



Republic of the Philippines
Department of Education
REGION IV-A CALABARZON
CITY SCHOOLS DIVISION OF BIÑAN CITY

**UNIFIED SCHOOL PROGRAMS FOR ADVANCEMENT AND DEVELOPMENT (USAD):
REENGINEERING THE SCHOOL REWARDS AND
RECOGNITION SYSTEM**



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ABSTRACT

Reward and recognition programs are essential for motivating the employees, creating a positive work environment, and getting positive results. In a school setting, this helps school personnel to see that their respective school values their contributions. To build a sense of security in their value to the school, motivating them to continue great work, reward and recognition system is important. It contributes organizational values, enhances team efforts, increases customer satisfaction, and motivates certain behaviors amongst members of the school.

Zapote Elementary School SBM level of practice was Level II (Maturing) with score of 1.79 increases for school year 2022-2023, resulted to 2.37 and retained to Level II (Maturing). In the given data there is an increase of 32% to the overall score. In school year 2021-2022, the customer client satisfaction for the implementation school rewards and recognition system, obtained with a weighted mean of 4.41, satisfactory while on the Fourth Quarter after implementation of reengineered school rewards and recognition system, client satisfaction obtained very satisfactory with 4.77 weighted mean.

School Based Management System ensures the quality of student outcomes and leads to enhanced educational outcomes. With this, it was being intensified to the school reward recognition system and resulted great customer client satisfaction.

Keywords: School Based Management, Customer Client Satisfaction, School Reward and Recognition System

INTRODUCTION

The concept of human nature is the craving for being appreciated and valued, which is when rewards and recognition come into place. Rewards are an impressive procedure for motivating good work performance. (Whillians A., 2021) Strategic and operational plans can be achieved through rewards and recognition. Every organization requires a reward system to address compensation, benefits, recognition, and appreciation. Reward and recognition programs are essential for motivating the employees, creating a positive work environment, and getting positive results.

In a school setting, this helps school personnel to see that their respective school values their contributions. To build a sense of security in their value to the school, motivating them to continue great work, reward and recognition system is important. It contributes organizational values, enhances team efforts, increases customer satisfaction, and motivates certain behaviors amongst members of the school.

Pursuant to CSC Resolution No. 010112, Establishing the Program on Awards and Incentives for Service Excellence (PRAISE) in the Department of Education, stated the objective of the Department to recognize and reward the employees individually or in groups for their suggestions, innovations ideas, inventions, discoveries, superior accomplishments, heroic deeds, exemplary behavior, extraordinary acts or service in the public interest and other personal efforts contributing to the efficiency and improvement in government operations which lead to the organizational productivity.

The progress of school performance has for decades been the dream of most people involved in the complex process of education. According to Mohrman V. (2022), new curriculum content, instructional practices and assessment processes are not significant to the effective change. To improve the school performance, schools should propose principally new approaches like

teaching for understanding, using technology and available resources, educating all students, and providing additional services. The positive effect of the school-based management (SBM) mechanisms to change and improve the current situation. The most decentralized schools had means of improving performance. Thus, school-based management is a renewal of the whole process. An effective SBM should include the change of structures, schedules, roles, knowledge, and skills. Successful school-based management is in the thoughtful implementation of the best practices based on a clearly stated vision and goals. DepEd Order No. 83 s. 2012, Implementing Guidelines on The Revised School-Based Management (SBM) Framework, Assessment Process And Tool (APAT) emphasize the School Based Management as a vehicle to institute reforms at the ground level. It emphasizes the SBM framework, assessment process and tool to measure the SBM level of Practice.

With this, this action research will ensure that the lines are not blurred when it comes to recognizing and rewarding outstanding work, performance and emphasizing the outcome to achieve the goal of the Department and highlights the importance of SBM level of practice.

This study will focus on the Unified School Programs for Advancement and Development and the reengineering of the School Rewards and Recognition System.

METHODOLOGY

This action research was anchored on the following procedures that result Unified School Programs for Advancement and Development (USAD): Reengineering the School Rewards and Recognition System

Step 1- Revisiting the existing school programs and projects and rewards and recognition system for the school personnel.

This is to review the existing school programs and projects and rewards and

recognition system for the school personnel and determine how they will contribute to the performance improvement and SBM assessment score.

Step 2- Update the monitoring and evaluation tool for the school programs and projects and rewards and recognition system for the school personnel.

Monitoring and evaluating the school programs and projects aims to determine its progress and address immediately the needs of the school. This also to develop recognition to the school personnel that extend their effort and contribution to the program.

Step 3- Establish mechanism in developing authenticity of the school certificate and recognition to the school personnel and school stakeholders.

Developing QR code and including school memorandum in every participation or activity that was been conducted to the certificates issued by the school.

Step 4- Schedule the rewards and recognition system for the school personnel for every accomplishment.

Conduct rewards and recognition system in every quarter for recognizing the contribution and effort of the school personnel and stakeholders.

Step 5- Establish a database of certificates.

Creating a website for teachers to access their scanned certificates.

RESULTS

In this action research, revealed the Zapote Elementary School SBM level of Practice from 2021-2023.

Table 1

ZAPOTE ELEMENTARY SCHOOL SBM LEVEL OF PRACTICE

School Year	Score	SBM Level of Practice
School Year 2021-2022	1.79	Level II, Maturing
School Year 2022-2023	2.37	Level II, Maturing
Increased rate	32%	

Zapote Elementary School SBM level of practice was Level II (Maturing), that is composed of 0.59 in the performance improvement and 1.20 in the SBM assessment score with total of 1.79 increases for school year 2022-2023, 1.58 in Performance improvement and 0.80 in the SBM assessment score resulted to 2.37 interpreted as Level II (Maturing). In the

given data there is an increase of 32% to the overall score.

Table 2
NUMBER OF CLIENTS SERVED AND RESPONDENTS IN THE SCHOOL REWARDS AND RECOGNITION SYSTEM

Grade level	NUMBER OF CLIENTS	NO. OF RESPONDENTS
		Third Quarter
Kindergarten	90	80
Grade 1	129	102
Grade 2	100	78
Grade 3	95	50
Grade 4	119	86
Grade 5	113	96
Grade 6	105	85
TOTAL	751	577

Table 2 revealed 751 clients served in the school rewards and recognition system there were only 577 responses to the customer satisfaction survey form.

Table 3
THIRD QUARTER CUSTOMER CLIENT SATISFACTION FOR THE IMPLEMENTATION SCHOOL REWARDS AND RECOGNITION SYSTEM

CRITERIA	Weighted Mean (WM)	Interpretation
1. RESPONSIVENESS (PAGTUGON) <i>Willingsness to help, respond and provide prompt service (Handang tumugon at magbigay mula sa mga kustomer at stakeholders)</i>	4.20	Satisfactory
2. RELIABILITY (MAAASAHAN) <i>Provision of what was needed and what was promised, in accordance with the policy and standards, with zero to a minimal error rate (Mahusay na pagbigay ng serbisyo ayon sa minalikhaang pamantahan)</i>	4.38	Satisfactory
3. ACCESS & FACILITIES (LOKASYON AT PASILIDAD) <i>Convenience of location, accessibility for a comfortable transaction, and the use of clear signatures and modes of technology (Mahibis ang mapanatilihan at pagtugon at magtutulungan ang pasilidad sa pamamagitan ng malinaw na karterata)</i>	4.41	Satisfactory
4. COMMUNICATION (PAKIKIPAG-USAP) <i>Act of keeping citizens and businesses informed in a language they can easily understand, as well as listening to their feedback (Fakispag-ugnayan sa klyente sa pagtutulungan at pagtutulungan kahinan ang magiging opisina at puna)</i>	4.25	Satisfactory
5. COSTS (GASTOS) <i>Satisfaction with the timeliness of the billing, billing process, es., preferred methods of payment period, value for money, acceptable range of costs, and qualitative information on the cost of each service (Kontento sa serbisyo at pagtutulungan ng gastos sa pagtutulungan at pagtutulungan kahinan ang magiging opisina at puna)</i>	4.40	Satisfactory
6. INTEGRITY (KATAPATAN) <i>Capacity of frontlinne staff/s to perform their duties, helpfulness, and good work relationships (Kaitiguhan na gampangan ang tungkulin, na may kaalaman sa serbisyo, pag-uwawa sa mga gampangan, at pagtutulungan, at mayroo na sigi-sigang sa trabaho)</i>	4.25	Satisfactory
7. ASSURANCE (PAGTIWIWALA) <i>Assurance that there is honesty, justice, fairness, and trust in each service while dealing with the clients and businesses (Fagtayang sa serbisyo may katapatan, hustisya, patas sa pagtutulungan at serbisyo na klyente)</i>	4.72	Very Satisfactory
8. OUTCOME <i>Rate in terms of achieving outcomes or realizing the intended benefits of the service (Markahan ang pangkalahatang serbisyo na natanggap)</i>	4.73	Very Satisfactory
Overall	4.41	Satisfactory

Legend: 4.50 – 5.000 (Very Satisfactory), 3.50 – 4.499 (Satisfactory), 2.50 – 3.499 (Neutral), 1.50 – 2.499 (Dissatisfied), below 1.499 (Very Dissatisfied)

In Table 3 entitled Third Quarter Customer Client Satisfaction For The Implementation School Rewards And Recognition System the results showed responsiveness (*pagtugon*) with weighted mean of 4.20; reliability (*maaasahan*) with weighted mean of 4.38; access & facilities (*lokasyon at pasilidad*) with weighted mean of 4.41; communication (*pakikipag-usap*) with weighted mean of 4.25; costs (*gastos*) with weighted mean of 4.40; integrity (*katapatan*) with weighted mean of 4.25 interpreted as Satisfactory while assurance (*pagtitiwala*), with weighted mean of 4.72; outcome with weighted mean of 4.73 were interpreted as very satisfactory. With this the Third Quarter Customer Client Satisfaction for The Implementation School Rewards And

Recognition System with weighted mean of 4.41 resulted in satisfactory.

Table 4
NUMBER OF CLIENTS SERVED AND RESPONDENTS IN THE SCHOOL REWARDS AND RECOGNITION SYSTEM

Grade level	NUMBER OF CLIENTS	NO. OF RESPONDENTS Fourth Quarter
Kindergarten	90	83
Grade 1	129	85
Grade 2	100	78
Grade 3	95	62
Grade 4	119	95
Grade 5	113	100
Grade 6	105	85
TOTAL	751	588

Table 4 revealed on the 751 clients served in the school rewards and recognition system there were only 588 responses to the customer satisfaction survey form.

Table 5
FOURTH QUARTER CUSTOMER CLIENT SATISFACTION FOR THE IMPLEMENTATION SCHOOL REWARDS AND RECOGNITION SYSTEM

CRITERIA	Weighted Mean (WM)	Interpretation
1. RESPONSIVENESS (<i>PAGTUGON</i>) <i>Willingness to help, assist, and provide prompt service (Handang tumugon at magbigay nang mabuhay na serbyo sa kliyente)</i>	4.68	Very Satisfactory
2. RELIABILITY (<i>MAAASAHAN</i>) <i>Provision of what was needed and what was promised, in accordance with the policy and standards, with zero or minimal error rate (Mahusay na pagbigay ng serbyo ayon sa standar at pasensya)</i>	4.66	Very Satisfactory
3. ACCESS & FACILITIES (<i>LOKASYON AT PASILIDAD</i>) <i>Convenience of location, and availability of facilities for a comfortable transaction, and the use of advanced technologies (Mabilis na pagtugon at ang lugar na magamit ang pagpapalaganan nang malinaw na karamihan)</i>	4.68	Very Satisfactory
4. COMMUNICATION (<i>PAKIKIPAG-USAP</i>) <i>Act of keeping clients and businesses informed in a language they can easily understand, as well as listening to their feedback (Gabilangang-upay ng kliyente sa parang malinaw na naiuunawaan karamihan ng mga opisyon at punan)</i>	4.76	Very Satisfactory
5. COSTS (<i>GASTOS</i>) <i>Satisfaction with the timeliness of the billing, billing process/es, preferred methods of payment period, value for money, acceptable range of costs, and qualitative information on the cost of each service (Kontento sa serbyo ng ratanggap at sa halagang naging karamihan o biniyaran)</i>	4.63	Very Satisfactory
6. INTEGRITY (<i>KATAPATAN</i>) <i>Confidence of freedom to perform their duties, product, and service knowledge, understanding client needs, helpfulness, and good work relationship (Kagurian ng gampangan ang tungkulin, na may kaalaman sa serbyo, pag-unawa sa mga pangangalagan ng kliyente, matulungan, at mayos na ugnayan sa trabaho)</i>	4.89	Very Satisfactory
7. ASSURANCE (<i>PAGTIWIWALA</i>) <i>Assurance that there is honesty, justice, fairness, and trust in each service while dealing with the clients and businesses (Pagtuyak na sa serbyo ng katapatan, hustisya, patas at mwa sa habang nakaakip ng ugnayan sa kliyente)</i>	4.89	Very Satisfactory
8. OUTCOME <i>Perception of achieving outcomes or realizing the intended benefits of the service (Ishikarian ng pangalakalang serbyo na ratanggap)</i>	4.86	Very Satisfactory
Overall	4.77	Very Satisfactory

Legend: 4.50 – 5.000 (Very Satisfactory), 3.50 – 4.499 (Satisfactory), 2.50 – 3.499 (Neutral), 1.50 – 2.499 (Dissatisfied), below 1.499 (Very Dissatisfied)

In Table 5 entitled Fourth Quarter Customer Client Satisfaction For The Implementation School Rewards And Recognition System the results showed responsiveness (*pagtugon*) with weighted mean of 4.68; reliability (*maaasahan*) with weighted mean of 4.66; access & facilities (*lokasyon at pasilidad*) with weighted mean of 4.68; communication (*pakikipag-usap*) with weighted mean of 4.76; costs (*gastos*) with weighted mean of 4.63; integrity (*katapatan*) with weighted mean of 4.89; assurance (*pagtitiwala*), with weighted mean of 4.89; outcome with weighted mean of 4.86 were interpreted as very

satisfactory. With this, the Fourth Quarter Customer Client Satisfaction for The Implementation School Rewards and Recognition System with weighted mean of 4.77 resulted in satisfactory.

DISCUSSION

Zapote Elementary School SBM level of practice was Level II (Maturing) with score of 1.79 increases for school year 2022-2023, resulted to 2.37 and retained to Level II (Maturing). In the given data there is an increase of 32% to the overall score. In school year 2021-2022, the customer client satisfaction for the implementation school rewards and recognition system, obtained with a weighted mean of 4.41, satisfactory while on the Fourth Quarter after implementation of reengineered school rewards and recognition system, client satisfaction obtained very satisfactory with 4.77 weighted mean. The following recommendations were drawn; Continuous implementation of the reengineered of school rewards and recognition system in a project or school program and; Serve as initial steps to endeavor strengthening the school partnership to stakeholders

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