Needs Assessment in Danahao Integrated School

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Abstract— The educational system changes over the years which in turn demands educational institutions to constantly improve their capacity to deliver quality education to the learners. In order to improve, the school has to assess and address its needs. The main purpose of this study was to assess the current needs of Danahao Integrated School, Danahao, Clarin, Bohol. This study intends to identify school needs in the four dimensions: student development and services, learning facilities and resources, school environment, and professional development. The researchers employed explanatory sequential design which is a sequence of quantitative and qualitative research designs. The study was conducted in two phases. First, the researchers conducted a descriptive survey using a survey questionnaire to the principal and teachers of Danaho Integrated School. A total of thirteen (13) respondents participated in the survey – one (1) principal and twelve (12) teachers. Second, the researchers conducted focus group and interview in order to verify the results in the descriptive survey. There were two focus groups: teachers (11) and students (15). Further, a face-to-face interview was done with the principal. The needs assessment revealed salient areas which of high degree of need. In the overall, majority of these identified needs are under learning facilities and resources. It was recommended that an action plan should be crafted to prioritize and address these needs.

Keywords— student services, school environment, secondary school.

I. INTRODUCTION

In response to the challenges and dynamic changes brought by the shift of educational landscape, the Bohol Island State University – Clarin campus has its mandate to continuously extend its services to its local community wherein it lies. Danahao Integrated High School is one of the secondary schools of the municipality of Clarin and a cooperating school of the university, particularly, in the student teaching course in the teacher education. The said secondary school, located in Danaho, Clarin, Bohol, has been established for a span of ten (10) years since the year of its establishment in 2009. Based on the lengthy discourse in the recently conducted stakeholders' consultative forum, the Officer-In-Charge (OIC) principal had divulged the current situation of

the school. With all the pieces of information coming from the acting school head, the university find it imperative to conduct needs assessment in order to ascertain and prioritize the needs of the school and craft sustainable and relevant extension programs for school improvement.

Needs assessment is "a systematic examination of the gap that exists between the current state and desired state of an organization and the factors that can be attributed to this gap" [5, 13]. This includes identifying weak areas that needs improvement, analyzing its root-cause, and formulating program of actions that will address the identified needs. Conducting needs assessment is the essential first step towards improving the delivery of educational services of educational institutions which yields better student

outcomes[5, 3]. For [13], needs assessment is a means for formulating better decisions. Guided by its main goal – improving performance, needs assessment is of a great help to educators and system leaders in planning and implementing activities for the continuous improvement of the institution.

Fundamental to improving performance is the equifinality principle of systems theory, which states that in an open system there are always alternatives for achieving desired results. In practical terms, this principle tells you that even when one solution or activity initially seems to be the only way to accomplish results, in reality there are always other options that should be considered (even if you decide in the end to go with your initial selection). This requires a needs assessment approach that focuses on results and that collects data to inform decisions rather than data to justify decisions that have already been made. A needs assessment is a valuable tool for systematically justifying when and where to invest resources after first defining which results are worth accomplishing and then selecting appropriate activities for achieving those results [13].

Need is key aspect in motivation. Human beings are motivated or can be motivated only if they have needs and they are eager to satisfy them. The best one-word definition of need is deficiency. Need represents the state of lackness or deprivation [10]. In this study, the researchers look into four dimensions of the school: student development and services, learning facilities and resources, school environment, and professional development. The student development services refer to the needs concerning students' academic matters. Learning facilities and resources are the resources that support the teaching and learning process. Further, school environment refers to the school's physical characteristics and the school as a working environment. Lastly, professional development refers to those needs of the teachers for professional growth. Each of these dimensions contain specific areas of need that this study would want to assess.

For McCawley [8], there are two goals that needs assessment has in relation to extension. The first is to ascertain what the people already have or know, in order to determine what educational products and services are needed. The second one is to learn what should be done so that such educational products and services can be more accessible, acceptable and useful to the beneficiaries. Needs assessments clarify the work of public service agencies and promote effective program planning by engaging advisory leaders, elected officials, volunteers and other stakeholders in learning and talking about important community issues[6].

McKillip [9] provides models of need assessment. One which is widely used especially in the field of education is the discrepancy model. This model follows three phases: goal setting, performance measurement and discrepancy identification. Goal setting is identifying what the institution desired to do or to become. Performance measurement involves gauging the current state of the institution. Lastly, discrepancy identification is the difference between the desirable state and the current state. This model is somewhat a straightforward one since it directly determines the needs of the institution being assessed. Following this model, this study could inform the university on the current situations and relevant needs of the cooperating schools.

The Centers for Disease Control and Prevention (CDC) [2] of Atlanta suggests a systematic process of conducting the needs assessment. The first is of course to plan the needs assessment. This includes setting goals, identifying the community to be assessed, developing teams which will conduct the needs assessment, and determining the appropriate methods to be used. There are a variety of methods of gathering information from the respondents. This includes survey, interview, focus group discussion and working group. After the planning stage is to formally conduct the needs assessment to the concerned community or school. The different teams of the assessment must see to it that the conduct of such follows exactly the plan. After this, the teams gather the data and summarize it. Lastly, based on the summary of findings, the teams together with the concerned beneficiaries has to identify priority needs and craft an action plan or strategies in order to address such needs.

After having identified the needs of the schools, the assessment team together with the concerned school has to rank and prioritize those needs. Some criteria in doing so may include size of problem, seriousness of problem, availability of current interventions, economic or social impact, public health concern, and availability of resources [2].

Reference [7] conducted a needs assessment on the area of program evaluation in the selected schools of Southern Luzon region. The study sought to determine their needs in evaluation and how evaluation is presently being practiced. The results show the needs of the school, including: (1) to improve teacher performance and teacher training

evaluation; (2) to consider alternative ways of evaluation such as focus group discussions and surveys, (3) training on instrumentation as a technical skill, (4) seminars and workshops that provide venues for learning about the process of evaluation, (5) improve the personnel, practice, relational, and study aspects of evaluation in schools.

The study of Azimi[1] surveys the students in the college of education of University of Mysore, India regarding the gaps and needs of e-learning components. The survey shows that the needs which rank top includes internet tools and video streaming, while instructional theories and mobile technology were on the lowest rank. The researcher suggests that students, faculty members and management of colleges of education and educators can plan and conduct needed and related training programs to expand their knowledge and proficiency in e-learning, Internet technologies and lead to more efficient utilization. Moreover, students (as future teachers) should be made aware of the potential of various e-learning technologies for enhancing the teaching and learning process.

The quality of education of rural elementary schools in Kalecik, Ankara was the main topic of the study [11]. The results revealed that both teachers and students are satisfied with the school's physical conditions. Conversely, the number of teachers teaching outside their areas of specialization is quite high. The lack of technology, and lack of parental involvement were found to be factors that might have an effect on the quality of education. Further, teachers tend to encourage competition rather than cooperation among students.

This study is anchored on the provision of Republic Act No. 10533 or the Enhanced Basic Education Act of 2013, Section 2 which states "broaden the goals of high school education for college preparation, vocational and technical opportunities as well as creative arts, sports and entrepreneurial employment in a rapidly changing and increasingly globalized environment". In Article XIV, Section 3 of Education Act of 1982, the curricula shall encourage critical and creative thinking, broaden scientific and technological knowledge and promote vocational efficiency and other skills. In the Philippine 1987 Constitution, Article XIV, Sec. 2, provisions that "the state shall establish, maintain, and support a complete, adequate, and integrated system of education relevant to the needs of the people and society." This needs assessment intends to lend a helping hand to the school in their endeavors of delivering basic education to the students through

identifying, prioritizing, and addressing needs or deficiencies.

The conduct of needs assessment is crucial to the improvement of the school. This serve as basis as to what action plan should be crafted in order to address the current needs.

II. OBJECTIVES

The chief purpose of the study is to assess the current needs of Danahao Integrated School in Danahao, Clarin, Bohol. The study further intends that through its findings, needs are identified and prioritized, and action plan can be formulated based from these needs.

Specifically, the study aims to answer the following question:

1. What are the needs of the school in terms of:

    1.1 student development and services;

    1.2 learning facilities and services;

    1.3 school environment; and,

    1.4 professional development?

III. METHODOLOGY

This study is a mixed method research, utilizing explanatory sequential design. This research design which "first conducts quantitative research, analyzes the results and then builds on the results to explain them in more detail with qualitative research" [4]. The researcher used descriptive survey, focus group and interview. A survey questionnaire was used to gather information on the needs of the school, following a Likert-type scale of high degree of need (4), moderate degree of need (3), low degree of need (2), do not know (1). The questionnaire focuses on the four (4) dimensions of school development: student development and services, learning facilities and services, schoolenvironment, and professional development. Each dimension comprises specific areas of needs. The questionnaire was reviewed by Research and Development and Extension (RDE) of the university to ensure its validity. The principal and teachers rated each area as to its degree of need. In furtherance, the questionnaire allows the participants to write additional inputs regarding their needs which are not found in the questionnaire. There were one (1) principal and thirteen (13) teachers participated in the survey. The responses in the survey were analyzed using frequency count and percentage.For the qualitative

approach, the researchers also conducted a focus group discussion (FGD) with two focus groups: teachers, and students. All teaching personnel present participated in the FGD, while students were purposively sampled and only those student leaders participated in the FGD for the reason that they represent the student body. The responses of the participants were recorded using pen and paper and voice recorder. The participants of the FGD were eleven (11) teachers, and (15) students. Further, a face-to-face interview on the school principal was conducted. The quantitative data were analyzed and interpreted combined with the responses gathered in the FGD and interview.

IV. RESULTS AND DISCUSSION

This section presents the analysis and interpretation of both quantitative and qualitative data gathered from the descriptive survey, focus groups and interview. The following tables contain the responses of teachers and principal on the specific areas of need in the four dimensions. The count refers to the number of respondents who actually answered in the specific item. Further, the values under each scale are the valid percentage of response, with reference to the corresponding count. The quantitative data for each table were analyzed combined with the qualitative data taken from the transcription of recorded responses in the focus groups and interview.

Table 1: Student Development and Services

Student Development and Services	Count	High degree of need	Moderate degree of need	Low degree of need	Do not know	Total
1. Literacy (reading and writing)	13	23.1	61.5	15.4	0	100
2. Numeracy (math skills in everyday life)	13	30.8	61.5	7.7	0	100
3. Communication skills	13	30.8	53.8	15.4	0	100
4. Technical/vocational skills (e.g., computer	13	61.5	38.5	0	0	100

servicing, cooking, housekeeping, dressmaking, sewing, baking, etc.)

5. Recreational programs and activities	13	30.8	38.5	30.8	0	100
6. Values education	13	30.8	53.8	15.4	0	100
7. Environmental education	12	25.0	58.3	16.7	0	100
8. Nutrition education and practice	13	23.1	46.2	30.8	0	100

Table 1 shows that 61.5% of the respondents (teachers and principal) said that technical/vocational skills are of high degree of need while 38.5% responded that this is of moderate degree of need. This indicates that students lack of technical and vocational skills or have these skills inadequately. Further, majority of the respondents indicated a moderate degree of need of numeracy (61.5%), literacy (61.5%), environmental education (58.3%), communication skills (53.8%), and values education (53.8%). On the other hand, respondents were divided in their perception on the degree of need for recreational programs, and nutrition education and practice. Moreover, teachers specified a need for training, seminar-workshops for students such as cyberbullying and teenage pregnancy.

Table 2: Learning Facilities and Resources

Learning Facilities and Resources	Count	High degree of need	Moderate degree of need	Low degree of need	Do not know	Total
1. Classrooms	13	84.6	15.4	0	0	100
2. Classroom chairs	13	46.2	38.5	15.4	0	100
3. Books and other reading	12	50	50	0	0	100

resources							
4. Library	13	46.2	46.2	0	7.7	100	
5. Laboratory tools and equipment	13	92.3	7.69	0	0	100	
6. Laboratory room	13	92.3	7.69	0	0	100	
7. Computer units	13	46.2	46.2	7.7	0	100	
8. Internet connection	13	100	0	0	0	100	
9. Television set	13	92.3	0	7.7	0	100	
10. Projectors	13	92.3	0	7.7	0	100	

It can be gleaned from table 2 that 100% of the respondents expressed that the school is in highly need of internet connection. Most of the respondents perceived that the school lacks (or in high degree of need) of learning facilities such as laboratory room (92.3%), laboratory tools and equipment (92.3%), television set (92.3%), projectors (92.3%), and classrooms (84.6%). Moreover, learning facilities which exist in the school but inadequate (or in moderate degree of need) include books and other reading resources, library, computer units, and, classroom chairs.

Others specified the need of water source and pump tank, dressmaking shop and machinery, laboratory room and equipment for cacao jam production, agricultural tools and equipment, laboratory tools and equipment for science, electricity (in nearby school extension site), English and Filipino dictionaries, and Filipino reading materials (e.g., Noli Me Tangere and El Filibusterismo).

The principal, and teacher and student focus groups were asked of the question, "What do you think the things that your school needs?" The teacher and students focus groups as well as the principal said that two of their major problems of the school are poor mobile phone signal and no internet connection. They shared that it is very difficult to find phone signal for communication purposes. Additionally, they cannot easily search or download learning materials from the internet or send important documents to the Division Office because of lack of internet connection. Their strategy is that before weekend, they have to plan what they are going to download or search for their lessons for the succeeding

week. It is only during Saturday and Sunday that they have access to internet when they are at home.

Furthermore, the principal, teachers and students expressed that they are really in-need of classrooms especially that they are expecting more enrollees next school year. This is because of the new Grade 12 offering. The student and teacher focus groups said that they also lack classroom chairs and monoblock chairs. One teacher shared that there was incident in JS prom wherein the students were just standing during the program because the chairs that they have borrowed from the barangay cannot accommodate the number of the students attending the program. Furthermore, one of the initiatives they made to build makeshift classrooms were conducting fund-raising activities (i.e., king and queen program, raffle promos) and do caroling during Christmas. They also tied up with the parents and the community to elicit support from them.

The student and teacher focus group said that the school needs laboratory room, tools and equipment particularly in dressmaking, agriculture, science and TLE. The school is offering dressmaking as an elective course and what they need is sewing machines. They also need computer units because most of the computer units they have are no functional.

All teachers and students said that they lack instructional materials such as books and other course references, and projectors. Students expressed that they only share books with their classmates. Teachers said that they do not have enough books especially to all subjects offered in senior high school. Since there is no supply of books, the teachers buy them at their own expense.

Moreover, a teacher shared a pressing situation of the classrooms in the extension site of the school. These classrooms are approximately located at a walking distance from the main school site. Classes for Grades 7, 8, and 9, and dressmaking are held in these classrooms. The problem here is that there is no supply of electricity in these classrooms. This problem hampers teachers' paper works and learning activities which needs electricity such as video watching. Teachers have to go home just to charge their laptops or do printing. Teachers initiative to address this includes charging their laptop and speaker before and after the class for morning and afternoon. They also tried to obtain electricity supply through extension wires. However, this move was not

sustainable because the extension wire cannot handle the voltage.

Table 3: School Environment

School Environment	Count	High degree of need	Moderate degree of need	Low degree of need	Do not know	Total
1. Cleanliness and orderliness	12	16.7	33.3	33.3	16.7	100
2. Security and safety	13	69.2	7.7	23.1	0	100
3. Peaceful and healthy working environment	13	15.4	46.2	30.8	7.69	100
4. Cooperation/collaboration with co-teachers	12	16.7	50.0	25.0	8.33	100

For school environment, table 3 demonstrates that 69.2% of the respondents said that the school highly needs security and safety. On the flip side, cleanliness and orderliness, peaceful and healthy working environment, and cooperation and collaboration with co-teachers were rated to be of either moderate and low degree of need. Furthermore, respondents have specified school needs which include administration office, faculty room, comfort rooms and sanitary equipment, and fence.

In the focus groups, when teachers ask 'What do you like about your school?', majority of them said that they like the school because of its location. Considering that it is uphill, the school is close to nature and is away from distractions; it has peaceful, friendly, and air-refreshing environment. Further, regarding the working environment, students are manageable due to their small population. Teachers feel they are not pressured in their work and that they have manageable teaching load. Also, there is camaraderie among teachers, and whenever conflict or misunderstanding arises, it easily resolved. In an interview, what the principal like in the school is the teachers because they are very supportive, as well as the parents and the local government.

When the teachers were asked about the pressing needs of the school, they mentioned about the security of the school. The school has no perimeter fence thus it is vulnerable to burglars as well as to stray animals. One teacher shared many incidents of illegal intrusions in their school, particularly the library. In addition, teachers said that classrooms are unsafe since these are just makeshifts and are flammable. It would be really safe if the classrooms are concrete and well-ventilated, one teacher said. Some makeshift classrooms have no proper walls or are not completely finished. Student focus group shared that they tend to transfer to another classroom during rain so that they will not get wet.

Table 4: Professional Development

Professional Development	Count	High degree of need	Moderate degree of need	Low degree of need	Do not know	Total
1. In-service training	12	33.3	25.0	41.7	0	100
2. Relevant training/seminar/workshops in the field of specialization	13	61.5	23.1	15.4	0	100
3. Support to graduate studies	12	58.3	33.3	0	8.3	100
4. Continuing Professional Development (CPD) seminar-workshop	13	69.2	15.4	7.7	7.7	100

It is illustrated in table 4 the specific areas which the school highly needs, namely: continuing professional development (CPD) seminar-workshop (69.2%), relevant training, seminar and workshops in the field of specialization (61.5%), and support to graduate studies (58.3%). Further, there was a nonunanimous response on the need of in-service training. Others specified the needs of seminar, training, and

workshops relevant to research, as well as free doctorate studies.

V.   CONCLUSIONS

The needs assessment in Danahao Integrated School revealed the current situation of the school, as well as its salient and pressing needs. The researchers concluded that these identified needs center on the learning facilities and resources. In addition, there are also specific areas in student development and services, school environment, and professional development which the school highly needs.

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