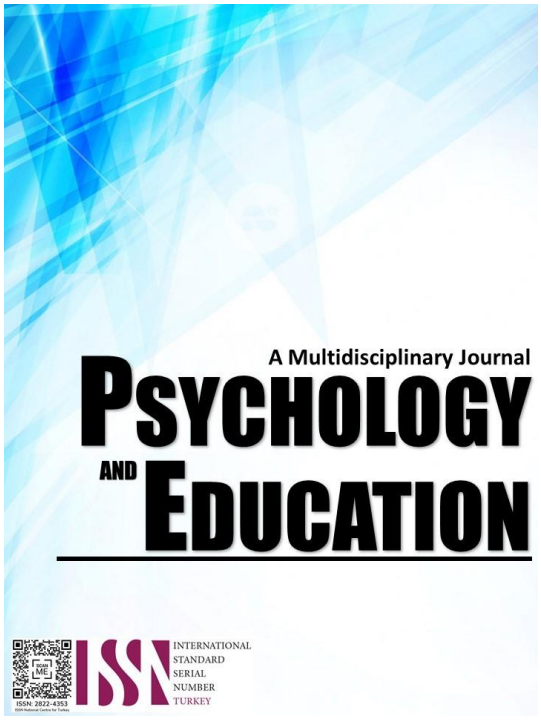
EXTENT OF IMPLEMENTATION OF BYAHEDUKASYON OF CAMOHAGUIN ELEMENTARY SCHOOL DURING PANDEMIC: BASIS FOR PROGRAM ENHANCEMENT AND REPACKAGING FOR NEW NORMAL



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Research Article

Extent of Implementation of Byahedukasyon of Camohaguin Elementary School During Pandemic: Basis for Program Enhancement and Repackaging for New Normal

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Abstract

The study aimed to determine the extent of implementation of the Byahedukasyon: A home visit program of Camohaguin Elementary School with the 14 elementary school heads, 16 master teachers, and 22 elementary teachers as program evaluators in the Gumaca East District. The study used the non-experimental quantitative research design as the mean to determine the level of implementation of Byahedukasyon using a 5-point Likert scale. Meanwhile, inferential statistics using Analysis of Variance (ANOVA) were utilized to determine the significant difference in the assessed level of implementation among groups of respondents. The data were gathered through a researcher-constructed questionnaire which was administered to 54 respondents through the purposive sampling method or the judgemental, selective, or subjective sampling. It was established that the Byahedukasyon home visit Program was fully implemented in the light of the findings using the six management process function. As identified in the analysis of data, generally it says that there is a significant difference between the groups of respondents, considering six management process functions. It has been noted that the identified problems by the researcher were all experienced by the respondents. They were categorically ranked as to their placement within the response of the identified population. The development of IRR may be considered which will serve as a guide to other programs to be implemented, after yielding an acceptable result from the evaluation of the program made.

Keywords: implementation, byahedukasyon, program enhancement, public school, new normal

Introduction

This chapter will articulate the background of the study, the statement of the problems to be answered, the scope and the limitations, and how significant the study is.

Aligned with DepEd Order (DO) 12, series 2022 entitled the "Adoption of Basic Education Learning Continuity Plan for School Year 2020 – 2021 in Light of the Covid-19 Public Health Emergency, Camohaguin Elementary School (CES), Division of Quezon, Gumaca, East District came up with the Program Byahedukasyon. This is a home visitation program amidst the covid-19 pandemic in which, there were no face-to-face classes and the learning delivery utilized is distance learning. One of the program's major goals is to assess and improve the reading and numeracy literacy of the pupils of CES. Its objective states to raise the bar of pupils` level of proficiency by 75% in Reading and Numeracy before the end of the 4th Quarter of the School Year 2020-2021. The following strategies were implemented, Orientation (introduction of scope and sequence of the program, profiling of learners, preparation of communication efforts and coordination with the LGU, Selection, production, and assessment of materials) Program Implementation (home visits, Progress report chart and learners individual portfolio) Evaluation and Validation. The program has been running for three consecutive years since its inception. Mentioned in the Third strategy is the evaluation and validation part, wherein it is concentrated on the material used and not specifically on how the program has been implemented. The researcher has taken into account the consideration of using the management process functions to assess its implementation from the perspective of master teachers and school heads of the Gumaca East district.

On this premise, the researcher was convinced to conduct this study to access the effectiveness of home visitation as a strategy for instructional delivery focused on numeracy and reading literacy. He believed that the assessment he will make will provide an analysis that will be the basis of designing an intervention coveted to the needs of the beneficiaries of the program. This intervention will benefit the respondent school and can be adopted by other schools in the district or the entire division. Moreover, the researcher would like to determine whether this program is still for the system now that DepEd is back to the old normal or fuel blast for the face-to-face classes.

Further, this study hopes to shed light on the result of the Process and Outcome of the home visit program, which will be evaluated and used as a basis for program enhancement in repackaging the Home Visit Program for new normal, this would serve as a guide for other schools' adaptation in the district and/or in

division-wide setup. Program evaluation is an essential responsibility for anyone overseeing the extent of its implementation to make a deal with exploring new possibilities for improving the program for a greater scale of utilization.

Research Questions

This research aims to determine the extent of the implementation of Byahedukasyon of Camohaguin ES during the pandemic, as a basis for program enhancement and repackaging for in the New Normal. Specifically, the study seeks to answer the following questions:

1. What is the extent of implementation of Byahedukasyon in terms of the following management process functions?
   1.1. Planning;
   1.2. Organizing;
   1.3. Staffing;
   1.4. Directing;
   1.5. Coordinating; and
   1.6. Controlling
2. Is there a significant difference in the level of implementation of Byahedukasyon as assessed by the group of Evaluators of School Heads, Master Teachers, and teachers of the Gumaca East District?
3. What are the problems encountered during the implementation of the program?
4. What enhancement could the researcher can make to effectively implement the Byahedukasyon aligned for New Normal?

Methodology

This chapter presents the research design, research locale, population sample, research instruments, data gathering procedures and collection, and the statistical treatment to be used in the study.

Research Design

The goal of a teacher home visit program is to build stronger relationships between home and school as well as to increase learning for students (Hill, 2013). While not a new idea, teacher home visits are encouraging teachers to leave classrooms to meet students and families on their turf (Duenas, 2014). In this study, a mixed-method research design was deemed appropriate because it is a variant of the "embedded design in which the researcher collects both qualitative and quantitative data within a case study" (Clark & Creswell, 2011, p. 95). A mixed-method research design allowed for a more in-depth understanding of the studied subject (Zohrabi, 2013). This type of research is becoming more popular as it allows for "qualitative and quantitative data to be simultaneously collected, analyzed, and interpreted" (Zohrabi, 2013, p. 254). Richards (2015) described qualitative data as a method of studying people and how they view their world, observing them to understand their situations, and explaining their behavior. Jackson and St. Pierre (2014) defined qualitative data as the collection of words obtained by "interviewing and observing people" (p. 1). Silverman (2013) eloquently described qualitative research as "verbal descriptions of real-life situations" (p. 4). In this study, qualitative data are defined as "open-ended questions that begin with words such as what and how to suggest an exploration of the central phenomenon" (Clark & Creswell, 2011, p. 415).

The qualitative data in this study were gathered through the use of survey questions given to the teachers, master teachers, and school heads. The responses were recorded using a 5-point Likert scale in quality. It measures a wide range of perceptions, motivations, and intentions. It covers the full range of opinions the researcher anticipates the participant can have (Bhandarl & Nikolopoulou, 2022).

Meanwhile, quantitative methodology is defined as research that focuses on numerical data collected through surveys, polls, or questionnaires; this method emphasizes objective measurements (Babbie, 2013; Creswell, 2013). In this study, quantitative data were gathered through a survey created by the researcher himself.

Research Locale

The study was conducted at the Gumaca East District, where Camohaguin ES is located. Byahedukasyon has been implemented in Camohaguin ES during the time of the pandemic where outcome results are intact for further study. The study was implemented to a total of 22 teacher respondents of Camohaguin ES- the implementer of BYAHEDUKASYON. Fourteen (14) elementary school heads and 16 elementary master teachers served as the program evaluators as identified through the purposive sampling technique.

The teacher implementers were included as respondents because they have first-hand information on the processes of the program implementation.

Master Teachers and School Heads, on the other hand, are the most credible persons to evaluate the home visit program, since they have training, studies, and held evaluation processes in the district.

Population and Sample

The population of the study were 16 master teachers and 14 school heads of Gumaca East District, Gumaca, Quezon. The population used the purposive sampling method or the judgemental, selective or subjective sampling. The researcher will rely on their own judgment in choosing members of the population to participate in his survey. All teacher advisers are included as respondents in the study.

Table 1.*Respondents*

Gumaca East District Schools	*School Head*	*Master Teacher*	*Class Adviser*	*TOTAL*
Anonangin Elementary School	1	0	0	1
Bantad-Villafuerte Elementary School	1	0	0	1
Bamban Elementary School	1	0	0	1
Biga-Labnig Elementary School	1	1	0	2
Binambang Elementary School	1	0	0	1
Camohaguin Elementary School	1	2	22	25
Cawayan Elementary School	1	0	0	1
Gayagayaan Elementary School	1	0	0	1
Gumaca East Central School	1	9	0	9
Hagakhakin Elementary School	1	1	0	2
Lagyo Elementary School	1	0	0	1
Panikihan Elementary School	1	1	0	2
Roosevelt Elementary School	1	2	0	3
Villa Padua Elementary School	1	0	0	1
GRAND TOTAL	*14*	*16*	*22*	*52*

Research Instrument

A survey questionnaire was used as the main instrument in this study. the instrument was originally drafted by the researcher using the information gathered in the evaluation of a program using six functions having high levels of validity and reliability. The alpha coefficient for 30 items is 0.973, suggesting that the items have relatively high consistency. The reality is considered excellent.

Moreover, mixed-method researchers use qualitative data obtained through interviews and focus groups as well as quantitative data obtained from surveys (Clark & Creswell, 2011). The qualitative data were elicited through interview questions (see Appendix C) that were open-ended and designed to occasion responses to answer the research questions. The interview questions were field-tested by educators not participating in the study. The feedback received from the field tests was recorded, and interview questions were reworded or changed as needed. The interview questions were included in the survey questions to be given to the participants (parents) and teachers (providers). The answers were later added to the transcriptions as part of the study.

These methods ensure methodological triangulation (Irby & Lunenburg, 2008) which is defined as another method for ensuring that the study is robust, valid, and reliable. Triangulation may appear as four basic types: (a) data triangulation, involving time, space, and persons, (b) investigator triangulation, which consists of the use of multiple, rather than single researcher/observers, (c) theory triangulation, which consists of using more than one theoretical frame in the interpretation of the phenomenon, and (d) methodological triangulation, which involves using multiple methods. Multiple triangulation may be used when you combine one dissertation, with multiple observers, theoretical perspectives, sources of data, and methodologies. (p. 104) The type of triangulation used in this study was investigator triangulation, which consists of the use of multiple, rather than single researchers/observers since data were collected through parent and student surveys, and an interview through open-ended questions. The research was also conducted on the current literature regarding teacher home visit programs across the country.

Data Gathering Procedure

Data were gathered from the teachers after the program implementation, by answering the survey questions. Final questionnaires were administered at the end of program implementation for elementary master teachers and elementary school heads. Ethics has always been one of the protocols that a researcher should consider in gathering data and information. Following the professional ethics in conducting this research, the letter of permission to conduct a survey and to allow the researcher to get the average of the respondents was given to the head of the school. During the survey, the letter was read and shown to the respondents and explained the purpose of the research. The researcher explained also the confidentiality of

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their answers and the data that they provided. The procedure was also explained to the participants. The students were asked to write their names and signatures for validation of proof.

Ethical Considerations

No human subjects participating in the research were at risk during the process. All documents and files will be destroyed three years after the completion of the research project. To assure anonymity for the participants of the focus groups, parents' interviews, and parent and student surveys, no identifiable names, ages, sexes, or locations were divulged.

Results and Discussion

Presented in this chapter are the results, interpretation, and analysis of findings. Tables are arranged in the following: Extent of Implementation of Byahedukasyon in six management process functions namely planning, organizing, staffing, directing, coordinating, and controlling; Difference in the level of implementation of Byahedukasyon as assessed by the group of Evaluators of School Heads, Master Teachers and teachers of the Gumaca East District; and the problems identified in the implementation process of the program.

The standard deviation in the three descriptive tables, Table 1 to Table 7, ranged from 0.54 to 0.79 which is less than 1.0 as the typical standard deviation for a 5-point Likert scale according to Wittink and Bayer (1994). This means that the ratings in the accomplished questionnaires were close to the mean, indicating consistency of responses among the respondents.

Extent of Implementation of Byahedukasyon

The Extent of implementation of Byahedukasyon was computed and interpreted based on the obtained mean rating per indicator.

Table 2. *The extent of implementation of Byahedukasyon (planning function)*

Indicators	*School Head*			*Master Teacher*			*Teacher*			*Total*		
	Mean	*SD*	*DI*	*Mean*	*SD*	*DI*	*Mean*	*SD*	*Mean*	*DI*	*SD*	*DI*
1. Collected information about the present state of the learners in distance learning	4.64	0.50	FI	4.63	0.62	FI	4.50	0.51	4.58	FI	0.54	FI
2. Fixed the long-term objective of helping learners through a home visit program (Byahedukasyon)	4.64	0.50	FI	4.19	0.83	FI	4.55	0.51	4.46	FI	0.64	FI
3. Developed policies and procedures, rules, and exemptions for the implementation of the home visit program.	4.71	0.47	FI	4.06	0.93	FI	4.50	0.51	4.42	FI	0.70	FI
4. Evaluated the action patterns every week of implementation	4.36	0.75	FI	4.13	1.03	FI	4.50	0.60	4.35	FI	0.79	FI
5. Found out the limitations experienced.	4.29	0.83	FI	4.25	0.93	FI	4.45	0.51	4.35	FI	0.74	FI
Composite Mean	4.53	0.61		4.25	0.87		4.50	0.53	4.43		0.68	FI

Table 2 illustrates the level of implementation of Byahedukasyon in terms of the planning stage. As shown, the overall standard deviation was .68 and the overall composite mean is 4.43, described as fully implemented. Among its 5 indicators, profiling of learners in distance learning stands out, while the development of policies and procedures, rules, and exemptions for the implementation of the home visit program got the lowest mean.

In the study of Surendran, Sankaran et. al, in their study evaluating the quality of BEP using the CIPP model, the instructional program's planning must be much improved. The teaching strategy serves as a reference for lecturers in creating more directed instructional activities that will proceed smoothly and effectively. Therefore, improving teaching quality may begin with the teaching plan (Dwiyogo, 2018). According to Isman (2011), designing a teaching program is important in increasing teaching quality. Its layout must be focused on active learning. A mature strategy determines the effectiveness of a teaching process. When a plan is well-crafted, half of the battle is won; the rest is in the execution.

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Table 3. *The extent of implementation of Byahedukasyon (organizing function)*

Indicators	School Head			Master Teacher			Teacher			Total		
	Mean	*SD*	*DI*	*Mean*	*SD*	*DI*	*Mean*	*SD*	*DI*	*Mean*	*SD*	*DI*
1. Works are correctly classified to be performed.	4.71	0.47	FI	4.38	0.72	FI	4.55	0.51	FI	4.54	0.58	FI
2. Works are correctly identified to be performed.	4.79	0.43	FI	4.31	0.87	FI	4.55	0.51	FI	4.54	0.64	FI
3. Authorities are properly delegated.	4.79	0.43	FI	4.25	0.86	FI	4.68	0.48	FI	4.58	0.64	FI
4. Responsibilities are well-communicated.	4.50	0.52	FI	4.25	0.86	FI	4.73	0.46	FI	4.52	0.64	FI
Composite Mean	4.70	0.46	FI	4.30	0.83	FI	4.63	0.49	FI	4.55	0.63	FI

Table 3 presents the overall standard deviation, which was .63; the overall composite mean is 4.55, described as fully implemented. Among its 4 indicators, only indicator 1, that is work classification which has the lowest standard deviation while the rest of the indicators have the same standard deviation of .64.

The importance of the Organizing function gives specialization, in which the right person should be placed into his/her expertise in which the work is divided into units and departments. It helps also to put right individual for the job or a well-defined job suited for the organization to work as one and effectively. It also clarifies authority in which the right leader is assigned to lead the team in which the coordination will automatically claim as the product of good organization.

Table 4. *The extent of implementation of Byahedukasyon (staffing function)*

Indicators	School Head		Master Teacher		Teacher		Total		
	Mean	*SD*	*Mean*	*SD*	*Mean*	*SD*	*Mean*	*SD*	*DI*
1. Utilized and promote manpower	4.71	0.47	4.50	0.73	4.82	0.40	4.69	0.54	FI
2. Select and identified suited personnel	4.50	0.65	4.56	0.63	4.68	0.48	4.60	0.57	FI
3. Teachers are given awards/citations/ by highlighting achieved goals.	4.36	0.75	4.13	0.89	4.50	0.51	4.35	0.71	FI
4. Teachers are well trained to capacitate themselves in doing the job.	4.64	0.50	4.31	0.79	4.64	0.49	4.54	0.61	FI
Composite Mean	4.55	0.59	4.38	0.76	4.66	0.47	4.55	0.61	FI

Based on Table 4, the overall standard deviation was .61 and the overall composite mean is 4.55, described as fully implemented. Among its 4 indicators, only indicator 1 otherwise known as utilizing and promoting manpower achieved the lowest standard deviation while the indicator that states giving of awards and recognition has the highest standard deviation of .71.

Proper staffing promotes volunteerism, as not only just because teachers visited once the pupil, there are many who volunteered to follow up on whthe at teacher thought on his/her visits. The study entitled Best Practices in Brigada Eskwela on Secondary Schools in Batnagas Province authored by Larry F. Garcia and published by IOER International Multidiscplinary Research Journal Vo. 3, no 1, March 2021, the following conclusion of the evaluation has been organized. Secondary Schools in Batangas Province considered Brigada Eskwela as a product of collaborative effort, taps the spirit of volunteerism, and allows people from different sectors to extend help to the schools every year, in which are the most salient features of the program.

Table 5. *The extent of implementation of Byahedukasyon (Directing function)*

Indicators	School Head			Master Teacher			Teacher			Total		
	Mean	*SD*	*DI*	*Mean*	*SD*	*DI*	*Mean*	*SD*	*DI*	*Mean*	*SD*	*DI*
1. The school head communicates well.	4.93	0.23	FI	4.13	0.89	FI	4.95	0.21	FI	4.69	0.64	FI
2. The school head motivates the teachers	4.71	0.47	FI	4.13	0.89	FI	4.95	0.21	FI	4.63	0.66	FI
3. The school head initiates action	4.64	0.50	FI	4.38	0.81	FI	4.86	0.35	FI	4.65	0.59	FI
4. School head ingrates efforts	4.57	0.65	FI	4.25	0.78	FI	4.91	0.29	FI	4.62	0.63	FI
5. The school head provides stability	4.71	0.47	FI	4.19	0.75	FI	4.64	0.90	FI	4.52	0.78	FI
6. School head copes with chances	4.64	0.63	FI	4.25	0.78	FI	4.77	0.43	FI	4.58	0.64	FI
7. School heads promote the efficient utilization of resources.	4.64	0.63	FI	4.38	0.81	FI	4.73	0.46	FI	4.60	0.63	FI
Composite Mean	4.69	0.51	FI	4.24	0.82	FI	4.83	0.41	FI	4.61	0.65	FI

As can be seen in table 5, the overall standard deviation was .66 and the overall composite mean is 4.61, described as fully implemented. Among its 7 indicators, the school head initiates action and has the lowest standard deviation of .59 while providing stability by the school head has the highest standard deviation of .78.

The overall manner in which a manager influences the activities of subordinates is referred to as directing. It is a manager's final activity in getting people to act after all preparations have been done."...(Joseph Massie). According to recent studies (Kemple and Snipes; Cox 1999) Alternative schools have some positive effects. In which directing the byahedukasyon program is an alternative way of Camohaguin ES School head in which is based on a meta-analysis of

alternative school programs discovered that alternative school improve performance as this study have some same directing functions on what byahedukasyon has offered in its directing stage.

Table 6. *The extent of implementation of Byahedukasyon (coordinating function)*

Indicators	*School Head*			*Master Teacher*			*Teacher*			*Total*		
	Mean	*SD*	*DI*	*Mean*	*SD*	*DI*	*Mean*	*SD*	*DI*	*Mean*	*SD*	*DI*
1. There was a clear explanation of authority-responsibility relations	4.93	0.27	FI	4.44	0.81	FI	4.68	0.48	FI	4.67	0.59	FI
2. Relationships as to responsibilities are practiced.	4.79	0.43	FI	4.13	0.89	FI	4.64	0.49	FI	4.52	0.67	FI
3. There is one or two unified command	4.86	0.36	FI	4.00	0.82	FI	4.41	0.59	FI	4.40	0.69	FI
4. Everyone is unified in the target they want to achieve.	4.71	0.47	FI	4.31	0.79	FI	4.73	0.55	FI	4.60	0.63	FI
5. Open communication to avoid a dispute is evident.	4.86	0.36	FI	4.19	0.75	FI	4.73	0.46	FI	4.60	0.60	FI
Composite Mean	4.83	0.38	FI	4.21	0.81	FI	4.64	0.51	FI	4.56	0.64	FI

Table 6 presents the overall standard deviation was .64 and the overall composite mean is 4.56 which was described as fully implemented. Examining the identified indicators, an indicator stating a clear explanation of authority-responsibility relations has the lowest standard deviation of .59, while an indicator stating that there are one or two unified commands has the highest standard deviation of .69.

The AAS degree and certificate program Program Enhancement Plan process begins with the Internal Program Review data being reviewed annually. Enrollment, completion, and trend data are available it is reviewed first to determine the overall footprint of a program. Patterns and pattern changes are examined to see if there have been any significant impacts on the program that need to be addressed. Finally, the program's financials are examined to see if costs are within the budget of the program's requirements. It is important to note that a deficit does not guarantee success. This does not always imply that a program is struggling. More importantly, whether the costs of a program are reasonable when the other data (enrollment, completions, trends, etc.) is considered.

The template addresses key areas that may require targeted improvement. The Dean and Program Coordinator may be required to complete one or more sections of the template. Additional suggestions for improvement could be developed in consultation with Program Advisory Committees. Furthermore, additional support may be required from other areas of the college to implement improvement strategies. Retention efforts, for example, may necessitate assistance from Admissions, Counseling, or Learning Resources. Additionally, improvement projects could be supported through the Learning Enhancement Opportunity (LEO) process.

Table 7. *The extent of implementation of Byahedukasyon (controlling function)*

Indicators	*School Head*		*Master Teacher*		*Teacher*		*Total*		
	Mean	*SD*	*Mean*	*SD*	*Mean*	*SD*	*Mean*	*SD*	*DI*
1. Standards are established.	4.86	0.36	4.31	0.79	4.68	0.48	4.62	0.60	FI
2. Actual performance is measured concerning standard performance.	4.79	0.43	4.31	0.70	4.73	0.55	4.62	0.60	FI
3. Promoted optimum utilization of resources.	4.71	0.61	4.38	0.81	4.59	0.50	4.56	0.64	FI
4. Discipline and orders are all sets	4.86	0.54	4.44	0.51	4.55	0.60	4.60	0.57	FI
5. Minimized errors are observed.	4.79	0.58	4.00	0.89	4.41	0.59	4.38	0.75	FI
Composite Mean	4.80	0.50	4.29	0.74	4.59	0.54	4.56	0.63	FI

The table tackles the overall standard deviation as .63 and the overall composite mean is 4.56 which was described as fully implemented. Among its 5 indicators, .57 is the lowest standard deviation and that is discipline and orders are all set. The highest standard deviation of .75 in the indicator states that minimized errors are observed.

Organizing such standards and discipline are highly needed to have a good control of your program and organization. As for Healthy Families America (HFA's) Self-Assessment Tool is organized around 12 critical elements, (1) Initiate services early (2) Standardized risk assessment (3) Voluntary Services (4) Intense services (5) Cultural competence (6) Visits support parents, child, and parent-child relationship (7) Links to community services (8) Reasonable caseloads (9) skilled and relationship-oriented home visitors (10) Ability to handle diverse family experiences (11) staff training (12) Ongoing effective supervision. PAT Self Assessment Process measures 190 quality indicators over 8 program areas including a. Personal Visits 2. Group Meetings 3. Screening 4. Resource Network 5. Recruitment and Retention 6. Program Management 7. Professional Development 8. Evaluation (Assessing Home Visitation Program Quality Journal p.12)

Table 8. *Summary table of the extent of implementation of Byahedukasyon*

Stages	*Composite Mean*	*Standard Deviation*	*Descriptive Interpretation*
Planning Stage	4.43	0.68	Fully Implemented
Organizing Stage	4.55	0.63	Fully Implemented
Staffing Stage	4.55	0.61	Fully Implemented
Directing Stage	4.61	0.65	Fully Implemented
Coordinating Stage	4.56	0.64	Fully Implemented
Controlling Stage	4.56	0.63	Fully Implemented
Grand Mean	4.54	0.64	Fully Implemented

Table 8 presents the summary presentation of the extent of implementation of Byahedukasyon in the six management process functions. It has achieved an average of .64 standard deviation and a composite mean of 4.54 which is interpreted as fully implemented. The staffing stage has the lowest standard deviation of .61 while the planning stage has the highest standard deviation which is .68.

Although all of the management functions were fully implemented, there are gaps in the observation of the research base for the program in assessing how specific aspects of the extent implementation of the program, though it can influence the effectiveness of the program. For instance, there is little research on the impact of administrative aspects on home visitation program effectiveness and few measurement tools to address these issues, this is generally recognized in the human resource field as an essential element of program quality (e.g., Glisson, 2010; Durlak & DuPre 2008).

The difference in the level of Implementation of Byahedukasyon

The difference in the level of implementation used p-value, shown interpretation and decision.

Table 9. *Statistical table (ANOVA) showing the significant difference in the level of implementation of Byahedukasyon as assessed by the school heads, master teachers, and teachers' respondent*

Level of Implementation	*vs*		*p-value*	*Interpretation*	*Decision*
Planning Stage	School Head	Master Teacher	0.352		
	School Head	Teacher	0.987		
	Master Teacher	Teacher	0.353		
Organizing Stage	School Head	Master Teacher	0.095		
	School Head	Teacher	0.913	Not Significant	Do not Reject H_0
	Master Teacher	Teacher	0.137		
Staffing Stage	School Head	Master Teacher	0.585		
	School Head	Teacher	0.806		
	Master Teacher	Teacher	0.194		
Directing Stage	School Head	Master Teacher	0.028	Significant	Reject H_0
	School Head	Teacher	0.665	Not Significant	Do not Reject H_0
	Master Teacher	Teacher	0.001	Significant	Reject H_0
Coordinating	School Head	Master Teacher	0.002		
	School Head	Teacher	0.465	Not Significant	Do not Reject H_0
	Master Teacher	Teacher	0.024	Significant	Reject H_0
Controlling	School Head	Master Teacher	0.018		
	School Head	Teacher	0.439	Not Significant	Do not Reject H_0
	Master Teacher	Teacher	0.160		

Table 9 shows that there is a significant difference in the assessments of the groups of respondents on the level of implementation of the Byahedukasyon in terms of directing between the school head and master teacher ($p = .028 < 0.05$); master teacher and teacher ($p = .001 < 0.05$). In terms of coordinating, a statistically significant difference exists between the school head and master teacher ($p = .002 < 0.05$); master teacher and teacher ($p = .024 < 0.05$); in the controlling stage, the difference between the school head and master teacher is statistically significant ($p = .018 < 0.05$). The existence of a significant difference tells us that the assessed level of implementation of these groups of implementers differs. There was also a time when the result is significant to the teacher and master teacher or master teacher to school head and/or school head to a teacher.

In the United States of America, they enjoy a high rate of home visits. Given that the federal government is attempting to increase house visiting services through several programs, including Maternal Infant and Early Childhood Funding The MIECHV (Home Visiting) program, is acknowledged as a crucial service approach for strengthening young children's households even more.

There have been efforts to define critical quality program areas for efficient home visits, including a plan to address worries about modesty. Possible irregularities in program outcomes (Daro, 2006; Weiss Johnson, 2009; & Klein, 2006). (Daro, 2006; Weiss Johnson, 2009; & Klein, 2006). These caliber identifiers include but are not limited to features, the timing of enrolment, the frequency of visits, the use of tools for evaluation or screening, cultural sensitivity, visitor education, program emphasis or substance, and connectivity to other community resources.

Problems Encountered during the Implementation of the Program

The problems met during the implementation stage of Byahedukasyon were computed and interpreted based on the frequency and obtained percentage per indicator, afterward ranked from most noted problems to least.

Table 10. *Problems encountered during the implementation of the program*

Problems Encountered	*f*	*%*	*Rank*
1. There are no funds available for the implementation of the program.	42	81	1
2. Time management among the teacher-implementers to do the task, due to overlapping activities.	38	73	2
3. Parents have not shown cooperativeness in the implementation of the programs.	24	46	4
4. Lack of timely and transparent methods of communication to ensure that all stakeholders are involved in the program.	13	25	7.5
5. Lack of clear goals and success criteria for the successful implementation of the home visit program.	10	19	9.5
6. Inadequate skills of team members, they do not possess the necessary skills to tackle the problem at hand.	10	19	9.5
7. Unable to foresight and identify potential "what if" scenarios and make contingency plans.	31	60	3
8. Lack of accountability to the responsibilities to fulfill the role assigned to every team member.	17	33	5
9. Uninvolved and/or limited engagement of stakeholders, not considering the customers' feedback and failing to update them throughout the home visit program.	15	29	6
10. Unrealistic deadlines or the inability of the project team to negotiate the project timeline by prioritizing deadlines is at stake.	13	25	7.5

As much as table 10 is concerned, respondents have frequently chosen the lack of funds available for the implementation of the program, in which 42 respondents, or 80% expressed the problem encountered. 10 or 19% of respondents stated that there is a lack of clear goals and success criteria for the successful implementation of a home visit program and inadequate skills of team members to perform their assigned tasks.

Naturaly, funding is the most needed source for a program as such, as Blended learning models face considerable obstacles such as the cost of technology, insufficient training, technological concerns, the need to modify content for blended learning, diminished motivation, and weaker relationships between students and teachers. (Study.com)

Enhancement of the Program

After those findings, an enhancement of the program entitled "Repackaged Byahedukasyon in New Normal" will be offered. One of the enhancements is to have the home visit twice a week during Tuesdays and Wednesdays. All subject areas will be used for literacy and numeracy level. As for example, Music subject can have a mathematical expression and literacy feature. The repackaged Byahedukasyon will not only cover one quarter instead it will cover the whole school year and dream to attained 75% to 95% numeracy and literacy level at the end of the school year.

Conclusion

Analysis of the results simply means that after the conduct of an evaluation on the implementation of the home visit program Byahedukasyon, a positive result has been obtained.

Furthermore, this research has utilized program theory, concentrated on six management process functions in the evaluation of a program. Generated results from among six management functions range from 4.43 to 4.46 composite mean, which is descriptively interpreted as fully implemented. Three management process functions showed a significant difference in the response of a group of respondents in the Gumaca East District. Four management functions listed a not significant difference on the matter. Therefore, it is concluded that the majority of the mentioned functions have no significant difference perceived from the three group of respondents. The topmost problems identified by the respondents were the lack of available funds to be utilized in the program. Therefore, hyphothesis were accepted by the researcher.

After a thorough assessment and considering the foregoing findings, the following recommendations are presented: (1) Since the findings reveal that the most encountered problem in the implementation of Byahedukasyon is the lack of source of funds, Local Government Unit may assist the school in the implementation of such by providing specific funds for the purpose of the program. (2) It is recommended that proper scheduling of the program like twice a week and should be done after class hours, for teachers not to overlap activities and duties. (3) Proper parent orientation for the program implementation in the new normal for them to fully understand the importance of having the program implemented. (4) Considering the extent of the implementation of the Byahedukasyon is fully implemented during pandemic, implementation of which during the new normal is recommended. (5) Since this study focused only on the extent of implementation of Byahedukasyon, future researchers are encouraged to research about the effectiveness of Byahedukasyon.

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