

# Gabay- Guro Sessions on Upgrading School Continuous Improvement Projects

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**Abstract:** *This study aimed to develop a Continuous Improvement Project Session Guide that helped teachers develop, implement and present Continuous Improvement Projects for validation to Junior High School teachers at Vedasto R. Santiago High School, Salacot, San Miguel, Bulacan, Second Quarter, School Year 2022-2023. Based on the findings of this study it is therefore concluded that the hypothesis was rejected that there is no significant difference in the pre-assessment and post-assessment results of the Gabay-Guro sessions. Gabay-Guro session considerably aided great impact on the created, developed and implement Continuous Improvement Project. From the two validated CIP from 2021-2022 to 15 validated CIP for the school year 2022-2023.. A total of 15 projects was validated from several learning domains and from both the Junior High School (12) and the Senior High School (3). Therefore, it can be said that the intervention was effective and efficient intervention in achieving the intended outcome of the research.*

**Keywords:** Continuous Improvement Project, Gabay-guro session, pre-assessment, post-assessment., and intervention

## Context and Rationale

Teachers, as well as students, are believed to be the two fundamental blocks of an educational system. Since the world is changing, it is essential for teachers to remain introspective. They must maintain their pedagogical knowledge and teaching techniques updated in order to impart the best teaching to the students. To stay relevant and connected to the future, teachers must unravel and repackage information, skills, pedagogies, and learning objectives.

Furthermore, it is important that teachers should be kept updated with effective pedagogies, new skills, and instructional strategies, such as whole-class instruction, organized groups, differentiation, and new assessments, at the same time as everything else is changing. These improvements and adjustments introduce more time- and resource-efficient techniques and self-improvement concepts, helping in their understanding of more effective teaching methods. They must therefore improve their skills and equip themselves. Collectively, this has helped teachers improve their abilities and, in fact, assisted them in learning and polishing them. The school should offer means to acquire the competencies they want their teachers and students to reflect on in order to support professional development training for developing and reflective teachers. School principals have significant influences for teachers to develop professionally in this regard. This is so because they are the instructional leaders who design the learning environment. They also have a direct hand in the planning, implementation, and content of professional development, as well as the evaluation of the outcomes of that development.

Long before the emergence of the new coronavirus, the teacher workforce required updating and training. According to the World Economic Forum, by 2022, more than half of all employees would need to undergo retraining or upskilling due to the effects of automation, changes to virtual

labor, and technological advancements. Many public schools were allowed to implement various learning options from August to November 2. These options include five days of in-person classes, blended learning, or full distance learning. Schools under the Department of Education (DepED) are "ready" for the full implementation of face-to-face classes this School Year 2022-2023 (Malipot, 2022).

Furthermore, there is a need to reconsider the professional requirements for school leaders in light of the changes to various national and international frameworks for education and the evolving features of the 21st century learners. Effective school leaders promote outstanding teachers who deliver quality learning results. In this instance, it may be claimed that the principal's workspace gives the teachers a sense of comfort. Instructional leadership is the mediator that activates inspiration, motivation, support, and guiding in the proper direction. Giving teachers the best possible guidance, maximizing their ability, and achieving school improvement are the proper actions that have a significant impact on the efficacy of teachers appear to be part of good leadership among school principals (Emmanouil, 2021).

In accordance with this, two significant education policies that establish professional standards for the government's school leaders have been released, which have clarified the responsibilities of school heads and supervisors in enhancing teacher quality (DepEd Press Release, 2022). The Department of Education issued DO 24, s. 2020, or the National Adoption and Implementation of the Philippine Professional Standards for School Heads (PPSSH), and DO 25, s. 2020, or the National Adoption and Implementation of the Philippine Professional Standards for Supervisors (PPSS).

Hence, one of the most important and vital duties of a school leader to support students' learning is the instructional leadership role. As instructional leaders, school principals establish clear objectives, manage the curriculum and

instruction, review lesson plans, distribute resources, and constantly evaluate teachers. They prioritize raising teaching standards and promote learning among students. Moreover, they must continually motivate the teachers because it is they who must ultimately impart information to the students. Seemingly, most instructional leaders do not prioritize the advancement of teachers' professional development (Naz & Rashid, 2021).

On the other hand, it was a prevalent misconception that the principal is the only person in charge of instruction at a school (Sharif, 2020). However, many seasoned principals and other new principals struggle to develop into great instructional leaders and are distracted by several issues, making it challenging to devote a considerable amount of time and energy to guiding learning (McQueen, 2021). Additionally, the instructional leader plays a key role in interpreting and implementing the new language during periods of curricular and policy transformation. The principal must be prepared to compromise on new approaches to interpret it in light of local demands and realities. The profession should be encouraged by their knowledge of this and their readiness to grow this part of their leadership (Coutts, 2021). The opposite is also true, according to Campbell et al. (2018), who claimed that principals did not see themselves as instructional leaders but rather as concept facilitators. They also claimed that instructional leadership could be considered effective in raising student outcomes by enhancing teacher practice, creating purposeful professional development, and forging strong bonds among employees. School administrators should provide professional development opportunities for the teachers who will teach students in order to help in their learning.

Teachers should give innovative solutions as a result of the researcher's Gabay-Guro sessions because through this, they can contribute to the development of an atmosphere conducive to activity-based learning by providing the students with a broad range of learnings., thus improves the academic achievement of the students by making the instructional content more engaging and learning interesting. Additionally, it is generally established that teacher's competence, responsiveness, and motivation—collectively referred to as "teacher quality"—determine good and desirable educational results. Governments must give teacher education first priority because of the significant influence teachers have on society (Annan, 2020). In this viewpoint, innovation in education is nothing new. Few aspects of education, it seems, are as enduring as the discipline's reflexive interest in its potential to innovate—to stick with tradition or diverge from it, to change or be transformed (Nichols, 2020). Recognizing the significance of creative teaching modalities and how they should be taken into consideration in any teaching-learning process of educating students is important as a guide for developing innovative ways for teaching students. Although the ability of teachers to determine conceptual, analytical, and experiential/making approaches, as well as disciplinary and interdisciplinary settings, determines the specific instructional supervision to be provided by the school heads, it is also important to assist them in developing their teaching strategies.

The enhancement of teaching and learning for the attainment of educational objectives is the ultimate purpose of instruction supervision. (Seidel et al., 2020). The school heads frequently assign mentors to incoming teachers in addition to serving as instructional leaders. Mentoring in schools encourages teachers to continue their duties and to be consistent. Mentoring programs not only improve employee satisfaction and help teachers become better also have a positive effect on student achievement and engagement. In addition, secondary school teachers should receive training to improve their understanding of and use of modern constructivist educational techniques to foster students' capacity for self-direction, cooperation, and problem-solving, according to Nguyen et al. (2020). Relationships between soft skills, organizational learning, and teachers' performance were mediated by their capacity for creativity. Teachers must be guided and involved in boosting school performance if educational institutions, particularly schools, are to be competitive and adaptable. Power and empowerment must be given to teachers. Schools must thus demonstrate true organizational learning. in order to produce students and human resources who are competitive and win global human resources competitions, the ability to adapt quickly to change will become a must (Novitasari, 2020). Teachers must be educated and competent in order to guarantee that students learn both literacy and critical and creative thinking. In addition to encouraging students to apply and contextualize their learning, teachers must be able to motivate them to innovate by organizing, creating, and inventing solutions to problems in the real world. As a result, it is anticipated that interactive learning activities will provide students the possibility to grow in all areas of learning and intelligence necessary to acquire their hard and soft skills as well as every desired capability (Fajra, 2020).

The Continuous Improvement Project (CIP) is a Department of Education and PAHRODF initiative to enhance school procedures and systems that have an impact on students' academic achievement. A practice known as Continuous Improvement (CI) focuses on both the demands of the customer and the intended performance as it continuously evaluates, analyzes, and takes action to enhance essential processes. It strengthens DepEd's resolve to create a culture of ongoing learning and development. In order to better adapt to the changing times and to activate the goal of forming a culture that would directly and pertinently touch the learners, CIP's context is incorporated into the learning environment along these lines. The implementation of Continuous Improvement initiatives also helped the schools in a variety of other ways, such as by improving non-behavioral performance indicators and stakeholders' and students' behavior. Schools should assess their performance and consider putting intervention techniques in place, such as CI projects but not exclusively. They should also make sure that such an intervention or project is included in their Enhanced School Improvement Plan/Annual Implementation Plan. The schools should maintain or expand the Continuous Improvement programs that had positive outcomes (Domingo et al., 2020). This CIP is also included in the crafting of School Improvement Plan in DepEd Order No.

44, s. 2015. This is also consistent with Republic Act No. 9155, also known as the Basic Education Act of 2001, which seeks to strengthen school-based management by improving the delivery of educational services to students through an improved school planning and communication process that can be made possible through the steps in CIPs.

The related research and literature cited show what school principals play an important role as instructional leaders in educating teachers. It was also suggested that innovative materials needed to be upgraded. These resources are solely focused on the usual mentoring and coaching approach that the teachers may get, despite the fact that the many mentioned literature acted as a hard wake-up call to everyone engaged in teaching innovative materials, including students, teachers, and administrators. However, little is known about the technical support that the school administration may provide for the teachers' use of classroom innovation. There are only few studies that were contextualized based on the real needs of the schools based on the effectiveness of (CIPs) and other innovative teaching materials.

Furthermore, based from the Regional Diagnostic Assessment Result this School Year 2022-2023 of Vedasto R. Santiago High School, eight out of eight subjects in Junior High School do not got the percentage of "Learners who Achieved or Exceed a Minimum Percentage Level MPL (LAEMPL)" of at least 60 %. Additionally, the researcher examines the Individual Performance Commitment Review Forms (IPCRF) that teachers filled out for the School Year 2021–2022, and it was found that 54 % of the teachers highlighted innovation as their development need. Also, out of the eight departments at the junior high school, the school has only produced three validated CIPs in previous years 2019-2020 one, and only two in 2021-2022. Furthermore no CIP was produced in school year 2020-2021 With these baseline data, innovation such as Continuous Improvement Projects served as the focus of this research. The researcher believed that quality teaching and student learning are tightly interconnected, and the third side of this triangle is often ignored, but is also integral to teaching quality and student learning—quality instruction and preparation for teachers. Due to the absence of skills and presence of a skills gap in education, some teachers are not able to uplift themselves. This is the largest problem that teachers are dealing with. The issue of upgrading is both complex and multi-dimensional and needs to be addressed. The researcher concentrated on this as this will be used as one of the interventions/remediations for the identified learning gaps per subject area. This research, entitled "Gabay-Guro Sessions on Upgrading School Continuous Improvement Projects," was conducted in order to know the effectiveness of these innovation-related interventions in providing technical assistance to Junior High School teachers at Vedasto R. Santiago High School in this School Year 2022-2023.

**Independent Variable**                      **Dependent Variable**  
**Dependent Variable**

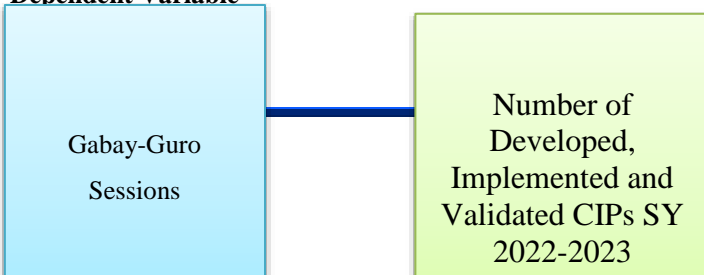


Figure 1. The Paradigm of the Study

The paradigm of the study is presented in Figure 1. The independent variable (IV) reflected the Gabay-Guro sessions. The dependent variable (DV), on the other hand, is the number of developed and validated Continuous Improvement Projects for the School Year 2022-2023 that can be attained through the independent variable.

**Research Questions**

This study aimed to develop a Continuous Improvement Project Session Guide that helped teachers develop, implement and present Continuous Improvement Projects for validation to Junior High School teachers at Vedasto R. Santiago High School, Salacot, San Miguel, Bulacan, Second Quarter, School Year 2022-2023.

Specifically, this study will answered the following questions:

1. How may the teachers' competency in conceptualizing described prior to and after the implementation of the Gabay-guro sessions?
2. Is there a significant increase in the number of successfully validated CI Projects in SY 2021-2022 and SY 2022-2023?
3. How did the CIP Session, Guide help them to successfully develop, implement and present CIP for validation.

**Hypothesis**

This study was guided by the hypothesis that there is no significant difference in the pre-assessment and post-assessment results of the Gabay-Guro sessions.

**Significance of the Study**

The findings of this study are beneficial for the following:

**Learners.** The findings of this study may benefit students by fostering the development of innovative, academically qualified teachers through the Gabay-Guro sessions. This would allow for more engaging and meaningful learning for the students. Teachers can develop their competences by acting ethically and responsibly in a range of contexts, which also affects their values, actions, communication, objectives, and practices in the classroom. The teaching-learning process at school is improved by this.

**Teachers.** The results of this study implied that teachers are more likely to feel safe and remain in their chosen profession if they have the support of their colleagues who work closely, constructively, and as valued team members. Experienced teachers can also develop into leaders as a result of these mentoring sessions by thinking about their own teaching strategies in terms of helping a beginning teacher.

**School Administrators.** Mentoring is a strategy used in educational institutions to support, recruit, motivate, and develop future leaders. This study may help school leaders develop mentorship programs that greatly enhance novice teachers' classroom instruction and student success. When teachers work together, schools become more uniform, which benefits the learning environment, student engagement, and school culture.

**Curriculum Planners.** Key DepEd officials may utilize the study's findings to help them develop plans for future interventions that will largely focus on enhancing junior high school teachers' instructional strategies. New understandings will be obtained as a consequence, and instructional techniques will be created to address the problems that teachers and researcher encounter while conducting their research.

**Future Researchers.** They might view a study's findings as being pertinent. For academics working on challenges that are similar to their own and comparable to those in this study, the findings may serve as a benchmark. It is feasible that during the in-person classes, additional scholars will be motivated to conduct related research. It creates the critical connections between theory and practice, supports the professional and personal growth of new teachers, and gives mentor teachers opportunities for career advancement.

**Scope and Limitations**

The utilization of Gabay-Guro sessions on Improving School Continuous Improvement Projects of eight subject areas in Junior High School at Vedasto R. Santiago High School, Salacot, San Miguel, Bulacan, for the second quarter of S.Y. 2022-2023 served as the main subject of this study. This study assessed how the CIP proposals of each learning areas will be properly guided and improved, when exposed in the Gabay- Guro Session. The Gabay-Guro session composed of two Capacity Building Activities, the first session entitled “Capacity Building Activity on Continuous Improvement Projects (CIP)”with 2 resource speaker: Ms. Karen P. Lagos Teacher III and Dr. Nilda G. Milan, Head Teacher IV of San Miguel High School in San Miguel Bulacan, the second session tackled from the development and implementation of the CIP with Dr. Michelle A. Manuel Master Teacher II from Dr. Juan F Pascual Memorial School and Dr Alvin M. Castro Head Teacher III from Mataas na Parang Elementary School as resource speakers.

Out of seventy one (71) participating teachers from junior high school, those who are writing CIPs for their area of concentration served as the participants. They represented eight distinct subject areas. Based from the CIP to the Division

Evaluation tool, the Gabay-Guro session were broken down into three phases. Participants came from eight learning areas.

Table 1. Gabay-Guro sessions Participants

No	Department	Number of Participants per Department
1	Filipino	5
2	English	4
3	Mathematics	15
4	Science	6
5	Araling Panlipunan	7
6	Technology and Livelihood Education	15
7	Education sa Pagpapakatao	7
8	Music, Arts, Physical Education, and Health	12
	Total	71

The data used in CIPs were limited only on the results of RDA during the first quarter as well as the IPCRF developmental parts of the participants. In terms of implementation and utilization of the CIP this will not be completed because of the limited time covered of this study.

This study is limited only on the Junior High school teachers since they are the greater number of teacher and easy to communicate because each learning areas has head teachers unlike the Senior High School which is not applicable and most of the teachers are full loaded with their teaching schedule. The scheduled time was not be the same and the availability of may be a constrain on the timely implementation for the teacher-participant.

**Method**

**Type of Research**

This study employed the quasi experimental research method, in particular, one-group post assessment design. Using rubrics to check the teachers outputs in developing, implementing and presenting the CIP for validation, the researcher administered a pre-assessment in school innovation projects create by selected teachers of 8 distinct subject areas after which they were also exposed to the treatment/intervention of (Gabay-Guro sessions). To determine the effect of the treatment/intervention given, the same participants were given a post assessment of their performance in CIPs and develop CIP session Guide that help teachers develop, implement and present CIP for validation. An interview was also be conducted to understand the new perspectives they share about the study.



## Participants

The participants of this study were the teachers who are very much willing and able to write the CIPs from the Junior High School of Vedasto R. Santiago High School, Salacot, San Miguel, Bulacan from the school year 2022-2023.

The participants were selected on Junior High School teachers of 8 different subject areas who are conceptualizing CIPs for their area of specialization.

## Sampling Method

Purposive sampling, in particular, total population sampling will be used to select participants from Junior High School teachers who will make the school innovation at Vedasto R. Santiago High School for School Year 2022-2023. All the participants experienced difficulties in writing their Continuous Improvement Projects.

## Proposed Intervention/ Strategy

The researcher wanted to improve the school performance of Junior High School teachers in Vedasto R. Santiago High School with regard to producing quality. On this matter, the researcher will use Gabay-Guro sessions Guide to help mitigate the development of the CIPs in each subject area.

The pre-assessment and orientation were conducted. The researcher also done analysis to interpret the results of pre-assessment using mean, standard deviation and percentage scores of the pre-assessment. A baseline information was computed for the study.

Based from the preliminary information, a Capacity Building activities Learning Action Cell were conducted by the researcher. Moreover, the researcher conducted mentoring on how the participants learn on drafting the CIP proposal. The teacher participants submitted their CIP proposals. The researcher provided Technical Assistance through coaching and mentoring to the teacher-participants on the subject areas through the guidance of the resource speakers and with the help of master teachers and experts in writing CIPs.

The researcher made a matrix of Gabay-Guro Session Guide which include the topics, expected outputs to teachers and scheme of implementation or strategies. The output of the teachers was graded using a devised rubrics.

The first session was the conduct of Capacity Building Activity on Continuous Improvement Project (CIP) on December 12, 2023. Ms. Karen P. Lagos, Teacher III of San Miguel National High School (SMNHS), served as the first speaker. Dr. Nilda G. Milan, Head Teacher IV - English Department of San Miguel National High School (SMNHS), passionately discussed the Continuous Improvement Project Format. Aside from that this are the following important topic being discussed; Definition of Continuous Improvement Project; Continuous Improvement Project Implementing Rules; Continuous Improvement Project in Schools; Continuous Improvement Project Organizational Structure and Team Composition; Continuous Improvement Project Stages and presented Sample of Continuous Improvement Project Title. This activities provide a better understanding on how the teachers create and develop Continuous Improvement Project.

Followed by the seminar is the technical assistance of the researcher to the CIPs of the 8 learning areas.

The second session was conducted on January 11, 2023. The first speaker was Dr. Alvin M. De Castro, who is an expert in education and has extensive experience in creating CIPs. Dr. De Castro started the discussion by giving an overview of his latest CIP entitled Project TUTO: Teaching Using Technology Offline. He thoroughly tackled the parts of his CIP and the processes and actions done especially in project planning and development and with the actual implementation. He emphasized that each part is crucial in ensuring the success of a CIP. The second speaker is Dr. Michelle A. Manuel, also an expert in creating and evaluating CIPs. She shared that in drafting a CIP proposal, you have to acquaint yourselves with the three CIP stages: Assess, Analyze, and Act. She shared that creating a CIP requires collaboration and teamwork and that involving all stakeholders in the process could lead to a more effective and efficient CIP. She also shared some strategies to gather data like the storm clouds and why-why diagram. experience in creating a CIP. After the fruitful discussion the researcher provide another technical assistance for better crafting of CIPs. Until the team developed their proposal.

After the series of technical assistance by the researchers each CI Team presented their Continuous Improvement Project to the School Validating Committee headed by Dr. Shineth C. Novera on January 26-27, 2023. The validation team was divided into two group. The first group was the head teachers of Science (Marifie M. Doctora, PhD), Mathematics (Richelle S. D. Sagum), TLE (Arlene R. Legaspi) and MAPEH Prescilla H. Libunao). The second group was the head teachers of English (Mary Grace M. Agag), Filipino (Daria D. Cadorna), Edukasyon Sa Pagpapakatao (Lotis P, Martin) and SHS (Shineth C. Novera, PhD). The team was technically assisted after the validation for further enhancement of their project. Then the 8 learning areas passed the 15 Continuous Improvement Project proposal to the Division of Bulacan last January 31, 2023.

Lastly after conduct school validation of the CIP, the researcher will administer a post assessment and evaluation of the teacher-respondents with regards to CIP. An interview will also be conducted to understand the new perspectives they share about the study. Then, the researcher will conduct a thorough analyzation and interpretation of the gathered data in the study using proper statistical tools.

## Instruments

**Pre-Assessment and Post-Assessment Tools.** The instrument in conducting CIPs was formulated aligned with the Continuous Improvement Project (CIP) Validation tool used as pre-assessment and post assessment of the teacher participants. After this, the researcher used the rubrics adapted from the same tool to evaluate the participants' CIP output at the end of the second quarter. This rubric was developed by the researcher and then validated by the School Research Committee to determine its validity and reliability.

The researcher was adapted the same tool to the pre-assessment/post-assessment about the knowledge of the

participants in the Continuous Improvement Project with the used of 5 Likert scale with verbal description using the given scale; 5-Very evident, 4-Seemingly evident, 3- Evident, 2-Slightly Evident and 1-Not Evident.

Another set of survey questionnaire was adapted by the researcher adapted the DepEd Rating Sheet for Intervention Materials (IM) as rubric in assessing the teachers output.

Scale	Verbal Description
5	Outstanding (O)
4	Very Satisfactory (VS)
3	Satisfactory (S)
2	Less Satisfactory (LS)
1	Unsatisfactory (US)

**Interview Guides.** To gather data on the point of view of the participants on their CIPs before and after the implementation of the Gabay-Guro sessions, the researcher asked follow-up questions. This is to seek more information that will give a further description on the essence of the intervention on their outputs.

**Data Collection Procedure**

The researcher requested permission from the office of the Schools Division Superintendent through the Schools Division Research Committee to allow her to conduct the study in the school. Upon the approval of the action research proposal, the researcher conducted an orientation for the target participants of the study. The researcher get the consent of the teacher participants. The clarification of the intent of the study was enable the teacher participants to better understand the objective and purpose of the undertaking. The researcher then wasconduct the pre-assessment. The instruments will be administered by the researcher to the participants during their free time (after class hours). The researcher allowed the participants to attend the Gabay-Guro sessions as scheduled sessions in the Work Plan. After these, the researcher, being the school head, disseminated a memorandum instructing the teacher participants to start writing and conduct their CIPs in their respective grade levels and subjects. To conclude this, the post assessment administered at the end of the second quarter of School Year 2022-2023. Evaluation of the CIP outputs will be done using the adapted Division CIP validation tool. Follow-up interview to gather data on teacher participants’ perception and attitude towards the use of Gabay-Guro sessions was done right after their post assessment.

**Ethical Considerations**

The researcher give the teacher participants the assurance that their provided information will be treated with confidentiality and that it not affected their teaching performance in any other subjects. Furthermore, these data or

records from the participants can be deleted upon their reasonable request. This study adhere to the educational research ethical guidelines and followed the DepEd Regional Memorandum No. 228, s. 2020. The following ethical considerations practiced in the conduct of the study.

1. The participants had an option to ask questions and that participation is voluntary and they have the right to withdraw at any time. Also, their responses are respected and protected at all times.
2. Researcher also obtained permission from the teacher participants before recording their voices or images through informed consent.
3. The researcher ensured the confidentiality of data privacy of participants at all stages of the process, during all interactions with the participants and when the data is transmitted and stored and destroyed.
4. The participants were given entitlement to ask researcher to delete their records, and the researcher can conform to such request where reasonable

**Data Analysis**

To describe the participants’ understanding of developing a CIP in three areas – (1) assess; (2) analyze; and (3) action, the frequency, percentage and mean were used. The obtained means were then translated into response categories with corresponding interpretation as follows:

T-test review was used to determine the substantial difference between the participants’ pre-assessment and post-assessment in order to determine the effect of the Gabay-Guro Session in the teachers’ participants.

**RESULTS AND DISCUSSION**

To describe the participants’ understanding of developing a Continuous Improvement Project in three areas – (1) assess; (2) analyze; and (3) action, the frequency, percentage and mean were used. The obtained means were then translated into response categories with corresponding interpretation as follows:

Interval	Interpretation
4.20-5.00	Excellent
3.40-4.19	Very Good
2.60-3.39	Good
1.80-2.59	Poor
1.00-1.79	Very Poor

**Pre-Assessment on Continuous Improvement Project**

Table 1. Frequency and Response Category of the Participants

Items on Assess	NE	SI E	E	SE	VE	ME AN	RC
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Problem Identification	F	0	27	36	4	4	<b>2.789</b>	Go od
	%	0%	38.03%	50.70%	5.63%	5.63%		
Get Organized	F	0	30	33	6	2	<b>2.718</b>	Go od
	%	0%	42.25%	46.48%	8.45%	2.82%		
Talk with the Customers	F	2	27	31	8	3	<b>2.761</b>	Go od
	%	2.82%	38.03%	43.66%	11.27%	4.23%		
Walk the Process	F	4	27	33	6	1	<b>2.620</b>	Go od
	%	5.63%	38.03%	46.48%	8.45%	1.41%		
Identify Priority Improvements	F	3	35	26	6	1	<b>2.535</b>	Po or
	%	4.23%	49.30%	36.62%	8.45%	1.41%		

F: Frequency; %: Percent; NE: Not Evident; SI E: Slightly Evident; E: Evident; SE: Seemingly Evident; VE: Very Evident; RC: Response Category

The pre-assessment data presented in Table 1 for the Assess phase of the Continuous Improvement Project (CIP) indicates participants' knowledge levels in various aspects of the CIP. Participants showed a good understanding of problem identification, organization of CIP Team Members, and customer engagement, as evidenced by mean scores of 2.789, 2.718, and 2.761, respectively, falling within the "Good" response category. They also demonstrated an acceptable level competence in assessing the CIP process, with a mean score of 2.620. However, participants displayed a lower level of knowledge in identifying priority improvement areas (mean score: 2.535), categorized as "Poor." These findings emphasize the need for improvement in this specific aspect. Thus, while participants exhibited a generally good level of knowledge across most categories, attention should be directed towards enhancing their understanding of identifying priority improvement areas.

The initial findings emphasize the need for targeted interventions and training programs to enhance participants' knowledge and skills in problem identification, organization, customer communication, process understanding, and identifying priority improvement areas. By addressing these areas of weakness, participants can enhance their capabilities in the Assess phase of developing the CIP, leading to more effective continuous improvement initiatives.

More so, Coca (2015) told that Continuous Improvement (CI) continually assesses, analyzes and acts on the improvement of key processes focusing on both the customer needs and the desired performance that enliven DepEd's commitment to build a culture of continuous learning and improvement. It is in this line that CI's context is integrated

in the learning environment to better respond to the changing times and to mobilize the vision of shaping a culture that will have direct and relevant impact to the learners.

Table 2. Frequency and Response Category of the Participants

Items on Analyze		NE	SI E	E	SE	VE	ME AN	RC
Do Root Cause Analysis	F	5	30	29	3	4	<b>2.592</b>	Po or
	%	7.04%	42.25%	40.85%	4.23%	5.63%		
Develop Solution	F	6	32	25	8	0	<b>2.493</b>	Po or
	%	8.45%	45.07%	35.21%	11.27%	0%		
Finalize Improvement Plan	F	8	27	31	1	4	<b>2.521</b>	Po or
	%	11.27%	38.03%	43.66%	1.41%	5.63%		

F: Frequency; %: Percent; NE: Not Evident; SI E: Slightly Evident; E: Evident; SE: Seemingly Evident; VE: Very Evident; RC: Response Category

Table 2 presents the data for the Analyze Phase of the Continuous Improvement Project (CIP), focusing on three key activities: Root Cause Analysis, Develop Solution, and Finalize Improvement Plan. The findings indicate that participants' knowledge levels in these areas were generally poor. The mean score for Root Cause Analysis was 2.592, suggesting a need for improvement in understanding how to identify underlying causes of CIP issues. Similarly, the mean score for Develop Solution was 2.493, indicating a lack of proficiency in formulating effective solutions. Participants also demonstrated a poor level of knowledge in Finalize Improvement Plan, with a mean score of 2.521, reflecting a need for better comprehension of the steps and considerations involved in finalizing the improvement plan. These results emphasize the importance of enhancing knowledge and skill development in conducting Root Cause Analysis, developing solutions, and finalizing the Improvement Plan during the Analyze Phase of the CIP.

The data from Table 2 highlights the implications for the Analyze Phase of the Continuous Improvement Project (CIP). The generally poor knowledge levels observed in Root Cause Analysis, Develop Solution, and Finalize Improvement Plan indicate a need for improvement in these areas. Participants' limited understanding of identifying underlying causes, formulating effective solutions, and finalizing the improvement plan underscores the importance of enhancing knowledge and skill development in these critical activities. Addressing these knowledge gaps can contribute to more effective and successful implementation of the Analyze Phase within the CIP, ultimately leading to improved outcomes and continuous improvement initiatives.

Table 3. Frequency and Response Category of the Participants

Items on Action		NE	SI E	E	SE	VE	ME AN	RC
Pilot your Solution	F	9	24	31	2	5	2.577	Poor
	%	12.68%	33.80%	43.66%	2.82%	7.04%		
Roll-out your Solution	F	6	38	24	0	3	2.380	Poor
	%	8.45%	53.52%	33.80%	0%	4.23%		
Check your Progress	F	13	31	24	1	2	2.268	Poor
	%	18.31%	43.66%	33.80%	1.41%	2.82%		

F: Frequency; %: Percent; NE: Not Evident; SI E: Slightly Evident; E: Evident; SE: Seemingly Evident; VE: Very Evident; RC: Response Category

The pre-assessment data for the Action Phase of the Continuous Improvement Project (CIP) reveals participants' poor knowledge levels in three key activities: Pilot your Solution, Roll-out your Solution, and Check your Progress. Participants scored poorly in understanding how to effectively pilot and test solutions (mean score: 2.577), execute full implementation and scaling (mean score: 2.380), and assess and monitor progress (mean score: 2.268). These findings emphasize the need for improved knowledge and skill development in the Action Phase of the CIP, specifically in piloting, rolling out, and monitoring solutions. Enhancing participants' understanding in these areas will contribute to more successful implementation of improvement initiatives and the attainment of desired outcomes.

The pre-assessment data for the Action Phase of the Continuous Improvement Project (CIP) are significant. The findings indicate that participants have poor knowledge levels in key activities such as Pilot your Solution, Roll-out your Solution, and Check your Progress. This highlights the need for immediate attention to enhance participants' understanding and skills in these areas. By improving knowledge and skill development in piloting, rolling out, and monitoring solutions, organizations can increase the likelihood of successful implementation and achieve desired outcomes. Addressing these knowledge gaps will contribute to more effective continuous improvement practices and lead to improved organizational performance.

**Post Assessment:**

Table 4. Frequency and Response Category of the Participants

Items on Assess		NE	SI E	E	SE	VE	ME AN	RC
Do Root Cause Analysis	F	0	0	0	16	55	4.775	Excellent
	%	0%	0%	0%	22.54%	77.46%		
Walk the Process	F	0	0	0	19	52	4.761	Excellent
	%	0%	0%	0%	23.94%	76.06%		

Problem Identification	F	0	0	0	14	57	4.803	Excellent
	%	0%	0%	0%	19.72%	80.28%		
Get Organized	F	0	0	0	16	55	4.775	Excellent
	%	0%	0%	0%	22.54%	77.46%		
Talk with the Customers	F	0	0	0	15	56	4.789	Excellent
	%	0%	0%	0%	21.13%	78.87%		
Walk the Process	F	0	0	0	17	54	4.761	Excellent
	%	0%	0%	0%	23.94%	76.06%		
Identify Priority Improvements	F	0	0	0	16	55	4.775	Excellent
	%	0%	0%	0%	22.54%	77.46%		

F: Frequency; %: Percent; NE: Not Evident; SI E: Slightly Evident; E: Evident; SE: Seemingly Evident; VE: Very Evident; RC: Response Category

Table 4 presents the post-assessment data for the Assess phase of the Continuous Improvement Project (CIP), demonstrating participants' excellent knowledge levels in five key areas: Problem Identification, Get Organized, Talk with the Customers, Walk the Process, and Identify Priority Improvements. Participants achieved high mean scores, ranging from 4.761 to 4.803, indicating their strong understanding and proficiency in these areas. These results signify participants' successful acquisition of the necessary knowledge and skills to excel in the Assess phase of the CIP, providing a solid foundation for subsequent phases of the improvement project.

The post-assessment data for the Assess phase highlights the participants' excellent knowledge levels across all categories. This indicates their strong understanding of problem identification, organizational skills, customer engagement, process evaluation, and prioritization of improvements within the CIP. These findings indicate that participants have successfully acquired the necessary knowledge and skills to excel in the Assess phase of the CIP, laying a solid foundation for subsequent phases of the improvement project.

Table 5. Frequency and Response Category of the Participants

Items on Analyze		NE	SI E	E	SE	VE	ME AN	RC
Do Root Cause Analysis	F	0	0	0	16	55	4.775	Excellent
	%	0%	0%	0%	22.54%	77.46%		
Walk the Process	F	0	0	0	19	52	4.761	Excellent
	%	0%	0%	0%	23.94%	76.06%		



Develop Solution	%	0	0	0	26.7	73.2	<b>4.73</b>	Excellent
Finalize Improvement Plan	F	0	0	0	15	56	<b>4.78</b>	Excellent
	%	0	0	0	21.1	78.8		
		%	%	%	3%	7%	<b>9</b>	

F: Frequency; %: Percent; NE: Not Evident; SI E: Slightly Evident; E: Evident; SE: Seemingly Evident; VE: Very Evident; RC: Response Category

The data presented in Table 5 indicates that participants in the Analyze phase of the Continuous Improvement Project (CIP) have achieved excellent knowledge levels in the key activities of Do Root Cause Analysis, Develop Solution, and Finalize Improvement Plan. Their mean scores of 4.775, 4.732, and 4.789, respectively, suggest a high level of understanding and proficiency in these areas. Participants have effectively acquired the skills and techniques required to identify underlying causes, formulate effective solutions, and finalize improvement plans. This exceptional knowledge foundation equips participants with the ability to analyze problems, generate innovative solutions, and implement well-structured improvement plans, ultimately leading to impactful and sustainable improvements within the CIP.

The implications of the data presented in Table 5 highlight the success of participants in the Analyze phase of the Continuous Improvement Project (CIP) in acquiring excellent knowledge levels. These findings indicate that participants possess a strong understanding and proficiency in conducting Do Root Cause Analysis, developing solutions, and finalizing improvement plans. With this exceptional knowledge foundation, participants are well-equipped to effectively address problems, generate innovative solutions, and implement well-structured improvement plans. The high level of competence demonstrated in these key activities bodes well for the success of the CIP, as it enables participants to drive impactful and sustainable improvements within the project.

Table 6. Frequency and Response Category of the Participants

Items on Action		NE	SI E	E	SE	VE	MEAN	RC
Pilot your Solution	F	0	0	0	15	56	<b>4.78</b>	Excellent
	%	0	0	0	21.13	78.87		
Roll-out your Solution	F	0	0	0	22	49	<b>4.69</b>	Excellent
	%	0	0	0	30.99	69.01		
Check your	F	0	0	0	20	51	<b>4.71</b>	Excellent
							<b>8</b>	

Progress	%	0	0	0	28.17	71.83		
		%	%	%	%	%		

F: Frequency; %: Percent; NE: Not Evident; SI E: Slightly Evident; E: Evident; SE: Seemingly Evident; VE: Very Evident; RC: Response Category

The post-assessment data presented in Table 6 provides an insight into participants' knowledge levels in the Action phase of the Continuous Improvement Project (CIP). The data reveals that participants achieved excellent mean scores in the three key activities: Pilot your Solution, Roll-out your Solution, and Check your Progress. In the Pilot your Solution category, participants displayed an excellent understanding (mean score: 4.789), indicating their proficiency in piloting and testing proposed solutions. This competence suggests participants' ability to validate and refine solutions through practical application, ensuring their effectiveness before full implementation. Similarly, participants demonstrated excellent knowledge in the Roll-out your Solution category, as indicated by a mean score of 4.690. This signifies their expertise in executing the full implementation of solutions and scaling them across relevant areas. Participants' understanding of this process underscores their capability to transition from the pilot phase to broader implementation, facilitating successful deployment of improvements. The Check your Progress category also revealed excellent knowledge levels among participants, with a mean score of 4.718. This implies their competence in assessing and monitoring the progress and effectiveness of implemented solutions. Participants' strong comprehension in this area enables them to track the impact of changes, identify deviations or issues, and make necessary adjustments to ensure continuous improvement.

The post-assessment data in Table 6 highlights participants' exceptional knowledge levels in the Action phase of the CIP. The findings suggest that participants have acquired the essential knowledge and skills to excel in piloting solutions, rolling them out effectively, and monitoring progress. This robust knowledge foundation enhances their ability to execute the Action phase with confidence and efficacy, ultimately facilitating the successful implementation and sustainability of improvement initiatives.

Table 7. Summary of Pre and Post Assessment Results of CIP Output

Areas	Pre-Assessment		Post Assessment	
	Mean	Interpretation	Mean	Interpretation
Assess <ul style="list-style-type: none"> <li>• Problem Identification</li> <li>• Get Organized</li> <li>• Talk with the Customers</li> <li>• Walk the Process</li> <li>• Identify Priority Improvements</li> </ul>	2.685	Good	4.780	Excellent
Analyze <ul style="list-style-type: none"> <li>• Do Root Cause Analysis</li> <li>• Develop Solution</li> <li>• Finalize Improvement Plan</li> </ul>	2.535	Poor	4.765	Excellent
Action <ul style="list-style-type: none"> <li>• Pilot your Solution</li> <li>• Roll-out your Solution</li> </ul>	2.408	Poor	4.732	Excellent

In comparing the pre-assessment and post-assessment data for academic research, noticeable improvements can be observed across various areas. During the pre-assessment, students demonstrated a good understanding of problem identification, organization, customer communication, process evaluation, and identifying priority improvements, scoring an average of 2.685. However, their performance in the analytical phase, including root cause analysis, solution development, and finalizing improvement plans, was rated as poor, with an average score of 2.535. Similarly, in the action phase, which involved piloting and rolling out solutions, as well as progress monitoring, students achieved a poor average score of 2.408.

On the other hand, the post-assessment data indicates a significant enhancement in the students' research capabilities. In problem identification, getting organized, talking with customers, walking through the process, and identifying priority improvements, students achieved an excellent average score of 4.780. Additionally, their performance in the analysis phase, encompassing root cause analysis, solution development, and finalizing improvement plans, improved substantially, with an average score of 4.765, also rated as excellent. Finally, in the action phase, which involved piloting and rolling out solutions, as well as checking progress, students achieved an excellent average score of 4.732.

This comparison demonstrates the participants' remarkable progress in understanding and applying the various stages of the research process. They exhibited significant growth in problem identification, organizational skills, customer interaction, process evaluation, and prioritization. Furthermore, their analytical capabilities, including root cause analysis, solution development, and improvement planning, improved considerably. Lastly, their ability to take action, pilot solutions, roll out initiatives, and monitor progress showed substantial enhancement.

Table 8. Paired Sample t-test Results of CIP Output Result

		Paired Differences				t	df	P value	
		Mean	Std. Dev.	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Post Assessment on Assess	2.096	0.613	0.073	1.951	2.241	28.805	70	0.000
	Pre Assessment on Assess								
Pair 2	Post Assessment on Analyze	2.230	0.740	0.878	2.055	2.405	25.386	70	0.000
	Pre Assessment on Analyze								
Pair 3	Post Assessment on Action	2.324	0.772	0.092	2.141	2.507	25.349	70	0.000
	Pre Assessment on Action								
Pair 4	Post Assessment after the CIP Output	2.195	0.616	0.073	2.049	2.341	29.998	70	0.000
	Pre Assessment before the CIP Output								

The data presented in the context of the Continuous Improvement Process (CIP) Output results demonstrates significant differences between the post-assessment and pre-assessment scores for various pairs of variables. The analysis reveals notable disparities in the mean differences, standard deviations, standard error of the means, and 95% confidence intervals of the differences for each pair. Additionally, the t-values, degrees of freedom, and p-values indicate statistical significance in all cases, suggesting substantial variations between the post and pre-assessment scores for "Assess," "Analyze," "Action," and the overall post-assessment scores after the CIP Output. These findings emphasize the effectiveness of the CIP in generating positive changes and improvements in the assessed variables.

**Result of Pre-Assessment in the Knowledge of Developing CIP in terms of Assess**

Table 9. Frequency and Response Category of the Participants in the Knowledge of Developing the CIP in terms of Assess

Items on Assess		SD	D	N	A	SA	MEAN	RC
Problem Identification	As a Team member/developer/proponent, I already know how to identify the problem before writing the CIP.	F 5	26	31	9	0	2.296	Poor
		% 7.04%	36.62%	43.66%	12.68%	0.00%		
Get Organized	As a proponent/leader/proponent/member, I know the proper selection of CIP Team Members and their position.	F 0	26	35	10	0	2.408	Poor
		% 0.00%	36.62%	49.30%	14.08%	0.00%		
Talk with the Customer	As a CIP team member/proponent/developer I know the process for appropriate identification of the customers who are the internal and external customers.	F 10	26	28	7	0	2.211	Poor
		% 14.08%	36.62%	39.44%	9.86%	0.00%		
Talk with the Customer	As a CIP team member/proponent/developer I know how to listen to the voice of the customers.	F 1	24	38	8	0	2.465	Poor
		% 1.41%	33.80%	53.52%	11.27%	0.00%		
Talk with the Customer	As a CIP team member/proponent/developer I know the Instrument/s used to understand the voice of the customers.	F 5	26	35	5	0	2.408	Poor
		% 7.04%	36.62%	49.30%	7.04%	0.00%		
Walk the Process	As a CIP team member/proponent/developer I know the Assessment of the process done by the CIP team	F 6	25	31	9	0	2.282	Poor
		% 8.45%	35.21%	43.66%	12.68%	0.00%		
	As a CIP team member/proponent/developer I know and understand the SIPOC Suppliers, Input, Output Process	F 5	22	36	8	0	2.380	Poor
	% 7.04%	30.99%	50.70%	11.27%	0.00%			

F: Frequency; %: Percent; SD: Strongly Disagree; D: Disagree; N: Neutral; A: Agree; SA: Strongly Agree; RC: Response Category

Table 1 shows the frequency and response category of the participants in the Knowledge of Developing the CIP in the Assess phase. Data presented in Table 1 shows that prior to the conduct of the study, in the “Problem Identification” part of the

CIP, “As a Team member/developer/proponent, I already know how to identify the problem before writing the CIP” has mean of 2.296 that relegates to a “Poor” response category. In “Get Organized”, “As a proponent/leader/proponent/member, I know the proper selection of CIP Team Members and their position” garnered a mean of 2.408 that meant also “Poor” in the response category. In “Talk with the Customer”, “As a CIP team member/proponent/developer I know how to listen to the voice of the customers.” had 2.211; “As a CIP team member/proponent/developer I know how to listen to the voice of the customers” had 2.465; and, with “As a CIP team member/proponent/developer I know the Instrument/s used to understand the voice of the customers” was at 2.408 that all meant “Poor” in the response category. In the “Walk the Process”, “As a CIP team member/proponent/developer I know the Assessment of the process done by the CIP team” had 2.282 mean: “As a CIP team member/proponent/developer I know and understand the SIPOC Suppliers, Input, Output Process Costumers)” had 2.380; and, “As a CIP team member/proponent/developer I know and understand the Preparation, presentation, process, assessment, Assignment or any activity flow chart” at 2.225 that all meant “Poor” in the response category. In the “Identify the Priority Improvement Areas”, “As a CIP team member/proponent/developer I know and understand the identification of storm clouds in the preparation, presentation and assessment” had a mean of 2.465 and “As a CIP team member/proponent/developer I know and understand the presentation process of the data (graphical presentation like chart, graph or tables)” was at 2.338 which all meant “Poor” in the response category.

This provides insights into the participants' knowledge in the Assess phase of developing the CIP (Continuous Improvement Project), ordered from highest to lowest mean scores. Starting with the highest mean score, the "Talk with the Customer" category received the following ratings: "As a CIP team member/proponent/developer, I know how to listen to the voice of the customers" scored 2.465, followed by "As a CIP team member/proponent/developer, I know the Instrument/s used to understand the voice of the customers" with a mean score of 2.408. Both of these statements fell within the "Poor" response category, indicating a need for improvement in understanding customer perspectives.

Moving on to the "Get Organized" category, the statement "As a proponent/leader/proponent/member, I know the proper selection of CIP Team Members and their position" obtained a mean score of 2.408, also indicating a "Poor" level of knowledge in this area.

Next, in the "Identify the Priority Improvement Areas" category, the statement "As a CIP team member/proponent/developer, I know and understand the identification of storm clouds in the preparation, presentation, and assessment" achieved a mean score of 2.465, suggesting a lack of proficiency. Similarly, the statement "As a CIP team member/proponent/developer, I know and understand the presentation process of the data (graphical presentation like chart, graph, or tables)" received a mean score of 2.338, falling under the "Poor" response category.

In the "Walk the Process" category, participants demonstrated relatively lower knowledge levels. The statement "As a CIP team member/proponent/developer, I know and understand the SIPOC (Suppliers, Input, Output, Process, Customers)" scored 2.380, while "As a CIP team member/proponent/developer, I know the Assessment of the process done by the CIP team" obtained a mean score of 2.282. Both of these scores indicated a "Poor" level of understanding.

In the "Problem Identification" category, the statement "As a Team member/developer/proponent, I already know how to identify the problem before writing the CIP" had the lowest mean score of 2.296, also indicating a "Poor" level of knowledge.

This reveals a general need for improvement in various aspects of knowledge related to developing the CIP in the Assess phase, particularly in problem identification, organization, customer communication, process understanding, and identifying priority improvement areas.

This implies that participants in the Assess phase of developing the CIP have demonstrated a lack of knowledge and understanding in several key areas.

With the "Talk with the Customer" category, the low mean scores for statements related to listening to the voice of customers and using instruments to understand their perspectives indicate a need for improvement in effectively gathering customer feedback and incorporating it into the CIP process. This suggests that participants may not be adequately skilled in understanding and meeting learners' needs.

In the "Get Organized" category, the poor level of knowledge regarding the proper selection of CIP team members and their positions indicates a lack of understanding in forming a capable and cohesive team. This suggests that participants may struggle with assembling the right individuals and allocating roles effectively, which can hinder the success of the CIP.

The low mean scores in the "Identify the Priority Improvement Areas" category highlight deficiencies in identifying and addressing vital areas for improvement. Participants' lack of proficiency in recognizing and addressing issues during the preparation, presentation, and assessment stages indicates a need for enhanced skills in identifying and prioritizing improvement opportunities.

Within the "Walk the Process" category, participants exhibited relatively lower knowledge levels. The poor scores in understanding the SIPOC framework (Suppliers, Input, Output, Process, Customers) and assessing the CIP team's processes suggest a need for improvement in comprehending and evaluating the various components of the improvement process.

In addition, the poor level of knowledge in the "Problem Identification" category indicates that participants struggle with identifying problems before developing the CIP. This lack can hinder the effectiveness of the CIP as the initial problem identification stage is crucial for targeting and addressing areas of improvement.

The initial findings emphasize the need for targeted interventions and training programs to enhance participants' knowledge and skills in problem identification, organization,

customer communication, process understanding, and identifying priority improvement areas. By addressing these areas of weakness, participants can enhance their capabilities in the Assess phase of developing the CIP, leading to more effective continuous improvement initiatives.

More so, Coca (2015) told that Continuous Improvement (CI) continually assesses, analyzes and acts on the improvement of key processes focusing on both the customer needs and the desired performance that enliven DepEd's commitment to build a culture of continuous learning and improvement. It is in this line that CI's context is integrated in the learning environment to better respond to the changing times and to mobilize the vision of shaping a culture that will have direct and relevant impact to the learners.

### **Result of Pre-Assessment in the Knowledge of Developing CIP in terms of Analyze**



Table 10. Frequency and Response Category of the Participants in the Knowledge of Developing the CIP in terms of Analyze

Items on Analyze		SD	D	N	A	SA	MEAN	RC
- definition of problem	F	7	25	34	5	0	2.366	Poor
	%	9.86%	35.21%	47.89%	7.04%	0.00%		
-root cause analysis	F	5	26	32	8	0	2.324	Poor
	%	7.04%	36.62%	45.07%	11.27%	0.00%		
(fishbone diagram-cause and effect relationship of the problem) or (why-why diagram)	F	5	24	35	7	0	2.380	Poor
	%	7.04%	33.80%	49.30%	9.86%	0.00%		
As a CIP team member/proponent/developer I know and understand the process Validation of the identified causes	F	13	19	34	5	0	2.282	Poor
	%	18.31%	26.76%	47.89%	7.04%	0.00%		
- As a CIP team member/proponent/developer I know and understand the Formulation of SMART objectives (not broad)	F	5	27	32	7	0	2.338	Poor
	%	7.04%	38.03%	45.07%	9.86%	0.00%		
As a CIP team member/proponent/developer I know and understand the process of development of the appropriate solution	F	6	26	34	5	0	2.380	Poor
	%	8.45%	36.62%	47.89%	7.04%	0.00%		
As a CIP team member/proponent/developer I know and understand the 4 Ws and 1 H to be asked in the development of the CIP.	F	8	25	34	4	0	2.366	Poor
	%	11.27%	35.21%	47.89%	5.63%	0.00%		
As a CIP team member/proponent/developer I	F	2	33	28	8	0	2.310	Poor

F: Frequency; %: Percent; SD: Strongly Disagree; D: Disagree; N: Neutral; A: Agree; SA: Strongly Agree; RC: Response Category

Table 10 shows the frequency and response category of the participants in the Knowledge of Developing the CIP in the Analyze phase. Data presented in Table 2 shows that prior to the conduct of the study, in the “Do Root Cause Analysis”, ‘definition of problem’ has mean of 2.366; ‘root cause analysis’ at 2.324; ‘(fishbone diagram-cause and effect relationship of the problem) or (why-why diagram)’ at 2.380;

and “As a CIP team member/proponent/developer I know and understand the process Validation of the identified causes” at 2.282 relegated to a “Poor” response category. In “Develop a Solution”, “As a CIP team member/proponent/developer I know and understand the Formulation of SMART objectives (not broad)” garnered a mean of 2.338; “As a CIP team member/proponent/developer I know and understand the process of development of the appropriate solution” at 2.380; “As a CIP team member/proponent/developer I know and understand the 4 Ws and 1 H to be asked in the development of the CIP” at 2.366; and, “As a CIP team member/proponent/developer I know and understand the process Analysis of Methods, Man, Materials and Money used” at 2.310 meant also “Poor” in the response category. In “Finalize Improvement Plan”, “As a CIP team member/proponent/developer I know and understand how to develop the Action Plan.” had 2.394; and “As a CIP team member/proponent/developer I know and understand the Risk Analysis” at 2.380 meant also “Poor” in the response category.

This provides insights into participants' knowledge of developing the Continuous Improvement Process (CIP) during the Analyze phase. The data highlights that participants had poor ratings in certain areas of knowledge prior to the study. In the "Do Root Cause Analysis" section, understanding of the "definition of problem," "root cause analysis," and "(fishbone diagram-cause and effect relationship of the problem) or (why-why diagram)" received mean scores of 2.366, 2.324, and 2.380, respectively, all falling into the "Poor" response category. Similarly, in the "Develop a Solution" section, knowledge related to "Formulation of SMART objectives (not broad)," "process of development of the appropriate solution," "4 Ws and 1 H to be asked in the development of the CIP," and "process Analysis of Methods, Man, Materials and Money used" scored 2.338, 2.380, 2.366, and 2.310, respectively, indicating a "Poor" response category. Lastly, in the "Finalize Improvement Plan" section, "knowledge on how to develop the Action Plan" scored 2.394, and "knowledge and understanding of Risk Analysis" scored 2.380, both falling into the "Poor" response category as well.

This implies that participants had inadequate knowledge in several key areas related to the development of the Continuous Improvement Process (CIP) during the Analyze phase. The poor ratings indicate a lack of understanding in important concepts and processes. In the "Do Root Cause Analysis" section, participants struggled with comprehending the "definition of problem," "root cause analysis," and the use of tools such as the "(fishbone diagram-cause and effect relationship of the problem) or (why-why diagram)." Similarly, in the "Develop a Solution" section, participants lacked knowledge in formulating specific and measurable objectives (SMART objectives), developing appropriate solutions, asking the right questions (4 Ws and 1 H) during CIP development, and analyzing methods, manpower, materials, and money used in the process. Lastly, in the "Finalize Improvement Plan" section, participants lacked knowledge in developing an action plan and conducting risk analysis. These findings suggest the need for targeted interventions and further training to enhance

participants' understanding and proficiency in these critical areas of CIP development.

Furthermore, this indicated that participants in the Analyze phase of the Continuous Improvement Process (CIP) have insufficient knowledge in key areas. They struggle to grasp fundamental concepts such as problem definition, root cause analysis, and the use of tools like fishbone diagrams. Furthermore, participants lack understanding in formulating SMART objectives, developing appropriate solutions, asking relevant questions, and analyzing methods, manpower, materials, and money during CIP development.

Additionally, they exhibit a lack of knowledge in finalizing improvement plans, including action plan development and risk analysis. To address these knowledge gaps, targeted interventions and further training are necessary. Implementing focused training sessions, knowledge-sharing opportunities, mentoring and coaching programs, continuous learning platforms, and regular assessments with constructive feedback can help improve participants' understanding and proficiency in these critical areas of CIP development.

**Result of Pre-Assessment in the Knowledge of Developing CIP in terms of Action**

Table 11. Frequency and Response Category of the Participants in the Knowledge of Developing the CIP in terms of Action

Items on Action		SD	D	N	A	SA	MEAN	RC
As a CIP team member/proponent/developer I know and understand the 1st Trial conducted	F	6	29	36	0	0	2.423	Poor
	%	8.45%	40.85%	50.70%	0.00%	0.00%		
As a CIP team member/proponent/developer I know and understand the process of evaluation of the test result	F	2	36	32	1	0	2.451	Poor
	%	2.82%	50.70%	45.07%	1.41%	0.00%		
-Cost benefit analysis	F	2	29	40	0	0	2.535	Poor
	%	2.82%	40.85%	56.34%	0.00%	0.00%		
As a CIP team member/proponent/developer I know and understand the Survey for Action	F	2	30	29	10	0	2.662	Good
	%	2.82%	42.25%	40.85%	14.08%	0.00%		
As a CIP team member/proponent/developer I know and understand the process to Gather data on the same measures identified in Assess Stage	F	9	31	28	3	0	2.352	Poor
	%	12.68%	43.66%	39.44%	4.23%	0.00%		
As a CIP team member/proponent/developer I know and understand the Use the same data collection procedures	F	10	21	40	0	0	2.423	Poor
	%	14.08%	29.58%	56.34%	0.00%	0.00%		
As a CIP team member/proponent/developer I know and understand the Methods	F	5	26	32	8	0	2.606	Good
	%	7.04%	36.62%	45.07%	11.27%	0.00%		
As a CIP team member/proponent/developer I	F	5	24	35	7	0	2.620	Good

F: Frequency; %: Percent; SD: Strongly Disagree; D: Disagree; N: Neutral; A: Agree; SA: Strongly Agree; RC: Response Category

Table 11 shows the frequency and response category of the participants in the Knowledge of Developing the CIP in the Action phase. Data presented in Table 3 shows that prior to the conduct of the study, in the “Pilot your Solution”, “As a CIP team member/proponent/developer I know and understand the 1st Trial conducted” has mean of 2.423; “As a CIP team member/proponent/developer I know and understand the process of evaluation of the test result” at 2.451; “Cost benefit analysis” at 2.535 had a “Poor” response category; and “As a CIP team member/proponent/developer I know and understand the Survey for Action” at 2.662 had a “Good” response

category. In "Roll-Out your Solution", "As a CIP team member/proponent/developer I know and understand the process to Gather data on the same measures identified in Assess Stage" garnered a mean of 2.352 had a "Poor" response category; "As a CIP team member/proponent/developer I know and understand the Use the same data collection procedures" at 2.423 had a "Poor" response category; "As a CIP team member/proponent/developer I know and understand the Methods" at 2.606 with a "Good" response; and, "As a CIP team member/proponent/developer I know and understand the Document (what steps are actually followed during implementation)" at 2.620 meant also "Good" in the response category; "As a CIP team member/proponent/developer I know and understand the Tasks, timelines" at 2.437 had a "Poor" response category; "As a CIP team member/proponent/developer I know and understand the Budgets, resources" at 2.549 had a "Poor" response category; "Stakeholder involvement" at 2.535; "As a CIP team member/proponent/developer I know and understand the Plans for checking" at 2.423 had a "Poor" response category; "As a CIP team member/proponent/developer I know and understand the process of Failure prevention" at 2.620 with a "Good" response; and "As a CIP team member/proponent/developer I know and understand how to Implement on small scale first, then move to full scale" at 2.437 with a "Poor" response. In "Check your Progress", "As a CIP team member/proponent/developer I know and understand the evaluation result (Conducted by the School CIP team) at 2.549 with a "Poor" response; and "As a CIP team member/proponent/developer I know and understand that evaluation result (Division Validation Team)- must meet at least 80% Proficiency level (90%)" at 2.634 meant with a "Good" response category. In "Interview", "As a CIP team member/proponent/developer I know and understand the Interview process" at 2.437 with a "Poor" response.

Table 3 provides insights into the participants' knowledge of developing the Continuous Improvement Process (CIP) during the Action phase. The data indicates that, prior to the study, participants had varying levels of understanding in different areas. In the "Pilot your Solution" section, knowledge related to the "1st Trial conducted," the "process of evaluation of the test result," and "cost benefit analysis" received mean scores of 2.423, 2.451, and 2.535, respectively, falling into the "Poor" response category. However, participants demonstrated a "Good" understanding of the "Survey for Action" with a mean score of 2.662.

Meanwhile, in the "Roll-Out your Solution" section, participants had poor knowledge in areas such as "Gathering data on the same measures identified in the Assess Stage" (mean score of 2.352), "Using the same data collection procedures" (mean score of 2.423), "Tasks, timelines" (mean score of 2.437), and "Budgets, resources" (mean score of 2.549), all falling into the "Poor" response category. However, participants showed a "Good" understanding of "Methods" (mean score of 2.606) and "Documenting the steps followed during implementation" (mean score of 2.620). Additionally, "Stakeholder involvement" and "Failure prevention" received

mean scores of 2.535 and 2.620, respectively, indicating a mixed response category. In the "Check your Progress" section, participants had a "Poor" understanding of "Evaluation result conducted by the School CIP team" (mean score of 2.549), while they demonstrated a "Good" understanding of "Evaluation result validated by the Division Validation Team - must meet at least 80% Proficiency level (90%)" with a mean score of 2.634. In the "Interview" section, participants showed poor knowledge of the "Interview process" with a mean score of 2.437, indicating a "Poor" response.

The findings suggest that targeted interventions and further training are needed to enhance participants' understanding and proficiency in the identified areas. Specific attention should be given to areas with poor ratings, while acknowledging and reinforcing the areas where participants showed good understanding. By addressing these knowledge gaps, participants can improve their ability to effectively develop and implement the Continuous Improvement Process during the Action phase.

This implies that participants exhibited varying levels of knowledge in different aspects of developing the Continuous Improvement Process (CIP) during the Action phase. The data revealed poor understanding in certain areas, such as conducting the first trial, evaluating test results, and performing cost-benefit analysis in the "Pilot your Solution" section.

However, participants demonstrated a good understanding of the "Survey for Action." In the "Roll-Out your Solution" section, participants lacked knowledge in gathering data, using consistent data collection procedures, managing tasks and timelines, and allocating budgets and resources.

On the other hand, they showed good understanding of methods and documenting implementation steps, while stakeholder involvement and failure prevention had mixed responses. Participants had poor comprehension of the evaluation results conducted by the School CIP team in the "Check your Progress" section, but showed good understanding of the evaluation results validated by the Division Validation Team.

Farther more, in the "Interview" section, participants exhibited poor knowledge of the interview process.

These highlight the need for targeted interventions and further training to enhance participants' proficiency and understanding in the identified areas. Specific attention should be given to addressing the poor-rated areas while reinforcing and acknowledging the areas where participants demonstrated good understanding. By addressing these knowledge gaps, participants can effectively develop and implement the Continuous Improvement Process during the Action phase.

#### **Result of Post-Assessment in the Knowledge of Developing CIP in terms of Assess**

Table 12. Frequency and Response Category of the Participants in the Knowledge of Developing the CIP in terms of Assess

Items on Assess		SD	D	N	A	SA	MEAN	RC	
Problem Identification	As a Team member/developer/proponent, I already know how to identify the problem before writing the CIP.	F	0	0	7	32	32	3.056	Good
		%	0%	0%	9.86%	45.07%	45.07%		
Get Organized	As a proponent/leader/proponent/member, I know the proper selection of CIP Team Members and their position.	F	0	0	7	27	37	3.338	Good
		%	0%	0%	9.86%	38.03%	52.11%		
Talk with the Customer	As a CIP team member/proponent/developer I know the process for appropriate identification of the customers who are the internal and external customers.	F	0	0	10	29	32	3.141	Good
		%	0%	0%	14.08%	40.85%	45.07%		
	As a CIP team member/proponent/developer I know how to listen to the voice of the customers.	F	0	0	13	23	35	3.394	Good
		%	0%	0%	18.31%	32.39%	49.30%		
	As a CIP team member/proponent/developer I know the Instrument/s used to understand the voice of the customers.	F	0	0	6	28	37	3.310	Good
		%	0%	0%	8.45%	39.44%	52.11%		

F: Frequency; %: Percent; SD: Strongly Disagree; D: Disagree; N: Neutral; A: Agree; SA: Strongly Agree; RC: Response Category

Table 12 shows the Frequency and Response Category of the Participants in the Knowledge of Developing the CIP in terms of Assess

In the area of Problem Identification, respondents demonstrated a Good level of knowledge (mean rating: 3.056). A significant proportion strongly agreed (45.07%), while an equal percentage agreed with the statement. Similarly, in the Get Organized category, respondents rated their knowledge as Good (mean rating: 3.338). A majority strongly agreed (52.11%), and 38.03% agreed with the statement. When it comes to Talking with the Customer, respondents displayed a Good understanding (mean rating: 3.141). The majority

strongly agreed (45.07%), and 40.85% agreed with the statement. Regarding listening to the voice of customers, respondents exhibited a Good level of knowledge (mean rating: 3.394). 49.30% strongly agreed, and 32.39% agreed with the statement. Understanding the instruments used to capture customer feedback was also rated as Good (mean rating: 3.310). The distribution showed that 52.11% strongly agreed, and 39.44% agreed. In terms of walking the process and conducting assessments, respondents demonstrated a Very Good understanding (mean rating: 3.549). A majority strongly agreed (52.11%), 25.35% agreed, and 18.31% chose the neutral option. Understanding the SIPOC framework received a Good rating (mean rating: 3.268). 47.89% strongly agreed, and 33.80% agreed with the statement. The comprehension of preparation, presentation, process, assessment, assignment, or any activity flow chart was rated as Very Good (mean rating: 3.690). The majority strongly agreed (61.97%), and 28.17% agreed. Identifying priority improvement areas was rated as Good (mean rating: 3.282). 50.70% strongly agreed, and 36.62% agreed. Lastly, understanding the presentation process of data through graphical means was rated as Very Good (mean rating: 3.493). 56.34% strongly agreed, and 30.99% agreed. Thus, the data indicates that respondents possess a good to very good level of knowledge and understanding in the assessed areas of the CIP. This suggests their competence in contributing effectively to problem-solving and improvement initiatives within the CIP framework.

**Result of Post-Assessment in the Knowledge of Developing CIP in terms of Analyze**

Table 13. Frequency and Response Category of the Participants in the Knowledge of Developing the CIP in terms of Analyze



Items on Analyze		SD	D	N	A	SA	MEAN	RC	
Do Root Cause Analysis	- definition of problem	F	0	0	19	20	32	3.394	Good
		%	0%	0%	26.76%	28.17%	45.07%		
	-root cause analysis	F	0	0	15	19	37	3.563	Very Good
		%	0%	0%	21.13%	26.76%	52.11%		
	(fishbone diagram-cause and effect relationship of the problem) or (why-why diagram)	F	0	1	7	33	30	2.958	Good
		%	0%	1.41%	9.86%	46.48%	42.25%		
As a CIP team member/proponent/developer I know and understand the process Validation of the identified causes	F	0	2	16	15	38	3.676	Very Good	
	%	0%	2.82%	22.54%	21.13%	53.52%			
Develop a Solution	- As a CIP team member/proponent/developer I know and understand the Formulation of SMART objectives (not broad)	F	0	5	7	24	35	3.296	Good
		%	0%	7.04%	9.86%	33.80%	49.30%		
	As a CIP team member/proponent/developer I know and understand the process of development of the appropriate solution	F	0	11	6	21	33	3.239	Good
		%	0%	15.49%	8.45%	29.58%	46.48%		
	As a CIP team member/proponent/developer I know and understand the 4 Ws and 1 H to be asked in the development of the CIP.	F	0	5	10	24	32	3.211	Good
		%	0%	7.04%	14.08%	33.80%	45.07%		
As a CIP team member/proponent/developer I	F	0	0	12	26	33	3.254	Good	
	%	0%	0%	16.00%	33.33%	40.00%			

with the statement. The knowledge of conducting root cause analysis received a Very Good rating (mean rating: 3.563). The majority of participants (52.11%) strongly agreed, and 26.76% agreed. Understanding the use of a fishbone diagram or why-why diagram to determine cause and effect relationships of the problem was rated as Good (mean rating: 2.958). While 42.25% agreed, 46.48% of participants strongly agreed. Regarding the process validation of the identified causes, participants demonstrated a Very Good understanding (mean rating: 3.676). The distribution showed that 53.52% strongly agreed, and 22.54% agreed. Moving on to developing solutions, participants' knowledge of formulating SMART objectives (not broad) was rated as Good (mean rating: 3.296). The majority (49.30%) agreed, while 33.80% strongly agreed. Understanding the process of developing an appropriate solution received a Good rating (mean rating: 3.239). 46.48% agreed, and 29.58% strongly agreed. Knowledge of using the 4 Ws and 1 H (Who, What, When, Where, Why, and How) in CIP development was rated as Good (mean rating: 3.211). 45.07% strongly agreed, and 14.08% agreed. Participants' knowledge of analyzing methods, manpower, materials, and money used in the process received a Good rating (mean rating: 3.254). The distribution showed that 46.48% strongly agreed, and 36.62% agreed. In finalizing the improvement plan, participants demonstrated a Very Good level of knowledge in developing an action plan (mean rating: 3.408). The majority (53.52%) strongly agreed, and 35.21% agreed. Knowledge of risk analysis was rated as Good (mean rating: 3.000). The majority (36.62%) strongly agreed, while 31.91% agreed. Thus, participants showed a good to very good level of knowledge in the assessed areas of analyzing root causes, developing solutions, and finalizing improvement plans within the CIP. These findings indicate a positive competence among the participants, suggesting their ability to contribute effectively to the improvement process.

**Result of Post-Assessment in the Knowledge of Developing CIP in terms of Action**

Table 14. Frequency and Response Category of the Participants in the Knowledge of Developing the CIP in terms of Action

F: Frequency; %: Percent; SD: Strongly Disagree; D: Disagree; N: Neutral; A: Agree; SA: Strongly Agree; RC: Response Category

The table provides information on the frequency and response categories of participants' knowledge in developing a Continuous Improvement Process (CIP) in relation to analyzing root causes, developing solutions, and finalizing an improvement plan. In terms of analyzing root causes, participants' knowledge of defining the problem was rated as Good (mean rating: 3.394). A significant percentage of participants (45.07%) strongly agreed, while 28.17% agreed

Items on Action		SD	D	N	A	SA	MEAN	RC	
Pilot your Solution	As a CIP team member/proponent/developer I know and understand the 1st Trial conducted	F 0	2	9	22	38	4.352	Excellent	
		% 0%	2.82%	12.68%	30.99%	53.52%			
	As a CIP team member/proponent/developer I know and understand the process of evaluation of the test result	F 0	1	11	19	40	4.380	Excellent	
		% 0%	1.41%	15.49%	26.76%	56.34%			
	-Cost benefit analysis	F 0	1	15	21	34	4.239	Excellent	
		% 0%	1.41%	21.13%	29.58%	47.89%			
	As a CIP team member/proponent/developer I know and understand the Survey for Action	F 0	1	10	29	31	4.268	Excellent	
		% 0%	1.41%	14.08%	40.85%	43.66%			
	Roll-Out your Solution	As a CIP team member/proponent/developer I know and understand the process to Gather data on the same measures identified in Assess Stage	F 0	1	8	25	37	4.380	Excellent
			% 0%	1.41%	11.27%	35.21%	52.11%		
As a CIP team member/proponent/developer I know and understand the Use the same data collection procedures		F 0	1	9	23	38	4.380	Excellent	
		% 0%	1.41%	12.68%	32.39%	53.52%			
As a CIP team member/proponent/developer I know and understand the Methods		F 0	1	8	22	40	4.423	Excellent	
	% 0%	1.41%	11.27%	30.99%	56.34%				
As a CIP team member/proponent/developer I	F 0	1	9	25	36	4.352	Excellent		

F: Frequency; %: Percent; SD: Strongly Disagree; D: Disagree; N: Neutral; A: Agree; SA: Strongly Agree; RC: Response Category

The table 14 provides information on the frequency and response categories of participants' knowledge in developing a Continuous Improvement Process (CIP) in terms

of actions related to piloting the solution, rolling out the solution, checking progress, and conducting interviews. Regarding piloting the solution, participants demonstrated an excellent understanding of conducting the first trial (mean rating: 4.352). The majority of participants (53.52%) strongly agreed, while 30.99% agreed. Knowledge of evaluating the test results received an excellent rating (mean rating: 4.380). The distribution showed that 56.34% strongly agreed, and 26.76% agreed. Participants' understanding of cost-benefit analysis was also rated as excellent (mean rating: 4.239). 47.89% strongly agreed, and 29.58% agreed. In terms of the survey for action, participants showed an excellent level of knowledge (mean rating: 4.268). 43.66% strongly agreed, and 40.85% agreed. Moving on to rolling out the solution, participants demonstrated an excellent understanding of gathering data on the same measures identified in the assess stage (mean rating: 4.380). The majority (52.11%) strongly agreed, and 35.21% agreed. Knowledge of using the same data collection procedures received an excellent rating (mean rating: 4.380). 53.52% strongly agreed, and 32.39% agreed. Participants' understanding of methods in the implementation process was rated as excellent (mean rating: 4.423). 56.34% strongly agreed, and 30.99% agreed. Knowledge of documenting the steps followed during implementation received an excellent rating (mean rating: 4.352). The distribution showed that 50.70% strongly agreed, and 35.21% agreed. Understanding tasks, timelines, budgets, resources, and stakeholder involvement in the implementation process were also rated as excellent (mean ratings: 4.451, 4.338, and 4.394, respectively). The majority strongly agreed in all categories. Regarding checking progress, participants demonstrated an excellent understanding of plans for checking (mean rating: 4.366). 50.70% strongly agreed, and 35.21% agreed. Knowledge of failure prevention and implementing on a small scale first, then moving to full scale both received excellent ratings (mean ratings: 4.352 and 4.380, respectively). The majority strongly agreed in both categories. In terms of checking the progress through evaluation results conducted by the School CIP team and Division Validation Team, participants showed an excellent understanding (mean ratings: 4.408 and 4.239, respectively). The majority strongly agreed in both categories. Lastly, participants' knowledge of the interview process received an excellent rating (mean rating: 4.423). The majority (53.52%) strongly agreed, while 35.21% agreed. Overall, participants demonstrated an excellent level of knowledge and understanding in the assessed areas of piloting the solution, rolling out the solution, checking progress, and conducting interviews within the CIP. These findings indicate a high level of competence among the participants, suggesting their ability to effectively contribute to the implementation and evaluation of the CIP.

**Summary of Pre and Post assessment Results of Continuous Improvement Project self-Knowledge**

Table 15. Summary of Pre and Post Assessment Results of CIP Self-Knowledge

Areas	Pre-Assessment		Post Assessment	
	Mean	Interpretation	Mean	Interpretation
Assess • Problem Identification • Get Organized • Talk with the Customers • Walk the Process • Identify Priority Improvements	2.621	Good	4.348	Excellent
Analyze • Do Root Cause Analysis • Develop Solution • Finalize Improvement Plan	2.545	Poor	4.249	Excellent
Action • Pilot your Solution • Roll-out your Solution • Check your Progress	2.511	Poor	4.360	Excellent

The comparison of pre-assessment and post-assessment results in the areas of Assess, Analyze, and Action reveals significant improvements in participants' self-knowledge of Continuous Improvement Process (CIP). In the Assess phase, participants made notable progress in problem identification, as indicated by the mean rating increasing from 2.621 (Good) in the pre-assessment to 4.348 (Excellent) in the post-assessment. This suggests a substantial enhancement in their ability to identify problems and prioritize improvements. However, the mean ratings for getting organized, talking with customers, and walking the process were not provided in the post-assessment, making it difficult to directly compare the results. Within the Analyze phase, participants demonstrated substantial improvements in their understanding and application of root cause analysis, solution development, and finalizing improvement plans. The mean ratings increased from 2.545 (Poor) in the pre-assessment to 4.249 (Excellent) in the post-assessment for these areas. These results indicate that participants acquired a deeper knowledge and improved skills in analyzing problems, developing effective solutions, and finalizing comprehensive improvement plans. In the Action phase, participants exhibited significant advancements in their knowledge and understanding of piloting solutions, rolling out solutions, and checking progress. The mean ratings increased from 2.511 (Poor) in the pre-assessment to 4.360 (Excellent) in the post-assessment for these aspects. This suggests that participants developed a strong grasp of implementing and monitoring solutions, ensuring their successful implementation and continuous improvement. Overall, the participants' self-knowledge of CIP showed remarkable improvements across all assessed areas. The mean ratings shifted from Good and Poor in the pre-assessment to Excellent in the post-assessment. These results highlight the participants' enhanced understanding and skills in problem identification, root cause analysis, solution development, improvement planning, piloting solutions, rolling out solutions, and checking progress within the CIP framework. The findings reflect the effectiveness of the CIP self-knowledge

training program in equipping participants with the necessary tools and expertise for driving continuous improvement within their respective contexts.

Table 16. Paired Sample t-test Results of CIP Self-Knowledge

		Paired Differences				t	df	p value	
		Mean	Std. Dev.	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Post Assessment on Assess	1.727	0.587	0.070	1.588	1.866	24.777	70	0.000
	Pre Assessment on Assess								
Pair 2	Post Assessment on Analyze	1.704	0.632	0.075	1.554	1.854	22.726	70	0.000
	Pre Assessment on Analyze								
Pair 3	Post Assessment on Action	1.849	0.617	0.073	1.703	1.995	25.237	70	0.000
	Pre Assessment on Action								
Pair 4	Post Assessment After the Gabay-Guro Session	1.777	0.542	0.064	1.649	1.905	27.649	70	0.000
	Pre Assessment Before the Gabay-Guro Session								

The table 16 presents the findings of paired sample t-tests conducted to examine the changes in CIP self-knowledge between pre-assessment and post-assessment in three areas: Assess, Analyze, and Action. Analyzing the data, the following key observations can be made. In Pair 1, comparing the post-assessment scores on Assess with the pre-assessment scores on Assess, there was a significant improvement in CIP self-knowledge. The mean difference was 1.727, indicating a positive shift. The narrow standard deviation of 0.587 and the small standard error of the mean difference of 0.070 suggest consistent improvements among the participants. The 95% confidence interval of the difference (1.588 to 1.866) and the highly significant t-value of 24.777 with 70 degrees of freedom further support the conclusion of a significant enhancement in CIP self-knowledge in the Assess area. Pair 2 focuses on the comparison between post-assessment and pre-assessment scores on Analyze. The results demonstrate a noteworthy improvement in CIP self-knowledge, with a mean difference of 1.704. The standard deviation of 0.632 and the standard error of the mean difference of 0.075 indicate some variability in the improvement scores but overall consistency in the positive direction. The 95% confidence interval (1.554 to 1.854) and the highly significant t-value of 22.726 with 70 degrees of freedom provide strong evidence of a significant enhancement in CIP self-knowledge in the Analyze area. In Pair 3, comparing the post-assessment scores on Action with the pre-assessment scores on Action, there was a substantial improvement in CIP self-knowledge. The mean difference was 1.849, indicating a considerable positive shift. The standard deviation of 0.617 and the standard error of the mean difference of 0.073 suggest consistent improvements and a relatively low margin of error. The 95% confidence interval (1.703 to 1.995) and the highly significant t-value of 25.237 with 70 degrees of freedom provide strong evidence of a significant enhancement in CIP self-knowledge in the Action area. Pair 4 represents the

comparison between the post-assessment scores after a particular event or intervention (indicated by the blank space) and the pre-assessment scores before that event or intervention. The results show a significant improvement in CIP self-knowledge, with a mean difference of 1.777. The standard deviation of 0.542 and the standard error of the mean difference of 0.064 indicate relatively consistent improvements with a relatively low margin of error. The 95% confidence interval (1.649 to 1.905) and the highly significant t-value of 27.649 with 70 degrees of freedom provide strong evidence of a significant enhancement in CIP self-knowledge in this pair. Thus, the paired sample t-test results demonstrate significant improvements in CIP self-knowledge across all assessed areas (Assess, Analyze, and Action). The highly significant p-values (all less than 0.05) indicate that these improvements are unlikely to have occurred by chance alone. Therefore, it can be concluded that the observed enhancements in CIP self-knowledge can be attributed to the effectiveness of the CIP self-knowledge training program.

**Teachers Perspective on Gabay-Guro session**

To determine Contribution of the Gabay-Guro session on formulating Continuous Improvement Project on how the intervention help to successfully develop, implement and present for validation. The researcher used thematic analysis through coding of the 71 teachers’ respondents’ answers coming from 8 learning areas. Their answers reach out by the researcher through interview guided question.

**How did the CIP Session Guide help them to successfully develop, implement and present CIP for validation?**

Table 17. Perceptions of the teachers on Gabay-Guro Session

Main Theme	Sub-theme	Significant Statements
The Gabay Guro session, in the opinion of the participant teacher’s, produced positive results in terms of originality. It encourages educators to learn knowledge without a doubt, not only in the creation and presentation of the Continuous Improvement Project but also up to validation process.	<ul style="list-style-type: none"> <li>● The implementation of Gabay-guro session promotes the skills and equip teachers with practical strategies that will enhanced the teaching learning process</li> <li>● Gabay-guro provides upgrading programs to guide teachers in creating Continuous Improvement Projects</li> <li>● The Gabay-Guro sessions equip teachers with innovative, interactive strategies and more engaging techniques</li> <li>● Through the Gabay-Guro session the Continuous Improvement Project increase from 1 at the last 5 five years to 15 validated.</li> </ul>	<ul style="list-style-type: none"> <li>● The Gabay-Guro sessions intervention elevates the quality of teachers knowledgde and skills when it comes to innovation in uplifting the teaching and learning process</li> <li>● The Gabay-Guro sessions is an effort to upgrade the quality of the teaching learning process through this initiative and its relevance to the skills that improved the understanding of the learners</li> <li>● Gabay-Guro sessions can help teachers acquire new skills or deepen their existing knowdge in specific areas. Wheter its improving classroom management techniques incorporating technology and different strategies that they can implement to their classrooms</li> <li>● The implementation of the Gabay-Guro provide programs that are anchored on our 7 core Pillars. These programs are designed to hone and improve the welfare of Filipino teachers.</li> <li>● Gabay Guro-session serve as a platform for sharing best practices and exchanging ideas among teachers. These session provide a collaborative environment where teachers can learn from the another.</li> <li>● It personally help the teachers as an intervention and beneficial on our part since majority of us lack knowledge on how to conduct CIP</li> </ul>

The table shown the perseption of the teachers participants in the implementation of Gabay-Guro session as intervention to the development of Continuous Improvent Projects. Accordingly, their specific responses in the interview were positive in the sense that these intervention deemed a positive outcomes to the teachers participant in every learning areas.

According to Graham, (2023), a well thought out Project Proposal is key to delivering a successful Continuous Improvement Project. It helps you to plan what you are hoping to achieve before you commit any significant project time or resources.

**Conclusion**

Based on the findings of this study it is therefore cocluded that the hypothesis was rejected that there is no significant difference in the pre-assessment and post-assessment results of the Gabay-Guro sessions. Gabay-Guro session considerably aided great impact on the created, developed and implement Continuous Improvement Project. From the two validated CIP from 2021-2022 to 15 validated CIP for the school year 2022-2023.

A total of 15 projects was validated from several learning domains and from both the Junior High School (12) and the Senior High School (3). Therefore, it can be said that the



intervention was effective and efficient intervention in achieving the intended outcome of the research.

### Recommendation

The following are the recommendation based on the findings and conclusion of the study.

1. The several important factors, including teachers, students, instructional materials, evaluation, and context, all affect how well learning occurs. The quality of education can be realized if these come together. The teacher is the most important element. Since the caliber of the learner and the caliber of classroom instruction are related.
2. For the benefit of educational authorities, they can make sure that teaching-learning materials are updated to reflect modern teaching fads and that variety is also guaranteed. to aid students in achieving their learning goals in the new typical environment.
3. To the educational authorities they may ensure that teaching-learning innovation are updated to suit current teaching trends and ensure varieties as well. To support the learning outcomes of the students in the new normal setting of education.
4. To update the use of the writing abilities and creativity in creating instructional materials that match the student's ability by conceiving the lesson, sustainable assessment on the training programs for all teachers may be taken into consideration. These programs must be created with the intention of giving teachers extensive information and improved comprehension, which will help them create useful learning resources under the new standard system.

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