

# LAKAS NI JUAN: Strategic banner program for improving school performance

Manalo, Hazel ✉

Department of Education, Philippines ([hazelymanalo22@gmail.com](mailto:hazelymanalo22@gmail.com))

Received: 26 July 2023

Available Online: 2 September 2023

Revised: 14 August 2023

DOI: 10.5861/ijrse.2023.56

Accepted: 25 August 2023

ISSN: 2243-7703

Online ISSN: 2243-7711

OPEN ACCESS



## Abstract

The impact of the COVID-19 pandemic has revolutionized education in all its aspects and has challenged all stakeholders in achieving quality education for all learners. Alongside, the changes run the concern to develop a child-friendly school, create a safe and supportive work environment for all school employees, provide authentic, relevant, and meaningful learning for students, and unite stakeholders for a positive relationship between home, school, and the community. Making sure that education never stops and the foresight to rise from the effects of the pandemic, the proponent who is also the school's principal, conceptualized and initiated a school banner program "Leading Active participation and Keeping continuous engagement of All Stakeholders to Nurture Innovation and improve learning outcomes for a Jovial, Unified, Access-driven, peaceful, and iNclusive school environment" or simply LAKAS NI JUAN School-Banner Program. The banner program is an umbrella of all leading projects of the school that mostly satisfy the goals of the school development plan. Its implementation has sprouted relevant projects and activities based on the needs assessment. Hence, continuous school improvement became perceptible. Each project is spearheaded by a chairperson who is supported by four key teachers. With the launching of the school-banner program LAKAS NI JUAN, the school was able to gain a much increase in terms of stakeholders' participation which was the primary aim of the program. LAKAS NI JUAN School-Banner Program is a shared mission and vision for ALL and by ALL. It paved the way for achieving increased participation among our stakeholders, leading to improved school performance as reflected in our School Based Management System level of practice.

**Keywords:** banner program, stakeholders, best practices, learners, school performance, key performance indicators, school based management

## LAKAS NI JUAN: Strategic banner program for improving school performance

### 1. Introduction

As provided in Republic Act 9155 also known as the Governance of Basic Education Act of 2001, schools are required to create the SIP as a roadmap that lays down the specific interventions of the school to combat its problems with the help of the stakeholders in the period of three consecutive years. These interventions shall be in the face of the different Programs, Projects, and Activities which shall be monitored and evaluated as to their progress and impact created to the school.

Initiating a plan that will spawn the development of the school is a must for a leader who believes that a good school is associated with the characteristics of having strong instructional management, clear learning expectations, and the characteristics of a conducive learning environment. When the school head assumed her position at San Juan SHS on January 4, 2021, she at once visited the School-Based Management and its current status. In particular, she asked for the School Improvement Plan and the Annual Implementation Plan to learn about the existing programs, projects, and activities of the school. Her first week was spent establishing rapport with fellow workers, knowing more about the status of the school in terms of its Key Performance Indicators (KPIs), and analyzing the strengths and weaknesses of school PPAs.

Since it was pandemic time and there were limited face-to-face encounters, the school head then launched the Online Kumustahan to get in touch even virtually with fellow teachers, learners, and parents. Occasionally and depending on the municipality's current COVID-19 situation, face-to-face meetings were held to get in touch with the PTA officers. The whole months of January to February 2021 were focused on gradual school facilities improvement as it's deemed necessary to have a bulletin/ transparency board and administration office ceiling. With these, she created Project PAGANDA (Partnership for Ground and other facilities improvement through the Active involvement of stakeholders in Nurturing and Developing A child-friendly learning environment). The school head also learned that some learners expressed intent to quit schooling and decided to work to help augment family needs. It was the time that she implemented her Project SAGIP (Save At-risk students through Guidance and Intervention Programs).

Having evaluated the school's current situation and to further improve performance in all aspects, the school head conceptualized a banner program wherein all projects and activities would be anchored. Thus, the birth of the LAKAS NI JUAN which will be the mother of all school PPAs. This school-banner program was launched on March 13, 2021, in time for the presentation of the School Report Card (SRC) and the first State of the School Address (SOSA). The launching was virtually held and with the presence of OIC- PSDS, Municipal Mayor, Brgy. Captain and SGC Chairperson, SGC Vice-Chairperson, MDRRMO chief, GPTA President, other SGC and PTA Officers, parents, faculty, and staff, and our dear learners.

Other worthwhile projects implemented under the school banner program were:

- Project BE JUAN (Be Enjoined with Jovial, Unified, and Nurturing SJSHS) geared towards increasing enrolment by 10%;
- Project MAI SIKAP (Monitoring And Intervention for Strengthening Individual Knowledge And Performance) keeping our target learners to be gradually engaged in school activities by providing each one of them the most appropriate intervention;
- Project HOME (Home-based training and evaluation of students' skills in commercial cooking to Overcome obstacles brought by the pandemic and Manage the best Experiences for learners);
- Project PRINT (Provide and Reproduce Instructional materials for a Nurturing Teaching-learning)

ensured a 1:1 ratio of printed and digitized learning materials, instructional materials, modules, work sheets, and activity sheets during the Modular Distance Learning Delivery;

- Project LEARN (Learners' Enhancement through Adequate intervention materials for Remediation and other learning Needs) made the teachers' craft Strategic Intervention Materials for use in Projects SAGIP and MAI SIKAP;
- Project CARE (Creating Adequate learning spaces and Reinforcing parents' involvement in their Children's Education) made sure that learning spaces at home were always available to learners through monitoring and constant communication;
- Project STEMS (Students and Teachers Encounter in Mathematics and Science) addressed the learning needs and concerns of students in challenging topics of Math and Science;
- Project CPD (Continuous Professional Development) equipped teacher educators with digital skills and competencies;
- Project TALAS (Teachers in Action Leading to Astounding Skills) aimed at developing a specific teaching-learning skill set based on subject specialization;
- Project AWARD (Acknowledge outstanding Work and Achievement of learners through Reward and incentive for continuous Development) encouraged more learners to aspire for better academic performance;
- Project RESPETO (Respect for cultural and other diverse learner needs Enhanced by Strengthening Peace Education in Teaching- learning and Other activities) became an avenue for tapping stakeholders in promoting peace education;
- Project KASAMA (KAsangga SA paghubog ng Mabuting Asal) inculcated in our dear learners the importance of moral values through conduct of different online activities;
- Project EDMS (Enhanced Data Management System) organized file storage via google drive and google classroom;
- Project REWARD (Recognition for school employees' Efficient conduct of Work and outstanding Achievement Rendered for maximum learners' Development) increased motivation for work of school personnel and other stakeholders, highlighted by Gawad PANGMALAKASAN;
- Project PROVIDE, a Brigada Eskwela Project which paved way for more school improvement; Project ACCESS (Acquiring and Collecting Essential supplies for Safety and Security) prioritized COVID- related supplies for the school, personnel, and learners;
- Project SECURE implemented various DRRM programs, projects and activities; Project REPAIR for school facilities maintenance;
- Project HEALTH provided HEalth Activities Leading to Higher learning outcomes; and
- Project JUAN HEART (Habitual Exchange and Application of Religious Testaments) sustained fellowship leading to spiritual growth, improved well- being, and strong social intimacy.

The LAKAS NI JUAN school banner program paved the way for school improvement in all areas- facilities, ground, learning delivery, teachers' enhancement, KPI results, and School-Based Management Level of Practice. Specifically, it aimed to: (1) Develop a child-friendly school that ensures every learner has an environment that is physically safe, emotionally secure, and psychologically enabling; (2) Provide a safe and supportive work environment for all school employees following the guidelines and recommendations of respective agencies in

response to the COVID19 pandemic; (3) Create learning experiences for all learners by adapting approaches that deliver quality education; and (4) Foster positive relationships between home, school, and the community.

The implementation of LAKAS NI JUAN targeted the following salient points in school management and operations:

- Leveled up School-Based Management Implementation
- Strengthened partnership with school stakeholders.
- Improved teachers' and learners' performance
- Secured school environment, achieve at least 30 points in the Child-Friendly School Survey (CFSS)
- Enhanced school facilities

## 2. Review of Related Literature

Abulencia, n.d.; Department of Education as mentioned in the study of Cabardo (2016) stated that in the Philippines, to achieve the Education for All (EFA) objectives by 2015, the Department of Education is pursuing policy reforms under the Basic Education Sector Reform Agenda (BESRA). Key Reform Thrust 1 (KRT1) of BESRA is School-Based Management (SBM). SBM underscores the empowerment of key stakeholders in school communities to enable them to actively participate in the continuous improvement of schools toward the attainment of higher pupil/student learning outcomes.

With SBM, several enabling policies were formulated such as the School Governing Council (SGC); conduct of Assessment of Level of Practice; School Improvement Planning (SIP); and reporting of accomplishments through School Reports Cards (SRCs). These policies were supported by a budget line item in the General Appropriations Act (GAA) for the installation of SBM in all public elementary and secondary schools. With this, SBM had been revised to better highlight the learner as the center of SBM practice; to encompass the diverse realities of learning contexts defined and uniquely occurring within specific geographic, social, cultural, economic, political, and environmental make-up of the contemporary society; to enhance the commitment of education stakeholders at all levels to their responsibilities and accountabilities in realizing the education outcomes for children; and to improve the school system's capacity to be on track in achieving the Education for All/Millennium Development Goals and sustain good performance (Department of Education, 2012).

With this and even before this, the Department of Education (DepEd) had been implementing several projects, programs, and activities (PPA) that will realize SBM and other sound philosophical and legal frameworks of the department. These PPAs include Brigada Eskwela, Every Child-A-Reader Program, School First Initiative; Child-Friendly School System; Project WATCH (We Advocate Time Consciousness and Honesty); and Adopt-A-School Program. Locally, it has been observed that although the schools are doing their best in linking with the different school stakeholders, still declining results had been reported by schools on some of the school-initiated activities (Cabardo, 2016).

DepEd in its released Department of Education Programs and Projects Beneficiaries (2020) highlighted the importance of programs, projects, or activities across the Central Office, Regional Offices, Schools Division Offices, and Schools & Learning Centers related to performance improvement, quality management, governance, structure, systems, processes, resource management, and organizational culture. Consequently, Researchgate.net emphasized that program implementation refers to how well a proposed program or intervention is put into practice and is fundamental to establishing the internal, external, construct, and statistical conclusion validity of outcome evaluations. Research conducted on preventive field trials indicates that program implementation is variable across change agents and settings and is sometimes seriously compromised and that the level of

implementation influences outcomes.

The Department of Education issued a memorandum to address all concerns, practices, gaps, and problems of the school with the development of Priority Improvement Areas in selected areas in school management, operations, and service delivery that need to be changed to enhance the three key result areas in basic education namely: access which is the trend of the enrolment, cohort survival rate, completion rate, transition rate, and dropout rate; quality is concerned of achievement rate, promotion rate, graduation rate and failure rate; and governance which is concerned of teacher-learner ratio, classroom-learner ratio, seats-learners ratio and textbook-learner ratio (Andalajao, Empeso, 2019).

### 3. Innovation, Intervention, Strategy

#### *Work plan for LAKAS NI JUAN School Banner Program*

March-May 2021	June-August 2021	September-October 2021	November-December 2021	January-February 2022	March-April 2022	May-June 2022
Launching of the LAKAS NI JUAN School Banner Program	Strengthening rapport with learners and their parents by any possible means	Implementing Project BE JUAN, RESPETO, KASAMA, EDMS, PROVIDE, CARE	Continuous implementation of relevant programs and activities, maintaining close ties with target learners and their parents	Continuous implementation of all relevant programs and activities	Continuous implementation of all relevant programs and activities	Continuous implementation of all relevant programs and activities
Implementing Projects PAGANDA, SAGIP, ACCESS, SECURE, REPAIR, and HEALTH	Reinforcing Project MAI SIKAP to focus on at-risk working students	Crafting Project Proposals	Monitoring of the accomplished tasks of target learners under relevant projects.	Drafting the Project Completion Report	Launching and first session of Project JUAN HEART	Accomplishing the Project Monitoring Tool to evaluate the effectiveness of PPAs implementation
Identifying students at risk of quitting school and those who are no longer participating in school activities (NLPA)	Determining the type of interventions suited to the learning needs of each at-risk learner			Assessing the School-Based Management Level of Practice	Preparing for Project Codification	Evaluating the impact of the implementation of the projects under the school banner program in the school's KPIs- dropout, failure rates, and academic performance
Home visitation through Project SAGIP by the school head, guidance teacher, and class advisers	Monitoring of other projects like STEMS, CPD, and TALAS					Submission of Project Completion Report for Innovation and Diffusion Process

Implementing Project AWARD to boost students' academic performance and REWARD for school personnel	Continuous monitoring using the Project Monitoring Report Form
Providing appropriate interventions for target learners who are at the most risk of dropping out	

With the implementation of the LAKAS NI JUAN School Banner Program, we were able to determine which projects and activities would effectively cater to the needs of concerned persons depending on the issues, and/ or problems encountered. Projects that were deemed still relevant to the current needs were retained, some were not implemented anymore, and more innovative projects were created.

**Action Research Questions** - This study aimed to highlight the effectiveness of the implementation of the school banner program LAKAS NI JUAN. Specifically, it sought to answer the following questions: How may the launching of a school banner program increase stakeholders' participation? What are the impacts of the implementation of LAKAS NI JUAN in terms of Key Performance Indicators (KPIs) Results, Child-Friendly School Survey (CFSS) Score, and School-Based Management Level of Practice? How effective is the implementation of the program as reflected in the result of Failure Rate, Dropout Rate, and academic performance? What Action Plan for SY 2022-2023 can be proposed for the project to be benchmarked by other districts?

**Action Research Methods** - This research was primarily conducted to highlight the significance of Programs, Projects, and Activities' implementation in the success of the school, learners, and teachers' performance. The study covered the effectiveness of implementing the school banner program LAKAS NI JUAN as a strategic way for increased participation of parents, and stakeholders in all school endeavors. Continuous monitoring using the Project Monitoring Tool was done to ensure that the objectives of the program would be met and that continuous school improvement in all areas would be realized.

#### **Participants and/or Other Sources of Data and Information**

**Table 1**

*School KPIs Data for the last three school years or BEFORE and AFTER the Implementation of LAKAS NI JUAN*

KPIs	2019-2020	2020-2021	2021-2022
Enrolment	484	648	784
Dropout	1.62%	0.30%	0
Promotion	98.17%	98.48%	99.11%
Failure	0	0	0
Completion	94.98%	91.20%	99.11%
Retention	94.98%	91.20%	99.73%

**Table 1** shows the marked improvement of school Key Performance Indicators (KPIs) after the implementation of the LAKAS NI JUAN school banner program in March 2021. An increased enrolment rate at an average of 6.54% could be noted. This can be attributed to the strengthened school campaign through Project BE JUAN. Other KPIs can be gleaned to have improved, the targeted zero dropouts had been achieved, 0 Failure Rate was maintained, and Completion and Retention Rates increased to a high extent.

**Table 2***SBM Level of Practice AFTER the implementation of LAKAS NI JUAN*

AREAS	WEIGHT	RESULTS
Performance Improvement	2.33	1.40
SBM Assessment Score (DOD)	2.85	1.14
TOTAL		2.54
INTERPRETATION		Level III- Advanced

**Table 2** presents the updated SBM Level of Practice of San Juan SHS. From its previous 2.14 Level of Practice before the implementation of the LAKAS NI JUAN School Banner Program, the school is now among the 36 schools in SDO Batangas that have qualified for the hybrid validation of the Region for Level III or Advanced Level of Practice this coming September 2022.

**Data Gathering Methods** - This study was designed to show the significant impact of the implementation of programs, projects, and activities in school. It particularly highlighted the impact of the banner program LAKAS NI JUAN on the improved performance of the school. A qualitative research technique by Savin-Baden, M. & Major, C. (2013) was utilized in this study and data were collected through constant monitoring. This action research technique is a broad inquiry method that uses unstructured data-collection methods, such as focus groups, observations, or documents (Donald Ary, et.al., 2010).

#### 4. Discussion of results and reflection

The implementation of the school banner program LAKAS NI JUAN undoubtedly made an impact on the improved Key Performance Indicators, stakeholders' participation, and performance of the learners, teachers, and other school personnel. As such, the results can be gleaned from the Project Monitoring Report Form of the Program highlighting its accomplishments and/or status to date. The effectiveness of the banner program is reflected in the percentage of increase in stakeholders' participation, improved teachers' and learners' performance, Child-Friendly School Survey score, enhanced school facilities, and the SBM Level of Practice.

Table 3 shows the updated status of the implementation of an Identified Priority Improvement Area stated in the School Improvement Plan (SIP). It could be gleaned from the Project Monitoring Report Form that with the continuous implementation of the programs and activities, the objectives of the LAKAS NI JUAN school banner program had been realized. The marked increase in stakeholders' participation from 84.15% in SY 2019-2020, 94.87% in SY 2020-2021 to 96.24% in SY 2021-2022 is proof of the banner program's impact on the school community. CFSS results with a 35 perfect score proved the school's commitment to upholding the quality basic education.

#### 5. Findings

**Increased Stakeholders' Participation** - The launching of the LAKAS NI JUAN school banner program strengthened ties between the school and its stakeholders. The School Governing Council (SGC) became functional and actively participated in school endeavors as could be seen from the records of attendance to meetings, and project implementation. Parents' participation in school activities also significantly got higher. The school achieved increased participation from 84.15% in SY 2019-2020 to 94.87% in SY 2020-2021, it even soared higher in SY 2021-2022 with 96.24%.

**Impact of Implementation of LAKAS NI JUAN School Banner Program** - The implementation of LAKAS NI JUAN inspired school personnel to carry on its mantra that collaboration is the key to successful school endeavors. As reflected from the data in Table 3, Project Monitoring Report Form, it proved to have achieved its targets in terms of:

**Table 3***Project Monitoring Report Form for the School Banner Program LAKAS NI JUAN.*

Name of Project	Project Objectives & Targets	Date of Monitoring	Accomplishment/ Status to Date Based on Year 1 Targets
LAKAS NI JUAN School Banner Program <i>(Leading Active participation and Keeping continuous engagement of All Stakeholders to Nurture Innovation and improve learning outcomes for a Jovial, Unified, Access-driven, peaceful and iNclusive school environment)</i>	Strengthened partnership with school stakeholders	July 2021	Ninety percent (90%) of parents/community participated in the implementation of DepEd programs/projects as per OPCRF 2020-2021; Percentage of Parents' Attendance increased from 84.15% in SY 2019-2020; 94.87% in SY 2020-2021; and 96.24% in SY 2021-2022
	Improved teachers' and learners' performance	August 2021	Eleven (11) teachers attained Outstanding performance in the IPCRF,  Winnings among school, teachers, and learners were evident;
	The secured school environment achieved 35 points in the Child-Friendly School Survey (CFSS)	August 2021	120 learners graduated with honors, 35 with high honors, and 2 with highest honors  From 29 points in SY 2019-2020, the school's CFSS score increased to 34 points in SY 2020-2021, and it garnered the perfect score of 35 in SY 2021-2022
	Enhanced school facilities	September- December 2021	Improved GPP and SIGA Areas Put up bulletin and transparency boards Office ceiling repaired
	Leveled up School Based Management implementation	February 2022	School landmark built thru PTA and SSG project  SBM Level of Practice improved from 2.14 or Better to 2.54 or Advanced Level making the school qualified for Regional Evaluation

**Key Performance Indicators**

**The enrolment rate** continuously increased as per data from the last three school years, 484 in SY 2019-2020, 648 in SY 2020-2021, and 784 in SY 2021-2022.

**Dropout Rate** achieved Zero (0) by SY 2021-2022

**Failure Rate** maintained its Zero (0) rating for 3 consecutive school years

**Promotion Rate** from 98.48% to 99.11%

**Completion Rate** from 91.20% to 99.11%

**Retention Rate** from 91.20% to 99.73%

**Child-Friendly School Survey** results hit its target, a perfect score of 35 in SY 2021-2022 from the previous scores 27 in SY 2019-2020 and 34 in SY 2020-2021.

**SBM Level of Practice** capped all the significant accomplishments of the school through the LAKAS NI



JUAN School Banner Program for achieving a Level III or Advanced Level of Practice with 2.54 points.

**Effectiveness of LAKAS NI JUAN School Banner Program** - The implemented school banner program that became the school mantra not just for SJSHS but for the school community as well proved to have been very effective for having achieved Zero (0) Dropout and Failure Rates. The projects and activities under the umbrella of the program could be attributed to the improved academic performance of learners wherein 120 graduated with honors, 35 with high honors, and 2 with highest honors in SY 2020-2021 while a total of 240 out of 784 students were academic awardees in SY 2021-2022.

**Action Plan for Continuous Implementation of LAKAS NI JUAN School Banner Program** - For the continuous implementation and enhancement of the banner program, the researcher proposes the following action plan for SY 2022-2023:

**ACTION PLAN FOR CONTINUOUS IMPLEMENTATION OF LAKAS NI JUAN**

Key Result Area	Objective	Strategies/ Activities	Persons Involved	Time Frame	Expected Outcome	Means of Verification
Learning Environment	Provide a safe, child-friendly school environment	Continuous implementation of Projects PAGANDA, SECURE, PROVIDE, KASAMA, and RESPETO	School head, all teachers	Year Round	Maintained 35 points score in the CFSS	100% of the required documents should be submitted, with outstanding results
Parents and Community Partnerships	Involve parents/ community in the formulation and implementation of plans for Deped programs and projects	Strengthen ties between the home and the school through constant communication  Encourage participation in consultation meetings.  Conduct Parents' and Stakeholders' Day if could already be allowed  Continue holding the Gawad PANGMALAKASAN for Parents and Stakeholders' Recognition to boost their morale	School head, all school personnel, SGC, GPTA, learners, parents	Year Round	Increased percentage of stakeholders' participation	100% of parents and other stakeholders are involved in the implementation of plans for DepED programs and projects  Action Plans for Programs and Activities
Human Resource	Provide quality coaching and mentoring to 100% of teachers and non-teaching personnel	Prepare and conduct well-planned SLAC sessions  Prepare and implement coaching and mentoring plan  Continue holding the Project JUAN HEART for strengthening bonds with fellow workers through spiritual enhancement	School head, teaching, and non-teaching personnel	Year Round	Inspired and motivated teachers and other school personnel  Increased number of Outstanding employees based on IPCRF	100% or 25 teachers and 6 non-teaching personnel including staff were given quality coaching and mentoring 4 times  10 relevant SLAC Sessions were conducted  More inspired and motivated teachers through Project JUAN HEART

Research	Conduct action research for innovation of the school banner program	Elevate the prevailing culture of research in the school  Conduct school-based and district-level research fora for teachers, other school personnel, and students to encourage more employees and learners to conduct research	School head Teachers Non-teaching personnel Students	Year-round	Students' performance was assessed, and the effectiveness of activities being conducted was monitored	A copy of the research was submitted to DCBER, CBER, and other research compendiums, and the results were communicated, the plans were implemented, and with well-prepared narrative and pictorial reports of accomplishment
Monitoring and Evaluation	Monitor and evaluate the implementation of the school banner program and projects and activities anchored in it					

## 6. References

- Andalajao, Dennis Charl, and Regina Clarina Empeso (2019). *Monitoring and Evaluation for Programs, Activities, and Projects Implementation: Practices and Issues*. Academia. <https://www.academia.edu/42686909/>
- Cabardo, Jimmy Rey Opong (2016). *Levels of Participation of the School Stakeholders to the Different School-Initiated Activities and the Implementation of School-Based Management* Journal of Inquiry & Action in Education. <https://files.eric.ed.gov/fulltext/EJ1133596.pdf>
- Department of Education (2012). Implementing Guidelines on the Revised School-Based Management (SBM) Framework, Assessment Process and Tool (APAT). In DepEd Order No. 83, s. 2012. DepEd Complex, Meralco Avenue, Pasig City. <https://www.deped.gov.ph/2012/11/29/do-83-s-2012>