

## The implementation of social action program of a school in Pasig City: A basis for an action plan

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### **Abstract**

This study is focused on the effectiveness of the social action program of one public school. Specifically, it is aimed to present the profile of respondents in terms of grade level, program, affiliation to the organization, and social action programs participated; assessed the effectiveness of participation of students and staff to social action program of the schools, determined the benefits in participating social action programs of the department; identified the problems encountered by students in participating the social action programs; discover why there is a need to sustain the social action service program, benefits, and problems encountered in participating social action program of the department when grouped according to profile variable; proposed an action plan based on the result of the study. The descriptive method of research was used with the questionnaire as the main data-gathering instrument, observation, and interviews were also used to verify the accuracy of the data. However, the data gathered from the students were treated statistically using the percentage, weighted average, and the Z-test. On this study, Qualitative research was used to gather data that is free-form and non-numerical, such as diaries, open-ended questionnaires, interviews, and observations that are not coded using a numerical system, and Quantitative research that gathers data that can be coded in a numerical form. Based on the result of this study, it was found out that there are pupils, teachers, and parents who are involved in social action program, but it was not that organized and planned. The researcher also found out that involvement of students to a certain activity, like social action program, can lead them to a well-rounded values and good behavior. Teachers and parents are actively involved in the social action program in varied ways and they are necessary for such endeavor. Therefore, the researcher concluded that social action program is a necessity to effectively change the behavior and moral values of students that can lead to a certain action plan. Schools should be actively involved in social action program. School officials and teachers should be encouraged to stand as leaders in the said program. The school should seek to support charitable events, not financially but by serving or organizing committees and actively providing indoor or outdoor events.

**Keywords:** social action plan, Philippines, Pasig City, survey

## **The implementation of social action program of a school in Pasig City: A basis for an action plan**

### **1. Introduction**

Children learn in many different ways, and they observe the actions of their parents and siblings, the decisions that their friends make, and the actions of their role models. They also learn and develop their character and sense of well-being at a very early age, but this growth does not stop at one point in their lives. People of all ages continuously develop their identity by seeing, experiencing, and reflecting on their environment. Students learn from school and also acquire knowledge in their household. In each environment that they are facing, different individuals interact with them. As a result, they develop their identity with the life experiences on how they face challenges, adapt to their environment, and live life. These situations usually lead to the improper development of the identity of the student. Therefore, this study brings a great impact on solving the identity problems of students today.

The educators of this country are made aware of this situation, and we all know that their lives should focus on their education, foster and protect them from harm and build a brighter future. According to Francisco Zulueta (2019), poverty in the Philippines is so complex that there seems to be no single solution to solve this social problem. Today, it is not surprising to hear news and reports about child prostitution, teen alcohol and drug abuse, child labor, and juvenile delinquency; these are effects of poverty. Through social action programs, these challenges in nurturing one's identity can be solved. This is an organized socioeconomic reform, a specific activity on the part of an interested group directed towards some particular institutions or committees to prevent juvenile delinquency through social action.

There are plenty of outside school activities that young people are involved in these days, like a computer or video games, playing billiards, gambling, not attending classes, roaming around, going to the mall, and watching movies. But, be it inside or outside the classroom, there is a need to provide individuals with an ethical framework by which to live. Family, community members, and teachers all play a role in educating students for character building while still in their parents' shadows. In our school, the social action program activity is quite implemented but not that organized and stable. The faculty club officers were the persons in charge of the implementation. The social action program activities, such as outreach programs, were occasionally done depending on the situations or those in need. It was implemented years ago during Typhoon Ondoy time but not as active in the process. Students' participation at this time depends on how situations needed it, but they were not so involved. The objective of the school social action program is to let every stakeholder, especially the students, in activities such as outreach programs or community service, extend their help to the people and exercise the value of sharing and giving. It is not very common to maintain or functionalize the program because they are financially incapable or lack budget. The supply was only coming from the goods the stakeholders will provide voluntarily, and it is enough to sustain the needs of the people.

In this connection, different social actions must be employed to control the growing problems in building identity. Youth social action is practical action in the service of others to create positive change. Social action programs are an important mechanism for young people to develop and express their characters while benefiting others. Generally, providers are unsure on how to measure the development of moral virtues, though these are considered to be an important outcome of youth social action. In this regard, the researcher thought of assessing the social action program of the school and see how this program shapes the character formation of the students. Furthermore, the social action program, strengthened through policy formulation and literacy, has convertible exchange values as a form of capital and a catalyst for social transformation with a central role of parents in children's literacy development. Thus, the study results are of great bearing to the beneficiaries and their community.

### 1.1 Significance of the study

Social activities play a vital role in uplifting the moral values of the students. Nowadays, students' misbehavior is one of the biggest problems in building their future. These behavioral problems tend to be a source of a lack of peace of mind and order in the family, school, and community. Some students are not aware of its significance, but in real essence, their participation and involvement in the social action program will lead to the formation of good values in life. However, this research will serve as a basis for an action plan in the successful implementation of a social action program that would help achieve the program's main goal, which is the formation of moral values, especially to the students. Moreover, in this light, this research was conceptualized to assess the existing implementation of social action and find out how it contributes to the holistic development of the youth in a school. It might also uplift the moral values of students in particular.

This research is beneficial to the following:

**Students.** This study provides a better channel toward students' participation and involvement. Its primary concern is to give a thorough understanding and deep realization of how these social activities involvement effectively molds and stresses values to the students. Encouraging the youth to attend social action program activities will enable them to interact with positive adult role models and peers and learn about how God desires people to live.

**Parents.** Parent support plays a vital role when kids are attending social action program activities. These activities serve as a discipline tool. In addition, when behavioral problems begin to arise, children's involvement in the local church youth ministry and school outreach program are vital components to students' spiritual development and in the formation of good values. It helps young students in the decision-making process in building his/her future, giving them the option to choose to walk through the road to holiness or leading them to peaceful family life. At their early age, young students will be made aware of social and religious activities and, most importantly, knowing God better.

**Teachers.** Teachers may teach discipline and create cooperation and participation among students. They are the ones who will operate the social action programs in schools. In addition to that, they will know their students further and will help them to learn more by improving their social mentality through these social action programs.

**Future Researchers.** Moreover, the importance of this research and the concern for social reform may give information to those interested in this study. This can give enough knowledge on how beneficial it is to be involved in social activities.

## 2. Methodology

The study adopted an exploratory research design focused on gaining insights and familiarity reasons for later investigation or undertaken if research problems are in a preliminary stage of the investigation. Moreover, it also allows the researcher to identify and determine whether a study is feasible in the future and issues about this topic get refined for more investigation and formulation of new research questions. In addition to that, exploratory studies also help establish research priorities and where resources should be allocated and generate hypotheses to formulate more research questions. In addition to that, exploratory studies also help establish research priorities and where resources should be allocated and generate hypotheses to formulate more research questions. The study also uses both quantitative and qualitative data. According to Creswell (2007), "a mixed-methods design is useful to capture the best of both quantitative and qualitative approaches. The strengths of the two research approaches will be emphasized in the different points of the research to gather information about the same issue. The quantitative data will be measured by the amount of population participated and the calculated result based on the data analysis.

On the other hand, the qualitative approach focuses on the effectiveness of the different social action

programs presented in the research. Therefore, the description of data to be collected, the medium of gathering, and the data analysis are essential factors to be considered to have a very precise or pinpointed research. The researcher used a survey questionnaire and an interview with the respondents to gather data. The survey consisted of two parts. First, personal information about the respondents by filling up their name, age, grade, and socioeconomic status. The second part, which focuses on the topic, contains questions about the social action programs regarding planning, doing, checking, acting parts. The researcher used a scale to synthesize the data accurately.

Scale Equivalent Description

|   |           |           |
|---|-----------|-----------|
| 5 | 4.51-5.00 | Excellent |
| 4 | 3.51-4.50 | Very Good |
| 3 | 2.51-3.50 | Good      |
| 2 | 1.51-2.50 | Fair      |
| 1 | 1.00-1.50 | Poor      |

Data Gathering has a four-step procedure that should be followed to interpret the data accurately. First, the researcher will introduce the research to the respondents to have extensive knowledge about the topic before answering the questionnaire. Second, the researcher will allow the respondents to answer the survey neatly and personally. Third, the data will be interpreted through the research instrument presented. Lastly, an inference will be stimulated that brings an impact to the direction of the research.

Two types of data will be gathered, primary and secondary data. Primary data will be the survey results and the conducted interview by the researcher and additional interpretation based on the personality and body language of the respondent while gathering the data. On the other hand, the secondary data is gathered through second-hand research from different articles, news, and issues about the said topic that helps the researcher discover new things that lead to the success of the research.

### 3. Findings and discussion

This is the process of bringing order, structure, and meaning to the mass of collected data. It is a messy, ambiguous, time-consuming, creative, and fascinating process. Data analysis also helps in the interpretation of data and make a decision or answer the research question. It starts with the collection of data followed by data processing and sorting it.

#### 3.1 Respondents Assessment in Social Action Program as to planning

Social Action Program in school talks about a program of socioeconomic reform which aims to have some particular institutional changes through social action. In this area, the indicator discusses the stage of planning and program involved to analyze the results through the indicators. This will serve as a guide for the respondents in the implementation of the program. It is also a big factor in influencing them to be a part of the program. As a whole, all the following indicators are very important.

Table 1 noted that the pupils, teachers, and parents are actively involved in the planning for social action program with an overall mean of **3.92**, which is **Very Good**. However, the respondents rated this area 4.03, 3.88, and 3.85, respectively, described as **Very Good**. The pupils rated the highest on creating a group who will lead the activity with a weighted mean of 4.14. On the other hand, the second group of respondents rated the highest in indicator #3. This establishes and maintains satisfaction, particularly with the various sector of the community/church, with a weighted mean of 4.00. Lastly, the teachers rated the highest also for indicator#3 with a weighted mean of 4.02. To further explain the table, the three groups of respondents, the students/pupils rated the lowest of the following students, rated indicator #3 as the lowest with a weighted mean of 3.88. At the same time, the two groups of respondents identified indicators #5 and #2 as their lowest with a weighted mean of 3.78 and 3.61, respectively. The parents mentioned creating a group that will lead the activity as the least indicator, while the

teachers stated something about the budget for the social activity. Looking at all indicators, the overall ratings are described as very good with a 3.92 average weighted mean as mentioned. This indicates that the pupils, parents, and teachers correspond with the indicators of the social action program.

**Table 1**

*Assessments in Social Action Program as to Planning*

| Indicators<br>The School/Administrators  | Pupils |           | Parents |           | Teachers |           | Average |           |
|--|--------|-----------|---------|-----------|----------|-----------|---------|-----------|
|  | WM     | D         | WM      | D         | WM       | D         | WM      | D         |
| 1. Prepares a plan for community involvement.  | 4.06   | Very Good | 3.87    | Very Good | 3.73     | Very Good | 3.89    | Very Good |
| 2. Sets up a budget for the activity.  | 4.13   | Very Good | 3.83    | Very Good | 3.61     | Very Good | 3.86    | Very Good |
| 3. Establishes and maintains a satisfactory partnership with various sectors of the community /church.                 | 3.88   | Very Good | 4.00    | Very Good | 4.02     | Very Good | 3.97    | Very Good |
| 4. Makes its Vision-Mission projects /activities are known to the community, general public, students/parents/teachers | 3.96   | Very Good | 3.91    | Very Good | 3.96     | Very Good | 3.94    | Very Good |
| 5. Creates a group who will lead the activity.   | 4.14   | Very Good | 3.78    | Very Good | 3.92     | Very Good | 3.95    | Very Good |
| Average WM   | 4.03   | Very Good | 3.88    | Very Good | 3.85     | Very Good | 3.92    | Very Good |
| SD   | 0.11   |           | 0.08    |           | 0.17     |           | 0.05    |           |

In this regard, involvement of the respondents in social action program as to planning explains that parents and teachers have a lower observation and rate on setting up a budget for the activity and creating a group who will lead the activity due to inefficient budget and incapable of forming or creating a group who will lead such activity. Although, however, the pupils gave a high rate on the budget set for any activity involving social action program perhaps, they did not understand more on the efficiency of budget for the implementation of the activity.

### 3.2 Respondents Assessment in Social Action Program as to Doing

Social Action Program in school talks about a program of socioeconomic reform which aims to have some particular institutional changes through social action and in this area, the indicator and the stage of planning and program must be performed involved to analyze the results through the application of its indicators. This indicator will serve as a guide in the implementation of the program. In doing, you can identify how involved the respondents in the program. It includes all the necessary work in the program to achieve the goals on it. Through "doing," you can help create or improve an action plan that will be a basis in implementing social action program. It is also a tool to measure the results of this research.

Presented in Table 2 is the respondents' actual participation in the school's social action program. It shows that the pupils, parents, and teacher have a combined weighted mean of **3.8** indicate **Very Good** in terms of their involvement in the program. All five (5) indicators were rated **Very Good** with means ranging for as low and high ranging from **3.85** and **3.92**. On the other hand, the lowest mean was obtained by item number 2 - shares the expertise and resources of its administrators, teacher, and students to the government agencies, non-governmental organization, business industry, church, and other groups. In addition to that, the highest mean was gained by item number 4 - involves the students, parents, and teachers in all projects.

Talking about pupils, they are sound engaged in doing social action program provided by the school with an average weighted mean of **3.92** rated as **Very Good**. Based on the results, the highest mean among the indicators for the pupils is item number 2 - shares the expertise and resources of its administrators, teacher, and students to the government agencies, non-governmental organization, business industry, church, and other groups with a weighted mean of **3.98**. While the lowest among the indicators is item number 4 - involves the students, parents, and teachers in all projects with a weighted mean of **3.79**. According to McGregor (2009), a program known as the

Urbano Project, which serves public school students in the Boston area, aims to empower students to create social change within their communities.

**Table 2***Assessments in Social Action Program as to Doing*

| Indicators<br>The School/Administrators  | Pupils |           | Parents |           | Teachers |           | Average |           |
|--|--------|-----------|---------|-----------|----------|-----------|---------|-----------|
|  | WM     | D         | WM      | D         | WM       | D         | WM      | D         |
| 1. Provides the entire institution with adequate opportunities and motivation to know the condition and needs of the outside community through | 3.92   | Very Good | 3.89    | Very good | 3.78     | Very Good | 3.86    | Very Good |
| a. Needs-based study   |        |           |         |           |          |           |         |           |
| b. Co-curricular activities  | 3.92   | Very Good | 3.89    | Very Good | 3.78     | Very Good | 3.86    | Very Good |
| c. Meeting with public and /or private organization  | 3.92   | Very Good | 3.89    | Very Good | 3.78     | Very Good | 3.86    | Very Good |
| d. Exposure activities/ immersion program  | 3.92   | Very Good | 3.89    | Very Good | 3.78     | Very Good | 3.86    | Very Good |
| 2. Shares the expertise and resources of its administrators, teacher, and students to the following:   | 3.98   | Very Good | 3.91    | Very Good | 3.65     | Very Good | 3.85    | Very Good |
| a. Government agencies   |        |           |         |           |          |           |         |           |
| b. Non-governmental organization   | 3.98   | Very Good | 3.91    | Very Good | 3.65     | Very Good | 3.85    | Very Good |
| c. Business/industry   | 3.98   | Very Good | 3.91    | Very Good | 3.65     | Very Good | 3.85    | Very Good |
| d. Church  | 3.98   | Very Good | 3.91    | Very Good | 3.65     | Very Good | 3.85    | Very Good |
| e. other groups  | 3.98   | Very Good | 3.91    | Very Good | 3.65     | Very Good | 3.85    | Very Good |
| 3. Participates in the work of educational, civic, and religious organizations.  | 3.85   | Very Good | 3.96    | Very Good | 3.90     | Very Good | 3.90    | Very Good |
| 4. Involves the students, parents, and teachers in all projects.   | 3.79   | Very Good | 3.94    | Very Good | 4.04     | Very Good | 3.92    | Very Good |
| 5. Implement the plan and measure its performance.   | 3.86   | Very Good | 3.93    | Very Good | 3.88     | Very Good | 3.89    | Very Good |
| Average WM   | 3.92   | Very Good | 3.91    | Very Good | 3.77     | Very Good | 3.87    | Very Good |
| SD   | 0.06   |           | 0.02    |           | 0.13     |           | 0.03    |           |

The parent-respondents have a valuable role in doing social action programs of the school with an average mean of **3.91**, which is **Very Good**. Among all indicators, the parents obtained the highest involvement in item number 3 - participates in educational, civic, and religious organizations with an average mean of **3.96**. At the same time, the lowest was obtained in item number 1 - which provides the entire institution with adequate opportunities and motivation to know the condition and needs of the outside community through needs-based study, co-curricular activities, meeting with public and/or private organization, exposure activities/immersion program with an average mean of **3.89**. According to Brindis and Davis and Kirby and Coyle, service-learning is part of a youth development philosophy that promotes engaging youth in constructive activities that build on their strengths and interests.

Teachers' involvement in the school's social program is rated **Very Good** with an average weighted mean of **3.77**. While the highest item rated by respondents is item number 4 - involves the students, parents, and teachers in all projects with an average mean of **4.04**. On the other side, the lowest average mean of 3.65 was obtained by item number 4 - shares the expertise and resources of its administrators, teacher, and students to the government agencies, non-governmental organizations, business industry, church, and other groups. According to Allen, Philibert, Herring, and Kuperminc, Waterman, although research on youth development programs is still scarce, there is some evidence like service-learning that can improve student academic performance, and life skills hope for the future.

As stated by the respondents, pupils involved in such social action program activities thru donations in churches and other areas of concern. Some school outreach programs where pupils are involved in donating or giving some things for the less fortunate and victims of calamities. Pupils could give can goods, noodles, and other necessary things needed to support the victims. For teachers, they are very much involved and hands-on as far as the feeding program is concerned. Some teachers volunteered in activities like getting or recording the pupils' height and weight and eyeing potential beneficiaries of the free school's feeding programmers also helped and extended their support thru collecting voluntary amounts to any persons in need. The faculty club officers lead in any activity or support that could help the people in need. For parents, they are active in providing comprehensive services, including social support and information about children's development. Several were active in some school activity program and served as parents' officers, and other were involved in church social action programs. Parents joined the activities of their children at school programs like Brigada Eskwela and the Green Hearts Program. As a whole, the respondents were all active in such indicators in social action programs.

### 3.3 Respondents Assessment in Social Action Program as to Checking

Social Action Program in school talks about a program of socioeconomic reform which aims to have some particular institutional changes through social action, and in this area(checking), the social action program must be assessed properly to become more effective in its application. Formal and informal assessments take place after the doing process of the activity. Teachers lead in assessing pupils by asking questions preferably referred to the implementation of social action programs. Throughout the social action program, if the assessment shows that it is not effective, a change of plan and strategy will be implemented that focuses more on the goal of the social action program.

**Table 3**

*Assessments in Social Action Program as to Checking*

| Indicators<br>The School/ Administrators  | Pupils |           | Parents |           | Teachers |           | Average |           |
|---|--------|-----------|---------|-----------|----------|-----------|---------|-----------|
|   | WM     | D         | WM      | D         | WM       | D         | WM      | D         |
| 1. Monitors and evaluates the effectiveness of the different projects/activities in terms of values of students | 4.21   | Very Good | 3.98    | Very Good | 3.98     | Very Good | 4.06    | Very Good |
| 2. Evaluates the effectiveness of the activities.   | 4.07   | Very Good | 3.89    | Very Good | 3.98     | Very Good | 3.98    | Very Good |
| 3. Suggests activities that enhance   | 3.83   | Very Good | 3.85    | Very Good | 3.96     | Very Good | 3.88    | Very Good |
| 4. Identifies the changes in the behavior of the people involved.   | 4.02   | Very Good | 3.74    | Very Good | 3.84     | Very Good | 3.87    | Very Good |
| 5. Predicts the outcomes of the activity.   | 3.96   | Very Good | 3.61    | Very Good | 3.88     | Very Good | 3.82    | Very Good |
| Average WM  | 4.02   | Very Good | 3.81    | Very Good | 3.93     | Very Good | 3.92    | Very Good |
| SD  | 0.14   |           | 0.14    |           | 0.06     |           | 0.10    |           |

As presented in Table 4, the respondents rated **Very Well** in their involvement in a social action program to check with an overall weighted mean of **3.92**. As shown on the table, all items are rated **Very Good** with the overall average mean ranging from **3.82** to **4.06**, the lowest to highest, respectively. The rated items highest are indicator number 1 - monitors and evaluates the effectiveness of the different projects/activities in terms of students' values while the lowest is item number 5 - predicts the outcomes of the activity.

In terms of checking, pupils get involved themselves in social action programs as rated **Very Good** with an average of **4.02**. The highest item rated by the pupils was indicator number 1. Monitors and evaluates the effectiveness of the different projects/activities in terms of students' values with an average of **4.21**. At the same time, item number 5 - predicts the outcomes of the activity got the lowest average rate of **3.96**. According to some schools, as a Scholastican community, the St. Scholastica College heeds the challenge of their local church and makes them conceit through their advocacies: Women empowerment, peace, poverty alleviation, and social

justice and care for the environment.

On the other hand, the parents rated **Very Well** for checking the social action program with an average mean of **3.81**. Among the five (5) indicators, the highest average mean of 3.98 is item number 1 - which monitors and evaluates the effectiveness of the different projects/activities in terms of students' values. On the contrary, the lowest average mean of 3.61 is item number 5 - predicts the activity outcomes. According to the National Network of Partnership Schools (2008), Parents' engagement in schools can promote positive change in behavior among children and adolescents. Engaging parents in learning and school activities can help them how to become responsible parents.

On the other side, the teachers rated **Very Well** in terms of their involvement in checking the social action program with an average mean of **3.93**. Two out of five indicators were rated highest with an average mean of **3.98**; item number 1 - monitors and evaluates the effectiveness of the different projects/activities in terms of students' values, and item number 2 - evaluates the effectiveness of the activities. Meanwhile, the lowest-rated indicator was item number 4 - identifies the changes in the behavior of the people involved with an average mean of **3.84**. However, the respondents gave their views on social action programs regarding checking and stated that activities were evaluated, monitored, and checked. Still, it is not usual for them to do it. As one of the respondents, as to parents, they gave suggestions like providing basic needs such as a healthy lifestyle in some feeding programs. For teachers, everyone should be responsible enough to encourage the students to participate in sports instead of using illegal drugs. Enable to experience and mingle with different people in the community through activity involvement.

### 3.4 Respondents Assessment in Social Action Program as to Acting

Social Action Program in school talks about a program of socioeconomic reform which aims to have some particular institutional changes through social action. In this area (acting), the data must coincide with the functionality of its Social Action Program.

**Table 4**

#### *Assessments in Social Action Program as to Acting*

| Indicators<br>The School/Administrators                        | Pupils |           | Parents |           | Teachers |           | Average |           |
|--|--------|-----------|---------|-----------|----------|-----------|---------|-----------|
|  | WM     | D         | WM      | D         | WM       | D         | WM      | D         |
| 1. Tracks the performance and data of the activity.            | 3.73   | Very Good | 3.76    | Very Good | 3.88     | Very Good | 3.79    | Very Good |
| 2. Implements the recommended changes.                         | 3.87   | Very Good | 3.70    | Very Good | 3.86     | Very Good | 3.81    | Very Good |
| 3. Provides all documentation to the activity for improvement. | 3.76   | Very Good | 3.93    | Very Good | 3.96     | Very Good | 3.88    | Very Good |
| 4. Maintains a good outcome of the activity.                   | 4.01   | Very Good | 3.87    | Very Good | 3.96     | Very Good | 3.95    | Very Good |
| 5. Takes action to improve changes in the activity.            | 3.91   | Very Good | 3.93    | Very Good | 4.00     | Very Good | 3.95    | Very Good |
| Average WM   | 3.86   | Very Good | 3.84    | Very Good | 3.93     | Very Good | 3.88    | Very Good |
| SD   | 0.11   |           | 0.10    |           | 0.06     |           | 0.07    |           |

Table 4 show that the respondent's involvement in social action program in terms of action has an overall average mean of **3.88** and rated **Very Good**. Two (2) of the five (5) indicators obtained the highest rate, number 4 - maintains the good outcome of the activity, and number 5 - takes action to improve changes in the activity. Both have an overall average of **3.95**. While indicator number 1 - tracks the performance and data of the activity was rated the lowest among the five items with an average mean of **3.79**.

The pupils' involvement in the social program as to acting was rated as **Very Good** with a **3.86** average mean. Item number 4 - maintains the good outcome of the activity obtained the highest rate of **4.01**; on the contrary, item number 1 - tracks the performance and data of the activity obtained the lowest rate. According to



David, changes in the attitudes and behavior of the many poor children we served have always been the strength in times of encouragement.

Parents' satisfactory involvement in social action program as rated **Very Good** with an average mean of **3.84**. Then, item number 3 - provides all documentation to the activity for improvement and number 5 - takes an action to improve changes in the activity with an average mean of **3.93**. Meanwhile, item number 2 - implements the recommended changes got the lowest rate of **3.70**. These social activities play a vital role in uplifting the moral values of the students. Therefore, this provides a better channel toward students' participation and involvement.

The teachers' involvement in the social action takes action **Very Good** with an average mean of **3.93**. In addition to that, the highest-rated indicator was number 5 - takes action to improve changes in the activity with a **4.00** weighted mean. While the lowest-rated indicator was number 2 - it implements the recommended changes with an average of **3.86**. According to Guiang, the community of Kids for Christ has developed a club-like structure all through these years. But God has other plans for these children. With a firm foundation in place, the kids are now ready to share their blessings, serve the less fortunate, save the environment, develop an entrepreneurial spirit, be a part of nation-building, and proclaim and magnify his power and majesty.

As a whole and as stated by respondents, every activity regarding social action program in school was documented and evaluated if it is effective and successful. In addition, any shortcomings in the activity were provided with suggestions that could help improve the activity.

### 3.5 Respondents Assessment in Social Action Program as to Planning, Doing, Checking and Acting (PDCA)

The data presented here tackles the overall summary of the data gathered about the different Social Action Programs.

**Table 5**

*Summary of Assessment of the Respondents in Social Action Program*

| PDCA          | Pupils |      | Parents |      | Teachers |      | Average |      |           |
|---------------|--------|------|---------|------|----------|------|---------|------|-----------|
|               | WM     | SD   | WM      | SD   | WM       | SD   | WM      | SD   | D         |
| Planning      | 4.03   | 0.11 | 3.88    | 0.08 | 3.85     | 0.17 | 3.92    | 0.05 | Very Good |
| Doing         | 3.92   | 0.06 | 3.91    | 0.02 | 3.77     | 0.13 | 3.87    | 0.03 | Very Good |
| Checking      | 4.02   | 0.14 | 3.81    | 0.14 | 3.93     | 0.06 | 3.92    | 0.10 | Very Good |
| Acting        | 3.86   | 0.11 | 3.84    | 0.10 | 3.93     | 0.06 | 3.88    | 0.07 | Very Good |
| Grand Average | 3.96   | 0.11 | 3.86    | 0.09 | 3.87     | 0.11 | 3.90    | 0.06 | Very Good |

Based on the interpretation of table 5, pupils, parents, and teachers were actively engaged in planning, doing, checking, and acting social action programs with a grand average of **3.92** rated as **Very Good**. Most of the respondents were planning and checking as recorded the highest domain with an average mean of **3.92**. However, they are somehow not comfortable in doing such social action program as it was rated the lowest among the domains with an average mean of **3.87**. The highest involvement of pupils is on the planning with **4.03** weighted mean, while acting obtained the lowest involvement with **3.86** weighted means. For parents, doing is the highest, and checking is the lowest in the social action program with **3.91** and **3.81** weighted means. The teachers have a great part in checking and acting as rated the highest while rated the lowest among the four domains, with the respective means of **3.93** and **3.87**. Hence, the result of the study stated that the involvement of the social action program of the respondents was successful, and the implementation of such a program was very good.

According to the pupil respondents, they are involved in the Social Action Program like donating can goods, noodles, and old clothes to the beneficiaries. Still, they are the ones leading the program. On the other hand, teachers and parents are actively involved in Social Action Program in different ways they could help and provide something to the people but not organized. Most of them donate goods but not in a regular manner.

### 3.6 Test of Difference of the Three Groups of Respondents on Social Action Program PDCA

These variables represent the different results between the assessment of social action programs. In addition to that, the implication if the variable's H will be rejected or not will be shown if the data gathered has a significant impact on the decision.

**Table 6**

#### *Test of Difference on the Assessments of the Three Groups of Respondents on Social Action Program PDCA*

| Variables | Computed F | Critical F at 0.05 | Description     | Decision  |
|-----------|------------|--------------------|-----------------|-----------|
| Planning  | 3.05       | 3.89               | Not Significant | Accept Ho |
| Doing     | 13.69      | 3.28               | Significant     | Reject Ho |
| Checking  | 3.55       | 3.89               | Not Significant | Accept Ho |
| Acting    | 1.37       | 3.89               | Not Significant | Accept Ho |
| Over-all  | 2.38       | 4.26               | Not Significant | Accept Ho |

Based on the table, almost all of the Variables were doing right at the first assumption except Doing, which made a significant change during the analysis by having a large amount of F. As a result, Ho is rejected. According to the respondents, they are involved in doing such things that could help the Social Action Program. Parents and teachers are in-charge in planning and checking, unlike students who are more involved in planning or leading the social action program. However, the budgeting process or financial aspects lead by teachers and parents as well. As a summary, indicators show that most of the respondents are involved in the process, in contrast with planning and checking, which is handled mostly by teachers and parents.

### 3.7 Indicators in Preparing Action Plan for Social Action Program

The indicators that should be considered in preparing an action plan for social action program are very important in achieving goals. These indicators take a big part in the beginning until the last part of the program's implementation, and this will be a guide for each of the respondents. The action plan will serve as a basis for the implementation of the program. The action plan will be a tool to a more comprehensive and systematic way to achieve the goal and objectives of the social action program, which is to utilized the activity and produced students who are holistically developed and with good moral values. The preparation of the social action program and its implementation will be based on the action plan.

**Table 7**

#### *Indicators in Preparing in Action Plan for Social Action Program*

|  | Planning | Pupils     | Parents | Teachers | Average |
|--|----------|------------|---------|----------|---------|
| 1. Prepares a plan for community involvement.  |          | 4.06       | 3.87    | 3.73     | 3.89    |
| 2. Sets up a budget for the activity.  |          | 4.13       | 3.83    | 3.61     | 3.86    |
|  | Doing    |            |         |          |         |
| 2.Shares the expertise and resources of its administrators, teacher, and students to the following: a. Government agencies |          | 3.98       | 3.91    | 3.65     | 3.85    |
| b. Non-governmental organization   |          | 3.98       | 3.91    | 3.65     | 3.85    |
| c. Business/industry   |          | 3.98       | 3.91    | 3.65     | 3.85    |
| d. Church  |          | 3.98       | 3.91    | 3.65     | 3.85    |
| e. other groups  |          | 3.98       | 3.91    | 3.65     | 3.85    |
|  | Checking | 0          |         |          |         |
| 4. Identifies the changes in the behavior of the people involved.  |          | 4.02       | 3.74    | 3.84     | 3.87    |
| 5. Predicts the outcomes of the activity.  |          | 3.96       | 3.61    | 3.88     | 3.82    |
|  |          | Average WM | 4.02    | 3.81     | 3.93    |
|  |          | SD         | 0.14    | 0.14     | 0.06    |
|  | Acting   |            |         |          |         |
| 1. Tracks the performance and data of the activity.  |          | 3.73       | 3.76    | 3.88     | 3.79    |
| 2. Implements tthe recommended changes.  |          | 3.87       | 3.7     | 3.86     | 3.81    |

In the Planning indicator, the averages of its coordinates are close to each other by having a 0.03 gap. Which means the pupils, parents, and teacher are attached to this social action programs. In the Doing indicator,

their averages are balanced with 3.85. As a result, the social action programs of doing are equally prioritized. The gathered data in the Checking indicator also presents distributed attachments to the social action programs the same as the acting indicator. Overall, the social action programs will be prioritized and performed well by the pupils, parents, and teachers, resulting in all the people's good.

#### 4. Conclusions

These different facts about Social Action Programs help schools have more ways to implement agendas that can ignite the students to participate actively in scholarly activities. On the other hand, the leaders must analyze the effect of a certain program on the pupils before they implement it. Overall, all of these are directed towards the proper Policy Direction. It is a heartfelt experience to have these social action program activities because it could help the needy, and only a few are chosen.

- Social Action Program is a tool for the student's development holistically.
- Based on the study, most stakeholders are active in the social action program of the school.
- Majority of the respondents are students, but parents and teachers are more involved in the social action program.
- Due to some problems in implementing the social action program, teachers and parents work together to push through with the program.
- The social action program is a necessity and an important factor in changing the behavior that could build moral values.

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