Project Sharing Senior High to Maintain Access for Reform Education in Samar: The Student-Recipients' and their Parents' Satisfaction on its Motorboat Operation

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ABSTRACT

Student transportation has been one of the most relevant services of the public school system in the Philippines. The Bagacay National High School, being situated in an island municipality of Daram, was identified as one of the recipients of the Project Sharing Senior High to Maintain Access for Reform Education in Samar (Project SHARE-Samar). The project was an answer to the need of the school in providing an easy access to education among students from nearby barangays. The purpose of this study was to assess the level of satisfaction of both student-recipients, and their parents on the daily operation of Project SHARE-Samar motorboat. A descriptive-quantitative method was employed by the researcher in conducting this study. The findings suggest that both student-recipients, and their parents were satisfied on the rules and regulations imposed by the school. The student-recipients felt more satisfaction on the safety of the motorboat, and on the driver's behaviors than their parents. They also felt a degree of satisfaction on the manners of student-recipients a little higher than their parents. On the other hand, both of them were more satisfied on the parent-school communication in the implementation of the Project SHARE-Samar. The student-recipients were more satisfied on the overall implementation of Project SHARE-Samar. However, their parents were only determined being satisfied.

Keywords: *Samar, transportation, motorboat, satisfaction, senior high*

Introduction:

In the Philippines, there are more public schools constructed in the rural places where students live conveniently near to these education facilities. However, accessibility to education for other students is still a problem especially those who travel long distances just to reach the schools. It has been identified since then that students living far from schools have a number of unpleasant choices to reach the schools just like renting boarding houses with weekly allowances, bearing the difficulties of walking great distances, or rowing a boat across seawater that lead some of them to give up their regular school attendance. In the island municipalities, schools are usually found in the barangays with large population. Students from small barangays have to travel by foot or by boat to continue their schooling. They feel the difficulties in going to school in every class day particularly those whose families cannot afford to provide them an easy means of transportation. That is why, some authorities continue to exert an effort to establish schools in all places close to home of the students.

The role of Department of Education (DepEd) aims to further augment its capacity to improve education facilities and human resources by strengthening its partnership with the Local Government Units (LGU's) and the stakeholders to support all students to have an accessible, equitable, and quality basic education [7]. This is the main

point of R.A. 9155 also known as "The Governance of Basic Education Act of 2001" which encourages local initiatives for the improvement of the schools, and to provide the means by which this improvement may be achieved [16].

One significant push to address the problem on students-at-risk of dropping out (SARDOs) was the implementation of Project **S**haring Senior **H**igh to Maintain **A**ccess for **R**eform **E**ducation in **Samar** (Project SHARE-Samar), a joint-initiative between DepEd Samar Division, and Samar Provincial Local Government. This laudable pet project was jointly launched by the two agencies on October, 2016 at Redaja Hall, Samar Division, Catbalogan City, Samar, Philippines. The Bagacay National High School in Brgy. Bagacay, Daram, Samar, Philippines was identified as one of the recipients of the project, and was awarded Php. 100,000.00 or 1,990.95 USD for the construction of the school motorboat that would fetch back-and-forth the students from nearby barangays to the school in every class day. It has already been operational since January, 2017.

Fig -1: School Motorboat

The project was an answer to the need of the school in providing an easy access to education among students from other barangays such as Cabac, Yangta, Baclayan, and Campelipa. The researcher believed that this kind of student transportation, to a certain extent, is comparable to any other means of transportation in which rules and regulations must be strictly imposed, and time schedule should be well-established and followed. In early 2020, he commissioned to conduct this study to assess the level of satisfaction of both student-recipients, and their parents on the daily operation of motorboat.

Literature Review:

The USA National Center for Safe Routes to School in 2011 reported that in 1969 there was 48 percent of children 5 to 14 years of age usually bicycled or walked to school. The percentage had dropped to 13% in 2009 due to more initiatives to promote more active commuting [4]. According to the American School Bus Council, in 2017, there were about 25 million children in the US or more than half of the nation's school children take school buses. Other students might commute to school by car, or subway train. Now, there are even the options of Uber, Lyft, and other ridesharing services [2]. One study conducted in Mexico analyzed data on 2,952 adolescents ages 10 to 14, and found that 68.8% walked to school, and only 2% rode bicycles. A very common way to get to school was riding a bike with someone else. Some children in Mexico might walk by themselves for more than three or four hours to get to school, while others went to riding a donkey or a horse or even on a boat [11]. The Statistic South Africa, a national agency of the government in South Africa, conducted a general household survey in 2017, and found out that 9.5% travel by private car, 6.6% used a taxi, and 64.8% of students walked to school. It also revealed that 11.1% used a vehicle rented by their parents, 3.6% used a bus, 2.8% used a bus provided by the school or government, 0.9% used a bicycle or motorcycle to get to school, and 0.5% used a train [12]. Physical access to school remained extremely problematic in some rural places in South Africa, and children of less-advantaged South African families might choose these means of transportations such as horse- or donkey-drawn carts, wade through rivers, cross dangerous roads, cross oceans or engage in other unsafe travel just to ensure social mobility for their children. In 2015, the Department of Transport in Great Britain reported about 46% of 5- to 10-year-olds, and 38% of 11- to 16-year-olds walked to school. The 23% of the older children went by car, and only 6% of the younger children took some other form of transportation, including the bus. The data divulged that 3% of the older children, and 2% of the younger children rode bikes to school [8]. Cooper said that distances between schools and their homes are longer. The longer distance might lead students to drop out from the school [6].

In 2013, the UNESCO reported that there was 53 percent of the global total or 34.3 million out-of-school adolescents of lower secondary age in Asia and the Pacific. It was found out that in the region of South and West Asia, there were more out-of-school adolescents than out-of-school children of primary age. Geographical location

was also seen as a factor of out-of-school rates. The children coming from the rural areas were more likely to be out of school than those of them coming from the urban areas. This is evident in the rest of the countries in Asia. One out of five out-of-school children coming from rural areas compared to one out of nine from urban areas in Bhutan. In Pakistan, children from rural areas were more likely to be out of school than those from urban areas. In Viet Nam, a survey in selected six provinces showed that some lower secondary students dropped out due to long distance travel [21]. So, in Asia Pacific Regions, to finish the basic education for some children was still challenging due to long distance of schools from their homes. The 2015 Review of Philippine Education for All (EFA) reported that in the Philippines, keeping children in school until they finish their high school remains a challenge as evident in the completion rate for elementary levels, on the average from SY 2005-2006 to SY 2012-2013, was only 72 percent. For the high school level completion rate, the average from SY 2005-2006 to SY 2012-2013 was 73 percent. The recorded percentages were attributed with the distance travel by the students from their homes to schools, particularly those living in long walking distance areas or in across the island areas [17]. This report also reiterated that when comes to education the LGUs have been the national government's significant partners since they can provide funding to support basic education through the Special Education Fund (SEF) as mandated by RA No. 5447 [14]. For this, the LGUs have sustainable resources to finance educational services, and immediate access to far-flung areas. This strong alliance between the DepEd, and the LGU helps education accessible to all children across the regions especially those children living in the places where riding a boat is only a means of their transportation. This partnership between two agencies resulted to some initiatives such as establishing school motorboats for students' transportation.

In view of the cited literature, the researcher tried to determine if the project being implemented in the school brought the feeling of satisfaction among the students and parents whom it really served.

Objectives:

This action research attempted to carry out the following specific objectives:

1. To determine the level of satisfaction of student-recipients and their parents on the Project SHARE-Samar motorboat operation in terms of each of the following aspects:
   - 1.1 rules and regulations;
   - 1.2 safety of the motorboat;
   - 1.3 driver's behaviors;
   - 1.4 manners of student-recipients; and
   - 1.5 school-parent communication.

2. To identify if there is a significant difference on the level of satisfaction of student-recipients and their parents on the Project SHARE-Samar motorboat operation in terms of each of the aforesaid aspects.

Hypothesis:

The researcher formulated this hypothesis tested under this study:

1. There is no significant difference on the level of satisfaction of student-recipients and their parents on the Project SHARE-Samar motorboat operation along each of the aforesaid aspects.

Methods:

This was an action research that employed a descriptive-quantitative method to assess the respondents' responses on the questions pertaining to their level of satisfaction on the project implementation.

Research Sampling

The researchers utilized the simple random sampling technique in which the main respondents under this study were 57 student-recipients of Project SHARE-Samar in Bagacay National High School, and 39 parents living in Brgy. Cabac, Daram, Samar, Philippines. The sample sizes of student- and parent-respondents were taken using the Sloven formula. The school was suited 5 kilometers away from the downtown of Daram, Samar, Philippines [3].

Data Collection

This study utilized the researcher-made questionnaire with 22 statements in 5-point Likert scale to measure the level of satisfaction of student-recipients and their parents. The researcher wrote a formal written request to the school officials of Bagacay National High School for approval. Afterwards, the researcher sought permission from and administered the questionnaires among the student- and parent-respondents. Then, their answers were gathered and subjected to statistical treatment.

Plan for Analysis

A draft of questionnaire was submitted to some research experts for reassurance of its content validity. Then, the test-retest method was used for reliability testing employing the Spearman Correlation Coefficient, or Spearman rho to determine its reliability value. The researcher employed few descriptive statistical tools to describe, analyze, and interpret the data. The mean and weighted mean were the main tools used to describe and analyze the level of satisfaction of student-recipients and their parents. It also utilized the inferential statistical tool such as t-test for independent sample to find the significant difference of the level of satisfaction of the student-recipients and their parents on Project SHARE-Samar implementation.

Ethical Considerations

The researcher sought permission from concerned individuals such as the school officials, student-recipients of the project, and their parents. The objectives of this study were discussed to the respondents. Then, the respondents were treated by the researcher with due respect. The data taken from them were treated with utmost confidentiality and their identities were not divulged to anyone or any part of the research report. To ensure that they were protected by unlawful use of their personal data, the questionnaires would be shredded and the electronic files of their personal information would be deleted [18].

Data Analysis and Findings:

This part presents the findings or results of the study on the level of student-recipients, and their parents on the Project SHARE-Samar implementation.

The Levels of Satisfaction of the Student-Recipients and their Parents on the Project SHARE-Samar Implementation

Table 1 shows the results of assessment of the student-recipients, and their parents on their level of satisfaction on the Project SHARE-Samar implementation.

Based on the assessment of student-recipients on their level of satisfaction on the Project SHARE-Samar implementation, the following parameters were arranged according to the obtained weighted means: Driver's Behaviors with 4.00, School-Parent Communication with 3.82, Safety of Motorboat with 3.78, Rules and regulations with 3.49, and Manners of Student-Recipients with 3.49. The first three parameters were interpreted as "more satisfied" and the last two parameters as "satisfied." In general, the student-recipients assessed their level of satisfaction as "more satisfied" as evident in the grand weighted mean of 3.73. The findings suggest that the student-recipients felt more satisfied since they were the one who experienced the actual services offered by the project operation. The students are one of the direct beneficiaries of any project implemented by the schools relative to student transportation [13]. This helps students to have a regular school attendance for more learning opportunities to improve their academic standing [10].

In the assessment done by the parents on their level of satisfaction on the Project SHARE-Samar implementation, the following parameters got the average weighted means of: Drivers' Behaviors got 3.61, School-Parent communication got 3.55, Safety of motorboat got 3.44, Rules and Regulations got 3.30, and Manners of Student-Recipients got 3.08.

Table -1: Student-Recipients' and their Parents' Satisfaction on the Project SHARE-Samar Implementation

STATEMENT	WEIGHTED MEANS		INTERPRETATIONS	
	Students	**Parents**	**Students**	**Parents**
A. Rules and Regulations:				
1. The rules and regulations are clarified among all individuals involved such as students-recipients and their parents as to their responsibility to follow the rules and regulations.	3.65	3.36	More Satisfied	Satisfied
2. The rules and regulations are imposed to guide anyone's behaviors or actions.	3.47	3.36	Satisfied	Satisfied
3. Compliance of rules and regulations is much observable among all student-recipients.	3.35	3.18	Satisfied	Satisfied
Average Weighted Means	**3.49**	**3.30**	**Satisfied**	**Satisfied**
B. Safety of the Motorboat:				
1. There is a provision of safety gears such as life jackets for students when travelling back and forth to school.	4.05	3.44	More Satisfied	Satisfied
2. The ideal capacity of the motorboat is ensured and accommodated.	3.81	3.21	More Satisfied	Satisfied
3. The durability of motorboat especially its hull, starboard, port and other parts is sustained.	3.49	3.33	Satisfied	Satisfied
4. The student-recipients are taught about safety precautions to protect against possible harm or trouble or to limit the damage if something goes wrong.	3.77	3.54	More Satisfied	More Satisfied
5. Weather condition is considered determining factor in the daily operation of motorboat. There is an automatic suspension of operation if bad weather condition persists.	3.77	3.69	More Satisfied	More Satisfied
Average Weighted Means	**3.78**	**3.44**	**More Satisfied**	**Satisfied**
C. Driver's Behaviors:				
1. The driver works well.	4.14	3.72	More Satisfied	More Satisfied
2. The driver shows respect to students all the time.	4.23	3.49	More Satisfied	Satisfied
3. The driver reprimands the students showing misbehaviors if necessary.	3.74	3.46	More Satisfied	Satisfied
4. The driver coordinates the parents and school head when problem occurs.	3.72	3.41	More Satisfied	Satisfied
5. The driver ensures the safety of students especially when travelling.	4.16	3.97	More Satisfied	More Satisfied
Average Weighted Means	**4.00**	**3.61**	**More Satisfied**	**More Satisfied**
D. Manners of Student-Recipients:				
1. The students show concern for all the	3.39	3.13		

riders including the driver and the motorboat itself.			Satisfied	Satisfied
2. The students behave or show acceptable behaviors when travelling.	3.47	2.90	Satisfied	Satisfied
3. The students are regularly giving their fare.	3.51	3.03	More Satisfied	Satisfied
4. The students coordinate with the driver, their parents, and the school head if the problem arises.	3.65	3.21	More Satisfied	Satisfied
5. The students show respect to one another and to the driver.	3.44	3.13	Satisfied	Satisfied
Average Weighted Means	**3.49**	**3.08**	**Satisfied**	**Satisfied**
E. School-Parent Communication:				
1. The parents are informed about the problems of students and school with regard to Project SHARE-Samar implementation.	3.89	3.41	More Satisfied	Satisfied
2. Both parents and school head coordinate with and help one another to address issues in Project SHARE-Samar implementation.	3.75	3.44	More Satisfied	Satisfied
3. Parents are informed about the academic and extra-curricular standing of their students in the school.	3.65	3.64	More Satisfied	More Satisfied
4. The parents are oriented about the rules and regulations and all things relative to Project SHARE-Samar implementation.	3.96	3.72	More Satisfied	More Satisfied
Average Weighted Means	**3.82**	**3.55**	**More Satisfied**	**More Satisfied**
GRAND WEIGHTED AVERAGE MEANS	**3.73**	**3.40**	**MORE SATISFIED**	**SATISFIED**

Legend:

4.51 – 5.00	Very Satisfied
3.51 – 4.50	More Satisfied
2.51 – 3.50	Satisfied
1.51 – 2.50	Less Satisfied
1.00 – 1.50	Not Satisfied

The parents' assessment resulted to grand weighted average mean of 3.40 which interpreted as "satisfied." It means that the level of parents' satisfaction was quite different from their students who were more satisfied than them. This was attributed to the rare actual experience of the parents on the daily operation of the motorboat. With this rare experience of the parents, still their highest priority was the safety of their children on board [15].

Comparison Between the Levels of Satisfaction of the Student-Recipients and their Parents on the Project SHARE-Samar Implementation

Table 2 shows the differences of the levels of satisfaction of the student-recipients and their parents on the Project SHARE-Samar implementation of Bagacay National High School along each of the following parameters: Rules and Regulations, Safety of Motorboat, Driver's Behaviors, Manners of Student-Recipients and School-Parent Communication.

In comparing their level of satisfaction along the rules and regulations imposed, the computed t-value registered at 1.14 which turned less than the tabular t-value of 2.00 with a p-value of 0.26 which turned greater than the $\alpha = 0.05$ at 94 degree of freedom. This led to the acceptance of the null hypothesis "There is no significant difference on the level of satisfaction of student-recipients and their parents on the Project SHARE-Samar implementation along rules and regulations." This signifies that the parents and students had the same level of satisfaction on the rules and regulations imposed by the school. Prior on the implementation of the project, the school oriented them on the necessary rules and regulations that they must follow. These must be imposed in order to provide safe transportation for students [9].

In comparing their level of satisfaction along the safety of motorboat, the computed t-value was 2.14 which turned greater than the tabular t-value of 2.00 with p-value of 0.04 which turned less than the $\alpha = 0.05$ at 94 degree of freedom. This resulted to the rejection of the null hypothesis "There is no significant difference on the level of satisfaction of student-recipients and their parents on the Project SHARE-Samar implementation along the safety of motorboat." It only denotes that the levels of satisfaction of the two respondents were not the same considering their obtained means of, student-recipients got 3.78 while, parents got only 3.44. The student-recipients felt more satisfaction on the safety of the motorboat than their parents. This was so because the student-recipients are the one who really experience the daily operation of the school motorboat. The school through the DepEd is mandated to ensure the safe construction and management of school facilities [1] such as school motorboat for school transportation in island municipalities. This needs for the school to provide the emergency preparedness drills for students and parents [1]. This is what the law mandates to observe an extraordinary diligence in any school transportation service for the safety of students [20].

Table -2: Differences on the Levels of Satisfaction of the Student-Recipients and their Parents on the Project SHARE-Samar Implementation

PARAMETERS	t-value (computed)	t-value (tabular)	df	p-value	Evaluation
1. Rules and Regulations	1.14	2.00	94	0.26	Not Significant
2. Safety of Motorboat	2.14			0.04	Significant
3. Driver's Behaviors	2.89			0.005	Significant
4. Manners of Student-Recipients	2.47			0.015	Significant
5. School-Parent Communication	1.63			0.107	Not Significant

At $\alpha = 0.05$

In comparing their level of satisfaction along the driver's behaviors, the computed t-value was 2.89 which turned greater than the tabular t-value of 2.00 with p-value of 0.005 which turned less than the $\alpha = 0.05$ at 94 degree of freedom. This led to the rejection of the null hypothesis "There is no significant difference on the level of satisfaction of student-recipients and their parents on the Project SHARE-Samar implementation along the driver's behaviors." It only means that their levels of satisfaction were essentially dissimilar. Although both of their acquired average means were interpreted as more satisfied, still student-recipients manifested more satisfaction on the driver's behaviors than their parents. The driver is expected to possess the skills, and behaviors of being competent driver [19]. Thus, it is his responsibility to ensure the safety of students in all circumstances since he is accountable whatever happens to any student while on travel.

In comparing their level of satisfaction along the manners of student-recipients, the computed t-value was 2.47 which turned greater than the tabular t-value of 2.00 with p-value of 0.015 which turned less than the $\alpha = 0.05$ at 94 degree of freedom. This led to the acceptance of the alternative hypothesis "There is a significant difference on the level of satisfaction of student-recipients and their parents on the Project SHARE-Samar implementation along the manners of student-recipients." Student-recipients got the mean of 3.49 while, parents got only 3.08 which suggests that the former felt higher degree of satisfaction on the manners of student-recipients than the later one. That is why, the school and the driver must adopt the behavior management strategies that uplift the students' willingness to abide the imposed rules and regulations, and decrease students' inappropriate behaviors while on board [19].

In comparing their level of satisfaction along the school-parent communication, the computed t-value was 1.63 which turned less than the tabular t-value of 2.00 with p-value of 0.107 which turned greater than the $\alpha = 0.05$ at 94 degree of freedom. This led to the acceptance of the null hypothesis "There is no significant difference on the

level of satisfaction of student-recipients and their parents on the Project SHARE-Samar implementation along parent-school communication." It shows that the two respondents possessed similar level of satisfaction on the parent-school communication in the implementation of the Project SHARE-Samar. The school and the parents need to share a responsibility to help the children succeed in education [22]. This parent-school communication is an essential tool for the parents to be aware and get involved with the school programs and activities [5] such as a program for school transportation.

Conclusions:

The students being the direct recipients of the project felt more satisfied on the safety of motorboat. However, they said that the durability of motorboat must be sustained. Although the parents expressed their confident that that the school was doing its best to provide safe travel for all their students, still they felt satisfied only with the provision of safety gears, capacity of motorboat, and its durability. This is very important to remember for the driver not to take a boat on the water with too many students or too much gear on board. The students felt more satisfaction on the safety of motorboat than their parents since, they were the one who really experienced riding the motorboat daily than their parents. Both students and parents similarly felt satisfied on the rules and regulations imposed by the school with regard to daily operation of motorboat. However, there was a need for a strict implementation of the rules and regulations to guide any recipient with proper behaviors. It was evident in the manifestations of many students while on board. Although both students and parents felt satisfied on the manners of student-recipients, still student-recipients possessed the degree of satisfaction on the said parameter a little bit higher than their parents. The students must need to show more concern or respect for all the riders including the driver, especially to attend their obligation of giving regular fare. On the other hand, the students and parents literally felt more satisfied with the behaviors of the driver. Hence, they pointed out that the driver was working well and ensuring the safety of students especially when traveling. There was also a need for the driver to reprimand the students showing misbehaviors and he must coordinate well the parents and school head when problem occurs. Both students' and parents' feelings of satisfaction were statistically found to be dissimilar in which students possessed a satisfaction on the driver's behaviors a little bit higher than their parents. The students could tell what really they felt about the driver since they were the one having a direct contact with him. Finally, both students and parents statistically felt more satisfied on the school-parent communication. The parents were well-coordinated by the school on matters regarding the Project SHARE-Samar implementation.

Recommendations:

The school must conduct the orientation proper prior in the beginning of the school year to acquaint the student-recipients and their parents on matters regarding the Project SHARE-Samar implementation including the rules and regulations, safety of motorboat, and behavior management strategies. The school, driver, and student-recipients together with their parents must put into agreement that anyone must abide to the rules and regulations of the project implementation. All student-recipients should understand, and obey the rules and regulations. These should be followed, as they exist to promote safety, and prevent accidents. Coming up with necessary punishments must be agreed upon by all parties. If in case violation is committed, necessary punishment will be imposed. Irregularities among students, and the driver should be looked up to and corrected. The motorboat should be provided with the adequate safety equipment including the flotation devices, and first aid kits to make sure that anyone is safe while on board. All of the safety equipment should be maintained properly. The school should require and help the driver to take the accredited boat safety training program to reassure that he is equipped with the necessary knowledge and skills for motorboat operation. There should also be a constant monitoring and evaluation to trace the occurrence of some hindering factors or problems on the success of project operation. If such hindering factors or problems exist, necessary interventions must be designed to address these factors or problems.

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