Abstract

This investigation attempted to describe the status of the barangay high schools in the division of Abra during the school year 1973-1974. More specifically, it tried to answer the following queries: (1) What is the status of the barangay high school teachers? (2) What is the status of the barangay school administrators? (3) What is the status of the school plant? (4) What instructional materials, supplies, and equipment are available? (5) What are the sources of fund for the support of the barangay high schools of Abra?

The Methodology

To describe the status of the barangay high schools of Abra, the questionnaire and documentary analysis techniques were the tools to gather data. To verify the data gathered, the researcher visited the schools and interviewed the teachers and the assistant principals. The questionnaire was constructed with the guidance of the thesis adviser was tried out two assistant principals and eight teachers, was refined and then administered to 76 teachers, and 16 assistant principals. All of them filled out completely and returned the questionnaire. The data were organized, categorized, analyzed, and interpreted.

Findings:

On the Teaching Staff. All the teachers were educationally qualified with a bachelor’s degree in education or in arts. The full-time teachers finished appropriate major or specialization requirements in the subjects they were teaching. Most of them have not taken academic units towards a higher degree. A few (2.7 percent) have earned 15 units in the graduate school. A majority of the (59.3 percent) have not passed the civil service examination for teachers. Almost half (48.3 percent) of them had been in the teaching service for only one to two years. Sixty-seven teachers were on full-time basis while nine were part-time teachers from elementary school. The full-time teachers received
no more than P212 per month, sometimes only P180 and most of them reported that they received no salary during the long vacation. The part-time teachers received honoraria of -20 per subject of 40-minutes period a day collected monthly. All salaries and honoraria were paid by the municipal treasurer on a monthly payroll.

**On the Administrators.** Of the 16 assistant principals, only 6 were school principals, 9 were heads and one was a teacher in-charge. Six of them held the Master’s degree (equivalent); 4 were BSEEd and 6 were BSE (Inverted Course) degree holders. All of them were civil service eligible’s. Their monthly salary ranged from P468 to P316; their length of service ranged from 5 to 26 years with a mean of 14.4 years. Ten of them were receiving honorarium of P20 a month; five at P40, and one at P60.

**On the School Plant.** All the barangay schools were national government. The area of the sites ranged from on-half hectare to four hectares. The space for playground was limited from one-half to one hectare in most of the schools and was shared by the elementary school pupils. The garden sites were limited from one-fourth to one-half hectares. Most of the classrooms were in poor condition and below standard in size. Four barangay high schools had permanent buildings for home economics and industrial arts while the others had semi-permanent or temporary buildings. Most of the toilet buildings were also used by the elementary school. Eleven of the 16 schools had watersealed types of toilet, four had Antipolo/pit types, and one school had a flush toilet.

**On Instructional Materials and Equipment.** Fifteen of the 16 schools provided a teacher’s table but only threes schools barangay high Schools could provide a desk or a chair for every student. All the classrooms had at least one blackboard; seven schools had two blackboards and three had more than two boards in a classroom. Only one of the 16 schools supplied chalk and paper for the use of the teachers. The textbooks and references in Pilipino and in English were reported adequate with a ratio of one book to four pupils for the textbooks and one book to ten pupils for the reference books, but the books in the other subjects were reported very adequate. Teaching aids were badly lacking in most schools. Only 9 schools had maps, 6 had globes, and 7 had science charts. Laboratory equipment for the sciences, home economics, and tools for industrial arts were not adequate. Garden tools were found adequate in all schools. Athletic equipment found in adequate number were reported by 7 schools for softball, 3 schools for basketball, and one for volleyball.
On the Sources of Funds. All the barangay high schools were supported by tuition fees and PTA donations. A total of P151,420 was expected from tuition fees; P3,544 from PTA donations in all the 16 schools. Nine barangay high schools got support from the barrio real estate tax with a total of P5700. Three schools received gifts from barangay citizens. Six schools derived income from miscellaneous sources such as benefit show, benefit dances, beauty contests, sales from garden products, and raffles and gifts.

Conclusions:

1. All the barangay high schools teachers were qualified to teach in the secondary school by educational preparation, but many of them have not qualified in civil service examination and were only probational or temporary teachers.
2. The full-time teachers received very meager pay and had to encourage sidelines. Many did not plan to stick to the teaching position for long.
3. Barangay high school administration by elementary school principals, head teachers, and teachers-in-charge is not sound.
4. High school students borrowing rooms, equipment and tools from the elementary school would find some problems.
5. The shortage of instructional materials would result in substandard instruction.
6. Sources of funds for barangay high schools are inadequate and unstable. Schools that are self-supporting usually sacrifice quality in teaching.

Recommendations

1. Salaries of barangay high school teachers should be standardized in order to attract good teachers to serve the barangay high schools. The pay scale should be the same as that of the mother high schools.
2. Government support for barangay high schools should be improved. Buildings and equipment’s for high school should be provided.
3. Full-time high school principals should be appointed to serve the barangay high schools.
4. Priorities in the procurement of equipment and supplies and materials of instruction should be established to guide school administrators. Appeal for donations may be based on these priorities.
5. Further study ion the quality of instruction and administration of the barangay high schools should be undertaken. A comparison of the achievement of graduates or of students of barangay high schools and those of the
mother high school and the private schools may prove useful.