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IMPLEMENTATION OF THE ACCREDITATION- BASED CRITERIA AMONG ACCREDITED PAROCHIAL SCHOOLS IN MANILA: BASIS FOR A THREE-YEAR STRATEGIC PLAN

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Abstract

Educational institutions in the present time are expected to provide excellent services and programs in order to meet the demands and various needs of their clients. They are also expected to concretize their philosophy, vision and mission through directed meaningful endeavors and activities. Considering this truthful reality, they are expected to conduct evaluation on the key result areas like curriculum and instruction, faculty and administration to find out how at par they are in the implementation of the criteria under these.

Nowadays, schools opt to subject themselves in the process of accreditation for them to see how they effectively implement their programs in the different key-results areas. The results of this accreditation are used as bases in making strategic plan through this way their actions become purposeful and directed.

This research aims to find out the extent of implementation of the accreditation based criteria on the three key-result areas which include curriculum and instruction, faculty and administration among the accredited RCAMES schools in Manila. There are six Parochial Schools in Manila selected as participants in this study. The administrators and the teachers from these schools were asked to answer a survey-questionnaire which is based from the standardized self-survey questionnaire of the PAASCU. This research adopted the quantitative research method and descriptive survey was utilized. The data derived based from the evaluation of the respondents were analyzed and interpreted. At the end, their evaluations were compared in order to find out if there are significant differences existed in such evaluation of the criteria under the key-result areas. This became the basis in the development of a three-year strategic plan.

Based from the results, this research revealed in the area of curriculum and instruction that the respondents agree that the curriculum implemented in their schools is in compliance with the department and reflects their school's philosophy vision and mission. It was also revealed that schools fully utilized individual and groups activities in learning and they ensured that these observe the nature of their students. Respondents also agree that their schools adopt grading systems and used as basis to recognize the performance of the students.

But, there are some sustaining their practices on the review of the special program, strengthening of the medium of instruction, strengthening the completion of assignment on the part of the students, strengthening the use of guidance data for the purpose of instruction, and updating of instructional materials and books. Based fro evaluation of both respondents, the all the criteria in this KRA were implemented moderately extensive and were functioning well.

While on the area of faculty, it was revealed that there is clear procedure in the selection and hiring of faculty members. The schools provide necessary preparation for teachers. The faculty members relate and communicate well with the students. Orientation program is given properly to teachers. There is functional salary schedule implemented. The leaves of absence of faculty, probation and temporary employment and tenure of faculty members are properly implemented.

Notwithstanding this result, the following sustained such as rigorous need assessment to identify the needs of the teachers, not all teacher possess the preparation beyond minimum requirement, retention of faculty members, load given to teacher, extensive use of guidance data and other related resources to improve instruction, seminar about socio-political issues to develop teachers' consciousness, sufficiency of benefits and salary, and review of procedure leading to dismissal of teacher. All the criteria in this KRA were implemented in moderately extensive and were functioning well.

Lastly in the area administration, the provided with sound direction and effective support. The administration is efficiently organized in the integrated school. The administration also monitors the grading system and supervises the teacher made-test. The non-academic personnel are aware of the PVM. The schools adhere with the standard in the issuance of documents. The financial officers and staff are capable and qualified to do their tasks. Despite of this result, the sustainable programs must be practiced for achieving better practices on capacity of the administration to make sound decision, extent of participation of the faculty and academic-non-teaching personnel in policy formulation and decision making, selection of students, review of financial transaction procedure and review of accounting procedure. All the criteria in the administration KRA were implemented moderately extensive and were functioning well.

It was also revealed in this study that there were no significant differences existed on the evaluation of the administration and the teacher on the three key-result areas. Therefore, they agreed that all of these were implemented moderately extensive and were functioning well. Thus, the challenge for the schools is to sustain their practices and achieve excellence to ensure that all the criteria on the three KRA's are implemented extensively and are functioning excellently. If this will be achieved they will attain excellent educational outcomes the significant indicator of accredited schools.

Keywords: Accreditation, Accreditation Based Criteria, Administration, Curriculum & Instruction, Faculty, Implementation, Key-Result Areas, Philippine Accrediting Association of Schools, Colleges and University (PAASCU), Parochial School and Strategic Plan

Background

Continuous evaluation and improvement in the key result-areas of education is needed in order to ensure that the needs of the clients are properly addressed with utmost care and purposeful intention. It is for this reason that educational institutions subject themselves in the tedious and detailed process of accreditation. This research undertaking focuses on the implementation of accreditation based-criteria in the three-key result areas among the Philippine Accrediting Association of Schools, Colleges and University (PAASCU) accredited parochial schools in Manila basis for a three-year strategic plan.

Educational institutions in the present time are expected to provide excellent services and programs to meet the demands and address the various needs of their clients. Aside from this, they are also challenged to concretize and actualize their philosophy, vision, and mission through the meaningful and directed endeavors and activities. Their truthful and sincere actualization of the philosophy, vision and mission is manifested through their significant contributions not only in the betterment of the welfare of their stakeholders but also in the improvement of the lives of the people in the communities in which they are directly connected and served. They are also expected to be aware and conscious of their existing

status especially on how at par they are with other institutions that are also providing the same services in the field of education and learning.

The challenges bestowed upon the shoulders of the educational institutions and to their administrators and personnel include various key result areas like curriculum and instruction, faculty, administration, student services, physical plant and facilities, philosophy, library, laboratory and the school and the community. There are preset criteria which should be effectively adhered and implemented by the schools in the said key result areas. These preset criteria are also known as accredited-based criteria. The extent of implementation of these standards and their effectiveness are gauged and determined through the systematic process called accreditation.

In the present time, different schools whether in the Basic Education or Higher Education opted to undergo the process of accreditation. There are some schools that had already undergone this process and already received certain level of accreditation. The purpose of accreditation is to determine the quality and extent of implementation of different programs of the school in various key result areas. Most of the schools that undergo accreditation in the Philippines are the private institutions both in the basic education and higher education levels. In the Philippines, one of the well respected accrediting institutions is the Philippine Accrediting Association of Schools, Colleges, and Universities or PAASCU.

Accreditation is conducted based on the principle that institutions have a crucial role to provide quality and high caliber of services to its clienteles. English (2006) as he adopted the idea of Creighton, explained that accreditation is the process of organization, management, and evaluation of programs.

Furthermore, he presented Kenneth Young's idea about aspects of institutional and specialized accreditation. He described accreditation as a valuable process whose effectiveness and usefulness has yet to be appreciated and realized. It is considered voluntary and non-governmental process.

It is a process that involves guided self-evaluation and self-improvement. Its primary value is the accreditation or recognition of a certain program. Accreditation can be judged by its effectiveness in encouraging and assisting the schools to evaluate its program and educational offerings.

He further explained that accreditations' primary mechanism is whereby schools' programs are reviewed, renewed and improved. It intends to promote the interest of the students who are enrolled in the schools because they receive the services which meet the standard.

Among the schools in the present time which opted to subject themselves in the accreditation process are the schools which are part of the Roman Catholic Association of Manila Educational System (RCAMES). Some schools in this association had already received Level 1 accreditation and others are on the stage of preparation to be accredited for the next levels like level 2 accreditation. The recommendations provided to the schools by the PAASCU accreditation team are used as their bases in the development of strategic plan for specific years. Through this, the actions to be done by the school are more directed and purposeful. Strategic planning is conducted by the school administrators in order for them to have clear ideas in their minds about the direction in which they would like to the bring institution and the people who are part of it.

Setting clear a direction through a strategic plan for any educational institution is really fundamental. When the direction of the school is properly set or strategized, the more that it will accomplish significant projects or programs that will benefit not only its clienteles but also the community where it belongs. If the school sets its plans strategically, it indicates that it is really committed to its avowed philosophy, vision and mission. Gone are the days that schools are not aware of its purpose. In the present time, its reason for existence must be clearly articulated so that everyone who is responsible for the realization of the school's avowed philosophy, vision and mission will wholeheartedly participate and contribute to it.

In the recent general assembly held by the PAASCU among the accredited schools in Manila, the summary of the most common recommendations given by the PAASCU accreditation team were presented to the schools administrators for them to become aware about these. The summary of recommendations was focusing on the three key result areas which include curriculum and instruction, faculty and administrations. These recommendations included develop critical thinking, objectives must be evident in the lesson plan, processing of students answer must be evident, time management, mentoring for newly hired teachers, thorough checking of the plans of the teachers, integration of values, use of varied activities and higher order thinking skills, use of the result of the test, students oral communication skills, provisions for creative closure activities, use of library resources and use of community resources.

It is for this reason the researcher became interested in this study. He would like to find out the implementation of the accreditation-based criteria in the three key result-areas which include the curriculum and instruction, faculty and administration among the accredited parochial schools. He also intends to know if the recommendations on the three key-result areas are still prevailing based on the evaluation of the administrators and the teachers among Parochial Schools and what actions they are doing to address them. This research also aims to gather significant data so that the administrators of other schools which are still aspiring to be accredited will gain considerable insights on how to prepare their schools in this challenging but meaningful endeavor. It also aims to find out the extent of implementation adopted by the schools of the accreditation based criteria after receiving an accreditation. At the end, it intends to create a three year strategic plan.

REVIEW OF RELATED LITERATURES AND STUDIES

This part of the research presents the related literatures and studies relevant to the focus of this study.

Educational institutions in the present time have a big role to provide excellent service to its clients. It is for this reason why some of these educational institutions are trying their best to be subjected in the voluntary accreditation for them to check how par they are in meeting the set standards in the accreditation to meet the expectations of their clienteles at the end.

The Essence of Accreditation and the PAASCU

Quality assurance is very important in any kind of endeavor. This should be checked if it is met through the use of preset standards on the different aspects or areas in the operation of certain institution. One way of determining if quality assurance is observed conscientiously, is through the process of accreditation. Accreditation is a detailed process of giving certification, competency, authority and credibility. Most of the institutions in the

present time whether in the industry or education are undergoing the process of accreditation. In the educational institutions, there is an accreditation being done. This is a process of quality assurance in which the services and operations of the schools are evaluated by outside accreditors. The standards set in different key-result areas must be met for accreditation can be granted.

In the present time, private schools are provided with opportunities to subject themselves and get through the process of accreditation. Ulan explained in his book "Manual of Regulation for Private School" the nature of accreditation. It is stated here particularly in Article V-Section 8 that:

"For schools which desire to meet standards of quality over and the minimum required for government recognition and in aid of its regulatory function, the Department encourages the use of the mechanism of voluntary accreditation. Toward this end, it shall (1) maintain a policy environment which enhances the private and voluntary nature of accreditation and protects its integrity, (2) establish a scheme for progressive deregulation of qualified schools or specific programs or courses of study in such schools".

As further explained by Ulan, this provision implements Section 29 of Batas Pambansa 232 mandating the Deped to encourage programs of voluntary accreditation. The Deped now advocates the establishment of voluntary, non-governmental accreditation systems to assist it in the exercise of regulatory function; it also promotes policies that protect the integrity of the accreditation process and support its non-governmental and voluntary character.

Voluntary accreditation here refers to the process leading to the issuance of a certificate of accreditation by the federation of Accrediting Association of the Philippines member-agencies attesting that the quality of the institutions educational programs and operations exceed the minimum standards set by the government.

Kenneth Young and his associates in their 1983 Understanding Accreditation presented five aspects of accreditation. Although this document was written two decades ago, this guideline remains relevant today especially in the field of educational administration (Creighton;2006). The guideline contains the following principles. First, accreditation is valuable and perhaps even essential tool. Second, it began as voluntary, non-governmental process. Third, accreditation is a process that at its heart consists of guided self-evaluation and self improvement and serves as a centerpiece to informal, but elaborate commitment to self-regulation. Fourth, it should be judged by its effectiveness in encouraging and assisting the program to evaluate and improve its educational offerings. Accreditation must focus primarily on the program. Fifth, accreditation is highly vulnerable to misuse and abuse by those wish to turn it into other purpose. But there are enough countervailing forces to offset perversions of the process and power plays.

Based from the information presented about accreditation, it can be surmised that it has advantages and disadvantages. The advantage of accreditation focuses on evaluating and looking into how schools adhere to competence, authority and credibility. This is also the way of assessing how the schools meet the minimum requirements of the Department of Education and what other provisions they provide to exceed these requirements. The results of the accreditation, hopefully, further strengthen the initiatives of the school to stick on the

principles of commitment and service. The disadvantage is it is vulnerable to abuse and misuse. Some people argue that this process limits the creativity of the schools because of the standardization. It also lessens the personal ownership of the administrative decisions that will affect the schools because the recommendations provided for them are created by external accreditation team. The performance of the school is measured by rules rather than the giving attention to the continuously dynamic dimensions of professional excellence. Because rules are set already there might be a possibility that new initiatives conducted or implemented by the school might be overlooked or given less attention.

One of the accrediting institutions in the Philippines is the PAASCU. PAASCU stands for Philippine Accrediting Association of School, Colleges and Universities. It is a private, voluntary, non-profit and non-stock corporation which was registered with the Securities and Exchange Commission on November 5, 1957. It is a service organization that accredits academic programs which meets standards of quality education. The Bureau of Education and Culture (now the Department of Education) officially recognized PAASCU and endorsed its work as an accrediting agency. PAASCU is one of the three founding members of the Federation of Accrediting Agencies of the Philippines (FAAP), which was established in 1977 and is authorized by the Commission on Higher Education (CHED) to certify the levels of accredited programs for the purpose of granting progressive deregulation and other benefits.

Since 1991, PAASCU has been a full member of the International Network for Quality Assurance Agencies in Higher Education (INQAAHE). As of 2005, INQAAHE is composed of 150 accrediting agencies coming from over 60 different countries. These agencies have also created regional networks, one of which is the Asia-Pacific Quality Network (APQN), with PAASCU being one of its active members.

PAASCU also has linkages with the Council for Higher Education Accreditation (CHEA), which is a private, non-profit national organization that coordinates accreditation activity in the United States, as well as with the National Committee on Foreign Medical Education and Accreditation (NCFMEA), which is based in Washington, D.C.

PAASCU's objectives are as follows: to stimulate and integrate the efforts of institutions to elevate the standards of education in the Philippines, in both rural and urban areas, to strengthen the capabilities of educational institutions for service to the nation, to identify educational institutions which meet or exceed stated criteria of educational quality, to encourage and assist institutions which have the potential and interest to improve themselves through continuing evaluation and self-surveys, to provide counsel and assistance to established and developing institutions and programs, to provide guidance to students and parents in the choice of institutions and programs and to attract financial aid from government and other sources for accredited programs and schools applying for accreditation.

Accreditation is a concept based on self-regulation. It focuses on evaluation and continuous improvement of quality education. It is a status granted to institution which meets standards of excellence.

The association does not impose arbitrary standards. The survey forms developed by PAASCU identify principles and practices which are found in excellent institutions. The statements in the survey forms are more qualitative rather than quantitative. The criteria and survey instruments are merely tools to help the school measure educational quality. They are

intended to serve as guide for institutions as they strive for excellence and for accreditors assess institutional achievement. The standards reflect a realistic appraisal of the school's resources and their efficient utilization to help the institution achieve its goal.

Much emphasis is placed on the formulation of the school's purposes and objectives. Only when its goals are clear can the school discover the extent to which such purposes and objectives are being achieved.

Essential in the accreditation process is the self-survey made by an institution applying for accreditation. The self-survey is an analysis by its own staff of the institution's educational resources and effectiveness in relation to its own purposes and objectives.

During the survey visits, the following areas are evaluated: school, community involvement, faculty, instruction, library, laboratories, physical plant, student services, and administration.

On the Grade School level, the areas on the school community involvement and laboratories are omitted instead student activity program is added.

Program accreditation refers to the accreditation of academic courses while institutional accreditation refers to the accreditation of the school, college or institution. PAASCU accreditation of a High School or a Grade School is considered program accreditation.

PAASCU began accreditation of secondary schools in 1965. The accreditation of Elementary schools started in 1971. The accreditation of integrated High School and Grade School unit, or Basic Education, began in 2001.

The accreditation process consists of several stages, each one identified with a particular status of the institution applying for membership. Each of these stages has certain requirements and qualifications. The first category is applicant status, followed by candidate status, and followed finally by member status.

In the applicant status, an educational institution committed to institutional self-improvement through the guidance of PAASCU may request to become an applicant status.

On the other hand the candidate status is granted to institutions which have completed their preliminary surveys and are preparing for initial accreditation. Candidacy is not accreditation and does not assure eventual accreditation. It is an indication that an institution is progressing toward accreditation.

Lastly, the last category of membership is the member status. A candidate institution which has fulfilled the requirements of accreditation may be granted member status.

Membership in PAASCU gives the institution and its faculty a sense of direction based on a clearer self-image, facilitates transfer of students, provides guidance for parents and students in the choice of worthy schools, lends prestige for member schools, justified by the possession of quality standards and the unremitting effort to maintain them at a high level.

Basic Education is defined as the education intended to meet basic learning needs which lay the foundation on which subsequent learning can be based. It encompasses early childhood, elementary and high school education as well as alternative learning systems for out-of-school youth and adult learners and includes education for those with special needs.

The same section defines integrated schools as those that offer complete basic education in one school site and has unified instructional programs and services.

PAASCU defines Basic Education as that which is offered by an Integrated School, wherein the curriculum is a continuum and there is integration of the different subject areas and co-curricular offering from the Elementary level up the terminal level in the High School.

The first characteristic of Basic Education programs is the presence of a unified administration with one principal. The administrative structure facilitates and supports the learning continuum.

Secondly, the curriculum from Kindergarten to Fourth Year is sequential and developmental. Connectedness in the curriculum is evident in both horizontal and vertical integration of content skills, values, and attitudes. There are regular and purposeful articulations among the administrators, supervisors and teachers of different year levels.

The third characteristics is the shared and maximized use of human and materials resources and facilities, thereby streamlining and generating savings for the school.

Lastly, the teachers are referred to as the faculty of the entire basic educations unit. The qualifications requirements specified for elementary schools and secondary school teachers are followed. Some teachers, however, may be allowed to teach in any level depending on their expertise.

Similar to accreditation of Grade School and High School Departments, accreditation of Basic Education means that the entire Integrated School is visited by one PAASCU team, is given one report with recommendations intended for both units, and is granted accreditation simultaneously and as a whole, instead of separately.

The PAASCU Board decided to allow schools offering Basic Education to be visited by one PAASCU team. The Commission on Secondary Education simplified the accreditation process by identifying common areas such as Library, Student Services, Faculty, Administration and Facilities. These common areas cut across the elementary and secondary levels. One accreditor is assigned to each of these areas, except for instruction where there are two, one for the Grade School and the other for High School. Both of PAASCU Commissions on Elementary and Secondary Education review the reports of the survey teams.

The Accreditation as an Adherence to Standard-Based Reform and Quality Assurance
Our society in the present time is continuously changing because of this schools are also expected to provide reforms in their old practices to meet the ever changing demands of their students. But this intention of adopting reforms must adhere with the standard. Schools that intend to start reforms of their existing practices are expected to observe standard based-reform. Some of the reforms being done by schools are focusing on instruction because this basically the heart of any school.

Standard-based reform offers the best current remedy for reducing the achievement gap experienced by schools (Nelson,2010). Schools will become better places for all children when curriculum planners stipulate in the clearest language possible what students should know and be able to do. In addition to this, standard-based reform is more than making sure students do better in tougher tests.

The process of accreditation is similar to standard-based reform because of the fact that when school is undergoing this the reform that it will undertake is based on the identified weaknesses given by the accreditation team vis-a-vis the standard instrument. The school will work on these recommendations and the actions it will take are more directed and purposeful.

Adherence to standard is important to be observed because only in this manner that quality assurance will be attained. Quality assurance refers to any planned and systematic activity directed toward providing consumers with the products (goods and services) of appropriate quality along with the confidence that products meet consumer requirements (Evans & Lindsay, 2013). It includes some form of measurement and inspection activity.

Quality as defined as the totality of features and characteristics of a product or service that bears on its ability to satisfy given. Furthermore, quality is meeting or exceeding customers' expectations.

Meanwhile, quality is also about excellence and excellence is about balancing the needs of all stakeholders. In the field of education, three key drivers for quality and sustainability include accountability, alignment, and assessment.

Proper accountability includes systematic procedures for ensuring that all educational institutions are meeting their goals and producing desired results help focus attention on improvement opportunities.

Alignment is a process issue. In the delivery of quality education is imperative that curricula and support programs match state mandated standards and assessment. The assessment procedures must be designed to reliably measure what students are learning relative to what they should be learning.

Finally, effective assessment programs are based on the extensive used of feedback from all stakeholders, groups, including teachers, administrators, parents, students, community citizens, legislators and other interested parties.

Therefore, in order for the school to become successful in attaining quality and adhere with this principle consistently, it should observe the three drivers for quality and these must be applied in all kinds of endeavors it opts to undertake.

Curriculum and Instruction

Curriculum and instruction are considered as important aspects of the whole school's operation. Curriculum is considered central or focal to education (Garcia, 2007). This refers to the sum of learning as stipulated in the ends, educational activities, school subjects or topics decided upon and provided within the framework of an educational institution or in a less formally organized set-up for student achievement. It also refers to the sum-total of learning opportunities the student decides to pursue and experience (Garcia, 2007). Based

from this definition, it is therefore necessary that schools provide a kind of curriculum that serves as effective instrument for the students to achieve or gain meaningful experiences in the school they can use to realize their desired purpose in life.

Because of this, intensive and purposeful planning of the curriculum is really primordial in the school leadership. As explained by Bago (2003), in the planning process of various curricula, the curriculum developers should consider the following: shared philosophy, beliefs, behaviors, norms and rules in the Philippine society, knowledge of the nature of the learners in terms of development level, learning style, normative needs and other philosophical and psychological concerns, knowledge of teaching, learning theories and principles and the different domains of knowledge such as cognitive, affective and psychomotor.

She further explained that issues and problems that impact on development, health, peace and order, environmental conservation, human rights, international cooperation and economic concerns must be included in the curriculum design to ensure that the aspirations of the nations are realized through its faithful implementation. In addition to this, during curriculum planning, curriculum developers should emphasize to be sensitive and put significant concern to the learners' characteristics and the Philippine socio-economic conditions which by experience, impact on the learning process. Looking at these ideas, curriculum planners in the schools are tasked to create a curriculum that will truly address the needs of the students and consider their nature and backgrounds.

Similarly, Garcia (2007) expressed that a given curriculum must be related to some goals accepted and sought by the learner. A topic, an activity or a project is in accord with the learners' motivations and enables him to cope with the realities in his world. She further elucidated that curriculum must have a program of instruction that produces desired results. It must promote the successful attainment of learning accepted as important by the learner. It must also take into consideration the availability of resources and limitations as well as the demands and expectations of different influence groups. Learner participation in curriculum design becomes actualized only when he gains in awareness and inquires into what he wants to learn. These ideas only clearly express that curriculum must manifest a clear purpose or intention as to what students should learn, do, and understand and at the end will produce desired results for students' learning.

Lunenberg (2012) presented the idea of Hilda Taba with regards to the components of curriculum development. A good curriculum should contain four levels of knowledge, new concepts to master, scope, sequence and integration. It should also include self-sufficiency, significance, validity, interest, utility and feasibility.

Furthermore, a good curriculum possesses the following characteristics: it should foster the growth and development of attitude and skills necessary to maintain order in the democratic society, it should be conceived dynamically so that it will become exciting and interesting, it must be tested through research, it should be based from tested learning theories, it should be sufficient in scope to cultivate the skills, interests and attitudes of the learners, it must be based from the experiences of the learners in different areas of human living (www.preservearticles.com; 2013).

Aside from the characteristics of a good curriculum, there are also some criteria as far as effective curriculum as concern. The effective curriculum should be concise and

understandable to the stakeholders, encompass previous learning and allow students to apply knowledge and skills to demonstrate achievement of standard, constitute learning that is durable, significant, and transferable, workable and feasible for the students and teachers to realize, measurable and accompany by criteria to serve as basis of judgment and standard (http. Neola.com; 2013)

The curriculum is a well-planned document intended to serve as guide for the school administrators and teachers in the realization of the schools philosophy, vision and mission. The realization and actualization of the well-planned curriculum is manifested in instruction. Curriculum and instruction literally go hand and hand. A good curriculum should not remain as document all throughout instead it must be utilized in instruction or teaching.

As explained by Van De Weghe (2009), instruction has something to do with engaged learning. According to him, engaged learning takes people on profound mind adventures. It also brings about understanding. It also changes previous understanding. This explanation only signifies that instruction must be something that will allow active participation of the learners and use effective provisions to rectify and improve previous understanding of the students about certain concepts or ideas.

Tomlinson (2006) elucidated that teaching is an art that calls on its practitioners to work simultaneously in multimedia, with multiple elements. Central to teaching according to her is what the teachers ought to teach which basically addresses the query what they want students to know, understand, and be able to do. Because of this query, she encouraged the teachers to become responsive to the learner's particular needs for plethora of reasons. She maintained positive teacher-student relationships are segue to student motivation. If the student feels that he is valued by a teacher, it becomes a potent invitation to take the risk implicit in the learning process. In addition to this, she also revealed that teacher must provide the "good climate for learning". This good climate of learning is where the student feels that she affirmed, affiliated, has sense of contribution, growing autonomy, accomplishment and shared responsibility for the welfare of the group. Such a climate guarantees student success.

It is also important that teacher identifies the connection or bridge between students' backgrounds and needs. This bridge contributes a lot and an important attribute of students' engagement. There are also some instances when students encounter difficulty in adjusting and meeting the demands of some academic subject offered in the school. In this situation, there is a need on the part of the teacher to provide appropriate readiness adjustment to enable consistent academic growth for each learner.

There are student in the present time who are very much motivated to learn when their interests are tapped. This idea can be capitalized by the teacher if they want their students develop interest to their subjects. Interest ignites motivation to learn. As such, teachers should not stop initiating efforts to pique students' curiosity, discover their particular and shared interests and show to them how important ideas and skills connect to their interests.

Lastly, in order to realize efficiency of learning on the part of students, teachers should allow students to work in their preferred learning mode simply by not encumbering the learning process. This suggests that teachers should take into consideration the learning profiles or nature of the students. This learning profiles or nature will include their learning style and multiple intelligences.

Notwithstanding the varied students that a teacher encounters in her day to day role as instructional practitioner, he is expected to adopt practices or techniques responsive to these varied types of students. Research revealed that classroom teachers can work to the benefit of many more students by implementing patterns of instruction likely to serve multiple needs. Accordingly, Tomlinson (2006) presented wide-range of teaching patterns that cut across categories of students and allow academic success for many learners. First, teacher should find ways to get to know students more intentionally and regularly. Second, teacher can incorporate small-group teaching into daily or weekly teaching routines. Third, teachers should learn to teach to the high end. Fourth, teachers should offer more ways to explore and express learning. Fifth, teachers should regularly use informal assessments to monitor students understanding. Sixth, teachers should teach in multiple ways. Seventh, teachers should use strategies throughout the curriculum. Eight, teachers should allow working alone or with peers. Ninth, teachers should use rubrics to coach for quality. Tenth, teachers should cultivate for diversity.

Similarly, Fink (2011) mentioned that teaching and learning has five dimensions which include purpose, student engagement, curriculum and pedagogy, assessment for student learning and classroom environment.

Instruction must also be intended and purposively desired to achieve engaged learning among students. One of the manifestations that engaged learning is taking place inside the classroom is when students become responsible for learning. Aside from this, they are energized by learning which means that they discover excitement and pleasure in learning. This attitude is truly manifested when they do not stop the passion for solving problem and understanding ideas. Engaged learning is also present when students can easily develop and refine their learning. This process of learning can be described as strategic because they can successfully construct their own mental models of knowledge and resources even though the models are complex and involve changeable information. Lastly, an engaged learning is characterized as collaborative. This means that the students realize that learning is social in nature in which they can listen to and share their ideas with others.

In order for engaged learning to materialize, the teachers are expected to give tasks that are significant, challenging, authentic and integrative and interdisciplinary. This also requires different forms of assessment that are needed to be adopted which include performance-based, generative which means it must be close to the preset standards or objective, and interwoven or connected with curriculum and instruction.

Groupings of students are also encouraged in engaged learning. Groupings can be heterogeneous, flexible or equitable. These types of groupings can be applied depending on the preset objectives of the lesson.

Because of the demand in the attainment of engaged learning, teachers' roles in this aspect are entirely different. The teacher who aims to achieve engaged learning among his students acts as facilitator, guide and co-learner and co-investigator.

Therefore, the role of the learners in an engaged learning are explorer, cognitive apprentice and producer of knowledge (www.ncrel.org; 2013).

The idea about engaged learning is similar to the idea presented by Grafil (2014) in the seminar about **"3R's of Effective Supervision in the K**

to 12 Curriculum" wherein she emphasized that teachers and instructional leaders should put rigor in students' engagement and gradual release of responsibilities. In this process of instruction, the teacher begins with focused instruction wherein she explains and shows the process involved in order for the student to gain understanding of the materials. This is followed by guided instruction wherein the teacher helps or assists the students in the activity to immediately see areas for improvement and give necessary feedback for improvement. After the guided instruction, the teacher will allow the students to work independently through independent learning.

Meanwhile, Fisher (2014) provided his idea relevant to instruction. In the seminar he facilitated in the Philippines, he elucidated the significance of **"Framework for Targeted and Intentional Teaching (FIT)"**. According to him, FIT teaching is composed of culture of achievement, establishing purpose, formative assessment plan and gradual release of responsibility. He explains that FIT teaching is an integrated system of instructional practices that improves teacher effectiveness and positively impacts student achievement. He also presents in this idea the framework of quality instruction which basically focuses on teacher responsibility and student responsibility. According to him, teachers as instructional leaders should be intentional, purpose driven and has clear learning targets that he would like would like his students to achieve at the end. That is why he emphasized the role of effective formative assessment as significant and critical part of instruction. He presented that this formative assessment must be comprised of feedback on the product, feedback on the progress and feedback on the process.

Lastly, Lunenberg (2012) gave the criteria for selecting learning experiences based on Tyler Model. It was suggested here that learning experiences for students must give them opportunities to practice the objective of the curriculum, obtain satisfaction in performing the learning experiences, attain the same objectives and must be appropriate to students' present attainment and usually result in several outcomes.

Faculty

Curriculum and instruction can only become meaningful and purposeful if this is properly implemented and delivered by the faculty. The faculty members of certain school have the responsibility to effectively implement instructional practices that will help students to learn.

The necessary qualifications for teachers are needed to be observed before an individual intends to apply in any educational institution.

As stated in the Manual of Regulation for Private Schools (MRPS) for pre-school and elementary, a holder of a bachelor's degree in elementary education, or it equivalent. Pre-school teachers shall have at least six unit of professional subject relating to pre-primary education.

On the other hand, for secondary level the individual or applicant must be a holder of bachelor's degree in secondary education or its equivalent, or a Bachelor of arts degree or its equivalent, with at least 18 units of professional education subjects, to teach largely in the major field (Sarmiento,2009).

A new teacher undergoes processes of placement and induction. The first has something to do with the giving of assignment while the second has something to do with orienting him or her. These must be viewed as ongoing processes (Rebore, 1982)

A teacher must engage herself in professional and personal development program. This development program must be continuous in the sense that professionals should always be actively seeking improved performance. It must be owned and managed by individual learner. Continuing professional development must be considered a personal matter and every individual must know best what he needs to learn. An individual should have a clear learning objective and wherever possible should serve organizational and client needs (Tomlinson,2004).

Programs for staff development must be focusing on changing the behavior and attributes of teachers, administrators and staff members (Rebore,1982).

This idea about professional growth is similar to the result of the research conducted by Nanquil (2013) who recommended that schools should provide professional development training programs for the teachers   in order for them to improve.

Further improvement and growth of the teachers can be achieved through literacy program, in-service training, classroom observation, supervisory conferences, staff meeting and staff orientation to develop essential competencies (De Asa, 2010). These practices in professional development of teachers must be included and considered in the faculty development. Schools have the obligation to provide and promote conditions of the economic, social and professional status of its personnel (MRPS Article XVII Section 89, 581).

The teachers are expected also to achieve professional performance. As mentioned by Tomlinson (2004), teachers must be committed to students and their learning, know the subject they teach, responsible in monitoring student learning, think systematically about their practice and learn from experience and member of learning communities.

Aside from giving and ensuring the professional growth of teachers, the school should ensure that justifiable salaries and benefits are given to them. It is clearly stated that every private school shall provide for a compensation policy where compensation ranges should be so graded taking into account performance, merit and differences in the qualifications and responsibilities of various position (MRPS Article XVII Section 90, 587).

A teacher who is hired must be given the opportunity to explain to him or her terms and conditions of employment. As stated, the probationary employment of academic teaching personnel shall not be more than a period of six consecutive semesters or nine consecutive trimesters service as the case may be (MRPS Article XXIV, 682).

A fulltime academic teaching personnel who has satisfactorily completed his/her probationary employment, and who possesses the minimum qualifications required by the commission and the institution, shall acquire a regular or permanent status if he or she is re-hired or re-appointed immediately after the end of his or her probationary employment (MRPS Article XXIV Section 118, 696).

The normal hours of work of school personnel shall not exceed eight hours a day. Any work done in addition to the eight hours daily work shall constitute overtime work. The

normal hours of work of teaching or academic personnel shall be based on their normal regular teaching loads (MRPS Article XXIV Section 120, 696)

School Administration

Administration is an indispensable component of all institutions in organized society (Rebore, 1982). It refers to managing human, financial, material resources toward the fulfillment of mission. It is expected to fulfill requirements such as establishing administrative process, procedures and techniques that develop human, financial and material resources (Rebore, 1982).

Every private shall have a governing board which exercises general supervision, have exclusive control and direction of all funds, prescribed policies, make rules and regulations and establishes practices not inconsistent with law for the governance and direction of the school (MRPS Article VIII Section 39, 229)

In the private Parochial Schools, the governing body is the Board of Trustees. Being such, it has the responsibilities and authority mentioned above over the schools. But, the school is directly supervised by the administrators headed by the Director or Directress. Under the director are the other administrative officials that include the Principal, Administrative and HR Officer, and Finance Officer. There are also middle management that include the Vice-Principal, Subject Area Coordinators and Head of the Different Department.

These administrative Officials are expected to be qualified in their respective duties and carry out their responsibilities with utmost professionalism. They are also looked upon by their subordinates as leading implementers of school's policies and objectives.

This idea is congruent to the idea mentioned by Fink (2011) about reciprocity accountability. He mentioned that it simply means that the administrators and the teachers have equal and commensurate responsibility to ensure that the teachers know the expectation of the administrators in the ensuring high achievement of students.

Administration facilitates human resources planning which have significant aspects that include human resource inventories, and objectives of school (Rebore,1982).

In order for administrators perform well their duties, they must have in-depth understanding of the concept of school leadership because this will help them to make sound decisions that will affect the school and its stakeholders.

Administrators should also lead initiatives in improving the curriculum and always find ways to improve instruction through supervision of classroom instruction. They must also lead any endeavor that intends to improve the instructional materials utilized by the teachers (Rebore,1982).

Administrators must also encourage the participation of the teachers and academic non-teaching personnel in decision making and formulation of policies. They also lead their subordinates in the realization of the school's PVM. They must organize and supervise the program and the employees must participate in the program planning (Rebore,1982).

Administrators are also in-charge in the implementation of the staff development program. A staff development program or HRD program should begin with staff needs

assessments, review of personnel progress and designate programs for remediation and development (Ubben, 1997).

Aside from the human resource management, the administration also manages the budgeting and its planning process. This process includes program planning and tentative allocation of resources, adaptation of final budget, administration and coordination of budget, record keeping, and review and appraisal of budget implementation with regards to instructional goals of the school program (Ubben, 1997)

The responsibilities of the administrators are numerous if educators think about. As mentioned by Tuquib (2012) school administrators should implement leadership programs for teachers to enhance their leadership styles. They should provide leadership training for middle level administrators. They should extend mechanism for the professional growth of teachers (De Asa, 2010). They should sustain their efficiency through efficiency and effectiveness through power sharing, collective participation and involvement of employees in decision making process (Zapanta, 2013).

They need also to strengthen the fundamental source of professional function through wider exposure to specialized professional training here and abroad (Mamorno, 2013)

The Importance of Strategic Planning

Every organization is expected to have a clear a direction in terms of what it would like to achieve for the next future to come. When the organization has very clear purpose and knows what direction it will thrive, it is considered as high performing organization. High performing organization needs to regularly plan, design and manage their own desired future because this the best action to be done especially that in the present time change cannot be stopped to affect any organization. Because of this, any organization is expected to conduct strategic planning. According to English (2006) as he adopted the idea of Drushal, strategic planning is considered as important aspect of organizational health, and processes outlined to complete this task are thought to be unifying for the organization.

Strategic planning is defined as a disciplined effort to produce fundamental decisions about possible actions that will frame what an organization is, what it does, and why it does it. Whether an organization chooses to select a process developed by a consultant or they opt to design their own process, it should be compatible with organization. There are two approaches exist to identify themes that will provide the organizational direction in planning for the future: a strengths, weaknesses, opportunities, and threats (SWOT) analysis or a strategic-issues focus. The SWOT analysis can involve people both inside and outside the organization, while strategic issues approach involves interviewing the people within the organization to determine what the themes are for the unit.

The realization of whatever transpired in the process of strategic planning takes place through strategic management. Top management needs to consider their role in developing strategy. They need to be able to discern promising ideas, monitor how they function and fit as they develop, be sensitive to their outcome and impact and mould the most promising into coherent strategies. Strategy development is therefore more about pattern recognition than formal analysis and planning (Prady,2012).

Strategic management can be defined as the art and science of formulating, implementing, and evaluating cross-functional decisions that enable an organization to

achieve its objective. It is used synonymously with the term strategic planning. It consists of three stages; strategy formulation, strategy implementation and strategy evaluation (David,2007).

Strategy formulation includes developing a vision and mission, identifying an organization's external opportunities and threats, determining internal strengths and weaknesses, establishing long term objectives, generating alternative strategies and choosing particular strategies to pursue.

Strategy implementation requires a firm to establish annual objectives, devise policies, motivate employees and allocate resources so that formulated strategies can be executed.

Strategy evaluation is the final stage in strategic management. Managers desperately need to know when particular strategies are not working well. Strategy evaluation is the primary means for obtaining this information.

All the information presented here are of relevance to the present focus of this research because they have something to do with accreditation, curriculum and instruction, faculty, administration and strategic planning.

Statement of the Problem

In the present time that educational institutions are expected to provide quality services and meaningful programs to its clienteles and the community as a whole, it is necessary that they should also find ways on how they meet this expectation. The school can only know how far they meet this expectation if there is an evaluation being conducted utilizing a standard instrument. Based on the results of this evaluation, the school can further improve its programs and can continue its best practices, so that their stakeholders and clienteles are considerably served well.

This research aims to find out the extent of implementation of the accreditation based criteria in the three key result areas to serve as basis in the formulation of the three-year strategic plan.

In order to gather relevant and significant data, this research hopes at the end to answer the following specific queries:
1. What was the profile of the schools as regards to:
    1.1. number of students in grade school and high school;
    1.2. performance in the national achievement test?
2. What was the profile of the administrators and the teachers as regards to:
    2.1. gender;
    2.2. years in service;
    2.3. highest educational attainment?

3. What was the extent of implementation of the following accreditation-based criteria in the curriculum and instruction as key-result area as evaluated by the administrators and the teachers of the accredited parochial schools in Manila:
    2.1. curriculum;

2.1.1. curriculum;
2.1.2. classroom instruction;
2.1.3. student learning;
2.1.4. academic achievement;
2.1.5. co-curricular Activities; and
2.1.6. administrative concern for effective Instruction?

3.1. faculty;
  3.1.1. selection of faculty Members;
  3.1.2. teachers' academic and professional preparation;
  3.1.3. teaching experience and length of Service;
  3.1.4. teaching assignment and load;
  3.1.5. professional performance;
  3.1.6. faculty development;
  3.1.7. salaries and other benefits; and
  3.1.8. tenure, leaves of absence, dismissal and retirement provisions?

3.2. administration;
  3.2.1. governing body;
  3.2.2. administrative organization;
  3.2.3. academic administration;
  3.2.4. administration of non-academic personnel;
  3.2.5. student administration;
  3.2.6. financial administration; and
  3.2.7. administration of records and reports?

4. What differences existed on the evaluation of the administrators and the teachers on the extent of implementation of the accreditation based-criteria in the following key-result areas:
   4.1. curriculum and instruction;
   4.2. faculty; and
   4.3. administration?

5. What strategic plan can be formulated for the three key-result areas?

Method

The method utilized in this study was descriptive quantitative research method. According to Parreno (2006) as she adopted the idea of Shelley quantitative research method begins with the idea that to measure something, particularly in numerical form, is to understand better. The information that is collected is referred to collectively as data. The things that are measured are variables which simply means something that varies in value in repeated observations. Observational units can be individual students or teachers, school districts, states, or any other entity for which data are collected. Quantitative variable is measured at the ordinal level which means that it consists of categories that are ordered from smallest to largest values of variables.

Descriptive quantitative research method is appropriate in this research because it intends to find out the extent of implementation of the accreditation-based criteria in the three key result areas of the PAASCU accreditation such as curriculum and instruction, faculty and administration.

This method is concerned with obtaining facts about the existing conditions and determining significant relationship between certain phenomena. Moreover, through the descriptive method one can measure both tangible and intangible data like opinion or achievement.

As stated by Fraenkel and Wallen (2007), descriptive method is utilized when the intention of the researcher is to describe the status of something and probe into the similarities and differences among the particular group of individuals on the basis of certain characteristics or variables.

This method helped the researcher to gather information about the extent of implementation of the accreditation based criteria from the administrators and the teachers among the PAASCU accredited RCAMES schools through their evaluation in the key result areas such as curriculum and instruction, faculty and administration. Based from the results of this evaluation, the researcher was able to come up with a strategic plan.

The researcher used two groups of respondents which consisted of the administrators and the teachers of the six selected RCAMES PAASCU accredited school in Manila.

The researcher utilized the purposive sampling procedure in selecting the respondents of this study. According to Parreno (2006) in this sampling procedure the researcher chose the respondents of the study based on their knowledge of the information needed by the researcher.

In the case of this research, the administrators and the teachers were chosen as respondents. The researcher decided to select them because they can give significant answers about the focus of this research which is the extent of implementation of the accreditation based criteria in the key-result areas such curriculum and instruction, faculty and administration.

There 35 administrators and 123 teachers participated in the research. Through the help of the school personnel and school administrators of the six schools, the questionnaires were properly distributed to the intended respondents.

There were five administrators and 26 teachers from Espiritu Santo Parochial School participated in the study. A total of 31 or 19.62 percent faculty members and administrators participated from this school. Meanwhile, there are six administrators and 23 teachers or participated from Holy Trinity Academy or a total of 29 or 18.35 percent. Aside from this, there are five administrators and 24 teachers involved in this research from Malate Catholic School or a total of 29 or 18.35 percent.

On the hand, nine administrators and 19 teachers from Nazarene Catholic School answered the questionnaires or a total of 28 or 17.72 percent. Furthermore, there are five administrators and 17 teachers from Saint Joseph Gagalangin participated in this study or a total of 22 or 13.92 percent. Lastly, there are five administrators and 14 teachers from Saint Joseph Pandacan who willingly participated in this research or a total of 19 or 12.04 percent.

A number of respondents were from Espiritu Santo Parochial School while only few respondents were from Saint Joseph Gagalangin. Inasmuch as the researcher wants to get 100 percent of the total respondents he did not achieve it because school administrators explained

that almost all their teachers were preparing for the activities scheduled before the end of the schools year.

A standardized questionnaire of the PAASCU self-survey was utilized to evaluate the extent of implementation of the accreditation based criteria in the key-result areas such as curriculum and instruction, faculty and administration among the RCAMES PAASCU accredited schools in Manila. The criteria found in this standardized self-survey were included in the instrument utilized in this research.

The researcher conducted interview with the administrators and the teachers in order to verify their answers and gather other substantial information to support the results of this study. This was also used in order to clarify some of results produced in this research.

Data Processing and Statistical Treatment

The data gathered through the questionnaire were tallied, tabulated, analyzed and interpreted using the following statistical tools and procedures:

Percentage. This was used to relate the part to the whole. In this study, it was used to describe the profile of the administrators and the teachers.

The formula was:

$$P = f/N$$

Where:

P-Percentage

f-frequency

N-total respondents

Standard Deviation. It is the square root of the value of the variance. It was used to get the variance of the teachers and administrators evaluation. The formula for this is shown below:

$$s= \sqrt{\dfrac{\sum(x-\overline{x})^2}{N-1}}$$

Where:

s= the standard deviation

x= each value in the sample

$\overline{x}$= the mean of the values

N= the number of population

Weighted Mean. This was used to determine the results of the evaluation of the administrators and the teachers on the extent of implementation of the accreditation based criteria in the three key results areas such as curriculum and instruction, faculty and administration.

The formula used was:

$$WM=\dfrac{\sum WF}{N}$$

Where:

WM= Weighted Mean

W = Weights Assigned

F = Frequency of each Option

WF= Summation of Weighted Frequencies

N = Total Respondents

Weights assigned to each criterion in the three key result areas are as follows:

5- Excellent-the provisions or conditions are extensive and are functioning excellently

4- Very Good-the provisions or conditions are moderately extensive and are

functioning well

3- Good-the provisions or conditions are met and functioning adequately

2- Fair-the provisions or conditions are limited and functioning minimally

1- Poor-the provisions or conditions are limited and functioning poorly

In order to give the corresponding qualitative interpretation in each weighted mean as results based from the evaluation made by the administrators and the teachers in all the criteria in curriculum and instruction, faculty and administration the following range will be used:

4.51-5.00	Excellent-	the provisions or conditions are extensive and are functioning excellently
3.51-4.50	Very Good-	the provisions or conditions are moderately extensive and are functioning well
2.51-3.50	Good-	the provisions or conditions are met and functioning adequately
1.51-2.50	Fair-	the provisions or conditions are limited and functioning minimally
1.00-1.50	Poor-	the provisions or conditions are limited and functioning poorly

t-test of significant difference. This was used to test the significant differences on the evaluation of the administrators and the teachers on the extent of implementation of the accreditation based criteria in the three key results areas such as curriculum and instruction, faculty and administration in their respective schools. It was used because the variance of each group is determined. The formula for t-test is provided below:

formula:

$$t = \frac{\overline{X_1} - \overline{X_2}}{\sqrt{\dfrac{(n_1-1)s_1^2 + (n_2-1)\,s_2^2}{n_1 + n_2}}\;\sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}}$$

Where:

$\overline{X_1}$ = mean of the teachers' evaluation,

$\overline{X_2}$ = mean of the administrators' evaluation,

S_1^2 = variance of the teachers' evaluation,

S_2^2 = variance of the administrators' evaluation,

n_1 = total number of teacher-respondents, and

n_2 = total of the administrator- respondents

df = $n_1 + n_2 - 2$

The basis of determining if there is significant difference on the evaluation made by the teachers and administrators on the three key result areas the researcher utilized the 0.01 level of significance. Since the hypotheses presented in this research non-directional he decided to adopt the two-tailed test with 2.58 or -2.58 level of significance.

Summary of Findings, Conclusion and Recommendations

This part presents the summary of findings, conclusion and recommendations. The purpose of this research is to find or determine out the implementation of the accreditation based-criteria of among accredited parochial schools in Manila. These accreditation based criteria are found in the three key-result areas which include curriculum and instruction, faculty and administration. After determining this, a three-year strategic plan was formulated.

This research utilized qualitative research and specifically adopted the descriptive-survey method. The respondents in this research were the administrators and the teachers from the six accredited parochial schools in Manila. They were chosen using the purposive sampling.

In order to gather the data needed for this research, a survey questionnaire which is adopted from the standardized self-survey questionnaire of the PAASCU was utilized.

The data gathered through the questionnaire was analyzed and treated using the weighted mean and t-test. The t-test as statistical treatment was used in order to find out if there is significant difference on the evaluation made by the administrators on the different criteria under the three key-result areas of curriculum and instruction, faculty and administration.

Summary of Findings

This portion of the research presents the summary of findings derived through this research.

1. What was the profile of the schools as regards to:

   1.1. number of students in grade school and high school. The school with the highest number of students enrolled is Espiritu Santo Parochial School with 1250 students for the grade school and 1645 for the high school or a total of 2895 or 31.67 percent. On the other hand, the school with the lowest number of students is Saint Joseph Pandacan with 333 students in the grade school and 327 in the high school or a total of 660 or 7.22 percent. The mean number of students enrolled in grade school is 776 while for high school is 747. 67.

   1.2. performance in the National Achievement Test. Holy Trinity Academy has the highest MPS for grade school with 60.79 while the lowest is Saint Joseph Gagalangin with 49.70. On the other hand, Nazarene Catholic School has the highest MPS for high school with 57.01 while Espiritu Santo Parochial School has the lowest MPS for high school with 48.18.   The mean MPS of six parochial schools for grade school is 55.01 and 51.41 for high school which both are within near mastery level.

2. What is profile of the respondents as regards to:

   2.1. Gender. There are 11 male administrators and 39 male teachers participated in this study or a total of 39 or 50 percent of the total respondents. While, there are 24 female administrators and 84 female teachers participated in this study or a total of 108 or 68.36 percent of the total respondents.

   2.2. Years of Service. There four administrators and 53 teachers are serving their respective schools within 1 year to 5 years or a total of 57 or 36.07 percent. The mean year of service of administrators is 17 while the mean year of service of the teachers is 7.

   2.3. Educational Background. There are eight administrators and 61 teachers or a total of 69 or 43.68 percent are graduates of Bachelor of Secondary Education. Furthermore, 14 administrators and 30 teachers or a total of 44 or 27.85 percent have already acquired their M.A units.

3. **What is the extent of implementation of the following accredited based criteria in the following key result areas as evaluated by the administrators and the teachers of the accredited parochial schools in Manila:**

3.1. Curriculum;

3.1.1. **Curriculum.** The administrators and the teachers agreed that their curriculums comply with the learning competencies of the Basic Education Curriculum and they reflect the schools' philosophy, vision, mission and objectives with the highest weighted means of 4.54 and 4.36 respectively and qualitative description of very good. Consequently, they rated with lowest weighted means how well do the special programs meet the needs of the students and how well is the system of articulation implemented to identify points of integration among the different subjects with weighted means of 4.06 and 3.99 respectively and qualitative description of very good. The total weighted means of their evaluation for this area are 4.29 and 4.09 respectively with qualitative description of very good.

3.1.2. **Classroom instruction.** Both the administrators and the teachers' agreed the classroom management contributes to an effective learning atmosphere with weighted means of 4.29 and 4.22 respectively or very good. But, they gave the lowest weighted average to how is the medium of instruction satisfactorily used by the teachers and how adequately do the provisions meet individual differences and diverse learning styles with a weighted means of 4.09 and 3.93 respectively or very good. The total weighted means here are 4.19 and 4.09 or very good.

3.1.3. **Student learning.** The administrators and the teachers gave the highest evaluation to how satisfactory are the results of individual and group work activities with weighted means of 4.06 and 3.97 respectively or very good. While the lowest is how satisfactory is the completion of assignments with weighted averages of 3.57 and 3.63 respectively or very good. The total weighted means are 3.84 and 3.75 or very good.

3.1.4. **Academic Achievement.** The administrators and the teachers gave highest evaluation to what extent does the grading system reflect student performance with 4.29 and 4.11 respectively or very good and the lowest to how adequately are evaluation results interpreted, analyzed and utilized for the improvement of teaching techniques and methods and to what extent are the guidance test results used for instructional purposes with 3.97 and 3.84 respectively or very good. The total weighted means are 4.10 and 4.00 or very good.

3.1.5. **Co-curricular Activities.** The administrators and the teachers evaluated with the highest weighted mean the criteria how adequate is the number of student participating in co-curricular activities, to what extent do the co-curricular activities promote positive values and attitudes, and to what extent do the curricular activities help achieve the school's philosophy, vision, mission and objectives with 4.29 and 4.09 respectively or very good. Meanwhile, they gave the

lowest evaluation to what extent has the school availed itself of community resources in the co-curricular activities and to what extent do the curricular activities help achieve the school's philosophy, vision, mission and objectives with weighted averages of 4.00 and 3.97 respectively or very good. The total weighted means here are 4.19 and 4.03 or very good.

3.1.6.   **Administrative Concern for effective Instruction.** The administrators and the teachers evaluated how regularly are the classes held and how satisfactory are the criteria used for the system of recognition for academic achievement and character formation with the highest weighted means of 4.54 and 4.39 respectively. On the other hand, they gave the lowest evaluation to criteria to what extent are textbooks and teaching materials updated, and to what extent does the school make judicious use of instructional materials, devices and equipment with weighted averages of 4.17 and 3.86 respectively or very good. The total weighted means are 4.37 and 4.13 respectively or very good.

3.2.   Faculty;

3.2.1.   **Selection of Faculty Members.** The administrators and the teachers gave the highest evaluation to how satisfactory is the stated procedure for selecting faculty members with weighted means of 4.29 and 4.11 respectively. While they gave the lowest evaluation to how successful have these methods been in selecting competent faculty members and how satisfactory is the stated procedure for selecting faculty members with weighted means of 4.14 and 4.05 respectively. The total weighted means are 4.22 and 4.09 respectively or very good.

3.2.2.   **Teachers' Academic and Professional Preparation.** The administrators and the teachers gave the highest evaluation to how well matched is the preparation of the faculty as a whole to the requirements of the curriculum and how satisfactory is the percentage of fully qualified members of the faculty with 4.14 and 4.15 respectively or very good. While the administrators gave the lowest evaluation to how satisfactory is the percentage of the faculty members with academic preparation beyond the minimum degree requirements and with 4.00 and the teachers to how well matched is the preparation of the faculty as a whole to the requirements of the curriculum with 4.11 or very good. The total weighted means are 4.08 and 4.14 respectively or very good.

3.2.3. Teaching Experience and Length of Service. The administrators and the teachers gave highest evaluation to how satisfactory is the total experience of the faculty with the weighted average of 3.83 and 3.99 respectively. Furthermore, it was revealed that they gave the lowest evaluation in a similar criterion which is how successful is the school in retaining its faculty with a weighted average of 3.54 and 3.67 respectively. The total weighted means are 3.67 and 3.85 respectively or very good.

3.2.4. Teaching Assignment and Load. The administrators and the teachers gave the highest evaluation to how adequate is the percentage of faculty members on full-time

basis with 4.37 and 4.24 respectively or very good. Likewise, they gave the lowest evaluation to how satisfactory is the number of subject preparations of faculty members and how satisfactory are the teaching loads of the faculty members with 3.94 and 3.79 respectively. The total weighted means are 4.11 or 3.98 or very good.

3.2.5.Professional Performance. The administrators and the teachers gave the highest evaluation to how effectively do faculty members plan their lessons and prepare their instructional objectives and how effectively do the faculty members relate and communicate with the students with 4.11 and 4.28 respectively or very good. While they gave the lowest evaluation to what extent do the teachers make use of guidance data and other related resources with the weighted averages of 3.80 and 3.90 respectively or very good. The total weighted means are 3.98 and 4.09 or very good.

3.2.6.Faculty Development. The administrators and the teachers gave the evaluation on how satisfactory is the orientation program for new members and how satisfactory are the evidences of professional growth among the faculty members with 4.40 and 4.21 respectively or very good. While the lowest weighted means were given to how extensive are the provisions for the development of the socio-political consciousness of the faculty members with 4.09 and 4.06 respectively or very good. The total weighted means are 4.29 and 4.15 respectively or very good.

3.2.7.Salaries and other Benefits. The administrators and the teachers gave the highest evaluation to how consistent is the implementation of the salary schedule with weighted averages of 4.03 and 3.88 respectively or very good. They also gave the same lowest evaluation to what extent are salaries and benefits sufficient to assure a living compatible with teaching profession with weighted averages of 3.80 and 3.73 respectively or very good. The total weighted means are 3.90 and 3.79 respectively or very good.

3.2.8.Tenure, Leaves of Absence, Dismissal, Retirement Provisions. The administrators and the teachers gave the highest evaluation to how satisfactory are the provisions relating to leaves of absence for faculty members and how satisfactory is the policy regarding probation, temporary employment and tenure of faculty members with 4.09 and 3.93 respectively or very good. On the other hand, they gave the lowest evaluation to how satisfactory are the conditions and procedures leading to the dismissal of faculty with 3.86 and 3.80 respectively. The total weighted means are 3.97 and 3.86 respectively or very good.

3.3. Administration;

3.3.1. Governing Body. The administrators and the teachers gave the highest evaluation to what extent is the school provided with sound direction and effective support and to what extent is the chief policy making body helpful in the integrated school with 4.11 and 3.97 respectively. The total weighted means are 4.10 and 3.92 respectively or very good.

3.3.2. Administrative Organization. The administrators and the teachers evaluated and gave the highest weighted average to criterion to what extent is the administration efficiently organized in the integrated school and how effective is the administrative organization in actual practice in the integrated school with 4.34 and 3.91

respectively. The lowest evaluation was given to criterion to what extent does the administration give the faculty and student body a good example of team work with 4.14 and 3.89 respectively. The total weighted means are 4.26 and 3.91 respectively or very good.

3.3.3. Administrative Performance. The administrators and the teachers gave highest evaluation to criteria to what extent do the administrative officers promote the school's philosophy, vision, mission and objectives and to what extent do the administrative officers implement the school's objectives and policies with 4.29 and 4.07 respectively or very good while the lowest evaluation were given on criteria rate the performance of the basic education administrative officials as to sound decisions making and to what extent do they maintain healthy relations within the school with 4.00 and 3.98 respectively or very good. The total weighted means are 4.13 and 4.03 or very good.

3.3.4. Academic Administration. The administrators and the teachers gave the highest evaluation to criteria how effective is administration in the supervision of the grading system and how effective is administration in the supervision of the teacher-made test with 4.49 and 4.18 respectively or very good. On the other hand the lowest evaluation were given to how satisfactory are faculty and academic non-teaching personnel involvement in policy formulation and decision-making and how effective is the substitution program with 4.14 and 3.95 respectively or very good. The total weighted means are 4.28 and 4.05 respectively or very good.

3.3.5. Administration of non-academic personnel. The administrators and the teachers gave the highest evaluation to criteria to what extent are the non-academic personnel aware of the school's philosophy, vision, mission, objectives and policies and how well are the various school policies implemented with 4.14 and 3.95 respectively or very good. On the other hand, they gave the lowest evaluation to criteria how satisfactory are the provisions for staff development and how adequate is the number of the non-academic personnel in relation to the needs of the school with 4.06 and 3.90 respectively or very good. The total weighted means are 4.11 and 3.92 respectively or very good.

3.3.6. Student Administration. The administrators and the teachers gave the highest evaluation to criteria to what extent is the system of issuing honorable dismissals and transcript of records in accordance with government regulations and to what extent are the admission requirements in harmony with philosophy, vision, mission and objectives with 4.31 and 4.04 respectively or very good while the lowest is on criteria to what extent does the school actually select only those applicants who are capable of its educational program and criterion how prompt, efficient and accurate is the handling of financial transactions with 4.06 and 3.95 respectively or very good. The total weighted means are 4.19 and 4.01 respectively or very good.

3.3.7. Financial Administration. The administrators and the teachers gave the highest evaluation to criteria to what extent are funds used for the purposes for which they are collected and how qualified are the financial officers and staff with 3.91 and 3.86 respectively or very good. Consequently, the lowest evaluation was given to criteria to what extent do the key administrators, supervisors, and concerned personnel participate in the preparation of the budget, how satisfactory is the accounting procedure and how effective are the management and control of assets with 3.71 and 3.79 respectively or very good. The total weighted means are 3.81 and 3.82 respectively or very good.

3.3.8. Administration of Records and Reports?

The data on the table present that the evaluation of the administrators on administrations of records and reports is higher than the teachers with 4.09 weighted mean or very good.

4. What significant differences existed on the evaluation of the administrators and the teachers on the extent of implementation of the accreditation based-criteria in the following key-result areas:

4.1. curriculum and instruction. The evaluation of the administrators and the teachers on all the criteria of the curriculum and instruction was similar and there was no significant difference since both agreed that these criteria were implemented very good or moderately extensive and were functioning well.

4.2. faculty. The evaluation of the administrators and the teachers on all the criteria of faculty was similar and there was no significant difference since both agreed that these criteria were implemented very good or moderately extensive and were functioning well.

4.3. administration. The evaluation of the administrators and the teachers on all the criteria of the administration was similar and there was no significant difference since both agreed that these criteria were implemented very good or moderately extensive and were functioning well.

5.What strategic plan can be formulated for the three key result areas?

A three-year strategic plan was formulated.

Conclusions

Based on the findings, the following conclusions are drawn:
1. The schools participated in this study are big and small parochial schools based on their number of students for both grade school and high school.
2. The schools' NAT performances were within the near mastery level.
3. There were more female respondents participated in this research for both administrators and the teachers.
4. Most of the administrators have been serving their schools for more than 15 years while most of the teachers have been serving their schools beyond 5 years.
5. Most of the respondents for both the administrators and the teachers were BSED graduates and some of them had already earned their M.A. units.
6. The schools strictly complied and followed the Enhanced Basic Curriculum
7. The learning activities were utilized and ensured to promote positive values and attitudes.
8. There was a clear system utilized to recognize the performance of the students in the Parochial Schools.
9. There was no significant difference on the evaluation of the administrators and the teachers on the curriculum and instruction key-result area. All the criteria under this were implemented by the schools moderately extensive and were functioning.
10. There was no significant difference on the evaluation of the administrators and the teachers on the faculty key-result area. All the criteria under this were implemented by the schools moderately extensive and were functioning well.

11. There was no significant difference on the evaluation of the administrators and the teachers on the administration key-result area. All the criteria under this were implemented by the schools moderately extensive and were functioning well.

12. All the schools participated in this study need to achieve excellence on their practices or they need to ensure that provisions and conditions are implemented extensively and are functioning excellently.

Recommendations

Based on the findings and conclusion of this study, the following recommendations are hereby given and suggested:

1. Since development of students should be done in holistic manner then the schools should see to it and sustain that they make intensive evaluation and review of their special programs to determine their impact to students' development.

2. Since the teachers are considered as primordial instrument in the delivery of knowledge then they have to intensively undergo training and seminar to strengthen their skill in the medium of instruction. Schools should sustain this program.

3. In order to find out what significant help and assistance can be given to the students to improve their academic performance, it is primordial for the teachers and school administrators to strengthen the extensive use of guidance data for the purpose of instruction. Hence, a sustainable seminar about data utilization is recommended.

4. Inasmuch as schools are bounded to give latest information to their students then a sustainable review and update of instructional and materials and books must be done.

5. Because professional preparation is really needed by the teachers, school administrators must sustain their programs related to this like providing subsidy for the faculty and sending them to seminars.

6. Because the administrators are looked up as leaders in administering and supervising the school sustainable training on leadership and management must be given.

7. Since there are procedures that need to be adhered with regards to the hiring of faculty members, selection of student, financial transaction and accounting procedure, a sustainable review of these procedures must be done by the administrators concern to address some concerns encountered by the stakeholders.

8. Another similar study that involves larger number of respondents and other RCAMES Schools in NCR should be conducted to get more in-depth information relevant to the objective of this study.

9. The following research endeavors or future studies are hereby suggested:
   a. The Correlation of Level of Accreditation to the Educational Outputs of Accredited Parochial Schools
   b. The Prevailing Leadership and Management Styles of School Administrators among the Accredited Schools
   c. Unique Instructional Practices among Accredited Parochial Schools as Indicators of their Catholic Charisms: An Analysis

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