

Partnership and Collaboration and Customer Satisfaction: Resource Material for School Learning Action Cell

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ABSTRACT

Indeed, the education of the Filipino youth is everybody's concern. Therefore, the successful partnership of all stakeholders is essential in guaranteeing that Filipino children go to school, remain in school, and learn in school. In this context, the researcher, a School Head for eight years, realized the need to focus on client satisfaction. The researcher firmly believes that to realize the department's vision through the mission and the core values, the interrelated factors mentioned above are inevitable. The primordial objective of the researcher in conducting the study was to determine the level of satisfaction of students of Porac National High School, Pampanga during the school year 2019-2020 which proposed a School Learning Action Cell as an output. Specifically, it pursued to answer the following questions: (1) What is the level of knowledge of student-participants on the implementation of partnership and collaboration of the school?; (2) How may the level of satisfaction of students be described in terms of teaching-learning process, learning environment and ancillary services; (3) Is there a significant relationship between the level of implementation of partnership and collaboration and the level of customer satisfaction?; and (4) Based on the findings and conclusions that may be derived from the study, what school learning action cell may be proposed? The study involved 46 student-participants for the quantitative data who answered the survey-questionnaire and another forty-six students for the qualitative data who answered the guide questions utilizing the Concurrent Mixed Model Design and employed the self-made validated survey questionnaire for the quantitative part and the guide questions for the qualitative part as the main tools in data gathering. Based on the results of the study: (1) the level of knowledge of the implementation of partnership and collaboration of student-participants is highly knowledgeable; (2) the extent of satisfaction of student-participants in terms of teaching-learning process, learning environment and ancillary services is highly satisfied; (3) there is a high positive relationship between the knowledge on implementation of partnership and collaboration and customer satisfaction; and (4) a School Learning Action Cell is proposed to help teachers, administrators and other stakeholders aimed at providing quality services to students and maximizing the organizational performance.

Keywords: *Partnership and collaboration, customer satisfaction, school learning action cell*

Introduction

The national drive to maintain the fundamental education program is laid out in Republic Act No. 9155, otherwise called Governance of Basic Education Act of 2001 aiming for the ideologies of shared governance measured as follows: (a) Shared governance may be a principle that acknowledges that each unit within the education features an explicit role, task and responsibility inherent within the workplace and that it's in the main answerable for outcomes; (b) method of democratic consultation shall be discovered within the decision-making process at acceptable levels. Feedback mechanisms shall be established to make sure coordination and open communication of the main office with the regional, division and school levels; (c) The principles of accountability and transparency shall be operationalized within the performance of functions and responsibilities in all levels; and (d) The communication channels of field offices shall be reinforced to facilitate the flow of knowledge and expand linkages with different government agencies, government units and non-governmental organizations for effective governance. Certainly, the education of the Filipino youth is everyone's concern. The national government though the regional, provincial and other local government units must be aiding the department in warranting that free and quality education is assumed to every Filipino youth. That remains to be the primary and leading responsibility of the government. Nonetheless, we cannot refute that the community where the learners develop is an essential stakeholder in their education. Today, it is even emphasized in the curriculum that the community is a learning workshop that awareness that every community is part and parcel in the education of a learner.

Furthermore, the private sector, which will sooner or later hire these young Filipinos, is also an important stakeholder in their education. Thus, the Immersion Program of the Senior High School is becoming the network to appreciate every single community input in the learning development of the students. Consequently, the effective partnership of all these stakeholders is indispensable in certifying that Filipino children and youth go to school, remain in school, and learn in school. It poses a great challenge to educational stakeholders because it is never enough that children enroll in school, the heavy task of educational institutions is to ensure their stay until graduation. It is stated in the mission of the Department of Education that family, community people and other stakeholders must be actively engaged and share responsibility in developing lifelong learners.

Thus, partnership and collaboration of all school stakeholders can be maximized through the use the principles of School-based management with the level of practice and the Adopt-A-School Act highlighting the implementation of Brigada Eskwela aiming at achieving a high level of satisfaction among the learners, our most important customer in the school. Porac National High School is one of the schools in the division which was validated and certified with SBM Level 2 Practice in July 9, 2019. Furthermore, the school bagged as the Champion for the Mega Category for the Cluster and Division Search for the Brigada Eskwela Implementing School in August 2019. While it is true that the physical environment is continuously improving from the classroom to every corner; from the landscape to the roof from the gate to every ancillary room, a more

important question than can be raised is 'Do School-Based Management Level of Practice and Brigada Eskwela Award translate into the customer satisfaction about total quality management?' In this context, the researcher, a School Head for eight years, realized the need to focus on client satisfaction. The researcher firmly believes that to realize the department's vision through the mission and the core values, the interrelated factors mentioned above are certain. Thus, a school head has a mandate and a moral obligation to guarantee that the efforts of partnership and collaboration and the shared responsibility and accountability of all stakeholders are significant contributions to the realization of the vision, mission, and core values of the department. It is a greater challenge to assume that the physical environment and the improved school-based management level of practice will make the school's customers specifically the students' satisfaction a reality. The researcher, being the School Head of Porac National High School for two consecutive years, school year 2017-2018 and school year 2018-2019 was allowed to work with all the stakeholders from teachers, parents, barangay officials, other local government officials, non-government organizations and private individuals and organizations. Thus, if a better learner in a better school is being dreamed of, it is imperative that a good partnership and collaboration through sharing of responsibility and accountability is to be strengthened and eventually make the most important clientele of the school, the learners feel safe and secure as it is stated in the mission of the department.

Literature Review

The Department of Education with over 640, 000 personnel unfold across 220 divisions and seventeen regions. And these numbers will exclusively still grow in the succeeding months and years, owing to the implementation of reforms like the K to 12 program, a necessary move which can equip learners to contend at world feet. (Tayo Para Storm Troops Edukasyon: A Communications Campaign to Sustain Reforms in Basic Education, 2015). Likewise, with the spirit of volunteerism and public-private partnership for education, Republic Act 8525, or the "Adopt-A-School Act" was created in 1998. Through the Adopt-A-School Program (ASP), personal sector corporations and professionals are given the chance to contribute to the country's general public education system. to acknowledge their goodwill, they can avail of tax incentives. Over the years, the Adopt-A-School Program has attracted over two hundred partners, generating some P6 billion value of goods and interventions. Specifically, over the years, the Brigada Eskwela effort has evolved from a week-long cleaning-up and change of state exercise to a festal coming back along of scholars, teachers, college officers, parents, community members, authorities' officers, non-government organizations, church teams and also the personal sector. It, too, has become one amongst DepEd's major initiatives in encouraging communities to respond to the requirements of public faculties and be a part of a nationwide effort towards improving Philippine basic education. This was created by the diligence and determination of education leaders to find innovative ways in which to bring learners to high school, keep them there, and make sure that they are equipped with skills, competencies and values.

The study is basically premised on Lazarus' Appraisal Theory. The theory argued that since emotions have adaptive nature, these are elicited based on the evaluation of surrounding events and cues about the individual's well-being. For many instances, emotions help people achieve their goals, which are social and relieve their feelings. Hence, it involves emotional regulation to accomplish a goal in social interaction. In doing so, many appraise or re-appraise a situation in a certain way to comply with social demands or use emotions as a form of social communication. The relevance of the theory to the study conducted is founded on the proposition of assessing partnership and collaboration practices of school personnel and the level of satisfaction of students as the major customer of the school basic education services. Since the theory posits the importance of emotions, the study benefits the said theory because it describes how emotions of the school stakeholders affect the establishment of partnership and collaboration. More so, the possible effects of such partnership and collaboration on the students' level of satisfaction will in turn depict a relationship. Thus, evaluating the major key concepts of the study will improve school services for the holistic development of the students. Likewise, the study is predicated on the expectation theory of Howl and Deci in 1983. The speculation assumed that behavior results from aware selections among alternatives whose purpose is to maximize pleasure and minimize pains. The theory above urged that the connection between people's behavior at work and their goals wasn't straightforward. It any argued that associate degree employee's performance is predicated on individual factors like temperament, skills, knowledge, experience, and skills.

The study of Díaz-Vicario & Gairín Sallán in 2017 planned the queries on the importance of strengthening School-Based Management and its effects on school stakeholders. For the conception of "safety" to be meaningful, it should be taken broadly speaking to embrace well-being in its widest sense. Therefore, a standard challenge for faculties and academic authorities is to manage college safety fittingly not solely to anticipate physical accidents associated incidents, however, additionally with the aim of making an atmosphere that promotes physical, emotional and social well-being, each on an individual basis and as a group. On the opposite hand, Vally and Daud (2015) affirmed that the conception of SBM resulted from the crisis stemming from the flexibleness and management structure within the establishment. So, the suggestion to enhancement of the responsibility, management on a subordinate, construction of comprehensive and specific goal, and strict management of the good opposition is adhered to. Furthermore, one of the key features of ISO 9001:2015 Quality Management System is customer satisfaction by ensuring that customer requirements are met by providing excellent public service and customer satisfaction through feedback mechanisms. It also aims to enhance good reputation of the agency and increase customer value. With the investment of the government through the three major final outputs (MFO) such as the Basic Education Policy Services (MFO 1); Delivery of Basic Education Services (MFO 2); and Regulatory and Development Services of Private Schools-GASTPE (MFO 3), setting standards on customer satisfaction is inevitably being aimed to be achieved. It is on this framework that ensuring the return of investment of the government even from the farthest school such as Porac National High School contributes to the department's vision. Thus, conducting a school learning action cell aligned with this vision is likewise supporting the continuing

professional development of teachers as stipulated in DepEd Order 35 series 2015 since teachers are in the department's front line.

Methodology

The researcher utilized the Concurrent Mixed Model Design. This is a multi-strand mixed design in which there are two relatively independent strands/phases: one with QUAL questions and data collection and analysis techniques and the other with QUAN questions and data collection and analysis techniques. The inferences made on the basis of the results of each strand are pulled together to form meta-inferences at the end of the study. (Daniel K. Schneider, 2012). The descriptive-normative method of research is fitted in the study as it aims to describe and analyze the level of satisfaction of the student-participants in relation to the indicators used. This will be utilized to provide in-depth and cross-sectional analyses of the assessment of students on customer satisfaction. On the other hand, narrative research method was utilized for the qualitative data. This research method is a term that subsumes a group of approaches that in turn rely on the written or spoken words or visual representation of individuals. These approaches typically focus on the lives of individuals as told through their own stories. The emphasis in such approaches is on the story, typically both what and how is narrated. It can be considered both a research method in itself but also the phenomenon under study. Narrative methods can be considered “real world measures” that are appropriate when “real life problems” are investigated. In a basic linear approach, they encompass the study of the experiences of a single individual embracing stories of the life and exploring the learned significance of those individual experiences. However, in most cases one will be creating an aggregate of narratives each bearing on others. Furthermore, the researcher employed the survey questionnaire as the main tool. The survey questionnaire is a self-made questionnaire which is the main instrument in the data gathering of the study. It includes the profile of the participants and their assessment on the level of knowledge on implementation of partnership and collaboration and their customer satisfaction which gathered the quantitative data. Meanwhile, the guide questions prepared by the researcher were answered by the student-participants during the focus group discussion which served as the basis for qualitative part.

Results and Discussion

I. Level of knowledge of student-participants on the implementation of partnership and collaboration

The data on the level of knowledge of the implementation of partnership and collaboration of the student-participants is highly knowledgeable. In the framework from the National Research Council in 2012, it is highlighted that collaboration, partnerships, and networks can be powerful mechanisms for supporting the changes called for by A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core and the Next Generation Science Standards (NGSS)

through sharing expertise and strategies. Networks can include people working within school systems, such as collaboration of leaders across states, or among teachers across schools and districts, or even within schools across grades. Networks also can connect the school or district with external partners. However, four of the indicators among the 20 indicators are rated as 'Knowledgeable' which all involve the barangay and municipal officials engaging in school programs, projects and activities. It can be further highlighted that community involvement in schools is a critical component for student achievement. This concept was revealed in various studies conducted by Anderson, Houser and Howland, and by Bryk both in 2010. The researchers showed schools that develop strong community partnerships have higher percentage of students performing on grade level, increased parental volunteerism, supported school reforms, increased student test scores, increased student attendance rates and connections for students to learning opportunities outside of school. Because of their strong influence on students, families and schools, trusting community partnerships are an integral feature of the School Wide Integrated Framework for Transformation (SWIFT). This is an evidence-based theoretical framework for a fully braided, inclusive educational delivery system that extends beyond the school to include families and community and state and district policies and practices.

Moreover, the study of Coburn et al in 2012 emphasizes that networks of teachers working together to understand and implement changes in their instruction can be powerful mechanisms for supporting implementation of new science standards. Such networks provide a mechanism for teachers to share ideas about teaching, learning, and assessment; stories about students' successes and difficulties; strategies for managing learning groups; and tips for using technology. The said study revealed several evidences such as: (1) There are some key features of networks that have been shown to be more effective than others in supporting sustained change in instruction; (2) Effective networks include strong ties (frequent interaction and social closeness), access to expertise, and deeper interactions (focused on underlying pedagogical principles, the nature of the discipline, or how students learn); (3) District policy can shape how teachers engage in networks and whether their participation supports changes in their instruction; and (4) Policies can support more frequent and deeper interactions and help teachers identify local experts, but they can also disrupt ties, interrupt the flow of resources, and eliminate supports that encourage interaction.

II. Level of satisfaction of student-participants

In terms of the extent of client satisfaction of student-participant is very glad in terms of the teaching-learning process, learning environment and ancillary service.

Customer satisfaction is the key issue for self-made and depends extremely on the behaviors of frontline service suppliers. Customers ought to be managed as assets, which customers vary in their wants, and preferences. A study applied the Taiwan client Satisfaction Index model to a business enterprise industrial plant to research client satisfaction and loyalty. It surveyed 242 customers served by one business enterprise industrial plant organizations in Taiwan.

The research took a look at the theoretical model. The results show that perceived quality had the best influence on the client satisfaction for satisfied and disgruntled customers. Additionally, in terms of client loyalty, the client satisfaction is a lot of necessary than image for happy and disgruntled customers. The contribution of this paper is to propose two satisfaction levels of CSI models for analyzing client satisfaction and loyalty, thereby serving to business enterprise industrial plant managers improve client satisfaction effectively. Compared with ancient techniques, they believe that their methodology is acceptable for creating choices concerning allocating resources and helping managers establish acceptable priorities in client satisfaction management. Furthermore, Lee in 2015 claimed that the factors with the foremost influence on client loyalty were image and client satisfaction. The results of his study demonstrate that the client loyalty of happy clients was affected a lot of by customer satisfaction. Moreover, it revealed that client satisfaction could be a crucial issue for guaranteeing client loyalty

III. Relationship between the level of implementation of partnership and collaboration and the level of customer satisfaction

A significant relationship between the knowledge on implementation of partnership and collaboration and the level of customer satisfaction of student-participants is high positive relationship, thus leading to rejecting the null hypothesis as a decision which is there is a significant relationship between the two variables. When taken singly, varying degrees of positive relationship are revealed but are all leading to rejecting the null hypothesis. Specifically, there is a low positive relationship between the level of knowledge on implementation of partnership and collaboration and level of customer satisfaction in terms of teaching-learning process while a moderate positive relationship between the first variable and learning environment and a high positive relationship between the first variable and ancillary service. Meanwhile, the student-participants of the focus group discussion using the guide questions answered various program, project and activities which were categorized into curricular and co-curricular in response to question number 1 focusing on the PPAs they have joined for the past two years. Their common answers for the curricular PPAs include Science Month Celebration, Math Festival, Dramatic Reading, English Month Celebration while co-curricular PPAS were Fun Run, Foundation Day, Film-Viewing and Teacher's Day Celebration. From the different PPAs mentioned, the student-participants have chosen their top 2 which were considered memorable because they were happy during the activities and showed their talent.

As for why their stay in Porac National High School is indeed memorable, common answers include friends, classmates, teachers, school PPAs, school facilities and cleanliness and the beauty of the school. Moreover, they will include all the mentioned reasons for staying in the school if they can prepare a video for marketing Porac National HS on national television. In addition, they as well mentioned the school's branding such as Catch Happy People and Stay Inspired.

IV. Proposed Learning Action Cell

Based on the findings and recommendations, a proposed learning action cell will further enhance partnership and collaboration in the school.

Conclusion

Based on the results presented, the following conclusions are incurred:

The level of knowledge on implementation of partnership and collaboration is rated as highly knowledgeable by the student-participants. The high level of knowledge on the implementation of partnership and collaboration can be further sustained by effectively designing a school learning action cell session to capacitate teachers in strengthening their leadership in partnership and collaboration because this will significantly contribute to the vision and mission of the department. Meanwhile, the level of satisfaction of the student-participants is highly satisfied in terms of the three indicators such as teaching-learning process, learning environment and ancillary services. The high level of satisfaction of the student-participants can be strengthened by engaging them in activities to be included in the school's Action Plan. It is important to note that the most important clientele in the school is the learner, thus sustain a high level of satisfaction on the three indicators is relevant to the end goal of the Basic Education Program of ensuring that learners graduate equipped with competencies, skills and values. Furthermore, there is a high positive relationship between the level of knowledge on implementation of partnership and collaboration and level of customer satisfaction. The high positive relationship between the level of knowledge on implementation of partnership and collaboration and level of customer satisfaction can be continued by firming low positive relationship on teaching-learning process and the moderate positive relationship on learning environment by adhering to the activities included in the school learning action cell. As an organization, the school works hand in hand with all stakeholders who are all concern in the education of the learners. The high positive relationship is confirming a strong school based management that will support the programs, projects and activities that will help learners achieve quality, accessible, relevant and liberating education. Finally, based on the results, a school learning action cell is proposed. The proposed School Learning Action Cell emphasizing topics on strengthening partnership and collaboration towards customer satisfaction can be conducted school-wide during the proposed school year. The school-based learning action cell's conduct will guarantee continuous capability building of school personnel in terms of partnership and collaboration and up keeping client satisfaction of the learners.

On the other hand, the two assumptions that partnership and collaboration of all school stakeholders contribute to the school's quality of services and that the school's quality services are enjoyed by the students giving them higher level of satisfaction were accepted. It is assumed that partnership and collaboration of all school stakeholders contributed to the quality of services

offered by the school based on the answers of the student-participants on various program, project and activities they have joined for the past two years of their stay at Porac National HS can be basis for further strengthening of the programs, projects and activities. Furthermore, it is anticipated that the quality of services offered by the school is enjoyed by the student-participants which also gave them a high level of satisfaction as mentioned in terms of their reasons for staying in Porac National HS and the content of the video presentation they will prepare to market the school on national television can be source of enhanced implementation of partnership and collaboration.

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