

# **UTILIZATION OF SOCIAL MEDIA IN THE IMPLEMENTATION OF EDUCATION PARTNERSHIPS**

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A Basic Research

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## **ABSTRACT**

**SAMUDIO, JOB JR. AQUIN, “Utilization of Social Media in the Implementation of Education Partnerships** (Unpublished Basic Research, Schools Division of Catanduanes, Regional Office V, August 2024)

This study determined the utilization of social media in the implementation of education partnerships. Specifically, it answered the following questions: (1) what is the profile of teachers in terms of (a) internet connectivity, (b) internet signal quality, (c) network service providers, (d) social media sites of school, (e) classification of internet connection and (f) amount of donations received for school years 2020-2023? (2) what is the level of preference as to social media platforms in education partnership? (3) what is the level of social media utilization in established education partnerships (4) is there a significant difference between (a) the level of preference of social media platforms and (b) level of utilization of social media at San Andres East and West Districts? (5) what are the problems encountered in the utilization of social media in the implemented education partnerships? and (6) what programs, projects, and activities can be conducted to address problems encountered in the implementation of education partnerships?

This study used the descriptive-survey method. Descriptive statistics was used such as frequency count, weighted mean and rank for the data analysis and interpretation in terms of school profile, level of preference, level of utilization, and problems encountered. T-test was used to determine the test of difference between the level of social media preference and level of utilization at San Andres East and West Districts. Data were gathered using a self-made questionnaire validated using Cronbach Alpha for the teacher-respondent. The researcher used total enumeration in ascertaining the number of respondents who participated in the study. San Andres East and West Districts of the Schools Division of Catanduanes was the research locale of the investigation.

The findings of the study revealed that in terms of profile of the schools as to (a) internet connectivity, 29 out of 30 schools have internet connectivity and 1 school has no internet connectivity, (b) internet signal quality, 6 schools possesses excellent, 11 with strong, 9 has good, 3 has weak, and 1 school has no signal, (c) network service providers, among 30 schools, 21 of them has SMART, 21 has Talk N Text, 18 has Globe, 18 has TM, 0 for DITO, 8 has PLDT, and 1 without network service providers, (d) social media sites of schools, 28 schools have Facebook pages or sites while 2 have no social media platforms accounts, (e) classification of internet connection, 29 of them have mobile connections, 29 has WiFi connections, 4 has broadband connections, and 1 has no classification of internet connections, (f) total amount of donations for school years 2020-2023 at San Andres East District was 8,904,626.18 and at San Andres West District was 11,571,980.85 respectively.

Findings can be gleaned that as to level of social media preference in education partnerships, at San Andres East District, respondents' level of social media preference obtained an overall weighted mean of 2.26 with a quantitative rating of "2" and a qualitative rating of "Less" while at San Andres West District, level of social media preference obtained a weighted mean of 2.06 with a quantitative rating of "2" and a qualitative rating of "Less". However, Facebook obtained the highest number of responses.

Level of utilization of social media in terms or general partner type revealed that in San Andres East District, it obtained a weighted mean of 2.94 with a quantitative rating of "3" and a qualitative rating of "Moderately utilized" while in San Andres West San Andres Wast District, it obtained a weighted mean of 2.64 with a quantitative rating of "3" and a qualitative rating of "Moderately utilized".

Results of the survey presented that as to level of utilization of social media in education partnerships (partner contributions) in San Andres East District, it obtained a

grand mean of 1.91 with a quantitative rating of “2” and a qualitative rating of ‘Less utilized’. However, the top partner contributions which social media engagement and partnership was successfully implemented include attendance, financial support, and disinfection and cleaning supplies and equipment.

At San Andres West District, it obtained a grand mean of 1.73 with a quantitative rating of “2” and a qualitative rating of ‘Less utilized’. The top partner contributions which obtained the highest responses include attendance, disinfection and cleaning supplies and equipment, and printed and electronic learning materials.

As to problems encountered, it obtained a weighted mean of 2.40 with a quantitative rating of “2” and a qualitative rating of “Less serious”. The top three problems encountered were limited time in conducting social media partnership activities, lack of knowledge towards prospective national and international educational partners, and coordinator lacks knowledge in the preparation of project proposals for submission to educational partners.

In terms of the test of significance in the level of social media preference, the mean obtained at San Andres East District is 2.33 while in San Andres West District was 2.32. The t- statistical value is at 0.046904985 and t critical two-tail value was 2.048407142. The t-statistical value was less than the critical value. Thus, the decision was to accept the null hypothesis. It is therefore interpreted that there is no significant difference.

For the test of significance in the level of social media utilization as to general partner type, the mean obtained at San Andres East District is 2.62 while in San Andres West District was 2.34. The t- statistical value is at 0.874287379 and t critical two-tail value was 2.073873068. The t-statistical value was less than the critical value. Thus, the decision was to accept the null hypothesis. It is therefore interpreted that there is no significant difference.

Also, for the test of significance in the level of social media utilization as to partner contributions, the mean obtained at San Andres East District is 1.81 while in San Andres West District was 2.08. The t- statistical value is at -1.916326391 and t critical two-tail value was 2.048407142. The t-statistical value was less than the critical value Thus, the decision was to accept the null hypothesis. It is therefore interpreted that there is no significant difference.

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## **UTILIZATION OF SOCIAL MEDIA IN THE IMPLEMENTATION OF EDUCATION PARTNERSHIPS**

### **INTRODUCTION OF THE RESEARCH**

Digital technologies have changed the world's view of communication between and among people. The emergence of social media platforms increased the amount of interest of individuals and organizations to echo their goals, targets, and vision (Curtis et al., 2010; Nah & Saxton, 2013; Seo et al., 2009 & Waters; Burnett, Lamm & Lucas, 2009). Thus, social media can now be viewed as an innovative tool not only for the aim of communication but to find partners and promote shared responsibility between the organization and stakeholders (Castillo et al. 2014; Bhati & McDonell, 2020; Kubheka, 2020 and Seo, 2020).

Article XIV, Section 10 of the 1987 Philippine Constitution mandates that “the State shall give priority to research and development, invention, innovation, and their utilization; and to science and technology education, training, and services”. Innovative practices using technology such as the use of social media platforms is of great help to the Department of Education above all in tapping stakeholders to support its programs, projects, and activities. Hence, the Department of Education shall promote shared goals to the stakeholders and earn their commitment through partnership activities.

Republic Act No. 8525 referred to as the “Adopt-a-School Act of 1998” was enacted to produce legal guidance to the Department of Education because it endeavors partnership activities with stakeholders. Private entities are encouraged to support the Department of Education through staff and faculty development, construction works, upgrading of facilities, provision of reference materials and other instructional facilities and modernization of instructional technologies. Subsequently, Sections 5 and 6 provides those private entities can avail of tax incentives as a part of mutual benefit between the adopting entity and therefore the school.

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Section 3 Paragraph (f) of Republic Act 9155 otherwise called as “Governance of Basic Education Act of 2001” supports the goals of the Department of Education in encouraging local initiatives to improve schools and learning centers and sustain its improvements. Thus, strong collaboration and partnership activities are highly encouraged in achieving the goals of providing quality education.

The schools division office, district office and schools have resorted to utilizing social media platforms in engaging stakeholders participation through various programs, projects, and activities especially during the emergence of COVID-19 pandemic. Such activities include fundraising projects, collaboration, linkages, and partnership activities which was primarily focused on supporting the promotion of health, sanitation and safety compliance in schools, modular learning modality, remedial reading programs, food for work activities, promotion of learning through play, and instructional facilities donations. Promoting collaboration, linkages, and partnerships were all done by utilizing social media platforms across all digital or virtual environments.

It is for the abovementioned legal references and reasons that an in-depth investigation is proposed to see how social media was utilized in the implementation of educational partnerships among schools of San Andres East and West Districts at the Division of Catanduanes such as but not limited to covering profile of the schools, level of preference as to social media platforms, level of utilization of social media platforms and problems encountered along the implementation of education partnerships.

## **LITERATURE REVIEW**

### **Related Literature**

In 2003, Department of Education issued Order Number 66 dated August 14, to supply clarifications on the revised implementing rules and regulations, to which more

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specific procedural processes were explained to permit smooth flow of transactions within the implementation of the Adopt-a-School Program. Furthermore, it described the implementation of the program not just within the Department of Education (DepEd) but to the trifocal system of education which include Technical Skills Development Authority (TESDA) and Commission on Higher Education (CHED) as the adopted entity.

Ten years later, the department issued DepEd Order Number 2 series of 2013 entitled “Revised Implementing Rules and Regulations of Republic Act No. 8525 referred to as the Adopt-a-School Program Act” wherein a more clarified guidelines highlighting revisions within the preliminary provisions, and tax incentives was explained. This was issued to ensure the effective and efficient implementation of the program from all governance levels of the bureaucracy.

In 2015, the Department of Education issued DepEd Order Number 40 entitled “Guidelines on K to 12 Partnerships” to support partnership-building efforts across all governance levels following the steps such as research and needs analysis, identification of potential partners, meeting with potential partners, designing and finalizing the formal agreements, and managing, monitoring, and evaluating the partnerships. Enjoined in this issuance includes agreements between DepEd and its partners, terms and conditions, and the responsibilities of DepEd, the schools, and the partners.

Subsequently, the organization issued DepEd Order Number 24 series of 2016 entitled “Guidelines on Accepting Donations and On Processing Applications for the Availment of Tax Incentives by Private Donors-Partners Supporting the K to 12 Program” which was promulgated to enable schools and also the donating entities to have mutual benefit from an established partnership in accordance to the existing provisions provided for under Republic 8525 referred to as the Adopt-a-School Act of 1998 and Revenue Regulations No. 10-2003. The abovementioned issuance provides clear procedural process workflow in relation to availment of tax incentives by private sector partners

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supporting programs, projects, and activities brought by the implementation of K to 12 Basic Education Program. Innovative practices as to educational partnerships is greatly encouraged to have a high level of stakeholder's engagement in the implementation of the K to 12 Basic Education Program.

Social media is described as the interactive technology where people can create, share, transfer, and communicate ideas to a wider audience in a virtual environment (Okada, 2017). The technological advancement brought by the emergence of social media makes communication more diverse and easily grasped even at the grassroots level where access to internet connectivity is greatly enjoyed.

Different social media platforms have reached increasing levels of popularity over the years. However, a small number of studies have been conducted to gauge the effectiveness, impact, use, and influence in establishing partnership between and among stakeholders (Lauro et al. 2019). The increasing demands for partnerships activity using the social media platforms provided another perspective from the traditional in-person stakeholders engagement. Hence, organizations must take the opportunity to maximize the potential of harnessing the power of social media.

Engaging with stakeholders will be successful as evidenced by the use of social media platforms practiced by nonprofit organizations around the world. As such, the extent of communication and information dissemination have improved and proven effective by the employment of technology (Bortree & Seltzer, 2009; Lovejoy, Waters, & Saxton, 2012; Nah & Saxton, 2012; Svensson, Mahoney et al., 2015; Waters, Burnett et al. 2009; Waters et al, 2011). Therefore, the future of social media use in stakeholder's engagement and partnership activity can be practiced at different levels of education specifically the basic education sector.

Social media mileage increased over the years. As such, the employment of social media platforms is beneficial to different organizations around the world for it helps in

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mobilizing resources to targeted beneficiaries and groups (Zorn et al., 2013). Nevertheless, to harness the power of social media we must remember that organizational strategies, governance practices, manpower capacities, communicative skills, and social media exposure have an impact on the success of social media use (Curtis et al., 2010; Nah & Saxton, 2013; Seo et al., 2009).

### **Related Studies**

The preceding studies have been found to have a relationship to the present study.

#### **Study as to Level of Social Media Preference**

The advantages of using social media platforms can be optimized to support initiatives beneficial to target beneficiaries. Aris et al. (2022) conducted a study which focused on determining which social media platforms were popular in reaching out to donors in Indonesia. Their study used a survey method in obtaining relevant data. Non-random sampling techniques were used to determine the number of respondents or participants. Findings revealed that based on the preference the top 3 social media sites in finding donors and stakeholders include: WhatsApp got the highest number with 27 frequencies followed by Instagram with 11 responses, and Facebook with 2 responses. This study is similar to the present investigation as to the main objective. Both studies focused on the level of preference in social media platforms used in reaching out to donors. Statistical methods were also the same. However, a difference between the two studies is noted. While the previous study focused on the survey of preference of different social media sites, the latter focused on profiling of schools, level of social media utilization on the implementation of education partnership, the difference between level of social media utilization on the implementation of education partnership in two districts, and relationship of variables.

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### **Studies as to Level of Utilization of Social Media**

To engage in a larger audience, technological advancement should be used. Social media platforms have had a significant impact on reaching people and stakeholders depending on the intent of programs, projects, and activities. Abdul Rashied et al (2021) investigated the correlation of social media activity and fundraising outcome. Their study used cross-sectional study of social media post and the engagement on Billplz, an online payment portal. Findings revealed that “organic likes” was correlated significantly with the number of donations and amount received. Then, “post reach” and “shares” significantly correlated with the number of donations and amount received. These strongly suggest that social media has a significant influence in tapping donors and stakeholders. This study is similar to the present study as both involve determining the level of social media influence or utilization. However, differences were noted. While the previous study focused only on one variable, the latter is multi-variate study which focused along the profile of schools, level of social media platforms preference, difference between the level of social media influence between the two districts and relationship between variables. In terms of research design, the latter used descriptive-survey method. Lastly, as to statistical treatment, the latter used frequency count, mean, rank, percentage, and mean difference.

Stakeholders’ engagement is essential towards the success of every endeavor whether private or public. Fissi, Gori & Romolini (2022) discussed in their paper the social media engagement between the government of Italy and stakeholders through the use of social media as a tool for communication. The COVID-19 pandemic greatly affects all governments around the world, and no one is spared to its economic impact. Thus, the government of Italy used the power of social media in harnessing partnership activity towards common good. Their study used case analysis Italian context among different locations in the region applying the Crisis and Emergency Risk Communication (CERC)

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Model. Findings revealed that during emergency situations, social media has become a powerful communication tool and facilitation of stakeholders' engagement. Further, it was revealed that the social media level of engagement was very high, especially at the onset of the pandemic. This study is related to the present investigation in terms of variables. Both studies are focused on the level of social media influence. However, there are differences between the two. While the previous study focused only on a single variable, the present investigation covered two more variables such as profiling of schools, the difference between the level of social media influence in the implementation of education partnerships and relationship of variables.

In communicating with the stakeholders of the school, innovative ways are encouraged to increase diversity and access to information. Thus, in order to achieve diverse participation schools as stewards of change in the community shall endeavor practices that are effective and efficient. Hampton (2016) conducted an in-depth investigation as to the effectiveness of social media as a powerful tool in communicating with the stakeholders of the school based on school administrators and superintendents' perception. Their study used quantitative research design. Statistical treatment used were mean, standard deviation, and frequencies. Also, analysis of variance (ANOVA) was used to interpret results. The main tool for data gathering is a standardized questionnaire. Findings revealed that social media was rated highly as a powerful tool for communication by those school administrators and superintendents belonging to younger age groups as compared to the older age groups. This suggests that social media is an effective tool to convey more programs, projects, and activities of the school and encourage stakeholders to participate. Similarly, this study is related to the present investigation since both studies' main variable is the effectiveness or influence of social media towards stakeholders' engagement in education partnership. However, there is a notable difference. While both research designs are quantitative, the latter focused on two other variables such as

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profiling of schools and the difference between the level of social media influence in the implementation of educational partnerships. Also, it determined the relationship between variables.

Fundraising activities are key drivers among organizations to support programs, projects, and activities which intend to support areas and communities needing help. Howerter (2012) headed a study to determine the impact of social media use in fundraising among non-government organizations. Their study examined the knowledge, attitudes, and behaviors of nonprofit organizations towards the use of social media fundraising and in communication. Mixed method research design was used using online surveys among the respondents. Random sampling method was used to determine the number of participants and online survey form was the main tool for data gathering. Findings revealed that the majority of the nonprofit organizations reported a successful result in using social media in the fundraising activities and received higher amount of donations. This study is similar to the present investigation on the main objective which is gauging the effectiveness of social media influence in fundraising or education partnerships. However, there is a difference between the two such as that the present study covered two other variables including profile of the schools and the difference between the level of social media influence in the implementation of education partnerships. Statistical treatment used was different as well. While the previous study used mixed method with emphasis on qualitative aspect, the latter was purely quantitative using frequency count, weighted mean, rank, and mean difference.

Social media has an impact in creating and sharing content of every organization. Thus, the level of stakeholder's engagement is relatively high providing opportunity to organizations towards partnership. Lai and Fu (2020) explained in their study that social media has an impact in global dialogic endeavor between organizations and stakeholders creating a positive atmosphere of cooperation and partnership. The main objective of their

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study is to gauge the impact of social media in dialogic use and stakeholders' engagement with emphasis on stakeholder targeting and message framing. Also, they put emphasis on the humanitarian relief and development since this area deals with various stakeholders and broader scales. Their study used quantitative data analysis such as survey method and semantic network analysis of the organizations which participated in the study. Findings revealed among the 156 organizations covered by the investigation, 144 or 92.31% used social media platforms in dealing with their stakeholders. It was explained as well that there is a high level of dialogic use in the social media platforms of organizations in dealing with the stakeholders. This study is similar to the present study in terms of assessing impact of level of influence of social media in stakeholder's engagement. However, there is a slight difference noted. While the previous study covered the social media as to stakeholder targeting and message framing, the latter assessed the profile of the schools, level of preference of social media, the difference between the level of social media influence in the implementation of education partnerships and relationship of other variables.

The advancement of technology is a powerful tool to reach stakeholders. Outsourcing or solicitation has become a trend in finding donors and supporters of programs, projects, and activities of different organizations. Laird (2020) conducted a study which determined the effect of using social media platforms in organizational endeavors through outsourcing and solicitation. Mixed method research design using online survey method and observation in gathering relevant data was used. In addition, the study used simple random sampling of participant-organizations involved in the study. Findings revealed in general that 73% of the respondents were subscribers of Facebook and other social media platforms while the remaining 27% have yet to subscribe to the social media sites. Furthermore, results show that the main use of social media sites is to raise awareness which constitutes 92% of the responses. Also, respondents answered

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that the most viewed social media site with great potential in outsourcing and solicitation is Face book having 76.3% of the responses. Relatively, it further revealed that respondents viewed 64.70% believed that Facebook and other social media sites have been very useful while the belief that it would be a very good endeavor in the long-term obtained a weighted mean of 3.07 with a quantitative description of “3” and a qualitative description of “Don’t Know”. This study is similar to the present investigation as both studies would want to assess the level of social media utilization in the implementation of partnerships. Statistical methods used were also similar. However, two major differences were noted such as research design and other variables covered. While the previous study used mixed method of research the latter used quantitative research design – descriptive-survey method. Then, the variables covered were different as well. While the previous study covered the effectiveness of social media in outsourcing and solicitation, the latter covered profiling of schools, level of utilization of social media and relationship between variables.

The prominence of social media usage in most organizations provides remarkable impact to which it established very good communication between and among stakeholders especially in crowdfunding. Moissejev (2013) conducted a study to determine the influence of social media in crowdfunding projects. Their study used analysis of the connection between separate social media variables on crowndfunding variables. Statistical method used were negative binomial distribution, regression analysis and M estimation method. Findings revealed hypothesis were rejected such as: (1) there is a connection between social media connection and delivery of fundraising target, (2) there is a connection between social media followers and fundraising total, and (3) there is a connection between the social media followers and the number of backers supporting the project. However, hypothesis was accepted such as: (1) there is a connection between the index of social media seals of approval and the delivery of fundraising target, and (2)

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there is a connection between the index of social media seals of approval and the delivery of fundraising total. This study is related to the present investigation in terms of focus such as to determine the level of social media influence along implementation of outsourcing and crowdfunding which form part of partnership between and among stakeholders. However, there is a great difference between variables and research methods used by both studies. While the previous study focused on survey and testing of hypothesis, the latter focused on surveying the profile of schools, level of social media platforms preference, level of social media utilization, and the relationship between variables. Also, the statistical treatments used were different, as the latter used frequency count, mean, rank, percentage, and mean difference.

The horrible impact of COVID-19 pandemic has affected millions of people across the globe making it as the unprecedented phenomenon. Nashwan and Daihani (2020) conducted a study as to how social media influence fundraising campaigns in mitigating impacts COVID-19 in Kuwait. Fundraising campaigns were used to support the frontliners and the most affected people, which is at the marginalized sector. Their study used cross-sectional research design using an online survey and random sampling technique. Data were analyzed using the SMARTPLS 3.2.9., a popular software in variance-based structural modeling equation-partial least squares. Findings revealed that charitable projects, social media platforms, internet technology features, and religiosity influence the capacity and attitudes of people in responding to online donations in relation to COVID-19 response. This study is similar to the present study in terms of one variable which is to determine the level of social media utilization in partnership activity. However, there are differences noted such as (1) research design, (2) statistical methods, and (3) other variables covered. The present study will use descriptive-survey research design using a questionnaire as the main tool for data gathering. Next, statistical treatment to be used are frequency count, mean, rank, percentage, and mean difference. Lastly, other variables

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to be covered include: the profile of schools, level of social media platforms preference, and the difference between the level of social media influence between the two districts.

Relationships are established between and among people with common goals. Hence, the use of social media as a tool for partnerships means innovation. Waters et al. (2009) conducted a study to determine the engagement of stakeholders using social media platforms. Their study used content analysis of 275 nonprofit organizations profiles on Facebook. Random sampling technique was used to determine the number of organizations to become participants of the study. Findings revealed that 97% listed the administrators of the Facebook profiles, and 96% provided the description of the organization. Also, 81% of the organizations linked back their websites, and 71% used their organization logo. Lower than 43% of the organizations provided the mission statement, and 22% provided the history. Relatively, 74% use Facebook for message dissemination strategy. This study is similar with present investigation in terms of determining the utilization of social media platforms in engaging with stakeholders to partnerships activities. However, differences were noted. While the previous study used content analysis of various factors along social media influence, the latter will use descriptive-survey research design. Then, as to statistical treatment, the latter will use frequency count, mean, rank, percentage, and mean difference. Lastly, variables to be covered by the present study the profile of schools, level of social media platforms preference, and the difference between the level of social media influence between the two districts.

Nonprofit organizations across the globe rely mainly to donors and stakeholders which would support their programs intended for the common good of the people. Whitaker (2014) strongly suggest that social media fundraising is of great help in reaching out to more stakeholders. Their study focused on the relationship of social media post and success in social media fundraising, and characteristics of organizations in predicting

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success of social media fundraising. Their study used Breusch-Pagan test before using robust regression model in explanatory analysis of variables to confirm the heterokedasticity. Findings revealed higher program expenses are correlated with the higher level of funds raised wherein donors would want to support larger organizations which invest in their own programming efforts. However, the staff was negatively associated with the amount of funds raised due to the controlled expenditures thereby refuting the abovementioned hypothesis. Campaign capital, CEO start, and Youth were significant at 10% level. Suggesting that organizations with capital campaigns receive higher total amounts, wherein donors would support organizations that are investing in long-term campaigns. This study is related to the present investigation as both focused on determining the influence of social media in establishing partnership between and among stakeholders. However, differences were noted such as that the latter will focus on (1) the profile of schools, level of social media platforms preference, and the difference between the level of social media influence between the two districts; (2) the latter will use descriptive-survey method; and (3) the latter will use descriptive statistics including: frequency count, mean, rank, percentage, and mean difference.

**Study as to the Problems Encountered in Using Social Media in Partnerships**

Fazio (2023) argued that social media usage was successful in affecting social attitudes and economic behaviors of people to support projects such as theirs called “Ice Bucket Challenge”. Their study used survey method and descriptive statistics in data analysis and interpretation. Findings revealed that majority of the donors’ support grow over time. It established the fact that people exposed on the challenge launched using social media donates more money as compared to those who have not. Also, exposure to such activity lead to the increase in volunteering attitude and high level of interpersonal

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trust. However, the problem encountered is that social media activities such as the ice bucket challenge has short-term effects only. This study is related to the present investigation as both focused on determining the influence of social media in establishing partnership between and among stakeholders. However, differences were noted such as that the latter will focus on the profile of schools, level of social media platforms preference, and the difference between the level of social media influence between the two districts.

## RESEARCH QUESTIONS

This study determined the utilization of social media in the implementation of education partnerships. Specifically, it sought answers to the following questions:

1. What is the profile of schools in terms of?
    - a. internet connectivity;
    - b. internet signal quality;
    - c. network service providers;
    - d. social media sites of school;
    - e. classification of internet connection and;
    - f. amount of donations received for school years 2020-2023?
  2. What is the level of preference as to social media platforms in education partnership?
  3. What is the level of social media utilization in established education partnerships?
  4. Is there a significant difference between:
    - a. the level of preference of social media platforms and
    - b. level of utilization of social media at San Andres East and West Districts?
  5. What are the problems encountered in the utilization of social media in the implemented education partnership?
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6. What programs, projects, and activities can be conducted to address problems encountered in the implementation of education partnerships?

## **SCOPE AND LIMITATION**

This study focused on utilizing social media in the implemented education partnership at San Andres East and West Districts, Division of Catanduanes along profile of schools, level of social media preference, the difference between the level of social media preference and utilization, and problems encountered at San Andres East and West Districts. Specifically, it focused primarily on the adopt-a-school coordinators in all the elementary schools.

## **RESEARCH DESIGN AND METHODOLOGY**

### **a. Sampling**

The respondents of this study were the elementary school Adopt-a-School Program (ASP) coordinators of San Andres East and West Districts in the Division of Catanduanes.

There are 12 teacher-respondents at San Andres East District while 18 teacher-respondents were from San Andres West District (See Tables 1 & 2). The 30 respondents from both districts represent the population of the adopt-a-school program coordinators at San Andres East and West Districts. Hence, total enumeration was used.

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**Table 1**  
**Sources of Data**  
**San Andres East District**

<b>Name of School</b>	<b>Number of Respondent</b>
San Andres Central Elementary School	1
Alibuag Elementary School	1
Comagaycay Elementary School	1
Batong Paloway Elementary School	1
Caragnag Elementary School	1
Bon-ot Elementary School	1
Timbaan Elementary School	1
Lictin Integrated School	1
Yocti Elementary School	1
Palawig Elementary School	1
Jose Rizal Elementary School	1
San Jose Elementary School	1
<b>Total</b>	<b>12</b>

**Table 2**  
**Sources of Data**  
**San Andres West District**

<b>Name of School</b>	<b>Number of Respondent</b>
Cabcab Central Elementary School	1
Agojo Elementary School	1
Tominawog Elementary School	1
Datag Elementary School	1
San Vicente Elementary School	1
Catagbacan Elementary School	1
Bagong Sirang Elementary School	1
Bislig Elementary School	1
Codon Elementary School	1
JMA Asgad Elementary School	1
Maygnaway Elementary School	1
San Isidro Elementary School	1
Putting Baybay Elementary School	1
Tibang Elementary School	1
Barihay Elementary School	1
Hilawan Elementary School	1
Manambrag Elementary School	1
Cabungahan Elementary School	1
<b>Total</b>	<b>18</b>

## **b. Data Collection**

The drafted questionnaire underwent a validation process through Test-Retest Method with a span of 10 days. Using the test-retest method is essential on the validation of the research instrument. The results of the testing of questionnaire were based on Cronbach's Alpha. Questionnaires were distributed and retrieved personally by the

researcher to ensure a 100% retrieval. The validation of the instrument was conducted at Virac North and South Districts.

The alpha coefficient is used in measuring the internal consistency of the scale. The value of Chronbach alpha was interpreted to measure reliability. A coefficient greater than 0.70 shows that each statement of the survey questionnaire passed the internal consistency test. Table 3 shows the internal reliability test result of the questionnaire.

**Table 3**  
**Internal Reliability Test Result of the Questionnaire**

<b>Parts of the Questionnaire</b>	<b>Number of Items</b>	<b>Cronbach Alpha</b>	<b>Interpretation</b>
Preference for Social Media Platforms	5	0.82	Good
Level Of Utilization of Social Media – General Partner Type	19	0.96	Excellent
Level Of Utilization of Social Media – Partner Contribution	176	0.99	Excellent
Problems Encountered	9	0.80	Good

As shown in the table, the Cronbach Alpha results ranged from 0.80 to 0.99; hence, the survey item on preference for social media platforms, level of utilization of social media in education partnerships as to general partner type, and partner contribution, and problems encountered indicated a high internal consistency.

### **Ethical Issues**

A letter request was furnished to the Schools Division Superintendent, Public School District Supervisors, school heads and the respondents. This ensured the 100% retrieval of the distributed questionnaires (pretesting and post testing of questionnaires and actual data gathering) and ease on the part of the researcher.

As regards the citations, all the related literature and studies were subjected to a comprehensive review following the American Psychological Association (APA) 7<sup>th</sup>

Edition. To determine the presence of plagiarism as to the content of the research manuscript, it was subjected to a plagiarism checker available online.

### **Plan for Data Analysis**

Data interpretation was done with the aid of a research adviser as well as a statistician. Statistical treatment and analysis were checked hand in hand with the raw data from the questionnaires retrieved.

This study used descriptive-survey design. It is considered descriptive survey in nature because it deals with gathering of relevant and important information from a cross-section of subjects with similar characteristics (Magno, 2012 & Fraenkel, Wallen & Hyun, 2013).

It is descriptive since its major focus is the present conditions the profile of schools, social media preference, level of utilization, problems encountered and significant difference between the social media preference and utilization between two districts. Frequency count, mean, rank, percentage, and t-test were used to tally and interpret the results of the respondents (Hinkle, Weisma & Jurs, 2003 & Palar-Calmorin & Calmorin-Piedad, 2009).

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## DISCUSSION OF RESULTS

This part presents the discussion of results re: profile of schools, level of preference to social media platforms, level of utilization of social media platforms (general partner type and partner contributions), and problems encountered.

### **Profile of Schools**

#### ***Internet Connectivity***

Table 4 shows the results of profiling in school as to internet connectivity. Findings revealed that 29 out of 30 schools have internet connectivity and 1 school has no internet connectivity.

**Table 4**  
**Internet Connectivity**

<b>Internet Connectivity</b>	<b>Frequency</b>	<b>Total</b>
With internet connection	29	29
Without internet connection	1	1
<b>Grand Total</b>		<b>30</b>

#### ***Internet Signal Quality***

Table 5 presents the results of profiling among school as to *internet signal quality*. Results show that as to internet signal quality 6 schools possesses excellent, 11 with strong, 9 has good, 3 has weak, and 1 school has no signal, respectively.

**Table 5**  
**Internet Signal Quality**

<b>Internet Signal Quality</b>	<b>Frequency</b>	<b>Total</b>
Excellent	6	6
Strong	11	11
Good	9	9
Weak	3	3
No Signal	1	1
<b>Grand Total</b>		<b>30</b>

### ***Network Service Providers***

Table 6 shows the results as to profiling in school in relation to *network service providers* present within the geographic location. Findings revealed that among 30 schools, 21 of them has SMART, 21 has Talk N Text, 18 has Globe, 18 has TM, 0 for DITO, 8 has PLDT, and 1 without network service providers, respectively.

**Table 6**  
**Network Service Providers**

<b>Network Service Provider</b>	<b>Frequency</b>	<b>Total</b>
SMART	21	21
TNT	21	21
Globe	18	18
TM	18	18
DITO	0	0
PLDT	8	8
No network service provider	1	1
<b>Grand Total</b>		<b>87</b>

Notice that the total number of network service providers increased from 30 to 87. This is attributed to the fact that many schools have not just one but more than one available network service providers in the area. Hence, this can be interpreted that there is an enormous number of mobile internet service providers in the two districts.

### ***Social Media Sites of Schools***

Table 7 depicts the results of profiling as to presence of *social media pages or sites* among schools surveyed. Results show that 28 schools have Facebook pages or sites while 2 have no social media platforms accounts. This can be interpreted that among the existing social media platforms Facebook has gained so much popularity and ease of access with respect to preferences.

**Table 7**  
**Social Media Sites of School**

<b>Social Media Sites</b>	<b>Frequency</b>	<b>Total</b>
Facebook	28	28
Youtube	0	0
TikTok	0	0
Instagram	0	0
Twitter	0	0
No social media sites	2	2
<b>Grand Total</b>		<b>30</b>

***Classification of Internet Connection***

Table 8 shows the results of profiling in school as to *classification of internet connection*. Findings revealed that out of 30 schools surveyed, 29 of them have mobile connections, 29 has WiFi connections, 4 has broadband connections, and 1 has no classification of internet connections, respectively. While the majority of the schools have a wide variety of internet connections, one has no classification since it has no internet connection.

**Table 8**  
**Classification of Internet Connection**

<b>Classification of Internet Connection</b>	<b>Frequency</b>	<b>Total</b>
Mobile	29	29
WiFi	8	8
Broadband	8	8
DSL	0	0
Cable	0	0
Satellite	0	0
No internet classification	1	1
<b>Grand Total</b>		<b>46</b>

It can be gleaned that there is an increase in the number of frequencies among the schools surveyed. This is attributed mainly to the fact that some schools have both mobile and broadband connections.



### ***Amount of Donations per School Year***

Tables 9 and 10 provide the results of profiling as to the *amount of donations received per school year* for three consecutive years at San Andres East and West Districts. Based on the data presented, there is a fluctuation of donations received by schools with respect to the amount declared in the DepEd Partnership Database System (DPDS) and those which were not officially declared yet documented. Hence, it can be interpreted that schools conduct partnership activities to reach potential partners and help improve the status of schools in all priority development areas.

Schools from San Andres East District gathered donations amounting to Php. 8,904,626.18 while at San Andres West Districts, it posed an amount of Php. 11,571,980.85. Both districts obtained a combined donations amounting to 20,476,607.03.

**Table 9**  
**Amount of Donations per School Year (San Andres East District)**

Name of School	SCHOOL YEAR			Total
	2020-2021	2021-2022	2022-2023	
Alibuag ES	134,750.00	4,010.00	41,833.00	180,593.00
Comagaycay ES	121,625.00	1,042,304.43	1,299,404.16	2,463,333.59
Batong Paloway ES	44,123.00	247,485.00	81,312.00	372,920.00
San Andres Central ES	57,280.00	162,237.00	936,677.00	1,156,194.00
Caragnag ES	82,865.00	105,552.80	123,727.25	312,145.05
Bon-ot ES	139,100.00	185,950.00	18,500.00	343,550.00
Timbaan ES	10,000.00	12,500.00	15,000.00	37,500.00
Lictin Integrated School	812,018.00	1,162,761.75	627,804.29	2,602,584.04
Yocti ES	341,427.50	227,731.00	158,529.00	727,687.50
Palawig ES	133,729.00	264,280.00	91,010	489,019.00
Jose Rizal ES	9,900.00	5,000.00	9,000.00	23,900.00
San Jose ES	56,000.00	75,200.00	64,000.00	195,200.00
<b>Grand Total</b>				<b>8,904,626.18</b>

**Table 10**  
**Amount of Donations per School Year (San Andres West District)**

Name of School	SCHOOL YEAR			Total
	2020-2021	2021-2022	2022-2023	
San Vicente ES	25,000.00	35,500.00	33,500.00	94,000.00
Agojo ES	150,000.00	170,000.00	190,000.00	510,000.00
Tominawog ES	57,885.10	90,539.30	51,401.00	199,825.40
Datag ES	16,100.00	131,800.00	72,900.00	220,800.00
Catagbacan ES	10,000.00	427,249.00	109,545.00	546,794.00
Bagong Sirang ES	6,500.00	316,921.00	279,476.00	602,897.00
Cabcab Central ES	10,000.00	15,000.00	25,000.00	50,000.00
Bislig ES	188,395.00	207,990.00	423,077.47	819,462.47
Codon ES	79,680.00	1,294,976.88	1,720,284.10	3,094,940.98
JMA Asgad ES	30,000.00	25,000.00	57,000.00	112,000.00
Mayganaway ES	57,985.00	624,339.00	125,183.00	807,507.00
San Isidro ES	65,390.00	71,200.00	556,315.00	692,905.00
Putting Baybay ES	312,845.00	47,570.00	156,979.00	517,394.00
Tibang ES	966,406.00	298,425.00	288,765.00	1,553,596.00
Barihay ES	91,891.00	40,450.00	28,578.00	160,919.00
Hilawan ES	21,100.00	38,000.00	26,040.00	85,140.00
Manambrag ES	118,000.00	672,850.00	682,950.00	1,473,800.00
Cabungahan ES	5,000.00	10, 000.00	15, 000.00	30,000.00
<b>Grand Total</b>			<b>11,571,980.85</b>	

### **Level of Preference as to Social Media Platforms**

Table 11a and 11b present the results of the survey as to *level of preference in social media platforms* on the conduct of education partnerships. In San Andres East District, Facebook gained a weighted mean of “4.91” with a quantitative rating of “5” and a qualitative rating of “Very high”. Thus, the majority of the respondent’s preference as to social media platforms in terms of its usability in education partnerships is Facebook while the remaining social media platforms were less and rather not preferred.

In general, respondents’ level of social media preference obtained an overall weighted mean of 2.26 with a quantitative rating of “2” and a qualitative rating of “Less”.

**Table 11a**  
**Level of Preference as to Social Media**  
**San Andres East District**

Social Media Platforms	SCALE					WM	Rank	QnR	QIR
	5	4	3	2	1				
1. Facebook	11	1	0	0	0	4.91	1*	5	VH
2. Youtube	1	4	1	1	5	2.25	2	2	L
3. TikTok	0	0	3	1	8	1.58	3	2	L
4. Instagram	0	0	1	3	8	1.41	4	1	NP
5. Twitter	0	0	0	2	10	1.16	5	1	NP
<b>Overall Weighted Mean</b>						<b>2.26</b>		<b>2</b>	<b>L</b>

*Legend: 5 – Very high (VH), 4 – High (H), 3 – Moderate (M), 2 – Less (L) and 1 – Not preferred (NP)*  
*WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating*

At San Andres West District, level of social media preference obtained a weighted mean of 2.06 with a quantitative rating of “2” and a qualitative rating of “Less”. Among the five social media platforms, Facebook was the most highly preferred which obtained a weighted mean of 4.83 with a quantitative rating of “5” and a qualitative rating of “Very high”.

**Table 11b**  
**Level of Preference as to Social Media**  
**San Andres West District**

Social Media Platforms	SCALE					WM	Rank	QnR	QIR
	5	4	3	2	1				
1. Facebook	15	3	0	0	0	4.83	1*	5	VH
2. Youtube	0	1	2	1	14	1.44	3	1	NP
3. TikTok	0	2	1	1	14	1.50	2	2	L
4. Instagram	0	2	0	1	15	1.38	4	1	NP
5. Twitter	0	1	0	1	16	1.22	5	1	NP
<b>Overall Weighted Mean</b>						<b>2.06</b>		<b>2</b>	<b>L</b>

*Legend: 5 – Very high (VH), 4 – High (H), 3 – Moderate (M), 2 – Less (L) and 1 – Not preferred (NP)*  
*WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating*

Aris et al. (2020) corroborates the result of the present study. While in general both districts less preferred the usage of social media in education partnerships as they resort to in-person outsourcing, Facebook has become the prominently used social media

platforms in reaching out to stakeholders. Therefore, respondents believe that some social media platforms become very highly preferred because of its usability.

### **Level of Utilization of Social Media Platforms In Education Partnerships**

The discussion of results as to level of utilization of social media platforms in terms of: (a) general partner type and (b) partner contributions were presented below.

#### **General Partner Type**

##### ***Private Sector***

Table 12a and 12b present the results of a survey as to the level of utilization of social media platforms in establishing education partnerships focusing on the *private sector*.

This area obtained a general weighted mean of 3.30 with a quantitative rating of “3” and a qualitative rating of “moderately utilized”. Thus, in terms of level of utilization it can be interpreted that the respondents moderately utilized social media platforms in reaching out to stakeholders. Among the three general partners, Private Individuals were the mostly tapped partners using social media platforms who got a weighted mean of 4.50 with a quantitative rating of “5” and a qualitative rating of “very highly utilized”. These individuals are the top donors in all schools covered by the study.

**Table 12a  
Private Sector  
San Andres East District**

Name of General Partner	SCALE					WM	Rank	QnR	QIR
	5	4	3	2	1				
1. Private Company	3	3	1	1	4	3.00	2	3	MU
2. Corporate Foundation	2	1	2	2	5	2.41	3	2	LU
3. Private Individual	8	2	2	0	0	4.50	1	5	VHU
<b>Overall Weighted Mean</b>						<b>3.30</b>		<b>3</b>	<b>MU</b>

*Legend: 5 – Very highly utilized (VHU), 4 – Highly utilized (HU), 3 – Moderately utilized (MU), 2 – Less utilized (LU) and 1 – No utilization of social media (NU)*  
*WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating*

In San Andres West District, level of utilization of social media platforms in general partner obtained a weighted mean of 2.99 with a quantitative rating of “3” and qualitative rating of “moderately utilized”. Relatively, private individuals also obtained the highest number of responses with a weighted mean of 4.66, a quantitative rating of “5” and a qualitative rating of “Very highly utilized”. Findings revealed that majority of tapped stakeholders at San Andres West District are private individuals. This strongly suggests that private individuals are more engage in education partnerships among schools surveyed.

**Table 12b**  
**Private Sector**  
**San Andres West District**

Name of General Partner	SCALE					WM	Rank	QnR	QIR
	5	4	3	2	1				
1. Private Company	2	3	1	4	8	2.27	2	2	LU
2. Corporate Foundation	2	2	1	3	10	2.05	3	2	LU
3. Private Individual	15	2	0	0	1	4.66	1	5	VHU
<b>Overall Weighted Mean</b>						<b>2.99</b>		<b>3</b>	<b>MU</b>

*Legend: 5 – Very highly utilized (VHU), 4 – Highly utilized (HU), 3 – Moderately utilized (MU), 2 – Less utilized (LU) and 1 – No utilization of social media (NU)*  
*WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating*

### **Public Sector**

Table 13a and 13b depict the results about general partner type focusing on *public sector*. In San Andres East District, it obtained an overall weighted mean of 2.76 with a quantitative rating of “3” and qualitative rating of “moderately utilized”. The top three highest ranks were obtained by LGU Province through its Local Funds, LGU Province through Special Education Fund, and LGU through its Special Education Fund.

**Table 13a**  
**Public Sector**  
**San Andres East District**

Name of General Partner	SCALE					WM	Rank	QnR	QIR
	5	4	3	2	1				
1. LGU Province: Local Funds	1	5	3	3	0	3.33	1*	3	MU
2. LGU Province: SEF	1	5	3	2	1	3.25	2*	3	MU
3. LGU Municipality: Local Funds	0	5	4	1	2	3.00	4	3	MU
4. LGU Municipality: SEF	0	5	5	0	2	3.08	3*	3	MU
5. LGU City: Local Funds	0	2	3	0	7	2.00	7.5	2	LU
6. LGU City: SEF	0	2	3	0	7	2.00	7.5	2	LU
7. LGU Barangay: Local Funds	1	3	4	1	3	2.83	5	3	MU
8. LGU Barangay: SEF	1	2	4	2	3	2.66	6	3	MU
<b>Overall Weighted Mean</b>						<b>2.76</b>		<b>3</b>	<b>MU</b>

*Legend: 5 – Very highly utilized (VHU), 4 – Highly utilized (HU), 3 – Moderately utilized (MU), 2 – Less utilized (LU) and 1 – No utilization of social media (NU)*  
*WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating*

In San Andres West District, it obtained an overall weighted mean of 1.31 with a quantitative rating of “1” and qualitative rating of “Not utilized”. However, the top three highest ranks were obtained by LGU Barangay Special Education Fund, LGU Barangay Local Fund, LGU Municipality Local Fund and LGU Province Special Education Fund.

**Table 13b**  
**Public Sector**  
**San Andres West District**

Name of General Partner	SCALE					WM	Rank	QnR	QIR
	5	4	3	2	1				
1. LGU Province: Local Funds	7	2	3	0	6	3.22	3.5*	3	MU
2. LGU Province: SEF	5	3	2	0	8	2.83	6	3	MU
3. LGU Municipality: Local Funds	7	4	0	0	7	3.22	3.5*	3	MU
4. LGU Municipality: SEF	7	3	0	0	8	3.05	5	3	MU
5. LGU City: Local Funds	4	2	0	0	12	2.22	7	2	LU
6. LGU City: SEF	3	2	0	0	13	2.00	8	2	LU
7. LGU Barangay: Local Funds	7	4	2	0	5	3.44	2*	3	MU
8. LGU Barangay: SEF	6	4	1	1	6	3.72	1*	4	HU
<b>Overall Weighted Mean</b>						<b>1.31</b>		<b>1</b>	<b>NU</b>

*Legend: 5 – Very highly utilized (VHU), 4 – Highly utilized (HU), 3 – Moderately utilized (MU), 2 – Less utilized (LU) and 1 – No utilization of social media (NU)*  
*WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating*

It is noticeable, considering the geographical location of Catanduanes, as an island province, that schools reach out to local government units because they are the nearest and immediate school partners which respond to the necessary and evident needs. However, stakeholders' engagement and partnerships can be done outside the province area to seek assistance in improving school governance and operations including curriculum and instruction implementation.

### ***Civil Society Organizations***

Table 14a and 14b present the results obtained on the course of data gathering in relation to the general partner type – *civil society organizations*. In San Andres East District, it obtained an overall weighted mean of 2.51 with a quantitative rating of “3” with a qualitative rating of “Moderately utilized”. The top three general partners in civil society organizations were Non-government organizations, faith-based organizations, and professional associations.

**Table 14a**  
**Civil Society Organizations**  
**San Andres East District**

Name of General Partner	SCALE					WM	Rank	QnR	QIR
	5	4	3	2	1				
1. Non-Government Organizations (NGO)	3	4	1	2	2	3.33	1*	3	MU
2. Faith-Based Organizations	2	3	1	2	4	2.75	2.5*	3	MU
3. People's Organizations	2	2	1	2	5	2.50	5	3	MU
4. Professional Associations	3	1	2	2	4	2.75	2.5*	3	MU
5. Cooperatives	1	3	1	1	6	1.58	7	2	LU
6. Trade Unions	1	2	1	1	7	2.08	6	2	LU
7. Media Organizations	3	1	2	0	6	2.58	4	3	MU
<b>Overall Weighted Mean</b>						<b>2.51</b>		<b>3</b>	<b>MU</b>

*Legend: 5 – Very highly utilized (VHU), 4 – Highly utilized (HU), 3 – Moderately utilized (MU), 2 – Less utilized (LU) and 1 – No utilization of social media (NU)*  
*WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating*

In San Andres West District, it obtained an overall weighted mean of 2.28 with a quantitative rating of “2” with a qualitative rating of “Less utilized”. Among the 7 general partners, the top two general partners in civil society organizations which obtained the highest responses were non-government organizations, and people’s organizations.

Respondents echoed that due to the limited number of civil society organizations in the province and outside it is quite difficult to reach out to them as they are more focused on communities and less on public schools. Hence, respondents believed that social media engagement and education partnerships have less impact on civil society organizations.

**Table 14b**  
**Civil Society Organizations**  
**San Andres West District**

Name of General Partner	SCALE					WM	Rank	QnR	QIR
	5	4	3	2	1				
1. Non-Government Organizations (NGO)	10	4	0	1	3	3.94	1*	4	HU
2. Faith-Based Organizations	2	3	0	1	12	2.00	4	2	LU
3. People’s Organizations	7	3	3	0	5	3.38	2*	3	MU
4. Professional Associations	4	1	2	0	11	2.27	3	2	LU
5. Cooperatives	1	2	1	1	13	1.72	5	2	LU
6. Trade Unions	1	0	1	0	16	1.33	6.5	1	NU
7. Media Organizations	1	0	1	1	15	1.38	6.5	1	NU
<b>Overall Weighted Mean</b>						<b>2.28</b>		<b>2</b>	<b>LU</b>

*Legend: 5 – Very highly utilized (VHU), 4 – Highly utilized (HU), 3 – Moderately utilized (MU), 2 – Less utilized (LU) and 1 – No utilization of social media (NU)*  
*WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating*

Respondents echoed that due to the limited number of civil society organizations in the province and outside it is quite difficult to reach out to them as they are more focused on marginalized communities and less on public schools. Hence, respondents believed



that social media engagement and education partnerships have less impact on civil society organizations.

### ***International***

Table 15a and 15b provide the results of a survey conducted which determined the level of utilization of social media in general partner type – *international*. In San Andres East District, it obtained an overall weighted mean of 3.20 with a quantitative rating of “3” and a qualitative rating of “Moderately utilized”. This can be interpreted as there is a limited social media reach to these sectors. While social media has been impactful because of the advent of technology, these sectors have been less focused, primarily because of the geographical location of specific partners.

**Table 15a  
International  
San Andres East District**

Name of General Partner	SCALE					WM	Rank	QnR	QIR
	5	4	3	2	1				
1. International	3	6	0	1	2	3.58	1	4	HU
2. International Non-government Organizations (INGO)	4	1	0	3	4	2.83	2	3	HU
<b>Overall Weighted Mean</b>						<b>3.20</b>		<b>3</b>	<b>MU</b>

*Legend: 5 – Very highly utilized (VHU), 4 – Highly utilized (HU), 3 – Moderately utilized (MU), 2 – Less utilized (LU) and 1 – No utilization of social media (NU)*  
*WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating*

However, considering the individual impact as to level of utilization, schools have not failed in reaching various international partners. Both international and international non-government organizations were still tapped through social media engagement and partnerships.

In San Andres West District, it obtained a weighted mean of 1.00 with a quantitative rating of “1” and a qualitative rating of “Not utilized”.

**Table 15b**  
**International**  
**San Andres West District**

Name of General Partner	SCALE					WM	Rank	QnR	QIR
	5	4	3	2	1				
1. International	0	0	0	0	18	1.00	1.5	1	NU
2. International Non-government Organizations (INGO)	0	0	0	0	18	1.00	1.5	1	NU
<b>Overall Weighted Mean</b>						<b>1.00</b>		<b>1</b>	<b>NU</b>

*Legend: 5 – Very highly utilized (VHU), 4 – Highly utilized (HU), 3 – Moderately utilized (MU), 2 – Less utilized (LU) and 1 – No utilization of social media (NU)*  
*WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating*

While in other areas of general partner type respondents initiated social media engagement or outsourcing, in *international* aspect of general partner, they have not successfully performed well. This is attributed to the fact that schools rely mostly on stakeholders that are within the nearest geographic location. Considering that the world is in pandemic, coordinators managed to reach out to various stakeholders to seek help by presenting their priority development programs, projects, and activities, a manner that is necessary.

***Summary of Level of Utilization of Social Media in the Implemented Partnerships vis-à-vis General Partner Type***

Table 16a and 16b presented the summary of the level of utilization of social media in the implemented partnerships vis-à-vis general partner type in both districts. In San Andres East District, it obtained a weighted mean of 2.94 with a quantitative rating of “3” and a qualitative rating of “Moderately utilized”.

In general, respondents echoed that they have initiated education partnerships across all sectors to be able to propose programs, projects, and activities given that

financial resources were scarce and priorities were focused more on the implementation of modular learning modality and health.

**Table 16a**  
**Summary of Level of Utilization of Utilization of Implemented Partnerships vis-à-vis General Partner Type**  
**San Andres East District**

<b>General Partner Type</b>	<b>Weighted Mean</b>	<b>Quantitative Rating</b>	<b>Qualitative Rating</b>
Private	3.30	3	MU
Public	2.76	3	MU
Civil Society Organizations	2.51	3	MU
International	3.20	3	MU
<b>Grand Mean</b>	<b>2.94</b>	<b>3</b>	<b>MU</b>

*Legend: 5 – Very highly utilized (VHU), 4 – Highly utilized (HU), 3 – Moderately utilized (MU), 2 – Less utilized (LU) and 1 – No utilization of social media (NU)*  
*WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating*

In San Andres West District, it obtained a weighted mean of 2.64 with a quantitative rating of “3” and a qualitative rating of “Moderately utilized”. Similarly, situation calls for more initiatives to focus on the continuous learning delivery towards the implementation of distance learning through modular learning modality.

**Table 16b**  
**Summary of Level of Utilization of Utilization of Implemented Partnerships vis-à-vis General Partner Type**  
**San Andres West District**

<b>General Partner Type</b>	<b>Weighted Mean</b>	<b>Quantitative Rating</b>	<b>Qualitative Rating</b>
Private	2.99	3	MU
Public	1.31	1	NU
Civil Society Organizations	2.28	3	MU
International	1.00	1	NU
<b>Grand Mean</b>	<b>2.64</b>	<b>3</b>	<b>MU</b>

*Legend: 5 – Very highly utilized (VHU), 4 – Highly utilized (HU), 3 – Moderately utilized (MU), 2 – Less utilized (LU) and 1 – No utilization of social media (NU)*  
*WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating*

### **Partner Contributions**

This section discussed the results of the survey conducted as to the different partner contributions in all participating schools using the social media platforms.

#### ***Advocacy and Policy Support***

Table 17a and 17b present the level of utilization of social media platforms in *advocacy and policy support*. In San Andres East District, it obtained a weighted mean of 3.41 with a quantitative rating of “3” and a qualitative rating of “moderately utilized”.

**Table 17a**  
**Advocacy and Policy Support**  
**San Andres East District**

Advocacy and Policy Support	SCALE					WM	Rank	QnR	QIR
	5	4	3	2	1				
1. Advocacy and Policy Support	5	1	2	2	2	3.41	1	3	MU
<b>Overall Weighted Mean</b>						<b>3.41</b>		<b>3</b>	<b>MU</b>

*Legend: 5 – Very highly utilized (VHU), 4 – Highly utilized (HU), 3 – Moderately utilized (MU), 2 – Less utilized (LU) and 1 – No utilization of social media (NU)*  
*WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating*

In San Andres West District, it obtained a weighted mean of 2.88 with a quantitative rating of “3” and a qualitative rating of “moderately utilized”.

**Table 17b**  
**Advocacy and Policy Support**  
**San Andres West District**

Advocacy and Policy Support	SCALE					WM	Rank	QnR	QIR
	5	4	3	2	1				
1. Advocacy and Policy Support	6	2	1	2	7	2.88	1	3	MU
<b>Overall Weighted Mean</b>						<b>2.88</b>		<b>3</b>	<b>MU</b>

*Legend: 5 – Very highly utilized (VHU), 4 – Highly utilized (HU), 3 – Moderately utilized (MU), 2 – Less utilized (LU) and 1 – No utilization of social media (NU)*  
*WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating*

It can be interpreted that in both districts social media partnership endeavors in this area have an average response rate. Thus, coordinators used the power of social media platforms to echo their policy information dissemination, implementation, and support across all aspects.

### ***Appliances and Equipment***

Table 18a and 18b discussed the level of utilization of social media platforms in terms of *appliances and equipment*. In San Andres East District, it obtained an overall weighted mean of 2.09 with a quantitative rating of “2” and a qualitative rating of “Less utilized”. This can be interpreted that in this aspect of partner contribution type, less utilization of social media platforms was conducted by coordinators.

**Table 18a**  
**Appliances and Equipment**  
**San Andres East District**

Appliances and Equipment	SCALE					WM	Rank	QnR	QIR
	5	4	3	2	1				
1. Airconditioning Units	0	2	0	0	10	1.50	17	2	LU
2. CCTV	0	2	0	1	9	1.58	15.5	2	LU
3. Electric Fans	4	5	1	1	1	3.83	1*	4	VHU
4. Microwave	0	2	1	1	8	1.75	12	2	LU
5. Television	3	4	3	0	2	3.50	2*	4	VHU
6. Wall Clock/Alarm Clock	1	2	1	1	7	2.08	6	2	LU
7. Gardening tools	1	3	3	1	4	2.66	3	3	MU
8. Gas Stove	1	2	0	1	8	1.91	8	2	LU
9. Glassware	1	1	0	1	9	1.66	13.5	2	LU
10. Kitchenware	1	3	1	1	6	2.33	4	2	LU
11. Oven	1	1	0	1	9	1.66	13.5	2	LU
12. Radio System	1	2	1	1	7	2.08	6	2	LU
13. Science Laboratory Equipment	1	1	1	1	8	1.83	10	2	LU
14. Solar Panels	1	1	0	0	10	1.58	15.5	2	LU
15. Sound System	1	2	0	0	9	1.83	10	2	LU
16. Sports Equipment	1	1	1	1	8	1.83	10	2	LU
17. Sprinkler	1	2	1	1	7	2.08	6	2	LU
<b>Overall Weighted Mean</b>						<b>2.09</b>		<b>2</b>	<b>LU</b>

*Legend: 5 – Very highly utilized (VHU), 4 – Highly utilized (HU), 3 – Moderately utilized (MU), 2 – Less utilized (LU) and 1 – No utilization of social media (NU)*

*WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating*

While there is a relatively low level of utilization, among the 17 appliances and equipment, the top two which obtained highest weighted mean include (1) electric fans, and (2) television. This means coordinators proposed their priorities to stakeholders which are deemed needed in the school. The top two appliances and equipment are vital towards conducive learning environment as these are instructional facilities needed in classroom instruction and comfort of learners both in pre- and post-pandemic era.

In San Andres West District, it obtained an overall weighted mean of 1.85 with a quantitative rating of “2” and a qualitative rating of “Less utilized”. Among the listed appliances and equipment, electric fans, television, and gardening tools obtained the highest responses. This means that while there is pandemic and transitioning into post-pandemic era, coordinators prioritize instructional facilities and for ventilation which are essential to have a conducive learning environment.

**Table 18b**  
**Appliances and Equipment**  
**San Andres West District**

Appliances and Equipment	SCALE					WM	Rank	QnR	QIR
	5	4	3	2	1				
1. Airconditioning Units	0	0	0	2	16	1.11	15	1	NU
2. CCTV	0	0	0	3	15	1.16	13.5	1	NU
3. Electric Fans	11	1	2	1	3	3.88	1*	4	
4. Microwave	0	0	0	1	17	1.05	16.5	1	NU
5. Television	7	0	4	1	6	3.05	2*	3	MU
6. Wall Clock/Alarm Clock	3	1	1	2	11	2.05	6	2	LU
7. Gardening tools	4	2	3	2	7	2.66	3*	3	MU
8. Gas Stove	2	0	0	2	14	1.55	9.5	2	LU
9. Glassware	3	0	1	2	12	1.88	7.5	2	LU
10. Kitchenware	5	0	1	3	9	2.38	5	2	LU
11. Oven	0	0	0	1	17	1.05	16.5	1	NU
12. Radio System	0	0	0	3	15	1.16	13.5	1	NU
13. Science Laboratory Equipment	1	0	0	4	13	1.44	11	1	NU
14. Solar Panels	0	1	0	1	16	1.22	12	1	NU
15. Sound System	3	1	1	3	10	1.55	9.5	2	LU
16. Sports Equipment	2	2	0	2	12	1.88	7.5	2	LU
17. Sprinkler	4	2	1	2	9	2.44	4	2	LU
<b>Overall Weighted Mean</b>						<b>1.85</b>		<b>2</b>	<b>LU</b>

*Legend: 5 – Very highly utilized (VHU), 4 – Highly utilized (HU), 3 – Moderately utilized (MU), 2 – Less utilized (LU) and 1 – No utilization of social media (NU)*  
*WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating*

### Attendance

Table 19a and 19b discussed the level of utilization of social media platforms as to *attendance* of stakeholders. In San Andres East District, it obtained a weighted mean of 4.83 with a quantitative rating of “5” and a qualitative rating of “Very highly utilized”. Attendance is physical or virtual participation and representation of stakeholders in call-ups of school authorities such as but not limited to meetings and/or official gatherings. Thus, this can be interpreted as that there is a very high level of utilization as to requesting stakeholders to be physically present in the school events and functions.

**Table 19a**  
**Attendance**  
**San Andres East District**

Attendance	SCALE					WM	Rank	QnR	QIR
	5	4	3	2	1				
1. Attendance	10	2	0	0	0	4.83	1	5	VHU
<b>Overall Weighted Mean</b>						<b>4.83</b>		<b>5</b>	<b>VHU</b>

*Legend: 5 – Very highly utilized (VHU), 4 – Highly utilized (HU), 3 – Moderately utilized (MU), 2 – Less utilized (LU) and 1 – No utilization of social media (NU)*  
*WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating*

In San Andres West District, it obtained a weighted mean of 4.66 with a quantitative rating of “5” and a qualitative rating of “Very highly utilized”.

**Table 19b**  
**Attendance**  
**San Andres West District**

Attendance	SCALE					WM	Rank	QnR	QIR
	5	4	3	2	1				
1. Attendance	15	1	1	1	0	4.66	1	5	VHU
<b>Overall Weighted Mean</b>						<b>4.66</b>		<b>5</b>	<b>VHU</b>

*Legend: 5 – Very highly utilized (VHU), 4 – Highly utilized (HU), 3 – Moderately utilized (MU), 2 – Less utilized (LU) and 1 – No utilization of social media (NU)*  
*WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating*

It can be interpreted that relatively, there is a very high utilization of social media in terms of reaching out to stakeholders and requesting their attendance at school functions be it physically, or virtually. However, the aforementioned activities were

conducted following strict health protocols both in pre- and post-pandemic era wherein mobilization of people are regulated.

### ***Disaster Prevention and Emergency***

Table 20a and 20b discussed the level of utilization of social media platforms as to *disaster prevention and emergency*. In San Andres East District, it obtained an overall weighted mean of 2.23 with a quantitative rating of “2” and a qualitative rating of “Less utilized”. Among the 14 listed, the top three which obtained the highest responses were first aid/emergency kits, thermal/temperature scanner, and food items/supplements.

**Table 20a**  
**Disaster Prevention and Emergency**  
**San Andres East District**

Disaster Prevention and Emergency	SCALE					WM	Rank	QnR	QIR
	5	4	3	2	1				
1. Fire Extinguisher	2	1	1	1	7	2.16	8	2	LU
2. Emergency Lights	1	0	0	1	10	1.41	13	1	NU
3. Hard Caps	1	0	0	0	11	1.33	14	1	NU
4. Whistle with Lace	1	0	1	2	8	1.66	11	2	LU
5. Personal Protective Supplies	1	0	1	1	9	1.58	12	2	LU
6. Go Bags	0	2	6	1	3	2.58	5	3	MU
7. DRR Equipment	0	2	5	1	4	2.41	6	2	LU
8. Fire Alarm	0	2	3	1	6	2.08	9.5	2	LU
9. Fire Hose	0	2	3	1	6	2.08	9.5	2	LU
10. Thermal/Temperature Scanner	0	6	2	2	2	3.00	2*	3	MU
11. First Aid/Emergency Kits	1	4	4	2	1	3.16	1*	3	MU
12. Medical Consultation	0	3	2	2	5	2.25	7	2	LU
13. Food Items and Food Supplements	1	3	3	3	2	2.83	3*	3	MU
14. Medical Services Supplies and Equipment	0	4	3	3	2	2.75	4	3	MU
<b>Overall Weighted Mean</b>						<b>2.23</b>		<b>2</b>	<b>LU</b>

Legend: 5 – Very highly utilized (VHU), 4 – Highly utilized (HU), 3 – Moderately utilized (MU), 2 – Less utilized (LU) and 1 – No utilization of social media (NU)  
WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating

In San Andres West District, it obtained an overall weighted mean of 2.17 with a quantitative rating of “2” and a qualitative rating of “Less utilized”. Among the 14 listed, the top three which obtained the highest responses were food items/supplements, thermal/temperature scanner, and first aid/emergency kits.



Disaster and emergency services and supplies are vital in school operations and are required to be physically present in every classroom. Thus, in order to augment the resources of the school, coordinators decided to reach out to stakeholders to sustain its supply in whatever case and time it may be.

However, less utilization was recorded, this is due to the fact that materials mentioned in this area were procured through the Maintenance and Other Operating Expenses (MOOE). Thus, social media engagement and partnership initiatives were lesser.

**Table 20b**  
**Disaster Prevention and Emergency**  
**San Andres West District**

Disaster Prevention and Emergency	SCALE					WM	Rank	QnR	QIR
	5	4	3	2	1				
1. Fire Extinguisher	4	2	0	3	9	2.38	4	2	LU
2. Emergency Lights	3	2	0	3	10	2.16	9	2	LU
3. Hard Caps	0	0	2	2	14	1.33	14	1	NU
4. Whistle with Lace	4	0	1	4	9	2.22	8	2	LU
5. Personal Protective Supplies	3	2	1	4	8	2.33	5.5	2	LU
6. Go Bags	2	1	1	2	12	1.83	11	2	LU
7. DRR Equipment	1	1	1	5	10	1.77	12	2	LU
8. Fire Alarm	2	1	2	3	10	2.00	10	2	LU
9. Fire Hose	1	0	1	3	13	1.50	13	2	LU
10. Thermal/Temperature Scanner	4	2	3	3	6	2.72	2.5*	3	MU
11. First Aid/Emergency Kits	6	2	4	4	2	2.72	2.5*	3	MU
12. Medical Consultation	3	1	2	4	8	2.27	7	2	LU
13. Food Items and Food Supplements	6	1	2	4	5	2.94	1*	3	MU
14. Medical Services Supplies and Equipment	4	1	1	3	9	2.33	5.5	2	LU
<b>Overall Weighted Mean</b>						<b>2.17</b>		<b>2</b>	<b>LU</b>

Legend: 5 – Very highly utilized (VHU), 4 – Highly utilized (HU), 3 – Moderately utilized (MU), 2 – Less utilized (LU) and 1 – No utilization of social media (NU)  
WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating

### ***Disinfection and Cleaning Supplies and Equipment***

Table 21a and 21b discussed the level of utilization of social media platforms as to *disinfection and cleaning supplies and equipment*. In San Andres East District, it obtained a weighted mean of 3.56 with a quantitative rating of “4” and a qualitative rating

of “Highly utilized”. The top three materials which obtained high responses include hand sanitizers, alcohol, and disinfectants.

Due to the pandemic, schools and even communities resorted on prioritizing their health and wellness needs. Among the top priorities by school administration is to ensure one’s safety and security given the situation. Thus, in general, majority of the disinfection and cleaning and equipment among schools in San Andres East District were proposed to stakeholders using social media due to lack of funds.

**Table 21a**  
**Disinfection and Cleaning Supplies and Equipment**  
**San Andres East District**

Disinfection and Cleaning Supplies and Equipment	SCALE					WM	Rank	QnR	QIR
	5	4	3	2	1				
1. Hand sanitizers	7	1	3	1	0	4.16	1*	4	HU
2. Alcohol	7	0	4	0	1	4.00	2.5*	4	HU
3. Disinfectants	6	1	4	1	0	4.00	2.5*	4	HU
4. Anti-bacterial and germicidal soaps	5	1	5	1	0	3.83	4	4	HU
5. Cleaning Equipment	5	1	4	1	1	3.66	5	4	HU
6. Personal Hygiene	5	0	5	1	1	3.58	6	4	HU
7. Misting Machine	2	1	2	2	5	2.41	8	2	LU
8. Foot Bath	2	2	3	3	2	2.91	7	3	MU
<b>Overall Weighted Mean</b>						<b>3.56</b>		<b>4</b>	<b>HU</b>

*Legend: 5 – Very highly utilized (VHU), 4 – Highly utilized (HU), 3 – Moderately utilized (MU), 2 – Less utilized (LU) and 1 – No utilization of social media (NU)*  
*WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating*

In San Andres West District, it obtained a weighted mean of 3.50 with a quantitative rating of “4” and a qualitative rating of “Highly utilized”. The top three materials which obtained the highest responses were alcohol, hand sanitizers, disinfectants, and antibacterial or germicidal soaps.

The top three materials were the ones needed in the schools at the time that school personnel deliver their official duties and functions in the continuity of learning among pupils.

**Table 21b**  
**Disinfection and Cleaning Supplies and Equipment**  
**San Andres East District**

Disinfection and Cleaning Supplies and Equipment	SCALE					WM	Rank	QnR	QIR
	5	4	3	2	1				
1. Hand sanitizers	11	1	2	3	1	4.00	2	4	HU
2. Alcohol	12	1	2	2	1	4.16	1	4	HU
3. Disinfectants	9	2	2	4	1	3.77	3.5	4	HU
4. Anti-bacterial and germicidal soaps	9	2	2	4	1	3.77	3.5	4	HU
5. Cleaning Equipment	8	1	3	4	2	3.50	6	4	HU
6. Personal Hygiene	8	2	2	4	2	3.55	5	4	HU
7. Mistig Machine	3	0	1	6	8	2.11	8	2	LU
8. Foot Bath	7	0	2	7	2	3.16	7	3	MU
<b>Overall Weighted Mean</b>						<b>3.50</b>		<b>4</b>	<b>HU</b>

Legend: 5 – Very highly utilized (VHU), 4 – Highly utilized (HU), 3 – Moderately utilized (MU), 2 – Less utilized (LU) and 1 – No utilization of social media (NU)  
 WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating

### **Educational Field Trip and Similar Activities**

Table 22a and 22b discussed the level of utilization of social media platforms as to *educational field trips and similar activities*. In San Andres East District, it obtained a weighted mean of 1.00 with a quantitative rating of “1” and a qualitative rating of “Not utilized”. The aforementioned area was not prioritized since learning can also happen within the school, and community.

Choosing educational field trips and similar activities was not feasible at that time considering that pandemic was evident.

**Table 22a**  
**Educational Field Trip and Similar Activities**  
**San Andres East District**

Educational Field Trip and Similar Activities	SCALE					WM	Rank	QnR	QIR
	5	4	3	2	1				
1. Educational Field Trip and Similar Activities	0	0	0	0	12	1.00	1	1	NU
<b>Overall Weighted Mean</b>						<b>1.00</b>		<b>1</b>	<b>NU</b>

Legend: 5 – Very highly utilized (VHU), 4 – Highly utilized (HU), 3 – Moderately utilized (MU), 2 – Less utilized (LU) and 1 – No utilization of social media (NU)  
 WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating

In San Andres West District, it obtained a weighted mean of 1.00 with a quantitative rating of “1” and a qualitative rating of “Not utilized”.

**Table 22b**  
**Educational Field Trip and Similar Activities**  
**San Andres West District**

Educational Field Trip and Similar Activities	SCALE					WM	Rank	QnR	QIR
	5	4	3	2	1				
1. Educational Field Trip and Similar Activities	0	0	0	0	18	1.00	1	1	NU
<b>Overall Weighted Mean</b>						<b>1.00</b>		<b>1</b>	<b>NU</b>

*Legend: 5 – Very highly utilized (VHU), 4 – Highly utilized (HU), 3 – Moderately utilized (MU), 2 – Less utilized (LU) and 1 – No utilization of social media (NU)*  
*WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating*

Educational field trips and similar activities were being regulated by the Department of Education considering the safety and security of learners and school personnel. As such, while learnings can be acquired through such activities, respondents from both districts believed that having the aforementioned activities at the time of pandemic is not feasible.

### **Financial Literacy**

Table 23a and 23b discussed the level of utilization of social media platforms as to *financial literacy*. In San Andres East District, it obtained a weighted mean of 1.00 with a quantitative rating of “1” and a qualitative rating of “Not utilized”.

**Table 23a**  
**Financial Literacy**  
**San Andres East District**

Financial Literacy	SCALE					WM	Rank	QnR	QIR
	5	4	3	2	1				
1. Financial Literacy	0	0	0	0	12	1.00	1	1	NU
<b>Overall Weighted Mean</b>						<b>1.00</b>		<b>1</b>	<b>NU</b>

*Legend: 5 – Very highly utilized (VHU), 4 – Highly utilized (HU), 3 – Moderately utilized (MU), 2 – Less utilized (LU) and 1 – No utilization of social media (NU)*  
*WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating*

.At the time of pandemic and post-pandemic, financial literacy among school personnel and learners as well were not prioritized by schools yet. The necessity to conduct endeavors along financial literacy among schools was not that evident.

In San Andres West District, it obtained a weighted mean of 1.00 with a quantitative rating of “1” and a qualitative rating of “Not utilized”. Similarly, both San Andres East and West districts posed a significant result which states that financial literacy was not yet a priority.

**Table 23b**  
**Financial Literacy**  
**San Andres West District**

Financial Literacy	SCALE					WM	Rank	QnR	QIR
	5	4	3	2	1				
1. Financial Literacy	0	0	0	0	18	1.00	1	1	NU
<b>Overall Weighted Mean</b>						<b>1.00</b>		<b>1</b>	<b>NU</b>

*Legend: 5 – Very highly utilized (VHU), 4 – Highly utilized (HU), 3 – Moderately utilized (MU), 2 – Less utilized (LU) and 1 – No utilization of social media (NU)*  
*WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating*

### **Financial Support**

Table 24a and 24b discussed the level of utilization of social media platforms as to *financial support*. In San Andres East District, it obtained a weighted mean of 4.25 with a quantitative rating of “4” and a qualitative rating of “Highly utilized”.

Respondents conducted social media engagement and reached out to stakeholders to obtain resources through financial support which is the best possible way to help schools aside from in-kind donations due to the mobility restrictions given the situation. However, respondents echoed that in-kind donations were much needed as compared to financial or monetary resources.

**Table 24a**  
**Financial Support**  
**San Andres East District**

Financial Support	SCALE					WM	Rank	QnR	QIR
	5	4	3	2	1				
1. Financial Support	1	4	4	0	3	1.00	1	1	NU
<b>Overall Weighted Mean</b>						<b>4.25</b>		<b>4</b>	<b>NU</b>

*Legend: 5 – Very highly utilized (VHU), 4 – Highly utilized (HU), 3 – Moderately utilized (MU), 2 – Less utilized (LU) and 1 – No utilization of social media (NU)*  
*WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating*

In San Andres West District, it obtained a weighted mean of 3.27 with a quantitative rating of “3” and a qualitative rating of “Moderately utilized”. Respondents believe that while in-kind donations were needed, monetary resources were equally needed to augment the financial predicaments of the schools.

**Table 24b**  
**Financial Support**  
**San Andres West District**

Financial Support	SCALE					WM	Rank	QnR	QIR
	5	4	3	2	1				
1. Financial Support	8	2	1	1	6	3.27	1	3	MU
<b>Overall Weighted Mean</b>						<b>3.27</b>		<b>3</b>	<b>MU</b>

*Legend: 5 – Very highly utilized (VHU), 4 – Highly utilized (HU), 3 – Moderately utilized (MU), 2 – Less utilized (LU) and 1 – No utilization of social media (NU)*  
*WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating*

## **Furniture**

Table 25a and 25b discussed the level of utilization of social media platforms as to *furniture*. In San Andres East District, it obtained a weighted mean of 2.22 with a quantitative rating of “2” and a qualitative rating of “Less utilized”. In general, furniture in the school was less prioritized by respondents in reaching out to stakeholders.

The aforementioned furniture was lacking in the schools. While the schools wait for the delivery of requested furniture from the DepEd Central Office, they utilize other available outsourcing modalities to ensure that necessities in this aspect are being addressed to be able to have a conducive learning environment.

**Table 25a**  
**Furniture**  
**San Andres East District**

Furniture	SCALE					WM	Rank	QnR	QIR
	5	4	3	2	1				
1. Armchairs	2	1	0	0	9	1.91	8.5	2	LU
2. Blackboard	3	1	0	0	8	2.25	5	2	LU
3. Desks	2	1	0	0	9	1.91	8.5	2	LU
4. Door	3	2	1	0	6	2.66	3*	3	MU
5. Monobloc Chairs	3	3	2	1	3	3.16	1*	3	MU
6. Shelves/Cabinets	2	3	0	1	6	2.50	4	3	MU
7. Sofa/Sala Sets	0	3	0	0	9	1.75	10	2	LU
8. Tables	2	3	2	0	5	2.75	2*	3	MU
9. Teacher's Chair	2	2	0	0	8	2.16	6.5	2	LU
10. Teacher's Table	2	2	0	0	8	2.16	6.5	2	LU
11. Window Panels	0	0	1	1	10	1.25	11	1	NU
<b>Overall Weighted Mean</b>						<b>2.22</b>		<b>2</b>	<b>LU</b>

*Legend: 5 – Very highly utilized (VHU), 4 – Highly utilized (HU), 3 – Moderately utilized (MU), 2 – Less utilized (LU) and 1 – No utilization of social media (NU)*  
*WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating*

In San Andres West District, it obtained a weighted mean of 2.23 with a quantitative rating of “2” and a qualitative rating of “Less utilized”. Among the 11 furniture listed, only the monobloc chairs were the very much needed. This is to address the needs the mild shortage of seats among schools surveyed.

**Table 25b**  
**Furniture**  
**San Andres West District**

Furniture	SCALE					WM	Rank	QnR	QIR
	5	4	3	2	1				
1. Armchairs	5	0	0	2	11	2.22	5	2	LU
2. Blackboard	4	0	0	3	11	2.05	10	2	LU
3. Desks	5	0	0	1	12	2.16	6	2	LU
4. Door	4	1	0	1	12	2.11	9	2	LU
5. Monobloc Chairs	4	3	3	3	5	2.88	1*	3	MU
6. Shelves/Cabinets	5	0	0	3	10	2.27	4	2	LU
7. Sofa/Sala Sets	3	0	0	2	13	1.77	11	2	LU
8. Tables	5	0	1	3	9	2.38	2	2	LU
9. Teacher's Chair	5	0	0	1	12	2.16	6	2	LU
10. Teacher's Table	5	0	0	1	12	2.16	6	2	LU
11. Window Panels	5	0	1	2	10	2.33	3	2	LU
<b>Overall Weighted Mean</b>						<b>2.23</b>		<b>2</b>	<b>LU</b>

*Legend: 5 – Very highly utilized (VHU), 4 – Highly utilized (HU), 3 – Moderately utilized (MU), 2 – Less utilized (LU) and 1 – No utilization of social media (NU)*  
*WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating*

## Infrastructure

Table 26a and 26b discussed the level of utilization of social media platforms as to *furniture*. In San Andres East District, it obtained a weighted mean of 2.03 with a quantitative rating of “2” and a qualitative rating of “Less utilized”.

**Table 26a**  
**Infrastructure**  
**San Andres East District**

Infrastructure	SCALE					WM	Rank	QnR	QIR
	5	4	3	2	1				
1. New Classroom Construction	1	0	0	0	11	1.33	26.5	1	NU
2. Classroom Repair	1	1	2	0	8	1.91	16	2	LU
3. New Comfort Room Construction	1	2	0	0	9	1.83	17	2	LU
4. Comfort Room Repair	0	2	3	0	7	2.00	14.5	2	LU
5. Hardware/Construction Materials	2	2	1	1	6	2.41	10	2	LU
6. New Laboratory Construction	0	0	0	0	12	1.00	30.5	1	NU
7. Laboratory Repair	0	0	0	0	12	1.00	30.5	1	NU
8. New Library Construction	0	0	0	0	12	1.00	30.5	1	NU
9. Library Repair	0	0	0	0	12	1.00	30.5	1	NU
10. New Handwashing Facility Construction	5	5	2	0	0	4.25	1*	4	HU
11. Handwashing Facility Repair	3	5	3	0	1	3.75	2*	4	HU
12. New Covered Court Construction	1	0	1	0	10	1.50	23.5	2	LU
13. Covered Court Repair	1	0	0	0	11	1.33	26.5	1	NU
14. New Stage Construction	0	1	0	1	10	1.33	26.5	1	NU
15. Stage Repair	1	1	0	0	10	1.58	21.5	2	LU
16. New Pathwalk Construction	1	0	0	0	11	1.33	26.5	1	NU
17. Pathwalk Repair	3	2	0	1	6	2.58	7	3	MU
18. Construction of Fence and Gate	2	5	1	1	3	3.16	4	3	MU
19. Repair of Fence and Gate	3	2	3	1	3	3.08	5	3	MU
20. Water System Provision	3	1	2	0	6	2.58	7	3	MU
21. Water System Repair	2	2	2	0	6	2.50	9	3	MU
22. Electrical Facilities Provision	2	0	0	0	10	1.66	19.5	2	LU
23. Electrical Facilities Repair	2	2	0	1	7	2.25	11	2	LU
24. Construction of Sports Facilities	2	2	0	0	8	2.16	12	2	LU
25. Sports Facilities Repair	2	0	0	1	9	1.75	18	2	LU
26. Construction of School Signage	0	3	1	1	7	2.00	14.5	2	LU
27. Schools Signage Repair	0	2	0	1	9	1.58	21.5	2	LU
28. Land/Real Property Donation	3	0	0	1	8	2.08	13	2	LU
29. Paint and Painting Supplies	4	3	3	0	2	3.58	3*	4	HU
30. Installation of Flagpole and Flags	3	1	2	0	6	2.58	7	3	MU
31. Installation of Watchtower	0	0	3	0	9	1.50	23.5	2	LU
32. Other New Construction	2	0	0	0	10	1.66	19.5	2	LU
<b>Overall Weighted Mean</b>						<b>2.03</b>		<b>2</b>	<b>LU</b>

Legend: 5 – Very highly utilized (VHU), 4 – Highly utilized (HU), 3 – Moderately utilized (MU), 2 – Less utilized (LU) and 1 – No utilization of social media (NU)  
WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating



The survey revealed that the top three needed by schools in this aspect are new handwashing facility construction, handwashing facility repair and paint and painting supplies.

In San Andres West District, it obtained a weighted mean of 2.04 with a quantitative rating of “2” and a qualitative rating of “Less utilized”. Among the listed infrastructure the top three which obtained the highest responses were new handwashing facility construction, construction of school signage, and water system repair. These infrastructure projects were needed at the time for the implementation of modular learning modality which were chosen by the majority of parents. School personnel and stakeholders’ safety were of prime importance as such, the top three infrastructure projects were proposed to stakeholders.

**Table 26b**  
**Infrastructure**  
**San Andres West District**

Infrastructure	SCALE					WM	Rank	QnR	QIR
	5	4	3	2	1				
1. New Classroom Construction	1	1	1	3	12	1.66	21	2	LU
2. Classroom Repair	2	3	4	1	8	2.44	11.5	2	LU
3. New Comfort Room Construction	3	2	3	1	9	2.38	13	2	LU
4. Comfort Room Repair	4	1	3	2	8	2.50	9.5	3	MU
5. Hardware/Construction Materials	5	2	1	1	9	2.61	8	3	MU
6. New Laboratory Construction	0	0	0	3	15	1.16	27	1	NU
7. Laboratory Repair	0	0	0	2	16	1.11	29	1	NU
8. New Library Construction	0	0	2	1	15	1.27	25.5	1	NU
9. Library Repair	0	0	0	2	16	1.11	29	1	NU
10. New Handwashing Facility Construction	8	0	3	2	5	3.22	1*	3	MU
11. Handwashing Facility Repair	5	1	3	2	7	2.72	5.5	3	MU
12. New Covered Court Construction	0	0	0	2	16	1.11	29	1	NU
13. Covered Court Repair	2	0	0	1	15	1.50	23	2	LU
14. New Stage Construction	0	3	1	1	13	1.66	21	2	LU
15. Stage Repair	4	1	1	2	10	2.27	16	2	LU
16. New Pathwalk Construction	4	2	0	2	10	2.33	14.5	2	LU

*Legend: 5 – Very highly utilized (VHU), 4 – Highly utilized (HU), 3 – Moderately utilized (MU), 2 – Less utilized (LU) and 1 – No utilization of social media (NU)*  
*WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating*

**Table 26b**  
**Infrastructure**  
**San Andres West District (Continuation)**

Infrastructure	SCALE					WM	Rank	QnR	QIR
	5	4	3	2	1				
17. Pathwalk Repair	2	2	0	6	8	2.11	17	2	LU
18. Construction of Fence and Gate	4	2	0	2	10	2.33	14.5	2	LU
19. Repair of Fence and Gate	4	2	3	2	7	2.66	7	3	MU
20. Water System Provision	4	4	2	2	6	2.88	4	3	MU
21. Water System Repair	6	2	3	1	6	3.05	3*	3	MU
22. Electrical Facilities Provision	2	1	2	4	9	2.05	18	2	LU
23. Electrical Facilities Repair	3	2	3	3	7	2.50	9.5	3	MU
24. Construction of Sports Facilities	0	0	0	1	17	1.05	31	1	NU
25. Sports Facilities Repair	1	0	0	1	16	1.00	32	1	NU
26. Construction of School Signage	7	2	2	1	6	3.16	2*	3	MU
27. Schools Signage Repair	4	1	3	1	9	2.44	11.5	2	LU
28. Land/Real Property Donation	2	0	1	2	13	1.66	21	2	LU
29. Paint and Painting Supplies	4	4	1	1	8	2.72	5.5	3	MU
30. Installation of Flagpole and Flags	3	1	0	3	11	2.00	19	2	LU
31. Installation of Watchtower	1	0	0	1	16	1.27	25.5	1	NU
32. Other New Construction	1	0	1	1	15	1.38	24	1	
<b>Overall Weighted Mean</b>						<b>2.04</b>		<b>2</b>	<b>LU</b>

*Legend: 5 – Very highly utilized (VHU), 4 – Highly utilized (HU), 3 – Moderately utilized (MU), 2 – Less utilized (LU) and 1 – No utilization of social media (NU)*  
*WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating*

However, in both districts less utilization of social media was conducted along this aspect as they are more focused on the essential needs of learners at the time of pandemic. Relatively, in general, while it is not yet prioritized by schools at that time, respondents echoed that still it is a need to be addressed.

### ***Learning, School Supplies, and Uniform***

Table 27a and 27b discussed the level of utilization of social media platforms as to *learning, school supplies, and uniform*. In San Andres East District, it obtained a weighted mean of 1.97 with a quantitative rating of “2” and a qualitative rating of “Less utilized”. The top three needed were school supplies, bags, and copy papers.

**Table 27a**  
**Learning, School Supplies, and Uniform**  
**San Andres East District**

Learning, School Supplies, and Uniform	SCALE					WM	Rank	QnR	QIR
	5	4	3	2	1				
1. Bags	5	1	1	0	5	3.08	2*	3	MU
2. Bicycles	0	0	0	0	12	1.00	11.5	1	NU
3. Boats	0	0	0	0	12	1.00	11.5	1	NU
4. Books	0	4	2	0	6	2.33	4	2	LU
5. Copy Papers	3	1	2	0	6	2.58	3*	3	MU
6. Footwear	0	1	0	3	8	1.50	8	2	LU
7. Lamps	0	0	0	1	11	1.08	10	1	NU
8. Leaflets	0	0	0	3	9	1.25	9	1	NU
9. Learning Modules	1	2	0	1	8	1.91	6.5	2	LU
10. Reference Materials	1	0	2	3	6	1.91	6.5	2	LU
11. School Supplies	3	6	1	1	1	3.75	1*	4	HU
12. Uniforms	2	0	2	3	5	2.25	5	2	LU
<b>Overall Weighted Mean</b>						<b>1.97</b>		<b>2</b>	<b>LU</b>

*Legend: 5 – Very highly utilized (VHU), 4 – Highly utilized (HU), 3 – Moderately utilized (MU), 2 – Less utilized (LU) and 1 – No utilization of social media (NU)*  
*WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating*

In San Andres West District, it obtained a weighted mean of 2.40 with a quantitative rating of “2” and a qualitative rating of “Less utilized”. The top three which got the highest number of responses include school supplies, bags, and learning modules as supplemental materials for self-paced learning.

**Table 27b**  
**Learning, School Supplies, and Uniform**  
**San Andres West District**

Learning, School Supplies, and Uniform	SCALE					WM	Rank	QnR	QIR
	5	4	3	2	1				
1. Bags	9	1	2	1	5	3.44	2*	3	MU
2. Bicycles	0	0	0	1	17	1.05	11.5	1	NU
3. Boats	0	0	0	1	17	1.05	11.5	1	NU
4. Books	4	1	4	2	7	2.61	6	3	MU
5. Copy Papers	5	1	2	2	8	2.61	6	3	MU
6. Footwear	5	1	2	2	8	2.61	6	3	MU
7. Lamps	1	1	1	1	14	1.55	9.5	2	LU
8. Leaflets	1	0	2	2	13	1.55	9.5	2	LU
9. Learning Modules	9	1	1	1	6	3.33	3*	3	MU
10. Reference Materials	7	2	1	1	7	3.05	4	3	MU
11. School Supplies	10	4	1	1	2	4.05	1*	4	HU
12. Uniforms	3	0	1	3	11	1.94	8	2	LU
<b>Overall Weighted Mean</b>						<b>2.40</b>		<b>2</b>	<b>LU</b>

*Legend: 5 – Very highly utilized (VHU), 4 – Highly utilized (HU), 3 – Moderately utilized (MU), 2 – Less utilized (LU) and 1 – No utilization of social media (NU)*  
*WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating*

At the time of pandemic, since the majority of the learners are not physically present in schools, respondents deemed it necessary to find partners to provide school materials as supplemental for other activities stipulated in their modules. Hence, the top three materials and supplies were proposed to be the immediate needs of the learners considering the situation.

### ***Learner Wellness, Health, and Nutrition***

Table 28a and 28b discussed the level of utilization of social media platforms as to *learner wellness, health, and nutrition*. In San Andres East District, it obtained a weighted mean of 1.88 with a quantitative rating of “2” and a qualitative rating of “Less utilized”. The top three which got the highest responses were (1) feeding program, (2) personal hygiene materials and supplies and (3) saplings and seedlings.

**Table 28a**  
**Learner Wellness, Health, and Nutrition**  
**San Andres East District**

Learner Wellness, Health, and Uniform	SCALE					WM	Rank	QnR	QIR
	5	4	3	2	1				
1. Assistive Devices	0	0	0	2	10	1.16	13	1	NU
2. Dental Services	0	0	0	3	9	1.25	11.5	1	NU
3. Eyeglasses	0	0	0	3	9	1.25	11.5	1	NU
4. Feeding Program	4	4	3	0	1	3.83	1*	4	HU
5. Medical Checkup	0	0	1	4	7	1.50	7.5	2	LU
6. Medicine	0	0	5	1	6	1.91	6	2	LU
7. Personal Hygiene	3	3	0	2	4	2.91	2*	3	MU
8. Physical Fitness Activities	1	0	0	0	11	1.33	9.5	1	NU
9. Rubber Mat	0	2	0	0	10	1.50	7.5	2	LU
10. Seedlings/Saplings	1	2	3	0	6	2.33	3*	2	LU
11. Seeds	1	2	2	0	7	2.16	4	2	LU
12. Sports Clinic	1	0	0	0	1	1.33	9.5	1	NU
13. Vitamins	0	2	3	1	6	2.08	5	2	LU
<b>Overall Weighted Mean</b>						<b>1.88</b>		<b>2</b>	<b>LU</b>

Legend: 5 – Very highly utilized (VHU), 4 – Highly utilized (HU), 3 – Moderately utilized (MU), 2 – Less utilized (LU) and 1 – No utilization of social media (NU)  
WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating

A feeding program was needed at that time due to the limited or scarce food resources of families due to the mobility restrictions where most of the family members

cannot work more and rely on the support provided by the government. Personal hygiene materials were needed because of the limited financial capabilities of families which in turn necessitate the help in order for them to practice the WASH program at home. Lastly, saplings and seedlings were needed in order for the families to have an alternative source of food to provide for their families.

In San Andres West District, it obtained a weighted mean of 2.56 with a quantitative rating of “3” and a qualitative rating of “Moderately utilized”. The top three which obtained the highest responses include feeding program, seeds, and seedlings/saplings.

It can be construed that the aforementioned three were focused on food and food source for the learners considering that there is a halt in workload among families due to the health restrictions imposed by the government. Hence, schools deemed it necessary to extend help by tapping potential education partners to assist and share their resources.

**Table 28b**  
**Learner Wellness, Health, and Nutrition**  
**San Andres West District**

Learner Wellness, Health, and Uniform	SCALE					WM	Rank	QnR	QIR
	5	4	3	2	1				
1. Assistive Devices	2	0	0	1	15	1.50	12	2	LU
2. Dental Services	5	1	0	3	9	2.44	8	2	LU
3. Eyeglasses	0	0	3	1	14	1.38	13	1	NU
4. Feeding Program	11	2	3	0	2	4.11	1*	4	HU
5. Medical Checkup	4	1	1	3	9	2.33	10	2	LU
6. Medicine	6	0	0	3	9	2.50	7	3	MU
7. Personal Hygiene	8	1	1	1	7	3.131	4	3	MU
8. Physical Fitness Activities	5	0	1	3	9	2.38	9	2	LU
9. Rubber Mat	5	1	2	3	7	2.66	5.5	3	MU
10. Seedlings/Saplings	7	2	2	1	6	3.16	3*	3	MU
11. Seeds	8	1	2	1	6	3.22	2*	3	MU
12. Sports Clinic	3	0	0	3	12	1.83	11	2	LU
13. Vitamins	7	0	0	2	9	2.66	5.5	3	MU
<b>Overall Weighted Mean</b>						<b>2.56</b>		<b>3</b>	<b>MU</b>

*Legend: 5 – Very highly utilized (VHU), 4 – Highly utilized (HU), 3 – Moderately utilized (MU), 2 – Less utilized (LU) and 1 – No utilization of social media (NU)*  
*WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating*

At the height of the pandemic and post-pandemic era, respondents through the use of social media aimed to reached out to stakeholders in order for them to address the needs of learners in terms of wellness, health and nutrition.

### ***Mental Health and Psychosocial Support Services***

Table 29a and 29b discussed the level of utilization of social media platforms as to *mental health and psychosocial support services*. In San Andres East District, it obtained a weighted mean of 1.43 with a quantitative rating of “1” and a qualitative rating of “Not utilized”. However, the top three which obtained the highest responses include provision of psychosocial first aid, mindful exercises and activities and mental health survey.

**Table 29a**  
**Mental Health and Psychosocial Support Services**  
**San Andres East District**

Mental Health and Psychosocial Services	SCALE					WM	Rank	QnR	QIR
	5	4	3	2	1				
1. Provision of Psychological First Aid	1	2	3	1	5	2.41	1*	2	LU
2. Mental Health Survey	0	0	0	3	9	1.25	3*	1	NU
3. Consultation with Professional Psychologists	0	0	0	0	12	1.00	5	1	NU
4. Mental Health Checkup	0	0	0	1	11	1.08	4	1	NU
5. Mindful Exercises and Activities	0	0	2	1	9	1.41	2*	1	NU
<b>Overall Weighted Mean</b>						<b>1.43</b>		<b>1</b>	<b>NU</b>

*Legend: 5 – Very highly utilized (VHU), 4 – Highly utilized (HU), 3 – Moderately utilized (MU), 2 – Less utilized (LU) and 1 – No utilization of social media (NU)*  
*WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating*

In San Andres West District, it obtained a weighted mean of 1.74 with a quantitative rating of “2” and a qualitative rating of “Less utilized”. The top three which obtained the highest responses were provision of psychological first aid, mental health survey, and mindful exercises and activities.

**Table 29b**  
**Mental Health and Psychosocial Support Services**  
**San Andres West District**

Mental Health and Psychosocial Services	SCALE					WM	Rank	QnR	QIR
	5	4	3	2	1				
1. Provision of Psychological First Aid	6	1	0	3	8	2.66	1*	3	MU
2. Mental Health Survey	1	1	2	4	10	1.83	2*	2	LU
3. Consultation with Professional Psychologists	0	0	1	4	13	1.33	5	1	NU
4. Mental Health Checkup	0	1	0	4	13	1.38	4	1	NU
5. Mindful Exercises and Activities	1	1	0	2	14	1.50	3*	2	LU
<b>Overall Weighted Mean</b>						<b>1.74</b>		<b>2</b>	<b>LU</b>

*Legend: 5 – Very highly utilized (VHU), 4 – Highly utilized (HU), 3 – Moderately utilized (MU), 2 – Less utilized (LU) and 1 – No utilization of social media (NU)*  
*WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating*

In general, mental health and psychosocial support services were not given much importance at that time, however, respondents initiated to reach out to stakeholders. The reason was that they wanted to provide mental health and psychosocial support services despite the limited resources of the schools to help learners cope with the situation while at home.

### ***Printed and Electronic Learning Materials***

Table 30a and 30b discussed the level of utilization of social media platforms as to *printed and electronic learning materials*. In San Andres East District, it obtained a weighted mean of 2.88 with a quantitative rating of “3” and a qualitative rating of “Moderately utilized”. The primary component which got the highest response among the three is self-learning modules/electronic and printed. This is due to the fact that resources were meager and at times lacking. Thus, respondents outsourced through the use of social media.

**Table 30a**  
**Printed and Electronic Learning Materials**  
**San Andres East District**

Printed and Electronic Learning Materials	SCALE					WM	Rank	QnR	QIR
	5	4	3	2	1				
1. Self-Learning Modules (SLM)/Electronic and Printed	6	0	0	0	6	3.00	1*	3	MU
2. Printed Learning Materials (Textbook, Activity Sheets, Study Guides, reference materials)	4	2	0	0	6	2.83	2.5*	3	MU
3. Reproduction and Distribution of Printed Materials	5	0	1	0	6	2.83	2.5*	3	MU
<b>Overall Weighted Mean</b>						<b>2.88</b>		<b>3</b>	<b>MU</b>

*Legend: 5 – Very highly utilized (VHU), 4 – Highly utilized (HU), 3 – Moderately utilized (MU), 2 – Less utilized (LU) and 1 – No utilization of social media (NU)*  
*WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating*

In San Andres West District, it obtained a weighted mean of 3.42 with a quantitative rating of “3” and a qualitative rating of “Moderately utilized”. The top component which obtained the highest response is reproduction and distribution of printed materials. While there are printed materials, at times it won’t suffice to the number of learners and its distribution is impeded by various reasons primarily affected because of the COVID.

**Table 30b**  
**Printed and Electronic Learning Materials**  
**San Andres West District**

Printed and Electronic Learning Materials	SCALE					WM	Rank	QnR	QIR
	5	4	3	2	1				
1. Self-Learning Modules (SLM)/Electronic and Printed	9	0	3	1	5	3.38	2	3	MU
2. Printed Learning Materials (Textbook, Activity Sheets, Study Guides, reference materials)	7	1	3	1	6	3.11	3	3	MU
3. Reproduction and Distribution of Printed Materials	10	2	2	0	4	3.77	1	4	HU
<b>Overall Weighted Mean</b>						<b>3.42</b>		<b>3</b>	<b>MU</b>

*Legend: 5 – Very highly utilized (VHU), 4 – Highly utilized (HU), 3 – Moderately utilized (MU), 2 – Less utilized (LU) and 1 – No utilization of social media (NU)*  
*WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating*



Scarcity of resources to sustain the effective delivery of modular learning modality was the prime reason why respondents reached out to various stakeholders using the different social media platforms. The three components of printed and electronic learning materials were positively and moderately endeavored to be presented to stakeholders since all of them are equally important.

### ***Transportation Support***

Table 31a and 31b discussed the level of utilization of social media platforms as to *transportation support*. In San Andres East District, it obtained a weighted mean of 1.33 with a quantitative rating of “1” and a qualitative rating of “Not utilized”. Majority of the school personnel have their own personal vehicle to be used in order to reach their school assignments. Hence, transportation support is quite not needed at that time.

**Table 31a**  
**Transportation Support**  
**San Andres East District**

Transportation Support	SCALE					WM	Rank	QnR	QIR
	5	4	3	2	1				
1. Transportation Support	0	0	1	2	9	1.33	1	1	NU
<b>Overall Weighted Mean</b>						<b>1.33</b>		<b>1</b>	<b>NU</b>

*Legend: 5 – Very highly utilized (VHU), 4 – Highly utilized (HU), 3 – Moderately utilized (MU), 2 – Less utilized (LU) and 1 – No utilization of social media (NU)*  
*WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating*

In San Andres West District, it obtained a weighted mean of 2.27 with a quantitative rating of “2” and a qualitative rating of “Less utilized”. School personnel own vehicles whenever they need to go to school and the majority of them live in the community where the school is located. Learners do not travel since they are in modular learning modality where their parents, guardians and other family members take their self-learning modules from school, thus, transportation is not deemed necessary.

**Table 31b**  
**Transportation Support**  
**San Andres West District**

Transportation Support	SCALE					WM	Rank	QnR	QIR
	5	4	3	2	1				
1. Transportation Support	4	0	2	3	9	2.27	1	2	LU
<b>Overall Weighted Mean</b>						<b>2.27</b>		<b>2</b>	<b>LU</b>

*Legend: 5 – Very highly utilized (VHU), 4 – Highly utilized (HU), 3 – Moderately utilized (MU), 2 – Less utilized (LU) and 1 – No utilization of social media (NU)*  
*WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating*

### **TV and Radio Broadcast and Learning Management**

Table 32a and 32b discussed the level of utilization of social media platforms as to *tv and radio broadcast and learning management*. In San Andres East District, it obtained a weighted mean of 1.00 with a quantitative rating of “1” and a qualitative rating of “Not utilized”.

**Table 32a**  
**TV and Radio Broadcast and Learning Management**  
**San Andres East District**

TV and Radio Broadcast and Learning Management	SCALE					WM	Rank	QnR	QIR
	5	4	3	2	1				
1. TV and Radio Broadcast and Learning Management	0	0	0	0	12	1.00	1	1	NU
<b>Overall Weighted Mean</b>						<b>1.00</b>		<b>1</b>	<b>NU</b>

*Legend: 5 – Very highly utilized (VHU), 4 – Highly utilized (HU), 3 – Moderately utilized (MU), 2 – Less utilized (LU) and 1 – No utilization of social media (NU)*  
*WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating*

In San Andres West District, it obtained a weighted mean of 1.00 with a quantitative rating of “1” and a qualitative rating of “Not utilized”. The necessity to have a tv and radio broadcast and learning management activity in San Andres East and West Districts was not necessary considering the implementation of modular learning modality in all schools. Thus, respondents did not utilize social media in reaching out to stakeholders.

**Table 32b**  
**TV and Radio Broadcast and Learning Management**  
**San Andres West District**

TV and Radio Broadcast and Learning Management	SCALE					WM	Rank	QnR	QIR
	5	4	3	2	1				
2. TV and Radio Broadcast and Learning Management	0	0	0	0	18	1.00	1	1	NU
<b>Overall Weighted Mean</b>						<b>1.00</b>		<b>1</b>	<b>NU</b>

*Legend: 5 – Very highly utilized (VHU), 4 – Highly utilized (HU), 3 – Moderately utilized (MU), 2 – Less utilized (LU) and 1 – No utilization of social media (NU)*  
*WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating*

### ***Learning Sessions on Health and Wellness of Personnel***

Table 33a and 33b discussed the level of utilization of social media platforms as to *learning sessions on health and wellness of personnel*. In San Andres East District, it obtained a weighted mean of 1.00 with a quantitative rating of “1” and a qualitative rating of “Not utilized”. Social media utilization in this aspect was given no responses due to the fact that mobility restrictions were a prime concern and virtual conduct of the said activity is not possible due to intermittent signal.

**Table 33a**  
**Learning Sessions on Health and Wellness of Personnel**  
**San Andres East District**

Learning Sessions on Health and Wellness of Personnel	SCALE					WM	Rank	QnR	QIR
	5	4	3	2	1				
1. Learning Sessions on Health and Wellness of Personnel	0	0	0	0	12	1.00	1	1	NU
<b>Overall Weighted Mean</b>						<b>1.00</b>		<b>1</b>	<b>NU</b>

*Legend: 5 – Very highly utilized (VHU), 4 – Highly utilized (HU), 3 – Moderately utilized (MU), 2 – Less utilized (LU) and 1 – No utilization of social media (NU)*  
*WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating*

Similarly, in San Andres West District, it obtained a weighted mean of 1.00 with a quantitative rating of “1” and a qualitative rating of “Not utilized”. Neither district put emphasis on using social media in outsourcing learning sessions on health and wellness

of personnel. This can be attributed to the fact that they have focused on provision of learning materials for the learners.

**Table 33b**  
**Learning Sessions on Health and Wellness of Personnel**  
**San Andres West District**

Learning Sessions on Health and Wellness of Personnel	SCALE					WM	Rank	QnR	QIR
	5	4	3	2	1				
2. Learning Sessions on Health and Wellness of Personnel	0	0	0	0	18	1.00	1	1	NU
<b>Overall Weighted Mean</b>						<b>1.00</b>		<b>1</b>	<b>NU</b>

*Legend: 5 – Very highly utilized (VHU), 4 – Highly utilized (HU), 3 – Moderately utilized (MU), 2 – Less utilized (LU) and 1 – No utilization of social media (NU)*  
*WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating*

### **Technical Assistance**

Table 34a and 34b discussed the level of utilization of social media platforms as to *technical assistance*. In San Andres East District, it obtained a weighted mean of 1.00 with a quantitative rating of “1” and a qualitative rating of “Not utilized”.

**Table 34a**  
**Technical Assistance**  
**San Andres East District**

Technical Assistance	SCALE					WM	Rank	QnR	QIR
	5	4	3	2	1				
1. Technical Assistance	0	0	0	0	12	1.00	1	1	NU
<b>Overall Weighted Mean</b>						<b>1.00</b>		<b>1</b>	<b>NU</b>

*Legend: 5 – Very highly utilized (VHU), 4 – Highly utilized (HU), 3 – Moderately utilized (MU), 2 – Less utilized (LU) and 1 – No utilization of social media (NU)*  
*WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating*

In San Andres West District, it obtained a weighted mean of 1.00 with a quantitative rating of “1” and a qualitative rating of “Not utilized”. It can be interpreted that school personnel in both districts as regards this aspect need not too much technical assistance as to the curriculum implementation and school governance and operations.

**Table 34b**  
**Technical Assistance**  
**San Andres West District**

Technical Assistance	SCALE					WM	Rank	QnR	QIR
	5	4	3	2	1				
2. Technical Assistance	0	0	0	0	18	1.00	1	1	NU
<b>Overall Weighted Mean</b>						<b>1.00</b>		<b>1</b>	<b>NU</b>

*Legend: 5 – Very highly utilized (VHU), 4 – Highly utilized (HU), 3 – Moderately utilized (MU), 2 – Less utilized (LU) and 1 – No utilization of social media (NU)*  
*WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating*

Higher authorities provide technical assistance hand in hand with their counterparts in the field though various modalities be in-person or virtually. Hence, less priority in this aspect was reflected.

### **ICT Equipment and Technology**

Table 35a and 35b discussed the level of utilization of social media platforms as to *ICT equipment and technology*. In San Andres East District, it obtained a weighted mean of 1.62 with a quantitative rating of “2” and a qualitative rating of “Less utilized”.

**Table 35a**  
**ICT Equipment and Technology**  
**San Andres East District**

ICT Equipment and Technology	SCALE					WM	Rank	QnR	QIR
	5	4	3	2	1				
1. Computer Peripherals	1	0	0	0	11	1.33	13.5	1	NU
2. Computers	1	0	0	0	11	1.33	13.5	1	NU
3. DVD Player	0	0	0	0	12	1.00	26	1	NU
4. DVD/CD	0	0	0	0	12	1.00	26	1	NU
5. Earphone/Headphone	0	0	0	0	12	1.00	26	1	NU
6. E-books	0	0	0	0	12	1.00	26	1	NU
7. E-channel subscription	0	0	0	0	12	1.00	26	1	NU
8. Fax machine	0	0	0	0	12	1.00	26	1	NU
9. Flashdrive	1	1	0	1	9	1.66	7	2	LU
10. Internet Connectivity	3	0	0	0	9	2.00	2.5	2	LU
11. Ipad/Tablets	0	0	1	0	11	1.16	18	1	NU
12. Laptops	2	0	0	0	10	1.66	7	2	LU
13. LCD Projector	1	1	0	1	9	1.66	7	2	LU
14. Photocopier	1	1	0	0	10	1.58	9	2	LU
15. Printer	6	1	1	1	3	3.50	1*	4	HU

*Legend: 5 – Very highly utilized (VHU), 4 – Highly utilized (HU), 3 – Moderately utilized (MU), 2 – Less utilized (LU) and 1 – No utilization of social media (NU)*  
*WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating*

In terms of ICT equipment and technology, respondents did not rely on social media engagement and outsourcing for the reason that majority of the schools have already been delivered with DepEd Computerization Program packages which are still functional. The aforementioned computers were used by teachers as they accomplish tasks at hand while learners perform their academic duties in school.

**Table 35a**  
**ICT Equipment and Technology**  
**(Continuation)**

16. Scanner	0	2	0	0	10	1.50	10.5	2	LU
17. Software	1	0	1	0	10	1.50	10.5	2	LU
18. Telephone Line	0	1	0	1	10	1.33	13.5	1	NU
19. Monitor	1	0	0	0	11	1.33	13.5	1	NU
20. Interactive Whiteboard	0	0	0	2	10	1.16	18	1	NU
21. Whitescreen	0	0	1	0	11	1.16	18	1	NU
22. Solar Panels	0	0	0	0	12	1.00	26	1	NU
23. Electricity	3	0	0	0	9	2.00	2.5	2	LU
24. Car Batteries	0	0	0	0	12	1.00	26	1	NU
25. Generator	0	0	0	0	12	1.00	26	1	NU
26. Premium membership in remote working tools (Zoom, MS teams, etc.)	0	1	0	0	11	1.25	16	1	NU
27. Prepaid load card (Call text and data)	1	1	1	0	9	1.75	5	2	LU
28. Hard drive and USB storage	2	0	1	0	9	1.83	4	2	LU
29. Risograph/Duplo Machine	0	0	0	1	11	1.08	20.5	1	NU
30. Voice Recorder	0	0	0	1	11	1.08	20.5	1	NU
<b>Overall Weighted Mean</b>						<b>1.62</b>		<b>2</b>	<b>LU</b>

*Legend: 5 – Very highly utilized (VHU), 4 – Highly utilized (HU), 3 – Moderately utilized (MU), 2 – Less utilized (LU) and 1 – No utilization of social media (NU)*  
*WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating*

However, the most needed equipment and technology at that time is the printer. Printers were needed for the printing of modules, and activity sheets.

In San Andres West District, it obtained a weighted mean of 1.79 with a quantitative rating of “2” and a qualitative rating of “Less utilized”. The top two ICT equipment and technology which got the highest responses were printer and internet connectivity. Printers are important not just for the printing of self-learning modules but other related documents as well.

Subsequently, internet connectivity was vital as some reports were needed through online submissions. While majority has internet connectivity the status of which being intermittent hinders the social media engagement and connection to stakeholders to some extent.

**Table 35b**  
**ICT Equipment and Technology**  
**San Andres West District**

ICT Equipment and Technology	SCALE					WM	Rank	QnR	QIR
	5	4	3	2	1				
1. Computer Peripherals	2	0	2	2	12	1.77	12	2	LU
2. Computers	4	0	2	1	11	2.16	7	2	LU
3. DVD Player	1	0	0	2	15	1.33	22.5	1	NU
4. DVD/CD	0	0	0	3	15	1.16	26	1	NU
5. Earphone/Headphone	1	0	0	3	14	1.38	21	1	NU
6. E-books	1	0	0	2	15	1.33	22.5	1	NU
7. E-channel subscription	2	0	0	2	14	1.55	16	2	LU
8. Fax machine	2	0	0	2	14	1.55	16	2	LU
9. Flashdrive	8	0	1	1	8	2.94	2	3	MU
10. Internet Connectivity	5	1	1	1	10	2.44	4.5	2	LU
11. Ipad/Tablets	2	0	1	1	14	1.61	13.5	2	LU
12. Laptops	3	1	0	3	11	2.00	9	2	LU
13. LCD Projector	3	1	0	2	12	1.94	10	2	LU
14. Photocopier	4	1	1	1	11	2.22	6	2	LU
15. Printer	8	2	2	2	4	3.44	1	3	MU
16. Scanner	5	2	1	3	7	2.72	3	3	MU
17. Software	0	2	2	1	13	1.61	13.5	2	LU
18. Telephone Line	0	0	1	1	16	1.16	26	1	NU
19. Monitor	1	0	0	1	16	1.27	24	1	NU
20. Interactive Whiteboard	1	1	0	2	14	1.50	18.5	2	LU
21. Whitescreen	1	1	0	1	15	1.44	20	1	NU
22. Solar Panels	0	0	1	1	16	1.16	26	1	NU
23. Electricity	3	0	1	1	13	1.83	11	2	LU
24. Car Batteries	0	0	0	1	17	1.05	29.5	1	NU
25. Generator	2	0	0	1	15	1.50	18.5	2	LU
26. Premium membership in remote working tools (Zoom, MS teams, etc.)	2	0	1	0	15	1.55	16	2	LU
27. Prepaid load card (Call text and data)	4	1	0	1	12	2.11	8	2	LU
28. Hard drive and USB storage	5	1	1	1	10	2.44	4.5	2	LU
29. Risograph/Duplo Machine	0	0	1	0	17	1.11	28	1	NU
30. Voice Recorder	0	0	0	1	17	1.05	29.5	1	NU
<b>Overall Weighted Mean</b>						<b>1.74</b>		<b>2</b>	<b>LU</b>

*Legend: 5 – Very highly utilized (VHU), 4 – Highly utilized (HU), 3 – Moderately utilized (MU), 2 – Less utilized (LU) and 1 – No utilization of social media (NU)*  
*WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating*

### **Use of Facilities**

Table 36a and 36b discussed the level of utilization of social media platforms as to *use of facilities*. In San Andres East District, it obtained a weighted mean of 1.00 with a quantitative rating of “1” and a qualitative rating of “Not utilized”. The use of facilities has not been a priority of schools as evidenced by the responses of subjects. The reason for not prioritizing this aspect is that the majority of the schools have facilities constructed in their vicinity which can be used for official gatherings.

**Table 36a**  
**Use of Facilities**  
**San Andres East District**

Use of Facilities	SCALE					WM	Rank	QnR	QIR
	5	4	3	2	1				
1. Work Immersion workshop	0	0	0	0	12	1.00	3	1.00	NU
2. Livelihood	0	0	0	0	12	1.00	3	1.00	NU
3. Venue of Training	0	0	0	0	12	1.00	3	1.00	NU
4. Venue for Special Events	0	0	0	0	12	1.00	3	1.00	NU
5. Venue for Religious Events	0	0	0	0	12	1.00	3	1.00	NU
<b>Overall Weighted Mean</b>						<b>1.00</b>		<b>1</b>	<b>NU</b>

*Legend: 5 – Very highly utilized (VHU), 4 – Highly utilized (HU), 3 – Moderately utilized (MU), 2 – Less utilized (LU) and 1 – No utilization of social media (NU)*  
*WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating*

Similarly, in San Andres West District it obtained a weighted mean of 1.00 with a quantitative rating of “1” and a qualitative rating of “Not utilized”. It can be construed as well that in this area school covered by this district do not prioritize use of facilities.

On the course of administration of the research tool majority of the school have complete physical structures which can be used for official functions and programs. As such, respondents believe it is not necessary to use facilities from other partner stakeholders.



**Table 36b**  
**Use of Facilities**  
**San Andres West District**

Use of Facilities	SCALE					WM	Rank	QnR	QIR
	5	4	3	2	1				
1. Work Immersion workshop	0	0	0	0	18	1.00	3	1.00	NU
2. Livelihood	0	0	0	0	18	1.00	3	1.00	NU
3. Venue of Training	0	0	0	0	18	1.00	3	1.00	NU
4. Venue for Special Events	0	0	0	0	18	1.00	3	1.00	NU
5. Venue for Religious Events	0	0	0	0	18	1.00	3	1.00	NU
<b>Overall Weighted Mean</b>						<b>1.00</b>		<b>1</b>	<b>NU</b>

*Legend: 5 – Very highly utilized (VHU), 4 – Highly utilized (HU), 3 – Moderately utilized (MU), 2 – Less utilized (LU) and 1 – No utilization of social media (NU)*  
*WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating*

### Volunteer Hours

Table 37a and 37b discussed the level of utilization of social media platforms as to *volunteer hours*. In San Andres East District, it obtained a weighted mean of 2.99 with a quantitative rating of “3” and a qualitative rating of “Moderately utilized”.

**Table 37a**  
**Volunteer Hours**  
**San Andres East District**

Volunteer Hours	SCALE					WM	Rank	QnR	QIR
	5	4	3	2	1				
1. Brigada Pagbasa	8	3	1	0	0	4.58	1*	5	VHU
2. Carpentry	3	6	2	0	1	3.83	4.5	4	HU
3. Electrical/Electronics	2	2	2	1	5	2.58	7	3	MU
4. Landscaping/Gardening	4	6	0	0	2	3.83	4.5	4	HU
5. Masonry	3	3	2	1	3	3.16	6	3	MU
6. Ordinary Labor	5	6	0	0	1	4.16	2*	4	HU
7. Painting	3	8	0	0	1	4.00	3*	4	HU
8. Plumbing	0	2	1	2	7	1.83	8	2	LU
9. Professional services (Medical/Legal/etc.)	0	0	0	0	12	1.00	9.5	1	NU
10. Tutorial learning sessions for online learnings	0	0	0	0	12	1.00	9.5	1	NU
<b>Overall Weighted Mean</b>						<b>2.99</b>		<b>3</b>	<b>MU</b>

*Legend: 5 – Very highly utilized (VHU), 4 – Highly utilized (HU), 3 – Moderately utilized (MU), 2 – Less utilized (LU) and 1 – No utilization of social media (NU)*  
*WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating*

The majority of the schools initiated social media engagement in terms of seeking for partners to attend gatherings and events anchored with the program implementation of DepEd.

As such the top three which got the highest responses of volunteer hours support include ordinary labor, painting, carpentry, and landscaping/gardening. The aforementioned activities are geared towards effective learning of pupils and readiness of the school come post-pandemic era or the new normal in education.

In San Andres West District, it obtained a weighted mean of 2.96 with a quantitative rating of “3” and a qualitative rating of “Moderately utilized”. The top three which obtained the highest responses include Brigada Pagbasa, ordinary labor, and landscaping/gardening.

**Table 37b**  
**Volunteer Hours**  
**San Andres West District**

Volunteer Hours	SCALE					WM	Rank	QnR	QIR
	5	4	3	2	1				
1. Brigada Pagbasa	12	2	4	0	0	4.44	1*	4	HU
2. Carpentry	6	1	3	3	5	3.00	6	3	MU
3. Electrical/Electronics	4	1	4	2	7	2.61	8	3	MU
4. Landscaping/Gardening	10	2	2	1	3	3.83	3*	4	HU
5. Masonry	6	2	3	1	6	3.05	5	3	MU
6. Ordinary Labor	11	1	4	0	2	4.05	2*	4	HU
7. Painting	9	2	3	0	4	3.66	4	4	HU
8. Plumbing	5	0	4	2	7	2.66	7	3	MU
9. Professional services (Medical/Legal/etc.)	0	0	0	1	17	1.16	9.5	1	NU
10. Tutorial learning sessions for online learnings	0	0	0	1	17	1.16	9.5	1	NU
<b>Overall Weighted Mean</b>						<b>2.96</b>		<b>3</b>	<b>MU</b>

*Legend: 5 – Very highly utilized (VHU), 4 – Highly utilized (HU), 3 – Moderately utilized (MU), 2 – Less utilized (LU) and 1 – No utilization of social media (NU)*

*WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating*

## Work Immersion

Table 38a and 38b discussed the level of utilization of social media platforms as to *work immersion*. In San Andres East District, it obtained a weighted mean of 1.00 with a quantitative rating of “1” and a qualitative rating of “Not utilized”. All of the schools covered in this study were elementary schools. Hence, they believe work immersion only applied to secondary schools as a requirement in a specific strand especially in the senior high school program.

**Table 38a**  
**Work Immersion**  
**San Andres East District**

Work Immersion	SCALE					WM	Rank	QnR	QIR
	5	4	3	2	1				
1. Academic	0	0	0	0	12	1.00	4	1	NU
2. TVL	0	0	0	0	12	1.00	4	1	NU
3. Sports	0	0	0	0	12	1.00	4	1	NU
4. Arts and Design	0	0	0	0	12	1.00	4	1	NU
5. Services of Work Immersion Partner Institution Supervisor	0	0	0	0	12	1.00	4	1	NU
6. Allowances (meals and transportation)	0	0	0	0	12	1.00	4	1	NU
7. Grant on Certification and Assessment	0	0	0	0	12	1.00	4	1	NU
<b>Overall Weighted Mean</b>						<b>1.00</b>		<b>1</b>	<b>NU</b>

*Legend: 5 – Very highly utilized (VHU), 4 – Highly utilized (HU), 3 – Moderately utilized (MU), 2 – Less utilized (LU) and 1 – No utilization of social media (NU)*  
*WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating*

Similarly, in San Andres West District, it obtained a weighted mean of 1.00 with a quantitative rating of “1” and a qualitative rating of “Not utilized”. Respondents in both districts believed that work immersion is not necessary, and part of the programs, projects, and activities stipulated in their School Improvement Plan (SIP) since this is only applicable in the integrated schools and secondary schools, elementary schools are excluded in this aspect. Thus, schools did not prioritize on this matter.

**Table 38b**  
**Work Immersion**  
**San Andres West District**

Work Immersion	SCALE					WM	Rank	QnR	QIR
	5	4	3	2	1				
1. Academic	0	0	0	0	18	1.00	4	1	NU
2. TVL	0	0	0	0	18	1.00	4	1	NU
3. Sports	0	0	0	0	18	1.00	4	1	NU
4. Arts and Design	0	0	0	0	18	1.00	4	1	NU
5. Services of Work Immersion Partner Institution Supervisor	0	0	0	0	18	1.00	4	1	NU
6. Allowances (meals and transportation)	0	0	0	0	18	1.00	4	1	NU
7. Grant on Certification and Assessment	0	0	0	0	18	1.00	4	1	NU
<b>Overall Weighted Mean</b>						<b>1.00</b>		<b>1</b>	<b>NU</b>

*Legend: 5 – Very highly utilized (VHU), 4 – Highly utilized (HU), 3 – Moderately utilized (MU), 2 – Less utilized (LU) and 1 – No utilization of social media (NU)*  
*WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating*

Respondents believed that work immersion is not necessary, and part of the programs, projects, and activities stipulated in their School Improvement Plan (SIP) since this is only applicable in the integrated schools and secondary schools, elementary schools are excluded in this aspect. Thus, schools did not prioritize on this matter.

**Summary of Level of Utilization of Social Media in the Implemented Partnerships vis-à-vis Partner Contributions**

Table 39a and 39b presented the summary of the level of utilization of social media in the implemented partnerships vis-à-vis partner contributions in both districts. In San Andres East District, it obtained a grand mean of 1.91 with a quantitative rating of “2” and a qualitative rating of ‘Less utilized’. This can be interpreted as those respondents have less utilization of social media platforms on reaching out to stakeholders.

**Table 39a**  
**Summary of Level of Utilization of Social Media in the Implemented Partnerships vis-à-vis Partner Contributions**  
**San Andres East District**

<b>Partner Contributions</b>	<b>Weighted Mean</b>	<b>Quantitative Rating</b>	<b>Qualitative Rating</b>
1. Advocacy and Policy Support	3.41	3	MU
2. Appliances and Equipment	2.09	2	LU
3. Attendance	<b>4.83*</b>	<b>5</b>	<b>VHU</b>
4. Disaster Prevention and Emergency	2.23	2	LU
5. Disinfection and Cleaning Supplies and Equipment	<b>3.56*</b>	<b>4</b>	<b>HU</b>
6. Educational Field Trip and Similar Activities	1.00	1	NU
7. Financial Literacy	1.00	1	NU
8. Financial Support	<b>4.25*</b>	<b>4</b>	<b>HU</b>
9. Furniture	2.22	2	LU
10. Infrastructure	2.03	2	LU
11. Learning, School Supplies, and Uniform	1.97	2	LU
12. Learner Wellness, Health, and Uniform	1.88	2	LU
13. Mental Health and Psychosocial Services	1.43	1	NU
14. Printed and Electronic Learning Materials	2.88	3	MU
15. Transportation Support	1.33	1	NU
16. TV and Radio Broadcast and Learning Management	1.00	1	NU
17. Learning Sessions on Health and Wellness of Personnel	1.00	1	NU
18. Technical Assistance	1.00	1	NU
19. ICT Equipment and Technology	1.62	1	NU
20. Use of Facilities	1.00	1	NU
21. Volunteer Hours	<b>2.99*</b>	<b>3</b>	<b>MU</b>
22. Work Immersion	1.00	1	NU
<b>Grand Mean</b>	<b>1.91</b>	<b>2</b>	<b>LU</b>

Legend: 5 – Very highly utilized (VHU), 4 – Highly utilized (HU), 3 – Moderately utilized (MU), 2 – Less utilized (LU) and 1 – No utilization of social media (NU)  
WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating

However, the top partner contributions which social media engagement and partnership was successfully implemented include attendance, financial support, and disinfection and cleaning supplies and equipment.

In San Andres West District, it obtained a grand mean of 1.73 with a quantitative rating of “2” and a qualitative rating of ‘Less utilized’. The top partner contributions which obtained the highest responses include attendance, disinfection and cleaning supplies and equipment, and printed and electronic learning materials.

**Table 39b**  
**Summary of Level of Utilization of Social Media in the Implemented Partnerships vis-à-vis**  
**Partner Contributions**  
**San Andres West District**

<b>Partner Contributions</b>	<b>Weighted Mean</b>	<b>Quantitative Rating</b>	<b>Qualitative Rating</b>
1. Advocacy and Policy Support	2.88	3	MU
2. Appliances and Equipment	1.85	2	LU
3. Attendance	<b>4.66*</b>	<b>5</b>	<b>VHU</b>
4. Disaster Prevention and Emergency	2.17	2	LU
5. Disinfection and Cleaning Supplies and Equipment	<b>3.50*</b>	<b>4</b>	<b>HU</b>
6. Educational Field Trip and Similar Activities	1.00	1	NU
7. Financial Literacy	1.00	1	NU
8. Financial Support	3.27	3	MU
9. Furniture	2.23	2	LU
10. Infrastructure	2.04	2	LU
11. Learning, School Supplies, and Uniform	2.40	2	LU
12. Learner Wellness, Health, and Uniform	2.56	3	MU
13. Mental Health and Psychosocial Services	1.74	2	LU
14. Printed and Electronic Learning Materials	<b>3.42*</b>	<b>3</b>	<b>MU</b>
15. Transportation Support	2.27	2	LU
16. TV and Radio Broadcast and Learning Management	1.00	1	NU
17. Learning Sessions on Health and Wellness of Personnel	1.00	1	NU
18. Technical Assistance	1.00	1	NU
19. ICT Equipment and Technology	1.74	2	LU
20. Use of Facilities	1.00	1	NU
21. Volunteer Hours	2.96	3	MU
22. Work Immersion	1.00	1	NU
<b>Grand Mean</b>	<b>1.73</b>	<b>2</b>	<b>LU</b>

*Legend: 5 – Very highly utilized (VHU), 4 – Highly utilized (HU), 3 – Moderately utilized (MU), 2 – Less utilized (LU) and 1 – No utilization of social media (NU)*  
*WM – Weighted Mean QnR – Quantitative Rating QIR – Qualitative Rating*

The studies of Abdul (2021), Fissi et al. (2022), Hampton (2016), Howerter (2012), Lai et al. (2020), Laird (2010), Moissejev (2013), Nashwan et al. (2020), Walter et al. (2009), and Whitaker (2014) corroborate the result of the present investigation, that is, level of social media utilization was successful in areas that involve health are very high while not high on areas that involve physical facilities or properties.

Relatively, the aforementioned studies refute some findings of the study that is, while in general majority of the indicators of education partnership in terms of level of utilization is less, this is due to some reasons such as but no limited to lack of material time, lack of knowledge in the preparation of proposals, and prospective education partners. However, in the previous studies, there is a relative high utilization since there is an excellent internet connectivity and willingness of partners to donate in schools and organizations, lacking on the latter because of the limited resources affected by the pandemic and mobility of people.

### ***Problems Encountered***

Table 40 discussed the responses of subjects as to the *problems encountered* in the usage of social media in the implemented partnership activities. It obtained a weighted mean of 2.40 with a quantitative rating of “2” and a qualitative rating of “Less serious”.

Social media engagement is important since the advent of technological advancement. However, problems can be encountered in the social media usage. The top three problems encountered were limited time in conducting social media partnership activities, lack of knowledge towards prospective national and international educational partners, and coordinator lacks knowledge in the preparation of project proposals for submission to educational partners.

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**Table 39**  
**Problems Encountered**

Problems	SCALE					WM	Rank	QnR	QIR
	5	4	3	2	1				
1. There is no internet connectivity in the school.	4	3	3	6	14	2.23	6	2	LS
2. Mobile internet signal is intermittent within the school.	3	6	3	7	11	2.43	5	2	LS
3. School has no established social media sites.	2	2	2	5	19	1.76	9	2	LS
4. Coordinator has no experience in social media communication for education partnerships.	4	0	3	5	18	1.90	7	2	LS
5. Limited time in conducting social media partnership activities.	9	5	6	7	3	3.33	1*	3	MS
6. Coordinator prefers person-to-person communication of educational partnerships.	4	5	7	8	6	2.76	4	3	MS
7. Lack of knowledge towards prospective national and international educational partners.	7	5	6	6	6	3.03	2*	3	MS
8. Coordinator lacks knowledge in the preparation of project proposals for submission to educational partners.	7	3	4	10	6	2.83	3*	3	MS
9. Negative feedback on teachers as regards the implementation of education partnerships.	1	2	5	6	16	1.86	8	2	LS
<b>Overall Weighted Mean</b>						<b>2.40</b>		<b>2</b>	<b>LS</b>

*Legend: 5 – Very highly serious (VHS), 4 – Highly serious (HS), 3 – Moderately serious (MS), 2 – Less serious (LS) and 1 – Not a problem (NP)*  
*WM – Weighted Mean QnR – Quantative Rating QIR – Qualitative Rating*

Time constraints is the top problem. This can be construed that respondents have very minimal time to conduct social media engagement and outsourcing at that time.

Lack of knowledge towards prospective national and international educational partners can be gleaned to have influenced the success of implementation of social media partnership. As such, the limited knowledge can affect the breadth and depth of its implementation.

Lastly, lacks knowledge in the preparation of project proposals for submission to educational partners. It is important to note that appropriate project proposal must be



submitted on identified partners especially if it is an organization. While it is necessary to have fully prepared program objectives it has to be reflected in the project proposal. Majority of academic institutions, organizations, and development partners need a complete set of documents for their perusal. In some cases, potential partners require the host organization to present the content of proposal either on a virtual environment and in-person.

Fazio (2023) corroborates the result of the investigation that is problems are encountered in using social media in partnership activities. They believed that while it may be successful in other areas of partnership, social media usage is relatively having short term effects.

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***Test of Relationship between Level of Social Media Preference  
and Level of Utilization of Social Media  
in Education Partnerships***

Table 41 presented the result of test of difference in the level of social media preference as to the implementation of education partnerships at San Andres East and West Districts.

**Table 41**  
**Significant Difference in the Level of Social Media Preference**

**t-Test: Two-Sample Assuming Unequal Variances**

	<i>East</i>	<i>West</i>
Mean	2.33	2.32
Variance	0.29333333	0.570065359
Observations	12	18
Hypothesized Mean Difference	0	
df	28	
t Stat	0.046904985	
t Critical two-tail	2.048407142	

Decision: Accept the null hypothesis.

Conclusion: There is no significant difference

The mean obtained at San Andres East District is 2.33 while in San Andres West District was 2.32. The t- statistical value is at 0.046904985 and t critical two-tail value was 2.048407142. The t-statistical value was less than the critical value. Thus, the decision was to accept the null hypothesis. It is therefore interpreted that there is no significant difference.

Respondents argued that while at some indicators of general partner type, they prefer to use social media in education partnerships, stakeholders prefer in-person modality.

Table 42 presented the result of test of difference in the level of utilization of social media in general partner type as to the implementation of education partnerships at San Andres East and West Districts.

**Table 42**  
**Significant Difference in the Level of Utilization (General Partner Type)**

**t-Test: Two-Sample Assuming Unequal Variances**

	<i>East</i>	<i>West</i>
Mean	2.62	2.34
Variance	0.790224242	0.653550654
Observations	12	18
Hypothesized Mean Difference	0	
df	22	
t Stat	0.874287379	
t Critical two-tail	2.073873068	

Decision: Accept the null hypothesis.

Conclusion: There is no significant difference

The mean obtained at San Andres East District is 2.62 while in San Andres West District was 2.34. The t- statistical value is at 0.874287379 and t critical two-tail value was 2.073873068. The t-statistical value was less than the critical value. Thus, the decision was to accept the null hypothesis. It is therefore interpreted that there is no significant difference.

Respondents believed that in general there is a less utilization of social media in education partnerships as to *general partner type* since majority of the stakeholders directly donate to schools and engage more in an in-person partnership. Majority of stakeholders believed that reaching out to the schools will be more on an engaging manner rather than participating in the virtual and technological environment.

Table 43 presented the result of test of difference in the level of utilization of social media in partner contributions as to the implementation of education partnerships at San Andres East and West Districts.

**Table 43**  
**Significant Difference in the Level of Utilization (Partner Contributions)**

**t-Test: Two-Sample Assuming Unequal Variances**

	<i>East</i>	<i>West</i>
Mean	1.8125	2.081666667
Variance	0.102729545	0.201026471
Observations	12	18
Hypothesized Mean Difference	0	
df	28	
t Stat	-1.916326391	
t Critical two-tail	2.048407142	

Decision: Accept the null hypothesis.

Conclusion: There is no significant difference

The mean obtained at San Andres East District is 1.81 while in San Andres West District was 2.08. The t- statistical value is at -1.916326391 and t critical two-tail value was 2.048407142. The t-statistical value was less than the critical value Thus, the decision was to accept the null hypothesis. It is therefore interpreted that there is no significant difference.

Respondents discussed that utilization of social media in terms of partner contributions was lesser due to the fact that majority of DepEd-stakeholders' engagement was conducted at the division governance level. At the school level, most of the respondents prefer to perform in-person partnership initiative to better establish an excellent school-stakeholders' engagement.

## **RECOMMENDATIONS**

Based from the findings revealed in the study the following are hereby recommended.

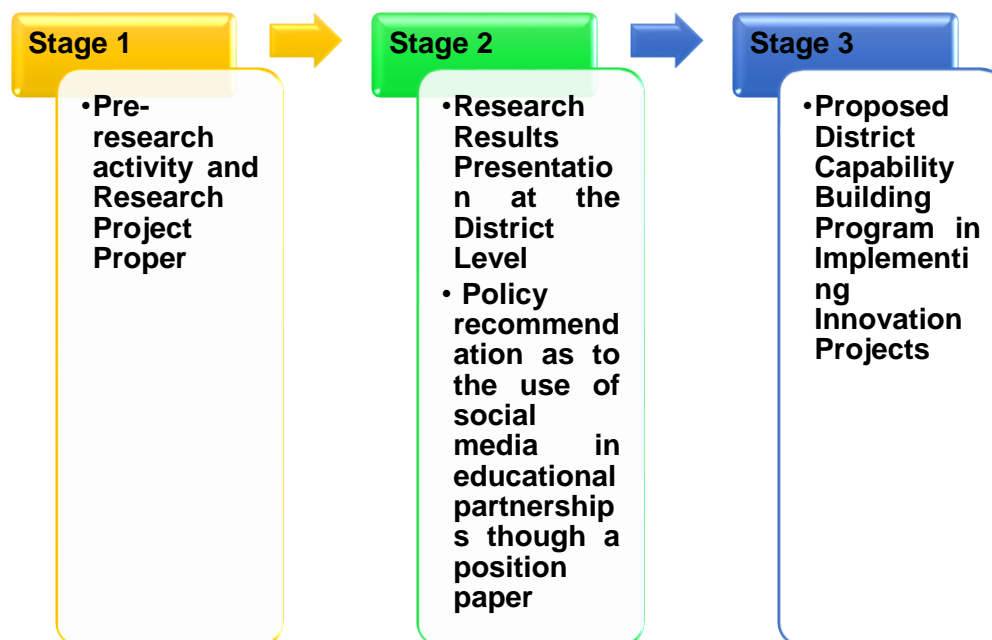
1. Schools should establish a functional social media page where stakeholders can reach out whenever school-stakeholders partnership initiatives are possible.
2. Schools should have a stable and strong internet connectivity to participate more in social media campaigns for education partnerships.
3. Give material time for coordinators to engage in social media education partnerships.
4. Conduct a capability building program for the preparation of project proposals as a requirement of education partners.
5. Legitimize education partnerships initiatives among schools through the use of social media in terms of provision of legal bases in its implementation and information dissemination among stakeholders and
6. Replication of the study must be conducted in other districts to determine the bread and depth as to the use of social media in education partnership initiatives.

## **DISSEMINATION AND ADVOCACY PLANS**

As shown on the figure below, this study was guided by processes at different stages. After the research was conducted and required deliverables were presented before the Policy Planning and Research Division (PPRD), a research presentation was organized and participated by division officials and district officials (San Andres East and West Districts).

The research results presentation is essential towards effective information dissemination as to the current status of utilizing social media in education partnerships.

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Subsequently, a training proposal was submitted to the division office for approval to conduct a district event to be participated by Adopt-a-School Program Coordinators. The objective of the event is to capacitate them in the preparation of innovation projects at the school level. Participants to the said event were encouraged to conduct a school-based Learning Action Cell (LAC) to capacitate their co-teachers as well.

In conducting the series of activities towards the completion of the requirements of the research project, an action plan was presented which guided the researcher in adhering to time-bound objectives and targets.

#### **ACTION PLAN FOR THE RESEARCH DISSEMINATION AND ADVOCACY**

<b>Activity</b>	<b>Timeline</b>	<b>Persons Involved</b>
<b>Stage 1</b>		
Pre-research activities, research project proper, and post research activities	August 2023-July 2024	PPRD Officials, SDO – SGOD Officials and researcher
<b>Stage 2</b>		
Research Results Presentation at the District Level	August 2024	SDO – SGOD Officials, PSDS and other district officials and researcher

Policy recommendation as to the use of social media in educational partnerships through a position paper	August 2024	SDO – SGOD Officials, PSDS and other district officials and researcher
<b>Stage 3</b>		
Proposed District Capability Building Program in Implementing Innovation Projects	August 2024	SDO – SGOD Officials, PSDS and other district officials and researcher

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-

## FINANCIAL REPORT

Activity	BERF	Amount
<b>Pre-research Activity</b>	70,000.00	200.00
<b>Research Activity Proper</b> <ul style="list-style-type: none"> <li>Data collection process (validation of instrument, actual data gathering and retrieval of questionnaires.</li> </ul>	69,800.00	52,890.50
<ul style="list-style-type: none"> <li>Data analysis and interpretation of results (validation of results and statistical treatment)</li> </ul>		
<b>Post Research Activities</b> <ul style="list-style-type: none"> <li>District Research Results Presentation</li> </ul>	16,909.50	18,000.00
<ul style="list-style-type: none"> <li>District Capability Building Program in Education Partnerships</li> </ul>		
<b>Total</b>	<b>-1,090.50</b>	<b>DEFICIT</b>


## APPENDICES

- a) *Attribution Table*
  - b) *Letter of Information from RRC*
  - c) *Letter Request to the Schools Division Superintendent*
  - d) *Memorandum of Agreement*
  - e) *Survey Questionnaire*
  - f) *Declaration of Anti-Plagiarism*
  - g) *Declaration of Absence of Conflict of Interest*
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### APPENDIX A (Attribution Table)

Part of the Questionnaire	Name	Source
1	Profile of Schools	<i>Researchers' insights, and readings from published and unpublished studies</i>
2	Level of Social Media Preference	<i>Researchers' insights, and readings from published and unpublished studies</i> <a href="https://www.statista.com/statistics/1127983/philippines-leading-social-media-platforms/">https://www.statista.com/statistics/1127983/philippines-leading-social-media-platforms/</a>
3	Level of Utilization (General Partner Type)	<a href="https://partnershipsdatabase.deped.gov.ph/">https://partnershipsdatabase.deped.gov.ph/</a>
4	Level of Utilization (Partner Contributions)	<a href="https://partnershipsdatabase.deped.gov.ph/">https://partnershipsdatabase.deped.gov.ph/</a>
5	Problems Encountered	<i>Researchers' insights, and readings from published and unpublished studies</i>

## APPENDIX B (Letter of Information from RRC)



Republic of the Philippines  
**Department of Education**  
 REGION V - BICOL



July 27, 2023

**JOB A. SAMUDIO**  
 Bislig Elementary School  
 Cabcab, Catanduanes

Dear Mr. Samudio

This refers to the research proposal you submitted to the Regional Research Committee (RRC), for possible funding under the Basic Education Research Fund (BERF) Grant Facility.

This Office, through the Regional Research Committee (RRC), has carefully evaluated the final research proposal entitled **"UTILIZING SOCIAL MEDIA IN THE IMPLEMENTATION OF EDUCATION PARTNERSHIPS"** based on the criteria prescribed in the Research Management Guidelines and we are pleased to inform you that the said proposal was approved for implementation following the provisions provided for under DepEd Order No. 16, s. 2017.

In this regard, the processing of tranches for the BERF Facility funding and its deliverables is shown in the table below and shall serve as liquidation documents:

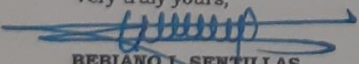
TYPE OF RESEARCH	TRANCHE	PERCENTAGE	DELIVERABLES
<b>BASIC RESEARCH</b>	FIRST TRANCHE (Mobilization Fund)	40 %	<ul style="list-style-type: none"> <li>Inception Report or Work Plan</li> <li>Data Collection Instruments</li> <li>Certificate of Acceptance for the deliverables</li> <li>Copy of MOA</li> </ul>
	SECOND TRANCHE	40 %	<ul style="list-style-type: none"> <li>Data Collection Activities</li> <li>Data Analysis</li> <li>Initial Findings</li> <li>Certificate of Acceptance for the Deliverables</li> <li>Copy of MOA</li> </ul>
	THIRD TRANCHE	20 %	<ul style="list-style-type: none"> <li>Final Report</li> <li>Certificate of Acceptance from the Regional Research Committee (RRC)</li> <li>Copy of MOA</li> </ul>

Kindly take note that in the event that the research proponent failed to complete and submit the deliverables as scheduled, the research proponent shall be required to return the amount granted in full through direct payment or salary deduction within six (6) months.


Further, strict adherence to the provisions of DepEd Order No. 16, s. 2017 dated March 20, 201, is hereby directed.

For clarifications and any concerns, please coordinate with the Regional Research Committee through the Policy, Planning, and Research Division (PPRD) at the email address [pprd.rov@deped.gov.ph](mailto:pprd.rov@deped.gov.ph).

We look forward to the successful implementation of your research. Thank you.

Very truly yours,  
  
**BEBIANO T. SENTILLAS**  
 Assistant Regional Director  
 Chair, Regional Research Committee

# APPENDIX C (Letter Request to the Schools Division Superintendent)



Republic of the Philippines  
 Department of Education  
 REGION V - BICOL  
**SCHOOLS DIVISION OFFICE OF CATANDUANES**  
**San Andres West District**  
**CATAGBACAN ELEMENTARY SCHOOL**

SCHOOLS DIVISION OFFICE OF CATANDUANES  
RECORDS SECTION

**RECEIVED**

DATE: 30 AUG 2023

August 29, 2023

**SOCORRO V. DELA ROSA, CESO V**  
 Schools Division Superintendent  
 DepEd, Catanduanes

Madam:

I am presently conducting a study entitled **"UTILIZING SOCIAL MEDIA IN THE IMPLEMENTATION OF EDUCATION PARTNERSHIPS"**, the aforementioned study seeks to present how the social media platforms were being utilized such as but not limited to determining the following: profile of schools, level of preference in social media, level of utilization of social media in education partnerships and the relationship of profile to other variables.

This study was submitted to the DepEd Regional Office and approved for implementation. The abovementioned study was funded through the Basic Education Research Fund Facility for CY 2023.

In this regard, I would like to request that I be allowed to distribute questionnaires during validation of the research instrument (pre-test and post-test) to selected teachers in some elementary schools at Virac North and South Districts. Also, May I request that I be allowed to distribute questionnaires during the actual data gathering to the identified elementary school teachers at San Andres East and West Districts.

Relative to this, may I humbly request as well that the research activities to be conducted be on **OFFICIAL TIME** from September 8, 2023 to December 1, 2023.

The distribution and retrieval of the said instrument will be done during their free time so as not to disrupt academic/official duties of those personnel involved in this study.

Attached is the list of schools that will take part in the study and the schedule of the conduct of validation of instrument, actual data gathering and data analysis reflective on the Gantt Chart of Activities proposed before the Regional Research Committee (RRC).

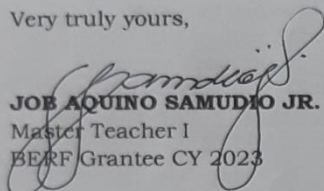


Republic of the Philippines  
Department of Education  
REGION V - BICOL

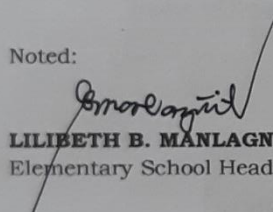
**SCHOOLS DIVISION OFFICE OF CATANDUANES**  
**San Andres West District**  
**CATAGBACAN ELEMENTARY SCHOOL**

Your approval on this request will be of great help in the realization of this study.  
Thank you and God bless.

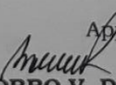
Very truly yours,

  
**JOE AQUINO SAMUDIO JR.**  
Master Teacher I  
BERF Grantee CY 2023

Noted:

  
**LILIBETH B. MANLAGNIT**  
Elementary School Head Teacher IV

Approved:

  
**SOCORRO V. DELA ROSA, CESO V**  
Schools Division Superintendent





Republic of the Philippines  
Department of Education  
REGION V - BICOL

**SCHOOLS DIVISION OFFICE OF CATANDUANES**  
**San Andres West District**  
**CATAGBACAN ELEMENTARY SCHOOL**

**SCHEDULE OF VALIDATION OF INSTRUMENT (PRE-TEST AND POST-TEST)**  
**Virac North District**

Name of School	Date of Pre-test	Date of Post-test
Virac Pilot Elementary School	September 22, 2023	October 7, 2023
Sto. Domingo Elementary School	September 22, 2023	October 7, 2023
Calatagan Elementary School	September 22, 2023	October 7, 2023
Gogon Elementary School	September 22, 2023	October 7, 2023
JMAMES SPED Center	September 22, 2023	October 7, 2023

**Virac South District**

Name of School	Date of Pre-test	Date of Post-test
Virac Central Elementary School	September 22, 2023	October 7, 2023
Taytay Elementary School	September 22, 2023	October 7, 2023
Palnab Elementary School	September 22, 2023	October 7, 2023
Cavinitan Elementary School	September 22, 2023	October 7, 2023
Palta Small Elementary School	September 22, 2023	October 7, 2023

**SCHEDULE OF ACTUAL DATA GATHERING**

**San Andres West District**

Name of School	Date of Distribution	Date of Retrieval
San Vicente Elementary School	October 20, 2023	October 27, 2023
Datag Elementary School	October 20, 2023	October 27, 2023
Tominawog Elementary School	October 20, 2023	October 27, 2023
Agojo Elementary School	October 20, 2023	October 27, 2023
Catagbacan Elementary School	October 20, 2023	October 27, 2023
Bagong Sirang Elementary School	October 20, 2023	October 27, 2023
Cabcab Central Elementary School	October 20, 2023	October 27, 2023
Bislig Elementary School	October 20, 2023	October 27, 2023
Codon Elementary School	October 20, 2023	October 27, 2023
JMA (Asgad) Elementary School	October 20, 2023	October 27, 2023
Maygnaway Elementary School	October 20, 2023	October 27, 2023
San Isidro Elementary School	October 20, 2023	October 27, 2023
Putting Baybay Elementary School	October 20, 2023	October 27, 2023
Tibang Elementary School	October 20, 2023	October 27, 2023
Barihay Elementary School	October 20, 2023	October 27, 2023
Hilawan Elementary School	October 20, 2023	October 27, 2023
Manambrag Elementary School	October 20, 2023	October 27, 2023
Cabungahan Elementary School	October 20, 2023	October 27, 2023



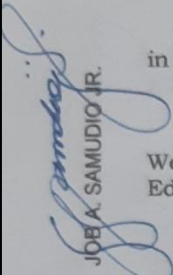
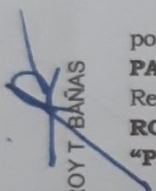


Republic of the Philippines  
**Department of Education**  
 REGION V - BICOL

**SCHOOLS DIVISION OFFICE OF CATANDUANES**  
**San Andres West District**  
**CATAGBACAN ELEMENTARY SCHOOL**

**San Andres East District**

<b>Name of School</b>	<b>Date of Distribution</b>	<b>Date of Retrieval</b>
Alibuag Elementary School	October 20, 2023	October 27, 2023
Comagaycay Elementary School	October 20, 2023	October 27, 2023
Batong Paloway Elementary School	October 20, 2023	October 27, 2023
San Andres Central Elementary School	October 20, 2023	October 27, 2023
Caragnag Elementary School	October 20, 2023	October 27, 2023
Bon-ot Elementary School	October 20, 2023	October 27, 2023
Timbaan Elementary School	October 20, 2023	October 27, 2023
Lictin Integrated School	October 20, 2023	October 27, 2023
Yocti Elementary School	October 20, 2023	October 27, 2023
Palawig Elementary School	October 20, 2023	October 27, 2023
Jose Rizal Elementary School	October 20, 2023	October 27, 2023
San Jose Elementary School	October 20, 2023	October 27, 2023

## APPENDIX D (Memorandum of Agreement)

<b>MEMORANDUM OF AGREEMENT</b>	
<b>KNOW ALL PERSONS BY THESE PRESENTS:</b>	
This Agreement was made and entered into this <b>8<sup>th</sup></b> day of <b>August, 2023</b> in Legazpi City by and between:	
 <b>JOB A. SAMUDIO JR.</b>	<b>JOB A. SAMUDIO JR.</b> of Catagbacan Elementary School, San Andres West District - Schools Division of Catanduanes, and Department of Education Regional Office V hereinafter referred to as <b>"SECOND PARTY"</b> .
-and-	
 <b>ROY T. BANAS</b>	<b>DepED – Regional Office V (DepED ROV)</b> , with a principal office and postal address at Rawis, Legazpi City hereinafter referred to as <b>"FIRST PARTY"</b> , represented in this Agreement by its Director IV, Office of the Regional Director, <b>GILBERT T. SADSAD, JOB A. SAMUDIO JR. and DepED ROV</b> shall be collectively referred to as <b>"PARTIES"</b> and singularly as <b>"PARTY"</b> .
<b>WITNESSETH:</b>	
<b>WHEREAS</b> , DepED Order No. 43, s. 2015 otherwise known as Revised Guidelines for the Basic Education Research Fund (BERF), DepED is continuing its initiatives towards strengthening evidence-based policy development and decision-making through the provision of research fund to eligible proponents from national, regional, School's Division Offices to public elementary and secondary schools nationwide. Funds shall come from the Fiscal Year (FY) 2023 General Appropriation Act-Basic Education Research Fund (GAA-BERF) and succeeding years thereon.	
<b>WHEREAS</b> , to promote the culture of research, eligible proponents shall utilize the research fund for research projects anchored on the following thematic areas:	
<div style="display: flex;"> <div style="width: 30%;"></div> <div> <ul style="list-style-type: none"> <li>a. Improving Access to Education;</li> <li>b. Improving the Quality of Education; and</li> <li>c. Improving Governance.</li> </ul> </div> </div>	
 <b>BEBIANO I. SENTILLAS</b>	
 <b>GILBERT T. SADSAD</b>	
1   Page BERF MOA	



**WHEREAS**, the **FIRST PARTY**, in furtherance of the provisions found in DepED Order No. 16, s. 2017, commits to select eligible proponents based on criteria as provided for under the same DepED Order and provide appropriate funds for the conduct of the research;

**WHEREAS**, the **FIRST PARTY** grants the **SECOND PARTY** to conduct research entitled **"UTILIZING SOCIAL-MEDIA IN THE IMPLEMENTATION OF EDUCATION PARTNERSHIPS"**.

**WHEREAS**, the **SECOND PARTY** has agreed to fulfill the terms and conditions set forth in this Agreement to achieve the objectives of DepED Order No. 16, s. 2017

**NOW, THEREFORE**, for and in consideration of the foregoing premises, the **PARTIES** hereto mutually agreed to undertake the following:

### **SECTION 1 OBJECT OF THE AGREEMENT**

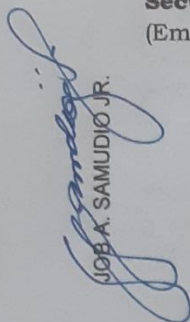
**Section 1** The Qualifications of prospective proponents must adhere to the provisions of DepED Order No. 16, s. 2017.

### **SECTION 2 ROLES AND RESPONSIBILITIES OF THE PARTIES**

**Section 2.1 Roles and Responsibilities of the FIRST PARTY (DepED ROV).**

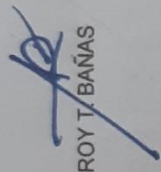
- 2.1.1 To give necessary information to the prospective proponents.
- 2.1.2 To conduct an orientation with regard to the availment of the BERF with the prospective proponents.
- 2.1.3 To conduct a selection process pursuant to DepED Order No. 16, 2017 and other means as maybe deemed necessary and/or incidental to the implementation of the said DepED Order.
- 2.1.4. To monitor the compliance of the qualified proponents.
- 2.1.5. To process the research paper submitted by the prospective proponents by setting standards as provided for under DepED Order No. 16, s. 2017; and,
- 2.1.6. To release the research fund to the Second Party in the amount of Seventy Thousand Pesos Only (PhP 70, 000.00).

**Section 2.2 Roles and Responsibilities of the SECOND PARTY**  
(Employee).

  
JOB A. SAMUDIO JR.

- 2.2.1. To comply with all the requirements set forth under DepED Order No. 16, s. 2017.
- 2.2.2. To receive personally the research fund.
- 2.2.3. To complete the research work as provided for under Section 4.2 of this Agreement.
- 2.2.4. To refund the full amount granted through direct payment or salary deduction within six (6) months in case the research work has not been completed on the duration as found under Section 4.2 of this Agreement, except in case of death, wherein the second party is not required to refund the amount already releases to him/her, as this Agreement shall be automatically terminated.

**SECTION 3**  
**OWNERSHIP AND AUTHORSHIP OF THE RESEARCH PAPER**

  
ROY T. BAÑAS

It is clearly understood, on the part of the **SECOND PARTY** that:

**Section 3.1.** That he/she will be the sole author of the research.

**Section 3.2.** The study funded under BERF will be co-owned by the author/s and DepEd, thus, will be subject to the following restrictions:

- a. Written permission from the National and Regional Research Committee is required before presentation in research conferences, forums and other related events, or its publication in research journals and bulletins.
- b. Presentations and/or publications must duly acknowledge the funding source/s of the study.

  
BEBIANO L. SENTILLAS

**SECTION 4**  
**EFFECTIVITY/DURATION**

**Section 4.1** This Agreement shall be effective on the date of signing hereof.

**Section 4.2** For Applied Research the duration is one (1) year, while for Action Research, six (6) months.

  
GILBERT L. SAPSAD

Failure on the part the **SECOND PARTY** to strictly comply with any of the terms and conditions of this Agreement and under DepED Order No. 16, s. 2017 without just cause shall constitute a ground for the termination of this Agreement.

As a result thereof, the **SECOND PARTY** shall refund the whole amount extended by the **FIRST PARTY** and can no longer be entitled to participate in any call for research sponsored by DepED.

Either **PARTY** may terminate this Agreement anytime for causes other than the violation of the terms and conditions stipulated herein, provided that a written notice thereof shall be served upon the other **PARTY** at least thirty (30) days prior to the intended effectivity date of termination.

#### **SECTION 5 NON-WAIVER OF RIGHTS**

The failure of any **PARTY** to insist upon the strict performance of any of the terms, conditions and covenants hereof, shall not be deemed as relinquishment or waiver of any right or remedy granted to such **PARTY** nor shall it be construed a waiver of any subsequent default of the covenants which shall continue to be in full force and effect. No waiver of any rights or remedies under this Agreement shall be deemed to have been made unless expressed in writing by the concerned **PARTY**.

#### **SECTION 6 COMPLETE AGREEMENT**

This Agreement constitutes the complete agreement and sets forth the entire understanding and agreement of the **PARTIES** as to the subject matter of this Agreement and supersedes all prior discussions and understandings in respect of the subject of this Agreement, whether written or oral.

#### **SECTION 7 AMENDMENTS**

No amendments, modification or supplement to the terms of this Agreement shall be valid and effective unless agreed upon in writing and signed by the **PARTIES**.

#### **SECTION 8 GOVERNING LAW**

This Agreement shall be governed by and construed in accordance with the Laws of the Republic of the Philippines, DepED Order No. 16, s. 2017 and other allied DepED Issuances.

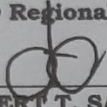


**SECTION 9  
SEPARABILITY CLAUSE**

In the event that any provision of this Agreement is held invalid or contrary to law, the validity of the other terms and conditions hereof shall not be affected thereby.

**IN WITNESS WHEREOF**, the **PARTIES** have hereunto set their hands this 8th day of August 2023.

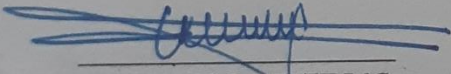
**DepED Regional Office V**


  
\_\_\_\_\_  
**GILBERT T. SADSAD**  
Regional Director

**SDO - CATANDUANES**

  
\_\_\_\_\_  
**JOE A. SAMUDIO JR.**  
Researcher

SIGNED IN THE PRESENCE OF:

  
\_\_\_\_\_  
**BEBIANO I. SENTILLAS**  
Assistant Regional Director

  
\_\_\_\_\_  
**ROY T. BAÑAS**  
Co-Chair, RRC

Republic of the Philippines )  
 Legazpi City ) ss.

### ACKNOWLEDGEMENT

BEFORE ME, a Notary Public in and for the City of Legazpi, **JOB A. SAMUDIO JR.** and **GILBERT T. SADSAD**, who are known to me to be the same persons who executed and voluntarily signed the foregoing Contract of Service for research entitled, **"UTILIZING SOCIAL-MEDIA IN THE IMPLEMENTATION OF EDUCATION PARTNERSHIPS"**, which they acknowledged before me as their free and voluntary act and deed.

Parties	Identification Card	Issued By
<b>JOB A. SAMUDIO JR.</b>	TIN 312-838-575	BIR
<b>GILBERT T. SADSAD</b>	P9190396B	DFA

The foregoing Contract of Service consisting of six (6) pages including this page on which the acknowledgment is written has been signed on the left margin of each and every page by the parties and the witnesses.

22 AUG 2023

WITNESS MY HAND AND SEAL, on the date and place above-written,

**ALFRED M. AQUINO**

Notary Public  
**NOTARY PUBLIC**  
 Commission Expires on December 31, 2024  
 San Jose Street, Virac, Catanduanes

PTR No. 0227549 N/Jan. 3, 2023/Virac, Catanduanes  
 MCLE Compliance No. VII-0018841/valid until April 14, 2025  
 IBP Lifetime No. 017855  
 Roll No. 32981

Doc No. 710  
 Page No. 63  
 Book No. 460  
 Series of 2020.



## APPENDIX E (SURVEY QUESTIONNAIRE)

### UTILIZATION OF SOCIAL MEDIA IN THE IMPLEMENTATION OF EDUCATION PARTNERSHIPS

Name (optional): \_\_\_\_\_

School Assignment: \_\_\_\_\_

#### I. PROFILE OF THE SCHOOL

*Directions:* Please check the appropriate information that suits your profile.

Internet Connectivity                      with \_\_\_\_\_                      without \_\_\_\_\_

Internet Signal Quality

Excellent \_\_\_\_\_

Strong \_\_\_\_\_

Good \_\_\_\_\_

Weak \_\_\_\_\_

Network Service Providers

SMART \_\_\_\_\_

TNT \_\_\_\_\_

GLOBE \_\_\_\_\_

TM \_\_\_\_\_

DITO \_\_\_\_\_

PLDT \_\_\_\_\_

Social Media Sites of School

Facebook \_\_\_\_\_

Youtube \_\_\_\_\_

TikTok \_\_\_\_\_

Instagram \_\_\_\_\_

Twitter \_\_\_\_\_

Classification of Internet Connection

Mobile \_\_\_\_\_

WiFi Hotspot \_\_\_\_\_

Dialup \_\_\_\_\_

Broadband \_\_\_\_\_

DSL \_\_\_\_\_

Cable \_\_\_\_\_

Satellite \_\_\_\_\_

#### AMOUNT OF DONATIONS PER YEAR

2020-2021	2021-2022	2022-2023

## II. PREFERENCE TO SOCIAL MEDIA PLATFORMS

*Directions:* A list of social media networking platforms were listed. Please rate the level of preference as to utilization in the implementation of educational partnership.

Scale	Quantitative Description	Qualitative Description
5	When the level of preference is from 76 to 100%.	Very high (VH)
4	When the level of preference is from 51 to 75%.	High (H)
3	When the level of preference is from 26 to 50%.	Moderate (M)
2	When the level of preference is from 1 to 25%.	Less (L)
1	Not preferred	Not preferred (N)

SOCIAL MEDIA PLATFORMS	SCALE				
	5	4	3	2	1
1. Facebook					
2. Youtube					
3. TikTok					
4. Instagram					
5. Twitter					
6. Others, please specify:					

\

### III. LEVEL OF UTILIZATION OF SOCIAL MEDIA IN EDUCATION PARTNERSHIPS

*Directions:* A list of school learning centers/partners and partnership contributions were listed. Please rate the level of utilization of social media as to the implementation of educational partnership.

Scale	Quantitative Description	Qualitative Description
5	When the level of social media utilization is from 76 to 100%.	Very highly utilized (VHU)
4	When the level of social media utilization is from 51 to 75%.	Highly utilized (HU)
3	When the level of social media utilization is from 26 to 50%.	Moderately utilized (MU)
2	When the level of social media utilization is from 1 to 25%.	Less utilized (LU)
1	There is no social media utilization.	No utilized (NU)

SCHOOL/LEARNING CENTER PARTNERS	SCALE				
	5	4	3	2	1
<b>A. General Partner Type</b>					
• <b>Private Sector</b>					
Private Company					
Corporate Foundation					
Private Individual					
Others, please specify:					
• <b>Public Sector</b>					
LGU Province: Local Funds					
LGU Province: SEF					
LGU Municipality: Local Funds					
LGU Municipality: SEF					
LGU City: Local Funds					
LGU City: SEF					
LGU Barangay: Local Funds					
LGU Barangay: SEF					
Others, please specify:					
• <b>Civil Society Organizations</b>					
Non-Government Organizations (NGO)					
Faith-Based Organizations					
People's Organizations					
Professional Associations					
Cooperatives					
Trade Unions					
Media Organizations					
Others, please specify:					

## CONTINUATION

SPECIFIC AREA AND PARTNERS CONTRIBUTIONS	SCALE				
	5	4	3	2	1
<b>General Partner Type</b>					
• <b>International</b>					
Government					
International Non-Government Organizations (INGO)					

PARTNER CONTRIBUTIONS	SCALE				
	5	4	3	2	1
<b>Contribution Type</b>					
• <b>Advocacy and Policy Support</b>					
Advocacy and Policy Support					
• <b>Appliances and Equipment</b>					
Airconditioning Units					
CCTV					
Electric Fans					
Microwave					
Television					
Wall Clock/Alarm Clock					
Gardening tools					
Gas Stove					
Glassware					
Kitchenware					
Oven					
Radio System					
Science Laboratory Equipment					
Solar Panels					
Sound System					
Sports Equipment					
Sprinkler					
Others, please specify: _____					
• <b>Attendance</b>					
Attendance					
• <b>Disaster Prevention and Emergency</b>					
Fire Extinguisher					
Emergency Lights					
Hard Caps					
Whistle with Lace					
Personal Protective Supplies					

## CONTINUATION

PARTNER CONTRIBUTIONS	SCALE				
	5	4	3	2	1
<b>Contribution Type</b>					
• <b>Disaster Prevention and Emergency</b>					
Go Bags					
DRR Equipment					
Fire Alarm					
Fire Hose					
Thermal/Temperature Scanner					
First Aid/Emergency Kits					
Medical Consultation					
Food Items and Food Supplements					
Medical Services Supplies and Equipment					
Others, please specify:					
• <b>Disinfection and Cleaning Supplies and Equipment</b>					
Hand sanitizers					
Alcohol					
Disinfectants					
Anti-bacterial and germicidal soaps					
Cleaning Equipment					
Personal Hygiene					
Misting Machine					
Foot Bath					
Others, please specify:					
• <b>Educational Field Trip and Similar Activities</b>					
Educational Field Trip and Similar Activities					
• <b>Financial Literacy</b>					
Financial Literacy					
• <b>Financial Support</b>					
Financial Support					
• <b>Furniture</b>					
Armchairs					
Blackboard					
Desks					
Door					
Monobloc Chairs					
Shelves/Cabinets					
Sofa/Sala Sets					
Tables					
Teacher's Chair					
Teacher's Table					

## CONTINUATION

PARTNER CONTRIBUTIONS	SCALE				
	5	4	3	2	1
<b>Contribution Type</b>					
• <b>Furniture (<i>continuation</i>)</b>					
Window Panels					
Others, please specify:					
• <b>Infrastructure</b>					
New Classroom Construction					
Classroom Repair					
New Comfort Room Construction					
Comfort Room Repair					
Hardware/Construction Materials					
New Laboratory Construction					
Laboratory Repair					
New Library Construction					
Library Repair					
New Handwashing Facility Construction					
Handwashing Facility Repair					
New Covered Court Construction					
Covered Court Repair					
New Stage Construction					
Stage Repair					
New Pathwalk Construction					
Pathwalk Repair					
Construction of Fence and Gate					
Repair of Fence and Gate					
Water System Provision					
Water System Repair					
Electrical Facilities Provision					
Electrical Facilities Repair					
Construction of Sports Facilities					
Sports Facilities Repair					
Construction of School Signage					
Schools Signage Repair					
Land/Real Property Donation					
Paint and Painting Supplies					
Installation of Flagpole and Flags					
Installation of Watchtower					
Other New Construction					
Others, please specify:					

## CONTINUATION

PARTNER CONTRIBUTIONS	SCALE				
	5	4	3	2	1
<b>Contribution Type</b>					
• <b>Learning, School Supplies, and Uniform</b>					
Bags					
Bicycles					
Boats					
Books					
Copy Papers					
Footwear					
Lamps					
Leaflets					
Learning Modules					
Reference Materials					
School Supplies					
Uniforms					
Others, please specify:					
• <b>Learner Wellness, Health, and Nutrition</b>					
Assistive Devices					
Dental Services					
Eyeglasses					
Feeding Program					
Medical Checkup					
Medicine					
Personal Hygiene					
Physical Fitness Activities					
Rubber Mat					
Seedlings/Saplings					
Seeds					
Sports Clinic					
Vitamins					
Others, please specify:					
• <b>Mental Health and Psychosocial Support Services</b>					
Provision of Psychological First Aid					
Mental Health Survey					
Consultation with Professional Psychologists					
Mental Health Checkup					
Mindful Exercises and Activities					
Others, please specify					

## CONTINUATION

PARTNER CONTRIBUTIONS	SCALE				
	5	4	3	2	1
<b>Contribution Type</b>					
• <b>Printed and Electronic Learning Materials</b>					
Self Learning Modules (SLM)/Electronic and Printed					
Printed Learning Materials ((Textbook, Activity Sheets, Study Guides, references materials)					
Reproduction and Distribution of Printed Materials					
Others, please specify:					
• <b>Transportation Support</b>					
Transportation Support					
• <b>TV and Radio Broadcast/Airtime and Learning Management System (LMS)</b>					
TV and Radio Broadcast/Airtime and Learning Management System (LMS)					
• <b>Learning Sessions on Health and Wellness of Personnel</b>					
Learning Sessions on Health and Wellness of Personnel					
• <b>Technical Assistance</b>					
Technical Assistance					
• <b>ICT Equipment and Technology</b>					
Computer Peripherals					
Computers					
DVD Player					
DVD/CD					
Earphone/Headphone					
E-books					
E-channel subscription					
Fax machine					
Flashdrive					
Internet Connectivity					
Ipad/Tablets					
Laptops					
LCD Projector					
Photocopier					
Printer					
Scanner					
Software					
Telephone Line					
Monitor					
Interactive Whiteboard					
Whitescreen					



## CONTINUATION

	SCALE				
	5	4	3	2	1
<b>Contribution Type</b>					
• <b>ICT Equipment and Technology</b> <b>(Continuation)</b>					
Solar Panels					
Electricity					
Car Batteries					
Generator					
Premium membership in remote working tools (Zoom, MS teams, etc.)					
Prepaid load card (Call text and data)					
Hard drive and USB storage					
Risograph/Duplo Machine					
Voice Recorder					
Others, please specify:					
• <b>Use of Facilities</b>					
Work Immersion workshop					
Livelihood					
Venue of Training					
Venue for Special Events					
Venue for Religious Events					
Others, please specify:					
• <b>Volunteer Hours</b>					
Brigada Pagbasa					
Carpentry					
Electrical/Electronics					
Landscaping/Gardening					
Masonry					
Ordinary Labor					
Painting					
Plumbing					
Professional services (Medical/Legal/etc.)					
Tutorial learning sessions for online learnings					
Others, please specify:					
• <b>Work Immersion</b>					
Academic					
TVL					
Sports					
Arts and Design					
Services of Work Immersion Partner Institution Supervisor					
Allowances (meals and transportation)					
Grant on Certification and Assessment					
Others, please specify:					

#### IV. PROBLEMS ENCOUNTERED

*Directions:* A list of problems encountered as to utilization of social media in the implementation of educational partnerships is presented. Please rate the degree of seriousness of the problems using the scale below.

Scale	Quantitative Description	Qualitative Description
5	When the degree of seriousness of the problem experienced is from 76 to 100%.	Very highly serious (VHS)
4	When the degree of seriousness of the problem experienced is from 51 to 75%.	Highly serious (HS)
3	When the degree of seriousness of the problem experienced is from 26 to 50%.	Moderately serious (MS)
2	When the degree of seriousness of the problem experienced is from 1 to 25%.	Less serious (L)
1	When the coordinator does not experience serious problems.	No problem (NP)

PROBLEMS ENCOUNTERED	SCALE				
	5	4	3	2	1
1. There is no internet connectivity in the school.					
2. Mobile internet signal is intermittent within the school.					
3. School has no established social media sites.					
4. Coordinator has no experience in social media communication for education partnerships.					
5. Limited time in conducting social media partnership activities.					
6. Coordinator prefers person-to-person communication of educational partnerships.					
7. Lack of knowledge towards prospective national and international educational partners.					
8. Coordinator lacks knowledge in the preparation of project proposals for submission to educational partners.					
9. Negative feedback on teachers as regards the implementation of education partnerships.					
10. Others, please specify:					

**APPENDIX F (DECLARATION OF ANTI-PLAGIARISM)*****DECLARATION OF ANTI-PLAGIARISM***

1. I, **JOB A. SAMUDIO JR.**, understand that Plagiarism is the act of taking and using another's ideas and works and passing them off as one's own. This includes explicitly copying the whole work of another person and/or using some parts of their work without proper acknowledgement and referencing.
2. I hereby attest to the originality of this research proposal and has cited properly all the references used. I further commit all deliverables and the final research study emanating from this proposal shall be of original content. I shall use appropriate citations in referencing other works from various sources.
3. I understand that violation from this declaration and commitment shall be subject to consequences and shall be dealt with accordingly by the **Department of Education** and **Basic Education Research Fund (BERF) Facility**.

PROPONENT: **JOB A. SAMUDIO JR.**

SIGNATURE: \_\_\_\_\_

DATE: **August 2, 2024**

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**APPENDIX G (DECLARATION OF ABSENCE OF CONFLICT OF INTEREST)*****DECLARATION OF ABSENCE OF CONFLICT OF INTEREST***

1. I, **JOB A. SAMUDIO JR.**, understand that conflict of interest refers to the situations in which financial or other personal considerations may compromise my judgment in evaluating, conducting, or reporting research.
2. I hereby declare that I do not have any personal conflict of interest that may arise from my application and submission of my research proposal. I understand that my research proposal may be returned to me if found out that there is conflict of interest during the initial screening as per DepEd Order No. 16, s. 2017.
3. Further, in case of any form of conflict of interest, (possible or actual) which may inadvertently emerge during the conduct of my research, I will duly report it to the research committee for immediate action.
4. I understand that I may be held accountable by the **Department of Education** and for any conflict of interest which I have intentionally concealed.

PROPONENT: **JOB A. SAMUDIO JR.**

SIGNATURE: \_\_\_\_\_

DATE: **August 2, 2024**

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## APPENDIX H (CURRICULUM VITAE)

**Name** : **JOB AQUINO SAMUDIO JR.**  
**Date of Birth** : **March 12, 1990**  
**Address** : **Purok 1 Bislig, San Andres, Catanduanes**  
**Civil Status** : **Single**  
**Parents**  
     **Father** : **JOB V. SAMUDIO (+)**  
     **Mother** : **MARIA LILIA V. SAMUDIO**

### EDUCATIONAL BACKGROUND

**Elementary** : **Bislig Elementary School**  
                             Bislig, San Andres, Catanduanes  
                             1995-2001  
  
**Secondary** : **San Andres Vocational School**  
                             Divino Rostro, San Andres, Catanduanes  
                             2001-2005  
  
**Tertiary** : **Rizal Technological University**  
                             **Bachelor of Science in Nursing**  
                             Boni Avenue, Mandaluyong City  
                             2005-2007  
  
                             **Catanduanes Colleges**  
                             **Bachelor in Elementary Education**  
                             Salvacion, Virac, Catanduanes  
                             2018-2012  
  
**Graduate Study** : **Master of Arts in Educational Management**  
                             **Catanduanes State University**  
                             Calatagan, Virac, Catanduanes  
                             2013-2016  
  
                             **Doctor of Philosophy in Educational Management**  
                             **(CARDOC)**  
                             **Catanduanes State University**  
                             Calatagan, Virac, Catanduanes  
                             2018-2022

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