Experiences and Challenges in Online Modes of Verifications (MOVS) of School-Based Management (SBM) using Google Drive Repository

Rodel M. Japson

Master Teacher, Sta. Josefa Central Elementary School with SpEd Program, Josefa, Philippines

ABSTRACT

The study on the experiences and challenges in Online Modes of Verifications (MOVs) of SBM using Google Drive repository is designed for safekeeping and storage anchored to the Google Workspace for Education storage as stipulated in DepEd Memorandum no. 227 series of 2012. This paper determined the experiences and challenges of the teacher- users of the online repository in terms of accessibility, flexibility, usability and user satisfaction that led to an intervention plan in improving this venture. Survey questionnaire was utilized to gather the data from purposively selected twenty (20) teachers in Sta. Josefa Central Elementary School and focus group discussion and interview were done to confirm the results of the survey. Mean, standard deviation and frequency were used to analyze the data. Findings indicate that accessibility and usability of the online repository are readily available and evident most of the time due to slow and intermittent internet connection while flexibility and satisfaction of users are available and evident all the time. On the other hand, users oftentimes encountered challenges due to need for perpetual connection to access online repository and trainings on navigating google drive. Further, teachers needed upgraded devices to amplify connection and translate signal into data. An intervention plan was designed that addressed the challenges encountered and enhanced the experience of the teachers in using google drive as a repository.

KEYWORDS: School-Based Management, Google Drive, Online Modes of Verification

IJTSRD51791

I. Context and Rationale

School- Based Management (SBM) model has grown considerably global to account for quality of education. According to Djerubu and Bandur (2013), countries abroad have developed and implemented SBM but of different terms, School- Based Governance (UK), School- Based Decision- Making (Canada), School- Site Management (USA), School Management Initiatives (Hong Kong), School-Based Quality Improvement (Indonesia), Community-Based Education (Brazil), Community Managed Programfor Educational Development (Guantamela), Whole School Development (Africa) and Education with Community Participation (El Salvador, Latin America). Researchers for the last two decades affirmed how SBM policy and programs have been effective for better school improvement (Bandur and Gamage, 2009 and Bandur, 2012a, 2012b, 2012c) and consistently revealed a positive association between parental and community involvement resulting to student achievements (Blank 2004). Further, Bandur (2012c) affirmed that schools with internatonal experts and donors aided in empowering the stakeholders have better results than schools without such.

In the national context, it was primarily through Basic Education Sector Reform Agenda (BESRA) Implementation and Accountability Plan (BIAP) 2010- 2012 that SBM is incorporated not only in the structural foundation but also teacher education development, national learning strategies, quality assurance, monitoring and evaluation, and other organizational development in the routinary

operations of schools, divisions, and regions (DepEd Order No. 83, s. 2012). In order to sustain and expand the gains of Schools First Initiative (SFI) through School-Based Management (SBM), DepEd Caraga Region produced Lagda sa Kadumalahan (2020): Manual on SBM that was anchored to DepEd's vision of change: A Child and Community-Centered Education Systems (ACCESs) espoused four principles that guides the SBM process: Leadership and Governance, Curriculum and Learning, Accountability and Continous Improvement and Resource Management. With the Division of Agusan del Sur initiative, it implemented Project BULIG (Boosting and Uplifting Public School through Leadership, Involvement and Group Support from the community).

As the DepEd Caraga Region and Agusan del Sur division embarked on institutionalizing SBM, Sta. Josefa Central Elementary School (SJCES) with SpEd Program was among the 36 elementary schools recognized SBM Advanced Level of Practice in 2019 (RM# 674, s. 2019) and sustained its level despite the pandemic (RM# 323, s. 2021).

Due to fear for COVID 19 contagion, problems were met. Premises of schools were closed but learning continued. Coping mechanisms of schools in the ACCESs was the foci of SBM Surveillance 2021.

Thus, in order to both solve the occuring problems and be gradually prepared for the SBM Surveillance, the school initiated online repository of documents using Google Drive.

SBM online repository was designed for safekeeping and storage. This intervention venture is anchored to the Google Workspace for Education storage as stipulated in DepEd Memorandum no. 227 series of 2012. This is created so that DepEd- Regional and Division monitoring teams, School Head, and teachers can have ready- access to the documents of the school particularly the Modes of Verifications relating to School- Based Management Advanced Level of Practice. Further, this is to elicit the worry for limited storage of flash drives, the viruses in public computers, and unavailability of files when you need it the most. During M and E of the higher offices, this will lessen distractions among the teachers who also are the incharge of the document collection and preservation.

Nonetheless, despite the learning loss due to pandemic, DepEd has been initiating on adapting and practicing school policy changes to bring about improvement in the continuously deteriorating or failing public educational system (Agarwal, 2018).

II. Action Research Questions
This study determined the experiences and challenges encountered and the intervention plan for the improvement of the developed Online Repository for the Modes of Verifications (MOVs) of SBM Level of Practice.

Specifically, this answered the following questions:
1. What are the experiences of the users in the Online Repository of the MOVs for SBM Level of Practice, in terms of:
1.1. Accessibility,
1.2. Flexibility,
1.3. Usability, and
1.4. User Satisfaction?;

2. What are the challenges encountered by the users of the Online Repository of the MOVs for SBM Level of Practice?; and

3. What is the intervention plan that can be made to improve the Online Repository of the MOVs for SBM Level of Practice?.

III. PROPOSED INNOVATION, INTERVENTION, AND STRATEGY
Google Drive (https://drive.google.com) is a file storage and synchronization service provided by Google. Google Drive not only provides a suite of productivity applications that offer collaborative editing on documents, spreadsheets, presentations, and more, but it also enables user cloud storage, file sharing, and file synchronization (Google, 2013).

The online repository of MOVs for SBM Level of Practice through the use of Google Drive served as the innovation. The existence of Google Drive especially with the account provided by the DepEd has been utilized by school to maximize its funxtions. Through such online repository, the necessary MOVs was systematically gathered by the assigned team.

Principle heads who were Master Teachers in position grabbed a copy of the documentation of every event conducted. School SBM Coordinator and the principal called the attention of the incharge in the fb group chat. Every Friday of evey week, the uploading of SBM MOVs took place.
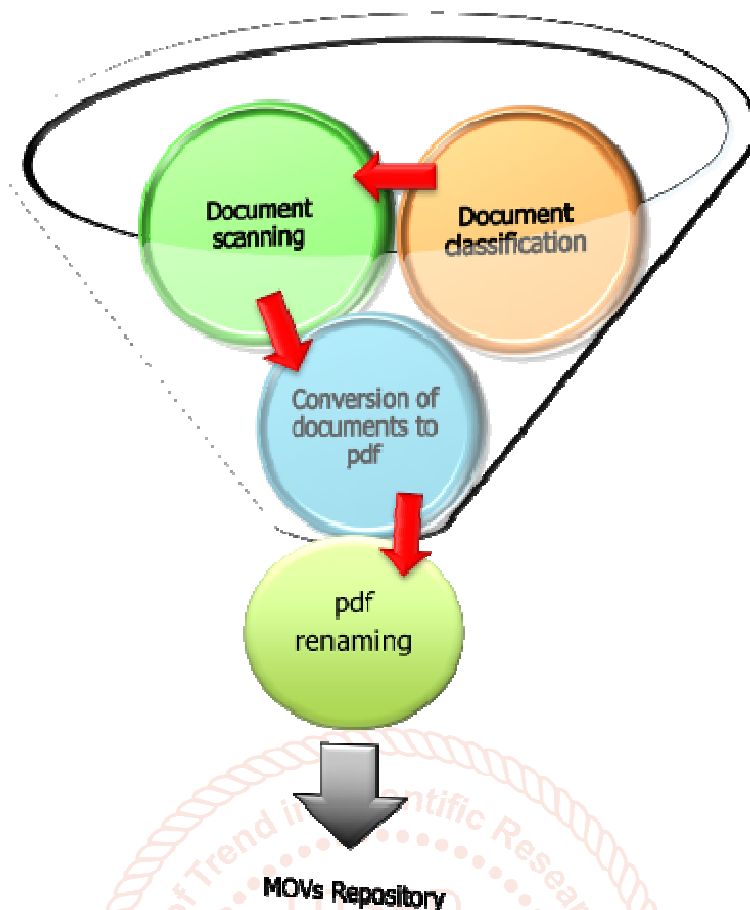
Figure 1 Process of records keepsafing and storing in Google Drive

Prior to uploading to Google Drive, documents were categorized according to SBM four principles. Afterwards, documents were scanned using either CamScanner app or Adobe Scan. Scanned documents were converted to digital format or portable digital format (pdf). PDF were renamed with some text parameters for classifications and searching. The pdf document was uploaded to Google Drive by the principle head or secretary.

IV. ACTION RESEARCH METHODS
A. Participants and/or Other Sources of Data and Information
In this study, the participants were selected purposively. They were those who have used the online repository. There were twenty (20) participants in answering survey questionnaire, seven (7) attended to Focus Gropu Discussion (FGBD, and three (3) for the In-Depth Interview (IDI).

Table 1 below shows the profile of participants according to gender, age, position or designation and training they attended related to Google Drive.

Participants	Gender		Age	Position/ Designation	ICT Trained	
	Male	Female			Yes	No
1	✓		48	Master Teacher II	✓	
2	✓		41	Master Teacher I	✓	
3		✓	49	Master Teacher I	✓	
4		✓	34	Master Teacher I	✓	
5	✓		38	ICT Teacher	✓	
6		✓	43	ICT Teacher	✓	
7		✓	46	ICT Teacher	✓	
8		✓	39	ICT Teacher	✓	
9	✓		45	Teacher	✓	
10		✓	43	Teacher	✓	
11		✓	48	Teacher	✓	
12		✓	42	Teacher	✓	
13		✓	41	Teacher	✓	

14		✔	27	Teacher	✔	
15		✔	27	Teacher	✔	
16		✔	36	Teacher	✔	
17	✔		39	Principal	✔	
18		✔	56	PSDS	✔	
19		✔	37	Administrator	✔	
20		✔	30	Administrator	✔	
Total	5	15			20	0

Table 1 Profile of participants

Fifteen of the participants were female and 5 were male. As to the position or designation, participants were 4 Master Teachers, 4 ICT Teachers, 8 Teachers, 1 Principal, 1 PSDS, and 2 Administrators and seven (7) of them were selected for FGD and anothr three (3). Age bracket is from 27 to 56 and all have attended LAC sessions and other formal trainings related to Google Drive.

B. Data Gathering Method

In this study, the researcher employed explanatory mixed method way of gathering the data.

Survey Questionnaire – the researcher will provide a questionnaire to the teachers to know if they were able to identify their experiences and challenges in using the google drive repository of the SBM MOVs.

The research instrument contains three parts. Part I is a researcher-made instrument questionnaire that generated the participants' profile in terms of age, sex, position or designation and ICT training attended relevant to cloud-based storing. Part II contained the survey that determined the experiences of the teacher- users of the nline repository in terms of accessibility, flexibility, usability and user's satisfaction. Part III is an open-ended question asking about the challenges encountered by the teachers in using google drive as a repository. This allowed participants to answer freely at length, rather than choosing from a set number of responses. This let them answer narratively therefore, confirmed and expounded further their answers.

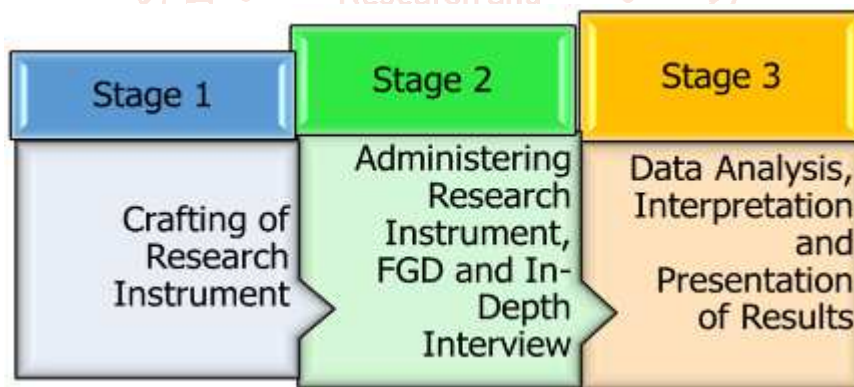This venture undergone three (3) stages as presented in the given table below.

Figure 2 Research stages

C. Data Analysis Plan

The following statistical tools were used in the analysis of the data to answer the problems of the study:

For problem number 1, on the experiences of the users in the online repository of the MOVs for SBM Level of Practice, in terms of accessibility, flexibility, usability, and satisfaction, the mean and standard deviation were used. The mean was used to determine the average of the responses of the users, while the standard deviation was used to describe how varied the responses were.

For problem number 2, the frequency was used for the challenges encountered by the users of the Online Repository of the MOVs for the SBM Level of Practice. The responses were categorized according to theme and were counted in each category.

To answer problem number 3, the researcher designed an intervention plan to enhance the usage of Google Drive as a repository of the MOVs of the SBM.

To facilitate analysis of the experiences of the users in the online repository of the MOVs for SBM Level of Practice, the Likert scale was used as follows:

Scale	Range	Qualitative Description	Qualifying Statement
5	4.50-5.00	Always	Indicators are available and evident all the time
4	3.50-4.49	Often	Indicators are available and evident most of the time
3	2.50-3.49	Sometimes	Only some or few indicators are readily available and evident
2	1.50-2.49	Rarely	Indicators are very limited and infrequently evident
1	1.00-1.49	Never	Indicators are not available and not evident

Table 2 Likert Scale

V. ACTION RESEARCH WORK PLAN AND TIMELINES

To be guided with what to do, activity matrix is presented.

Timeline	Activity	Focal Person
4th week of March	AR proposal presentation and critiquing of manuscript	Researcher, District Research Team
5th week of March	Reviewing and editing of the manuscript after its approval	Researcher, District Research Team, Public Schools District Supervisor
1st week- 2nd week of April	Attending to protocols before conducting AR and Innovation	Researcher, Principal
3rd week to 4th week of April	Data Gathering and Analysis	Researcher, Participants
1st week of May – 4th week of June	User Assessment	Researcher, Participants
1st week of July	Assessment and Evaluation	Researcher, Participants
2nd week of July	Writing and analyzing the draft	Researcher, Adviser
3rd week to 4th week of July	Revision and finalization of the manuscript	Researcher, Adviser
1st week of August	Integrating pertinent recommendations and suggestions of the manuscript after the Oral Defense	Researcher, District/ Division Research Team

Table 3 Work plan and timeline of the study

VI. COST ESTIMATES

To anticipate estomations of coss, table is presented.

Items	Amount
Supplies and Materials (Office Supplies, Bond papers, Inks)	1,500.00
Reproduction, Printing, and Binding	2, 240.00
Foods (Survey and Focus Group Discussion)	2, 500.00
Total	**6,240.00**

Table 4 Cost estimation

VII. DISCUSSION OF RESULTS AND FINDINGS

The results of this study are presented in both tabular and textual presentation.

Below determines the experiences of the users in terms of accessibility, flexibility, usability, and satisfaction in utilizing online repository of the MOVs for SBM Level of Practice.

Experiences in terms of	Overall Mean	Overall SD	Verbal Interpretation	Qualitative Description
Accessibility	4.35	0.50	Often	Indicators are readily available and evident most of the time.
Flexibility	4.67	0.54	Always	Indicators are available and evident all the time.
Usability	4.40	0.49	Often	Indicators are readily available and evident most of the time.
Satisfaction	4.74	0.54	Always	Indicators are available and evident all the time.
Overall	4.54	0.52	Always	Indicators are available and evident all the time

Table 5 Summary of experiences of the users in the Online Repository of the MOVs for SBM Level of Practice

Table 5 shows the summary of experiences of the users in the Online Repository of the MOVs for SBM Level of Practice.

The overall mean of 4.54 implies that in summary: accessibility, flexibility, usability and satisfaction in using Google Drive as online repository for MOVs of SBM is always available and evident.

The results divulge that teacher- users can access and can easily modify, update, or revise the content of the repository. They also find the the online repository useful and satisfying. However, all indicators are dependent to the availability of internet connectivity.

Results of the previous research revealed that internet accessibility as well as poorly designed systems interfaces are the prime constraints in depositing and using online repositories and its usability remains low across the world. Ferreira and Pithan (2005) pointed out that internet connectivity is a vital tool in the development of computer systems. Further, Voida, et al. (2006, p.221) guaranteed that with internet connectivity, it is extremely convenient for anyone to access files stored in a repository from anywhere at any time without the need to use a mobile device for file transfers.

For the second problem, challenges of the users in using online repository of the MOVs for SBM Level of Practice were also determined. The emerging three themes are as follows:
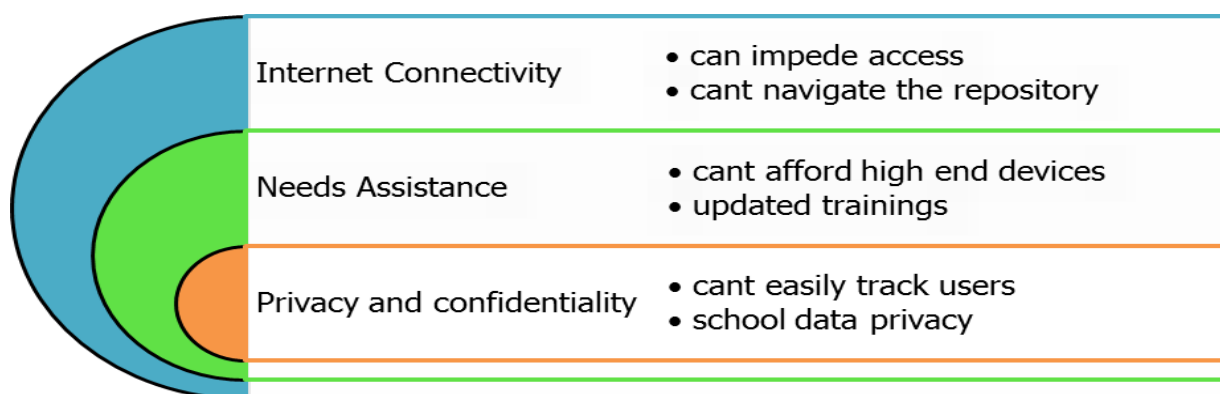

Figure r.

In order to address the challenges encountered and enhanced the experiences of the teachers in using google drive as a repository, an intervention plan was designed.

Themes	Action/s Taken	Involved	Time Frames	Success Indicator
Internet Connectivity	The school shall improve internet connection among teachers not only the ICT Coordinator and School principal	Principal School ICT Coordiantor Teachers	SY 2022-2023	Availability of intenet connection in school premises
Needed Assisstance	The School L and D Coordinator, School the M and E Coordinator, School ICT Coordinator, Master Teachers and the principal shall convene, initiate, and thoroughly plan to address the challenges through LAC Sessions, job shadowing or other related trainings needed by the teachers relative to Google Drive utilization.	School L and D Coordinator School the M and E Coordinator School ICT Coordinator Master Teachers Principal Teachers	SY 2022-2023	Accomplishment Report; M and E Analysis
Privacy and Confidentiality	The School ICT Coordinator, School M and E Coordinator or the Principal shall initiate innovations tracking system at least to maximize protection and security over the MOVs especially during benchmarking.	School ICT Coordinator School M and E Coordinator Principal	SY 2022-2023	Accomplishment Report; M and E Analysis

Table 6 Intervention Plan

VIII. CONCLUSIONS AND RECOMMENDATIONS

Online repository of MOVs for SBM Level of Practice through Google Drive is an effective platform based on the experiences encountered by the teacher-users in terms of accesibility, flexibility, usability and satisfaction.

Moreover, based on the findings of the study, the following conclusions and recommendations are made:

1. Since google drive is always flexible and user-friendly but often accessible and usable, therefore, internet connecton should be accessible always in school premises. Provided that access to it shall be relevant to academic pursuit. Therefore, policies or guidelines in accessing the internet shall carefully be crafted and imposed to further secure the confidentiality of the MOVs as promulgated in RA 10173 or the Data Privacy Act of 2012. It is even best to secure hardware and software for online and offline school- based system.

2. Since the teachers encountered challenges in using google drive as a repository, therefore, there is a need for an intervention plan to address the availability of internet connection in school, needs assistance of the teachers and the issues relative to the privacy and confidentiality of MOVs particularly during benchmarking. Moreover, there is a need for teacher- users to navigate more features of google suits.

3. Since studies that delve on the experiences of the teacher- users are very limited, it is therefore be recommended. Results will bring other researchers to insights for a broader and deeper understanding of the teacher- users of the online repository.

IX. MAIN REFERENCES

[1] Shiweda, Tertu. (2018). Usability of Digital Institutional Repositories (DIRs) by Faculty and Postgraduate (PG) Students: Namibia University of Science and Technology (NUST)

[2] Agarwal, R., and Prasad, Y. 1999. Are individual differences germane to the acceptance of new information technologies? Decision Sciences, 30(2), 361-391.

[3] Fu, Fan. (ND). Usability Testing of Cloud File Storage Systems. Retrieved: https://docplayer.net/4084046-Fan-fu-usability-testing-of-cloud-file-storage-systems-a-master-s-paper-for-the-m-s-in-i-s-degree-april-2013-70-pages-advisor-robert-capra.html#show_full_text