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Sustainability of Continuous Improvement Program Among Elementary and Secondary Schools

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Abstract

The context of this study was on the investigation of the significant relationship between the level of implementation and the degree of sustainability of the Continuous Improvement Program (CIP) in curriculum and instruction implementation among elementary and secondary schools in the Schools Division of Bulacan. In the context of Continuous Improvement Program implementation sustainability, this study utilized mixed-methodology research. In light of the comparison of the level of implementation of CIP, the descriptive research design is quite applicable do determine the significant difference between each year of CIP implementation. Based on the summary of results, the level of implementation of the Continuous Improvement Program was found high. More so, the degree of sustainability of the Continuous Improvement Program was found high as well. The researcher found that there is a significant relationship between the level of implementation and the degree of sustainability of the Continuous Improvement Program. In light of the hypothesis stated in the earlier part of this study, this study rejects the null hypothesis. Despite the positive level of implementation and the degree of sustainability of the Continuous Improvement Program, it has found that problems still occur in the implementation phase of the CIP. However, it is on the leadership skills of the school heads on how to drive the team toward the objectives and goals of the Continuous Improvement Program.

Keywords: sustainability of Continuous Improvement Program

1. Introduction

As societal changes and technological developments alter society's way of thinking, acting, and drastically speaking, many organizations are struggling to maintain up. The academy is one of these. In particular, schools are trying to enhance their programs to suit their learners' evolving instructional needs. Improvement of schools is one of the primary objectives – next to the quality education of the school principals. On one end, school heads ought to prepare and submit a school improvement plan for three years that will be realized through annual implementation plans. From these initiatives, the school heads provide a more precise track and directions for the school. On the other end, the school heads should maintain the sustainability of every project implementation stipulated in the abstract and school improvement plan.

Literature Review

The editor of the Process Excellence Network (2017) defined continuous improvement as a constant effort

to improve products, services, and processes through small, incremental improvements in an organization. It is based on the belief that these gradual changes will add to significant improvements over time and are tactical as it is about changing the organization's culture to focus on improvement opportunities rather than problems.

The Organization for Economic Cooperation and Development (OECD) Report on Evaluation and Evaluation in Education in Australia (2011) included a chapter on school evaluation and identified some of the current strengths and challenges in educational jurisdictions throughout Australia. The report noted that some schools now assess their performance as part of a school improvement strategy instead of for compliance purposes only. The report also identified some future policy priorities in the field of school evaluation, including a stronger alignment between school self-assessment and external assessments of school performance; and ensure a focus on teaching and learning quality in internal and external school reviews. In the Philippines, the Continuous Improvement Program (CIP) is a project funded by the Australian government through the Philippine Australian Human Resource and Organisational Development Facility (PAHRODF, 2016). This project was introduced as an intervention of the Department of Education (DepEd) on its repeating problems in school improvement (Dimatulac, 2017).

The CIP of every school emanates from the School Improvement Plan (SIP). School Improvement Plan is a roadmap that sets out particular interventions that a school, with the assistance of the community and other stakeholders. School Improvement Plan serves as the guiding plan for all school head upon implementing various programs and projects of the school. Moreover, the management of resources should also be based on the projected school operating budget derived from the School Improvement Plan. To realizing a program under SIP, the school head prepares an annual implementation plan. From this implementation plan, all programs and projects are being conducted and cascaded to all the persons involved. The school heads make sure the sustainability of these programs and projects reflected on the SIP through the Continuous Improvement Program.

Like all paradigms, this paradigm has closed the questioning of key assumptions and facilitated the fragmentation of certain practices that can no longer be used by the organization. This idea is the view that the organization should consider breaking this paradigm by denouncing the emphasis on assessment and improvement. This shift retains what was valuable in the evaluation movement and paralyzes some of the dysfunctions that arose as the paradigm became (Roscoe, 2017).

Total Quality Management (TQM), in relation to the Continuous Improvement Program (CIP), may be defined as a set of structured activities carried out by an organization to effectively achieve institutional goals that reach the beneficiaries at the correct time and price. Although TQM has been popular in business and industry and has seen some modest progress in higher education, the latest studies on its use in higher education show that it has not been popular in the college, and has been abandoned after two to three years in several instances. In response to ongoing reviews, TQM and CIP can be a comprehensive and structured approach to educational management that seeks to improve educational services through refinements. Educational quality is characterized as the totality of features and characteristics of services that depend on its expertise and character capacity and efficiency to fulfill a given or implied need.

Continuous improvement is a substantiating approach to improvements in public education. Research has shown that in areas such as health care, manufacturing, and technology, such an approach has already proved successful. Continuous improvement has been used in these sectors to achieve significant progress, ranging from improved technologies to patient mortality reductions (Grayson, 2009; Kabcenell, Nolan, Martin, & Gill, 2010; Langley et al., 2009)

Continuous improvement, regardless of the success of the quality assurance initiatives of the company. According to them, the "higher quality-lower cost" hypothesis is found where the quality improvement program is highly successful; while the authors find the "poor quality-higher cost" hypothesis in a less efficient quality improvement system, which nevertheless calls for improved enhancement efforts required for quality sustainability (Kim & Nakhai, 2008). Instead of quantitative elements, the focus should be placed on enhancing academic efficiency. It is clear that reformation and improvements are important for quality assurance to achieve an ideal standard, while members of the science council, specialists, and university personnel will strive to remove their vulnerabilities and strengthen their points of strength (Yarmohammadian, Mozaffary & Esfahani, 2011).

Several studies suggest the effectiveness of the Continuous Improvement Program as an intervention to the school's success. However, the literature gap shows the emerging challenges of continuous improvement in terms of sustainability. Best and Dunlap (2014) suggest investigating current school and district improvement practices to determine whether formal improvement processes are in place, whether these processes enable rapid prototyping and how best to measure the effectiveness of current methods. Best and Dunlap (2014) also evoke to review policies relating to the number and type of goals to be achieved by schools and districts, the rate at which they are asked to achieve these goals, and the flexibility they provide for these goals.

Many schools may not adequately assess the risk posed by undeveloped processes for organization proposals or identify sources of vulnerabilities in their operational environment. Elastic processes and maneuverable technologies enable schools to meet the needs of students. New processes can be complex instructional rules. Several undertakings should be carried out in each developing school to support process performance and administration (Nicolaescu, Alpopi, Zaharia, 2015).Sustainable development in an organization is based on an individual's insights, reasons, values, and resolutions. Trade-offs in organizational sustainability apply to disputes between different sustainability characteristics concerning the function and effect of schools as individual organizations (Hahn, Figge, Pinkse, & Preuss, L. (2010).

In the case of the Department of Education, sustainable development is also desired by every school organization. School heads prepare a school improvement plan to ensure the growth of the school in all aspects. As part of the contingency, an intervention program is implemented to augment the necessary gaps in school operations and curriculum delivery through the Continuous Improvement Program.

The Schools Division of Bulacan includes the implementation of the Continuous Improvement Program in the Office Performance and Commitment Review Form (OPCRF) as one of its success indicators. (Appendix B). However, the availability of standard monitoring tools to track the progress of the Continuous Improvement Program of the schools division is not evident.

Schools submit Continuous Improvement Program proposals, which are being validated by the schools division's concerned education program supervisor and other members of the validation team as stipulated in the Division Memorandum 043, series 2018 of DepEd Schools Division of Bulacan (Appendix C).

Theoretical Perspectives

This research tries to attempt to investigate the sustainability of the Continuous Improvement Program among elementary and secondary schools in the Schools Division of Bulacan. With this concept, this study is anchored with the following theoretical models relevant to continuous improvement. These theories are the Deming Cycle Model and the Theory of Change of Kurt Lewin. These theories have something to do

with the implementation of the Continuous Improvement Program from the planning phase to the evaluation phase in achieving quality program implementation in a school.

Dr. William Edwards DemingCycleModel (1950). The Deming Cycle, also known as Plan-Do-Check-Act (PDCA) cycle, is a means of monitoring the quality of the organization's changes and improvements. Organizations will always aim for results in process-oriented work. But how can organizations seek the desired outcomes? Walter A. Shewhart is the original founder of the PDCA cycle in the year 1939, which was further developed in 1950 by William Edwards Deming to help organizations achieve better results.

The context of the Deming cycle is quite relevant to the focus of this study. In order to monitor the progress of the Continuous Improvement Program implementation, the four-cycle of Deming's has to be evident in a school. The Deming cycle serves as a guide in scrutinizing every phase of the Continuous Improvement Program – from the planning to its implementation and sustainability monitoring. Schools with a well-implemented Continuous Improvement Program are probably showcasing explicit evidence of sustainability.

An improvement also involves change. This change starts when an old practice will be replaced by a new one. Oxford Dictionary defines change as an act or process through which something becomes different. Wilson (1994) said that change occurs whenever we replace the old with the new. Change is about traveling from the old to the new, leaving yesterday behind in exchange for the new tomorrow. But implementing change is extremely difficult as most people are reluctant to leave the familiar behind. According to this view, change involves moving from the known into the unknown, and because the future is uncertain, it may adversely affect employees' competencies, their sense of worth and coping abilities. Thus, for change to be successful, it must involve, among other factors, vision, mission, communication, strong leadership, participation, and culture. The main causes of change that give rise to change programs being initiated can be classified as follows:

External causes of change can be a result of changes in the level of technology used, market place changes, customer expectations, competitor activities, quality and standards, government legislation or political values, as well as changes in the economy.

The internal context of change relates to management philosophy, structure, culture, and the system of power control. As far as the Department of Education is concern, the context of change emanates in the adoption of Total Quality Management through the implementation of continuous improvement.

In general, the word change means to alter, to make something different or better or transformation of any existing thing by adding some values or giving up for something else. Change is usually planned, and there are some responses against changes. Change is inevitable and will certainly happen. This is especially apparent in education, where, for example, technology has begun to take over the role of the teacher. With these changes, have come substantial responsibilities and new roles for schools and their leaders. New skills are required, and these need to be taught and learned to today's principals and teachers.

This paper was anchored with the Change Theory by Kurt Lewin the year 1947. The context of Lewin's Theory of Change describes how an organization manages the changes and improvement through the "unfreeze, change, and refreeze" model. Figuratively, an organization must first melt the ice to make it changeable (unfreeze). After unfreezing, then it has to mold the iced water in the form of the desired form (change). Finally, freeze again to solidify the new shape (refreeze) (Lewin, 1947). It is interesting to note and look at change as a process with different stages, and an organization can prepare for what's to come and plan to manage the transition.

To begin any successful change process, you must first start by understanding why the change must take

place. As Lewin explains it, "Motivation for change must be generated before change can occur. One must be helped to re-examine many cherished assumptions about oneself and one's relations with others." This is the unfreezing stage from which change begins (Cameron & Green, 2015).

In the case of the Continuous Improvement Program, it should be clearly understood the target goal of school improvement and identify the hindrance of its success. In this connection, the possible motivation for change among CIP implementers is probably the challenges and problems encountered by the teachers in the delivery of their day-to-day lessons. More so, the change process, as described in Lewin's theory, in on the implementation stage of the Continuous Improvement Program to technically rectify the problems and challenges in the classroom. To realize the "refreeze," the sustainability of the implemented Continuous Improvement Program as an intervention on school improvement from the moment it has been initiated.

The implementation of the Continuous Improvement Program implies organizational management of change. Kurt Lewin's theory denotes the development of schools through change management. This includes the evolution of policy through program implementation. However, the goal of organizational change is for the development of the school, and it is also necessary to achieve its sustainable development. Based on the aforesaid relevant theories, the concept of school review among the implementers of the Continuous Improvement Program is the focus of this research. The literature suggests that any intervention intended to improve organizational practices and systems are expected to be implemented with sustainability. The higher the level of implementation is more likely to have a sustainable program.

Conceptual Framework

In the framework of this study, the independent variable is the level of implementation of the Continuous Improvement Program in the past three years. Its sub-variables are task and timeline, budget and resources, stakeholder analysis, and evaluation of implementation. Moreover, the dependent variables are the degree of sustainability of the Continuous Improvement Program. Its sub-variables are managerial support, process, ownership, and control measures.

In the same manner, budget and resources are expected to have a significant relationship with the degree of sustainability of the Continuous Improvement Program implementation in terms of managerial support, process, ownership, and control measures. This idea means that the higher the level of budget and resources is more likely to have a higher degree of sustainability of the Continuous Improvement Program implementation. The budget and resources of the school to spend during the implementation of the Continuous Improvement Program, the higher the degree of program sustainability is expected.

Similarly, the higher the level of stakeholder analysis of the Continuous Improvement Program, the more likely to have a higher degree of sustainability of the Continuous Improvement Program implementation in a school. The presence and participation of both internal and external stakeholders are expected to give a higher contribution to the sustainability of Continuous Improvement Program implementation. Likewise, the evaluation of implementation is also expected to have a great contribution to the degree of sustainability of the Continuous Improvement Program implementation. This means that when the evaluation of implementation is high, it is more likely to have a more sustainable implementation of the Continuous Improvement Program in a school. In light of this, it is expected to have a positive relationship between the levels of implementation of Continuous Improvement Program in terms of task and timeline, budget and resources, stakeholder analysis, and evaluation of implementation; and its degree of

sustainability of implementation in terms of managerial support, process, ownership, and control measures.

To discuss the flow of the framework in another perspective, the data from the School Improvement Plan prepared by the school during the rollout and implementation of the Continuous Improvement Program, and other contributions were gathered from the school Continuous Improvement Program implementers. These data are expected to be patterned on the standards set by the Department of Education. To identify the standard set by the Department of Education, DepEd Order No. 44, series 2015 is also part of the inputs. In other words, both school data on the School Improvement Plan, data on Continuous Improvement Program, and DepEd Order No. 44, s. 2015 serves as the baseline information in this study.

In the process part of this study, the school review on Continuous Improvement took place. In this matter, the Deming cycle is expected to be observed to every school CIP implementer. At this stage, this research may identify all the strengths and barriers of the schools' Continuous Improvement Program implementation through their best practices.

In the same manner, it may also have brought out the issues and challenges among school implementers on various restraining forces, which affects the degree of sustainability of the Continuous Improvement Program. At this stage, the significant relationship between the level of implementation and sustainability was assessed and determined the progress of the program.

Sustainable development is a process of continuous improvement. The latest action plan developed with the school is outlined (Braithwaite, 2007). The higher the level of implementation is, the more likely to have a higher degree of sustainability. Schools that exerted effort from the proposal of the continuous improvement program to its implementation are expected to implement the program with a long term approach and sustainable development.

Based on the input and process of data, the result of this study is a report on the Continuous Improvement Program sustainability of implementation, which may exhibit the entire three-year process of implementation among recognized elementary and secondary schools. From this result, schools and the Schools Division may see the road map of the Continuous Improvement Program implementation. This may also serve as bases for the elevation of standards toward the sustainability of the Continuous Improvement Program on curriculum and instruction.

To summarize the entire framework – anchored with the Deming cycle and theory of chance, this study attempts to exhibit that Continuous Improvement Program in curriculum and instruction is more likely an effective model to escalate the standards of the school in terms of teaching and learning process.

Research Paradigm

The paradigm of the study portrays the constructs and concepts of the study. This study focuses on the significant relationship between the levels of implementation of the Continuous Improvement Program and its degree of sustainability of implementation. It shows that task and timeline are more likely related to the degree of sustainability of the Continuous Improvement Program in terms of managerial support, process, ownership, and control measures. It simply means that the higher the level of the task and timeline, it more likely to have a higher degree of sustainability of the Continuous Improvement Program.

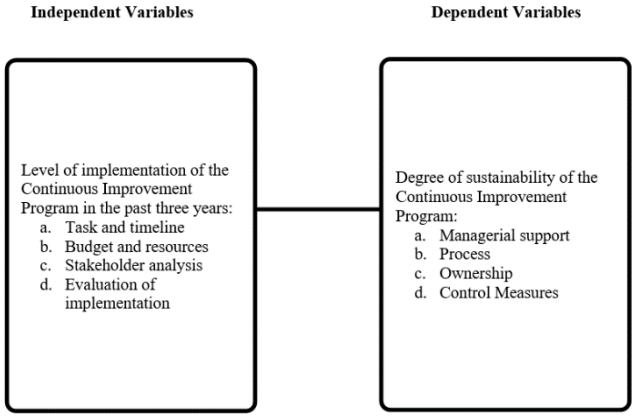

Figure 1. The Paradigm of the Study

Objectives of the Study

The central problem of this study is to determine the degree of sustainability of the Continuous Improvement Program (CIP) in curriculum and instruction implementation among elementary and secondary schools in the Schools Division of Bulacan. The attempt of investigation may contribute as input to a comprehensive Schools Division report in CIP implementation, which may serve as a basis for an extensive program accomplishment.

Specifically, this study sought answers to the following questions.

1. How may the level of implementation of the Continuous Improvement Program in the past three years be described in terms of:
   - Task and timeline;
   - Budget and resources;
   - Stakeholder analysis; and
   - Evaluation of implementation?
2. How may the degree of sustainability of the Continuous Improvement Program be described in terms of:
   - Managerial support;
   - Process;
   - Ownership; and
   - Control measures?
3. Is there a significant relationship between the level of implementation and the degree of sustainability of the Continuous Improvement Program?
4. What are the issues and concerns which a Continuous Improvement Program on curriculum and instruction implementer may encounter; and
5. What are the potential coping mechanism of the School Head in addressing issues and concerns relative to Continuous Improvement Program implementation?

Hypotheses

Based on the foregoing central problem and research questions of this study, the following hypothesis was formulated:

There is no significant relationship between the level of implementation and the degree of sustainability of the Continuous Improvement Program.

Scope and Delimitation

This research focuses on the sustainability of continuous improvement program implementation in public elementary and secondary schools in the Schools Division of Bulacan. This study is confined with the implementation, not only validation but also monitoring of the continuous improvement program sustainability during the school year 2016 to 2019. The researcher considered a three-year implementation to see the comparison of the level of implementation among the recognized schools.

Since there has no record of evaluation of Continuous Improvement Program sustainability in each school implementer in the Schools Division of Bulacan, the study concentrates only on one schools division to have an in-depth approach towards substantial data. In addition, this research becomes a pilot study on the evaluation of the implementation of a continuous improvement program and its sustainability as mandated by the Department of Education.

As the researcher used research instruments, such as cameras and interviews prepared to collect the data from the documents of the recognized school CIP implementers, an observation was also conducted in seeing the experiences of the informants on the process of program implementation. Documents pertaining to the Continuous Improvement Program implementation was also visited as evidence of program sustainability.

Significance of the Study

This study focuses on the sustainability of continuous improvement program implementation among elementary and secondary schools. In light of this context, this research is beneficial to the following:

Community. This study will be beneficial not only to the school but also to the external stakeholders, particularly the local community. The success of the school is manifested to each and every graduate with quality education produced by the school. From these graduates, the community will be able to nurture a holistic and good citizen that will advocate peace, order, and education upliftment within the local society.

Education Program Supervisor. This study will also be helpful to the administrators and supervisors in evaluating both public elementary and secondary schools in sustaining project implementation under the Continuous Improvement Program as a basis for better educational planning and management. This study will help the Education Program Supervisors in crafting development program, not only for school operations but for curriculum implementation as well.

School Heads and Principals. It will benefit school heads and principals by providing them with insights into their school's existing Continuous Improvement Program. This research can also serve as a basis for improving teaching and integrative learning methods in the various subject areas by enhancing their teachers in the implementation of the Continuous Improvement Program in teaching and learning; eliminating potential and existing problems and solving these problems experienced by teachers and students concerning curricula and instructions.

Students. This research will be beneficial, especially for the students, as it is at the heart of the educational process. Students are considered to be the primary beneficiaries of this research because they are the endpoint of improving school curricula and instructions, particularly in the teaching and learning process. The achievement of a sustainable student and school performance will emanate from a sustainable implementation of the Continuous Improvement Program in every school and learning center.

Teachers. It aimed at improving, developing, and familiarizing teachers with the Continuous Improvement Program in order to advance the strategies and principles of teaching and learning episodes in the classroom. This study can also serve as a tool to encourage teachers to take personal responsibility for their own growth and professional advancement, especially in the context of the project proposal under the Continuous Improvement Program. Teachers are also the right hand of the school heads in the advocacy of rendering quality education for 21st-century learners.

Future Researchers. Future researchers would be encouraged to look into further on the problems encountered by school heads and teachers on the implementation of the Continuous Improvement Program in various aspects of teaching and learning. The findings of this research may serve as baseline data to create another fundamental of research endeavors in the future. The future researcher may also found important and relevant topics out of the findings and recommendations of this paper that might contribute to the world of scholars and fill the literature gaps.

Definition of Terms

For clarity and a better understanding of this research, the following terms are operationally defined.

Budget and resources. As used in this research, it pertains to the support and means utilized during the years of implementation of the project under the Continuous Improvement Program of the school.

Comprehensive Division Report. It refers to the output of this study consists of the findings (e.g., challenges and best practices of every school implementer of Continuous Improvement Program.

Continuous Improvement Program. As used in this study, it refers to the intervention program initiated by the Department of Education in collaboration with the Australian Aid system to address school improvement issues.

Control Measures. As used in this study, it refers to the management control among the CIP team and stakeholders on the implementation of the project under the Continuous Improvement Program.

Evaluation of Implementation. As used in this research, evaluation of implementation refers to the efficiency of the sustainment plan prior to the implementation of the Continuous Improvement Program of the school.

Level of Implementation. This refers to the status of execution among recognized school implementers of the Continuous Improvement Program within three years of realization.

Managerial Support. As used in this research, it refers to the holistic support of the school administrators to the entire project under the Continuous Improvement Program endeavor.

Ownership. As used in this research, this means the school administrator has a process owner to train and rely on future initiatives.

Process. As used in this study, it pertains to the sustainable distribution of operation to the diverse member of the Continuous Improvement Program team.

Stakeholder Analysis. As used in this study, it refers to the level of involvement among the stakeholders and members of the implemented project under the Continuous Improvement Program.

School Improvement Plan. It refers to the three-year plan formulated for the improvement of the school. As used in this study, it relates to the baseline information that serves as the input of the study.

Sustainability. As used in this research, it refers to the continuity of the Continuous Improvement Program in a school having a progressive level of implementation.

Task and Timeline. This refers to the number of year of implementation of the focus project under the Continuous Improvement Program

2. Research Methodology

This chapter presents the process of carrying out the present research. Specifically, this chapter discusses the research design, data gathering techniques, sampling procedure, and data analysis scheme that were applied based on the research objectives.

Research Design

The present research employed a descriptive quantitative and qualitative design through multiple ways of data gathering as an approach. In the context of Continuous Improvement Program implementation sustainability, this study utilized mixed-methodology research. In light of the comparison of the level of implementation of CIP, the descriptive research design is quite applicable do determine the significant difference between each year of CIP implementation. Wallen and Fraenkel (2010) justified that a descriptive method signifies the gathering of data regarding the present situation.

The Participants

All the school heads of the recognized as the best implementer of the continuous improvement programs in curriculum and instruction were selected as the primary respondents of this study. Since the coverage of this research is the three-year sustainability of the continuous improvement programs, schools have been recognized since the school year 2016-2017 was considered.

Secondary Schools	Elementary Schools
AFGBMTS	BES
DFDJNHS	FMES
CFGHS	GGHDPES
BCHS	BNCS
CNHS	OCS
DCNHS	PES
LNHS	PCS
MPNHS	PulCS
PNHS	SKES
PBNHS	SES
SMNHS	SBES
SPNHS	SIES
SBHS-DRT	SES

Table 1. List of School Respondents

Data Gathering Tools

The three methods of data gathering used in this study were survey, interview, observation, and document analysis. In view of the interview approach, the following tools were also used by the researcher to collect information for the benefit of this study:

Research in the form of a **survey questionnaire** was made by the researcher to answer the research questions about the level of CIP implementation and its degree of sustainability, as stipulated in the previous chapter. Since the survey questionnaire is self-made, it underwent a series of validation (e.g.,

validation form the CIP expert, statistician, or at least certified data analyst, and dry run to selected respondents). Certifications of validation were provided as evidence of questionnaire validity.

The **interview protocol** of a researcher is an investigative instrument - asking questions for specific information relating to the objectives of a study and an instrument for a conversation on a particular topic (Patton, 2015).

The researcher is the main tool in this study. The researcher conducted and interviewed to have a profound understanding of the school-community as regard to the continuous improvement program implementation. In order to support the integrity of the interview, the researcher asked what to know, given a certain framework and a certain set of intentions through an interview protocol. In comparison with the quantitative methodology in which the researcher stands out and is an integral part of the research course. In the qualitative paradigm, the researcher is considered to be the tool used to collect and analyze data. (Eisner, 1998).

Notes were taken as well as descriptive and interpretive methods of the process, as it takes place. The notes were used to record verbal data regarding the study.

Photography has become an acceptable data collection tool in qualitative research. The work for this research was documented by photographs. Through the photograph, the researcher took pictures to capture the details of implementation, records, informants, and other relevant visual data. The photographs accurately documented the process and enriched the textual descriptors (Jensen & Laurie, 2016; Eisner, 1998). Photographs were used to analyze CIP pieces of evidence. In this manner, pictures were also served as evidence of the conduct of this study.

To support the information provided by the interviewee through interviews on the "who, when, where, why and how" of the school continuous improvement program implementation, **recorders** were used to provide evidence that does not need more time to write down and can be retrieved. Moreover, document analysis was analyzed through a repertory grid to tally the content of the records and documents.

Reliability of the Instruments

Since this paper used both qualitative and quantitative methodology, the researcher applied multiple data gathering techniques through a survey questionnaire, an interview protocol, and document analysis. The researcher gathered multiple forms of data, verbal data, and observations from the respondents of the study. More so, the researcher also considered the recommendation of the Education Program Supervisor in-charge in the evaluation of the CIP as a key informant of the study. Documents and records of the schools and division office pertaining to the implementation of the Continuous Improvement Program were gathered to properly evaluate the progress of CIP implementation within the schools division.

Administration of Data Gathering Tools

In gathering the needed data, the researcher sought permission from the Office of the Schools Division Superintendent of the Schools Division of Bulacan. After seeking permission from the Schools Division Office, the researcher secured permits from the school principals of the schools where the study was conducted.

Process Analysis

The data and information that gathered through survey, recording, taking of pictures and interviews were analyzed through categories, concepts, and properties. To simplify the coding process, the researcher

emphasized causal relationships and integrated things into a fundamental framework of generic relationships that generate themes between concepts. The coding process was classified into three steps: open, axial, and selective coding. Also, the researcher used the conditional relationship guide and the reflective coding matrix to link the categories among the data in this study.

The conditional relationship guide was completed by selecting a category and placing the category name at the far-left column. Ultimately this process was completed for all categories identified in the study. The format is designed to ask and answer each relational question about the category. Various analyses of the data gathered from the different respondents and informants from the survey and interview were used to assure the accuracy, reliability, validity, and credibility of this research.

Statistical analysis was also applied to determine the sustainability and significant relationship between the level of implementation and the degree of sustainability of the Continuous Improvement Program within the three years of implementation. In light of this, the Pearson correlation was used by the researcher guided by a data analyst or statistician.

The data from both quantitative and qualitative approaches were also cross-analyzed by means of series and sequential analysis. The research was able to generate deeper and substantial-end findings using this data analysis scheme.

3. Presentation, Analysis, and Interpretation of Data

In this chapter, the results of the study are presented and discussed regarding the order or sequence of the research problem and research questions. Specifically, this chapter presents analyses and interprets the data gathered about the Continuous Improvement Program.

1. Level of Implementation of the Continuous Improvement Program

Times of Implementation. The implementation of the Continuous Improvement Program last not only for a year. Schools are encouraged to have a series of improvements. Based on the number of cases in this study, there were 26 who participated in the survey

Times of Implementation	No. of Schools	Percentage
3rd Year	21	80.8%
2nd Year	2	7.7%
1st Year	3	11.5%
Total	**26**	**100%**

Table 2. Frequency Distribution and Percentage of Times of Implementation of the Continuous Improvement Program.

Table 2 shows that 21 out of 26 schools are on its 3rd year of CIP implementation. This number has 80.8 percent of the total number of samples in this study. However, only 3 out of 25, with an equivalent of 11.5 percent, are on its 1st year of implementation. The remaining 2 out of 26, with an equivalent of 7.7 percent, are on its 2nd year of implementation of the Continuous Improvement Program. The data means that the sustainability of the CIP implementation is achieved by the school implementers.

The data revealed that majority of the recognized school implementing projects under Continuous Improvement program are in its third year of implementation. Only a few are on its launching phase of implementation. It is necessary to a Continuous Improvement Program to have a continuity to minimize the gap in program implementation. However, continuity does not necessarily mean sustainability. The

data only shows the task and timeline, which are describing the length of implementation. Meaning, the target, and variety of program implemented also matter in terms of sustainability.

This idea implies that the school may not be particular on the target or focus of the Continuous Improvement Program; instead, the school implements the program for the sake of compliance. However, good monitoring and program evaluation may improve the collaboration of continuity and sustainability.

Budget and Resources. Budget and resources are quite significant in any program and project endeavors. The respondents exposed that one of the challenges in implementing the Continuous Improve Program was the sourcing for budget and other resources. Only schools with enough and sufficient budget were able to comply. Respondents revealed "time and financial aspect" and "participation of teachers" was the challenge in the implementation of the Continuous Improvement Program. However, the struggle was overcome as the data revealed.

Budget and Resources	5	4	3	2	1	Weighted Mean	Verbal Description
There is a sufficient resources for the project.	23	2	1	0	0	4.85	Very Much Evident
The budget is enough for the project.	21	5	0	0	0	4.81	Very Much Evident
Human resources are available.	25	1	0	0	0	4.96	Very Much Evident
There are contingency fund for the project.	20	5	1	0	0	4.73	Very Much Evident
The budget is easy access.	24	1	1	0	0	4.88	Very Much Evident
Overall Weighted Mean						**4.85**	**Very Much Evident**

Table 3. Frequency Distribution and Descriptive Measure on Budget and Resources

The data in Table 3 shows that Budget and Resources have a greater factor in the implementation of the Continuous Improvement Program in a school. Based on the table, to have a successful CIP implementation, human resources should be available. The availability of human resources has the highest mean of 4.96, with a verbal description of very much evident. The accessibility of the budget with a mean of 4.88 also signifies the success of the Continuous Improvement Program implementation. Aside from the easy access to the budget, it is indicated in the table that the budget is enough for the project (4.81). Likewise, the sufficiency of resources for the project (4.85) is also necessary for the success of the Continuous Improvement Program. It is shown in Table 3 that the contingency fund (4.73) is also necessary for the success of the Continuous Improvement Program implementation. The overall weighted mean has resulted in 4.85 with a verbal description of "very much evident."

The data revealed that budget and resources have a greater role in the realization of the Continuous Improvement Program. This may imply that if the budget and resources of a school are in a state of insufficiency, the implementation of the CIP may be jeopardized.

Although the data shows that the budget was easy to access, there are some points that the budget for the Continuous Improvement Program was not that enough for the project and somehow lack of contingency fund. This idea came along as there were some respondents who gave a scale of 3 and 4 to those items.

Stakeholder Analysis. The participation of stakeholders is very significant in the success of the Continuous Improvement Program implementation. The involvement of the stakeholders may give additional support to the success of the program and its sustainability.

The next table (Table 4) shows the frequency distribution and descriptive measure of stakeholder analysis. The items "the teachers highly participate in the CIP implementation" and "the school head supports the implementation of CIP got the perfect mean value of 5.00. The data mean that both teachers and school heads are collaboratively working for the success of the Continuous Improvement Program implementation. Moreover, the item "students actively perform their assigned tasks" got the second to the highest with a mean of 4.92. Support from the parents and community also exhibits a great factor in the success of the Continuous Improvement Program implementation. The item "cooperation of the parents are evident" has a mean of 4.77, and the item "the community gives support to the CIP implementation" got a mean of 4.69. The data in Table 3 has an average of 4.88 overall weighted mean with a verbal description of "very much evident."

The data revealed that support from the community and parents, involvement have, in one way or another, have lesser participation in the implementation of the Continuous Improvement Program. The respondents explain that they have lesser control over these external stakeholders. Moreover, the support from the community and involvement of the parents, depending on their generosity.

Stakeholder Analysis	5	4	3	2	1	Weighted Mean	Verbal Description
The teachers highly participate to the CIP implementation.	26	0	0	0	0	5.00	Very Much Evident
Cooperation of the parents are evident.	21	4	1	0	0	4.77	Very Much Evident
The school head supports the implementation of CIP.	26	0	0	0	0	5.00	Very Much Evident
Students actively perform their assigned tasks.	24	2	0	0	0	4.92	Very Much Evident
The community gives support to the CIP implementation.	19	6	1	0	0	4.69	Very Much Evident
Overall Weighted Mean						**4.88**	**Very Much Evident**

Table 4. Frequency Distribution and Descriptive Measure on Stakeholder Analysis

From the series of tables and graphs, it shows that a successful implementation of the Continuous Improvement Program needs a consistent and persistent level of implementation over the years. The data suggests that it is necessary for a school to have a progressive plan in implementing the Continuous Improvement Program, particularly when it comes to budget, resources, and stakeholders. However, the statement of the respondents during the interview concerning the challenge of teachers' participation did not reconcile with the data in Table 3. It is interesting to note the reason the gap between verbal responses of the respondents and the numerical data from the survey.

Evalutaion of Implementation. Evaluation of every Continuous Improvement Program implementation was being done to ensure the validity of the projects under CIP.

	Evaluation Score	N	Frequency	Percent
Secondary Schools	81-100	13	13	100%
	61-80	0	0	0
	41-60	0	0	0
	21-40	0	0	0
	1-20	0	0	0
Elementary Schools	81-100	13	13	100%
	61-80	0	0	0
	41-60	0	0	0
	21-40	0	0	0
	1-20	0	0	0
	Total	**26**	**26**	**100%**

Table 5. Frequency Distribution of the Evaluation of Implementation

Every CIP is being validated by the Schools Division Validation Team headed by the Schools Division Superintendent, represented by an Education Program Supervisor in-charge.

The table shows that all the schools that participated in received scores ranged from 81-100. The data reveal that all the participating schools, both elementary and secondary, achieved an excellent performing level. It is interesting to note that all the participating schools embrace the benefits of the Continuous Improvement Program.

The responses during the interview support the results in the numerical data in table 5. Most of the experiences shared by the teachers and school heads performed as part of the CIP team were positive. As the school manager, according to the school heads, one should propel the group in crafting plans that will ensure to hit specific targets to improve priority improvement areas. After this, it is very crucial to monitor its implementation according to the given plan and timeline of the program/projects to avoid slopes and hallows while it is being implemented. Aside from that, close monitoring with proper continuous communication within the team and other person involved help to shift of taking actions to make sound decisions if necessary. Careful evaluation of the programs/ project is an important part to ensure if the team is on track and if inevitably solve the problems which are needed to be addressed.

To generalize the aforesaid discussions, it was presented that the level of implementation of the Continuous Improvement Program in terms of tasks and timeline, budget and resources, stakeholder analysis, and evaluation of implementation were high and very much evident. In this matter, the Continuous Improvement Program was implemented at a high level. The entire team of the Continuous Improvement Program participated in the period of implementation.

However, like the level of implementation, program sustainability is also a consideration in determining the success of a program or project.

2. Degree of Sustainability of the Continuous Improvement Program

Managerial Support. It is essential to consider the sustainability of the Continuous Improvement Program implementation. The following tables reveal the condition of the school implementers in terms of CIP implementation sustainability. Table 6 shows the frequency distribution and descriptive measure of managerial support.

Managerial Support	5	4	3	2	1	Weighted Mean	Verbal Description
The school head initiates the planning for CIP.	25	1	0	0	0	4.96	Very Much Evident
The school head includes the CIP in School Improvement Plan.	25	1	0	0	0	4.96	Very Much Evident
The school head leads the implementation of CIP.	26	0	0	0	0	5.00	Very Much Evident
The school head seeks funding for the CIP implementation.	26	0	0	0	0	5.00	Very Much Evident
The school head provides technical support to the implementation of CIP.	26	0	0	0	0	5.00	Very Much Evident
Overall Weighted Mean						**4.98**	**Very Much Evident**

Table 6. Frequency Distribution and Descriptive Measure on Managerial Support

The data shows that the items "the school head leads the implementation of CIP," the school head seeks funding for the CIP implementation," and "the school head provides technical support to the implementation of CIP" got the perfect mean score of 5.00 with a verbal description of "very much evident." However, the items "the school head initiates the planning for CIP" and "the school head includes the CIP in the School Improvement Plan" got a mean of 4.96 with a verbal description of "very much evident." The average score of the overall mean for the managerial support is 4.98 with a verbal description of "very much evident."

Table 6 reveals the Frequency Distribution and Descriptive Measure on Managerial Support and shows an overall weighted mean of 4.98, which describes as very much evident. Three out of five managerial support items garnered a weighted mean of 5.00. Among these three items states that the school head leads the implementation of CIP, seeks funding for the CIP implementation, and provides technical support to the implementation of CIP. The remaining two items, both with a mean of 4.96, explains that the school head initiates the planning of the CIP and includes the CIP in School Improvement Plan.

Process. Table 7 portrays the Frequency Distribution and Descriptive Measure on Process. This shows an overall weighted mean of 4.96, which describes as very much evident. Among the five items under Process, one item achieved the highest weighted mean of 4.96, which states that all processes are continuously implemented and being followed regularly. This is then followed by the second highest mean of 5.00, which declares that the task and objective of the project are clearly understood by each member of the CIP team.

Process	5	4	3	2	1	Weighted Mean	Verbal Description
The implementation follows the guidelines of CIP implementation.	25	1	0	0	0	4.96	Very Much Evident
All process are continuously implemented and being followed religiously.	25	1	0	0	0	4.96	Very Much Evident
The process is regularly evaluated and documented.	24	2	0	0	0	4.92	Very Much Evident
The task and objective of the project are clearly understood by each member of the CIP Team.	26	0	0	0	0	5.00	Very Much Evident
Each process is specified to every member of the CIP team.	25	1	0	0	0	4.96	Very Much Evident
Overall Weighted Mean						**4.96**	**Very Much Evident**

Table 7. Frequency Distribution and Descriptive Measure on Managerial Support

Two out of five items got a mean of 4.96, which states that implementation follows the guidelines of CIO implementation and that each process is specified to every member of the CIP team. The least weighted mean of 4.92 falls on the item that shows the process is regularly evaluated and documented.

Ownership. Table 8 reveals a Frequency Distribution and Descriptive Measures on Ownership and shows an overall weighted mean of 4.84, which describes as very much evident. The item "The CIP team has sufficient knowledge on the project" gained the highest mean of 4.96 together with the item "The CIP team could work and stand-alone prior and during the CIP implementation."

Ownership	5	4	3	2	1	Weighted Mean	Verbal Description
The CIP team has sufficient knowledge on the project.	25	1	0	0	0	4.96	Very Much Evident
The project is cascaded to other teachers planning to conduct another CIP for the School.	22	3	1	0	0	4.81	Very Much Evident
The school head conducts regular	21	3	2	0	0	4.73	Very Much Evident

training on CIP implementation.							
The school head provided intervention for a sustainable CIP implementation.	21	3	2	0	0	4.73	Very Much Evident
The CIP team could work and stand-alone prior and during the CIP implementation.	25	1	0	0	0	4.96	Very Much Evident
Overall Weighted Mean						**4.84**	**Very Much Evident**

Table 8. Frequency Distribution and Descriptive Measure on Ownership

This is followed by the item "The project is cascaded to other teachers planning to conduct another CIP for the School" with a mean of 4.81. Two out of five items gained the least mean of 4.73. This lean mean belongs to the items "The school head conducts regular training on CIP implementation" and "The school head provided intervention for a sustainable CIP implementation."

Control Measures. Table 9 explains the Frequency Distribution and Descriptive Measure on Control Measures and reveals an overall weighted mean of 4.87, which describes as very much evident. Among the five items, only the item "Documentation of the CIP implementation is evident" got the highest mean of 5.00 while the item "The inventory of resources is properly documented" falls on the second-highest mean of 4.88.

Control Measures	5	4	3	2	1	Weighted Mean	Verbal Description
Documentation of the CIP implementation is evident.	26	0	0	0	0	5.00	Very Much Evident
Availability of contingency plans is clearly understood by the stakeholders.	21	4	1	0	0	4.77	Very Much Evident
Process flow for a sustainable implementation of CIP is evident.	23	2	1	0	0	4.85	Very Much Evident
The CIP implementation undergoes regular evaluation.	23	2	1	0	0	4.85	Very Much Evident
The inventory of resources is properly documented.	23	3	0	0	0	4.88	Very Much Evident
Overall Weighted Mean						**4.87**	**Very Much Evident**

Table 9. Frequency Distribution and Descriptive Measure on Control Measures

Two among of the items, the "Process flow for a sustainable implementation of CIP is evident" and "The CIP implementation undergoes regular evaluation", gained a mean of 4.85 while the least weighted mean acquired is 4.77 which belongs to the item "Availability of contingency plans is clearly understood by the stakeholders".

To summarize the results and discussions, the degree of sustainability of the Continuous Improvement Program implementation in terms of managerial support, process, ownership, and control measures were found very much evident. The data means that school heads' initiative and provision of technical support were in a high degree. Moreover, the Continuous Improvement Program team followed the entire guidelines of CIP implementation to achieve their project goals and objective.

In the same manner, the CIP team embraced every detail of the Continuous Improvement Program by providing interventions and training to have sufficient knowledge in CIP. Lastly, the degree of sustainability of the Continuous Improvement Program implementation in terms of control management was also found in a high degree. The results show that contingencies and proper documentation were also found in a high degree to ensure the complete implementation of the program. In light of these, the Continuous Improvement Program implementation in terms of managerial support, process, ownership, and control measures was highly implemented with a sustainable degree.

3. Significant Relationship between the Level of Implementation and the Degree of Sustainability of the Continuous Improvement Program

		Managerial Support	Process	Ownership	Control Measures
Task and Timeline	Correlation	.649**	.011	.379	-.119
	Sig. (2-tailed)	.000	.957	.056	.563
Budget and Resources	Correlation	-.290	.702**	.495*	.630**
	Sig. (2-tailed)	.151	.000	.010	.001
Stakeholder Analysis	Correlation	-.388	.662**	.598**	.838**
	Sig. (2-tailed)	.050	.000	.001	.000
Evaluation of Implementation	Correlation	.[a]	.[a]	.[a]	.[a]
	Sig. (2-tailed)	.	.	.	.

Table 10. Correlation between the Level of Implementation and the Degree of Sustainability of the Continuous Improvement Program

a. Cannot be computed because at least one of the variables is constant.

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

The data in table 10 expose the significant relationship between the level of implementation and the degree of sustainability of the Continuous Improvement Program. The data show that the task and timeline of the Continuous Improvement Program has a strong positive relationship with the managerial support of .649 correlation with .000 level of significance. This data means that the many years a school implements the CIP, the school heads perform their responsibility to initiate and lead the CIP, to seek funds for the program and provide technical assistance to the CIP team members. This idea means that familiarity on the Continuous Improvement undertakings gives the school head lesser worries, which motivates them to

continue the CIP. However, the data also reveal that there is no significant relationship between the task and timeline, and process with .011 correlation. The same thing happened between the task and timeline, and ownership which found insignificant (.379). Moreover, task and timeline and control measures also found insignificant (-.119). The data mean that no matter how long the school performs and implements the Continuous Improvement Program, the process, ownership, and control measures still vary.

The budget and resources, and its relationship with the degree of sustainability in terms of managerial support, process, ownership, and control measure is also presented in Table 10. The table shows that budget and resources are insignificantly related to managerial support. However, budget and resources have a significant relationship with the process, ownership, and control measures. To elaborate on the data, budget, and resources has a very strong positive relationship (.702) with the degree of sustainability in terms of process. This means that if the sufficiency and availability of the budget and resources are high, the degree of sustainability in following the right process of the Continuous Improvement Program is also high. The data also imply that there will be no shortcuts in the procedure of CIP implementation if the budget and resources are readily available.

Moreover, budget and resources have a strong positive relationship (.630) with the control measures. The result reveals that the higher the level of budget and resources available, the documentation and other control measures are being prepared and done. Similarly, the significant relationship between the level of implementation of the CIP in terms of budget and resources, and degree of sustainability of the CIP implementation in terms of the process revealed as very strong positively related (.495).

Another part of the data is the result of the significant relationship between the level of the CIP implementation in terms of stakeholder analysis, and the degree of the CIP sustainability in terms of managerial support, process, ownership, and control measures. The same thing happened with this set of correlation as compare with the budget and resources and the sub-variables of the degree of sustainability. The data reveal that stakeholder analysis has an insignificant relationship with managerial support (-.388). However, the stakeholder analysis has a strong positive relationship with managerial support (.662). The data reveal that the school head is the key to connect with the school's stakeholders. The same thing happened with the correlation between the stakeholder analysis and the degree of CIP sustainability in terms of process. Moreover, the relationship between the stakeholder analysis and the ownership is at .598 with .001 significant level. This means that there is a strong positive relationship between the stakeholder analysis and process. Also, the relationship between the stakeholder analysis and the control measures is at .838 with .000 significant level, which means that there is a very strong positive relationship between the stakeholder analysis and the control measures. These data describe that the higher the level of involvement of the stakeholders, the degree of sustainability of the CIP implementation in terms of doing the program according to the prescribed guidelines is sustainable. In the same manner, the engagement of the school head and the CIP team is also sustainable. Furthermore, the security of the implementation through the provision of documents is also sustainable.

Lastly, in Table 10, the correlation between the evaluation of the implementation and the degree of sustainability in terms of the management support, process, ownership, and control measure cannot be computed. This data, in reference to the data in Table 5 have a constant variable. According to the respondents, they got the highest rate during the evaluation.

In looking at the data from a larger perspective, the level of Continuous Improvement Program implementation is significantly related to the degree of sustainability of the Continuous Improvement Program. The numerical data explain the possible contribution of the level of implementation to the degree

of implementation. The tables discussed earlier show that there is a need to improve the level of Continuous Improvement Program to have a higher degree of sustainability of its implementation. However, the CIP team still have experienced issues and concerns on the implementation of the Continuous Improvement Program.

4. Issues and Concerns of the Continuous Improvement Program

This study also exposes the different issues and concerns on the implementation of the Continuous Improvement Program. Based on the answers of the informants, the common among the various issues and challenges of CIP was on the implementation phase and parental collaboration. A respondent stated that "The hardest part was the implementation process because of time factor and willingness of the pupil/student and the time factor of teachers." Since the program focused more on the soft skills of the learners, particularly discipline and responsibility, the learners and their parents/guardians themselves, have challenged the implementation. However, through consistent communication and persistence, these stakeholders have learned to embrace and love the program and even adapt it to their respective homes.

Moreover, according to the CIP team, the attendance of the CIP respondents (students) and parents and the preparation of materials were the most challenging. "First, there were students who did not attend the sessions scheduled for them the same problem with their parents who were busy working or had no time to go to school for some personal matters. Second, the preparation of materials took much time because the team, as well as those involved, were also indulged in doing instructional materials for their classes, and some were doing extra work for the school." Some informants stated that "participation and cooperation of teachers, parents, and students." was their primary issue in the implementation of the Continuous Improvement Program. "I think the hardest part in implementing a CI project is the cooperation of both parents and the learners most especially those learners with a difficult time to go to school every day."

Besides, some schools experience the most challenging parts are managerial and support, and some are on the scheduling phase. "It is hard to make a schedule for the CIP team because of the shifting of classes, lack of materials, and lack of classrooms." Furthermore, the attitude of the learners also matters. "The attitude and perception of the students who will undergo the program and the support from the parents." Some informants stated that they experienced trouble in terms of the preparation of intervention materials. An informant stated, "I could say that the hardest part of the implementation process was the preparation of intervention materials. It would take much time preparing them because teachers were also committed to making their own for their classes; likewise, they were also preparing other school reports needed to be submitted."

Lastly, yet significant, an issue on the recognition of teachers who were part of the Continuous Improvement Program has been raised. According to the informants, "If the teachers' effort and dedication are recognized well, they would not complain about accepting the task/s assigned to them. They would see their worth and contribution to the school's accomplishment and success." This idea brought out when the CIP team members stated that the recognition point would be divided into six or seven. These points, according to the school heads, serve as motivation to the CIP team, which they can use for ranking purposes.

It is interesting to note that despite the various challenges, issues, and concerns faced by the school heads and the rest of the CIP team, the program has been implemented with successful results. The coping

mechanism of the school heads was one of the primary factors for the success of the Continuous Improvement Program implementation.

5. Coping Mechanism of the School Head

School heads impose a coping mechanism to address the issues and concerns experienced by the teachers during the implementation of the Continuous Improvement Program. Based on the responses of the informants, leadership has a big role in implementing the CIP with sustainability. As experienced by the respondents, challenges, issues, and concerns could be overcome if there will be a good leadership intervention.

"It is important, as a team leader, to address the conflict right away to avoid resentments within the team. Addressing it wisely and openly promote stronger engagement and maintain harmony in the working environment. Setting clear expectations for everyone in the team is very important. If everyone knows how valuable they are and their work in the success of the program/projects, their commitment significantly increases. It is also important that everyone in the team, especially the leader, opens communications and a time to listen. This idea may be a skill that some undervalued, but it is essential in avoiding and solving problems or conflicts that may arise. Recognizing and respecting personal differences must not also be overlooked. Though the team has different viewpoints, maintaining and always choosing to respect others is very important.

Part of good leadership, according to the informants, is to "maintain a good relationship between and among school administrators, teachers, students, and parents as well." The greatest achievements and distinctions received by the school were the parents and community recognition for the students' improved academic performance.

Proper monitoring of the project and addressing the needs of the CIP is also a good coping mechanism for the school heads. Boost the morale of the CIP team by making sure that you were part of their journey through constant participation in what they are doing, provide technical assistance and guidance during the entire project.

6. Summary of Findings

This chapter presents the summary, conclusions, and recommendations of the study based on the analyzed data.

The general problem of this study was to determine the degree of sustainability of the Continuous Improvement Program (CIP) in curriculum and instruction implementation among elementary and secondary schools in the Schools Division of Bulacan. The attempt of investigation may contribute as input to a comprehensive Schools Division report in CIP implementation, which may serve as a basis for an extensive program accomplishment.

Summary of Findings

The summary of the findings focused on the level of CIP implementation, its degree of sustainability, the relationship between the level of implementation and its degree of sustainability, the issues and challenges of the Continuous Improvement Program, and the coping mechanism of the school heads on the implementation of the Continuous Improvement Program.

To sum up, the findings discussed above, and it was identified that the extent of execution of the Performance Improvement Plan was strong and very clear in terms of activities and timetable, budget and

funding, stakeholder review, and progress evaluation. The Continuous Improvement Program has been applied at a high level in this matter. The entire Continuous Improvement Program department has assisted in the implementation process. Related to implementation point, however, system longevity is also a factor in evaluating a plan or project's performance.

More so on the findings and debates, the degree of continuity of the execution of the Continuous Improvement Program was made quite clear in terms of administrative assistance, process, ownership, and monitoring mechanisms. The data means that the initiative of the school heads and the provision of technical support has been at a high level. In fact, the Continuous Improvement Program manager adopted the full CIP implementation requirements to meet their priorities and targets for the project.

Similarly, by delivering strategies and preparation to provide an adequate experience of CIP, the CIP staff accepted every aspect of the Continuous Improvement Program. Finally, the degree of continuity of the execution of the Continuous Improvement Program was also noticed at a high degree as per process management. The findings indicate that contingencies and adequate planning were also found to a high degree to ensure that the system was applied in full. In light of this, the application of the Continuous Improvement Program was fully applied with a reasonable degree in terms of administrative assistance, process, ownership, and control mechanisms.

Looking at the results from a wider viewpoint, the extent of execution of the Continuous Improvement Program is closely related to the degree of consistency of the Continuous Improvement Program. The numerical data shows how the level of implementation can relate to the degree of implementation. The tables discussed earlier show that the level of the Continuous Improvement Program needs to be improved to have a higher degree of sustainability of its implementation. The CIP unit, however, also faced issues and doubts about the execution of the Continuous Improvement Program.

In the next part of the research question lies the issues and concerns of the Continuous Improvement Program. The results explained the responses of the informants, whereas cooperation among teachers, students, and even parents is a great issue. Moreover, the just recognition of teachers for their efforts in terms of ranking points in doing the Continuous Improvement Program was also the concern of the members of the CIP team.

The coping mechanism of school heads focused on leadership skills. These skills help them drive and motivate the key players of the Continuous Improvement Program to have a successful and sustainable implementation despite the issues and concerns. Good leadership of the school heads may change the perception and attitude of the teachers on how they embrace the Continuous Improvement Program as a contributing factor for school improvement.

7. Conclusions and Recommendations

Based on the summary of findings, the level of implementation of the Continuous Improvement Program was found high. More so, the degree of sustainability of the Continuous Improvement Program was found high as well.

The researcher found that there is a significant relationship between the level of implementation and the degree of sustainability of the Continuous Improvement Program. In light of the hypothesis stated in the earlier part of this study, this study rejects the null hypothesis.

Despite the positive level of implementation and the degree of sustainability of the Continuous Improvement Program, it has found that problems still occur in the implementation phase of the CIP.

However, it is on the leadership skills of the school heads on how to drive the team toward the objectives and goals of the Continuous Improvement Program.

Recommendations

Based on the conclusion of the study, the following recommendations were proposed by the researcher.

a. Sustain a coherent information flow and enriching as a strong sense of responsibility are key components of sustaining a fully functioning CIP unit.
b. As personality effects and partnerships tremendously, the team leader is recommended to make discuss to each member their roles and obligations in and the goal of the project/program.
c. Choose what project under CIP to implement that is necessary to the school, and not for the sake of compliance with the mandate of the Department of Education.
d. Revisit the guidelines on how to give equivalent points to every teacher, who has been playing a key role for every CIP implemented successfully.
e. Consider, in future researches, to focus on the leadership skills of the school heads and how they handle program implementations like CIP.

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