribute their perspectives and insights.
- Seek their input in shaping educational policies, plans, and standards.

**SO8. Implement Quality Assurance Mechanisms**

- Build upon the school's strength in consistently and collaboratively engaging in designing and modifying instructional strategies by implementing quality assurance mechanisms.
- Establish protocols for monitoring and evaluating the implementation of standards and instructional practices.
- Conduct regular audits, observations, and assessments to ensure adherence to standards and identify areas for continuous improvement.



The strengths identified in the given context provided valuable opportunities for the AR schools to enhance its educational programs and strategies. Firstly, the school reviewed its curriculum, which is a crucial step in determining its current strengths and potential areas for improvement. This process allows the school to leverage its strengths and address any weaknesses, ensuring the provision of a high-quality education (SO1).

Curriculum reviews play a crucial role in evaluating the effectiveness of educational programs and identifying areas for improvement (Aytac, 2020). Systematically examining the curriculum, the school can identify its strengths, such as well-designed courses, effective teaching methodologies, and relevant content. These strengths can be further enhanced to optimize student learning outcomes and the overall educational experience.

Additionally, as Wang et al. (2021) emphasized, the school has to review its policies, plans, and standards to bring them into line with the current global situation. This demonstrates the school's commitment to adapt to the changing environment and remain responsive to emerging challenges and opportunities.

Aligning policies and standards with the global situation, the school can ensure that its programs and strategies remain relevant and effective (SO2). The global situation encompasses various factors, such as



technological advancements, societal changes, and evolving educational practices. For instance, the COVID-19 pandemic has significantly impacted education worldwide, leading to the widespread adoption of remote learning and digital tools. Thus, participant 10 stated that:

*Considering global trends, the school can equip the students with the necessary skills and competencies to thrive in the modern world - P10.*

Furthermore, the school assessed its standards and targets in relation to available resources, which enabled the school to allocate its resources efficiently, ensuring that educational goals were attainable and realistic (SO3). This process allows the school to carefully evaluate its objectives and determine how best to allocate its resources in a manner that is both efficient and effective.

*During the peak of (the) pandemic, our school was able to ensure that its educational goals remain attainable and realistic. We recognized the importance of aligning its ambitions with the resources at its disposal, whether they be financial, human, or physical. This approach helped us to prevent overreaching and ensures that our school remains focused on achievable objectives. - P3.*

In addition to resource assessment, the school's ability to develop tailored strategies is identified as another way to exploit opportunities through its identified strengths. This implies that the school actively engages in strategic planning, considering its unique educational needs



and goals. Designing strategies specific to its context, the school can optimize its resources and create an environment conducive to effective learning. These tailored strategies may encompass a wide range of aspects, including curriculum design, instructional approaches, assessment methods, and support systems.

The importance of strategic planning in education cannot be overstated. Research has shown that schools that engage in strategic planning tend to have improved academic outcomes and better resource management (Pollock, 2020). Aligning their strategies with their educational objectives, schools can effectively allocate their resources, identify areas that require improvement, and implement targeted interventions to enhance student learning experiences.

Furthermore, developing tailored strategies allows schools to adapt to changing circumstances and challenges. Education is a dynamic field, and schools need to be responsive to evolving societal, technological, and pedagogical trends. Continuously assessing their needs and goals, schools can modify their strategies, accordingly, ensuring that they remain relevant and effective in preparing students for the future.

The implementation of effective strategies is crucial to providing an efficient and effective learning experience for the students (SO4). These strategies may encompass various aspects, such as curriculum development, instructional methods, student support services, and



professional development opportunities for teachers. Carefully designing and executing these strategies, the school enhances its capacity to meet the educational needs of its students and create a conducive learning environment.

Curriculum development is one crucial aspect of these strategies (SO4). By carefully designing the curriculum, schools can ensure that it aligns with educational standards and goals while catering to the specific needs and interests of their students. Participant 2 stated that:

*A well-developed curriculum provide(s) a structured framework for teachers to deliver instruction and helps students acquire essential knowledge and skills - P2.*

Instructional methods also play a significant role in implementing effective strategies (SO4). Varied and innovative instructional approaches allow teachers to actively engage students, cater to different learning styles, and promote critical thinking and problem-solving skills. These methods can include collaborative learning, project-based learning, technology integration, and other research-based pedagogical practices which can create a dynamic and engaging learning experience for students.

In addition to curriculum and instructional methods, student support services are essential components of effective strategies (SO4). These services encompass various forms of academic and non-academic



support, including counseling, tutoring, special education programs, and extracurricular activities. Participant 2 also added that:

*Providing comprehensive support to students, schools ensure that their diverse needs are met, enabling them to thrive academically, socially, and emotionally - P2.*

Professional development opportunities for teachers are integral to the successful implementation of effective strategies (SO4). Ongoing training and support for educators allow them to stay updated with the latest research, teaching methodologies, and technological advancements. This continuous professional development enhances teachers' instructional skills and knowledge, enabling them to effectively implement innovative strategies in the classroom and adapt to the evolving needs of their students.

Moreover, the school checked its past records, documents, and activities to inform new plans, activities, and programs, which is another way to exploit opportunities. Examining its past records, documents, and activities, the school is able to gather valuable information that informs its new plans, activities, and programs (SO5). This practice of reflection and analysis allows the school to build upon previous successes and learn from past experiences, thereby enhancing the overall quality of education provided (Aytac, 2020).



In addition to leveraging past data, the schools also exhibited opportunities and strengths in modifying its calendar of activities, plans, and programs (SO6). This flexibility is a key asset, enabling the school to adapt and respond effectively to changing circumstances, whether they are internal or external in nature.

*Adjusting our schedules and activities, we were able to optimize the learning experience of the students, ensuring that it remained relevant and aligned with their evolving needs,* said by participant 9.

These practices of drawing on past records and modifying activities demonstrate the school's commitment to continuous improvement and a student-centric approach. Utilizing historical data, schools can leverage valuable insights to shape their future plans and programs, enhancing the overall educational experience for students (Reyes-Guerra et al., 2021). Moreover, the ability to adapt and modify their calendar of activities showcases the school's agility and responsiveness to changing circumstances, enabling them to remain proactive and provide a dynamic learning environment for their students.

Turning to the identified opportunities, the integration of 21st-century skills and competencies into the curriculum is a valuable opportunity for the school (SO1). This prepares students for the challenges they will face in the future and equips them with the necessary skills for success (Pollock, 2020). Similarly, adopting research-based instructional



practices can significantly improve student learning outcomes (Whang, 2021). Through incorporating evidence-based strategies, the school can enhance teaching and learning effectiveness (SO2).

The regular review and revision of standards and targets based on research and stakeholder feedback is another significant opportunity (Miller, 2021). This was asserted by Participant 7:

*Reviewing and reflecting to all practices ensure that the school remains up to date with current educational practices and addresses the needs of its students and community - P7.*

In addition to, implementing data-driven systems for tracking student progress and providing targeted interventions is a valuable opportunity for the school (SO3). This allows educators to monitor student performance effectively and provide timely support when needed (Reyes-Guerra et al., 2021). Similarly, implementing collaborative learning plans or approaches supports student growth and achievement (Le, Janssen, & Wubbels, 2017). Fostering collaboration among students, they can develop important social and cognitive skills.

Involving parents and community members in decision-making processes related to standards and targets is an opportunity for the school to enhance stakeholder engagement (SO7). This collaboration ensures that educational goals align with the expectations of the wider community (Kumar et al., 2022). Additionally, using student success data and



feedback loops to guide instructional decisions facilitates continuous improvement (Reyes-Guerra, 2021). This enables the school to track progress toward targets and adapt instructional techniques accordingly (SO5).

Finally, implementing quality assurance mechanisms ensures adherence to standards and facilitates continuous improvement (Lagomarsino et al., 2020). Establishing quality assurance processes, the school can maintain a high standard of education and identify areas for growth (SO8).

In conclusion, the strengths outlined provide a foundation for the school to capitalize on various opportunities. Leveraging its strengths, such as curriculum review, policy reformulation, and resource assessment, the school can enhance its educational programs. Moreover, the integration of 21st-century skills, research-based practices, and data-driven systems presents opportunities for improved learning outcomes. Collaborative approaches, stakeholder engagement, and quality assurance mechanisms further contribute to the school's growth and continuous improvement. By exploiting these opportunities, the school can create a robust and effective educational environment.



Table 3.3

*Strengths and Opportunities (SO) in terms of Monitoring and Assessment of AR Schools during the Pandemic as Analyzed through TOWS Analysis*

c.	Strengths: Monitoring and assessment	Mean	Verbal Interpretation	Ranking	c.	Opportunities: Monitoring and assessment	Mean	Verbal Interpretation	Ranking
1	The school was able to provide an evidence-based means to answer questions about school actions, plans, and programs.	4.24	Strongly Agree	5	1	The school used formative assessments to inform instruction and provide timely feedback to students.	4.30	Strongly Agree	2
2	The school was able to evaluate action plans for improving the activities, plans and programs.	4.23	Strongly Agree	6	2	The school implemented data management systems to track student progress and identify patterns or trends.	4.17	Agree	6
3	The school was able to examine co-curricular and curricular activities amidst pandemics.	4.23	Strongly Agree	6	3	The school re-aligned assessments with learning objectives and curriculum standards to ensure accurate measurement of student achievement.	4.21	Strongly Agree	4
4	The school was able to review emergency action plans and followed the instructions of the Department of Education.	4.38	Strongly Agree	3	4	The school used standardized tests or external assessments to benchmark student performance against national or international standards.	3.96	Agree	10
5	The evaluation of the formulated strategies was conducted to gauge the quality and efficiency of the new plans, policies, and standard and their effect on stakeholders (Owners and leaders) and beneficiaries (Students, parents, teachers, staff, and community).	4.21	Strongly Agree	8	5	The school analyzed standardized test results to identify areas for improvement at the individual, classroom, and school-wide levels.	3.99	Agree	9
6	The school was able to conduct assessment to different areas of all programs.	4.20	Agree	9	6	The school implemented timely and constructive feedback mechanisms for students to enhance their understanding of their strengths and areas for improvement.	4.18	Agree	5
7	The school was able to monitor the implementation and effectiveness of all the activities, programs and plans during the pandemic.	4.28	Strongly Agree	4	7	The school made provision for clear and comprehensive reports to parents or guardians regarding student progress, strengths, and areas for growth.	4.15	Agree	7
8	The school purchased new/ additional Learning Management System (e.g., schoology, wela, silid, zoom) to effectively monitor the performance of the students.	4.63	Strongly Agree	1	8	The school utilized technology platforms for efficient and transparent communication of assessment results.	4.28	Strongly Agree	3



c.	Strengths: Monitoring and assessment	Mean	Verbal Interpretation	Ranking
9	The school transitioned to the use of online classes to continuously deliver and monitor the progress of the students.	4.62	Strongly Agree	2
<b>General Weighted Mean</b>		<b>4.336</b>	<b>Strongly Agree</b>	

c.	Opportunities: Monitoring and assessment	Mean	Verbal Interpretation	Ranking
9	The school provided opportunities for teachers to get professional development to enhance their understanding of assessment practices and techniques.	4.31	Strongly Agree	1
10	The school used assessment data to inform strategic planning and decision-making processes at the school and district levels.	4.08	Agree	8
<b>General Weighted Mean</b>		<b>4.163</b>	<b>Agree</b>	

**Strengths and Opportunities (SO): Monitoring and Assessment**

Based on the given strengths and opportunities, here are some ways to exploit the opportunities using the strengths:

**SO1. Utilize the new Learning Management System (LMS) to effectively monitor student performance:**

- Leverage the features of the LMS to track student progress, assignments, and assessments.
- Generate reports and analytics to identify areas where students may need additional support or intervention.
- Use the LMS to communicate with students and parents/guardians about their progress and areas for improvement.

**SO2. Maximize the use of online classes for continuous delivery and monitoring of student progress:**

- Ensure that online classes are well-structured and engaging, promoting active participation and collaboration.
- Utilize online assessment tools to gather real-time data on student performance and understanding.
- Leverage video conferencing platforms like Zoom to provide personalized feedback and address individual student needs.

**SO3. Review emergency action plans and align them with the instructions of the Department of Education:**

- Regularly review and update emergency action plans to ensure they are in line with the latest guidelines and recommendations.
- Conduct drills and simulations to ensure preparedness and train staff and students on emergency protocols.
- Communicate emergency procedures clearly to all stakeholders, including students, parents, teachers, and staff.

**SO4. Monitor the implementation and effectiveness of activities, areas/ programs, and plans during the pandemic:**

- Establish a monitoring and evaluation system to assess the effectiveness of various initiatives and interventions.
- Gather feedback from students, parents, and teachers to identify areas for improvement.
- Use data and evidence to inform decision-making and make necessary adjustments to enhance program effectiveness.

**SO5. Utilize evidence-based means to answer questions about school actions, plans, and programs:**

- Collect and analyze data to support decision-making and provide a rationale for various initiatives.
- Conduct research or leverage existing research to inform the development and implementation of school programs.
- Regularly communicate the evidence-based approach to stakeholders to build trust and confidence in the school's actions.

**SO6. Evaluate action plans for improving activities, plans, and programs:**

- Establish a systematic evaluation process to assess the impact and outcomes of various initiatives.
- Adjust action plans based on evaluation results to ensure continuous improvement and effectiveness.
- Assess the feasibility of adapting co-curricular and curricular activities to online or hybrid formats.



In light of the strengths demonstrated by the AR schools during the pandemic, there is a unique opportunity to propel the school's achievements even further through strategic alignment with core opportunities.

Firstly, the school's aptitude for utilizing advanced Learning Management Systems (LMS) such as Schoology, Wela, Silid, and Zoom can be dovetailed with the opportunity to enhance teachers understanding of assessment practices and techniques (SO1).

Formative assessments play a vital role in improving student learning outcomes. They provide ongoing feedback to both teachers and students, allowing for adjustments in instruction and learning strategies. With the school's proficiency in LMS, teachers can leverage the capabilities of these platforms to design and administer formative assessments seamlessly. For example, Schoology offers features such as quizzes, discussions, and online assignments that enable teachers to gather real-time data on student progress (Wodon, 2020). Similarly, Wela and Silid provide interactive assessment tools that can be used to engage students in self-assessment and peer assessment activities (Voogt, 2018).

*Providing us (teachers) and staff with comprehensive training in the use of LMS, we can master the tools needed to conduct formative*



*assessments, provide timely feedback, and communicate assessment results effectively, said by participant 1.*

In addition to formative assessments and timely feedback, effective communication of assessment results is vital for student progress and parental involvement. LMS like Schoology and Zoom offer communication tools such as messaging, discussion boards, and parent portals, enabling teachers to share assessment results and engage in meaningful dialogue with students and parents (Aytac, 2020).

The transition to online classes presents an opportunity to reimplement and realign assessments with the curriculum standards (SO2). Given the school's proven ability to monitor the performance of students effectively, this transition can be maximized by focusing on aligning learning objectives with assessments, thereby ensuring that assessments accurately measure student achievements. In fact, Participant 8 said that:

*One advantage of online classes is the potential for greater flexibility in assessment methods. Traditional pen-and-paper exams can be supplemented or replaced by alternative forms of assessment, such as project-based assignments, online quizzes, discussions, and presentations - P8.*



These alternative assessment methods allow for a more comprehensive evaluation of students' understanding and skills as they can better capture real-world application and critical thinking abilities (Smith, 2019). Incorporating these varied assessment strategies, teachers can align assessments more closely with the curriculum standards, promoting a more holistic and accurate measurement of student achievements.

Another strength that can be leveraged during the transition to online classes is the availability of technology and data analytics tools. Online platforms and learning management systems offer valuable insights into student performance, engagement, and progress. With access to such data, educators can identify areas of strength and weakness, personalize learning experiences, and provide targeted interventions to support students' individual needs (Usher et al., 2021).

Furthermore, the online environment allows for the possibility of asynchronous learning and assessment, providing students with the flexibility to engage with content and complete assessments at their own pace. This flexibility can be particularly beneficial for students who may require additional time or support to demonstrate their understanding and skills (Henderson et al., 2020). This was asserted by Participant 4:



*...through asynchronous assessment methods, we (school) can accommodate diverse learning styles and needs, ensuring that all students have an equal opportunity to showcase their achievements - P4.*

The school's success in reviewing and following emergency action plans from the Department of Education (DepEd) can be leveraged to improve feedback mechanisms for students (SO3). Emergency action plans are comprehensive strategies designed to ensure the safety and well-being of students and staff during critical situations, such as natural disasters or security threats. Schools are required to review and implement these plans as part of their commitment to providing a secure learning environment (DepEd, 2019). The successful review and adherence to these plans demonstrate the school's ability to understand and follow established protocols effectively.

Participant 3 shared that:

*Informed by emergency action plan experiences, our school was able to implement a system that provides timely and constructive feedback, thereby helping students understand their strengths and areas for improvement - P3.*

To exploit this strength, the school can adapt the principles and practices used in emergency action planning to create a feedback



mechanism for students. The system could be designed to provide regular and timely feedback on various aspects of their academic and personal development. For instance, teachers can adopt a structured approach similar to the emergency action plan checklist where they assess students' progress based on predetermined criteria. This can include evaluating students' comprehension of subject matter, critical thinking skills, communication abilities, and overall performance.

Implementing a system that provides constructive feedback aligned with the emergency action plan process offers several advantages. Firstly, it ensures consistency and thoroughness in assessing students' strengths and weaknesses. Secondly, utilizing the feedback system enhances transparency and communication between teachers, students, and parents. Just as emergency action plans require effective coordination and communication among various stakeholders, feedback mechanism can promote open dialogue, enabling students and their families to understand the areas in which they excel and those that require improvement.

Furthermore, timely feedback enables students to make timely adjustments and improvements to their learning strategies. Similar to how emergency action plans must be regularly updated and adjusted to address changing circumstances, the feedback system should be dynamic and responsive. Teachers can provide ongoing feedback,



allowing students to track their progress and make necessary changes to enhance their performance.

Moreover, the school's commendable efforts in monitoring the implementation and effectiveness of all programs can be utilized in managing the data systems used to track student progress and the effectiveness of implemented activities and plans (SO4). According to the American Institutes for Research (AIR), effective data systems play a crucial role in informing educational decision-making and improving student outcomes (AIR, 2019).

Participants 1 and 6 stated that:

*Through strengthening the existing monitoring efforts, the school can establish a comprehensive data system that tracks students' progress over time, including academic performance, attendance records, behavior indicators, and demographic information - P1 & P6.*

Research has shown that data-driven decision-making can significantly improve educational outcomes. For instance, a study conducted by Marsh & Farrell (2017) found that schools that effectively utilize data systems to inform instruction and intervention strategies experience higher student achievement and growth. Systematically tracking students' progress, the school can identify struggling students



early on and provide timely and targeted interventions to address their specific needs.

Furthermore, data system can support strategic planning processes by providing evidence-based insights. The school can analyze the data to identify gaps in student performance, achievement disparities among different student groups, or areas where additional resources and support are needed. This information can inform the development of evidence-based plans and activities that target the identified areas of improvement.

The school's demonstrated capability in evaluating action plans and examining curricular activities can be applied to the analysis of standardized test results (SO6). Examining these results in a similar manner, schools can pinpoint areas that need improvement at the individual, classroom, and school-wide levels.

Finally, the school's established practice of providing evidence-based answers to queries about school actions can be capitalized upon to maintain transparent communication with parents and guardians (SO5). Utilizing new LMS and online platforms, schools can provide clear and comprehensive reports regarding student progress, strengths, and areas for growth.

In conclusion, the strengths of the schools, as evidenced during the pandemic, provide an unprecedented opportunity to bolster



approaches to teaching and learning. Aligning these strengths with the opportunities presented, schools can ensure that they continue to provide an excellent standard of education.



Table 3.4

*Strengths and Opportunities (SO) in terms of Parent Relations of AR Schools during the Pandemic as Analyzed through TOWS Analysis*

<i>d.</i>	<b>Strengths: Parents' relations</b>	Mean	Verbal Interpretation	Ranking	<i>d.</i>	<b>Opportunities: Parents' relations</b>	Mean	Verbal Interpretation	Ranking
1	The school actively sought input and involvement from parents in decision-making processes, program development, and policy formation, fostering a collaborative partnership between home and school.	4.42	Strongly Agree	6	1	The school conducted orientations, meetings, and seminars to educate parents about the school's curriculum, policies, and programs.	4.45	Strongly Agree	1
2	Group chat and other means of communication for the parents were developed to relay important announcements regarding school programs and activities.	4.73	Strongly Agree	1	2	The school created opportunities for parents to actively participate in school events, committees, or parent-teacher associations.	4.39	Strongly Agree	2
3	Regular consultations and KUMUSTAHAN were conducted to inform the parents regarding the progress of the students.	4.52	Strongly Agree	4	3	The school established regular and clear channels of communication between the school and parents, such as newsletters, emails, or other social media platforms	4.37	Strongly Agree	4
4	Additional hotlines and contact numbers were created for the parents' and guardians' queries.	4.35	Strongly Agree	8	4	The school utilized technology tools to provide timely updates on student progress, assignments, and school activities.	4.39	Strongly Agree	2
5	Orientations and seminars were given to the parents and guardians regarding their roles in distance learning.	4.44	Strongly Agree	5	5	The school provided sufficient time for meaningful discussions between parents and teachers.	4.35	Strongly Agree	6
6	Assessments regarding the needs of the parents and guardians were given and met by the schools.	4.30	Strongly Agree	9	6	The school established parent support groups or online forums to foster a sense of community and support.	4.3	Strongly Agree	8
7	There was a culture of two-way feedback between teachers and parents, where teachers provided regular updates on student progress and parents could have the opportunity to share their insights, concerns, and feedback about their child's educational experience.	4.39	Strongly Agree	7	7	The school recognized and appreciated parental involvement through initiatives such as awards or appreciation events.	4.37	Strongly Agree	4
8	The school fostered a welcoming and inclusive environment for parents, making them feel valued, respected, and actively involved in their child's education.	4.55	Strongly Agree	3	8	The school sought feedback from parents through surveys, suggestion boxes, or focus groups to understand their perspectives, needs, and expectations.	4.27	Strongly Agree	9



<i>d.</i> <b>Strengths: Parents' relations</b>	Mean	Verbal Interpretation	Ranking	<i>d.</i> <b>Opportunities: Parents' relations</b>	Mean	Verbal Interpretation	Ranking
<b>9</b> The school demonstrated appreciation and recognition for parents' involvement and contributions, acknowledging their efforts and celebrating their participation in school activities.	4.58	Strongly Agree	2	<b>9</b> The school analyzed and acted upon the feedback received to improve communication, programs, and services for parents.	4.32	Strongly Agree	7
				<b>10</b> The school provided ways for parents to volunteer for school activities such as cleaning up drive before opening of onsite classes.	4.07	Agree	10
<b>General Weighted Mean</b>	<b>4.476</b>	<b>Strongly Agree</b>		<b>General Weighted Mean</b>	<b>4.328</b>	<b>Strongly Agree</b>	

**Strengths and Opportunities (SO): Parents' Relation**

Based on the given strengths and opportunities, here are some ways to exploit the opportunities using the given strengths:

**SO1. Utilize group chat and communication means:**

- Use group chat platforms to provide timely updates on student progress, assignments, and school activities.
- Encourage parents to share their insights, concerns, and feedback through group chat discussions.

**SO2. Appreciate and recognize parental involvement:**

- Organize regular awards or appreciation events to acknowledge and celebrate parents' contributions.
- Highlight and showcase parents' involvement in school activities through newsletters, emails, or social media platforms.

**SO3. Foster a welcoming and inclusive environment:**

- Establish online forums or parent support groups to encourage a sense of community and support among parents.
- Encourage parents to share their experiences and provide mutual support through these platforms.

**SO4. Conduct orientations and seminars:**

- Continue organizing orientations, meetings, and seminars to educate parents about the school's curriculum, policies, and programs.
- Utilize technology tools to conduct virtual orientations and seminars, ensuring accessibility for all parents.

**SO5. Seek input and involvement from parents:**

- Create opportunities for parents to actively participate in decision-making processes, program development, and policy formation.
- Conduct surveys, focus groups, or suggestion boxes to gather feedback from parents and involve them in improving communication, programs, and services.

**SO6. Establish clear channels of communication:**

- Continue using newsletters, emails, and social media platforms to establish regular and clear channels of communication.
- Ensure that the information shared is concise, relevant, and easily accessible for parents.

**SO7. Provide meaningful discussions between parents and teachers:**

- Allocate dedicated time for parent-teacher conferences or consultations to facilitate meaningful discussions.
- Use these sessions to address concerns, share updates on student progress, and collaborate on strategies for supporting the child's education.

**SO8. Volunteer opportunities for parents:**

- Offer ways for parents to volunteer for school activities, such as cleaning up drives before the opening of onsite classes.
- Communicate these opportunities through newsletters, emails, or social media platforms, and provide a simple process for parents to sign up.



Exploiting the opportunities through the use of the given strengths, the AR schools were able to enhance parent engagement and recognition through various strategies. Firstly, the existing group chat and communication channels for parents can be leveraged to disseminate information about school programs and activities (SO1). These channels, which may include platforms like WhatsApp, Facebook groups, or email lists, provide an efficient and accessible means of communication between the school and parents. Regularly updating parents through these channels about upcoming events, school policies, curriculum changes, and extracurricular activities, parents can stay informed and engaged in their child's education. Participant 5 exclaimed that:

*“Because of the use of online platforms, our school was able to ensure that parents are informed about their child's academic progress and have the opportunity to actively participate in school-related matters”-P5.*

To further amplify the appreciation and recognition of parental involvement, the school can organize more celebratory events and initiatives (SO2). For instance, hosting annual awards ceremonies to acknowledge parents' contributions can serve as a powerful motivator and a source of pride for parents. These ceremonies can recognize various forms of involvement, such as volunteering, fundraising efforts, or mentoring programs. Publicly appreciating and honoring parents during these events, schools emphasize the value they bring to the educational



community and encourage parents' continued participation. In addition to awards ceremonies, appreciation events can be organized to specifically recognize parents' contributions. These events can range from informal gatherings, such as coffee mornings or breakfasts, to more elaborate celebrations. Participant 3 shared that:

*Appreciation events provide an opportunity for school staff, teachers, and administrators to personally thank parents for their support and involvement. Such gestures foster a sense of belonging and strengthen the partnership between parents and the school - P3.*

To ensure the success of these strategies, it is crucial to gather feedback from parents regarding their preferred communication channels and types of recognition. Surveys, suggestion boxes, or PTA meetings can be used to collect input and insights. Incorporating parents' perspectives and preferences, the school can tailor its communication and recognition efforts to align with the needs and expectations of the parent community.

The school's welcoming and inclusive environment for parents provides a solid foundation to exploit opportunities for fostering greater parental involvement. Active engagement of parents can be achieved by inviting them to participate in various school events, committees, or parent-teacher associations (SO3).

Research consistently highlights that when parents are actively engaged in their children's education, it creates a collaborative partnership



between the home and the school, reinforcing the importance of education and motivating students to succeed (Henderson & Mapp, 2022; Jeynes, 2020). One effective strategy is to organize school events that cater to the different interests and strengths of parents. For example, the school can host family-friendly events such as cultural fairs, science expos, or art exhibitions. These can showcase the diverse talents of both students and parents, fostering a sense of pride within the school (Epstein, 2018).

Establishing committees or parent-teacher associations can provide parents with a structured platform to actively contribute to the school community. These can address specific areas of interest or concern, such as fundraising, curriculum development, or extracurricular activities.

Furthermore, technology tools can be harnessed to their full potential to provide more timely updates on student progress, assignments, and school activities. The school can explore the use of mobile applications, online portals, or automated messaging systems to ensure that parents are constantly informed and involved in their child's educational journey. The regular consultations and KUMUSTAHAN sessions can be expanded to include more comprehensive orientations, meetings, and seminars about the school's curriculum, policies, and programs. This will enhance parents' understanding of the educational framework and enable them to provide better support to their children (SO4). In fact, Participant 8 shared that:



*...because of the online kumustahan of homeroom guidance in our school, we (teachers) were able to monitor, update parents and communicate the concerns and progress noted to their child - P8.*

Clear and regular channels of communication, such as newsletters, emails, or social media platforms, can be further optimized to keep parents informed and engaged (SO6). The school can also provide sufficient time for discussions between parents and teachers, ensuring that both parties can share concern and feedback about the child's educational experience.

The feedback received from parents is a valuable resource that can be effectively utilized to improve communication, programs, and services within a school. Thoroughly analyzing and acting upon this feedback, schools can enhance their offerings and ensure they align with parents' expectations and needs (SO5). Participants 7 and 9 said that:

*In our school, one way to gather feedback from parents is through surveys. By implementing surveys regularly, schools can identify areas for improvement and track progress over time - P7.*

*ICCBI sett-up suggestion boxes in all offices. These physical and digital boxes allow parents to anonymously provide suggestions, concerns, or ideas which provide a safe and confidential platform for parents to voice their opinions, encouraging honest feedback - P9.*

Moreover, aside from surveys and suggestion boxes, organizing focus groups can also yield valuable insights from parents. Focus groups



involve a small group of parents engaging in open discussions facilitated by a moderator. This format encourages participants to share their experiences, perspectives, and suggestions in a more interactive and collaborative manner. Focus groups provide an opportunity for in-depth exploration of specific topics or areas of interest, enabling schools to gain deeper insights into parents' needs and expectations (Whang & Pedroso, 2021).

Acting upon the feedback received from parents either qualitative or quantitative is equally important. Schools should create a systematic approach to analyze the feedback and identify common themes or recurring issues. This analysis can help schools prioritize areas for improvement and develop action plans accordingly. It is essential to communicate the actions taken to address the feedback, ensuring transparency and demonstrating that the school values parental input (Williams, 2021).

To foster a stronger sense of community and support, the school can establish parent support groups or online forums. These platforms will provide parents with opportunities to connect, share experiences, and seek advice from one another (SO7).

Lastly, the school can create avenues for parents to volunteer for school activities, such as cleaning up drives before the opening of onsite classes. Through encouraging parents to actively participate in such



initiatives, the school will not only benefit from their assistance but also strengthen the partnership between home and school (SO8).

Research has shown that strong home-school partnerships have a positive impact on student achievement and success. When parents are actively involved in their child's education, students tend to have better attendance, higher grades, and improved behavior (Smith, 2019). Creating avenues for parents to volunteer in school activities, the school can leverage the power of parental involvement to support student outcomes.

Through capitalizing on these strengths and exploiting the opportunities, the school can further enhance parental involvement, improve communication and collaboration, and ultimately create a more enriching educational experience for both students and parents.



Table 3.5

*Strengths and Opportunities (SO) in terms of Community Partnerships of AR Schools during the Pandemic as Analyzed through TOWS Analysis*

e.	Strengths: Community partnerships	Mean	Verbal Interpretation	Ranking	e.	Opportunities: Community partnerships	Mean	Verbal Interpretation	Ranking
1	The school's community partnership strategies had well-defined objectives and goals that align with the needs of the community and the school, created a clear focus for collaboration.	4.38	Strongly Agree	5	1	The school leveraged its relationships with community partners to gain access to valuable resources, such as livelihood grants, volunteers, and equipment.	4.15	Agree	5
2	The school was able to find other ways on how to involve community partners in the school activities and programs (online conference, meetings, etc.).	4.48	Strongly Agree	2	2	The school organized and participated in outreach programs towards engagement with the local community.	4.44	Strongly Agree	1
3	The school intensified its campaign and promotions in the community thru social media.	4.59	Strongly Agree	1	3	The school established committees consisting of community members, parents, and representatives from local organizations.	4.23	Strongly Agree	4
4	The school actively participated in various online activities sponsored by the LGU and other stakeholders.	4.21	Strongly Agree	8	4	The school incorporated service-learning projects into the curriculum such as community involvement.	4.31	Strongly Agree	2
5	The school invited different LGUs and community partners to online meetings, seminars, or trainings regarding resolving conflicts, problems, and pandemic crisis.	4.17	Agree	9	5	The school involved community members, parents, and students in decision-making processes related to school policies, programs, and initiatives.	4.11	Agree	7
6	The school was able to pay attention on public relations seminars through various communication channels and present information in a positive way.	4.30	Strongly Agree	7	6	The school offered extended learning opportunities and activities beyond regular school hours during pandemic.	4.15	Agree	5
7	Creation of online networks and linkages was developed.	4.41	Strongly Agree	4	7	The school established an online community resource center or hub where community members could access information, services, and resources.	3.90	Agree	8
8	The school and community partners brought together innovative ideas, strategies, and perspectives to address educational challenges and foster creative solutions.	4.34	Strongly Agree	6	8	The school organized online events and celebrations that brought together students, parents, educators, and community members.	4.25	Strongly Agree	3
9	The school established effective communication channels that facilitate information sharing and collaboration with community partners.	4.42	Strongly Agree	3					
<b>General Weighted Mean</b>		<b>4.367</b>	<b>Strongly Agree</b>		<b>General Weighted Mean</b>		<b>4.193</b>	<b>Agree</b>	



**Strengths and Opportunities (SO): Community Partnerships**

Based on the given strengths and opportunities, here are some ways to exploit the opportunities using the given strengths:

**SO1. Outreach Programs and Engagement:**

- Utilize the intensified campaign and promotions on social media to raise awareness about outreach programs and engage with the local community.
- Organize regular outreach programs that involve students, parents, educators, and community members. This could include activities like community clean-ups, health and wellness campaigns, or educational workshops.

**SO2. Service-Learning Projects:**

- Leverage the established communication channels and online networks to connect with community partners and identify service-learning opportunities.
- Incorporate service-learning projects into the curriculum to promote community involvement and provide students with real-world experiences that contribute to the community's needs.

**SO3. Online Events and Celebrations:**

- Organize online events and celebrations that bring together students, parents, educators, and community members. This could include virtual talent shows, cultural festivals, or charity fundraisers.
- Use the school's effective communication channels to promote these events and encourage community participation.

**SO4. Committees and Collaboration:**

- Strengthen the involvement of community members, parents, and representatives from local organizations by establishing committees.
- These committees can focus on specific areas of interest or concern, such as curriculum development, extracurricular activities, or community partnerships.
- Foster collaboration and active participation by organizing regular online meetings or conferences to discuss school policies, programs, and initiatives.

**SO5. Extended Learning Opportunities:**

- Leverage the online platform to offer extended learning opportunities and activities beyond regular school hours.
- Collaborate with community partners to provide resources, expertise, and virtual workshops in areas such as arts, sports, technology, or career development.

**SO6. Resource Access:**

- Capitalize on the school's relationships with community partners to gain access to valuable resources.
- Actively seek out opportunities for livelihood grants, volunteers, equipment, or other resources that can enhance the educational experience for students and contribute to the community's well-being.

**SO7. Community Resource Center:**

- Establish an online community resource center or hub where community members can access information, services, and resources.
- Ensure the resource center is regularly updated with relevant content, such as educational materials, job opportunities, community support programs, and health resources.



The school showed several strengths that were effectively exploited to maximize the opportunities available. Firstly, the school's intensified campaign and promotions in the community through social media (SO1) present a valuable opportunity to engage the community on a broader scale. Consistently utilizing social media platforms, the school can effectively expand its reach and attract a larger number of community members to participate in school activities and programs.

According to a study by Aytac (2020), social media has become an increasingly influential platform for communication and information sharing. By regularly sharing updates, success stories, and upcoming events on platforms such as Facebook, Twitter, and Instagram, the school can keep the community informed and engaged. This approach allows for the dissemination of positive stories and achievements related to the school, creating a sense of pride and community involvement.

Moreover, by leveraging the power of social media, the school can foster a sense of belonging and connection among community members. According to a survey conducted by Brown & Jones (2023), active participation on social media platforms has been shown to strengthen community ties and increase community engagement. Encouraging community members to interact with school posts, share their own experiences, and provide feedback, the school can create a virtual space



where community members can connect and support each other (Brown & Jones, 2023).

In addition, the use of social media can provides a cost-effective way to promote events and activities. Traditional marketing methods such as flyers and newspaper advertisements can be expensive and have limited reach. However, by leveraging the school's social media presence, information about upcoming events can be quickly disseminated to a wide audience (Smith, 2022). This not only increases the likelihood of participation but also saves on costs associated with traditional advertising methods.

To fully exploit this opportunity, it is important for the school to develop a comprehensive social media strategy. This strategy should outline goals, target audiences, and specific tactics for content creation, scheduling, and engagement. Consistently monitoring and analyzing social media metrics, the school can refine its approach and optimize its engagement efforts (Whang & Antinluoma, 2021).

Secondly, the school established effective communication channels that facilitate information sharing and collaboration with community partners (SO2). This strength can be utilized to foster stronger relationships with community partners by actively involving them in decision-making processes related to school policies, programs, and initiatives.



To exploit this opportunity, the school can organize regular online meetings or conferences where community partners can provide valuable input and contribute to the development of educational strategies. This approach aligns with the principles of shared governance, which emphasize the importance of including stakeholders in decision-making processes (Feldman & Paulsen, 2018). In fact, Participant 4 shared that:

*Actively engaging community partners, the school can tap into their expertise, experiences, and diverse perspectives, leading to more informed and comprehensive decision-making - P4.*

Involving community partners in decision-making, the school can enhance a sense of ownership and shared responsibility for educational outcomes. Research has shown that involving stakeholders in decision-making processes leads to increased commitment and support for implemented strategies (Bryson et al., 2019). Community partners who are actively involved in shaping the school's direction are more likely to advocate for its success and contribute resources, expertise, and networks to further advance its goals.

In order to effectively utilize the established communication channels, the school should develop a structured approach for involving community partners in decision-making. This may include creating an advisory board or committee composed of representatives from various community organizations, businesses, and schools. The advisory board



can meet regularly to discuss pertinent issues, review proposals, and provide recommendations to the school administration.

Thus, the school's ability to create online networks and linkages presents a significant strength that can be effectively utilized to capitalize on various opportunities (SO3). Through these networks, the school can foster collaborations with other educational schools, local government units (LGUs), and stakeholders, thereby addressing educational challenges such as geographical limitations and sharing innovative ideas and strategies.

Collaborating with other educational schools is a valuable opportunity that can enhance the school's educational offerings. Participant 6 shared that:

*Through online networks, the school can establish partnerships with universities, colleges, and other schools, facilitating the exchange of knowledge, resources, and expertise. Enabling the school to access new educational methodologies, research findings, and best practices, ultimately improving the quality of education it provides - P6.*

Furthermore, partnering and expanding the network of community partners is another area where the school can leverage its online networks. Actively engaging with stakeholders such as local businesses, non-profit organizations, and community leaders, the school can foster mutually beneficial partnerships. These partnerships can open doors to internship



and apprenticeship opportunities, guest speaker programs, and resource-sharing initiatives. Additionally, community partners can provide valuable insights and perspectives, helping the school align its curriculum and programs with the needs of the local community.

Additionally, the school's well-defined objectives and goals for community partnerships can be effectively utilized to align the needs of the community with the school's initiatives (SO4). Continuously assessing and adapting these objectives to reflect the evolving needs of the community, the school can maintain a clear focus for collaboration and ensure that its efforts are impactful and relevant.

The school can also exploit the opportunities available. For instance, the school can organize and participate in outreach programs to engage the local community (SO5). Actively involving community members in these programs, the school can foster stronger bonds and enhance its reputation as a community-focused school. In fact, Participant 3 said that:

*At the latter part of pandemic, our school incorporated service-learning projects into the curriculum, which not only benefitted the community but also provided students with valuable real-world experiences - P3.*

Furthermore, by actively seeking out and applying for livelihood grants, the school can enhance its programs and provide additional support to students and community members (SO6).



Moreover, the school can establish committees consisting of community members, parents, and representatives from local organizations (SO4). These committees can serve as platforms for open dialogue, where ideas and concerns can be shared and collective decisions can be made. This participatory approach will not only strengthen community relationships but also ensure that the school's policies and programs are inclusive and representative of the community's needs.

Lastly, one opportunity for leveraging the strengths of the school is the creation of an online community resource center or hub (SO7). This initiative can provide a centralized platform for community members to access valuable information, services, and resources.

Establishing such a hub, the school can effectively utilize its strengths to enhance community engagement and contribute to the overall well-being of its constituents. This can serve as a comprehensive repository of educational materials, catering to various age groups and learning needs. This could include digital textbooks, study guides, instructional videos, and interactive learning tools. Offering these resources, the school can extend its educational reach beyond the confines of the classroom, empowering students and community members to pursue self-directed learning and acquire new skills at their own pace (Smith, 2020).



Additionally, the resource center can provide support services to address the diverse needs of the community. This may include access to counseling services, mental health resources, and guidance on career development. Giving these services, the school can foster a supportive environment and contribute to the well-being of community members. For example, individuals struggling with mental health issues may find solace and assistance through online counseling sessions or access to relevant articles and self-help resources (Pedroso, 2021).

In summary, by exploiting its strengths such as intensified community campaigns, effective communication channels, and well-defined objectives, the school can seize the opportunities available. Through outreach programs, service-learning projects, online events, and committees, the school can actively engage the community, involve them in decision-making processes, and establish stronger partnerships. Leveraging community relationships can also lead to access valuable resources while creating an online resource center can provide community members with vital information and support. Maximizing on these strengths and opportunities, the school can foster a collaborative and thriving educational environment that benefits both the school and the community it serves.



Table 4.1

*Strengths and Threats (ST) in terms of Leadership and Coordination of AR Schools during the Pandemic as Analyzed through TOWS Analysis*

a. Strengths: Leadership and Coordination	Mean	Verbal Interpretation	Ranking	a. Threats: Leadership and Coordination	Mean	Verbal Interpretation	Ranking
1 The school was able to set meetings collaboratively with the academic staff at the start of pandemic.	4.56	Strongly Agree	1	1 There was limited information on clear and shared vision among school members, resulting in confusion and uncertainty regarding the goals and direction of the school.	2.54	Disagree	1
2 The school was able to integrate Learning Continuity Plan based on the expected output of DepEd.	4.44	Strongly Agree	5	2 There was poor communication between the academic community and the school, leading to misunderstandings, misalignment, and a breakdown of information flow.	2.30	Disagree	4
3 The school was able to organize plans regarding the use and upgraded of Information and Communication Technology (ICT).	4.49	Strongly Agree	3	3 Decision-making processes within the school were slow and inconsistent.	2.23	Disagree	8
4 The school was able to encourage teachers, staff, and communities to meet, discuss, acknowledge problems, share ideas, and make solutions.	4.56	Strongly Agree	1	4 There was immediate appointment of school leaders that lack the necessary skills, knowledge, or experience to effectively lead and coordinate in the various aspects of the school's operations during pandemic.	2.34	Disagree	3
5 The school was able to conduct workshops and seminars through various communication channels through integration of ICT.	4.42	Strongly Agree	6	5 There was resistance among school administrators, staff, or stakeholders to embrace and implement necessary changes or improvements given by DepEd.	2.38	Disagree	2
6 The school administrators were able to strengthen the ability to work effectively with concerned offices and personnel in the implementation of the plans.	4.25	Strongly Agree	9	6 The coordination and collaboration among different teams, departments, or grade levels within the school were weak or nonexistent.	2.24	Disagree	6
7 The school administrators regularly conducted meetings with the teachers and staff to coordinate updates and reports.	4.38	Strongly Agree	7	7 The school experienced a high turnover rate among teachers, administrators, or staff members.	2.27	Disagree	5
8 The school administrators were able to hold meetings with other stakeholders to communicate school plans and programs.	4.27	Strongly Agree	8	8 The school did not provide sufficient opportunities for ongoing professional development and growth for school leaders and staff.	2.04	Disagree	10
9 The presence of experienced and competent leaders within the school who possess strong leadership skills and knowledge helped the school.	4.48	Strongly Agree	4	9 There was a lack of accountability among school administrators, teachers, and staff members for meeting goals, implementing strategies, and addressing challenges.	2.07	Disagree	9



a. Strengths: Leadership and Coordination	Mean	Verbal Interpretation	Ranking
10 The school was able to address the concerns of the teachers through the assistance of HR department.	3.85	Agree	10
<b>General Weighted Mean</b>	<b>4.370</b>	<b>Strongly Agree</b>	

a. Threats: Leadership and Coordination	Mean	Verbal Interpretation	Ranking
10 Distribution of financial resources was unequally distributed based on the allotted budget.	2.24	Disagree	6
<b>General Weighted Mean</b>	<b>2.265</b>	<b>Disagree</b>	

**Strengths and Threats (ST): Leadership and Coordination**

To minimize the threats identified while leveraging the strengths mentioned, the school can consider the following strategies:

**ST1. Strengthening the Vision and Direction:**

- Communicate and reinforce a clear vision and shared goals among all school members.
- Encourage open dialogue and discussions to ensure everyone understands and aligns with the school's direction.
- Regularly revisit and revise the vision to adapt to changing circumstances and foster a sense of purpose.

**ST2. Overcoming Resistance to Change:**

- Conduct training sessions and workshops to educate administrators, staff, and stakeholders about the importance and benefits of necessary changes.
- Emphasize the alignment of changes with the guidelines and improvements given by the Department of Education (DepEd).
- Foster a culture of innovation and continuous improvement, encouraging ideas and initiatives from all stakeholders.
- Allocate resources and time for ongoing professional development opportunities for school leaders and staff members.
- Encourage and support staff members in pursuing further education, certifications, or advanced degrees.

**ST3. Developing Leadership Capacity:**

- Provide professional development opportunities for school leaders to enhance their skills, knowledge, and experience in effectively leading during a crisis.
- Consider mentorship programs or collaborations with experienced leaders to transfer knowledge and expertise.
- Establish clear expectations and performance evaluations for school leaders to ensure effective coordination and accountability.

**ST4. Improving Communication:**

- Implement regular and transparent communication channels between the academic community and the school.
- Utilize a variety of communication tools, including newsletters, emails, virtual meetings, and social media platforms, to enhance information flow and minimize misunderstandings.
- Foster a culture of active listening and open feedback to address concerns promptly.

**ST5. Addressing High Turnover:**

- Conduct exit interviews to understand the reasons behind high turnover and identify areas for improvement.
- Enhance recruitment and retention strategies by offering competitive compensation packages, professional development opportunities, and a positive work environment.
- Establish mentoring programs to support new teachers and staff members and ensure a smooth transition.

**ST6. Strengthening Coordination and Collaboration:**

- Implement cross-functional teams or committees to facilitate collaboration among different teams, departments, or grade levels.
- Encourage regular meetings and sharing of best practices to promote synergy and effective teamwork.
- Foster a culture of cooperation, respect, and shared responsibility among staff members.

**ST7. Ensuring Equitable Resource Allocation:**



- Review and revise the budgeting process to ensure fair and equitable distribution of financial resources based on the needs and priorities of the school.
- Establish clear criteria and guidelines for resource allocation to avoid disparities and promote transparency.

**ST8. Streamlining Decision-Making:**

- Implement streamlined decision-making processes that involve relevant stakeholders while ensuring timely and consistent decision-making.
- Delegate decision-making authority to capable individuals or teams to expedite the process and empower staff members.
- Implement regular review and evaluation mechanisms to assess the effectiveness and efficiency of decision-making.

**ST9. Enhancing Accountability:**

- Set measurable goals, targets, and performance indicators to hold administrators, teachers, and staff members accountable.
- Establish regular progress monitoring and reporting systems to track the implementation of strategies and address challenges promptly.
- Recognize and celebrate achievements to motivate and reinforce a culture of accountability.



To minimize the threats identified while leveraging the strengths mentioned, the school can take the following actions.

Firstly, the school should utilize its ability to set meetings collaboratively with academic staff and stakeholders to address the limited information on a clear and shared vision (ST1). Conducting regular meetings, the school can foster open communication and encourage members to discuss and align their goals and directions. This will help minimize confusion and uncertainty among school members.

*When school members regularly meet and engage in discussions, they have the opportunity to clarify any ambiguities, address concerns, and work towards a common understanding of the school's goals and direction,* shared by Participant 6.

Regular meetings provide a platform for stakeholders to come together, share information, and exchange ideas. According to Smith (2018), open communication is essential for establishing a shared vision within an organization. Moreover, it also promotes stakeholder engagement and involvement, allowing different perspectives to be heard (Smith, 2018). This inclusive approach helps to minimize blind spots and ensures that decisions are well-informed and supported by the collective wisdom of the group. It also provides a structure for monitoring progress and evaluating the effectiveness of strategies and initiatives (Brown, 2019).



This ongoing evaluation and feedback loop enables the school to identify and address potential threats and challenges proactively.

Additionally, the school's strength in organizing plans regarding the use and upgrading of Information and Communication Technology (ICT) can be leveraged to improve communication (ST4). Implementing effective communication channels, such as online platforms or forums, the school can bridge the gap between the academic community and the school. This will ensure a smooth flow of information, reduce misunderstandings, and enhance alignment. For instance, online platforms can be used to share announcements, updates, and important information, ensuring that everyone stays informed. This approach is supported by research that emphasizes the significance of effective communication in educational schools (Smith, 2019; Robinson, 2020).

The presence of experienced and competent leaders within the school can play a vital role in addressing resistance to change or improvements (ST2). School administrators can leverage their strong leadership skills and knowledge to engage with staff and stakeholders, emphasizing the importance and benefits of embracing necessary changes. In providing clear explanations and guidance, leaders can overcome resistance and encourage implementation. Research suggests that effective leadership is crucial in managing change and facilitating



organizational improvements in educational settings (Harris, 2018; Leithwood et al., 2021).

In maximizing the strengths of organizational skills in ICT and experienced leaders, the school can minimize threats and increase the chances of successful implementation. Effective communication channels can bridge the gap between the academic community and the school, ensuring a smooth flow of information and reducing misunderstandings (ST4). Furthermore, competent leaders can address resistance to change and facilitate the adoption of necessary improvements by engaging with staff and stakeholders (ST2). These approaches will contribute to a more cohesive and supportive educational environment.

To address the issue of appointing inexperienced leaders and mitigate the potential challenges they may face, implementing a mentorship program within the school can be an effective strategy. The mentorship program would involve experienced leaders within the school guiding and supporting newly appointed leaders, allowing them to develop the essential skills and knowledge needed for their roles (ST3). In using the strengths of experienced leaders, the school can provide a structured system of mentorship that facilitates the transfer of expertise and fosters professional growth.

Mentorship has been widely recognized as a valuable approach for developing leadership capacity and ensuring effective coordination and



direction within organizations (ST3). Research studies have shown that mentorship programs can significantly enhance leadership skills, improve job satisfaction, and increase organizational commitment (Mullen, 2017). Furthermore, mentors can provide valuable insights, advice, and guidance based on their own experiences, helping new leaders navigate challenges and make informed decisions (Levinson, Darrow, Klein, Levinson, & McKee, 2018).

The mentorship program should be designed to establish clear goals and expectations for both mentors and mentees. Regular meetings and check-ins should be scheduled to facilitate ongoing communication and support. Mentors can share their knowledge, offer feedback, and provide opportunities for mentees to practice leadership skills in a supportive environment (ST3). This collaborative approach will allow inexperienced leaders to gradually acquire the necessary competencies and confidence to effectively lead and manage various aspects of the school's operations.

The school's ability to conduct workshops and seminars through various communication channels should be utilized to address the high turnover rate and provide ongoing professional development opportunities (ST5). Offering regular training sessions and growth opportunities for teachers, administrators, and staff members, the school can increase retention, enhance skills, and foster a culture of continuous learning. These



workshops can cover a range of topics, such as effective teaching strategies, classroom management techniques, and educational technology integration.

Research shows that ongoing professional development opportunities significantly impact teacher retention rates (Rosmilawati et al., 2021). Investing in the continuous learning of its staff, the school demonstrates a commitment to their growth and recognizes the value they bring to the educational community. This commitment can contribute to higher job satisfaction, leading to increased employee loyalty and a decreased likelihood of turnover (Hanushek et al., 2019). Moreover, professional development activities can equip teachers with new instructional approaches and pedagogical techniques, enhancing their effectiveness in the classroom (Darling-Hammond et al., 2019). Through this, the school can foster a culture of continuous learning that supports the professional growth of its employees and creates a positive work environment.

To enhance decision-making processes within schools, administrators can effectively utilize their regular meetings with teachers and staff to streamline and expedite decision-making, leveraging the strength of regular communication and collaboration (ST8). Administrators may ensure uniform and timely decision-making throughout the school by using these sessions to create clear protocols, assign duties, and set



deadlines. This approach is supported by research that emphasizes the importance of regular communication and collaboration among educational stakeholders in improving decision-making processes (Cummings & Worley, 2014).

Clear protocols are essential to providing a structured framework for decision-making within the school. These protocols should outline the decision-making process, including the steps to be followed, the individuals involved, and the criteria used for evaluating options (Eisenbeiss & Knippenberg, 2015). Assigning responsibilities is another crucial aspect of efficient decision-making. Clearly defining roles and assigning responsibilities to relevant individuals ensures accountability and facilitates swift decision-making. Administrators should delegate decision-making authority to competent staff members who possess the necessary expertise and knowledge in the particular area under consideration. This delegation of decision-making power not only speeds up the process but also empowers staff members and fosters a sense of ownership and commitment to the decisions made (Gibson & Blackwell, 2018). Thus, setting deadlines is equally important to ensure that decisions are made in a timely manner. Establishing realistic and achievable deadlines, administrators create a sense of urgency and promote the timely resolution of issues. Deadlines help maintain momentum and prevent decisions from being delayed indefinitely. Additionally, they encourage active participation



and engagement from all stakeholders involved in the decision-making process.

The uneven distribution of financial resources can be minimized by leveraging the school administrators' ability to work effectively with concerned offices and personnel (ST7). Engaging with relevant authorities and advocating for equal distribution based on the allotted budget, the school can ensure fair resource allocation.

Moreover, minimizing threats through the strengths of coordination and collaboration involves implementing cross-functional teams, encouraging regular meetings, sharing of best practices, and fostering a culture of cooperation and shared responsibility (ST6). By adopting these strategies, organizations can leverage the power of collaboration to effectively identify, address, and mitigate potential threats, ultimately enhancing their overall resilience and success.

Finally, to address the lack of accountability, the school should establish clear performance indicators and monitoring systems (ST9). Regular reporting, progress updates, and evaluations should be conducted to hold administrators, teachers, and staff members accountable for meeting goals, implementing strategies, and addressing challenges. This will create a culture of responsibility and promote a results-oriented approach.



In summary, leveraging its strengths such as collaborative meetings, strong leadership, integration of ICT, and regular communication, the school can minimize threats such as lack of vision, resistance to change, inexperienced leaders, poor communication, high turnover rate, weak coordination, unequal distribution of resources, slow decision-making, and lack of accountability. Implementing the suggested actions, the school can enhance its operations, improve outcomes, and create a conducive environment for growth and development.



Table 4.2

*Strengths and Threats (ST) in terms of Standards and Targets of AR Schools during the Pandemic as Analyzed through TOWS Analysis*

<i>b.</i>	<b>Strengths: Standards and Targets</b>	Mean	Verbal Interpretation	Ranking	<i>b.</i>	<b>Threats: Standards and Targets</b>	Mean	Verbal Interpretation	Ranking
1	The school was able to do a curriculum review to better understand its strengths and reveal areas for improvement in programs.	4.14	Agree	8	1	There was misalignment between the school's adopted standard and 21st skills expected outcome.	2.18	Disagree	6
2	The school revisited the pre-existing policies, plans, and standards and reformulate to fit the global situation.	4.30	Strongly Agree	6	2	The school's assessment practices did not effectively measure student learning against the established standards.	2.11	Disagree	8
3	The school was able to check standards and targets in relation to available resources.	4.34	Strongly Agree	4	3	The objectives set by the school for student achievement were unrealistic or too ambiguous.	2.07	Disagree	9
4	New educational goals in policies, plans, and standards for AR schools were designed to manage education during the crisis.	4.37	Strongly Agree	3	4	The school placed low importance on quantitative and qualitative data when formulating standards and targets.	2.15	Disagree	7
5	The school was able to identify and develop strategies designed to attain the educational needs and goals of the school efficiently and effectively.	4.38	Strongly Agree	2	5	The school prioritized academic achievement over holistic development, which includes social-emotional learning, creativity, physical well-being, and character development.	2.34	Disagree	4
6	The school was able to check the past records, documents, and activities of the school for the new plans, activities, and programs.	4.30	Strongly Agree	6	6	The school provided differentiated instruction tailored to the diverse needs of students.	2.96	Neutral	3
7	The school calendar of activities, plans and programs was changed and modified.	4.48	Strongly Agree	1	7	The school provided several enrichment activities such as English and math proficiency to help students who are encountering academic difficulties.	3.01	Neutral	2
8	The school consistently and collaboratively engaged in designing and modifying instructional strategies tailored to specific standards.	4.31	Strongly Agree	5	8	Teachers needed sufficient professional development, trainings, and opportunities to effectively implement standards-aligned instruction.	3.23	Neutral	1
					9	The school followed rigid curriculum that does not response to meet the needs of students in 21st century education.	2.27	Disagree	5
<b>General Weighted Mean</b>		<b>4.328</b>	<b>Strongly Agree</b>		<b>General Weighted Mean</b>		<b>2.480</b>	<b>Disagree</b>	



**Strengths and Threats (ST): Standards and Targets**

To minimize the threats identified while leveraging the strengths mentioned, the school can consider the following strategies:

**ST1. Provide professional development and training opportunities for teachers to effectively implement standards-aligned instruction:**

- Utilize the school's ability to identify and develop strategies to efficiently and effectively address educational needs.
- Modify instructional strategies collaboratively to align with specific standards and goals.
- Revisit and reformulate pre-existing policies, plans, and standards to support professional development.

**ST2. Enhance holistic development and address the misalignment between academic achievement and other areas:**

- Leverage the school's ability to modify instructional strategies tailored to specific standards.
- Incorporate social-emotional learning, creativity, physical well-being, and character development into the curriculum review process.
- Design and implement enrichment activities that address academic difficulties while promoting holistic development.

**ST3. Adapt the curriculum to meet the needs of 21st-century education:**

- Utilize the school's ability to check standards and targets in relation to available resources.
- Revisit and modify the curriculum based on the strengths revealed through the curriculum review process.
- Design new educational goals and policies that consider the global situation and the skills expected in the 21st century.

**ST4. Improve assessment practices and set realistic objectives for student achievement:**

- Utilize the school's ability to check past records, documents, and activities to inform new plans, activities, and programs.
- Emphasize the importance of quantitative and qualitative data when formulating standards and targets.
- Review and revise the school's assessment practices to effectively measure student learning against established standards.



To address the threats mentioned while leveraging the strengths identified, the school can adopt several strategies. Firstly, to effectively avoid the threat of insufficient professional development among teachers, schools can leverage their strength in the ability to change and modify their calendar of activities, plans, and programs. Teachers can improve their ability to carry out standards-aligned instruction (ST1) by setting aside time for professional development.

*Through utilizing the flexibility inherent in the school's ability to modify its calendar, our school administrators were able to strategically allocate time for targeted professional development sessions during the pandemic, shared by Participant 5.*

The conduct of professional development can focus on areas identified as necessary for improvement or align with the changing educational landscape, such as new teaching methodologies, technology integration, or updates in curriculum standards (ST1). A study by Darling-Hammond et al. (2019) highlights the importance of sustained professional development that aligns with instructional goals and promotes deep understanding of subject matter.

Furthermore, the school can also leverage external resources and partnerships to enhance the professional development opportunities for its teachers. Collaborating with local universities, education associations, or professional development providers can offer a wider range of expertise,



diverse perspectives, and specialized training programs (ST1). Drawing upon external resources, schools can provide teachers with access to high-quality professional development experiences, thereby enriching their instructional practices (Darling-Hammond et al., 2019).

Additionally, the school's focus on identifying and developing strategies to meet educational needs can be extended to prioritize holistic development (ST2). The school can incorporate these elements into its curriculum and teaching practices by realizing the value of social-emotional learning, creativity, physical well-being, and character development. This approach will ensure that academic achievement is balanced with the overall growth and well-being of the students (Jones et al., 2017) and for lifelong success in various aspects of their lives.

*Dahil sa pagbibigay ng iba't ibang gawain sa mga bata like social-emotional learning, arts, homeroom guidance, and character development, our school was able to ensure that students' academic achievements are balanced with their overall growth and well-being - P3.*

Furthermore, the school's proficiency in designing and modifying instructional strategies can be harnessed to respond to the needs of 21st-century education (ST3). Revisiting the rigid curriculum and aligning it with the skills and competencies required in the modern world, the school can ensure that students are well-prepared for the challenges they will face in the future. As stated by Whang (2021) and Pedroso (2021), the current



educational landscape necessitates a shift towards skills-based education that focuses on critical thinking, problem-solving, collaboration, and adaptability. Embracing this shift, the school can tailor its instructional strategies to meet these demands and prepare students for the future.

In addition, to address the misalignment between the school's adopted standards and the expected 21st-century skills, the school can engage in a thorough curriculum review (ST3). This review process will allow the identification of areas where the current standards fall short and will enable the formulation of more relevant and comprehensive standards that align with the desired outcomes.

The research by Darling-Hammond et al. (2019) highlights the significance of offering students a relevant and dynamic curriculum that gives them the tools they need to succeed in the 21st century. The school can better match education with the needs of the current workforce by altering the inflexible curriculum to include interdisciplinary approaches, project-based learning, and real-world applications. Involvement, inventiveness, and a deeper comprehension of concepts are all fostered by this method.

Moreover, by drawing upon the strengths of the school in designing and modifying instructional strategies, educators can create personalized learning experiences tailored to individual student needs and interests. According to the National Education Association (NEA), personalized



learning improves student outcomes by fostering self-directed learning and intrinsic motivation. Participant 2 shared that:

*In order to support instructional changes, the school should provide ongoing professional development opportunities for teachers and staff. By fostering a culture of continuous learning and innovation, school can stay abreast of emerging pedagogical practices and technology integration - P2.*

Collaborative professional learning communities, mentoring programs, and access to research-based resources can empower teachers to adapt their instructional strategies and ensure a high-quality education for their students, as recommended by Fullan & Langworthy (2019).

To overcome the low importance placed on quantitative and qualitative data in formulating standards and targets, the school can establish a robust data-driven approach (ST4). Through collecting and analyzing data on student learning, the school can make informed decisions about setting realistic and measurable objectives. This data-driven approach will help ensure that the school's standards and targets align with student performance and progress.

Leveraging the power of data, schools can overcome the challenge of undervaluing quantitative and qualitative data in formulating standards and targets. This approach ensures that decisions are grounded in evidence and enables schools to continuously improve student learning



outcomes. It is imperative to establish a culture that values and prioritizes data-driven decision making to drive positive change and foster student success.

In summary, by capitalizing on the strengths outlined, such as the school's ability to adapt, identify strategies, and review policies, the threats can be mitigated effectively. Prioritizing professional development, incorporating holistic development, adapting the curriculum, aligning standards with 21st-century skills, and implementing a data-driven approach will enable the school to address the threats and provide a high-quality education that meets the needs of students in today's rapidly changing world.



Table 4.3

*Strengths and Threats (ST) in terms of Monitoring and Assessment of AR Schools during the Pandemic as Analyzed through TOWS Analysis*

c.	Strengths: Monitoring and assessment	Mean	Verbal Interpretation	Ranking	c.	Threats: Monitoring and assessment	Mean	Verbal Interpretation	Ranking
1	The school was able to provide an evidence-based means to answer questions about school actions, plans, and programs.	4.24	Strongly Agree	5	1	The school relied primarily on traditional, rote memorization assessments rather than incorporating authentic assessments that measure real-world application of knowledge and skills.	2.32	Disagree	10
2	The school was able to evaluate action plans for improving the activities, plans and programs.	4.23	Strongly Agree	6	2	The grading system was adjusted accordingly based on the online performances/assessments of students during pandemic.	3.37	Neutral	1
3	The school was able to examine co-curricular and curricular activities amidst pandemics.	4.23	Strongly Agree	6	3	Teachers had limited opportunities to collaborate and share best practices related to monitoring and assessment.	2.52	Disagree	7
4	The school was able to review emergency action plans and followed the instructions of the Department of Education.	4.38	Strongly Agree	3	4	The school struggled to effectively analyze and utilize assessment data to inform instruction, intervention strategies, and decision-making processes.	2.58	Disagree	6
5	The evaluation of the formulated strategies was conducted to gauge the quality and efficiency of the new plans, policies, and standard and their effect on stakeholders (Owners and leaders) and beneficiaries (Students, parents, teachers, staff, and community).	4.21	Strongly Agree	8	5	The school needed comprehensive systems for collecting and analyzing data on student performance and behavior.	3.08	Neutral	2
6	The school was able to conduct assessment to different areas of all programs.	4.20	Agree	9	6	Teachers and students received delayed feedback on their performance and progress, hindering their ability to make timely adjustments and improvements.	2.62	Neutral	4
7	The school was able to monitor the implementation and effectiveness of all the activities, programs and plans during the pandemic.	4.28	Strongly Agree	4	7	The school struggled to analyze and interpret the collected data effectively, to foresee the needs of students, instruction, and other areas for improvement.	2.62	Neutral	4
8	The school purchased new/ additional Learning Management System (e.g., schoology, wela, silid, zoom) to effectively monitor the performance of the students.	4.63	Strongly Agree	1	8	The school's monitoring practices were inconsistent resulting in gaps in the identification of areas that require intervention.	2.52	Disagree	7



c.	Strengths: Monitoring and assessment	Mean	Verbal Interpretation	Ranking
9	The school transitioned to the use of online classes to continuously deliver and monitor the progress of the students.	4.62	Strongly Agree	2
<b>General Weighted Mean</b>		<b>4.336</b>	<b>Strongly Agree</b>	

c.	Threats: Monitoring and assessment	Mean	Verbal Interpretation	Ranking
9	The school overly relied on quantitative data, such as grades, while neglecting qualitative aspects of student performance, such as creativity, critical thinking, or social-emotional development.	2.45	Disagree	9
10	The school needed effective systems monitor the progress of individual students, resulting in a one-size-fits-all approach.	3.03	Neutral	3
<b>General Weighted Mean</b>		<b>2.711</b>	<b>Neutral</b>	

**Strengths and Threats (ST): Monitoring and Assessment**

To minimize the threats identified while leveraging the strengths mentioned, the school can consider the following strategies:

**ST1. The school can leverage the purchased Learning Management System to adjust the grading system accordingly based on the online performances/assessments of students during the pandemic:**

- Utilize the LMS to track student performances in real-time, enabling quicker, more relevant feedback.
- Use the LMS to gather both qualitative and quantitative data, ensuring a comprehensive evaluation and assessment of student performance.

**ST2. Using the online classes platform, the school can create an environment conducive for real-time monitoring, allowing for quicker adjustments and improvements:**

- Develop online spaces for teachers to collaborate and share best practices.
- Incorporate authentic assessments in the online classes to measure real-world application of knowledge and skills.

**ST3. The reviewed emergency action plans should include comprehensive systems for data collection and analysis on student performance and behavior:**

- Use this plan to ensure data-driven decisions and strategies.
- Build in a mechanism for consistent monitoring practices across all levels of the school.

**ST4. Regularly evaluating and monitoring the implementation and effectiveness of all activities, programs, and plans could help overcome inconsistencies in the school's monitoring practices:**

- Regularly review and improve these systems as necessary.
- Share successful monitoring practices across the school to improve consistency.

**ST5. With the evidence-based approach to answering questions, the school can work to improve its ability to analyze and interpret collected data effectively:**

- Apply this method to understand the needs of students better.
- Use evidence-based decision-making to guide interventions and instructional strategies.

**ST6. The evaluation of co-curricular and curricular activities can be used to identify areas for improvement and inform intervention strategies:**

- Incorporate student feedback from these evaluations to adjust strategies as needed.
- Use these evaluations to identify areas that need intervention, based on both qualitative and quantitative performance indicators.

**ST7. Regular assessments of different areas of all programs can help to overcome the one-size-fits-all approach by identifying specific areas of need for individual students:**

- Use these assessments to identify and implement differentiated instruction strategies.
- Apply the results of these assessments to inform more personalized learning paths for students.



The school's strengths can be utilized to combat threats in a strategic and methodical way. The challenges posed by an adjusted grading system reliant on online performance metrics can indeed be circumvented by the implementation of a Learning Management System (LMS). With an LMS in place, schools can monitor student performance in real-time (ST1). The platform provides immediate feedback, eliminating concerns about delayed feedback (Trumbull & Lash, 2013). It also provides a wide range of analytics tools that enable the collection and effective analysis of data on student performance. This allows schools to overcome the challenges of measuring online performance and equips them with the necessary tools to navigate the difficulties of digital education and evaluation (Picciano, 2017).

*During the peak of pandemic, the LMS platform we're using not only provided an organized structure for online learning but also created an environment that promoted active learning and engagement, shared by Participant 1.*

The LMS' capabilities go beyond content delivery and testing, providing useful data that can be used to drive instruction and improve learning outcomes (Ifenthaler & Yau, 2020). This kind of student-centered learning and instruction significantly contributes to overcoming the threats posed by the modified online grading system (ST1). In addition, in terms of fostering collaboration among teachers, the online platforms and LMS can



also be used to create a space for sharing best practices and resources related to monitoring and assessment (ST1). This way, the teachers' expertise can be harnessed to ensure consistency in the school's monitoring practices.

The transition to online classes provides opportunities for the school to rethink its approach to teaching and learning (ST2). The flexibility and scalability of digital learning environments can be used to tailor teaching methodologies to individual student needs, providing a personalized learning experience that moves away from the traditional one-size-fits-all approach (Brown, 2021).

The strength of online learning is its adaptability, allowing educators to easily modify and adapt learning materials to cater to the unique needs of each student (Zhang et al., 2020). This approach can be beneficial in accommodating the diverse learning styles, speeds, and interests of students, which, in turn, can increase engagement and understanding (Martin & Bolliger, 2018). In terms of monitoring student progress, LMS can provide real-time, in-depth data on student performance, enabling educators to offer timely feedback and interventions when necessary (Sclater, Peasgood, & Mullan, 2016). However, it is important to note that one of the participants shared that:



*We had students who experienced difficulties in joining online classes due to connection problem resulting to delay of submission of requirements and inactive participation in online classes - P7.*

Further, the school's ability to review and follow emergency action plans as per the Department of Education's guidelines implies a level of preparedness and adaptability (ST3). This ability can be extended to revising their systems for monitoring and assessing student performance, making it more comprehensive and effective (ST4).

Threats like student disengagement or low motivation can be mitigated by the school's proficiency in tracking and evaluating student performance. In addition to academic measurements, comprehensive assessment systems may also consider welfare, social-emotional learning, and student involvement (Russo, 2020). The school can identify and meet a larger range of student needs by using a holistic approach to student evaluation, which will improve student results.

The school was also able to demonstrate a commitment to monitoring the effectiveness of its programs and providing evidence-based answers (ST5). This can be leveraged to improve capacity to analyze collected data effectively, thus helping identify areas that need intervention.

The practice of evaluating its action plans and co-curricular activities can be expanded to include a regular review and revision of its assessment strategies and practices (ST6). Extending this practice to include a routine



review and revision of its assessment strategies and practices, the school can ensure the efficacy of its educational programs and activities.

Moreover, the school's reliance on traditional rote memorization assessments can be addressed by redefining the assessment strategies, aligning them with the real-world application of knowledge and skills. This can be achieved by integrating project-based learning, problem-solving tasks, and other forms of authentic assessments into the school's programs. These measures, if adopted and implemented effectively, can help the school mitigate the identified threats using its strengths.

Finally, the reliance on quantitative data appears to be a threat, as it potentially limits a comprehensive understanding of student performance. The school's systematic approach to the evaluation of strategies, however, serves as a significant strength (ST7). It is suggested that, by leveraging this strength, the threat can be minimized or even avoided. To do so, the evaluation process can be expanded to include qualitative measures of performance. This will allow for a more rounded assessment of students' abilities, considering not only their academic achievements but also their creativity, critical thinking, & social aspects.



Table 4.4

*Strengths and Threats (ST) in terms of Parents' Relations of AR Schools during the Pandemic as Analyzed through TOWS Analysis*

<i>d.</i>	<b>Strengths: Parents' relations</b>	Mean	Verbal Interpretation	Ranking	<i>d.</i>	<b>Threats: Parents' relations</b>	Mean	Verbal Interpretation	Ranking
1	The school actively sought input and involvement from parents in decision-making processes, program development, and policy formation, fostering a collaborative partnership between home and school.	4.42	Strongly Agree	6	1	There was inconsistency in communication between the school and parents, resulting in a breakdown of information flow and limited opportunities for engagement.	2.28	Disagree	2
2	Group chat and other means of communication for the parents were developed to relay important announcements regarding school programs and activities.	4.73	Strongly Agree	1	2	Parents were inactively involved in school activities, events, or decision-making processes. This can include low participation in parent-teacher conferences, a lack of volunteerism, or minimal engagement in parent organizations.	2.34	Disagree	1
3	Regular consultations and KUMUSTAHAN were conducted to inform the parents regarding the progress of the students.	4.52	Strongly Agree	4	3	Language and cultural barriers existed between the school and parents, hindering effective communication and understanding.	2.23	Disagree	5
4	Additional hotlines and contact numbers were created for the parents' and guardians' queries.	4.35	Strongly Agree	8	4	The school failed to create a welcoming and inclusive environment for parents, leaving them feeling unwelcome and marginalized.	2.03	Disagree	10
5	Orientations and seminars were given to the parents and guardians regarding their roles in distance learning.	4.44	Strongly Agree	5	5	The school had limited resources to support parents in understanding the changes in school.	2.24	Disagree	4
6	Assessments regarding the needs of the parents and guardians were given and met by the schools.	4.30	Strongly Agree	9	6	There was insufficient open communication between teachers and parents regarding student progress, academic performance, or behavioral issues.	2.20	Disagree	6
7	There was a culture of two-way feedback between teachers and parents, where teachers provide regular updates on student progress and parents could have the opportunity to share their insights, concerns, and feedback about their child's educational experience.	4.39	Strongly Agree	7	7	Parents held negative perceptions or stereotypes about the school leading to a lack of trust and a reluctance to engage in school.	2.17	Disagree	8
8	The school fostered a welcoming and inclusive environment for parents, making them feel valued, respected, and actively involved in their child's education.	4.55	Strongly Agree	3	8	The school provided limited opportunities for parents to provide feedback on school policies and programs.	2.20	Disagree	6



<i>d.</i>	<b>Strengths: Parents' relations</b>	Mean	Verbal Interpretation	Ranking
9	The school demonstrated appreciation and recognition for parents' involvement and contributions, acknowledging their efforts and celebrating their participation in school activities.	4.58	Strongly Agree	2
<b>General Weighted Mean</b>		<b>4.476</b>	<b>Strongly Agree</b>	

<i>d.</i>	<b>Threats: Parents' relations</b>	Mean	Verbal Interpretation	Ranking
9	Certain parent groups, such as those from marginalized communities, were underrepresented in school-related activities.	2.14	Disagree	9
10	Parents demonstrated disengagement in their child's education, resulting in limited support at home and missed opportunities for collaborative efforts between home and school.	2.28	Disagree	2
<b>General Weighted Mean</b>		<b>2.211</b>	<b>Disagree</b>	

**Strengths and Threats (ST): Parents' Relations**

To minimize the threats identified while leveraging the strengths mentioned, the school can consider the following strategies:

**ST1. Strengthening Communication:**

- Enhance group chat and other communication channels to ensure parents receive timely and accurate information about school programs and activities.
- Regularly update parents through newsletters, emails, or social media platforms to maintain clear channels of communication.
- Utilize technology tools effectively to provide updates on student progress, assignments, and school activities.

**ST2. Enhancing Parent Involvement and Engagement:**

- Continue demonstrating appreciation and recognition for parents' involvement by organizing appreciation events or initiatives.
- Encourage parents to actively participate in school events, committees, or parent-teacher associations.
- Establish parent support groups or online forums to foster a sense of community and support.

**ST3. Continuous Improvement and Feedback:**

- Conduct regular consultations, KUMUSTAHAN sessions, and surveys to gather feedback from parents regarding student progress, program development, and policy formation.
- Analyze and act upon the feedback received to improve communication, programs, and services for parents.
- Provide opportunities for parents to share their insights, concerns, and feedback about their child's educational experience.

**ST4. Parent Education and Empowerment:**

- Continue conducting orientations and seminars to educate parents about the school's curriculum, policies, and programs.
- Offer ongoing seminars and workshops to empower parents in their roles during distance learning.
- Assess the needs of parents and guardians and ensure those needs are met by the school.

**ST5. Volunteer Opportunities:**

- Provide parents with opportunities to volunteer for school activities, even in distance learning scenarios. For example, they can contribute by assisting in online events or supporting virtual class activities.
- Encourage parents to participate in cleaning drives before the opening of onsite classes if applicable.



To minimize or avoid the given threats and leverage the strengths mentioned, the following strategies can be implemented. First, the school can continue to utilize group chat and other means of communication to relay important announcements (ST1). This ensures that parents stay informed about school programs and activities, reducing the risk of miscommunication or missed events. Research has shown that effective communication between schools and parents enhances parental involvement and engagement, leading to better student outcomes (Angelici and Profeta 2020).

Furthermore, the school can leverage the strength of its communication channels to promptly address any concerns or issues raised by parents. In providing a responsive and supportive environment, the school fosters trust and collaboration between parents and educators. This approach not only helps address potential conflicts or misunderstandings but also enhances the overall school-parent relationship. In fact, Participant 4 said that:

*Through active and open communication, the school can identify and resolve potential threats before they escalate, minimizing their impact on the school community - P4.*

In addition to regular communication, the school can also utilize its existing strengths to strengthen the sense of community among parents. Organizing events such as parent-teacher conferences, workshops, or



volunteering opportunities, the school can create a supportive network where parents can interact and share their experiences. These events can be designed to acknowledge the efforts and support parents provide to the school and their children's education. This sense of recognition can serve as a strong motivator for parents to remain engaged and actively participate in their child's education. Research has shown that creating a sense of community fosters positive relationships, reduces stress, and increases parents' involvement in their child's education (Mapp & Kuttner, 2013).

Moreover, maintaining a welcoming and inclusive environment for parents is crucial to preventing feelings of exclusion or disconnection. The school should ensure that parents are consistently encouraged and welcomed to participate in school activities (ST2). This can be achieved by establishing open lines of communication, providing information about various opportunities for parental involvement, and actively seeking their input and feedback.

Additionally, providing opportunities for parents to participate in school activities, committees, or parent-teacher associations is essential for minimizing the threat of disconnection (ST2). Involving parents in decision-making processes, such as joining committees or parent-teacher associations, they can contribute perspectives, opinions, and expertise, leading to a sense of ownership and investment in their child's education.



The inclusion of "KUMUSTAHAN" sessions, which refer to informal check-ins or casual conversations between parents and teachers, adds another layer of open communication (ST3). These sessions can take place through various means, such as face-to-face meetings, phone calls, or even virtual platforms. "KUMUSTAHAN" sessions provide a more relaxed and less formal environment for parents to discuss their child's progress, ask questions, or seek clarification on any issues. These interactions allow parents to express their concerns openly, fostering trust and understanding between all parties involved.

Thus, the school should maintain its culture of two-way feedback between teachers and parents (ST3). Regularly providing updates on student progress and actively seeking insights, concerns, and feedback from parents, the school can address any issues promptly and collaboratively. This fosters a sense of partnership and strengthens the parent-teacher relationship. The school can continue to provide additional hotlines and contact numbers for parents' queries. As well, the school can establish parent support groups or online forums to foster a sense of community and support. This creates a space for parents to connect, share experiences, and seek advice, reducing the feeling of isolation and increasing their engagement with the school.

Orientations and seminars regarding distance learning can be extended to address any new challenges or changes in the curriculum



(ST4). This ensures that parents are equipped with the necessary knowledge and skills to support their child's education effectively. Regular assessments regarding the needs of parents and guardians should be conducted to ensure that the school's initiatives align with their expectations and requirements. Addressing their needs proactively, the school can maintain a strong partnership with parents and minimize dissatisfaction.

In addition to surveys, suggestion boxes, and focus groups, the school should actively seek feedback from parents on volunteering opportunities (ST5). This allows parents to contribute to school activities and feel a sense of ownership while also strengthening their bond with the school.

Involving parents in volunteering opportunities, the school can tap into their expertise, talents, and resources. This engagement fosters a collaborative atmosphere, where parents feel valued and actively participate in shaping their child's educational experience. The school can implement mechanisms such as regular communication channels, dedicated committees, and open forums to encourage parental involvement.

Implementing these strategies, the school can leverage its strengths to minimize threats, enhance parental involvement, and create a collaborative and supportive environment between home and school.



Table 4.5

*Strengths and Threats (ST) in terms of Community Partnerships of AR Schools during the Pandemic as Analyzed through TOWS Analysis*

e.	Strengths: Community partnerships	Mean	Verbal Interpretation	Ranking	e.	Threats: Community partnerships	Mean	Verbal Interpretation	Ranking
1	The school's community partnership strategies had well-defined objectives and goals that align with the needs of the community and the school, created a clear focus for collaboration.	4.38	Strongly Agree	5	1	There was inadequate engagement and participation from community members, organizations in the school's partnership initiatives.	2.30	Disagree	3
2	The school was able to find other ways on how to involve community partners in the school activities and programs (online conference, meetings, etc.).	4.48	Strongly Agree	2	2	The school merely established effective communication channels established to facilitate collaboration with community partners.	2.65	Neutral	1
3	The school intensified its campaign and promotions in the community thru social media.	4.59	Strongly Agree	1	3	The school held more decision-making authority rather than community partners' voices.	2.55	Disagree	2
4	The school actively participated in various online activities sponsored by the LGU and other stakeholders.	4.21	Strongly Agree	8	4	The school ineffectively leveraged the resources and expertise available within the community.	2.24	Disagree	4
5	The school invited different LGUs and community partners to online meetings, seminars, or trainings regarding resolving conflicts, problems, and pandemic crisis.	4.17	Agree	9	5	The school's effort in community engagement was inconsistent to sustain in building long-term partnerships.	2.20	Disagree	5
6	The school was able to pay attention on public relations seminars through various communication channels and present information in a positive way.	4.30	Strongly Agree	7	6	The expectations and goals of the school and community partners were not aligned, resulting in misunderstandings, unmet expectations, and strained relationships.	2.07	Disagree	8
7	Creation of online networks and linkages were developed.	4.41	Strongly Agree	4	7	The school did not invest in building the capacity of both school staff and community partners to effectively collaborate and work together towards shared goals.	2.13	Disagree	6
8	The school and community partners brought together innovative ideas, strategies, and perspectives to address educational challenges and foster creative solutions.	4.34	Strongly Agree	6	8	The school's community partnerships did not reflect the diversity of the community, resulting in a limited range of perspectives and the potential exclusion of underrepresented groups.	2.13	Disagree	6
9	The school established effective communication channels that facilitate information sharing and collaboration with community partners.	4.42	Strongly Agree	3	9	The school did not adequately recognize and appreciate the contributions of community partners.	2.04	Disagree	9
<b>General Weighted Mean</b>		<b>4.367</b>	<b>Strongly Agree</b>		<b>General Weighted Mean</b>		<b>2.257</b>	<b>Disagree</b>	



**Strengths and Threats (ST): Community Partnerships**

To minimize the threats identified while leveraging the strengths mentioned, the school can consider the following strategies:

**ST1. Strengthening Communication and Collaboration:**

- Regularly communicate and collaborate with community partners through established effective communication channels.
- Actively involve community partners in decision-making processes to ensure their voices are heard and valued.
- Encourage and facilitate increased engagement and participation from community members and organizations in partnership initiatives.
- Leverage the school's online networks and linkages to enhance communication and collaboration with community partners.

**ST2. Building Sustainable Partnerships:**

- Maintain consistent effort in community engagement to sustain long-term partnerships.
- Invest in building the capacity of both school staff and community partners through training and workshops to enhance collaboration and shared goal achievement.
- Ensure diversity in community partnerships by actively seeking out and engaging underrepresented groups to incorporate a range of perspectives.

**ST3. Aligning Expectations and Goals:**

- Foster a clear understanding of expectations and goals between the school and community partners through effective communication and ongoing dialogue.
- Regularly review and assess partnership objectives to ensure alignment with the needs of both the community and the school.
- Address any misunderstandings or unmet expectations promptly to prevent strained relationships.

**ST4. Recognizing and Appreciating Contributions:**

- Acknowledge and appreciate the contributions of community partners regularly to demonstrate their value and strengthen relationships.
- Highlight successful partnership initiatives through the school's intensified campaign and promotions in the community via social media and other communication channels.
- Actively participate in and support online activities sponsored by the LGU and other stakeholders, showcasing the school's commitment to community engagement.

**ST5. Utilizing Innovative Strategies:**

- Encourage the school and community partners to continue bringing innovative ideas, strategies, and perspectives to address educational challenges and find creative solutions.
- Use online conferences, meetings, seminars, and trainings to involve community partners in school activities and programs effectively.



In order to address the threats and minimize their impact, the school can leverage its strengths in the following ways. Firstly, the school can use its effective communication channels, which have been established for collaborations with community partners, to engage them in decision-making processes (ST1). Dorsey (2019) underlines the significance of robust communication systems in fostering stakeholder engagement. Therefore, incorporating community partners into key decision-making processes, the school can ensure that their perspectives are duly considered. This strategy could serve to resolve the imbalance in decision-making authority, which has been a point of contention.

Thus, to ensure the sustainability of this approach, the school needs to maximize these participatory practices. This may involve modifying school policies to mandate community partner involvement in decision-making, providing training for staff in effective community engagement practices, and regularly evaluating and refining these practices based on feedback from community partners (Fullan, 2021).

In addition, to combat the perceived inadequacy in engagement and participation from community members and organizations, the school should capitalize on its online conference and meeting capabilities (ST1). Organizing regular virtual gatherings, the school can foster a greater degree of involvement and encourage community partners to actively partake in partnership initiatives. Jones (2021) postulates that consistent,



interactive virtual engagements can bolster stakeholder participation and foster a sense of ownership among community members. Therefore, through these mechanisms, the school can nurture stronger collaborations and generate a shared sense of purpose among its community partners.

The challenge of successfully leveraging the resources and expertise of the community to benefit the school's initiatives can be approached by effectively using a variety of strategies. In this context, the school's strengths of communication, proactivity, and community connection can be used to minimize threats such as a lack of resources or expertise (ST5).

The first key to success lies in effective communication. Maintaining a consistent dialogue with the community can foster a sense of mutual understanding and common purpose (Van Rooyen, 2018). Proactivity is the second key to success. Rather than reacting to problems as they arise, the school should proactively reach out to community partners and explore potential collaborations.

Mitigating threats and leveraging strengths in sustaining long-term partnerships involve prioritizing consistent and meaningful engagement with community partners, a strategy that highlights the strength of proactive communication (ST2). Communication is the lifeline of any relationship, especially when it involves community partnerships. Open lines of communication, seeking feedback, and addressing concerns are all



proactive strategies that can mitigate potential threats like disengagement, mistrust, or miscommunication (Huang & Rundle-Thiele, 2019).

Active engagement is critical to fostering a culture of trust and reciprocal value. Oftentimes, community partners may feel left out or devalued if their input or concerns are not being addressed. Thus, by engaging with these partners and demonstrating an active interest in their perspectives and feedback, the school can reduce these threats and maintain sustainable relationships. Also, proactive strategies like regular meetings, collaborative decision-making, and transparency in operations can enhance the trust level, encouraging the community partners to continue their involvement.

Moreover, recognizing the importance of capacity building, the school should invest in training programs for both its staff and community partners (ST2). Providing opportunities for skill development, knowledge sharing, and collaborative learning, the school can strengthen the capacity of all stakeholders involved. This will enable more effective collaboration towards shared goals and foster a culture of continuous improvement.

To address the limited range of perspectives and potential exclusion of underrepresented groups, the school should actively work towards diversifying its community partnerships (ST2). Through actively seeking partnerships with organizations and groups that represent a wide range of backgrounds, cultures, and perspectives, the school can ensure a more



inclusive and representative approach. This will help broaden the scope of ideas and solutions and create a more equitable and inclusive educational environment.

One approach to achieving this is by actively engaging with community organizations that focus on promoting diversity and inclusion. These organizations can provide valuable insights and perspectives that may not be present within the school's current community.

Furthermore, it is also crucial for the school and community partners to align their expectations and goals (ST3). This can be achieved through regular communication and dialogue between the two parties, aiming to establish shared objectives. In facilitating a mutual understanding of each other's expectations and actively working together to set common goals, the school can avoid misunderstandings and build stronger relationships.

For example, the school can organize periodic meetings or forums where representatives from both the school and community partners can come together to discuss their respective expectations and aspirations. These discussions should focus on identifying areas of collaboration, clarifying roles and responsibilities, and establishing measurable goals that align with the interests of both parties. This proactive approach will help in mitigating potential conflicts and in ensuring that all stakeholders are on the same page (ST3).



Furthermore, it is essential for the school to publicly acknowledge and recognize the contributions of community partners (ST4). This can be done through various communication channels, such as social media, newsletters, or community events. Highlighting the valuable efforts and achievements of community partners, the school not only shows appreciation but also fosters a sense of pride and motivation among them, encouraging continued collaboration (ST4).

To illustrate, the school can feature success stories or testimonials from community partners on their website or social media platforms. They can also include updates on collaborative projects in their newsletters or organize special events where community partners are invited and publicly acknowledged for their contributions. This recognition not only strengthens the bond between the school and community partners but also promotes a positive image of the partnership in the wider community (ST4).

In summary, by leveraging its strengths such as effective communication channels, online capabilities, well-defined objectives, and active participation in community activities, the school can address the threats it faces. Through inclusive decision-making processes, consistent engagement, capacity building, diversity in partnerships, aligned expectations, and appreciation of community partners, the school can minimize the identified threats and build stronger, more sustainable relationships with its community.



Table 5.1

*Weaknesses and Opportunities (WO) in terms of Leadership and Coordination of AR Schools during the Pandemic as Analyzed through TOWS Analysis*

a.	<b>Weaknesses: Leadership and Coordination</b>	Mean	Verbal Interpretation	Ranking	a.	<b>Opportunities: Leadership and Coordination</b>	Mean	Verbal Interpretation	Ranking
1	Urgent decisions with limited information were made due to compromises in communication channels.	3.35	Neutral	1	1	The school provided leadership training and professional development opportunities for administrators, teachers, and staff members to enhance their leadership skills, knowledge, and abilities.	4.35	Strongly Agree	1
2	Unmanageable situation/ events were likely experienced and observed during the pandemic.	3.08	Neutral	3	2	The school established collaborative learning communities where teachers and staff shared best practices, exchanged ideas, and collaborated on instructional strategies and leadership approaches.	4.32	Strongly Agree	3
3	School administrators experienced difficulties in communicating with the changes in school plans, activities, and programs.	2.94	Neutral	4	3	The school implemented mentoring programs where experienced administrators or educators mentored and supported new or aspiring leaders in developing their leadership capabilities.	4.08	Agree	7
4	School management was not able to ensure that different departments and groups work in sync.	2.61	Neutral	8	4	The school formed partnerships with external organizations, such as other schools, nonprofits, and community groups, to access resources, expertise, and funding opportunities that could support leadership development and coordination efforts.	4.04	Agree	10
5	Logistic disruptions caused delays and disruption in the provision of assistance and management during the pandemic.	2.86	Neutral	5	5	The school promoted a culture of leadership where responsibilities are shared among various stakeholders, allowing for a collective approach to decision-making and problem-solving.	4.17	Agree	5
6	Problems with system failure, system overload, and incompatibility between communication systems occurred during the pandemic.	3.15	Neutral	2	6	The school leveraged data and research to inform leadership and coordination decisions, such as utilizing student performance data to identify areas for improvement and guide instructional strategies.	4.07	Agree	8
7	There were inadequate support and funding to address any systemic failures in disaster response management.	2.69	Neutral	7	7	The school established Professional Learning Communities (PLC) within the school, where teachers and administrators regularly collaborate, reflect, and plan together to improve instructional practices and student outcomes.	4.11	Agree	6



a.	<b>Weaknesses: Leadership and Coordination</b>	Mean	Verbal Interpretation	Ranking	a.	<b>Opportunities: Leadership and Coordination</b>	Mean	Verbal Interpretation	Ranking
8	Difficulties in management arose because of lack of training and experience for crises of scale and scope in the early months of the pandemic.	2.72	Neutral	6	8	The school developed succession plans to ensure a smooth transition of leadership positions and the continuity of effective leadership practices within the school.	4.07	Agree	8
9	There was a lack of administrator preparation regarding leadership and management during the early months of pandemic.	2.48	Disagree	9	9	The school fostered a positive and inclusive school culture that promotes collaboration, trust, and shared leadership among all stakeholders, creating an environment conducive to effective leadership and coordination.	4.34	Strongly Agree	2
10	School administrators were not able to effectively coordinate and organize various responders of the crisis.	2.32	Disagree	10	10	The school implemented systematic processes for evaluating and improving leadership and coordination practices, such as regular self-assessments, feedback mechanisms, and performance evaluations.	4.23	Strongly Agree	4
<b>General Weighted Mean</b>		<b>2.820</b>	<b>Neutral</b>		<b>General Weighted Mean</b>		<b>4.178</b>	<b>Agree</b>	

**Weaknesses and Opportunities (WO): Leadership and Coordination**

To overcome the weaknesses by exploiting the identified opportunities, the following actions can be taken:

**WO1. Improve communication channels and decision-making process:**

- Provide additional training and resources to enhance communication skills and ensure effective information flow.
- Implement reliable and compatible communication systems to avoid system failures and overload.
- Establish clear protocols and guidelines for urgent decision-making with limited information.

**WO2. Enhance management capabilities and address unmanageable situations:**

- Provide training and support for school administrators to handle crises of scale and scope.
- Develop contingency plans and protocols to manage unpredictable situations effectively.
- Foster a positive and inclusive school culture that promotes collaboration and trust.

**WO3. Address logistical disruptions and ensure efficient assistance provision:**

- Establish backup systems and redundancy measures to mitigate logistical disruptions.
- Seek external partnerships and resources to address funding gaps and support disaster response management.

**WO4. Improve coordination and synchronization among departments and groups:**

- Implement regular communication and collaboration platforms to ensure all stakeholders are in sync.
- Establish Professional Learning Communities (PLCs) to facilitate collaboration and shared decision-making.
- Foster a culture of shared leadership and responsibility among different departments.

**WO5. Strengthen leadership and management capabilities:**

- Provide leadership training and professional development opportunities for administrators, teachers, and staff members.
- Implement mentoring programs to support aspiring leaders in developing their skills.



- Utilize data and research to inform leadership and coordination decisions.

**WO6. Foster external partnerships and access additional resources:**

- Collaborate with other schools, nonprofit organizations, and community groups to access expertise and funding opportunities.
- Leverage partnerships to enhance leadership development and coordination efforts.

**WO7. Establish systematic evaluation and improvement processes:**

- Implement regular self-assessments, feedback mechanisms, and performance evaluations to evaluate leadership and coordination practices.
- Use evaluation results to identify areas for improvement and guide decision-making.

**WO8. Develop succession plans for smooth leadership transitions:**

- Create plans to ensure a seamless transition of leadership positions.
- Identify and develop potential future leaders within the school.



To address the weaknesses identified and exploit the opportunities available, the school can take a few strategic steps. Firstly, to mitigate the vulnerability associated with urgent decisions made with limited information due to compromised communication channels, the school can capitalize on its positive and inclusive culture that promotes collaboration and shared leadership (WO1). Participant 3 shared that:

*...fostering an environment that encourages teamwork and involvement from various stakeholders, ensure that decisions are made collectively, minimizing the risk of uninformed choices - P3.*

This approach would involve seeking input from teachers, administrators, students, and parents, allowing for a more comprehensive understanding of the situation and potential solutions. Research has shown that collaborative decision-making processes lead to better outcomes and greater satisfaction among participants (Epstein, 2018).

In addition to cultivating a collaborative culture, implementing systematic processes for evaluating and enhancing coordination practices can significantly improve communication within the school (WO7). The school can identify areas for improvement and put focused plans into place by routinely evaluating the effectiveness of communication channels. To get input from diverse stakeholders regarding the effectiveness and clarity of communication strategies, surveys or focus groups may be conducted. The school can then create targeted interventions by using the information



obtained to pinpoint information bottlenecks or areas where it is not efficiently transferred. Information should reach the pertinent stakeholders in a timely and accurate manner by systematically analyzing and improving coordination methods.

In the face of system failures, overloads, and incompatibilities, the school can take advantage of the external partnerships it has fostered (WO1). These partnerships can serve as valuable resources in terms of technical expertise, necessary resources, or additional funding to effectively tackle these technical issues. The study by Zhang & Du (2018) emphasized the importance of strategic alliances with external partners in overcoming technical obstacles and improving overall system performance. These partnerships can lead to effective problem-solving and system enhancements.

Furthermore, the school's culture of utilizing data and research to drive decision-making processes can play a crucial role in identifying weak points within the system (WO1). Analyzing data and conducting research, the school can gain valuable insights into the underlying causes of system failures, overloads, or incompatibilities. Research conducted by Wang, Lee, % Do (2018) found that schools that employ data-driven approaches have a higher likelihood of addressing technical issues proactively and implementing necessary upgrades to their systems.



For the unmanageable situations observed during the pandemic, the school could use its established professional learning communities (PLCs) to collaboratively brainstorm and plan for crisis management (WO2). PLCs offer a venue for team brainstorming and planning, allowing employees to pool their knowledge and experiences to create efficient crisis management plans. The school may draw into the combined knowledge and creativity of its staff by developing a culture of collaboration and shared responsibility, improving its capacity to handle emergencies successfully.

In addition, for the issue of lack of training and experience for large-scale crises, the school could again leverage its leadership training and professional development opportunities (WO5). Furthermore, leadership training and professional development opportunities could be used to equip staff members with the necessary skills and knowledge to manage crises (WO5). The culture of shared responsibility within the school could also be used to distribute crisis management roles among the staff, ensuring that no single individual or group is overwhelmed. Investing in the professional growth of its staff, the school can enhance its capacity to handle various challenges, including those arising from unforeseen circumstances. This was asserted by Participant 7:



*Providing us (teachers) and staff with the tools we need to address crises will improve our confidence and competence in managing difficult situations - P7.*

The issue of logistic disruptions could be mitigated by strengthening partnerships with external organizations which could provide necessary assistance during emergencies (WO3). Collaboration with external organizations can provide access to specialized knowledge and expertise in managing logistics. These organizations often have extensive experience handling complex logistics scenarios and may possess valuable insights and best practices that can be applied to the company's operations. Tapping into this knowledge base, the company can improve its own logistical processes, streamline operations, and minimize disruptions. This approach would enhance the school's ability to handle logistical challenges and provide the necessary assistance to ensure a more reliable and robust logistic support system.

In addition, the challenge of inadequate support and funding could also be addressed through the school's partnerships with external organizations (WO6). These partnerships could provide additional resources, expertise, and funding to address systemic failures in disaster response management.

Finally, to ensure effective coordination between different departments and groups during a crisis, the school could utilize the culture



of shared leadership (WO4). Assigning coordination roles to various stakeholders, the school could ensure a smoother coordination process. This would involve assigning coordination roles to various stakeholders within the school community, allowing for a more distributed and collaborative decision-making process.

Additionally, the school's existing mentoring programs could be utilized to develop the necessary leadership capabilities among new or aspiring leaders. Mentoring provides an avenue for experienced leaders to impart their knowledge, skills, and insights to emerging leaders. Pairing aspiring leaders with mentors who have demonstrated strong coordination and crisis management abilities, the school can foster leadership development and ensure a pipeline of capable individuals who can effectively coordinate various groups and departments during challenging times.

Furthermore, implementing succession plans would be crucial to addressing the potential leadership gaps that may arise in the future (WO 8). Succession planning involves identifying and nurturing potential leaders within the organization, ensuring a smooth transition of leadership positions. Proactively identifying and grooming individuals with the necessary skills and competencies for coordination and crisis management roles, the school can minimize disruptions during leadership



transitions and maintain effective coordination across different departments and groups.

Overall, the opportunities provided by the school could be well utilized to address the weaknesses experienced during the pandemic, with an emphasis on continuous professional development, data-guided decisions, and collaborative efforts.



Table 5.2

*Weaknesses and Opportunities (WO) in terms of Standards and Targets of AR Schools during the Pandemic as Analyzed through TOWS Analysis*

<i>b.</i>	<b>Weaknesses: Standards and Targets</b>	Mean	Verbal Interpretation	Ranking	<i>b.</i>	<b>Opportunities: Standards and Targets</b>	Mean	Verbal Interpretation	Ranking
1	The school was not prepared for the drastic changes in standards and targets during the pandemic.	2.51	Disagree	5	1	The school integrated 21st-century skills and competencies into the curriculum to prepare students for future challenges.	4.51	Strongly Agree	1
2	The drastic changes in standards and targets during the pandemic had likely resulted in a negative impact on school management.	2.34	Disagree	8	2	The school adopted research-based instructional practices to improve student learning outcomes.	4.34	Strongly Agree	3
3	The unique nature and rapid timeline of COVID-19 had likely hindered effective response in terms of the standards and targets of the school during the early months of the pandemic.	2.72	Neutral	1	3	The school regularly reviewed and revised standards and targets based on research, best practices, and feedback from stakeholders.	4.13	Agree	9
4	Emergency action plans were not immediately implemented because of strict health protocols and only followed the instructions of the Department of Education.	2.61	Neutral	4	4	The school integrated online resources, digital content, and virtual learning environments to support personalized learning and access to educational materials.	4.37	Strongly Agree	2
5	The school was unable to conduct formative evaluation of the goals, objectives, and plans during the peak of pandemic.	2.42	Disagree	7	5	The school implemented data-driven systems for tracking student progress and providing targeted interventions.	4.21	Strongly Agree	6
6	Difficulty in establishing proper measures and tools to monitor progress was experienced and observed.	2.65	Neutral	3	6	The school implemented collaborative learning plans or approaches to support student growth and achievement.	4.34	Strongly Agree	3
7	The standards and targets were not applied consistently across subject areas, which caused gaps in student learning and expected outcomes.	2.51	Disagree	5	7	The school used collaborative planning and curriculum development to align teaching strategies with identified standards and targets.	4.31	Strongly Agree	5
8	It was challenging to quantify progress and assess the efficacy of the initiatives applied by the school.	2.72	Neutral	1	8	The school involved parents and community members in decision-making processes related to standards and targets.	4.20	Agree	8
					9	The school used student success data and feedback loops to identify areas for growth and guide instructional decisions to track progress toward targets and change instructional techniques.	4.21	Strongly Agree	6



<i>b.</i> Weaknesses: Standards and Targets	Mean	Verbal Interpretation	Ranking
<b>General Weighted Mean</b>	<b>2.560</b>	<b>Disagree</b>	

<i>b.</i> Opportunities: Standards and Targets	Mean	Verbal Interpretation	Ranking
<b>10</b> The school implemented quality assurance mechanisms to ensure adherence to standards and continuous improvement.	4.11	Agree	10
<b>General Weighted Mean</b>	<b>4.273</b>	<b>Strongly Agree</b>	

**Weaknesses and Opportunities (WO): Standards and Targets**

To overcome the weaknesses through the identified opportunities, the following strategies can be implemented:

**WO1. Establish clear and consistent standards and targets:**

- Regularly review and revise standards and targets based on research and feedback from stakeholders.
- Use collaborative planning and curriculum development to align teaching strategies with identified standards and targets.
- Ensure that standards and targets are applied consistently across subject areas.

**WO2. Enhance monitoring and evaluation processes:**

- Implement data-driven systems for tracking student progress and providing targeted interventions.
- Use student success data and feedback loops to identify areas for growth and guide instructional decisions.
- Conduct formative evaluations of goals, objectives, and plans to track progress during the pandemic.

**WO3. Embrace technology and personalized learning:**

- Integrate online resources, digital content, and virtual learning environments to support personalized learning and access to educational materials.
- Adopt research-based instructional practices that leverage technology to improve student learning outcomes.
- Use quality assurance mechanisms to ensure adherence to standards and continuous improvement in the implementation of technology-driven initiatives.

**WO4. Foster collaboration and community involvement:**

- Implement collaborative learning plans or approaches to support student growth and achievement.
- Involve parents and community members in decision-making processes related to standards and targets.
- Foster partnerships with external stakeholders to leverage their expertise and resources in improving educational outcomes.

**WO5. Prepare for future challenges:**

- Integrate 21st-century skills and competencies into the curriculum to prepare students for future challenges.
- Continuously review and update standards and targets to adapt to changing educational landscapes.
- Stay abreast of best practices and research to ensure that instructional strategies remain relevant and effective.



To overcome the weaknesses identified, the school can leverage the opportunities available to them. One of the weaknesses identified within the school was the difficulty in quantifying progress and assessing the efficacy of the initiatives applied during the early months of the pandemic. This weakness can be addressed by taking advantage of the identified opportunity to integrate 21st-century skills and competencies into the curriculum (WO5).

To overcome the weakness of quantifying progress and assessing the efficacy of initiatives, the school can implement assessment strategies that align with the development of 21st-century skills. Traditional methods of assessment, such as exams and grades, may not capture the holistic growth and progress students make in these areas. Instead, formative assessments, project-based assessments, and portfolios can be utilized to measure and evaluate the acquisition and application of these skills (Smith, 2022).

Another weakness was the lack of consistent application of standards and targets across subject areas, leading to gaps in student learning and expected outcomes. To overcome this, the school can adopt collaborative planning and curriculum development (WO1). According to research by Williams & Dixon (2019), collaborative planning involves bringing teachers from different subject areas together to align their teaching strategies with the identified standards and targets. Additionally,



the collaborative nature of this approach encourages teachers to exchange ideas, resources, and best practices, resulting in a more effective and consistent implementation of standards across subject areas. This approach allows educators to pool their expertise and experiences, drawing upon diverse perspectives to design interdisciplinary lessons that bridge subject-specific gaps and promote a more holistic understanding of concepts.

Aligning teaching strategies with the identified standards and targets, teachers can ensure a consistent level of rigor and expectations across different subject areas. Research conducted by Brown & Miller (2018) found that this approach can significantly reduce the occurrence of learning gaps and enhance overall student achievement. This consistency not only benefits students' learning but also helps them develop transferable skills and make meaningful connections between various disciplines.

Furthermore, the school can utilize data-driven systems to track student progress and provide targeted interventions (WO2). Implementing such systems, the school can identify areas for growth and guide instructional decisions. This will help monitor progress towards the set targets and enable teachers to modify their instructional techniques accordingly. For instance, one of the respondents shared that:



*During the peak of pandemic, one effective approach our school did was to implement a student information system (SIS) that can collect and analyze data on student. This SIS can generate comprehensive reports that provide insights into individual and group performance, highlighting areas of strength and weakness - P2.*

Additionally, the school can also leverage formative assessments to monitor student progress and identify areas that require attention. These assessments can be administered throughout the learning process to gather real-time data on student understanding and identify any gaps in knowledge. Teachers can then use information gain from SIS and formative assessment to adjust their instructional strategies and provide timely interventions to help students overcome their weaknesses.

To strengthen response during future emergencies, the school can establish quality assurance mechanisms to ensure adherence to standards and continuous improvement (WO3). Regular reviews and revisions of standards and targets based on research, best practices, and feedback from stakeholders will help the school stay adaptable and responsive to changing circumstances.

Implementing quality assurance mechanisms involves the establishment of clear guidelines, protocols, and procedures for emergency response. These mechanisms should be designed to evaluate the effectiveness of existing strategies and identify areas for improvement.



Establishing such mechanisms, the school can ensure that its response during future emergencies is strengthened and aligned with best practices. According to research by Smith et al. (2019) and Johnson & Wilson (2020), quality assurance plays a crucial role in enhancing organizational performance and resilience. Regular reviews and revisions of standards and targets should be conducted based on research findings, best practices, and feedback from stakeholders. This approach will enable the school to stay adaptable and responsive to changing circumstances, thereby improving its emergency response capabilities (WO3).

Involving parents and community members in decision-making processes related to standards and targets is another opportunity for the school (WO4). Including these stakeholders, the school can gain valuable insights, diverse perspectives, and support for their initiatives. The school can enhance its emergency response strategies and foster a sense of ownership among stakeholders. This collaboration will lead to a more comprehensive and well-rounded approach to education. Research by Garcia et al. (2021) highlights the benefits of collaborative approaches in emergency management as they promote information sharing, coordination, and resource pooling.

Integrating online resources, digital content, and virtual learning environments, the school can support personalized learning and provide access to educational materials (WO3). This will help overcome the



weakness of not being prepared for the drastic changes in standards and targets during the pandemic. The school can also leverage research-based instructional practices to improve student learning outcomes, ensuring that the initiatives applied are grounded in evidence and proven effective.

In conclusion, by capitalizing on the identified opportunities, such as integrating 21st-century skills, adopting collaborative planning, utilizing data-driven systems, involving stakeholders, and implementing quality assurance mechanisms, the school can effectively overcome the weaknesses experienced during the pandemic. These strategies will help the school enhance their response, ensure consistent application of standards, monitor progress, and drive continuous improvement, ultimately leading to better outcomes for students.



Table 5.3

*Weaknesses and Opportunities (WO) in terms of Monitoring and Assessment of AR Schools during the Pandemic as Analyzed through TOWS Analysis*

c.	Weaknesses: Monitoring and assessment	Mean	Verbal Interpretation	Ranking	c.	Opportunities: Monitoring and assessment	Mean	Verbal Interpretation	Ranking
1	Technological know-how of teachers in distance education negatively affected the efficiency of distance learning.	2.70	Neutral	7	1	The school used formative assessments to inform instruction and provide timely feedback to students.	4.30	Strongly Agree	2
2	There were difficulties in conducting discussions that are practice-based such as with laboratory courses.	3.27	Neutral	1	2	The school implemented data management systems to track student progress and identify patterns or trends.	4.17	Agree	6
3	There was difficulty in performing students' assessments and evaluations through distance education.	3.06	Neutral	3	3	The school re-aligned assessments with learning objectives and curriculum standards to ensure accurate measurement of student achievement.	4.21	Strongly Agree	4
4	The pandemic had likely caused little to zero possibility of performing exams in application-oriented courses.	2.82	Neutral	5	4	The school used standardized tests or external assessments to benchmark student performance against national or international standards.	3.96	Agree	10
5	There were limited technical and computer applications in distance learning programs for instructors to evaluate students, offer feedback, and give students formative instruction.	2.82	Neutral	5	5	The school analyzed standardized test results to identify areas for improvement at the individual, classroom, and school-wide levels.	3.99	Agree	9
6	The schools faced difficulties in gathering comprehensive data on students' performance as traditional methods of assessment like in-class tests and projects were not feasible in many cases.	3.01	Neutral	4	6	The school implemented timely and constructive feedback mechanisms for students to enhance their understanding of their strengths and areas for improvement.	4.18	Agree	5
7	Teachers experienced difficulties in ensuring the validity and reliability of students' outputs.	3.25	Neutral	2	7	The school made provision for clear and comprehensive reports to parents or guardians regarding student progress, strengths, and areas for growth.	4.15	Agree	7
8	School almost failed to create new, alternative strategies that include both formative and summative evaluations to monitor children's learning during the pandemic.	2.28	Disagree	8	8	The school utilized technology platforms for efficient and transparent communication of assessment results.	4.28	Strongly Agree	3



c.	Weaknesses: Monitoring and assessment	Mean	Verbal Interpretation	Ranking
<b>General Weighted Mean</b>				
		<b>2.901</b>	<b>Neutral</b>	

c.	Opportunities: Monitoring and assessment	Mean	Verbal Interpretation	Ranking
9	The school provided opportunities for teachers to get professional development to enhance their understanding of assessment practices and techniques.	4.31	Strongly Agree	1
10	The school used assessment data to inform strategic planning and decision-making processes at the school and district levels.	4.08	Agree	8
<b>General Weighted Mean</b>		<b>4.163</b>	<b>Agree</b>	

**Weaknesses and Opportunities (WO): Monitoring and Assessment**

To overcome the weaknesses through the identified opportunities, the following strategies can be implemented:

**WO1. Develop practice-based discussion methods for laboratory courses:**

- Provide training and professional development opportunities for teachers to enhance their skills in facilitating practice-based discussions.
- Utilize technology platforms for virtual laboratories and simulations to simulate hands-on experiences.

**WO2. Improve validity and reliability of student outputs:**

- Provide teachers with professional development on assessment practices and techniques to ensure validity and reliability.
- Encourage the use of rubrics and clear assessment criteria for student outputs.

**WO3. Enhance assessments and evaluations in distance education:**

- Utilize technology platforms for online assessments, such as interactive quizzes or online submission platforms.
- Provide guidelines and resources for teachers to design effective assessments for distance learning.

**WO4. Gather comprehensive data on students' performance:**

- Implement alternative assessment methods, such as online projects or presentations, to replace traditional in-class tests.
- Utilize data management systems to track student progress and gather performance data.

**WO5. Address the lack of exams in application-oriented courses:**

- Explore alternative assessment methods, such as case studies, practical assignments, or video demonstrations, to assess application-oriented skills.
- Provide guidelines and support for teachers in designing and evaluating alternative assessments.

**WO6. Improve technical support and computer applications for distance learning:**

- Provide technical training and support for teachers to enhance their technological know-how.
- Invest in technological infrastructure and resources to facilitate effective evaluation, feedback, and instruction in distance learning.

**WO7. Develop new strategies for formative and summative evaluations:**

- Encourage teachers to incorporate formative assessments, such as quizzes, exit tickets, or online discussions, to monitor students' learning progress.
- Provide resources and guidelines for teachers to design comprehensive evaluation strategies that include both formative and summative components.



To overcome the weaknesses identified, the school can leverage the opportunities available to them. Firstly, to maximize the opportunities and address the weaknesses related to practice-based discussions in laboratory courses, the school should invest in teacher training. Educators can acquire the information required to get above the challenges by offering extensive and continuing professional development opportunities (WO1).

The importance of ongoing professional development for teachers in developing instructional methods and boosting student outcomes has often been underlined in research (Antinluoma, 2021). By having workshops, seminars, and resources that focus specifically on strategies for facilitating discussions in laboratory settings, teachers can enhance their instructional techniques and assessment practices. This approach not only addresses the weaknesses identified but also maximizes the opportunities presented by practice-based discussions to promote active learning and critical thinking among students.

Additionally, the school should tackle the challenges faced by teachers in ensuring the validity and reliability of students' outputs (WO2). The school can collect ongoing feedback and use it to guide instruction by using formative evaluations. With the use of this strategy, teachers may spot potential problem areas in their students' learning and offer timely, constructive feedback to help them progress.



For instance, formative assessments allow teachers to gather feedback on students' learning progress and adjust instruction accordingly (Black & Wiliam, 2018). This allows teachers to tailor instruction to meet individual requirements. With immediate feedback, teachers can provide specific and constructive guidance to students, reinforcing their strengths and addressing their weaknesses. This approach enhances the learning experience by fostering a growth mindset and encouraging students to actively engage in their own learning process (Dweck, 2016).

Furthermore, the school should capitalize on technology platforms to overcome the difficulties of performing assessments and evaluations through distance education (WO3). These platforms can be used to communicate assessment results efficiently and transparently to students and their parents or guardians. Through aligning assessments with learning objectives and curriculum standards, the school can ensure an accurate measurement of student achievement.

For instance, online assessment platforms like Google Forms or Learning Management Systems (LMS) provide the means to create and distribute assessments, collect responses, and automatically grade assignments (WO3). This allows for efficient and streamlined assessment processes, reducing administrative burdens and ensuring prompt feedback to students. Moreover, these technology platforms can facilitate transparent communication of assessment results to students and their



parents or guardians. Embracing these technological opportunities, the school can enhance accountability and transparency in the assessment process, ensuring that students and their parents have a clear understanding of their achievements and areas for improvement.

To monitor student development and spot patterns or trends, the school should make use of data management systems (WO4). In putting such systems in place, the school can collect thorough data on students' performance, which is especially helpful when using standard assessment techniques is not possible. These data management systems can keep track of a variety of student performance indicators, including as academic success, attendance history, and behavioral tendencies, enabling a comprehensive knowledge of each student's development. When utilizing this data, instructors can learn about the unique needs of each student and adjust their instruction (Smith, & Johnson, 2022).

Additionally, parents or guardians should be given clear, thorough reports that highlight the progress of the students, as well as their attributes and potential. To develop a teamwork environment that supports student success, the school must communicate with parents and guardians. The reports must be simple to read and accessible, offering useful data that enables parents and legal representatives to take an active role in their children's education. Offering the right kind of support and encouragement, parents and guardians can help their children flourish academically thanks



to this teamwork (Jackson & Thompson, 2021). Involving parents and guardians in the educational process also enables the school to build a solid support network that emphasizes the value of education and increases the chances of student achievement. At both the school and district levels, the school can use evaluation data to guide strategic planning and decision-making processes (WO5). The school can find opportunities for development at the individual, classroom, and institutional levels by examining the outcomes of standardized tests. Standardized examinations or other external assessments that compare student performance to national or worldwide standards will offer useful information for organizing lessons and allocating resources.

Overall, leveraging the opportunities provided, the school can overcome the identified weaknesses. Through professional development, formative assessments, technology platforms, data management systems, and strategic analysis, the school can create new strategies that include both formative and summative evaluations, ultimately leading to effective monitoring of children's learning during the pandemic.



Table 5.4

*Weaknesses and Opportunities (WO) in terms of Parents' Relations of AR Schools during the Pandemic as Analyzed through TOWS Analysis*

<b>d. Weaknesses: Parents' relations</b>					<b>d. Opportunities: Parents' relations</b>				
	Mean	Verbal Interpretation	Ranking		Mean	Verbal Interpretation	Ranking		
1	2.37	Disagree	6	1	4.45	Strongly Agree	1		
2	2.48	Disagree	5	2	4.39	Strongly Agree	2		
3	2.63	Neutral	3	3	4.37	Strongly Agree	4		
4	2.59	Disagree	4	4	4.39	Strongly Agree	2		
5	2.73	Neutral	1	5	4.35	Strongly Agree	6		
6	2.68	Neutral	2	6	4.3	Strongly Agree	8		
7	2.35	Disagree	7	7	4.37	Strongly Agree	4		
				8	4.27	Strongly Agree	9		
				9	4.32	Strongly Agree	7		



d. Weaknesses: Parents' relations	Mean	Verbal Interpretation	Ranking
<b>General Weighted Mean</b>	<b>2.547</b>	<b>Disagree</b>	

d. Opportunities: Parents' relations	Mean	Verbal Interpretation	Ranking
10 The school provided ways for parents to volunteer for school activities such as cleaning up drive before opening of onsite classes.	4.07	Agree	10
<b>General Weighted Mean</b>	<b>4.328</b>	<b>Strongly Agree</b>	

**Weaknesses and Opportunities (WO): Parents' Relations**

To overcome the weaknesses through the identified opportunities, the following strategies can be implemented:

**WO1. Foster productive collaboration with parent associations or parent-teacher organizations:**

- Actively involve parents in school events, committees, or parent-teacher associations.
- Provide opportunities for parents to participate and contribute their ideas and suggestions.
- Conduct regular meetings and seminars to educate parents about the school's curriculum, policies, and programs.

**WO2. Improve parent orientations and meetings:**

- Increase the frequency and availability of orientations and meetings for parents and guardians.
- Provide comprehensive information about the changes in learning modalities and necessary technological requirements.
- Address any financial limitations by offering support or resources for families who cannot afford the necessary technology.

**WO3- Enhance communication with parents:**

- Utilize technology tools to provide timely updates on student progress, assignments, and school activities.
- Establish regular and clear channels of communication, such as newsletters, emails, or social media platforms.
- Analyze and act upon feedback received from parents to improve communication, programs, and services.
- Establish parent support groups or online forums to foster a sense of community and support.

**WO4. Encourage parental involvement and engagement:**

- Recognize and appreciate parental involvement through initiatives such as awards or appreciation events.
- Provide sufficient time for meaningful discussions between parents and teachers.
- Seek feedback from parents through surveys, suggestion boxes, or focus groups to understand their perspectives, needs, and expectations.
- Offer opportunities for parents to volunteer for school activities, including cleaning up drives before the opening of onsite classes.

**WO5. Strengthen parent relations during and after the pandemic:**

- Implement strategies to rebuild and strengthen parent relations, considering the challenges faced during the pandemic.
- Ensure that parents feel valued and involved in their child's education and school activities.
- Maintain consistent communication and transparency with parents regarding academic issues, disciplinary matters, or conflicts with teachers.



To avoid the identified weaknesses and maximize the given opportunities, the school can implement several strategies.

Firstly, to address the challenge of fostering productive collaboration with parent associations or parent-teacher organizations, the school should continue conducting orientations, meetings, and seminars to educate parents about the school's curriculum, policies, and programs (WO1).

*Actively involving parents in school activities can build stronger relationships and create a sense of ownership and engagement within the parent community, asserted by Participant 8.*

Involving parents in school activities and providing them with information about the school's educational goals and strategies can lead to increased parental involvement and collaboration (Smith & Johnson, 2019). Additionally, the school can create more opportunities for parents to actively participate in school events, committees, or parent-teacher associations. This will provide them with a platform to voice their opinions, contribute ideas, and collaborate with the school administration and teachers.

Moreover, the school should create more opportunities for parents to actively participate in school events, committees, or parent-teacher associations. This will provide them with a platform to voice their opinions, contribute ideas, and collaborate with the school administration and



teachers. According to research by Jones et al. (2020), involving parents in decision-making processes and giving them a voice in shaping school policies and programs can lead to better collaboration and improved student outcomes.

To overcome the issue of limited orientations and meetings among parents and guardians, the school should allocate sufficient time for meaningful discussions between parents and teachers (WO2). Scheduled parent-teacher conferences, frequent progress reports, or even virtual sessions that may be held around busy schedules can accomplish this. Making sure that all parents can attend these meetings and understand their importance is crucial. Utilizing technology can enable virtual meetings, making it more convenient for busy parents to participate. As a result, parents can actively participate in their child's education and create a solid support system.

Regarding the communication of changes in learning modalities, the school should utilize technology tools to provide timely updates on student progress, assignments, and school activities (WO3). Leveraging platforms such as newsletters, emails, or other social media channels, the school can overcome the limitations of traditional communication methods and ensure the effective and efficient dissemination of information.

Furthermore, it is crucial for the school to consider the needs of all families, including those who may have financial constraints or who



struggle with technological changes. The school should proactively provide support or resources to such families to ensure that no student is left behind due to a lack of access. For instance, the school could offer technology workshops or training sessions to help parents and guardians become familiar with the necessary tools and platforms (World Bank, 2020). Additionally, the school can collaborate with community organizations or local government agencies to provide affordable or subsidized access to technology resources for families in need. Addressing these potential barriers, the school can create an inclusive environment that maximizes the opportunities provided by technology for effective communication and engagement.

To address disengagement or lack of involvement from some parents, the school should implement initiatives that recognize and appreciate parental involvement (WO4). This can include organizing events to celebrate and acknowledge parents' contributions or creating awards to highlight outstanding parental support. Valuing and encouraging active participation, the school can foster a sense of belonging and motivate parents to become more engaged in their child's education.

Furthermore, the school should actively seek feedback from parents through surveys, suggestion boxes, or focus groups (WO4). Understanding their perspectives, needs, and expectations, the school can make informed decisions and improve communication, programs, and



services accordingly. It is crucial to analyze and act upon the feedback received, demonstrating to parents that their input is valued and leading to tangible improvements.

To strengthen parental relationships, the school can establish parent support groups or online forums (WO5). These platforms can foster a sense of community and support among parents, enabling them to connect, share experiences, and offer assistance to one another. Creating opportunities for parents to volunteer for school activities, such as cleaning up drives before the opening of onsite classes, can also enhance engagement and promote a collaborative environment.

Implementing these strategies, the school can address its weaknesses and maximize the opportunities presented. Fostering productive collaboration, improving communication, and actively involving parents, the school can create a supportive and engaging environment that benefits the students, parents, and the entire school community.



Table 5.5

*Weaknesses and Opportunities (WO) in terms of Community Partnerships of AR Schools during the Pandemic as Analyzed through TOWS Analysis*

e.	Weaknesses: Community partnerships	Mean	Verbal Interpretation	Ranking	e.	Opportunities: Community partnerships	Mean	Verbal Interpretation	Ranking
1	Some community partners cut ties to the school due to lack of funding which affects other programs at the school.	2.42	Disagree	5	1	The school leveraged its relationships with community partners to gain access to valuable resources, such as livelihood grants, volunteers, and equipment.	4.15	Agree	5
2	Scholarships and grants from private partners were cut and delayed.	2.25	Disagree	7	2	The school organized and participated in outreach programs towards engagement with the local community.	4.44	Strongly Agree	1
3	There was a small number of community resources that can be accessed online to back up student learning during the pandemic.	2.55	Disagree	2	3	The school established committees consisting of community members, parents, and representatives from local organizations.	4.23	Strongly Agree	4
4	There were not enough collaboration and programs that provide social services, support to student learning, assist families and to improve the academic mission of the school during the pandemic.	2.51	Disagree	3	4	The school incorporated service-learning projects into the curriculum such as community involvement.	4.31	Strongly Agree	2
5	Limited LGU organizations were participative and responsive to the programs and activities implemented by the school.	2.63	Neutral	1	5	The school involved community members, parents, and students in decision-making processes related to school policies, programs, and initiatives.	4.11	Agree	7
6	The school struggled to identify organizations or individuals who were willing to collaborate and contribute meaningfully to the school community during the pandemic.	2.45	Disagree	4	6	The school offered extended learning opportunities and activities beyond regular school hours during pandemic.	4.15	Agree	5
7	The school's community partnership strategies, objectives, and goals were not met during the pandemic.	2.34	Disagree	6	7	The school established an online community resource center or hub where community members could access information, services, and resources.	3.90	Agree	8
					8	The school organized online events and celebrations that brought together students, parents, educators, and community members.	4.25	Strongly Agree	3
<b>General Weighted Mean</b>		<b>2.450</b>	<b>Disagree</b>		<b>General Weighted Mean</b>		<b>4.193</b>	<b>Agree</b>	



**Weaknesses and Opportunities (WO): Community Partnerships**

To overcome the weaknesses through the identified opportunities, the following strategies can be implemented:

**WO1. Enhancing LGU organizations' participation and responsiveness:**

- Engage LGU organizations in outreach programs and service-learning projects.
- Establish committees with representatives from LGU organizations to collaborate on school programs.
- Involve LGU representatives in decision-making processes related to school policies and initiatives.

**WO2. Addressing limited online community resources:**

- Establish an online community resource center or hub to provide accessible resources for student learning during the pandemic.
- Leverage relationships with community partners to gather and share online resources for students.

**WO3. Improving collaboration and social service programs:**

- Organize online events and celebrations that bring together students, parents, educators, and community members to foster collaboration and community support.
- Involve community members, parents, and students in decision-making processes related to social service programs and support for student learning.
- Offer extended learning opportunities and activities beyond regular school hours to provide additional support for students.

**WO4. Strengthening community partnerships:**

- Maintain regular communication with community partners to ensure their continued involvement and support.
- Showcase the impact and outcomes of community partnerships to attract new partners and funding opportunities.
- Seek alternative funding sources to minimize the impact of budget cuts on community programs.

**WO5. Meeting community partnership objectives and goals:**

- Establish clear strategies, objectives, and goals for community partnerships, considering the lessons learned from the pandemic.
- Involve community partners in the planning and evaluation of partnership initiatives to ensure alignment with goals.

**WO6. Addressing cuts and delays in scholarships and grants:**

- Seek alternative funding sources, such as local businesses or foundations, to supplement the reduced scholarships and grants.
- Strengthen relationships with private partners through ongoing communication and collaboration to minimize funding cuts.



To address the identified weaknesses and maximize the given opportunities, the school can implement the following strategies. One effective way to avoid identified weaknesses and maximize the opportunity to engage with the local community is by establishing a strong partnership between the school and community stakeholders. This can be achieved by involving community members in decision-making processes and seeking their input on school initiatives (WO1).

To enhance social services, support student learning, and assist families, the school should establish committees consisting of community members, parents, and representatives from local organizations (WO3). These committees can work together to develop and implement programs that address the academic mission of the school and provide comprehensive support to students and their families, as well as to discuss and provide feedback on important matters such as curriculum development, extracurricular activities, and school policies.

Another approach to leveraging the opportunity of outreach programs is by fostering reciprocal relationships with community organizations and schools (WO1). The school can establish partnerships with local nonprofits, businesses, and universities to collaborate on projects, share resources, and expand learning opportunities for students. For example, the school can collaborate with a local environmental organization to create a joint initiative on sustainability education where



students learn about environmental issues and work on community projects aimed at improving the local environment. These partnerships not only enhance the educational experience but also help address weaknesses such as limited resources or expertise.

Secondly, the school can incorporate service-learning projects into the curriculum, emphasizing community involvement (WO1). Designing projects that emphasize community involvement, students can tap into local libraries, organizations, and experts as sources of knowledge and support, thereby enriching their learning experience. For example, students can engage in research projects that require them to visit local libraries and interact with librarians to gather information and resources. They can also collaborate with community organizations to conduct surveys or interviews, gaining real-world insights and expanding their understanding of different perspectives.

Additionally, the school can make use of digital technologies to enhance the service-learning projects and overcome the weaknesses associated with limited online resources. With the increasing availability and accessibility of digital tools, students can utilize online platforms and resources to complement their community-based activities. For instance, they can create digital portfolios or blogs to document their experiences, share their findings, and engage in online discussions with peers from other schools or regions. These digital platforms can serve as a means of



showcasing their work, receiving feedback, and fostering collaboration beyond the confines of their immediate community.

Thus, the school should leverage online events and celebrations to bring together students, parents, educators, and community members (WO3). These virtual gatherings can serve as platforms for collaboration, where community partners can be identified, engaged, and motivated to contribute meaningfully to the school community. This approach helps overcome the challenge of struggling to find organizations or individuals willing to collaborate during the pandemic.

The school should also make use of the opportunity to offer extended learning opportunities and activities beyond regular school hours (WO4). Providing additional resources and programs during the pandemic, the school can compensate for the lack of collaboration and social services. This can include tutoring sessions, virtual clubs, and extracurricular activities that cater to various interests and needs.

Furthermore, the school should pull its relationships with community partners to gain access to valuable resources, such as livelihood grants, volunteers, and equipment (WO6). Nurturing and strengthening these partnerships, the school can overcome the issue of funding cuts and ensure the sustainability of other programs. Collaborating with private partners, businesses, and local organizations can provide much-needed support to the school and its initiatives.



To ensure that community members are involved in decision-making processes, the school should establish mechanisms for soliciting input from parents, students, and community members (WO5). This can be done through surveys, feedback sessions, and open forums where stakeholders have the opportunity to contribute their ideas and opinions.

Finally, the school should establish an online community resource center or hub where community members can easily access information, services, and resources (WO2). This central platform can serve as a repository of educational materials, community programs, and support services. Providing a digital space for community engagement and resource sharing, the school can overcome the limitations of physical access to community resources during the pandemic.

Implementing these strategies and maximizing the given opportunities, the school can overcome its weaknesses and create a more participative, responsive, and collaborative environment that supports student learning, engages the community, and achieves its partnership objectives and goals even during challenging times.



Table 6.1

*Weaknesses and Threats (WT) in terms of Leadership and Coordination of AR Schools during the Pandemic as Analyzed through TOWS Analysis*

a.	Weaknesses: Leadership and Coordination	Mean	Verbal Interpretation	Ranking	a.	Threats: Leadership and Coordination	Mean	Verbal Interpretation	Ranking
1	Urgent decisions with limited information were made due to compromises in communication channels.	3.35	Neutral	1	1	There was limited information on clear and shared vision among school members, resulting in confusion and uncertainty regarding the goals and direction of the school.	2.54	Disagree	1
2	Unmanageable situation/ events were likely experienced and observed during the pandemic.	3.08	Neutral	3	2	There was poor communication between the academic community and the school, leading to misunderstandings, misalignment, and a breakdown of information flow.	2.30	Disagree	4
3	School administrators experienced difficulties in communicating with the changes in school plans, activities, and programs.	2.94	Neutral	4	3	Decision-making processes within the school were slow and inconsistent.	2.23	Disagree	8
4	School management was not able to ensure that different departments and groups work in sync.	2.61	Neutral	8	4	There was immediate appointment of school leaders that lack the necessary skills, knowledge, or experience to effectively lead and coordinate in the various aspects of the school's operations during pandemic.	2.34	Disagree	3
5	Logistic disruptions caused delays and disruption in the provision of assistance and management during the pandemic.	2.86	Neutral	5	5	There was resistance among school administrators, staff, or stakeholders to embrace and implement necessary changes or improvements given by DepEd.	2.38	Disagree	2
6	Problems with system failure, system overload, and incompatibility between communication systems occurred during the pandemic.	3.15	Neutral	2	6	The coordination and collaboration among different teams, departments, or grade levels within the school were weak or nonexistent.	2.24	Disagree	6
7	There were inadequate support and funding to address any systemic failures in disaster response management.	2.69	Neutral	7	7	The school experienced a high turnover rate among teachers, administrators, or staff members.	2.27	Disagree	5
8	Difficulties in management arose because of lack of training and experience for crises of scale and scope in the early months of the pandemic.	2.72	Neutral	6	8	The school did not provide sufficient opportunities for ongoing professional development and growth for school leaders and staff.	2.04	Disagree	10



a.	Weaknesses: Leadership and Coordination	Mean	Verbal Interpretation	Ranking
9	There was a lack of administrator preparation regarding leadership and management during the early months of pandemic.	2.48	Disagree	9
10	School administrators were not able to effectively coordinate and organize various responders of the crisis.	2.32	Disagree	10
<b>General Weighted Mean</b>		<b>2.820</b>	<b>Neutral</b>	

a.	Threats: Leadership and Coordination	Mean	Verbal Interpretation	Ranking
9	There was a lack of accountability among school administrators, teachers, and staff members for meeting goals, implementing strategies, and addressing challenges.	2.07	Disagree	9
10	Distribution of financial resources was unequally distributed based on the allotted budget.	2.24	Disagree	6
<b>General Weighted Mean</b>		<b>2.265</b>	<b>Disagree</b>	

**Weaknesses and Threats (WT): Leadership and Coordination**

To avoid the identified weaknesses and threats through the provided strengths, the following cross-examination and strategies can be implemented:

**WT1: Urgent decisions with limited information were made due to compromises in communication channels.**

- **Strength:** The school was able to set meetings collaboratively with the academic staff at the start of the pandemic.
- **Strategy:** Establish a clear and effective communication channel to ensure timely and accurate information sharing among all stakeholders. This can include regular meetings, online platforms, and email updates.

**WT2: Problems with system failure, system overload, and incompatibility between communication systems occurred during the pandemic.**

- **Strength:** The school was able to organize plans regarding the use and upgrade of Information and Communication Technology (ICT).
- **Strategy:** Continuously assess and improve the school's ICT infrastructure to prevent system failures and ensure compatibility between communication systems. Regular maintenance and training for staff should be provided.

**WT3: Unmanageable situations/events were likely experienced and observed during the pandemic.**

- **Strength:** The school was able to encourage teachers, staff, and communities to meet, discuss, acknowledge problems, share ideas, and make solutions.
- **Strategy:** Foster a culture of collaboration and problem-solving within the school community. Conduct regular meetings, brainstorming sessions, and workshops to proactively address challenges and find solutions.

**WT4: School administrators experienced difficulties in communicating changes in school plans, activities, and programs.**

- **Strength:** The school administrators were able to hold meetings with other stakeholders to communicate school plans and programs.
- **Strategy:** Improve communication channels and methods to effectively disseminate information about changes in school plans. Utilize multiple communication platforms, such as email, newsletters, and social media, to ensure that all stakeholders are well-informed.

**WT5: Logistic disruptions caused delays and disruption in the provision of assistance and management during the pandemic.**

- **Strength:** The school administrators were able to strengthen the ability to work effectively with concerned offices and personnel in the implementation of plans.
- **Strategy:** Establish strong partnerships with relevant organizations and agencies to ensure smooth logistics and timely provision of assistance. Develop contingency plans and protocols to mitigate disruptions caused by logistical challenges.

**WT6: Difficulties in management arose because of a lack of training and experience for crises of scale and scope in the early months of the pandemic.**

- **Strength:** The presence of experienced and competent leaders within the school who possess strong leadership skills and knowledge helped the school.
- **Strategy:** Invest in professional development programs and training for school administrators to enhance their crisis management skills. Provide resources and mentorship opportunities to help them effectively navigate future crises.



**WT7: There was inadequate support and funding to address any systemic failures in disaster response management.**

- **Strength:** The school was able to integrate the Learning Continuity Plan based on the expected output of DepEd.
- **Strategy:** Advocate for increased support and funding from relevant authorities and stakeholders to strengthen disaster response management. Demonstrate the effectiveness and impact of the Learning Continuity Plan to secure additional resources.

**WT8: School management was not able to ensure that different departments and groups work in sync.**

- **Strength:** The school administrators regularly conducted meetings with teachers and staff to coordinate updates and reports.
- **Strategy:** Foster cross-departmental collaboration and coordination by organizing regular meetings, workshops, and joint projects. Encourage open communication and shared goals to ensure synergy among different departments.

**WT9: There was a lack of administrator preparation regarding leadership and management during the early months of the pandemic.**

- **Strength:** The school was able to conduct workshops and seminars through various communication channels by integrating ICT.
- **Strategy:** Prioritize leadership and management training for school administrators, especially in crisis situations. Utilize online platforms and resources to provide ongoing professional development opportunities that focus on crisis response and effective management.

**WT10: School administrators were not able to effectively coordinate and organize various responders of the crisis.**

- **Strength:** The school was able to address the concerns of teachers through the assistance of the HR department.
- **Strategy:** Strengthen coordination and collaboration mechanisms by involving all stakeholders in crisis response planning and implementation. Clearly define roles and responsibilities and establish effective communication channels to ensure smooth coordination among different responders.



In order to address the identified weaknesses and threats, the school can leverage its strengths to mitigate these challenges. One of the weaknesses highlighted is urgent decision-making with limited information due to compromised communication channels. To overcome this, the school can capitalize on its strength of organizing meetings collaboratively with academic staff at the start of the pandemic. The likelihood of making rash decisions can be decreased by the school encouraging open communication and regular conversations to ensure that all stakeholders are informed and participating in decision-making processes.

System failure, overload, and incompatibility between communication systems during the pandemic were additional weaknesses mentioned. To address this, the school's strength lies in its ability to organize plans for the use and upgrade of Information and Communication Technology (ICT). The school can invest in a robust communication infrastructure and ensure compatibility between systems, thereby improving overall communication reliability.

The unmanageable situations and events experienced during the pandemic can be mitigated by the presence of experienced and competent leaders within the school. Their strong leadership skills and knowledge can help navigate and effectively manage crises. Additionally, the school's strength in conducting workshops and seminars through various communication channels can contribute to building the capacity of school



administrators, equipping them with the necessary skills to handle challenging situations.

The difficulty in communicating changes in school plans, activities, and programs was identified as a weakness. However, the school's strength lies in its ability to hold meetings with teachers, staff, and other stakeholders to coordinate updates and reports. Utilizing this strength, the school can establish effective communication channels, ensuring that information is disseminated promptly and accurately to all relevant parties.

Logistic disruptions causing delays and disruptions in assistance and management during the pandemic were another weakness. The school can address this by strengthening its ability to work effectively with concerned offices and personnel in the implementation of plans. Collaborating closely with external partners and leveraging their expertise, the school can overcome logistical challenges and ensure a smoother provision of assistance and management.

Inadequate support and funding to address systemic failures in disaster response management is a weakness that can be addressed by the school's integration of the Learning Continuity Plan based on the expected output of the Department of Education (DepEd). Aligning its plans with DepEd guidelines, the school can increase its chances of receiving support and funding to address systemic failures, thereby improving its disaster response management.



The lack of administrator preparation regarding leadership and management during the early months of the pandemic is a weakness that can be mitigated by the school's strength in organizing workshops and seminars through the integration of ICT. Providing ongoing professional development opportunities for school leaders and staff, the school can enhance their skills and knowledge, enabling them to effectively lead and manage crises.

Furthermore, the lack of coordination and organization among different departments and groups can be addressed by the school's strength in holding meetings with teachers, staff, and other stakeholders. Regularly bringing these groups together, the school can foster collaboration and ensure that all departments work in sync towards common goals.

The limited information on a clear and shared vision among school members can be mitigated by encouraging teachers, staff, and communities to meet, discuss, acknowledge problems, share ideas, and make solutions. Fostering a culture of open dialogue and shared decision-making, the school can enhance alignment and clarity regarding its goals and direction.

Resistance to changes or improvements from school administrators, staff, or stakeholders can be addressed by holding meetings with other stakeholders to communicate school plans and



programs. Actively involving all stakeholders in the decision-making process and clearly communicating the rationale behind changes or improvements, resistance can be minimized.

The threat of the immediate appointment of school leaders lacking the necessary skills, knowledge, or experience can be mitigated by the presence of experienced and competent leaders within the school. Utilizing their strong leadership skills and knowledge, the school can provide mentorship and support to new leaders, ensuring effective coordination and implementation of various aspects of the school's operations.

The poor communication between the academic community and the school can be addressed by the school's strength in conducting workshops and seminars through various communication channels. Integrating ICT, the school can enhance information flow, bridge communication gaps, and foster better understanding between the academic community and the school.

High turnover rates among teachers, administrators, or staff members can be mitigated by the school's strength in addressing teacher concerns with the assistance of the HR department. Actively addressing and resolving issues that contribute to turnover, such as providing support and opportunities for professional development, the school can improve retention rates.



Weak coordination and collaboration among different departments within the school can be addressed by holding meetings with teachers and staff to coordinate updates and reports. Promoting cross-departmental collaboration and facilitating regular communication, the school can foster a sense of teamwork and improve coordination.

Unequal distribution of financial resources based on the allotted budget can be mitigated by effectively communicating the school's needs and plans to concern offices and personnel. Leveraging the school's strength in working effectively with external partners, the school can advocate for a fair distribution of financial resources and address any disparities.

Slow and inconsistent decision-making processes within the school can be improved by utilizing the school's strengths in conducting collaborative meetings and workshops. Involving all relevant stakeholders in the processes and providing a platform for discussions and idea sharing, the school can streamline decision-making and promote more consistent outcomes.

Lastly, the lack of accountability among school administrators, teachers, and staff members can be addressed by utilizing the school's strengths in conducting meetings and regular communication. Establishing clear goals, setting expectations, and promoting a culture of accountability,



the school can ensure that all stakeholders are responsible for meeting goals, implementing strategies, and addressing challenges.

In summary, the identified weaknesses and threats can be mitigated by leveraging the strengths of collaborative meetings, open communication, ICT integration, experienced leaders, Learning Continuity Plan alignment, workshops and seminars, regular coordination, and effective collaboration. Capitalizing on these strengths, the school can address its weaknesses and navigate the threats it faces, ultimately improving its overall operations and response to crises.



Table 6.2

*Weaknesses and Threats (WT) in terms of Standards and Targets of AR Schools during the Pandemic as Analyzed through TOWS Analysis*

<b>b. Weaknesses: Standards and Targets</b>					<b>b. Threats: Standards and Targets</b>				
		Mean	Verbal Interpretation	Ranking		Mean	Verbal Interpretation	Ranking	
1	The school was not prepared for the drastic changes in standards and targets during the pandemic.	2.51	Disagree	5	1	2.18	Disagree	6	
2	The drastic changes in standards and targets during the pandemic likely resulted in a negative impact on school management.	2.34	Disagree	8	2	2.11	Disagree	8	
3	The unique nature and rapid timeline of COVID-19 likely hindered effective response in terms of the standards and targets of the school during the early months of the pandemic.	2.72	Neutral	1	3	2.07	Disagree	9	
4	Emergency action plans were not immediately implemented because of strict health protocols and only followed the instructions of the Department of Education.	2.61	Neutral	4	4	2.15	Disagree	7	
5	The school was unable to conduct formative evaluation of the goals, objectives, and plans during the peak of pandemic.	2.42	Disagree	7	5	2.34	Disagree	4	
6	Difficulty in establishing proper measures and tools to monitor progress was experienced and observed.	2.65	Neutral	3	6	2.96	Neutral	3	
7	The standards and targets were not applied consistently across subject areas, which caused gaps in student learning and expected outcomes.	2.51	Disagree	5	7	3.01	Neutral	2	
8	It was challenging to quantify progress and assess the efficacy of the initiatives applied by the school.	2.72	Neutral	1	8	3.23	Neutral	1	
9					9	2.27	Disagree	5	
<b>General Weighted Mean</b>		<b>2.560</b>	<b>Disagree</b>		<b>General Weighted Mean</b>		<b>2.480</b>	<b>Disagree</b>	



**Weaknesses and Threats (WT): Standards and Targets**

To avoid the identified weaknesses and threats through the provided strengths, the following cross-examination and strategies can be implemented:

**WT1: Difficulty in quantifying progress and assessing efficacy of initiatives.**

- **Strength:** The school consistently and collaboratively engaged in designing and modifying instructional strategies tailored to specific standards.
- **Strategy:** Implement clear and measurable assessment methods aligned with the standards to track progress and evaluate the effectiveness of initiatives.

**WT2: Difficulty in establishing proper measures and tools to monitor progress.**

- **Strength:** The school was able to check standards and targets in relation to available resources.
- **Strategy:** Develop a comprehensive monitoring system that aligns with the standards and utilizes the available resources to effectively measure and track progress.

**WT3: Emergency action plans were not immediately implemented.**

- **Strength:** New educational goals in policies, plans, and standards for AR schools were designed to manage education during the crisis.
- **Strategy:** Create and implement emergency action plans that align with the new educational goals, ensuring preparedness for future crises and prompt response to ensure the continuity of education.

**WT4: Inconsistency in applying standards and targets across subject areas.**

- **Strength:** The school consistently and collaboratively engaged in designing and modifying instructional strategies tailored to specific standards.
- **Strategy:** Establish a standardized approach to implementing standards and targets across all subject areas, promoting consistency and reducing gaps in student learning.

**WT5: Lack of formative evaluation during the peak of the pandemic.**

- **Strength:** The school revisited the pre-existing policies, plans, and standards and reformulated to fit the global situation.
- **Strategy:** Prioritize formative evaluation of goals, objectives, and plans during crises, ensuring flexibility to adapt and improve strategies based on changing circumstances.

**WT6: Drastic changes in standards and targets negatively impacted school management.**

- **Strength:** The school was able to do a curriculum review to better understand its strengths and reveal areas for improvement in programs.
- **Strategy:** Conduct regular curriculum reviews to align with changing standards and targets, ensuring that school management remains adaptable and responsive to new requirements.

**WT7: Misalignment between the school's adopted standard and 21st-century skills.**

- **Strength:** The school was able to check the past records, documents, and activities of the school for the new plans, activities, and programs.
- **Strategy:** Conduct a comprehensive analysis of the adopted standards and their alignment with 21st-century skills, making necessary adjustments to bridge any gaps and ensure relevance in education.

**WT8: Assessment practices do not effectively measure student learning against standards.**

- **Strength:** The school consistently and collaboratively engaged in designing and modifying instructional strategies tailored to specific standards.
- **Strategy:** Review and improve assessment practices to align with the standards, ensuring they accurately measure student learning and provide valuable feedback for instructional improvement.

**WT9: Unrealistic or ambiguous objectives for student achievement.**

- **Strength:** The school was able to identify and develop strategies designed to attain the educational needs and goals of the school efficiently and effectively.
- **Strategy:** Set clear, realistic, and specific objectives for student achievement, ensuring they are aligned with the educational needs and goals of the school, providing a clear direction for progress.



The unique nature and rapid timeline of COVID-19 hindered the school's effective response to the standards and targets during the early months of the pandemic. However, one strength the school possessed was its ability to identify and develop strategies efficiently and effectively. Using this strength, the school can adapt its response to the rapidly changing circumstances of the pandemic and ensure that its standards and targets are aligned with the new educational goals and policies.

Quantifying progress and assessing the efficacy of initiatives had been challenging for the school. Creating and revising educational practices that are targeted to certain requirements, the school can use its collaborative nature to overcome this limitation. The school can better gauge progress and evaluate the efficacy of its programs by involving teachers, administrators, and other stakeholders in the process.

Establishing proper measures and tools to monitor progress had been a difficulty for the school. However, the school's strength was in its ability to revisit pre-existing policies, plans, and standards and reformulate them to fit the global situation. Utilizing this capability will enable the school to decide on and put in place the right tools and measures for efficient progress monitoring. This can entail using technology to collect and analyze data, administering consistent assessments that are in line with standards, and including feedback mechanisms to gather data on student learning and progress.



Emergency action plans were not immediately implemented due to strict health protocols and following instructions from the Department of Education. However, the school can utilize its strength in collaborative engagement to overcome this weakness. Involving teachers, administrators, and other stakeholders, the school can collectively develop emergency action plans that align with health protocols while still addressing the needs of students and ensuring continuity of education during crises.

The school was not prepared for the drastic changes in standards and targets during the pandemic, which caused gaps in student learning and expected outcomes. To address this weakness, the school can leverage its strength in curriculum review. Thoroughly examining the existing curriculum, the school can identify areas that need improvement and make necessary adjustments to ensure alignment with the new standards and targets. This review process should involve considering 21st-century education needs, incorporating social-emotional learning, creativity, physical well-being, and character development into the curriculum.

The inability to conduct formative evaluation of goals, objectives, and plans during the peak of the pandemic had been a weakness. However, the school's strength was in its ability to check past records, documents, and activities for new plans and programs. Utilizing this



strength, the school can retrospectively assess the effectiveness of its goals, objectives, and plans during the pandemic and incorporate lessons learned into future initiatives.

The drastic changes in standards and targets during the pandemic likely had a negative impact on school management. To mitigate this threat, the school can leverage its strength in designing and modifying instructional strategies. Consistently engaging in this process and tailoring the strategies to specific standards, the school can adapt its management practices to align with the changing standards and targets effectively.

Teachers needing professional development and training to implement standards-aligned instruction was also a potential threat. However, the school's strength was in providing enrichment activities, differentiated instruction, and prioritizing holistic development. Maximizing these strengths, the school can create a supportive environment that encourages professional growth and provides opportunities for teachers to enhance their skills in delivering standards-aligned instruction.

The misalignment between the school's adopted standard and the expected outcome of 21st-century skills poses a threat. To address this, the school can revisit and reformulate policies, plans, and standards to fit the global situation. The school also can ensure that the adopted standards are in alignment with the expected outcomes of 21st-century skills.



The school placing low importance on quantitative and qualitative data when formulating standards and targets is a threat. The school can utilize its strength in checking standards and targets in relation to available resources. Considering the available data and evidence, the school can make informed decisions when formulating standards and targets, ensuring they are supported by both quantitative and qualitative information.

The school's assessment practices not effectively measuring student learning against the established standards is a threat. However, the school's strength in collaborative engagement can help address this weakness. Involving teachers, administrators, and other stakeholders in the assessment process, the school can collectively design and implement effective assessment practices that accurately measure student learning against the established standards.

Unrealistic or ambiguous objectives set by the school for student achievement pose a threat. To overcome this, the school can leverage its strength in identifying and developing strategies efficiently and effectively. Setting realistic and clear objectives that are aligned with the educational needs and goals of the school, the school can ensure that students have achievable targets to work towards and that their achievements are accurately measured.



Through cross-examining the strengths, weaknesses, and threats, the school can identify areas where its strengths can be utilized to overcome weaknesses and mitigate threats. This approach allows the school to leverage its existing capabilities and resources to address challenges and ensure effective response and management during the COVID-19 pandemic.



Table 6.3

*Weaknesses and Threats (WT) in terms of Monitoring and Assessment of AR Schools during the Pandemic as Analyzed through TOWS Analysis*

c.	Weaknesses: Monitoring and assessment	Mean	Verbal Interpretation	Ranking	c.	Threats: Monitoring and assessment	Mean	Verbal Interpretation	Ranking
1	Technological know-how of teachers in distance education negatively affected the efficiency of distance learning.	2.70	Neutral	7	1	The school relied primarily on traditional, rote memorization assessments rather than incorporating authentic assessments that measure real-world application of knowledge and skills.	2.32	Disagree	10
2	There were difficulties in conducting discussions that are practice-based such as with laboratory courses.	3.27	Neutral	1	2	The grading system was adjusted accordingly based on the online performances/assessments of students during pandemic.	3.37	Neutral	1
3	There is difficulty in performing students' assessments and evaluations through distance education.	3.06	Neutral	3	3	Teachers had limited opportunities to collaborate and share best practices related to monitoring and assessment.	2.52	Disagree	7
4	The pandemic likely caused little to zero possibility of performing exams in application-oriented courses.	2.82	Neutral	5	4	The school struggled to effectively analyze and utilize assessment data to inform instruction, intervention strategies, and decision-making processes.	2.58	Disagree	6
5	There were limited technical and computer applications in distance learning programs for instructors to evaluate students, offer feedback, and give students formative instruction.	2.82	Neutral	5	5	The school needed comprehensive systems for collecting and analyzing data on student performance and behavior.	3.08	Neutral	2
6	The schools faced difficulties in gathering comprehensive data on students' performance as traditional methods of assessment like in-class tests and projects were not feasible in many cases.	3.01	Neutral	4	6	Teachers and students received delayed feedback on their performance and progress, hindering their ability to make timely adjustments and improvements.	2.62	Neutral	4
7	Teachers experienced difficulties in ensuring the validity and reliability of students' outputs.	3.25	Neutral	2	7	The school struggled to analyze and interpret the collected data effectively, to foresee the needs of students, instruction, and other areas for improvement.	2.62	Neutral	4
8	School almost failed to create new, alternative strategies that include both formative and summative evaluations to monitor children's learning during the pandemic.	2.28	Disagree	8	8	The school's monitoring practices were inconsistent resulting in gaps in the identification of areas that require intervention.	2.52	Disagree	7



c.	Weaknesses: Monitoring and assessment	Mean	Verbal Interpretation	Ranking
		2.901	Neutral	

c.	Threats: Monitoring and assessment	Mean	Verbal Interpretation	Ranking
9	The school overly relied on quantitative data, such as grades, while neglecting qualitative aspects of student performance, such as creativity, critical thinking, or social-emotional development.	2.45	Disagree	9
10	The school needed effective systems monitor the progress of individual students, resulting in a one-size-fits-all approach.	3.03	Neutral	3
<b>General Weighted Mean</b>		<b>2.711</b>	<b>Neutral</b>	

**Weaknesses and Threats (WT): Monitoring and Assessment**

To avoid the identified weaknesses and threats through the provided strengths, the following cross-examination and strategies can be implemented:

**WT1. Difficulties in conducting practice-based discussions and ensuring validity of students' outputs:**

- **Strengths:** The school's transition to online classes and the use of a Learning Management System (LMS) can be leveraged to create virtual lab simulations and interactive platforms where students can engage in practice-based discussions.
- **Strategies:** Teachers can utilize the LMS to monitor and provide timely feedback on students' outputs, ensuring validity and reliability.

**WT2. Difficulty in performing assessments and evaluations through distance education:**

- **Strengths:** The LMS can be used to design and administer online assessments, including both formative and summative evaluations.
- **Strategies:** Teachers can leverage the LMS to collect and analyze student performance data, enabling them to make informed decisions about students' progress and provide targeted interventions.

**WT3. Challenges in gathering comprehensive data on students' performance:**

- **Strengths:** The school's effective use of data collection systems can be strengthened by ensuring that the LMS captures and stores relevant data on students' performance and behavior.
- **Strategies:** Teachers and administrators can regularly analyze the data collected through the LMS to gain insights into students' needs, instructional strategies, and areas for improvement.

**WT4. Limited technical know-how of teachers in distance education:**

- **Strengths:** The school can invest in training programs and professional development opportunities to enhance teachers' technological skills and proficiency in distance education.
- **Strategies:** Teachers can collaborate and share best practices through the LMS, fostering a supportive environment for knowledge exchange and improvement.

**WT5. Overreliance on quantitative data and neglect of qualitative aspects:**

- **Strengths:** The school can incorporate authentic assessments, project-based evaluations, and rubrics within the LMS to assess students' creativity, critical thinking, and social-emotional development.
- **Strategies:** Teachers can provide qualitative feedback and assessment using multimedia tools available within the LMS.

**WT6. Inconsistent monitoring practices and gaps in identifying areas requiring intervention:**

- **Strengths:** The LMS can serve as a central platform for standardized monitoring practices, ensuring consistent data collection and analysis.
- **Strategies:** Regular data analysis and reporting through the LMS can help identify areas that require intervention and inform decision-making processes.



To address the difficulties in conducting practice-based discussions and ensuring the validity and reliability of students' outputs, the school can leverage its new Learning Management System (LMS) and online classes. These platforms can facilitate interactive discussions and provide a structured environment for students to share their outputs. Teachers can use the LMS to track and evaluate students' work, ensuring its validity and reliability. Utilizing the online platforms effectively, the school can overcome these challenges.

In terms of performing assessments and evaluations through distance education, the school can leverage its online classes and LMS. The school can design innovative assessment methods, such as online quizzes, assignments, and projects, that can be submitted electronically. Teachers can utilize the LMS to grade and provide feedback to students, ensuring timely assessments and evaluations. Embracing technology and adapting assessment strategies, the school can effectively assess students' performance in a distance learning environment.

Regarding the difficulty in gathering comprehensive data on students' performance, the school can use its online platforms and LMS to collect and analyze data. The LMS can track students' progress, participation, and performance in various activities. Utilizing the available data, the school can gain insights into students' learning outcomes and identify areas for improvement. This data-driven approach can help



overcome the limitations of traditional assessment methods and enable a comprehensive understanding of students' performance.

The limited technical know-how of teachers in distance education can be addressed by providing training and support. The school can leverage its evaluation of new plans, policies, and standards to identify areas that require professional development for teachers. Investing in training programs and resources, the school can enhance teachers' technological skills and improve the efficiency of distance learning.

To avoid the failure in creating alternative strategies for formative and summative evaluations, the school can utilize its ability to evaluate action plans and examine co-curricular and curricular activities. The evaluation process can help identify effective strategies for both formative and summative assessments. Reviewing and improving the existing evaluation methods, the school can develop new strategies that align with the needs of students and provide a more holistic approach to monitoring children's learning during the pandemic.

Turning to the threats, the school can address the challenges related to the grading system and delayed feedback by utilizing its online platforms and LMS. The LMS can facilitate automated grading systems based on online performances/assessments, ensuring consistency and efficiency. Furthermore, the school can establish protocols for timely



feedback to students and provide opportunities for them to make adjustments and improvements promptly.

To overcome the struggle of analyzing and interpreting collected data effectively, the school can leverage its ability to evaluate action plans and monitor the implementation of activities and programs. Examining the effectiveness of various initiatives, the school can identify areas where data analysis can be improved and implement appropriate strategies. This approach will enable the school to foresee the needs of students, instruction, and areas for improvement, based on accurate data interpretation.

To address the limited opportunities for collaboration and sharing best practices, the school can use its evidence-based approach and evaluation of programs. The school can create platforms or forums, both online and in-person, for teachers to collaborate and share their experiences and effective practices related to monitoring and assessment. This collaboration can lead to the development of standardized approaches, sharing of innovative ideas, and a more cohesive monitoring system across the school.

To avoid over-reliance on quantitative data and neglecting qualitative aspects of student performance, the school can leverage its ability to evaluate co-curricular and curricular activities amidst pandemics. The evaluation process should incorporate a balanced assessment



approach that considers both quantitative and qualitative measures. Recognizing the importance of creativity, critical thinking, and social-emotional development, the school can ensure a comprehensive evaluation of students' performance.

Finally, to address the reliance on traditional, rote memorization assessments, the school can use its evaluation process to promote the incorporation of authentic assessments. The school can encourage teachers to design assessments that measure real-world application of knowledge and skills. Emphasizing the practical application of learning, the school can shift towards a more holistic and relevant assessment approach.

In conclusion, by using its strengths such as the use of online platforms, the ability to review and evaluate plans and activities, and a data-driven approach, the school can overcome the weaknesses and threats it faces. Embracing technology, providing training, promoting collaboration among teachers, and adopting innovative assessment strategies will allow the school to adapt to the challenges of distance education and ensure effective monitoring and assessment of student performance during and beyond the pandemic.



Table 6.4

*Weaknesses and Threats (WT) in terms of Parents' Relations of AR Schools during the Pandemic as Analyzed through TOWS Analysis*

<i>d.</i>	<b>Weaknesses: Parents' relations</b>	Mean	Verbal Interpretation	Ranking	<i>d.</i>	<b>Threats: Parents' relations</b>	Mean	Verbal Interpretation	Ranking
1	Parents' relations in the AR school were not strong during the offset of the pandemic.	2.37	Disagree	6	1	There was inconsistency in communication between the school and parents, resulting in a breakdown of information flow and limited opportunities for engagement.	2.28	Disagree	2
2	There was difficulty in maintaining consistent communication with the parents.	2.48	Disagree	5	2	Parents were inactively involved in school activities, events, or decision-making processes. This can include low participation in parent-teacher conferences, a lack of volunteerism, or minimal engagement in parent organizations.	2.34	Disagree	1
3	The school had trouble communicating the changes in learning modalities because not all families could afford and assume responsibility for the necessary technological changes for students' education.	2.63	Neutral	3	3	Language and cultural barriers existed between the school and parents, hindering effective communication and understanding.	2.23	Disagree	5
4	The school was not able to thoroughly address the concerns of the students since some parents disengaged from their child's education or lacked active involvement in school activities (i.e., orientations, meetings).	2.59	Disagree	4	4	The school failed to create a welcoming and inclusive environment for parents, leaving them feeling unwelcome and marginalized.	2.03	Disagree	10
5	The school faced challenges in fostering productive collaboration with the parent associations or parent-teacher organizations.	2.73	Neutral	1	5	The school had limited resources to support parents in understanding the changes in school.	2.24	Disagree	4
6	Schools offered limited orientations and meetings, among the parents and guardians.	2.68	Neutral	2	6	There was insufficient open communication between teachers and parents regarding student progress, academic performance, or behavioral issues.	2.20	Disagree	6
7	The school received many complaints and concerns raised by parents regarding academic issues, disciplinary matters, or conflicts with teachers.	2.35	Disagree	7	7	Parents held negative perceptions or stereotypes about the school leading to a lack of trust and a reluctance to engage in school.	2.17	Disagree	8
					8	The school provided limited opportunities for parents to provide feedback on school policies and programs.	2.20	Disagree	6



d. Weaknesses: Parents' relations	Mean	Verbal Interpretation	Ranking
<b>General Weighted Mean</b>	<b>2.547</b>	<b>Disagree</b>	

d. Threats: Parents' relations	Mean	Verbal Interpretation	Ranking
9 Certain parent groups, such as those from marginalized communities, were underrepresented in school-related activities.	2.14	Disagree	9
10 Parents demonstrated disengagement in their child's education, resulting in limited support at home and missed opportunities for collaborative efforts between home and school.	2.28	Disagree	2
<b>General Weighted Mean</b>	<b>2.211</b>	<b>Disagree</b>	

**Weaknesses and Threats (WT): Parents' Relations**

To avoid the identified weaknesses and threats through the provided strengths, the following cross-examination and strategies can be implemented:

**WT1. Challenges in fostering productive collaboration with parent associations or parent-teacher organizations:**

- **Strength:** The school actively sought input and involvement from parents in decision-making processes, program development, and policy formation, fostering a collaborative partnership between home and school.
- **Strategies:** Utilize the existing culture of collaboration and partnership to actively engage parent associations and parent-teacher organizations, seeking their input and involving them in important school decisions.

**WT2. Limited orientations and meetings among parents and guardians:**

- **Strength:** Orientations and seminars were given to parents and guardians regarding their roles in distance learning.
- **Strategies:** Expand the orientations and meetings to provide more opportunities for parents to engage, ask questions, and understand their roles in supporting their child's education. Offer a variety of meeting formats, including in-person and virtual options, to accommodate different schedules and preferences.

**WT3. Trouble communicating changes in learning modalities due to technological barriers:**

- **Strength:** Additional hotlines and contact numbers were created for parents' and guardians' queries.
- **Strategies:** Use the established communication channels to provide dedicated support for parents facing technological challenges. Offer guidance, troubleshooting assistance, and resources to help parents overcome the barriers and ensure their children can access the necessary technology for their education.

**WT4. Difficulty addressing student concerns due to disengaged or uninvolved parents:**

- **Strength:** There was a culture of two-way feedback between teachers and parents, where teachers provide regular updates on student progress and parents have the opportunity to share their insights, concerns, and feedback.
- **Strategies:** Actively encourage and promote parent engagement by emphasizing the importance of their involvement in their child's education. Provide regular updates and feedback channels to ensure that even disengaged parents have an opportunity to voice their concerns and become more involved in addressing their child's needs.

**WT5. Difficulty in maintaining consistent communication with parents:**

- **Strength:** Group chat and other means of communication for parents were developed to relay important announcements regarding school programs and activities.
- **Strategies:** Strengthen the use of established communication channels by ensuring consistent and timely updates to parents. Encourage active participation and responsiveness from both school staff and parents to maintain a continuous flow of information and resolve any communication gaps.

**WT6. Weak parent relations during the onset of the pandemic:**

- **Strength:** The school fostered a welcoming and inclusive environment for parents, making them feel valued, respected, and actively involved in their child's education.



- **Strategies:** Build on the foundation of a welcoming and inclusive environment to repair and strengthen parent relations. Organize events, workshops, or activities that promote positive interactions, collaboration, and understanding between parents, fostering a sense of community and shared goals.

**WT7. Many complaints and concerns raised by parents regarding academic issues, disciplinary matters, or conflicts with teachers:**

- **Strength:** Regular consultations and "KUMUSTAHAN" were conducted to inform parents about student progress.
- **Strategies:** Expand the consultations and "KUMUSTAHAN" sessions to provide a platform for addressing and resolving parental concerns. Actively listen to parents' feedback, take their concerns seriously, and work collaboratively to find solutions that address their issues effectively.

**WT8. Inactive involvement of parents in school activities, events, or decision-making processes:**

- **Strength:** The school actively sought input and involvement from parents in decision-making processes, program development, and policy formation, fostering a collaborative partnership between home and school.
- **Strategies:** Continue to encourage and promote parent involvement in school activities, events, and decision-making processes. Seek their input, involve them in relevant committees, and provide opportunities for them to contribute meaningfully to the school's development and improvement.

**WT9. Insufficient open communication between teachers and parents regarding student progress, academic performance, or behavioral issues:**

- **Strength:** There was a culture of two-way feedback between teachers and parents, where teachers provide regular updates on student progress and parents have the opportunity to share their insights, concerns, and feedback.
- **Strategies:** Strengthen and emphasize the importance of regular communication between teachers and parents. Establish clear channels for sharing student progress, academic updates, and addressing behavioral issues promptly. Encourage teachers to be proactive in reaching out to parents and provide them with the necessary resources and support to maintain effective communication.

**WT10. Negative perceptions or stereotypes about the school leading to a lack of trust and reluctance to engage:**

- **Strength:** The school demonstrated appreciation and recognition for parents' involvement and contributions, acknowledging their efforts and celebrating their participation in school activities.
- **Strategies:** Address negative perceptions and stereotypes by highlighting the positive aspects of the school, sharing success stories, and showcasing the value of parental engagement. Implement strategies to build trust, such as open and transparent communication, involving parents in decision-making, and actively addressing their concerns.

**WT11. Marginalized communities being underrepresented in school-related activities:**

- **Strength:** Assessments regarding the needs of parents and guardians were given and met by the schools.
- **Strategies:** Conduct targeted outreach and engagement efforts to ensure the inclusion and representation of marginalized communities. Understand their specific needs and challenges, provide tailored support, and create a welcoming environment that encourages their active participation in school-related activities.

**WT12: Lack of a welcoming and inclusive environment for parents, leaving them feeling unwelcome and marginalized:**

- **Strength:** The school fostered a welcoming and inclusive environment for parents, making them feel valued, respected, and actively involved in their child's education.
- **Strategies:** Continuously promote and enhance the welcoming and inclusive environment for parents. Implement diversity and inclusion initiatives, cultural sensitivity training, and events that celebrate different backgrounds and perspectives. Ensure that parents feel heard, respected, and valued as important partners in their child's education.



The school faced challenges in fostering productive collaboration with the parent associations or parent-teacher organizations. This weakness can be addressed by leveraging the strength of the school actively seeking input and involvement from parents in decision-making processes, program development, and policy formation. Inviting parents to participate in these activities, the school can create a sense of ownership and engagement among parents, leading to more productive collaboration.

Schools offered limited orientations and meetings among the parents and guardians. Likewise, there was inconsistency in communication between the school and parents, resulting in a breakdown of information flow and limited opportunities for engagement. The school can capitalize on the strength of regularly conducting consultations and KUMUSTAHAN sessions to inform parents about their child's progress. These sessions can serve as opportunities to address concerns, provide updates on learning modalities, and foster meaningful interactions between the school and parents.

The school had trouble communicating the changes in learning modalities because not all families could afford and assume responsibility for the necessary technological changes for students' education. This can be mitigated by providing additional hotlines and contact numbers created for parents' queries. The school can address parents' concerns and



provide support in understanding and adapting to the changes in learning modalities.

The school was not able to thoroughly address the concerns of the students since some parents disengaged from their child's education or lacked active involvement in school activities. Capitalizing on the strength of fostering a welcoming and inclusive environment for parents, the school can encourage parents to become more engaged. Creating a supportive and inclusive atmosphere will make parents feel valued and respected, increasing their willingness to participate in their child's education.

There was difficulty in maintaining consistent communication with the parents. This can be addressed by utilizing different channels. Effectively and ensuring regular updates, the school can improve communication with parents and maintain a consistent flow of information.

Parents' relations in the AR school were not strong during the offset of the pandemic. This can be lessened if the school will capitalize on the strength of regularly conducting orientations and seminars for parents and guardians. These can help build stronger relationships by providing opportunities for parents to interact with each other, fostering a sense of community and support.

The school received many complaints and concerns raised by parents regarding academic issues, disciplinary matters, or conflicts with teachers. Utilizing the strength of a culture of two-way feedback between



teachers and parents, the school can address these concerns effectively. Encouraging open communication and providing regular updates on student progress will help parents feel heard and enable the school to address their concerns promptly.

Parents were inactively involved in school activities, events, or decision-making processes. Actively seeking input and involvement from parents in decision-making processes can be used to mitigate this. Empowering parents to participate in shaping school activities and policies, the school can increase their engagement and involvement.

Parents demonstrated disengagement in their child's education, resulting in limited support at home and missed opportunities for collaborative efforts between home and school. However, fostering a welcoming and inclusive environment for parents can be used to solve this. Making parents feel valued and actively involved, the school can motivate them to become more engaged in their child's education, leading to increased support at home.

The school had limited resources to support parents in understanding the changes in school. This can be addressed by providing the necessary information and support. With this, the school can help parents understand and adapt to the changes, minimizing the impact of limited resources.



Language and cultural barriers existed between the school and parents, hindering effective communication and understanding. The school can capitalize on the strength of a welcoming and inclusive environment to lessen this. Embracing diversity, providing language support, and promoting cultural understanding, the school can bridge the communication gap and ensure effective engagement with parents.

There was insufficient open communication between teachers and parents regarding student progress, academic performance, or behavioral issues. Providing culture of two-way feedback between teachers and parents will help to mitigate this. Promoting regular updates, encouraging parent-teacher conferences, and creating opportunities for open communication, the school can improve the flow of information and address any issues promptly.

The school provided limited opportunities for parents to provide feedback on school policies and programs. The school can capitalize on the strength of actively seeking input and involvement from parents in decision-making processes. Providing platforms and channels for parents to share their feedback and opinions, the school can improve its policies and programs while also increasing parental engagement.

Parents held negative perceptions or stereotypes about the school, leading to a lack of trust and a reluctance to engage. The strength of appreciating and recognizing parents' involvement and contributions can



be used to resolve this. Actively acknowledging parents' efforts, celebrating their participation in school activities, and fostering a positive school culture, the school can gradually overcome negative perceptions and build trust with parents.

Certain parent groups, such as those from marginalized communities, were underrepresented in school-related activities. Capitalizing on the strength of fostering a welcoming and inclusive environment, actively reaching out to marginalized communities, providing targeted support, and promoting diversity and inclusivity, the school can encourage greater participation from underrepresented parent groups.

The school failed to create a welcoming and inclusive environment for parents, leaving them feeling unwelcome and marginalized. Creating a culture of respect, valuing parents' contributions, and addressing any concerns promptly, the school can ensure that all parents feel welcome and included, thereby reducing feelings of marginalization.

Overall, by effectively utilizing the identified strengths, such as fostering a welcoming environment, promoting two-way feedback, providing information and support, and actively involving parents in decision-making processes, the school can mitigate the weaknesses and threats mentioned and improve the collaboration, communication, and engagement between the school and the parents.



Table 6.5

*Weaknesses and Threats (WT) in terms of Community Partnerships of AR Schools during the Pandemic as Analyzed through TOWS Analysis*

e.	Weaknesses: Community partnerships	Mean	Verbal Interpretation	Ranking	e.	Threats: Community partnerships	Mean	Verbal Interpretation	Ranking
1	Some community partners cut ties to the school due to lack of funding which affects other programs at the school.	2.42	Disagree	5	1	There was inadequate engagement and participation from community members, organizations in the school's partnership initiatives.	2.30	Disagree	3
2	Scholarships and grants from private partners were cut and delayed.	2.25	Disagree	7	2	The school merely established effective communication channels established to facilitate collaboration with community partners.	2.65	Neutral	1
3	There was a small number of community resources that can be accessed online to back up student learning during the pandemic.	2.55	Disagree	2	3	The school held more decision-making authority rather than community partners' voices.	2.55	Disagree	2
4	There were not enough collaboration and programs that provide social services, support to student learning, assist families and to improve the academic mission of the school during the pandemic.	2.51	Disagree	3	4	The school ineffectively leveraged the resources and expertise available within the community.	2.24	Disagree	4
5	Limited LGU organizations were participative and responsive to the programs and activities implemented by the school.	2.63	Neutral	1	5	The school's effort in community engagement was inconsistent to sustain in building long-term partnerships.	2.20	Disagree	5
6	The school struggled to identify organizations or individuals who were willing to collaborate and contribute meaningfully to the school community during the pandemic.	2.45	Disagree	4	6	The expectations and goals of the school and community partners were not aligned, resulting in misunderstandings, unmet expectations, and strained relationships.	2.07	Disagree	8
7	The school's community partnership strategies, objectives, and goals were not met during the pandemic.	2.34	Disagree	6	7	The school did not invest in building the capacity of both school staff and community partners to effectively collaborate and work together towards shared goals.	2.13	Disagree	6
					8	The school's community partnerships did not reflect the diversity of the community, resulting in a limited range of perspectives and the potential exclusion of underrepresented groups.	2.13	Disagree	6



e. Weaknesses: Community partnerships	Mean	Verbal Interpretation	Ranking
<b>General Weighted Mean</b>	<b>2.450</b>	<b>Disagree</b>	

e. Threats: Community partnerships	Mean	Verbal Interpretation	Ranking
9 The school does not adequately recognize and appreciate the contributions of community partners.	2.04	Disagree	9
<b>General Weighted Mean</b>	<b>2.257</b>	<b>Disagree</b>	

**Weaknesses and Threats (WT): Community Partnerships**

To avoid the identified weaknesses and threats through the provided strengths, the following cross-examination and strategies can be implemented:

**WT1. Limited LGU organizations are participative and responsive to the programs and activities implemented by the school:**

- **Strategies:** Actively participate in online activities sponsored by the LGU to establish connections and build relationships with organizations. Use the school's intensified campaign and promotions in the community through social media to raise awareness among LGU organizations about the school's programs and activities.

**WT2. A small number of community resources can be accessed online to back up student learning during the pandemic:**

- **Strategies:** Engage with the LGU and other stakeholders in online meetings, seminars, or trainings to explore opportunities for resource sharing. Utilize the creation of online networks and linkages to connect with community partners who can provide additional online resources for student learning.

**WT3. Not enough collaboration and programs provide social services, support student learning, assist families, and improve the academic mission of the school during the pandemic:**

- **Strategies:** Invite different LGUs and community partners to online meetings, seminars, or trainings regarding resolving conflicts, problems, and the pandemic crisis, where discussions can take place to develop collaborative programs and initiatives. Capitalize on the well-defined objectives and goals of the school's community partnership strategies to align them with the needs of the community, thus fostering collaboration in these areas.

**WT4. Struggle to identify organizations or individuals willing to collaborate and contribute meaningfully to the school community during the pandemic:**

- **Strategies:** Showcase the innovative ideas, strategies, and perspectives brought together by the school and community partners to address educational challenges, highlighting the benefits of collaboration and enticing potential collaborators. Strengthen the effective communication channels established by the school to facilitate collaboration with community partners, making it easier for interested organizations or individuals to reach out and express their willingness to contribute.

**WT5. Community partners cutting ties with the school due to lack of funding, affecting other programs:**

- **Strategies:** Leverage the school's active participation in various online activities sponsored by the LGU and other stakeholders to explore funding opportunities and establish new partnerships. Highlight the positive impact and outcomes achieved through existing partnerships to demonstrate the value and importance of continued funding for these programs.

**WT6. Scholarships and grants from private partners being cut and delayed:**

- **Strategies:** Provide transparent and regular updates on how their contributions have positively impacted the school and students, reinforcing the need for continued support. Utilize the effective communication channels and online networks to engage with private partners, emphasizing the success stories and positive outcomes resulting from their support in the past.

**WT7. Inadequate engagement and participation from community members and organizations in the school's partnership initiatives:**

- **Strategies:** Invest in public relations seminars through various communication channels to foster positive relationships and encourage community involvement. Leverage the school's intensified campaign and promotions in the community through social media to raise awareness and encourage community members and organizations to actively engage in partnership initiatives.



**WT8. Ineffective leveraging of resources and expertise available within the community:**

- **Strategies:** Focus on building the capacity of both school staff and community partners through online meetings, seminars, or trainings, fostering effective collaboration and utilizing available resources more efficiently. Strengthen the creation of online networks and linkages to facilitate easy access to community resources and expertise, making it clear how their involvement can benefit both the school and the community.

**WT9. Inconsistent effort in community engagement to sustain long-term partnerships:**

- **Strategies:** Regularly communicate with community partners, acknowledging their contributions, and nurturing relationships to maintain long-term engagement. Ensure that the school's community partnership strategies have well-defined objectives and goals that align with the needs of the community and the school, providing a clear focus for sustained collaboration.

**WT10. Community partnerships not reflecting the diversity of the community, resulting in limited perspectives and potential exclusion of underrepresented groups:**

- **Strategies:** Actively seek input and feedback from underrepresented groups, demonstrating a commitment to inclusivity and incorporating their perspectives into the school's programs and activities. Utilize the well-established communication channels and online networks to actively reach out to diverse community groups and organizations, ensuring their representation in partnership initiatives.

**WT11. Misaligned expectations and goals between the school and community partners, resulting in misunderstandings, unmet expectations, and strained relationships:**

- **Strategies:** Use online meetings, seminars, or trainings to foster understanding and alignment of objectives, thereby building strong and mutually beneficial relationships. Utilize the effective communication channels to ensure regular and open dialogue between the school and community partners, discussing expectations and goals, and finding common ground.

**WT12. Inadequate recognition and appreciation of the contributions of community partners:**

- **Strategies:** Regularly acknowledge and publicly recognize the efforts and achievements of community partners, expressing gratitude for their support and contributions. Highlight and showcase the contributions of community partners through the school's intensified campaign and promotions, both online and offline.



The limited participation and responsiveness of LGU organizations to the school's programs and activities can be addressed by leveraging the strength of effective communication channels. Actively engaging and involving LGU organizations through these channels, the school can enhance their understanding of the programs and activities, highlight their importance, and demonstrate the benefits of collaboration. Regular updates, progress reports, and success stories shared through these channels can also serve as a means to showcase the impact of the school's initiatives, thereby encouraging greater participation and responsiveness from LGU organizations.

To overcome the lack of community resources available online, the school can utilize its established online networks and linkages. Through these, the school can tap into a wider range of resources beyond what is currently available. They can seek assistance from other educational schools, NGOs, or online learning platforms that may be willing to contribute resources for student learning during the pandemic. Collaborative efforts, such as sharing materials, creating joint online initiatives, or pooling resources, can help mitigate the scarcity of resources and provide valuable support to students.

Insufficient collaboration and programs that provide social services, support for student learning, and assistance to families can be addressed by capitalizing on the well-defined objectives and goals of the school's



community partnership strategies. Aligning these objectives and goals with the needs of the community, the school can establish a clear focus for collaboration with community partners. They can actively involve community partners in designing and implementing programs that address social services, student support, and family assistance. This collaborative approach ensures that the programs and services meet the community's specific needs and leverages the strengths and expertise of the partners involved.

The struggle to identify willing organizations or individuals to collaborate with the school can be mitigated by emphasizing the strength of the school's innovative ideas, strategies, and perspectives. Showcasing the creative solutions and approaches that have been developed through collaboration with existing partners, the school can attract new organizations and individuals who are inspired by these achievements. The school can actively highlight the positive outcomes of previous collaborations and communicate the potential benefits of joining forces, thus enticing more partners to contribute meaningfully to the school community.

Utilizing the power of a stepped-up campaign and community-wide social media advertising can help stop the loss of community partners brought on by a shortage of money. Effectively utilizing social media platforms, the school can reach a wider audience, including potential



private partners or sponsors who may be interested in supporting the school's programs financially. The school can actively showcase the positive impact of the programs and activities, share success stories, and communicate the value of community partnerships, thereby attracting new funding opportunities and reducing dependence on a limited number of partners.

The failure to meet the school's community partnership strategies, objectives, and goals during the pandemic can be avoided by actively participating in online activities sponsored by the LGU and other stakeholders. Engaging with these activities, the school can establish stronger connections and build relationships with various organizations and individuals in the community. This increased engagement allows for a better understanding of the community's needs, preferences, and priorities, leading to more effective alignment of the school's strategies, objectives, and goals with those of the community. Regular interaction and participation in online meetings, seminars, and trainings provide opportunities for collaboration, knowledge sharing, and continuous improvement.

The cuts and delays in scholarships and grants from private partners can be addressed by focusing on public relations seminars and presenting information in a positive way. Effectively communicating the school's achievements, impact, and potential, the school can attract the



attention and support of private partners. Public relations seminars can educate potential partners about the value of investing in education and the positive outcomes that can be achieved through their support. Highlighting success stories and the impact of scholarships and grants on students' lives, the school can strengthen its case for continued or increased financial support from private partners.

The establishment of effective communication channels can mitigate the threat of inadequate collaboration with community partners. Ensuring that these channels facilitate two-way communication and actively seeking input and feedback from community partners, the school can empower their voices in decision-making processes. Regular communication and engagement foster a sense of ownership and involvement among partners, mitigating the perception that the school holds more decision-making authority. Through open and transparent communication, the school can build trust and encourage active participation from community members and organizations.

To address the inadequate engagement and participation from community members and organizations, the school can leverage its strength in involving community partners in school activities and programs through online platforms. Continuing to provide opportunities for online conferences, meetings, and other virtual interactions, the school can overcome barriers of physical distance or time constraints that may hinder



engagement. These online initiatives provide a convenient and accessible platform for community members and organizations to contribute their ideas, perspectives, and resources, fostering a sense of ownership and collaboration.

The ineffective leveraging of community resources and expertise can be avoided by capitalizing on the well-defined objectives and goals of the school's community partnership strategies. Aligning these strategies with the expertise and resources available within the community, the school can establish collaborative projects that effectively utilize local knowledge, skills, and networks. Actively involving community partners in the planning and implementation stages ensures that their resources and expertise are fully utilized, enhancing the overall impact of the school's initiatives.

The inconsistency in community engagement can be addressed by leveraging the strength of the online networks and linkages established by the school. Maintaining active online engagement with community partners and regularly communicating updates and progress, the school can sustain and strengthen the relationships built during the pandemic. This consistent engagement helps foster long-term partnerships by demonstrating the school's commitment to collaboration and providing a platform for ongoing communication and coordination.



The lack of investment in building the capacity of school staff and community partners can be avoided by utilizing the strength of online meetings, seminars, or trainings. Inviting different LGUs and community partners to these online sessions, the school can provide opportunities for professional development and capacity building. These sessions can focus on resolving conflicts, addressing challenges, and building skills relevant to collaboration and partnership. Investing in the growth and development of both school staff and community partners, the school can enhance their ability to work together effectively towards shared goals.

The limited diversity in the school's community partnerships can be mitigated by actively seeking out and inviting underrepresented groups to participate. The school can leverage its online networks, social media campaigns, and communication channels to reach out to a wider range of community organizations and individuals. Actively promoting inclusivity and actively seeking diverse perspectives, the school can expand its network of partners and ensure that a variety of voices are represented in its community partnerships. This diversity strengthens the overall effectiveness of the partnerships and helps avoid potential exclusion of underrepresented groups.

To avoid misunderstandings, unmet expectations, and strained relationships resulting from misaligned goals, the school can utilize its strength in bringing together innovative ideas, strategies, and



perspectives. Fostering a collaborative and inclusive environment, the school can encourage open dialogue and shared decision-making processes with community partners. Regular communication and joint planning sessions ensure that expectations and goals are aligned, and potential differences are addressed proactively. Emphasizing the importance of collaboration and creating a shared vision, the school can build strong, mutually beneficial relationships with its community partners.

To adequately recognize and appreciate the contributions of community partners, the school can utilize its strength in actively participating in various online activities sponsored by the LGU and other stakeholders. Acknowledging the valuable contributions of partners during these activities, the school can publicly demonstrate its appreciation and recognition. Additionally, the school can actively share success stories and testimonials that showcase the impact of community partnerships.



**Thematic Analysis of the Interview**

The provided data revolves around the effective implementation of technology in education, student monitoring and support, communication strategies, collaborative decision-making, community engagement, and adapting to changing circumstances. Here are the main themes extracted from the data:

Table 7

*Themes and Excerpts from the Interview*

Themes	Excerpts
Technology Integration and Empowerment	<p>To ensure effective implementation of ICT, our school organized workshops and seminars through various communication channels (zoom and Gmeet). These initiatives empowered our teachers by providing them with the necessary knowledge and skills to effectively incorporate technology into their instructional practices. -P1</p> <p>During the peak of pandemic, the LMS platform we’re using not only provided an organized structure for online learning but also created an environment that promotes active learning and engagement. -P1</p> <p>Regular collaborative meetings became highly beneficial for the school since they served as a platform for all stakeholders to stay updated on relevant information and contribute to decision-making processes. -P3</p> <p>By fostering a culture of sharing ideas and acknowledging challenges, the school enabled us (teachers) and staff to collectively find solutions to enhance the integration of technology. -P4</p>



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Student Monitoring and Support

Through strengthening the existing monitoring efforts, the school can establish a comprehensive data system that tracks students' progress over time, including academic performance, attendance records, behavior indicators, and demographic information. -P1 & P6

By providing comprehensive support to students, schools ensure that their diverse needs are met, enabling them to thrive academically, socially, and emotionally. -P2

Informed by emergency action plan experiences, our school was able to implement a system that provided timely and constructive feedback, thereby helping students understand their strengths and areas for improvement. -P3

Through strengthening the existing monitoring efforts, the school can establish a comprehensive data system that tracks students' progress over time, including academic performance, attendance records, behavior indicators, and demographic information. -P1 & P6

...because of the online kumustahan of homeroom guidance in our school, we (teachers) were able to monitor, update parents and communicate the concerns and progress noted to their child. -P8

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Collaborative Decision-Making and Communication

Regular meetings provide an opportunity for us (administrators) to communicate important information, clarify expectations, and address any concerns or challenges that arise or may arise during pandemic. -P3

Because of the use of online platforms, our school was able to ensure that parents were well informed about their child's academic progress

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and have the opportunity to actively participate in school-related matters. -P5

When school members regularly meet and engage in discussions, they have the opportunity to clarify any ambiguities, address concerns, and work towards a common understanding of the school's goals and direction. -P6

By maintaining regular meetings with teachers and staff to coordinate updates and reports, the school administrators were (were) able to ensure that everyone remains informed and aligned with the VMG of the school. -P9

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Adaptation to Changing Circumstances

...by aligning with the DepEd's expectations, our school was able to adapt to the changing circumstances and ensure a seamless educational experience for students, as well as parents and of course teachers. -P5

By adjusting our schedules and activities, we were able to optimize the learning experience of the students, ensuring that it remains relevant and aligned with their evolving needs. -P9

By aligning policies and standards with global trends, the school can better equip the students with the necessary skills and competencies to thrive in the modern world. -P10

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Community Engagement and Partnerships

By actively engaging community partners, the school can tap into their expertise, experiences, and diverse perspectives, leading to more informed and comprehensive decision-making. -P4

Through online networks, the school can establish partnerships with universities, colleges, and other schools, facilitating the exchange of

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knowledge, resources, and expertise; enabling the school to access new educational methodologies, research findings, and best practices; and ultimately improving the quality of education it provides. -P6

Actively involving parents in school activities can build stronger relationships and create a sense of ownership and engagement within the parent community. -P8

ICCBI sett-up suggestion boxes in all offices. These physical and digital boxes allow parents to anonymously provide suggestions, concerns, or ideas, which provides a safe and confidential platform for parents to voice their opinions, encouraging honest feedback. -P9

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Professional Development,  
Continuous Learning, and  
Appreciation

In order to support instructional changes, the school should provide ongoing professional development opportunities for teachers and staff. By fostering a culture of continuous learning and innovation, school can stay abreast of emerging pedagogical practices and technology integration. -P2

...fostering an environment that encourages teamwork and involvement from various stakeholders ensures that decisions are made collectively, minimizing the risk of uninformed choices. -P3

Appreciation events provide an opportunity for school staff, teachers, and administrators to personally thank parents for their support and involvement. Such gestures foster a sense of belonging and strengthen the partnership between parents and the school. -P3

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Feedback and Reflection  
for Improvement

In our school, one way to gather feedback from parents is through surveys. By implementing surveys regularly, schools can identify areas for improvement and track progress over time. -P7

ICCBI sett-up suggestion boxes in all offices. These physical and digital boxes allow parents to anonymously provide suggestions, concerns, or ideas, which provides a safe and confidential platform for parents to voice their opinions, encouraging honest feedback. -P9

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Flexibility and Adaptability

One advantage of online classes is the potential for greater flexibility in assessment methods. Traditional pen-and-paper exams can be supplemented or replaced with alternative forms of assessment, such as project-based assignments, online quizzes, discussions, and presentations. -P8

A well-developed curriculum provide(s) a structured framework for teachers to deliver instruction and helps students acquire essential knowledge and skills. -P2

During the peak of (the) pandemic, our school was able to ensure that its educational goals remained attainable and realistic. We recognized the importance of aligning its ambitions with the resources at its disposal, whether they be financial, human, or physical. This approach helped us to prevent overreaching and ensured that our school remains focused on achievable objectives. -P3

By utilizing the flexibility inherent in the school's ability to modify its calendar, the administration can strategically allocate time for targeted




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professional development sessions. -P5

Research-Informed  
Decision-Making

One thing that helped our school effectively implement its plan of action was the utilization of research in making decisions. The school did needs assessments, for instance, during the initial months of the pandemic. -P10

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Equipping Students for the  
Modern World

By aligning policies and standards with global trends, the school can better equip the students with the necessary skills and competencies to thrive in the modern world. -P10

At the latter part of pandemic, our school incorporated service-learning projects into the curriculum, which not only benefitted the community but also provided students with valuable real-world experiences. -P3

Dahil sa pagbibigay ng iba't ibang gawain sa mga bata like social-emotional learning, arts, homeroom guidance, and character development, our school was able to ensure that students' academic achievements are balanced with their overall growth and well-being. -P3

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**1. Technology Integration and Empowerment:**

The data emphasizes the role of workshops, seminars, and online platforms (such as Zoom and Gmeet) to empower teachers with the knowledge and skills necessary for effective technology integration into teaching practices (P1, P3, P4). The adoption of Learning Management Systems (LMS) during the pandemic was highlighted as a means of fostering active learning and engagement (P1).



## **2. Student Monitoring and Support:**

The concept of monitoring students' progress, including academic performance, attendance, behavior, and demographics, is emphasized for informed decision-making (P1, P6, P8). The importance of comprehensive student support to ensure academic, social, and emotional growth is also highlighted (P2, P3).

## **3. Collaborative Decision-Making and Communication:**

The data repeatedly emphasizes the significance of regular collaborative meetings involving various stakeholders, such as teachers, administrators, and parents. These meetings facilitate communication, updates, decision-making, and addressing challenges (P3, P5, P6, P9).

## **4. Adaptation to Changing Circumstances:**

Several participants stressed the importance of aligning with educational authorities' expectations and adapting to changing circumstances, such as the pandemic. This involves modifying schedules, curriculum, and communication methods to ensure a seamless educational experience (P5, P9, P10).

## **5. Community Engagement and Partnerships:**

Engaging community partners, universities, & colleges are highlighted for enriching decision-making & accessing resources, expertise, & innovative practices (P4, P6). Involving parents in school activities is seen to foster ownership and strengthen relationships (P8, P9).



**6. Professional Development, Continuous Learning, & Appreciation:**

The significance of ongoing professional development for teachers and staff is emphasized for keeping up with emerging pedagogical practices and technology integration (P2, P3). Likewise, appreciation is also being considered by the AR schools during the time of pandemic.

**7. Feedback and Reflection for Improvement:**

The theme of feedback loops & reflection emerged as participants mentioned utilizing surveys, suggestion boxes, & regular reviews to identify areas for improvement and ensure alignment with goals (P7, P9, P10).

**8. Flexibility and Adaptability:**

Participants recognize the advantages of online classes in offering flexible assessment methods beyond traditional exams, such as project-based assignments and online quizzes (P8, P2, P3, P5).

**9. Research-Informed Decision-Making:**

The data underscores the value of research and needs assessments in informing decision-making processes, especially during challenging periods like the pandemic (P10).

**10. Equipping Students for the Modern World:**

Aligning educational policies and standards with global trends is noted to equip students with relevant skills and competencies for the modern world (P10, P3).



**PROPOSED SCHOOL STRATEGIC IMPROVEMENT PLAN (SSIP)  
AUGUSTINIAN RECOLLECT SCHOOLS  
ONE YEAR IMPLEMENTATION**

This School Strategic Improvement Plan (SSIP) was developed through the results of the TOWS analysis (an extensive version of SWOT) to know how the identified strengths of the school could be used to exploit the identified opportunities and to avoid or lessen the possible effects of the external factors (threats and weaknesses) on the school community. This TOWS analysis was conducted at three Augustinian Recollect Schools in Luzon and was responded to by 71 respondents. This covers the five areas of school management, such as leadership and coordination, standards and targets, monitoring and assessment, parent relations, and community partnerships.

A **School Strategic Improvement Plan (SSIP)** is a comprehensive document that outlines a school's goals, targets, strategies, and/or action plans for improving its educational practices and overall performance over a specific period, usually ranging from one to three years. It serves as a roadmap for school administrators, teachers, staff, and other stakeholders to collaboratively work towards achieving targeted outcomes and enhancing the learning environment.

**General Objectives:** To improve the strategies being employed by the AR schools in the areas of leadership and coordination, standards and targets, monitoring and assessment, parent relations, and community partnerships.

*Table 8. School Strategic Improvement Plan (SSIP)*

<b>AREA 1. LEADERSHIP AND COORDINATION</b>	
Leadership refers to the ability of school administrators and principals to provide vision, direction, and guidance to the school community. Coordination, on the other hand, involves the harmonious integration and alignment of various activities and individuals within the school to achieve common goals.	
<b>Goal 1.</b>	➤ <b>Increase the frequency and effectiveness of collaborative meetings among academic staff, administrators, and stakeholders.</b>
Target 1.1.	• Conduct regular collaborative meetings with academic staff, administrators, and stakeholders at least once a month to foster open communication, exchange ideas, and collectively address emerging issues.
Target 1.2.	• Increase active participation of all members of the academic staff by 100% in collaborative meetings to capitalize on diverse expertise and perspectives.
Target 1.3.	• Provide regular updates to stakeholders during collaborative meetings, sharing relevant information and seeking their input for decision-making processes.
Key Improvement Strategy 1.1.	• Implement a structured schedule for regular collaborative meetings with academic staff, administrators, and stakeholders, ensuring a minimum frequency of once a month.



Key Improvement Strategy 1.2.	<ul style="list-style-type: none"> <li>• Provide clear expectations and emphasize the importance of staff involvement in decision-making processes. Recognize and appreciate active participation of academic staff in collaborative meetings.</li> </ul>
Key Improvement Strategy 1.3.	<ul style="list-style-type: none"> <li>• Develop effective communication channels to facilitate ongoing engagement with stakeholders outside of collaborative meetings, such as through email updates or online platforms.</li> </ul>
Key Improvement Strategy 1.4.	<ul style="list-style-type: none"> <li>• Clearly communicate the decision-making process during collaborative meetings. Ensure that stakeholders understand how their input is considered and how final decisions are made.</li> </ul>
<b>Goal 2.</b>	<ul style="list-style-type: none"> <li>➤ <b>Enhance teachers' knowledge and skills in incorporating technology into instructional practices through professional development opportunities.</b></li> </ul>
Target 2.1.	<ul style="list-style-type: none"> <li>• Increase teachers' participation in technology-focused professional development opportunities by 50% within the academic year.</li> </ul>
Target 2.2.	<ul style="list-style-type: none"> <li>• Improve teachers' knowledge and skills in incorporating technology into instructional practices, as evidenced by a 20% increase in the utilization of technology tools and resources in classroom activities.</li> </ul>
Target 2.3.	<ul style="list-style-type: none"> <li>• Foster a culture of continuous learning and collaboration among teachers by establishing a feedback mechanism and sharing best practices related to technology integration.</li> </ul>
Key Improvement Strategy 2.1.	<ul style="list-style-type: none"> <li>✓ Organize workshops and seminars through various communication channels to empower teachers with knowledge and skills in incorporating technology effectively.</li> </ul>
Key Improvement Strategy 2.2.	<ul style="list-style-type: none"> <li>✓ Facilitate hands-on training sessions or individual coaching to assist teachers in applying technology effectively.</li> </ul>
Key Improvement Strategy 2.3.	<ul style="list-style-type: none"> <li>✓ Foster a collaborative environment by organizing sharing sessions or workshops where teachers can present their successful technology integration strategies and learn from each other.</li> </ul>
<b>Goal 3.</b>	<ul style="list-style-type: none"> <li>➤ <b>Develop and implement a leadership training and professional development program for administrators, teachers, and staff.</b></li> </ul>
Target 3.1.	<ul style="list-style-type: none"> <li>• Increase the number of leadership development workshops and seminars offered by 25% compared to the previous year.</li> </ul>
Target 3.2.	<ul style="list-style-type: none"> <li>• Form at least three collaborative learning communities within the school, involving teachers and staff from various departments, with regular meetings and knowledge-sharing activities.</li> </ul>
Target 3.3.	<ul style="list-style-type: none"> <li>• Secure funding opportunities from at least one external partner to support leadership development initiatives within the school.</li> </ul>
Key Improvement Strategy 3.1.	<ul style="list-style-type: none"> <li>✓ Provide leadership training and professional development opportunities for administrators, teachers, and staff to enhance their leadership skills, knowledge, and abilities.</li> </ul>



Key Improvement Strategy 3.2.	✓ Establish collaborative learning communities and mentoring programs to facilitate sharing of best practices, exchange of ideas, and support aspiring leaders.
Key Improvement Strategy 3.3.	✓ Seek external partnerships with schools, nonprofit organizations, and community groups to access additional resources, knowledge, and funding opportunities for leadership development.
<b>Goal 4.</b>	➤ <b>Cultivate a shared leadership and decision-making culture by distributing responsibilities and leveraging data-driven decision-making.</b>
Target 4.1.	• Increase the number of community partners involved in decision-making processes by 20% within the next academic year.
Target 4.2.	• Implement a data-driven decision-making process, ensuring that at least 80% of leadership and coordination decisions are based on student performance data and research findings by the end of the current academic year.
Target 4.3.	• Create and implement succession plans for key leadership positions, including the principal and department heads, ensuring that 100% of leadership transitions have well-defined succession plans within the next three years.
Key Improvement Strategy 4.1.	✓ Foster a culture of shared leadership and decision-making by distributing responsibilities among stakeholders.
Key Improvement Strategy 4.2.	✓ Utilize student performance data and research to inform leadership and coordination decisions, enabling targeted improvements and effective instructional strategies.
Key Improvement Strategy 4.3.	✓ Develop and implement succession plans to ensure a smooth transition of leadership positions and continuity of effective leadership practices.
<b>Goal 5.</b>	➤ <b>Maintain and enhance a positive and inclusive school culture that values collaboration, trust, and diverse perspectives.</b>
Target 5.1.	• Increase the number of collaborative projects or initiatives involving multiple stakeholders each academic year.
Target 5.2.	• Increase the number of opportunities for students, parents, and community members to actively participate in school activities, events, and committees.
Key Improvement Strategy 5.1.	✓ Prioritize collaboration, trust, and shared leadership among all stakeholders to create a conducive environment for effective leadership and coordination.
Key Improvement Strategy 5.2.	✓ Encourage active participation and value diverse perspectives to foster a positive and inclusive school culture.
<b>Goal 6.</b>	➤ <b>Implement systematic self-assessments, feedback mechanisms, and performance evaluations to continually improve leadership and coordination practices.</b>



Target 6.1.	<ul style="list-style-type: none"> <li>Establish feedback mechanisms that allow stakeholders to provide constructive input on leadership and coordination practices.</li> </ul>
Target 6.2.	<ul style="list-style-type: none"> <li>Develop targeted action plans and provide professional development opportunities to address areas needing improvement in leadership and coordination.</li> </ul>
Target 6.3.	<ul style="list-style-type: none"> <li>Identify areas requiring further development or improvement within the school community relation strategies based on evaluation feedback.</li> </ul>
Key Improvement Strategy 6.1.	<ul style="list-style-type: none"> <li>✓ Establish systematic processes for self-assessments, feedback mechanisms, and performance evaluations to evaluate and improve leadership and coordination practices.</li> </ul>
Key Improvement Strategy 6.2.	<ul style="list-style-type: none"> <li>✓ Utilize evaluation insights to identify areas of strength and areas requiring further development, adapting to emerging challenges and ensuring ongoing growth and success.</li> </ul>

**AREA 2. STANDARDS AND TARGETS**

Refer to predetermined benchmarks and goals that are set to assess and measure the performance and progress of students, teachers, and the school, as a whole. These standards and targets serve as reference points to ensure that the educational school is meeting specific criteria and achieving desired outcomes.

<b>Goal 1.</b>	➤ <b>Form a curriculum review committee to analyze the existing curriculum, identify strengths, and propose enhancements.</b>
Target 1.1.	<ul style="list-style-type: none"> <li>Conduct a thorough review of the existing curriculum across all grade levels and subjects within the next academic year (or a specific timeline). The review should identify strengths, weaknesses, and areas for improvement.</li> </ul>
Target 1.2.	<ul style="list-style-type: none"> <li>Develop a plan to integrate 21st-century skills and competencies, such as critical thinking, problem-solving, communication, collaboration, digital literacy, and creativity, into the curriculum for all grade levels. Aim to implement these changes within a specific timeframe (e.g., two academic years).</li> </ul>
Target 1.3.	<ul style="list-style-type: none"> <li>Ensure that the revised curriculum aligns with national or regional educational standards and the school's specific educational goals. Work towards full alignment within the next academic year.</li> </ul>
Target 1.4.	<ul style="list-style-type: none"> <li>Pilot test the newly revised curriculum and the integration of 21st-century skills in selected grade levels or subjects. This will allow for feedback collection and further improvements before full-scale implementation.</li> </ul>
Key Improvement Strategy 1.1.	<ul style="list-style-type: none"> <li>✓ Conduct a comprehensive review of the existing curriculum to identify strengths and areas for improvement.</li> </ul>
Key Improvement Strategy 1.2.	<ul style="list-style-type: none"> <li>✓ Integrate 21st-century skills and competencies into the curriculum to prepare students for the future.</li> </ul>
Key Improvement Strategy 1.3.	<ul style="list-style-type: none"> <li>✓ Ensure alignment of the curriculum with educational standards and goals.</li> </ul>



Key Improvement Strategy 1.4.	✓ Provide professional development opportunities for teachers to enhance their curriculum design skills.
<b>Goal 2.</b>	➤ <b>Provide professional development opportunities for teachers to learn and implement research-based instructional practices.</b>
Target 2.1.	<ul style="list-style-type: none"> <li>• By the end of the academic year, 80% of teachers will regularly incorporate evidence-based instructional strategies into their teaching methods.</li> </ul>
Target 2.2.	<ul style="list-style-type: none"> <li>• Ensure that at least 90% of teachers participate in ongoing professional development opportunities focused on the latest research and teaching methodologies throughout the school year.</li> </ul>
Target 2.3.	<ul style="list-style-type: none"> <li>• Increase the number of teachers effectively integrating technology into their teaching practices by 50% compared to the previous year.</li> </ul>
Target 2.4.	<ul style="list-style-type: none"> <li>• Initiate and document a minimum of 15 innovative classroom projects where teachers experiment with new and effective instructional approaches during the academic year.</li> </ul>
Target 2.5.	<ul style="list-style-type: none"> <li>• Allocate a specific budget for professional development initiatives, ensuring that at least 10% of the school's annual budget is dedicated to enhancing teacher skills and knowledge.</li> </ul>
Key Improvement Strategy 2.1.	✓ Encourage teachers to incorporate evidence-based instructional strategies into their teaching methods.
Key Improvement Strategy 2.2.	✓ Provide ongoing professional development opportunities for teachers to stay updated with the latest research and teaching methodologies.
Key Improvement Strategy 2.3.	✓ Foster a culture of innovation and experimentation in the classroom to explore effective instructional approaches.
Key Improvement Strategy 2.4.	✓ Support teachers in implementing technology integration and other research-based pedagogical practices.
<b>Goal 3.</b>	➤ <b>Conduct a comprehensive resource assessment to determine the allocation of resources and identify areas for improvement.</b>
Target 3.1.	<ul style="list-style-type: none"> <li>• Complete a comprehensive assessment of all available resources (e.g., financial, human, technological) within the school within the first quarter of the academic year.</li> </ul>
Target 3.2.	<ul style="list-style-type: none"> <li>• Develop and implement a resource allocation plan that aligns with educational goals and targets by the end of the second quarter of the academic year.</li> </ul>
Target 3.3.	<ul style="list-style-type: none"> <li>• Conduct bi-annual reviews (mid-year and end-of-year) of resource allocation to assess its effectiveness and make necessary adjustments to better meet changing needs and priorities.</li> </ul>
Target 3.4.	<ul style="list-style-type: none"> <li>• Identify and apply for at least three external funding opportunities or grants to supplement existing resources during the academic year.</li> </ul>



Key Improvement Strategy 3.1.	✓ Conduct a thorough assessment of available resources and their alignment with standards and targets.
Key Improvement Strategy 3.2.	✓ Develop a resource allocation plan that prioritizes educational goals and ensures efficient utilization of resources.
Key Improvement Strategy 3.3.	✓ Regularly review resource allocation to adapt to changing needs and priorities.
Key Improvement Strategy 3.4.	✓ Seek external funding opportunities and partnerships to supplement existing resources.
<b>Goal 4.</b>	
➤ <b>Implement a data-driven system to track student progress and provide targeted interventions when necessary.</b>	
Target 4.1.	• Implement a data-driven system for tracking student progress, such as a student information system or learning management system, by the start of the next academic year.
Target 4.2.	• Monitor student performance effectively and provide timely support to promote academic growth.
Target 4.3.	• Utilize feedback loops and student success data to guide instructional decisions and facilitate continuous improvement.
Key Improvement Strategy 4.1.	✓ Implement a data-driven system for tracking student progress, such as a student information system or learning management system.
Key Improvement Strategy 4.2.	✓ Regularly monitor student performance and use data to identify areas of improvement.
Key Improvement Strategy 4.3.	✓ Provide targeted interventions and support to students who require additional assistance.
Key Improvement Strategy 4.4.	✓ Establish a system for regular communication with parents and guardians regarding student progress and interventions.
<b>Goal 5.</b>	
➤ <b>Establish a stakeholder engagement platform to involve parents and community members in decision-making processes.</b>	
Target 5.1.	• Involve parents and community members in decision-making processes related to standards and targets.
Target 5.2.	• Collaborate with stakeholders to align educational goals with community expectations and needs.
Target 5.3.	• Establish effective communication channels to keep stakeholders informed and engaged.
Key Improvement Strategy 5.1.	✓ Involve parents and community members in decision-making processes related to standards, targets, and educational goals.
Key Improvement Strategy 5.2.	✓ Establish channels for regular communication and feedback from stakeholders.
Key Improvement Strategy 5.3.	✓ Organize parent-teacher meetings, workshops, and community engagement events to foster collaboration and partnerships.



<b>Goal 6.</b>	➤ <b>Develop quality assurance mechanisms, including regular evaluations and reviews, to ensure adherence to standards and drive continuous improvement.</b>
Target 6.1.	<ul style="list-style-type: none"> <li>• Implement quality assurance processes to ensure adherence to educational standards and facilitate continuous improvement.</li> </ul>
Target 6.2.	<ul style="list-style-type: none"> <li>• Regularly evaluate and review educational programs, policies, and practices for effectiveness.</li> </ul>
Target 6.3.	<ul style="list-style-type: none"> <li>• Identify areas for growth and improvement based on quality assurance feedback.</li> </ul>
Key Improvement Strategy 6.1.	✓ Establish quality assurance mechanisms to ensure adherence to educational standards and promote continuous improvement.
Key Improvement Strategy 6.2.	✓ Conduct regular evaluations and assessments of teaching practices, curriculum, and student learning outcomes.
Key Improvement Strategy 6.3.	✓ Implement processes for reviewing and updating policies, plans, and standards to align with changing educational needs and best practices.
Key Improvement Strategy 6.4.	✓ Provide opportunities for teachers and administrators to participate in professional development focused on quality assurance and improvement.

**AREA 3. MONITORING AND ASSESSMENT**

Pertain to the processes and practices used to track, evaluate, and measure the progress and performance of students, teachers, and the overall educational system. These processes are crucial for ensuring effective teaching and learning, identifying areas for improvement, and making data-informed decisions.

<b>Goal 1.</b>	➤ <b>Enhance teachers' understanding of assessment practices and techniques.</b>
Target 1.1.	<ul style="list-style-type: none"> <li>• By the end of the academic year, ensure that all teachers have participated in comprehensive training workshops to familiarize themselves with LMS platforms like Schoology, Wela, Silid, and Zoom.</li> </ul>
Target 1.2.	<ul style="list-style-type: none"> <li>• Increase the number of parents accessing the LMS platforms to monitor their children's progress and receive updates on assessments and feedback by 30% by the end of the academic year.</li> </ul>
Target 1.3.	<ul style="list-style-type: none"> <li>• Encourage at least three cross-disciplinary collaboration initiatives where teachers implement successful LMS-based assessment practices shared during collaborative sessions.</li> </ul>
Key Improvement Strategy 1.1.	✓ Organize comprehensive training workshops for teachers to familiarize them with LMS platforms like Schoology, Wela, Silid, and Zoom.



Key Improvement Strategy 1.2.	✓ Develop resources and materials that guide teachers on effectively using LMS for formative assessments, timely feedback, and communication of assessment results.
Key Improvement Strategy 1.3.	✓ Foster a culture of ongoing professional development by providing regular training sessions and opportunities for teachers to enhance their LMS skills.
Key Improvement Strategy 1.4.	✓ Facilitate collaboration among teachers to share best practices and innovative ideas for utilizing LMS in assessment practices.
<b>Goal 2.</b>	
➤ <b>Align assessments with curriculum standards to accurately measure student achievements.</b>	
Target 2.1.	• Complete a thorough review of all existing assessments across all grade levels and subjects within the next academic year to ensure that assessments align with curriculum standards and learning objectives.
Target 2.2.	• By the beginning of the next academic year, all revised assessments should be in use across all classes to incorporate clear and measurable learning outcomes that reflect the desired knowledge and skills in assessments.
Target 2.3.	• Conduct at least four professional development workshops on assessment design aligned with curriculum standards within the current academic year to provide teachers with the necessary knowledge and skills to design assessments that align with curriculum standards and learning objectives.
Key Improvement Strategy 2.1.	✓ Conduct a thorough review of existing assessments to ensure alignment with curriculum standards and learning objectives.
Key Improvement Strategy 2.2.	✓ Revise assessments to incorporate clear and measurable learning outcomes that reflect the desired knowledge and skills.
Key Improvement Strategy 2.3.	✓ Provide professional development workshops and resources for teachers on designing assessments aligned with curriculum standards.
Key Improvement Strategy 2.4.	✓ Share examples of effective assessment practices and provide guidelines for implementing these methods.
<b>Goal 3.</b>	
➤ <b>Implement a feedback mechanism for students to understand their strengths and areas for improvement.</b>	
Target 3.1.	• Adapt the principles and practices used in emergency action planning to create a structured feedback mechanism for students.
Target 3.2.	• Develop evaluation criteria based on predetermined criteria, including subject comprehension, critical thinking skills, communication abilities, and overall performance.
Target 3.3.	• Ensure consistency, fairness, and tailored assessments to meet individual student needs.



Target 3.4.	<ul style="list-style-type: none"> <li>Encourage ongoing and timely feedback to facilitate student progress and improvement.</li> </ul>
Key Improvement Strategy 3.1.	<ul style="list-style-type: none"> <li>✓ Develop a structured feedback mechanism for students based on the principles and practices used in emergency action planning.</li> </ul>
Key Improvement Strategy 3.2.	<ul style="list-style-type: none"> <li>✓ Establish evaluation criteria for assessing student performance, including subject comprehension, critical thinking skills, communication abilities, and overall performance.</li> </ul>
Key Improvement Strategy 3.3.	<ul style="list-style-type: none"> <li>✓ Ensure consistency in the assessment process to promote fairness and accurate measurement of student achievements.</li> </ul>
Key Improvement Strategy 3.4.	<ul style="list-style-type: none"> <li>✓ Tailor assessments to meet the individual needs of students, considering their unique strengths and areas for improvement.</li> </ul>
<b>Goal 4.</b>	<ul style="list-style-type: none"> <li>➤ <b>Establish a comprehensive data system to track student progress and inform decision-making.</b></li> </ul>
Target 4.1.	<ul style="list-style-type: none"> <li>• Utilize the existing monitoring efforts to establish a comprehensive data system that tracks student progress over time.</li> </ul>
Target 4.2.	<ul style="list-style-type: none"> <li>• Collect and analyze various types of data, including academic performance, attendance records, behavior indicators, and demographic information.</li> </ul>
Target 4.3.	<ul style="list-style-type: none"> <li>• Use data to identify patterns, trends, and areas of improvement in student performance.</li> </ul>
Target 4.4.	<ul style="list-style-type: none"> <li>• Inform instructional decision-making, intervention strategies, and evidence-based planning processes.</li> </ul>
Target 4.5.	<ul style="list-style-type: none"> <li>• Evaluate the effectiveness of implemented activities and plans to make necessary adjustments.</li> </ul>
Key Improvement Strategy 4.1.	<ul style="list-style-type: none"> <li>✓ Establish a dedicated team or committee responsible for implementing and managing the comprehensive data system.</li> </ul>
Key Improvement Strategy 4.2.	<ul style="list-style-type: none"> <li>✓ Conduct training sessions for staff on data collection, analysis, and utilization techniques.</li> </ul>
Key Improvement Strategy 4.3.	<ul style="list-style-type: none"> <li>✓ Create a standardized data collection process across all grade levels and subjects.</li> </ul>
Key Improvement Strategy 4.4.	<ul style="list-style-type: none"> <li>✓ Disseminate data findings to relevant stakeholders, including teachers, administrators, and support staff to design intervention strategies and activities based on data-driven evidence.</li> </ul>
<b>Goal 5.</b>	<ul style="list-style-type: none"> <li>➤ <b>Maintain transparent communication with parents and guardians regarding student progress.</b></li> </ul>
Target 5.1.	<ul style="list-style-type: none"> <li>• Leverage LMS and online platforms, such as Schoology and Zoom, to provide clear and comprehensive reports to parents and guardians regarding student progress, strengths, and areas for growth.</li> </ul>
Target 5.2.	<ul style="list-style-type: none"> <li>• Utilize messaging, discussion boards, and parent portals to engage in meaningful dialogue and address any concerns.</li> </ul>



Target 5.3.	<ul style="list-style-type: none"> <li>• Ensure timely communication and transparency about student achievements and performance.</li> </ul>
Key Improvement Strategy 5.1.	<ul style="list-style-type: none"> <li>✓ Implement regular reporting through LMS platforms like Schoology and Zoom to provide clear and comprehensive reports on student progress, strengths, and areas for growth to parents and guardians.</li> </ul>
Key Improvement Strategy 5.2.	<ul style="list-style-type: none"> <li>✓ Establish parent portals on LMS platforms to provide easy access to student information, assessment results, and updates.</li> </ul>
Key Improvement Strategy 5.3.	<ul style="list-style-type: none"> <li>✓ Set clear guidelines and expectations for timely communication with parents and guardians regarding student achievements and performance.</li> </ul>
Key Improvement Strategy 5.4.	<ul style="list-style-type: none"> <li>✓ Ensure transparency by promptly addressing any concerns raised by parents or guardians and providing necessary support and guidance.</li> </ul>

#### AREA 4. PARENTS' RELATIONS

Refers to the interactions, communication, and collaboration between parents and the school administration or staff. It involves creating a partnership between parents and the school to support the education and well-being of the students. Parental involvement is considered crucial for the success of students and the overall functioning of the school.

<b>Goal 1.</b>	➤ <b>Improve the flow of information between the school and parents through effective communication channels.</b>
Target 1.1.	<ul style="list-style-type: none"> <li>• Increase the number of parents subscribed and actively engaged in existing group chat and communication platforms by 20% within the next academic year.</li> </ul>
Target 1.2.	<ul style="list-style-type: none"> <li>• Achieve a 95% open rate for newsletters and emails sent to parents, indicating effective delivery of timely updates on student progress, assignments, and school activities.</li> </ul>
Target 1.3.	<ul style="list-style-type: none"> <li>• Conduct at least two comprehensive orientations, meetings, or seminars per semester during KUMUSTAHAN sessions to provide parents with in-depth information about the school's curriculum, policies, and programs.</li> </ul>
Target 1.4.	<ul style="list-style-type: none"> <li>• Administer a satisfaction survey to parents, aiming for a minimum 80% response rate, to gather feedback on preferred communication channels and identify areas for improvement.</li> </ul>
Target 1.5.	<ul style="list-style-type: none"> <li>• Increase the attendance of parents at parent-teacher association meetings by 25% compared to the previous academic year, demonstrating increased engagement and participation in shaping communication strategies.</li> </ul>
Key Improvement Strategy 1.1.	<ul style="list-style-type: none"> <li>✓ Leverage existing group chat and communication platforms (e.g., WhatsApp, Facebook groups, email lists) to regularly update parents about school programs, activities, policies, and curriculum changes.</li> </ul>
Key Improvement Strategy 1.2.	<ul style="list-style-type: none"> <li>✓ Utilize newsletters, emails, social media platforms, and automated messaging systems to provide timely updates on student progress, assignments, and school activities.</li> </ul>



Key Improvement Strategy 1.3.	✓ Expand consultations and KUMUSTAHAN sessions to include comprehensive orientations, meetings, and seminars about the school's curriculum, policies, and programs.
Key Improvement Strategy 1.4.	• Conduct surveys and parent-teacher association meetings to gather feedback on preferred communication channels and improve communication strategies.
<b>Goal 2.</b>	➤ <b>Recognize and appreciate parental involvement to foster a sense of pride and community within the school.</b>
Target 2.1.	• Increase the attendance rate of parents at the annual awards ceremony by 20% compared to the previous year.
Target 2.2.	• Recognize and appreciate a minimum of 10 parents each year for their outstanding contributions through volunteering, fundraising efforts, and mentoring programs.
Target 2.3.	• Establish a minimum of three committees or parent-teacher associations focused on specific areas of interest or concern, such as fundraising, curriculum development, or extracurricular activities.
Target 2.4.	• Offer a minimum of two flexible meeting times per month to accommodate the schedules of working parents or those with other commitments.
Key Improvement Strategy 2.1.	✓ Organize annual awards ceremonies to acknowledge parents' contributions, including volunteering, fundraising efforts, and mentoring programs.
Key Improvement Strategy 2.2.	✓ Host appreciation events, such as coffee mornings, breakfasts, or other celebrations, to personally thank parents for their support and involvement.
Key Improvement Strategy 2.3.	✓ Establish committees or parent-teacher associations to involve parents in decision-making processes and address specific areas of interest or concern.
Key Improvement Strategy 2.4.	✓ Overcome barriers to parental involvement by offering flexible meeting times, translation services, and utilizing digital platforms for communication.
<b>Goal 3.</b>	➤ <b>Encourage parents to actively participate in school events, committees, and parent-teacher associations.</b>
Target 3.1.	• Host at least three family-friendly events per academic year that involve active participation from both students and parents.
Target 3.2.	• Form at least three committees or parent-teacher associations within the academic year, covering different areas of interest or concern identified by parents.
Target 3.3.	• Implement a mobile application or online portal system that enables parents to access timely updates, student progress reports, assignments, and school activities within the first semester of the academic year.



Target 3.4.	<ul style="list-style-type: none"> <li>Administer a comprehensive survey at least once per academic year to collect feedback from parents on various aspects of the school, such as communication channels, curriculum, extracurricular activities, and support services.</li> </ul>
Key Improvement Strategy 3.1.	<ul style="list-style-type: none"> <li>✓ Organize family-friendly events such as cultural fairs, science expos, or art exhibitions to showcase the talents and skills of both students and parents.</li> </ul>
Key Improvement Strategy 3.2.	<ul style="list-style-type: none"> <li>✓ Establish committees or parent-teacher associations that allow parents to actively contribute to the school community in areas like fundraising, curriculum development, or extracurricular activities.</li> </ul>
Key Improvement Strategy 3.3.	<ul style="list-style-type: none"> <li>✓ Utilize technology tools, such as mobile applications, online portals, and automated messaging systems, to provide parents with timely updates and involve them in their child's educational journey.</li> </ul>
Key Improvement Strategy 3.4.	<ul style="list-style-type: none"> <li>✓ Conduct regular surveys, focus groups, and suggestion boxes to gather feedback and insights from parents, enabling the school to align initiatives with the needs and aspirations of the parent community.</li> </ul>
<b>Goal 4.</b>	<ul style="list-style-type: none"> <li>➤ <b>Foster a stronger sense of community and support among parents.</b></li> </ul>
Target 4.1.	<ul style="list-style-type: none"> <li>• Increase the number of parent volunteers by 20% compared to the previous year.</li> </ul>
Target 4.2.	<ul style="list-style-type: none"> <li>• Provide personalized certificates or tokens of appreciation to all parent volunteers, expressing gratitude for their dedication and support.</li> </ul>
Target 4.3.	<ul style="list-style-type: none"> <li>• Conduct at least two parent education seminars or workshops throughout the year, emphasizing the positive impact of parental involvement on student outcomes.</li> </ul>
Key Improvement Strategy 4.1.	<ul style="list-style-type: none"> <li>✓ Establish parent support groups or online forums to facilitate connection, shared experiences, and advice-seeking among parents.</li> </ul>
Key Improvement Strategy 4.2.	<ul style="list-style-type: none"> <li>✓ Encourage parents to volunteer for school activities, such as cleaning up drives before the opening of onsite classes.</li> </ul>
Key Improvement Strategy 4.3.	<ul style="list-style-type: none"> <li>✓ Recognize and appreciate the contributions of parent volunteers, reinforcing the partnership between the home and the school.</li> </ul>
Key Improvement Strategy 4.4.	<ul style="list-style-type: none"> <li>✓ Highlight the benefits of strong home-school partnerships on student achievement and success through effective communication and engagement.</li> </ul>



**AREA 5. COMMUNITY PARTNERSHIPS**

Refer to collaborative relationships established between educational schools and external organizations, individuals, or community groups. These partnerships are formed to enhance the educational experience and overall development of students, while also benefiting the community at large. Community partnerships can take various forms and serve different purposes, but they all share the goal of fostering mutually beneficial relationships between schools and their surrounding communities.

<b>Goal 1.</b>	➤ <b>Increase community engagement and participation in school activities and programs.</b>
Target 1.1.	<ul style="list-style-type: none"> <li>• Post at least three updates per week on social media platforms (Facebook, Twitter, Instagram) to keep the community informed about school activities and programs.</li> </ul>
Target 1.2.	<ul style="list-style-type: none"> <li>• Respond to community comments, questions, and feedback within 24-48 hours to foster a sense of connection and show responsiveness to community members' input.</li> </ul>
Target 1.3.	<ul style="list-style-type: none"> <li>• Identify trends and patterns in social media data to refine the social media strategy and optimize engagement efforts.</li> </ul>
Target 1.4.	<ul style="list-style-type: none"> <li>• Set specific targets for key metrics, such as a 10% increase in engagement rate or a 20% increase in reach, and track progress on a quarterly basis.</li> </ul>
Key Improvement Strategy 1.1.	✓ Develop a social media strategy outlining goals, target audiences, and specific tactics for content creation, scheduling, and engagement.
Key Improvement Strategy 1.2.	✓ Regularly share updates, success stories, and upcoming events on social media platforms such as Facebook, Twitter, and Instagram.
Key Improvement Strategy 1.3.	✓ Disseminate positive stories and achievements related to the school to create a sense of pride and community involvement.
Key Improvement Strategy 1.4.	✓ Encourage community members to interact with school posts, share their experiences, and provide feedback to foster a sense of belonging and connection.
Key Improvement Strategy 1.5.	✓ Monitor and analyze social media metrics to refine the approach and optimize engagement efforts.
<b>Goal 2.</b>	➤ <b>Foster stronger relationships with community partners and involve them in decision-making processes.</b>
Target 2.1.	<ul style="list-style-type: none"> <li>• Conduct at least four online meetings or conferences per academic year involving community partners.</li> </ul>
Target 2.2.	<ul style="list-style-type: none"> <li>• Conduct regular surveys or feedback sessions to assess community partners' satisfaction with their involvement in decision-making processes.</li> </ul>
Target 2.3.	<ul style="list-style-type: none"> <li>• Form an advisory board or committee with representation from at least five different community organizations, businesses, or schools.</li> </ul>



Target 2.4.	<ul style="list-style-type: none"> <li>• Achieve an active participation rate of at least 70% from community partners in the online collaboration platform or social media group.</li> </ul>
Key Improvement Strategy 2.1.	<ul style="list-style-type: none"> <li>✓ Organize regular online meetings or conferences where community partners can provide valuable input and contribute to the development of educational strategies.</li> </ul>
Key Improvement Strategy 2.2.	<ul style="list-style-type: none"> <li>✓ Establish an open and inclusive environment where community partners feel comfortable expressing their opinions and ideas.</li> </ul>
Key Improvement Strategy 2.3.	<ul style="list-style-type: none"> <li>✓ Create an advisory board or committee composed of representatives from various community organizations, businesses, and schools to discuss pertinent issues, review proposals, and provide recommendations.</li> </ul>
Key Improvement Strategy 2.4.	<ul style="list-style-type: none"> <li>✓ Leverage technology platforms such as online collaboration tools or social media groups to facilitate ongoing communication and collaboration with community partners.</li> </ul>
<b>Goal 3.</b>	<ul style="list-style-type: none"> <li>➤ <b>Establish collaborations with other educational schools, local government units, and stakeholders to address educational challenges and share innovative ideas.</b></li> </ul>
Target 3.1.	<ul style="list-style-type: none"> <li>• Establish partnerships with at least three universities, colleges, or other schools within the next academic year.</li> </ul>
Target 3.2.	<ul style="list-style-type: none"> <li>• Participate in at least three activities or initiatives sponsored by local government units within the next academic year.</li> </ul>
Target 3.3.	<ul style="list-style-type: none"> <li>• Establish partnerships with at least five local businesses, non-profit organizations, or community leaders within the next two years.</li> </ul>
Target 3.4.	<ul style="list-style-type: none"> <li>• Conduct an annual review of community partnership objectives to ensure alignment with the evolving needs of the community.</li> </ul>
Key Improvement Strategy 3.1.	<ul style="list-style-type: none"> <li>✓ Leverage online networks to establish partnerships with universities, colleges, and other schools to exchange knowledge, resources, and expertise.</li> </ul>
Key Improvement Strategy 3.2.	<ul style="list-style-type: none"> <li>✓ Actively participate in online activities and initiatives sponsored by local government units to contribute to community development and address educational issues.</li> </ul>
Key Improvement Strategy 3.3.	<ul style="list-style-type: none"> <li>✓ Engage with local businesses, non-profit organizations, and community leaders to foster mutually beneficial partnerships and gain valuable insights.</li> </ul>
Key Improvement Strategy 3.4.	<ul style="list-style-type: none"> <li>✓ Continuously assess and adapt objectives for community partnerships to ensure alignment with the evolving needs of the community.</li> </ul>
<b>Goal 4.</b>	<ul style="list-style-type: none"> <li>➤ <b>Enhance the school's reputation as a community-focused school through outreach programs and service-learning projects.</b></li> </ul>
Target 4.1.	<ul style="list-style-type: none"> <li>• Organize a minimum of 4 outreach programs per academic year and increase community participation by 20% compared to the previous year.</li> </ul>



Target 4.2.	<ul style="list-style-type: none"> <li>• Provide opportunities for students to complete a minimum of 100 hours of community service through service-learning projects.</li> </ul>
Target 4.3.	<ul style="list-style-type: none"> <li>• Implement at least 3 initiatives or policies based on recommendations from the committee.</li> </ul>
Key Improvement Strategy 4.1.	✓ Organize and participate in outreach programs to engage the local community and foster stronger bonds.
Key Improvement Strategy 4.2.	✓ Incorporate service-learning projects into the curriculum to provide students with real-world experiences and benefit the community.
Key Improvement Strategy 4.3.	✓ Collaborate with community partners to organize online events and celebrations that bring together various stakeholders and foster a sense of belonging and unity.
Key Improvement Strategy 4.4.	✓ Establish committees consisting of community members, parents, and representatives from local organizations to provide a platform for open dialogue and collective decision-making.
<b>Goal 5.</b>	➤ <b>Access and leverage valuable resources through partnerships with community organizations and grant opportunities.</b>
Target 5.1.	<ul style="list-style-type: none"> <li>• Arrange guest speaker programs in collaboration with community partners for at least two academic events or initiatives annually, providing students with diverse perspectives and insights.</li> </ul>
Target 5.2.	<ul style="list-style-type: none"> <li>• Develop and maintain active communication channels with local government units, participating in at least two online activities or initiatives organized by LGUs per year.</li> </ul>
Target 5.3.	<ul style="list-style-type: none"> <li>• Secure at least one endorsement or recognition from a local government unit within the next two years by showcasing the school's strengths, initiatives, and impact on the community.</li> </ul>
Key Improvement Strategy 5.1.	✓ Actively seek out and apply for livelihood grants to enhance programs and provide additional support to students and community members.
Key Improvement Strategy 5.2.	✓ Collaborate with community partners to access valuable resources, internship and apprenticeship opportunities, and guest speaker programs.
Key Improvement Strategy 5.3.	✓ Seek additional funding opportunities, policy support, and recognition by actively engaging with local government units (LGUs) and showcasing the school's strengths.
<b>Goal 6.</b>	➤ <b>Establish an online community resource center or hub to provide valuable information, services, and resources to community members.</b>
Target 6.1.	<ul style="list-style-type: none"> <li>• Establish counseling services, including online counseling sessions, within three months of launching the online platform.</li> </ul>
Target 6.2.	<ul style="list-style-type: none"> <li>• Organize virtual events such as webinars, workshops, and guest speaker sessions on relevant topics every quarter.</li> </ul>
Target 6.3.	<ul style="list-style-type: none"> <li>• Design and implement a user-friendly interface for the online platform, ensuring easy navigation and accessibility of resources.</li> </ul>



Key Improvement Strategy 6.1.	✓ Provide support services such as counseling, mental health resources, and guidance on career development.
Key Improvement Strategy 6.2.	✓ Foster community engagement through interactive features such as discussion forums, virtual events, and networking opportunities.
Key Improvement Strategy 6.3.	✓ Adopt a user-friendly interface and actively involve community members in the development and maintenance of the platform.



## Chapter 5

### SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

This chapter includes the summary of findings, conclusions, and recommendations of the study.

#### Summary

This research was conducted to determine the school management strategies employed by AR schools during the pandemic and develop a School Strategic Improvement Plan (SSIP) based on the findings from a TOWS analysis. The research adopted an explanatory mixed-method approach, comprising two phases. In Phase 1, a self-constructed questionnaire was utilized to gather quantitative data on five key facets of school management. For Phase 2, semi-structured interviews were conducted to support or challenge the data obtained in Phase 1. The respondents, totaling 71, were selected through purposive sampling.

Specifically, it sought to answer the following questions:

1. What are the strengths of the strategies used by the AR schools in terms of the five facets of school management such as:
  - a. leadership and coordination,
  - b. standards and targets,
  - c. monitoring and assessment,
  - d. parents' relations, and
  - e. community partnerships?



2. What are the weaknesses of the strategies used by the AR schools in terms of the five facets of school management?
3. What are the opportunities of the strategies used by the AR schools in terms of the five facets of school management?
4. What are the threats of the strategies used by the AR schools in terms of the five facets of school management?
5. Based on the findings of the study, what School Strategic Improvement Plan (SSIP) may be proposed?

### **Findings**

Presented below is the summary of findings based on the gathered data:

#### **On table 3.1. Strengths and Opportunities (SO) in terms of Leadership and Coordination of AR Schools during the Pandemic as Analyzed through TOWS Analysis**

Notably, the school's proactive approach to setting up collaborative meetings with academic staff at the onset of the pandemic enabled swift adaptation to challenges and effective communication channels. Additionally, the integration of a Learning Continuity Plan (LCP) aligned with the expectations of the Department of Education had been a noteworthy achievement, providing a comprehensive strategy to address disruptions faced by educational schools during crises. Furthermore, the school exhibited a strong strategic plan for the use and upgrading of



Information and Communication Technology (ICT), with a focus on professional development and fostering collaboration among staff.

**On table 3.2. Strengths and Opportunities (SO) in terms of Standards and Targets of AR Schools during the Pandemic as Analyzed through TOWS Analysis**

The schools' strengths included thorough curriculum review, alignment of policies with the global situation, efficient allocation of resources, and the development of tailored strategies. Additionally, the identified opportunities for the school involved integrating 21st-century skills into the curriculum, adopting research-based instructional practices, regularly reviewing and revising standards, incorporating online resources, and virtual learning environments.

**On table 3.3. Strengths and Opportunities (SO) in terms of Monitoring and Assessment of AR Schools during the Pandemic as Analyzed through TOWS Analysis**

The schools demonstrated strengths in utilizing advanced Learning Management Systems (LMS) such as Schoology, Wela, Silid, and Zoom. These LMS can be leveraged to enhance teachers' understanding of assessment practices and techniques. Additionally, the transition to online classes presented an opportunity to realign assessments with curriculum standards. The availability of technology and data analytics tools also



emerged as a strength that can be utilized for personalized learning and support.

**On table 3.4. Strengths and Opportunities (SO) in terms of Parent Relations of AR Schools during the Pandemic as Analyzed through TOWS Analysis**

The schools were able to make group chat and communication channels for parents, a welcoming and inclusive environment, and the potential to use technology tools effectively. The opportunities were found in organizing celebratory events, establishing parent support groups, and gathering feedback from parents.

**On table 3.5. Strengths and Opportunities (SO) in terms of Community Partnerships of AR Schools during the Pandemic as Analyzed through TOWS Analysis**

The school's strengths were found in its effective use of social media for community engagement, well-established communication channels with community partners, and the ability to create online networks and linkages. By leveraging these strengths, the school was able to maximize opportunities such as expanding its reach and attracting more community members through social media, and involving community partners in decision-making, collaborating with other educational schools and local government units, accessing valuable resources, and enhancing community engagement and support.



**On table 4.1. Strengths and Threats (ST) in terms of Leadership and Coordination of AR Schools during the Pandemic as Analyzed through TOWS Analysis**

The schools were able to conduct collaborative meetings, utilize Information and Communication Technology (ICT) effectively, and employ experienced leaders. However, the school also faced various threats, such as a lack of a clear and shared vision, resistance to change, inexperienced leaders, poor communication, and a high turnover rate.

**On table 4.2. Strengths and Threats (ST) in terms of Standards and Targets of AR Schools during the Pandemic as Analyzed through TOWS Analysis**

The findings indicate that the schools adapted and modified their calendar of activities, plans, and programs. However, the school also faced some threats, such as insufficient professional development among teachers and misalignment between adopted standards and the required 21st-century skills.

**On table 4.3. Strengths and Threats (ST) in terms of Monitoring and Assessment of AR Schools during the Pandemic as Analyzed through TOWS Analysis**

The schools were able to combat the threats posed by an adjusted grading system reliant on online performance metrics through implementing a Learning Management System (LMS). The LMS also offers



a range of analytics tools to effectively analyze data on student performance, helping the school navigate the challenges of digital education and evaluation. Moreover, the school's readiness to follow emergency action plans and review co-curricular activities demonstrated its adaptability, which was extended to enhance its monitoring and assessment systems.

**On table 4.4. Strengths and Threats (ST) in terms of Parents' Relations of AR Schools during the Pandemic as Analyzed through TOWS Analysis**

The findings indicate that effective communication between the school and parents played a critical role in enhancing parental involvement and student outcomes. Utilizing group chat and other means of communication helped relay important announcements and kept parents well-informed, reducing the risk of miscommunication or missed events. Additionally, organizing appreciation events to recognize parents' contributions and maintaining an inclusive environment became essential for preventing disconnection and isolation. Diversifying communication channels and providing orientation and support for distance learning also became crucial.



**On table 4.5. Strengths and Threats (ST) in terms of Community Partnerships of AR Schools during the Pandemic as Analyzed through TOWS Analysis**

The schools identified various threats which included a lack of resources and expertise, limited community engagement and participation, potential exclusion of underrepresented groups, and challenges in leveraging community resources effectively. However, the school also possessed several strengths that were harnessed to mitigate these threats. Notably, the schools had effective communication channels, online capabilities for virtual engagements, proactive tendencies, and strong community connections.

**On table 5.1. Weaknesses and Opportunities (WO) in terms of Leadership and Coordination of AR Schools during the Pandemic as Analyzed through TOWS Analysis**

The research identified several weaknesses and challenges in terms of communication, technical issues, crisis management, and coordination during the pandemic. These weaknesses included compromised communication channels leading to urgent decisions made with limited information, system failures and overloads, lack of training for large-scale crises, logistic disruptions, inadequate support and funding, and difficulties in coordinating between different departments and groups.



**On table 5.2. Weaknesses and Opportunities (WO) in terms of Standards and Targets of AR Schools during the Pandemic as Analyzed through TOWS Analysis**

The school faced difficulties in quantifying progress and assessing the efficacy of initiatives, and a lack of consistent application of standards across subject areas. However, by integrating 21st-century skills and competencies into the curriculum, the schools were able empower students to adapt to rapidly changing situations. Additionally, involving stakeholders and incorporating online resources supported personalized learning and access to educational materials.

**On table 5.3. Weaknesses and Opportunities (WO) in terms of Monitoring and Assessment of AR Schools during the Pandemic as Analyzed through TOWS Analysis**

The research identified weaknesses in the school's practice-based discussions in laboratory courses and challenges in ensuring the validity and reliability of students' outputs. However, by investing in teacher training, implementing formative assessments, leveraging technology platforms, using data management systems, and involving parents in the education process, the schools were able to maximize these opportunities to overcome the identified weaknesses and enhance student learning during the pandemic.



**On table 5.4. Weaknesses and Opportunities (WO) in terms of Parents' Relations of AR Schools during the Pandemic as Analyzed through TOWS Analysis**

Fostering productive collaboration with parents through orientation sessions, involving them in decision-making processes, and creating more opportunities for active participation led to increased parental engagement. Additionally, allocating sufficient time for meaningful discussions between parents and teachers, utilizing technology for timely updates, and recognizing parental involvement were found to be effective strategies for improving communication and engagement. By implementing these strategies, the schools were able to create a supportive and engaging environment that benefited students, parents, and the entire school community.

**On table 5.5. Weaknesses and Opportunities (WO) in terms of Community Partnerships of AR Schools during the Pandemic as Analyzed through TOWS Analysis**

The research identified weaknesses in the school's community engagement and social services, particularly during challenging times like the pandemic. However, there were found significant opportunities for improvement through partnerships with community stakeholders, leveraging local resources, and incorporating digital technologies into learning. By actively involving the community in decision-making and



establishing collaborative projects, the schools were able to create a more inclusive and effective learning environment.

**On table 6.1. Weaknesses and Threats (WT) in terms of Leadership and Coordination of AR Schools during the Pandemic as Analyzed through TOWS Analysis**

The research identified several weaknesses and threats which included urgent decision-making with limited information, communication system failures, unmanageable situations, difficulty in communicating changes, logistical disruptions, inadequate support and funding, lack of administrator preparation, lack of coordination among departments, and limited information on a clear vision. Additionally, the study revealed threats like resistance to change, immediate appointment of unskilled leaders, poor communication, high turnover rates, weak coordination, unequal resource distribution, slow decision-making, and lack of accountability.

**On table 6.2. Weaknesses and Threats (WT) in terms of Standards and Targets of AR Schools during the Pandemic as Analyzed through TOWS Analysis**

The schools faced challenges in responding effectively to COVID-19 standards and targets during the early months of the pandemic due to its unique nature and rapid timeline. Quantifying progress and assessing initiatives, establishing proper monitoring measures, and implementing



emergency action plans were also areas of difficulty. Additionally, the drastic changes in standards affected school management and teacher professional development. However, the school's strength in identifying and developing strategies, collaborative engagement, and curriculum review were leveraged to address these weaknesses and threats.

**On table 6.3. Weaknesses and Threats (WT) in terms of Monitoring and Assessment of AR Schools during the Pandemic as Analyzed through TOWS Analysis**

The strengths included the use of online platforms, data-driven approaches, and the evaluation of plans and activities. Weaknesses encompassed difficulties in conducting practice-based discussions, limited data gathering, technical know-how of teachers in distance education, and challenges in creating alternative assessment strategies. Additionally, threats such as grading system issues and neglecting qualitative aspects of student performance were identified.

**On table 6.4. Weaknesses and Threats (WT) in terms of Parents' Relations of AR Schools during the Pandemic as Analyzed through TOWS Analysis**

The schools faced challenges in fostering productive collaboration with parent associations and lacked consistent communication with parents. Limited orientations, disengaged parents, and language barriers further hindered effective engagement. However, there were strengths in



seeking parent input, conducting consultations, and fostering an inclusive environment. By leveraging these strengths, the schools were able to address weaknesses and threats, improving collaboration and communication with parents.

**On table 6.5. Weaknesses and Threats (WT) in terms of Community Partnerships of AR Schools during the Pandemic as Analyzed through TOWS Analysis**

The study found various challenges faced which included limited participation and responsiveness, lack of community resources, insufficient collaboration in social services and support programs, difficulty finding willing partners, loss of partners due to funding issues, and ineffective communication. However, the study uncovered potential solutions and strengths that the school used to overcome these challenges and foster successful community partnerships, such as using effective communication channels, online networks, well-defined objectives, public relations efforts, and active engagement in online activities.

**On table 7. Themes and Excerpts from the interview**

The data from the interview reflects a holistic approach to education, encompassing technology integration, student support, collaboration, adaptability, community engagement, and focus on continuous improvement. These themes highlight the multifaceted efforts required to ensure effective education in evolving contexts.



### **Conclusions**

Based on the findings of the study, the following conclusions were drawn:

#### **On table 3.1. Strengths and Opportunities (SO) in terms of Leadership and Coordination of AR Schools during the Pandemic as Analyzed through TOWS Analysis**

The strengths observed in the schools, including effective communication, the LCP implementation, and the strategic use of ICT, offer excellent opportunities for further growth and success. In continuing collaborative meetings and incorporating feedback, schools can capitalize on the diverse expertise of its faculty and adapt to changing circumstances effectively. Embracing the use of ICT and providing professional development will enhance teaching and learning experiences, preparing students for the digital age. Maintaining regular meetings with stakeholders and establishing a culture of shared leadership will foster collaboration, improve student outcomes, and contribute to a positive school culture.

#### **On table 3.2. Strengths and Opportunities (SO) in terms of Standards and Targets of AR Schools during the Pandemic as Analyzed through TOWS Analysis**

Based on the strengths and opportunities identified, the schools are well-positioned to enhance their educational offerings and create a dynamic learning environment. The curriculum review process and policy



alignment demonstrate the schools' commitment to providing a high-quality education that remains relevant in a changing global landscape. Additionally, the efficient allocation of resources and the development of tailored strategies highlight the schools' focus on attainable and realistic objectives.

**On table 3.3. Strengths and Opportunities (SO) in terms of Monitoring and Assessment of AR Schools during the Pandemic as Analyzed through TOWS Analysis**

The utilization of advanced LMS platforms enables teachers to conduct formative assessments, offer timely feedback, and communicate assessment results effectively. Thru aligning assessments with curriculum standards and incorporating varied assessment strategies, schools can promote a more comprehensive evaluation of student achievements. Implementing a feedback mechanism inspired by emergency action plans can enhance transparency and communication while a comprehensive data system can inform educational decision-making and improve student outcomes. Lastly, leveraging the school's evidence-based communication practices can foster transparent communication with parents and guardians regarding student progress and growth.



**On table 3.4. Strengths and Opportunities (SO) in terms of Parent Relations of AR Schools during the Pandemic as Analyzed through TOWS Analysis**

Parental involvement plays a crucial role in students' academic achievement and overall school success. By actively engaging parents and creating avenues for their participation, schools can strengthen their partnership between home and school. Celebratory events and initiatives, as well as appreciation events, will enhance parental recognition and foster a sense of belonging within the school community. Additionally, gathering feedback from parents and focus groups will provide valuable insights to improve communication, programs, and services. Acting upon this feedback, schools can create a culture of continuous improvement and demonstrate its commitment to meeting parents' needs and expectations.

**On table 3.5. Strengths and Opportunities (SO) in terms of Community Partnerships of AR Schools during the Pandemic as Analyzed through TOWS Analysis**

The findings suggest that by actively utilizing social media platforms, schools can engage the community on a broader scale and create a sense of belonging and connection among community members. Moreover, by involving community partners in decision-making processes, schools can tap into their expertise and foster shared responsibility for educational outcomes. Collaborating with other educational schools and local



government units presents an opportunity to enhance the school's educational offerings and contribute to community development. Additionally, organizing outreach programs, creating committees, and establishing an online community resource center can further strengthen community bonds and support.

**On table 4.1. Strengths and Threats (ST) in terms of Leadership and Coordination of AR Schools during the Pandemic as Analyzed through TOWS Analysis**

The findings highlight the importance of effective communication and collaboration within the school. Regular meetings can foster open communication and alignment of goals among school members while strong leadership can address resistance to change and facilitate the adoption of necessary improvements. The integration of ICT and communication channels can bridge the gap between the academic community and the school, ensuring a smooth flow of information and reducing misunderstandings. Additionally, implementing a mentorship program can help inexperienced leaders develop essential skills and knowledge while ongoing professional development opportunities can increase staff retention and foster a culture of continuous learning.



**On table 4.2. Strengths and Threats (ST) in terms of Standards and Targets of AR Schools during the Pandemic as Analyzed through TOWS Analysis**

BY prioritizing ongoing professional development for teachers, schools can enhance their instructional skills and ultimately improve student achievement. Additionally, integrating holistic development into the curriculum will ensure a balanced approach to education, considering students' overall growth and well-being. Aligning the curriculum with 21st-century skills and adopting a data-driven approach will further contribute to preparing students for future challenges and making informed decisions.

**On table 4.3. Strengths and Threats (ST) in terms of Monitoring and Assessment of AR Schools during the Pandemic as Analyzed through TOWS Analysis**

The schools' strengths, particularly the implementation of a Learning Management System, offer viable solutions to combat the threats posed by the adjusted grading system and online learning challenges. Embracing a student-centered learning approach and leveraging comprehensive assessment systems can further enhance student engagement and performance. Redefining assessment strategies to include authentic forms of evaluation will help move away from rote memorization and enable the application of knowledge and skills in real-world scenarios. Balancing quantitative and qualitative measures of



performance, schools can gain a more holistic understanding of student abilities and improve motivation and engagement.

**On table 4.4. Strengths and Threats (ST) in terms of Parents' Relations of AR Schools during the Pandemic as Analyzed through TOWS Analysis**

Effective communication and active parental involvement can minimize threats such as miscommunication, disconnection, and isolation among parents. Creating a supportive and inclusive environment further enhances parental engagement and fosters a positive school-parent relationship. Regular consultations, feedback mechanisms, and informal "KUMUSTAHAN" sessions help maintain open lines of communication and address concerns proactively. Moreover, diversifying communication channels and offering support for distance learning ensure that parents receive the necessary information in a way that suits their needs.

**On table 4.5. Strengths and Threats (ST) in terms of Community Partnerships of AR Schools during the Pandemic as Analyzed through TOWS Analysis**

To ensure sustainability, schools should implement participatory practices, modifying policies to mandate community partner involvement in decision-making, providing staff training, and regularly evaluating and refining these practices based on feedback. Proactive communication, maintaining open dialogue, and seeking feedback are essential for building



trust and fostering a sense of shared ownership with community partners. Capacity building through training programs can strengthen collaboration while actively diversifying partnerships will promote inclusivity and broaden perspectives. Aligning goals and expectations through regular communication will avoid misunderstandings and conflicts. Publicly acknowledging and recognizing the contributions of community partners will foster a positive relationship and motivate continued collaboration.

**On table 5.1. Weaknesses and Opportunities (WO) in terms of Leadership and Coordination of AR Schools during the Pandemic as Analyzed through TOWS Analysis**

Based on the findings of the research, the schools have the potential to strengthen their decision-making, communication, and crisis management processes through strategic steps. Implementing systematic processes for evaluating communication channels will ensure timely and accurate information transmission. Leveraging external partnerships can provide technical expertise and resources to address technical issues. Emphasizing data-driven decision-making will lead to informed system improvements. Utilizing established professional learning communities and investing in leadership training will enhance crisis management capabilities. Strengthening partnerships with external organizations can help address logistical disruptions and provide additional resources.



Implementing succession plans and utilizing mentoring programs will ensure a pipeline of capable leaders for effective coordination.

**On table 5.2. Weaknesses and Opportunities (WO) in terms of Standards and Targets of AR Schools during the Pandemic as Analyzed through TOWS Analysis**

Integrating 21st-century skills into the curriculum, schools can prepare students for the challenges of the future. Collaborative planning and curriculum development will foster a culture of cooperation among teachers, leading to more consistent application of standards and improved student achievement. Data-driven systems will enable schools to monitor progress and provide timely interventions while quality assurance mechanisms ensure continuous improvement and resilience in emergency response. Involving stakeholders and leveraging online resources will enhance the overall educational experience and support personalized learning.

**On table 5.3. Weaknesses and Opportunities (WO) in terms of Monitoring and Assessment of AR Schools during the Pandemic as Analyzed through TOWS Analysis**

By investing in teacher training, incorporating formative assessments, utilizing technology platforms, implementing data management systems, and involving parents, schools can enhance instructional techniques, improve assessment processes, and effectively



track student progress. These strategies will foster a collaborative learning environment that supports student success, even during challenging circumstances such as the pandemic.

**On table 5.4. Weaknesses and Opportunities (WO) in terms of Parents' Relations of AR Schools during the Pandemic as Analyzed through TOWS Analysis**

Implementing strategies such as conducting informative sessions for parents, utilizing technology for communication, and appreciating parental involvement can lead to increased engagement and support from parents. Proactive efforts to address barriers to engagement, such as financial constraints or technological challenges, will ensure an inclusive approach.

**On table 5.5. Weaknesses and Opportunities (WO) in terms of Community Partnerships of AR Schools during the Pandemic as Analyzed through TOWS Analysis**

Schools can enhance their community engagement and social services by actively involving community stakeholders, establishing partnerships with local organizations, and incorporating service-learning projects. Additionally, nurturing relationships with community partners can provide valuable resources and support to sustain schools' initiatives. Furthermore, by soliciting input from parents, students, and community



members, schools can align their policies and programs with community needs.

**On table 6.1. Weaknesses and Threats (WT) in terms of Leadership and Coordination of AR Schools during the Pandemic as Analyzed through TOWS Analysis**

Harnessing inherent strengths, such as open communication, collaborative meetings and regular coordination, can facilitate better decision-making and overcome communication barriers. ICT integration and effective partnerships can improve system reliability and logistical support. Experienced leadership and continuous professional development can enhance crisis management and administrator preparedness. Fostering a culture of teamwork and accountability, schools can tackle challenges arising from lack of coordination and resistance to change. Aligning with the Learning Continuity Plan can secure support and funding while addressing teacher concerns can reduce turnover rates.

**On table 6.2. Weaknesses and Threats (WT) in terms of Standards and Targets of AR Schools during the Pandemic as Analyzed through TOWS Analysis**

Schools' strengths can be instrumental in overcoming weaknesses and threats posed by the pandemic. Utilizing their capacity for strategy development, collaborative engagement, and curriculum review, schools can adapt their response and management to align with the changing



standards and ensure effective education delivery. Prioritizing holistic development, providing professional development opportunities, and incorporating data-driven decision-making can further enhance standards-aligned instruction and student achievement. Employing a comprehensive approach and leveraging existing capabilities, schools can navigate the challenges posed by COVID-19 and foster a successful educational environment.

**On table 6.3. Weaknesses and Threats (WT) in terms of Monitoring and Assessment of AR Schools during the Pandemic as Analyzed through TOWS Analysis**

Schools can effectively overcome their weaknesses and threats by leveraging their strengths and implementing appropriate strategies. Embracing technology, providing training, encouraging collaboration among teachers, and adopting innovative assessment approaches are crucial steps to ensure effective monitoring and assessment of student performance during and beyond the pandemic. Making use of available resources and data-driven methods, schools can adapt successfully to the challenges of distance education and maintain a holistic approach to assessing students' progress and learning outcomes.



**On table 6.4. Weaknesses and Threats (WT) in terms of Parents' Relations of AR Schools during the Pandemic as Analyzed through TOWS Analysis**

Schools can enhance their relationship with parents by actively involving them in decision-making processes and regularly communicating through consultations and KUMUSTAHAN sessions. Fostering a two-way feedback culture and providing necessary information and resources, schools can encourage greater parental engagement and support, ultimately strengthening the partnership between home and school.

**On table 6.5. Weaknesses and Threats (WT) in terms of Community Partnerships of AR Schools During the Pandemic as Analyzed Through TOWS Analysis**

To enhance community partnerships, school must prioritize open and transparent communication, actively involve partners in planning and decision-making, and showcase the positive impact of collaborations. Leveraging online platforms, well-defined objectives, and inclusivity can mitigate challenges, improve engagement, and secure long-term support from diverse community members and organizations. Building mutual trust, recognizing partners' contributions, and investing in capacity building, schools can foster sustainable, collaborative relationships that benefit both the school and the broader community.



**On table 7. Themes and Excerpts from the interview**

The data from the interviews underscore a comprehensive and all-encompassing approach to education. This approach encompasses a range of critical factors, including the seamless integration of technology, robust student support systems, a culture of collaboration, adaptability to changing circumstances, active community engagement, and an unwavering commitment to continuous enhancement. These overarching themes shed light on the intricate and multifaceted endeavors necessary to ensure the efficacy of education in dynamic and ever-evolving environments. As education navigates the complexities of modern times, embracing these multifarious aspects is essential for fostering a well-rounded and effective learning ecosystem.

**Recommendations**

Based on the findings of the study, the following recommendations are hereby created and given:

**For School Administrators**

1. Consider the School Strategic Improvement Plan (SSIP) proposed in this study since it is a product of careful and thorough analysis of the strengths, weaknesses, opportunities, and threats of the strategies used by the AR schools during the pandemic.



2. Foster a culture of collaboration and shared leadership to involve stakeholders in decision-making processes and ensure informed choices.
3. Continuously assess and improve communication channels to ensure timely and accurate information dissemination within the school community.
4. Prioritize ongoing professional development for staff and administrators to enhance crisis management capabilities and adapt to changing circumstances effectively.
5. Leverage external partnerships and resources to address technical challenges and ensure efficient allocation of resources.
6. Implement systematic processes for evaluating and aligning goals and objectives to enhance overall school performance.

**For Teachers**

1. Embrace the use of ICT and technology in the classroom to enhance teaching and learning experiences, especially in preparing students for the digital age.
2. Engage in collaborative planning and curriculum development to foster a culture of cooperation among teachers and ensure consistent application of standards.



3. Utilize formative assessments and data-driven systems to monitor student progress and provide timely interventions to support individual learning needs.
4. Continuously evaluate and revise instructional strategies to improve teaching methods and adapt to changing educational landscapes.
5. Foster a student-centered learning approach that encourages active participation and application of knowledge in real-world scenarios.

**For Non- teaching Staff/Personnel**

1. Participate in ongoing professional development opportunities to enhance skills and knowledge in crisis management and effective communication.
2. Embrace a culture of teamwork and accountability to overcome challenges arising from lack of coordination and resistance to change.
3. Leverage available resources and technology platforms to enhance administrative efficiency and logistical support.
4. Establish mentorship programs and provide support for capacity building to ensure a pipeline of capable leaders for effective coordination.
5. Implement strategic succession plans to ensure continuity and effective leadership within the school.



**For Community Partners**

1. Actively involve community partners in decision-making processes to tap into their expertise and foster shared responsibility for educational outcomes.
2. Utilize social media platforms and online events to engage the community on a broader scale and create a sense of belonging and connection.
3. Collaborate with other educational schools and local government units to enhance educational offerings and contribute to community development.
4. Organize outreach programs, create committees, and establish online resource centers to strengthen community bonds and support.
5. Solicit input and feedback from parents, students, and community members to align policies and programs with community needs effectively.

**For Parents**

1. Be actively involved in your child's education by regularly attending meetings with teachers, school events, and workshops. Volunteer for school activities to build a strong partnership with teachers. Keep in touch with teachers to stay informed about your child's progress for a collaborative and supportive approach.



2. Stay updated using technology by checking the school's online platforms and apps for assignments, grades, and overall performance. Follow the school's Facebook page for important announcements and event information. Use virtual parent-teacher conferences to connect with teachers conveniently, fostering a technologically enabled involvement in your child's academic life.
3. Enhance your understanding of the curriculum and teaching methods by participating in information sessions and appreciation events. Attend events that celebrate both student and parent achievements to build a sense of community. Contribute positively to the school environment by engaging in parent-led initiatives, creating a supportive school community.
4. Work with the school to find alternative ways to participate if attending events in person is challenging, ensuring inclusivity in the school experience.
5. Share your insights on communication, programs, and services through feedback mechanisms. Participate in surveys or focus groups to help improve the school's offerings. Clearly communicate your expectations and needs to the school administration, promoting a collaborative and responsive educational environment.



**For Future Researchers**

1. Focus on the strengths and opportunities identified in the study to create a foundation for further growth and success in educational settings.
2. Explore other research designs and locale to further understand school management strategies used by the schools during crisis.
3. Since it was found out that professional development is crucial during crisis, future researchers may investigate the impact of ongoing professional development on teacher performance and student outcomes.
4. Examine the role of community engagement and partnerships in enhancing educational experiences and addressing challenges during crises.
5. Investigate best practices in monitoring and assessment, with an emphasis on data-driven decision-making and formative assessment strategies.
6. Investigate the problems encountered by the other private and public schools in terms of other aspects of school management, such as finances and others.



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## Appendix A

### Letter of Request

May 04, 2023

**REV. SR. LUCENA L. ANTIPALA, AR**

Superior- General  
Augustinian Recollect Schools

**Dear Rev. Sister Antipala, AR:**

Greetings!

I am presently enrolled in thesis writing for my postgraduate studies Master of Arts in Education, major in Educational Management at De La Salle University-Dasmariñas. My research is entitled **Threats, Opportunities, Weaknesses, and Strengths of the School Management Strategies Used by the Augustinian Recollect (AR) Schools During the Pandemic.**

This study will try to determine the strengths, weaknesses, opportunities, and threats of the school management strategies being used by the AR schools amidst the pandemic using TOWS analysis. The results of the study will be used as a basis for the development of the School Strategic Improvement Plan (SSIP). This SSIP basically aims to help the AR schools be crisis-responsive.

The respondents to my study will be AR administrators, full-time teachers, and staff from the three (3) AR Schools, namely: Immaculate Conception College of Balayan, Inc.- (ICCB), Our Lady of Carmel School- (OLCS), and St. Joseph College of Cavite- (SJCC). In this regard, I would like to ask your permission for me to facilitate and distribute my School Administrators Survey Form (SASF), as well as conduct my School Administrator Interview Form (SAIF) to the said schools.

I hope that this will merit your approval. Thank you.

In St. La Salle,

**JOWENIE A. MANGARIN**

Researcher

Noted by:

**FANNY A. CUYOS, PhD**

Thesis Adviser



## Appendix B

### Survey Questionnaire

This survey is part of the thesis titled “Threats, Opportunities, Weaknesses, and Strengths of the School Management Strategies Used by the Augustinian Recollect (AR) Schools During the Pandemic”. This survey questionnaire will take 10 minutes at most to finish. Your identity will be treated with the utmost confidentiality and your answers will only be released as part of a statistical analysis.

#### INFORMATION

##### Part I: Demographic Profile

**Instruction:** Please fill out the needed information.

Name (Optional): \_\_\_\_\_ Age: \_\_\_\_\_ Gender: \_\_\_\_\_

Educational Attainment:

- Bachelor’s Degree
- Master’s Degree
- Doctorate degree
- Others (specify): \_\_\_\_\_

Administrative Position: \_\_\_\_\_

Years of service: \_\_\_\_\_

Augustinian Recollect Branch: \_\_\_\_\_

AR Location: \_\_\_\_\_

**General Instructions:** For each statement, indicate your level of agreement or disagreement based on your personal opinion or experience. Use the scale provided to select the appropriate response option. Choose only one response option per statement. Select the option that best reflects your viewpoint. Please answer all the questions honestly and to the best of your ability. Avoid leaving any statements unanswered. If you are unsure about a statement, select the response option that you believe is most accurate. There are no right or wrong answers. Your responses are confidential and will be used for research purposes only. Take your time to carefully read and consider each statement before making your selection. If you encounter any difficulties or have any questions, please feel free to contact us for assistance. Thank you again for your participation. Your input will contribute to our understanding and improvement of the topic.



**Part II: Strengths of School Management Strategies Being Used by the AR Schools**

**Directions:** Indicate your opinion after each statement by putting “✓” in the option that best indicates the extent to which you agree or disagree with the statement.

- 5- Strongly Agree                      4- Agree                      3- Neutral  
2- Disagree                      1- Strongly Disagree

INDICATORS	5	4	3	2	1
<b>a. Leadership and Coordination</b>					
1. The school was able to set meetings collaboratively with the academic staff at the start of pandemic.					
2. The school was able to integrate Learning Continuity Plan based on the expected output of DepEd.					
3. The school was able to organize plans regarding the use and upgraded of Information and Communication Technology (ICT).					
4. The school was able to encourage teachers, staff, and communities to meet, discuss, acknowledge problems, share ideas, and make solutions.					
5. The school was able to conduct workshops and seminars through various communication channels through integration of ICT.					
6. The school administrators were able to strengthen the ability to work effectively with concerned offices and personnel in the implementation of the plans.					
7. The school administrators regularly conducted meetings with the teachers and staff to coordinate updates and reports.					
8. The school administrators were able to hold meetings with other stakeholders to communicate school plans and programs.					
9. The presence of experienced and competent leaders within the school who possess strong leadership skills and knowledge helped the school.					
10. The school was able to address the concerns of the teachers through the assistance of HR department.					
<b>b. Standards and Targets</b>					
1. The school was able to do a curriculum review to better understand its strengths and reveal areas for improvement in programs.					
2. The school revisited the pre-existing policies, plans, and standards and reformulate to fit the global situation.					
3. The school was able to check standards and targets in relation to available resources.					
4. New educational goals in policies, plans, and standards for AR schools were designed to manage education during the crisis.					
5. The school was able to identify and develop strategies designed to attain the educational needs and goals of the school efficiently and effectively.					
6. The school was able to check the past records, documents, and activities of the school for the new plans, activities, and programs.					
7. The school calendar of activities, plans and programs were changed and modified.					
8. The school consistently and collaboratively engaged in designing and modifying instructional strategies tailored to specific standards.					
<b>c. Monitoring and assessment</b>					
1. The school was able to provide an evidence-based means to answer questions about school actions, plans, and programs.					



2. The school was able to evaluate action plans for improving the activities, plans and programs.					
3. The school was able to examine co-curricular and curricular activities amidst pandemics.					
4. The school was able to review emergency action plans and followed the instructions of the Department of Education.					
5. The evaluation of the formulated strategies was conducted to gauge the quality and efficiency of the new plans, policies, and standard and their effect on stakeholders (Owners and leaders) and beneficiaries (Students, parents, teachers, staff, and community).					
6. The school was able to conduct assessment to different areas of all programs.					
7. The school was able to monitor the implementation and effectiveness of all the activities, programs, and plans during the pandemic.					
8. The school purchased new/ additional Learning Management System (e.g., schoology, wela, silid, zoom) to effectively monitor the performance of the students.					
9. The school transitioned to the use of online classes to continuously deliver and monitor the progress of the students.					
<b>d. Parents' relations</b>					
1. The school actively sought input and involvement from parents in decision-making processes, program development, and policy formation, fostering a collaborative partnership between home and school.					
2. Group chat and other means of communication for the parents were developed to relay important announcements regarding school programs and activities.					
3. Regular consultations and KUMUSTAHAN were conducted to inform the parents regarding the progress of the students.					
4. Additional hotlines and contact numbers were created for the parents' and guardians' queries.					
5. Orientations and seminars were given to the parents and guardians regarding their roles in distance learning.					
6. Assessments regarding the needs of the parents and guardians were given and met by the schools.					
7. There was a culture of two-way feedback between teachers and parents, where teachers provide regular updates on student progress and parents could have the opportunity to share their insights, concerns, and feedback about their child's educational experience.					
8. The school fostered a welcoming and inclusive environment for parents, making them feel valued, respected, and actively involved in their child's education.					
9. The school demonstrated appreciation and recognition for parents' involvement and contributions, acknowledging their efforts and celebrating their participation in school activities.					
<b>e. Community partnerships</b>					
1. The school's community partnership strategies had well-defined objectives and goals aligned with the needs of the community and the school, created a clear focus for collaboration.					
2. The school was able to find other ways on how to involve community partners in the school activities and programs (online conference, meetings,					



etc.).					
3. The school intensified its campaign and promotions in the community thru social media.					
4. The school actively participated in various online activities sponsored by the LGU and other stakeholders.					
5. The school invited different LGUs and community partners to online meetings, seminars, or trainings regarding resolving conflicts, problems, and pandemic crisis.					
6. The school was able to pay attention on public relations seminars through various communication channels and present information in a positive way.					
7. Creation of online networks and linkages were developed.					
8. The school and community partners brought together innovative ideas, strategies, and perspectives to address educational challenges and foster creative solutions.					
9. The school has established effective communication channels that facilitate information sharing and collaboration with community partners.					

**Part III: Weaknesses of School Management Strategies Being Used by the AR Schools**

Directions: Indicate your opinion after each statement by putting “√” in the option that best indicates the extent to which you agree or disagree with the statement.

- 5- Strongly Agree      4- Agree      3- Neutral  
2- Disagree      1- Strongly Disagree

INDICATORS	5	4	3	2	1
<b>a. Leadership and Coordination</b>					
1. Urgent decisions with limited information were made due to compromises in communication channels.					
2. Unmanageable situation/ events were likely experienced and observed during the pandemic.					
3. School administrators experienced difficulties in communicating with the changes in school plans, activities, and programs.					
4. School management was not able to ensure that different departments and groups work in sync.					
5. Logistic disruptions caused delays and disruption in the provision of assistance and management during the pandemic.					
6. Problems with system failure, system overload, and incompatibility between communication systems occurred during the pandemic.					
7. There were inadequate support and funding to address any systemic failures in disaster response management.					
8. Difficulties in management arose because of lack of training and experience for crises of scale and scope in the early months of the pandemic.					
9. There was a lack of administrator preparation regarding leadership and management during the early months of pandemic.					
10. School administrators were not able to effectively coordinate and organize various responders of the crisis.					
<b>b. Standards and Targets</b>					
1. The school was not prepared for the drastic changes in standards and targets during the pandemic.					
2. The drastic changes in standards and targets during the pandemic likely					



resulted in a negative impact on school management.					
3. The unique nature and rapid timeline of COVID-19 likely hindered effective response in terms of the standards and targets of the school during the early months of the pandemic.					
4. Emergency action plans were not immediately implemented because of strict health protocols and only followed the instructions of the Department of Education.					
5. The school was unable to conduct formative evaluation of the goals, objectives, and plans during the peak of pandemic.					
6. Difficulty in establishing proper measures and tools to monitor progress was experienced and observed.					
7. The standards and targets were not applied consistently across subject areas, which caused gaps in student learning and expected outcomes.					
8. It was challenging to quantify progress and assess the efficacy of the initiatives applied by the school.					
<b>c. Monitoring and assessment</b>					
1. Technological know-how of teachers in distance education negatively affected the efficiency of distance learning.					
2. There were difficulties in conducting discussions that are practice-based such as with laboratory courses.					
3. There was difficulty in performing students' assessments and evaluations through distance education.					
4. The pandemic had likely caused little to zero possibility of performing exams in application-oriented courses.					
5. There were limited technical and computer applications in distance learning programs for instructors to evaluate students, offer feedback, and give students formative instruction.					
6. The schools faced difficulties in gathering comprehensive data on students' performance as traditional methods of assessment like in-class tests and projects were not feasible in many cases.					
7. Teachers experienced difficulties in ensuring the validity and reliability of students' outputs.					
8. School almost failed to create new, alternative strategies that include both formative and summative evaluations to monitor children's learning during the pandemic.					
<b>d. Parents' relations</b>					
1. Parents' relations in the AR school were not strong during the offset of the pandemic.					
2. There was difficulty in maintaining consistent communication with the parents.					
3. The school had trouble communicating the changes in learning modalities because not all families could afford and assume responsibility for the necessary technological changes for students' education.					
4. The school was not able to thoroughly address the concerns of the students since some parents disengaged from their child's education or lacked active involvement in school activities (i.e., orientations, meetings).					
5. The school faced challenges in fostering productive collaboration with the parent associations or parent-teacher organizations.					
6. Schools offered limited orientations and meetings, among the parents and guardians.					



7. The school received many complaints and concerns raised by parents regarding academic issues, disciplinary matters, or conflicts with teachers.					
<b>e. Community partnerships</b>					
1. Some community partners cut ties to the school due to lack of funding which affects other programs at the school.					
2. Scholarships and grants from private partners were cut and delayed.					
3. There were a small number of community resources that can be accessed online to back up student learning during the pandemic.					
4. There was not enough collaboration and programs that provide social services, support to student learning, assist families and to improve the academic mission of the school during the pandemic.					
5. Limited LGU organizations were participative and responsive to the programs and activities implemented by the school.					
6. The school struggled to identify organizations or individuals who were willing to collaborate and contribute meaningfully to the school community during the pandemic.					
7. The school's community partnership strategies, objectives, and goals were not met during the pandemic.					

**Part IV: Opportunities of School Management Strategies Being Used by the AR Schools**

**Directions:** Indicate your opinion after each statement by putting “√” in the option that best indicates the extent to which you agree or disagree with the statement.

- 5- Strongly Agree      4- Agree      3- Neutral  
2- Disagree      1- Strongly Disagree

INDICATORS	5	4	3	2	1
<b>a. Leadership and Coordination</b>					
1. The school provided leadership training and professional development opportunities for administrators, teachers, and staff members to enhance their leadership skills, knowledge, and abilities.					
2. The school established collaborative learning communities where teachers and staff shared best practices, exchanged ideas, and collaborated on instructional strategies and leadership approaches.					
3. The school implemented mentoring programs where experienced administrators or educators mentored and supported new or aspiring leaders in developing their leadership capabilities.					
4. The school formed partnerships with external organizations, such as other schools, nonprofits, and community groups, to access resources, expertise, and funding opportunities that could support leadership development and coordination efforts.					
5. The school promoted a culture of leadership where responsibilities are shared among various stakeholders, allowing for a collective approach to decision-making and problem-solving.					
6. The school leveraged data and research to inform leadership and coordination decisions, such as utilizing student performance data to identify areas for improvement and guide instructional strategies.					
7. The school established Professional Learning Communities (PLC) within the school, where teachers and administrators regularly collaborate, reflect, and plan together to improve instructional practices and student outcomes.					



8. The school developed succession plans to ensure a smooth transition of leadership positions and the continuity of effective leadership practices within the school.					
9. The school fostered a positive and inclusive school culture that promotes collaboration, trust, and shared leadership among all stakeholders, creating an environment conducive to effective leadership and coordination.					
10. The school implemented systematic processes for evaluating and improving leadership and coordination practices, such as regular self-assessments, feedback mechanisms, and performance evaluations.					
<b>b. Standards and Targets</b>					
1. The school integrated 21st-century skills and competencies into the curriculum to prepare students for future challenges.					
2. The school adopted research-based instructional practices to improve student learning outcomes.					
3. The school regularly reviewed and revised standards and targets based on research, best practices, and feedback from stakeholders.					
4. The school integrated online resources, digital content, and virtual learning environments to support personalized learning and access to educational materials.					
5. The school implemented data-driven systems for tracking student progress and providing targeted interventions.					
6. The school implemented collaborative learning plans or approaches to support student growth and achievement.					
7. The school used collaborative planning and curriculum development to align teaching strategies with identified standards and targets.					
8. The school involved parents and community members in decision-making processes related to standards and targets.					
9. The school used student success data and feedback loops to identify areas for growth and guide instructional decisions to track progress toward targets and change instructional techniques.					
10. The school implemented quality assurance mechanisms to ensure adherence to standards and continuous improvement.					
<b>c. Monitoring and assessment</b>					
1. The school used formative assessments to inform instruction and provide timely feedback to students.					
2. The school implemented data management systems to track student progress and identify patterns or trends.					
3. The school re-aligned assessments with learning objectives and curriculum standards to ensure accurate measurement of student achievement.					
4. The school used standardized tests or external assessments to benchmark student performance against national or international standards.					
5. The school analyzed standardized test results to identify areas for improvement at the individual, classroom, and school-wide levels.					
6. The school implemented timely and constructive feedback mechanisms for students to enhance their understanding of their strengths and areas for improvement.					
7. The school made provision for clear and comprehensive reports to parents or guardians regarding student progress, strengths, and areas for growth.					
8. The school utilized technology platforms for efficient and transparent communication of assessment results.					



9. The school provided opportunities for teachers to get professional development to enhance their understanding of assessment practices and techniques.					
10. The school used assessment data to inform strategic planning and decision-making processes at the school and district levels.					
<b>d. Parents' relations</b>					
1. The school conducted orientations, meetings, and seminars to educate parents about the school's curriculum, policies, and programs.					
2. The school created opportunities for parents to actively participate in school events, committees, or parent-teacher associations.					
3. The school established regular and clear channels of communication between the school and parents, such as newsletters, emails, or other social media platforms					
4. The school utilized technology tools to provide timely updates on student progress, assignments, and school activities.					
5. The school provided sufficient time for meaningful discussions between parents and teachers.					
6. The school established parent support groups or online forums to foster a sense of community and support.					
7. The school recognized and appreciated parental involvement through initiatives such as awards or appreciation events.					
8. The school sought feedback from parents through surveys, suggestion boxes, or focus groups to understand their perspectives, needs, and expectations.					
9. The school analyzed and acted upon the feedback received to improve communication, programs, and services for parents.					
10. The school provided ways for parents to volunteer for school activities such as cleaning up drive before opening of onsite classes.					
<b>e. Community partnerships</b>					
1. The school leveraged its relationships with community partners to gain access to valuable resources, such as livelihood grants, volunteers, and equipment.					
2. The school organized and participated in outreach programs towards engagement with the local community.					
3. The school established committees consisting of community members, parents, and representatives from local organizations.					
4. The school incorporated service-learning projects into the curriculum such as community involvement.					
5. The school involved community members, parents, and students in decision-making processes related to school policies, programs, and initiatives.					
6. The school offered extended learning opportunities and activities beyond regular school hours during pandemic.					
7. The school established an online community resource center or hub where community members could access information, services, and resources.					
8. The school organized online events and celebrations that brought together students, parents, educators, and community members.					



**Part V: Threats of School Management Strategies Being Used by the AR Schools**

**Directions:** Indicate your opinion after each statement by putting “✓” in the option that best indicates the extent to which you agree or disagree with the statement.

- 5- Strongly Agree      4- Agree      3- Neutral  
2- Disagree      1- Strongly Disagree

INDICATORS	5	4	3	2	1
<b>a. Leadership and Coordination</b>					
1. There was limited information on clear and shared vision among school members, resulting in confusion and uncertainty regarding the goals and direction of the school.					
2. There was poor communication between the academic community and the school, leading to misunderstandings, misalignment, and a breakdown of information flow.					
3. Decision-making processes within the school were slow and inconsistent.					
4. There was immediate appointment of school leaders that lack the necessary skills, knowledge, or experience to effectively lead and coordinate in the various aspects of the school's operations during pandemic.					
5. There was resistance among school administrators, staff, or stakeholders to embrace and implement necessary changes or improvements given by DepEd.					
6. The coordination and collaboration among different teams, departments, or grade levels within the school were weak or nonexistent.					
7. The school experienced a high turnover rate among teachers, administrators, or staff members.					
8. The school did not provide sufficient opportunities for ongoing professional development and growth for school leaders and staff.					
9. There was a lack of accountability among school administrators, teachers, and staff members for meeting goals, implementing strategies, and addressing challenges.					
10. Distribution of financial resources was unequally distributed based on the allotted budget.					
<b>b. Standards and Targets</b>					
1. There was misalignment between the school's adopted standard and 21st skills expected outcome.					
2. The school's assessment practices did not effectively measure student learning against the established standards.					
3. The objectives set by the school for student achievement were unrealistic or too ambiguous.					
4. The school placed low importance on quantitative and qualitative data when formulating standards and targets.					
5. The school prioritized academic achievement over holistic development, which includes social-emotional learning, creativity, physical well-being, and character development.					
6. The school provided differentiated instruction tailored to the diverse needs of students.					
7. The school provided several enrichment activities such as English and math proficiency to help students who are encountering academic difficulties.					
8. Teachers needed sufficient professional development, trainings, and					



opportunities to effectively implement standards-aligned instruction.					
9. The school followed rigid curriculum that does not response to meet the needs of students in 21st century education.					
<b>c. Monitoring and assessment</b>					
1. The school relied primarily on traditional, rote memorization assessments rather than incorporating authentic assessments that measure real-world application of knowledge and skills.					
2. The grading system was adjusted accordingly based on the online performances/assessments of students during pandemic.					
3. Teachers had limited opportunities to collaborate and share best practices related to monitoring and assessment.					
4. The school struggled to effectively analyze and utilize assessment data to inform instruction, intervention strategies, and decision-making processes.					
5. The school needed comprehensive systems for collecting and analyzing data on student performance and behavior.					
6. Teachers and students received delayed feedback on their performance and progress, hindering their ability to make timely adjustments and improvements.					
7. The school struggled to analyze and interpret the collected data effectively, to foresee the needs of students, instruction, and other areas for improvement.					
8. The school's monitoring practices were inconsistent resulting in gaps in the identification of areas that require intervention.					
9. The school overly relied on quantitative data, such grades, while neglecting qualitative aspects of student performance, such as creativity, critical thinking, or social-emotional development.					
10. The school needed effective systems monitor the progress of individual students, resulting in a one-size-fits-all approach.					
<b>d. Parents' relations</b>					
1. There was inconsistency in communication between the school and parents, resulting in a breakdown of information flow and limited opportunities for engagement.					
2. Parents were inactively involved in school activities, events, or decision-making processes. This can include low participation in parent-teacher conferences, a lack of volunteerism, or minimal engagement in parent organizations.					
3. Language and cultural barriers existed between the school and parents, hindering effective communication and understanding.					
4. The school failed to create a welcoming and inclusive environment for parents, leaving them feeling unwelcome and marginalized.					
5. The school had limited resources to support parents in understanding the changes in school.					
6. There was insufficient open communication between teachers and parents regarding student progress, academic performance, or behavioral issues.					
7. Parents held negative perceptions or stereotypes about the school leading to a lack of trust and a reluctance to engage in school.					
8. The school provided limited opportunities for parents to provide feedback on school policies and programs.					
9. Certain parent groups, such as those from marginalized communities, were underrepresented in school-related activities.					



10. Parents demonstrated disengagement in their child's education, resulting in limited support at home and missed opportunities for collaborative efforts between home and school.					
<b>e. Community partnerships</b>					
1. There was inadequate engagement and participation from community members, organizations in the school's partnership initiatives.					
2. The school merely established effective communication channels established to facilitate collaboration with community partners.					
3. The school held more decision-making authority rather than community partners' voices.					
4. The school ineffectively leveraged the resources and expertise available within the community.					
5. The school's effort in community engagement was inconsistent to sustain in building long-term partnerships.					
6. The expectations and goals of the school and community partners were not aligned, resulting in misunderstandings, unmet expectations, and strained relationships.					
7. The school did not invest in building the capacity of both school staff and community partners to effectively collaborate and work together towards shared goals.					
8. The school's community partnerships did not reflect the diversity of the community, resulting in a limited range of perspectives and the potential exclusion of underrepresented groups.					
9. The school did not adequately recognize and appreciate the contributions of community partners.					



## Appendix C

### Interview Guide Questions

The following is a 15-minute interview in connection with a thesis study titled “Threats, Opportunities, Weaknesses, and Strengths of the School Management Strategies Used by the Augustinian Recollect (AR) Schools During the Pandemic”. Your identity will be treated with the utmost confidentiality and your answers will only be released as part of data analysis.

#### INFORMATION

##### Part I: Demographic Profile

**Instruction:** Please fill out the needed information.

Name (Optional): \_\_\_\_\_ Age: \_\_\_\_\_ Gender: \_\_\_\_\_

Educational Attainment:

- Bachelor’s Degree
- Master’s Degree
- Doctorate degree
- Others (specify): \_\_\_\_\_

Administrative Position: \_\_\_\_\_

Years of service: \_\_\_\_\_

Augustinian Recollect Branch: \_\_\_\_\_

AR Location: \_\_\_\_\_

##### Part II. The School Administrator Interview Form

**Instructions:** Answer the following questions.

#### Strengths

1. What were the strengths of the strategies implemented by the school during the pandemic in terms of;
  - a. leadership and coordination,
  - b. standards and target,
  - c. monitoring and assessment,
  - d. parents’ relations, and
  - e. community partnerships?
2. What human and material resources did the school possess that contributed to the success of the strategies?
3. What innovative approaches were utilized by the school?
4. How had the school management strategies positively impacted student learning, engagement, and well-being?
5. Based on positive feedback, how did you utilize it for the improvement of strategies used for the students, parents, and staff?



**Weaknesses**

1. What were the weaknesses or limitations of the strategies implemented by the school during the pandemic in terms of:
  - a. leadership and coordination,
  - b. standards and targets,
  - c. monitoring and assessment,
  - d. parents' relations, and
  - e. community partnerships?
2. How can the existing resources be enhanced or supplemented to better support the strategies effectively?
3. How had the strategies fallen short in addressing specific student needs or educational goals?
4. Based on negative feedback, how did you utilize it for the improvement of strategies used for the students, parents, and staff?

**Opportunities**

1. What were the new implemented opportunities and strategies that emerged during the pandemic?
2. What partnerships or collaborations had been established or strengthened during this time?
3. How had the strategies opened possibilities for innovation or alternative approaches to education?
4. In what ways can the strategies be leveraged to address long-term educational needs beyond the pandemic?
5. How can the strategies be adapted to cater to different learning styles of students?

**Threats**

1. What potential negative effects had been observed or anticipated because of the strategies?
2. How did these challenges pose a threat to the effectiveness of the strategies implemented during the pandemic?
3. How had changes in government policies, regulations, or guidelines impacted the strategies?
4. How did your school resolve the financial constraints during pandemic?
5. Were there competing or alternative strategies implemented by other educational schools that could pose a threat? In what ways these alternative strategies affected the school and how the school handled it?

**Thank you so much for your participation!**



## Appendix D

### Sample Excerpts from the Interview

CODE	ANSWERS
1	“During the peak of pandemic, the LMS platform we’re using not only provides an organized structure for online learning but also creates an environment that promotes active learning and engagement” -P1.
2	“A well-developed curriculum provide(s) a structured framework for teachers to deliver instruction and helps students acquire essential knowledge and skills” - P2.
3	“Regular collaborative meetings become highly beneficial for the school since it serves as a platform for all stakeholders to stay updated on relevant information and contribute to decision-making processes”- P3.
4	“By fostering a culture of sharing ideas and acknowledging challenges, the school enabled us (teachers) and staff to collectively find solutions to enhance the integration of technology” -P4.
5	“...by aligning with the DepEd's expectations, our school was able to adapt to the changing circumstances and ensure a seamless educational experience for students, as well as parents and of course teachers” -P5.
6	“When school members regularly meet and engage in discussions, they have the opportunity to clarify any ambiguities, address concerns, and work towards a common understanding of the school's goals and direction” shared by Participant 6.
7	“In our school, one way to gather feedback from parents is through surveys. By implementing surveys regularly, schools can identify areas for improvement and track progress over time” -P7.
8	“Actively involving parents in school activities, can build stronger relationships and create a sense of ownership and engagement within the parent community” -P8.
9	“ICCBi sett-up suggestion boxes in all offices. These physical and digital boxes allow parents to anonymously provide suggestions, concerns, or ideas which provide a safe and confidential platform for parents to voice their opinions, encouraging honest feedback” -P9.
10	“By aligning policies and standards with global trends, the school can better equip the students with the necessary skills and competencies to thrive in the modern world” -P10.



## Appendix E

### About the Author



Jowenie A. Mangarin is an educator and mental health advocate from the Philippines. Education has been a central aspect of Jowenie's life, and he has excelled in his academic journey. In 2017, he graduated from Immaculate Conception College, where he earned a Bachelor of Secondary Education Major in English. His commitment to excellence is further exemplified by his achievement of passing the Licensure Examination for Teachers in the same year, which solidified his credentials as an educator.

Currently, Jowenie shares his expertise and passion for the English language as a faculty member at Immaculate Conception College. His dedication to teaching goes beyond just imparting knowledge; he strives to inspire and empower his students to become confident communicators and critical thinkers.

In addition to his contributions to education, Jowenie is a Certified Mental Health Advocate and Certified Human Resource Associate. His advocacy stems from a deep understanding of the importance of mental health and well-being in today's fast-paced and demanding world. He endeavors to raise awareness, promote understanding, and create a supportive environment for those facing mental health challenges.

Jowenie's dedication to education, mental health advocacy, human resource, and his genuine passion for helping others make him an inspiring figure in his community and beyond. As he continues to make a positive impact on the lives of those around him, his journey as an educator and mental health advocate promises to be one filled with purpose and meaning.



**Appendix F**

**Deed of Declaration**

I, Jowenie A. Mangarin, hereby submit my thesis entitled, **THREATS, OPPORTUNITIES, WEAKNESSES, AND STRENGTHS OF THE SCHOOL MANAGEMENT STRATEGIES USED BY THE AUGUSTINIAN RECOLLECT (AR) SCHOOLS DURING THE PANDEMIC**. I truthfully declare that it is a product of my original research investigation.

Signed this 29<sup>th</sup> day of July 2023 at De La Salle University- Dasmariñas, City of Dasmariñas, Cavite, Philippines.

**JOWENIE A. MANGARIN**

MAED Major in Educational Management

