

Assessment on the Integration of the Basic Education Department of Notre Dame of Marbel University: Input for Strategic Management Plan

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ABSTRACT

The term integration refers to merging the Elementary and High School Departments. The merging entailed alignment of the curriculum and management system from kindergarten to the secondary levels, where there is a unified set of administrative teams for both elementary and high school to plan, implement, monitor, and evaluate the curriculum and other administrative components. Using a descriptive research design, this study assessed the implementation of the integrated system of basic education at Notre Dame of Marbel University. Specifically, this study has determined the level of satisfaction of the personnel and retirees on the implementation of the integrated system of the basic

education department of Notre Dame of Marbel University; and determining the strengths and weaknesses of the implementation of the integrated system as perceived by the personnel and retirees of NDMU-IBED. The result of the study reveals that all the areas being assessed, such as the Organizational Structure, Academic/Instructional Management, Program Implementation Scheme, Human Relationship, Leadership, and Participation, have obtained very satisfactory results. Strengths and Weaknesses were also identified in each of the areas mentioned. It can be concluded that the integrated system being implemented in the basic education of Notre Dame of Marbel University has brought more positive changes in terms of the organizational structure, academic management, program implementation monitoring scheme, human resource relationship, leadership, and participation.

Keywords— Education, descriptive, administrative assessment, Philippines

INTRODUCTION

As mentioned in the study of Fan (2004), the word “integrated” in Chinese means putting different cultures together based on positive moral concepts. For cultures to become integrated, they must know and understand each other. In addition, they should appreciate and respect each other. In other words, integration does not require the parties to give up their characters or focus on their differences. This is the proper form of integration. The twelve-year basic education curriculum-social curriculum in Taiwan is one of the learning focuses. In the study of Hong et al. (2022), the integrated curriculum in Taiwan promotes the development of the twelve-year consistent education, which leads to learners’ development in terms of their comprehensive quality.

In this study, the term integration of basic education has been associated with the concept mentioned above of integration. As defined in the RA 9155 s. 2001, an integrated school offers a complete basic education in one school site and has a unified instructional program. While Whitehead’s philosophy specifically refers to the wholeness of every individual as an output of the integrative process of nurturing and developing him, this study pertains to the wholeness of the system considering the different parts or components. In this context, the study pertains to integrating the basic education department into one system, allowing integration, alignment, collaboration, and merging to happen from the kindergarten to the secondary levels of education.

Several established and known schools in the Philippines have already implemented an integrated system. For instance, the University of the Philippines Integrated School functions primarily as the laboratory school of the College

Department. It is also the basic education unit of UP Diliman. Other autonomous universities of UP also maintain their basic education units (University of the Philippines Integrated School, 2012).

In its desire to be at par with the other educational institutions in the Philippines in terms of delivering quality education with a simplified and rationalized system, the Notre Dame of Marbel University- Integrated Basic Education Department also adopts an integrated system by merging the Elementary and High School Departments. The merging entailed aligning the curriculum and management system from kindergarten to the secondary levels. Along with the concept of integration as adopted by the school, there has been a unified set of administrative teams established for both elementary and high schools to plan, implement, monitor, and evaluate the curriculum and other administrative components. As mentioned in the rationale of the implementation of the integrated basic education in NDMU (as mentioned in the PAASCU report 2010), in its aim to potentiate the learning success in the institution, the school continues to prioritize the development of curriculum and institutional programs, policies and standards to reinvent a more flexible and relevant curriculum; thus, the integrated system was implemented.

This study is an evaluation of the implementation of the integrated system looking into the five different components the Organizational structure/Framework, Academic/Instructional Management, Program Implementation, Monitoring Scheme, Human Resource Relationship, Leadership, and Participation.

By structure, it pertains to the framework around which the group is organized and the underpinnings which keep the coalition functioning. It is the operating manual that tells members how the organization is put together and how it works. More specifically, structure describes how members are accepted, how leadership is chosen, and how decisions are made (Community Tool Box, 2015).

Organizational structures evolve. What exists today often is the cumulative result of multiple changes made over many years. Therefore, as executives seek to build a more agile organization, they often find themselves shackled to organizational designs which are not in alignment with their selected strategies to achieve the company's vision (Minerich, 2008). Organizational Design goes beyond physical workspaces. How a company manages its people, assets, and resources also significantly impacts on how a company creates value (Hesselberg, 2018).

The second area being evaluated in this study is the Academic and curriculum management of the department, which is considered to be one of the main reasons there is a need to merge the two departments and call it integrated.

In some reviews, the academic management service helps students to carry out all the administrative procedures involved in their education: enrolments, grants, academic transcripts, certificates, and diplomas, among other things. It also deals with curricula and academic regulations (Universitat Rovira I Virgili, 2008).

The third component being evaluated in this study is the program implementation and monitoring scheme. This pertains to how the programs and activities implemented in the department are being monitored and evaluated and how are the results of the evaluation being utilized for the improvisation of the program. In various reviews, Sarva Shiksha Abhiyan, a program for universalizing elementary education in India, prioritizes monitoring and supervision since quality is its major concern. Monitoring of quality will require an understanding of the processes of program implementation. Process and quality indicators would have to be developed per felt needs to track the quality of program implementation. Such efforts would require partnership with institutions, PRIs, School Committees, etc. Training and orientation programs to develop appropriate monitoring formats and qualitative monitoring through process documentation (All India Council for Technical Education, 2019).

Meanwhile, the human resource relationship pertains to how every member of the said integrated system collaborates and interacts with each other. This study looked into how the system has strengthened and intensified the relationship between and among the personnel and how their network has improved.

In the context of school leadership, research indicates that teachers' perception of the Principals' expertise or human capital is also critical, and their interactive style can motivate teachers to change (Mulford, 2003). Further, principals who engage in practices such as soliciting advice and opinions while praising teachers better motivate teachers to improve instruction. He also stated that social capital in the form of a valued social network, mutual trust, respect, and a sense of obligation and responsibility are defining characteristics of teachers' leadership for instruction.

School principals influence teacher professional development on instruction, creating a learning environment, direct involvement in the design, delivery, and content of professional development, and assessing professional development outcomes (Bredeson, 2000).

Employee participation means sharing an activity with others to complete the goals. Employee suggests ideas to make the item more efficient and make decisions on his portion of the team's project. Employee involvement is a one-on-one approach between employees and management. An employee is included in all aspects of the decision-making process and takes ownership of the outcome of the project.

OBJECTIVES OF THE STUDY

This study aimed to assess the implementation of the integrated basic education system at Notre Dame of Marbel University. Specifically, this study aimed to (1) determine the level of satisfaction of the personnel and retirees on the implementation of the integrated system of the basic education department of Notre Dame of Marbel University and (2) determine the strengths and weaknesses of the implementation of the integrated system as perceived by the personnel and retirees of NDMU-IBED.

METHODOLOGY

Research Design

The study made use of the descriptive method of research. A descriptive research method was used in the first part of the study, which included profiling the respondents and determining the level of their agreeability to the indicators in every component. The profiling involves categorizing the respondents according to retired and non-retired personnel and the number of years that they had experienced teaching in the integrated and non-integrated system. In determining the level of satisfaction of the respondents with the integrated system as reflected in the different indicators under each component, the tool that the researchers made was used. The tool determined the level of agreeability of the respondents to the indicators. Reviews of literature stated that there is a sense of satisfaction when there is agreeability; thus, in this study, the level of agreeability, as a result, was equated to the level of satisfaction. The second part of the study used an exploratory approach to determining the perception of the participants about the integrated system. A focus-grouped discussion was used in the study to generate data that would speak about their perceptions.

Research Site

Notre Dame of Marbel University- Integrated Basic Education Department is a catholic school owned by the Marist Brothers. As a catholic school, it envisioned being an institution of learning dedicated to the spiritual, moral, and academic formation of men and women who exemplify competence and social responsibility in the service of God and Humanity and a mission to commit itself to build character through Christian education. It is a laboratory school of the college department of NDMU located at Brgy. St. Nino, City of Koronadal, South Cotabato, is considered one of the premiere and prestigious private schools that provide quality education to the young within the City of Koronadal and even to its neighboring communities.

Sampling

This study on determining the level of satisfaction of the personnel on the integrated system of the basic education of Notre Dame of Marbel University employed a purposive sampling method to determine the respondents and participants of the study. In doing so, the researchers identified the personnel from the elementary and high school departments who had experienced teaching in both the integrated and non-integrated systems. All the identified people in the list were considered respondents in the descriptive part of the study. From them, the researchers identified ten personnel who became part of the focused group discussion to answer the second part of the study. The researcher also identified 15 retirees. The identified retirees were part of the focused group discussion and were also asked to respond to the questionnaire to answer the first and second problems.

Instrumentation

The researchers employed two instruments to answer the research objectives of the study. On the first and second problems, a researcher-made tool was utilized to determine the profile and the level of satisfaction of the personnel, including the retiree, on implementing the integrated system in the basic education of NDMU. The said tool has two parts; the first part seeks the basic information of the participants. The second part aimed at determining the level of satisfaction of the respondents with the implementation of the integrated system. It included the six identified components to be evaluated, namely, Organizational structure, Academic Management, Program implementation, Human Resource Relationship, Leadership, and Participation. For every component, five indicators describe the existing practices/experiences of the personnel while teaching in the integrated system.

The second part employed the following scale in determining the level of satisfaction of the personnel: (4) strongly agree, (3) agree, (2) disagree, and (1) strongly disagree. In the study, the level of agreeability to the item determined the level of satisfaction of the respondents to the indicator per item, as this was supported by literature saying that agreeability corresponds to job satisfaction (Camgoz & Karapinar, 2011) as Strongly Agree - Very Satisfied; Agree - Satisfied; Disagree - Dissatisfied; Very Disagree - Very Dissatisfied.

Data Gathering

In the first and second parts of the study, a letter of invitation was sent to the identified personnel of the department to become part of the study. They were given a copy of the questionnaire and asked to answer them honestly, ensuring

their confidentiality. The identified personnel who became part of the focused group discussion were also given a letter of invitation, and a meeting with them for the discussion was scheduled. The retirees were also given an invitation to be part of the study, and a discussion meeting with them for the focused group discussion was also scheduled on a separate date.

Data Analysis

In determining the level of satisfaction of the personnel on the implementation of the integrated system in the basic education of NDMU, the following scale was employed to describe the agreeability level of the personnel on the different indicators for each component as organizational structure, academic management, program implementation, human resource relationship, leadership, and participation as 4) Strongly Agree; 3) Agree; 2) Disagree; 1) Strongly Disagree.

The level of agreeability was associated with the level of satisfaction of the personnel, as this was supported by literature saying agreeableness is positively related to job satisfaction (Camgoz & Karapinar, 2011). To describe the level of satisfaction, the following interpretation was employed,

1.00 – 1.75	Very Dissatisfied
1.76 – 2.50	Dissatisfied
2.51 – 3.25	Satisfied
3.26 – 4.00	Very Satisfied

In the second part of the study, a qualitative approach to data analysis was employed. The result of the focused group discussion was coded according to meaning and organized according to the relatedness of the responses focusing only on the strengths and weaknesses of the integrated system implementation. The researchers put meaning to a certain cluster from the grouped data and then discussed it.

RESULTS AND DISCUSSIONS

This chapter presents the results and the discussion of the data drawn from the evaluation of the Integrated System of Notre Dame of Marbel University-Integrated Basic Education Department focusing on the areas of Organizational Structure, Academic Management, Program Implementation, Human Resource Relationship, Participation, and Leadership.

Table 1. Distribution of the Respondents of the Study

Categories of respondents	Frequency	Percentage
Retired Personnel	9	31.03
Non-retired personnel	20	68.97

N=29

Table 1 shows the distribution of the respondents to the study. As shown in the table, of the 29 respondents, 31.03% are retired personnel working in the basic education department of NDMU in integrated and non-integrated systems. 68.97% of the respondents are still presently connected in NDMU-IBED.

Table 2. The distribution of the number of years in service of the respondents

Number of years	Frequency	Percentage
10-15	3	10.34
16-20	9	31.03
21-25	11	37.93
26-30	3	10.34
31-35	3	10.34

N=29

The table shows the distribution of the respondents of the study in terms of their years of service in NDMU. Data shows that more respondents had served in NDMU between 16-20 with 31.03% and 21-25 years with 37.93%.

Few participants had served in NDMU between 31-35 years, with a percentage of 10.34%, and this person had already retired from the service in school.

Table 3. The level of Satisfaction of the Personnel and Retirees on the Organizational Structure in the Integrated System

Indicators	4 Strongly Agree	%	3 Agree	%	2 Disagree	%	1 Strongly Disagree	%	Mean	Interpretation
1. The organizational structure is clear and well-articulated.	22	75.86	7	24.14	0	0.00	0	0.00	3.76	Very Satisfied
2. The functions of each unit in the structure are clearly defined.	21	72.41	8	27.57	0	0.00	0	0.00	3.72	Very Satisfied
3. The organizational structure reflects the intertwining and connectedness of the functions of each unit.	20	68.97	9	31.03	0	0.00	0	0.00	3.69	Very Satisfied
4. All important functions/positions are reflected or represented in the structure.	19	65.52	10	34.48	0	0.00	0	0.00	3.66	Very Satisfied
5. The structure clearly shows the line of communication in the department.	21	72.41	8	27.57	0	0.00	0	0.00	3.72	Very Satisfied
Mean									3.71	Very Satisfied

Table 3 shows the level of satisfaction of the personnel and retirees of NDMU-IBED in terms of the organizational structure of the school. The mean of 3.71 indicates that they are very satisfied with how the indicators were observed and implemented in the integrated system. The respondents were very satisfied with indicator 1, obtaining the highest mean of 3.76. Thus, they find the organizational structure clear and well-articulated, as manifested through their awareness of the flow of duties, functions, and responsibilities of every component of the integrated system. Indicators 2 and 5 obtained the second highest mean of 3.72. It shows that the respondents had observed the clarity of the functions of the administrators where there has been one principal, asst. principal in the elementary (now academic coordinator in both elementary and high school levels), and one set of coordinators and committee heads. Hence, the new structure resulted in an enhanced line of communication in the department which the respondents were very satisfied with.

Furthermore, the result also signifies that the respondents were very satisfied with indicators 3 and 4, with a mean of 3.69 and 3.66, respectively. While the respondents find interconnectedness in terms of the functions of each unit, they also recognize that each unit has important functions and is reflected in the structure. In support of the study of Jiang et al. (2011), it was explained that a

well-established organization is an important factor that facilitates employees' commitment, satisfaction, and fulfillment.

Table 4. The level of Satisfaction of the Personnel and Retirees with the Academic/Instructional Management in the Integrated System

Indicators	4 Strongly Agree		3 Agree		2 Disagree		1 Strongly Disagree		Mean	Interpretation
		%		%		%		%		
1. Clear and functional academic systems are established.	24	82.76	5	17.24	0	0.00	0	0.00	3.83	Very Satisfied
2. There are clear limitations/distinctions between the academics and administrative functions in school.	23	79.31	6	20.69	0	0.00	0	0.00	3.79	Very Satisfied
3. In the new system, the monitoring of the academic aspect has been strengthened.	19	65.52	10	34.48	0	0.00	0	0.00	3.66	Very Satisfied
4. The new system leads to better performance of the teachers in terms of the lesson delivery.	18	62.07	11	37.93	0	0.00	0	0.00	3.62	Very Satisfied
5. There is evidence of thorough preparation and planning of instructional activities.	21	72.41	7	24.14	0	0.00	0	0.00	3.62	Very Satisfied
Mean									3.70	Very Satisfied

Table 4 shows the level of satisfaction of the personnel and retirees regarding the academic management in the integrated system. The mean of 3.70, which is interpreted as very satisfactory, suggests that the respondents have a positive view of academic/instructional management in the integrated system. The respondents feel that there is a clear and functional academic system in NDMU-IBED with a mean of 3.83, followed by indicator two, which obtained a mean of 3.79. This means that although a clear and functional academic system is established, the respondents still recognize a clear distinction in functions between the administrative and academic aspects of the integrated system. The well-defined functions of the coordinators and staff and proper channeling of academic duties and responsibilities led to the proper monitoring of the academic dimension of the school, in which the respondents are very satisfied with obtaining the third highest mean of 3.66. This also means that the academic management of the

school had not been affected by the changes in the structure of the integrated system in a way that despite the wider scope to be monitored and supervised by the academic and subject coordinators, they were still able to manage to monitor and supervise the teachers, the curriculum and instruction in the specific subject discipline assigned to them. Furthermore, the respondents are very satisfied with the delivery of instruction of the teachers and in terms of the planning and preparation of the lesson obtaining the mean of 3.62. Consequently, a well-managed instructional program results in the higher academic success of students. In support, the study of Hartzler (2000) explained that an integrated curriculum had been a viable alternative to the development of the cognitive aspects of learners.

Table 5. The level of Satisfaction of the Retirees and Personnel on the Program Implementation Monitoring Scheme

Indicators	4		3		2		1		Mean	Interpretation
	Strongly Agree	%	Agree	%	Disagree	%	Strongly Disagree	%		
1. The monitoring scheme of the different programs and services has been strengthened with the new system.	18	62.07	11	37.93	0	0.00	0	0.00	3.62	Very Satisfied
2. The monitoring of the different programs and services has been done by the proper authority.	19	65.51	10	34.48	0	0.00	0	0.00	3.66	Very Satisfied
3. Constant monitoring of the different programs and services leads to better implementation.	15	51.72	14	48.28	0	0.00	0	0.00	3.52	Very Satisfied
4. The alignment and maximization of the human resources contribute to the effectiveness and successful implementation of the different programs and services in school.	19	65.51	10	33.48	0	0.00	0	0.00	3.66	Very Satisfied

Indicators	4 Strongly Agree	%	3 Agree	%	2 Disagree	%	1 Strongly Disagree	%	Mean	Interpretation
5. Programs and activities are aligned well according to the mission and vision of NDMU-IBED.	23	79.31	6	20.69	0	0.00	0	0.00	3.79	Very Satisfied
Mean									3.65	Very Satisfied

Table 5 shows the level of satisfaction of the personnel and retirees with the Program Implementation Monitoring Scheme in the integrated system. The mean of 3.65 signifies that the respondents are very satisfied with this component. Indicator 5 obtained the highest mean of 3.79, which means that the respondents are very satisfied in terms of the consistency between the programs and activities implemented and how they are aligned with the mission and vision of the school. Consistency means that the programs and activities reflect the mission and vision of the school. There is awareness on the part of the institution to instill such philosophy in all its undertakings. Indicators 2 and 4 obtained an equal mean of 3.66, indicating that the respondents are very satisfied with these indicators. They feel that the monitoring of the different programs and services has been done by the proper authority and such alignment and maximization of the human resources contribute to the effectiveness and successful implementation of the different programs and services in school.

Human Resource Relationship

Table 6. The level of Satisfaction of the Personnel and Retirees in the Human Resource Relationship in the Integrated System

Indicators	4 Strongly Agree	%	3 Agree	%	2 Disagree	%	1 Strongly Disagree	%	Mean	Interpretation
1. In the integrated system, the relationship among the personnel in both high school and elementary departments has intensified.	21	72.41	8	27.59	0	0.00	0	0.00	3.72	Very Satisfied
2. In the new system, there is an open line of communication among the personnel.	21	72.41	8	27.59	0	0.00	0	0.00	3.72	Very Satisfied

3. Issues and concerns among personnel are appropriately handled by the proper authority.	21	72.41	8	27.59	0	0.00	0	0.00	3.72	Very Satisfied
4. In the new system, collaboration among the faculty has been strengthened and intensified.	22	75.86	7	24.14	0	0.00	0	0.00	3.76	Very Satisfied
5. Pressures and challenges do not affect the harmonious relationship of the personnel.	24	82.76	15	51.72	0	0.00	0	0.00	4.86	Very Satisfied
Mean									3.96	Very Satisfied

Table 6 shows the level of satisfaction of the personnel and retirees in terms of the Human Resource Relationship. The result indicates that they are very satisfied with the relationship developed among the personnel in the integrated system, with a mean of 3.96. Indicator 5 obtained the highest mean of 4.86, which means that the respondents feel that pressures and challenges do not affect the harmonious relationship of the personnel in the integrated system. This has been supported by the mean of 3.76 of indicator 4, which says that collaboration among the faculty has been strengthened and intensified in the integrated system. It can be argued that even during the non-integrated system of the school, collaboration among the faculty was already present; yet, this result simply tells that the integrated system in the basic education of NDMU did not negatively affect such a relationship. It was strengthened and intensified more as perceived by the respondents. Similarly, as revealed by the study by Marks and Printy (2003), active collaboration of administrators or even among teachers in the academic setting enhances the quality of instructional delivery, which ultimately results in student learning.

Leadership

Table 7. The level of Satisfaction of the Personnel and Retirees on Leadership in the Integrated System

Indicators	4 Strongly Agree	%	3 Agree	%	2 Disagree	%	1 Strongly Disagree	%	Mean	Interpretation
1. School administrators have clear and specific functions.	21	72.41	8	27.59	0	0.00	0	0.00	3.72	Very Satisfied
2. School administrators function effectively in accordance with the parameter of their duties and responsibilities.	18	62.07	11	37.93	0	0.00	0	0.00	3.62	Very Satisfied
3. The new structure allows school administrators to make sound decisions.	18	62.07	11	37.93	0	0.00	0	0.00	3.62	Very Satisfied
4. Issues and concerns in both departments (Elementary and High School) are being addressed efficiently.	17	58.62	11	37.93	1	3.45	0	0.00	3.55	Very Satisfied
5. The new administrative setup allows every administrator to perform their duties and responsibilities efficiently.	18	62.07	11	37.93	0	0.00	0	0.00	3.62	Very Satisfied
Mean									3.63	Very Satisfied

Table 7 shows that the personnel and retirees are very satisfied with the leadership in the integrated system, with a mean of 3.63. They find that in the integrated system, the administrators have a clear and specific function, evidenced by a mean score of 3.72 for Indicator 1. Indicators 2, 3 and 5 were rated “very satisfied” with a mean of 3.62. This means that the personnel and retirees see how the integrated system allows the administrators to make sound decisions and perform their functions and duties effectively and efficiently. Also, they feel that the integrated system has allowed administrators to efficiently address the issues and concerns of the IBED, as evidenced by a mean score of 3.55.

Participation

Table 6. The level of Satisfaction of the Personnel and Retirees on Participation in the Integrated System

Indicators	4		3		2		1		Mean	Interpretation
	Strongly Agree	%	Agree	%	Disagree	%	Strongly Disagree	%		
1. Personnel and staff's participation in all the undertakings of the school has been strengthened and intensified.	23	79.31	6	20.69	0	0.00	0	0.00	3.79	Very Satisfied
2. It is easier now to call the attention and involvement of the personnel in all situations called for.	22	75.86	7	24.14	0	0.00	0	0.00	3.76	Very Satisfied
3. Personnel and staff are given greater opportunities to express all their concerns and issues to the concerned authorities.	21	72.41	8	27.59	0	0.00	0	0.00	3.72	Very Satisfied
4. Open discussion and collaborative decision-making are more evident now among the faculty members.	20	68.97	9	31.03	0	0.00	0	0.00	3.69	Very Satisfied
5. The new system allows everyone to feel that they are being heard and given attention.	16	55.17	13	44.83	0	0.00	0	0.00	3.55	Very Satisfied
Mean									3.70	Very Satisfied

Table 8 shows that personnel and retirees are very satisfied with how the integrated system involves the faculty and personnel in all of the school's endeavors, including decision-making, as indicated by the mean score of 3.70. With a mean of 3.79, indicator 1 shows that the respondents feel that the integrated system has intensified the participation of faculty and personnel in the school's undertakings. Indicator 2, with a mean of 3.76, shows that the respondents find it easier for personnel to communicate and be involved in activities. It is supported by their positive response on Indicators 3, 4, and 5, with mean scores of 3.72, 3.69, and 3.55, respectively, which shows that the integrated system provided them with more opportunities to express their issues and concerns, especially in decision-making and made them feel they are better heard. In

support, Rivera (2020) explained that organizational success depends on the performance of workers as manifested through their commitment and dedication to the organization's objectives which leads to development, achievement, and productivity. Additionally, she discussed how success could be reflected in how people feel about their participation.

Identified Strengths and Weaknesses

Organizational/Structural Framework

In terms of the Organizational/ Structural Framework of the integrated system, there were five meanings formulated from the significant feedback of the participants. Accordingly, the strength of the integrated system is the strengthened involvement of the personnel; there was a clarity of functions, strengthened the relationship between and among the personnel, intensified support system, and improved outcome. On the other hand, there were also identified limitations under this component in the integrated systems, which are the limited authority of the IBED administrators and the limited participation of the personnel in some of the decision-making processes in the department.

Academic Management

In terms of the Academic Management of the school, instruction and supervision were said to be improved. However, despite its improvement, it was still observed that there was a limitation in terms of the time for post-conferencing and following up on teachers' performance.

Program Implementation Monitoring Scheme

In terms of the program implementation monitoring scheme of the school, the identified strength was that programs and activities were well-planned. However, it was also observed that, in the integration system, there were some instances when the needs of both departments were not equally catered to. Lack of proper documentation of the programs and activities and limiting funds for both departments were also identified to be the limitations.

Human Resource Relationship

In terms of human resource relationships, it was evaluated by the participants that in the integrated system, the relationship of the personnel in both elementary and high school departments was strengthened. Having a lack of interest in taking hold of any administrative positions had been considered to be one of the limitations of the personnel under this component.

Leadership

Strengthened partnership and empowered leaders were the identified strengths of the participants under the leadership component. At the same time, while lack of urgency, especially in decision making, had been the weakness as perceived by the participants.

Participation

In terms of participation, strengthened involvement of the personnel was identified as the strength of the integrated system of the school. However, it was contradicted by some participants saying that the integrated system lessens participation. One identified weakness also of the integrated system, as shared by the participants, was the objectivity of the personnel towards the administrators in which their dealings with the administrators somehow depend on familiarity.

CONCLUSION

After looking into the result or findings of the study, the researchers concluded that personnel of NDMU-IBED who had experienced both the integrated and non-integrated system, including the retirees, had positive and good perceptions or feedback on the majority of the undertakings and initiatives implemented by the school.

Based on the result of the focused group discussion, some of the feedback provided by the participants were non-exclusive only to the integrated system. The issues and concerns they brought out were similar even when basic education was not yet integrated. It was concluded, therefore, that some of the concerns in the integrated system were still similar issues raised even in the integrated scheme.

Lastly, it can be concluded that the integrated system being implemented in the basic education of Notre Dame of Marbel University had brought more positive changes in terms of the organizational structure, academic management, program implementation monitoring scheme, human resource relationship, leadership, and participation.

RECOMMENDATIONS

Based on the result of the study, the researchers recommend the following:

Clearly define the parameter of the functions and duties of the people involved in the structural organization of the school and present them to the faculty.

Regarding Academic Management, coordinators shall program and plan their schedule well to accommodate all the faculty under their leadership for

mentoring or coaching process.

In the planning of the programs and activities, consider the needs of both the elementary and high school departments.

Encourage faculty to take administrative positions and take a turn in the administrative posts.

TRANSLATIONAL RESEARCH

The data drawn from the study is helpful to the department to review or revisit the existing policy and reflect further in terms of its relevance to the need of the department. Second, the result of the study is a good input for the school leaders on how to strategize and improve the mechanisms to sustain the existing best practices and further keep the commitment or strengthen the involvement of the personnel in the attainment of the school's vision/mission. Similarly, this may serve as a reference for future decisions. Lastly, the study could also provide significant feedback and affirmation of what the school has gone so far regarding its structure, management, leadership, participation, and relationship.

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