

SCRUTINIZING THE STATUS OF FRANCISCAN APOSTOLIC SISTERS SCHOOLS

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Abstract

The purpose of this study is to provide a full overview of the educational landscape of schools that are linked with the Franciscan Apostolic Sisters. The study conducts a thorough examination of the current situation of these institutions. The research investigates a wide range of aspects, including infrastructure, academic performance, faculty competence, and extracurricular activities, by conducting an in-depth analysis of each of these aspects. The purpose of this study is to identify the strengths, problems, and potential areas for growth that are present inside these educational institutions by adopting a multidimensional approach of investigation. Within the Franciscan Apostolic Sisters, it is anticipated that the findings will provide useful insights that will drive strategic decisions, policy formulation, and efforts that are aimed at increasing the overall educational quality and effect of their schools. This research is significant not only for the internal evaluation of these schools but also for the larger educational community as a whole. It provides a nuanced view on the current situation of Franciscan Apostolic Sisters schools in the context of the contemporary educational landscape.

Keywords: Apostolic Franciscan Sisters, in-depth analysis, curricular activities, extra-curricular activities

Introduction

In many ways, the nature of progressive transformation is comparable to that of travel. A point of origin and a point of destination are both identified in this context. It is the beginning of the process of transformation when a person first acknowledges their current situation and then expresses a wish to travel to a different location. As a first step in the process of preparing a believer for the transformative activity of God, desire is an essential component. Discipline is the next step in the

preparation process, and it will be closely followed by desire. The desire that drives us to take action will either result in a greater integration or disintegration within our personalities, brains, and bodies, as well as a strengthening or degradation of our relationship with God, other people, and the world. When we take action, the actions that we take will either lead to a greater integration or disintegration.

Finding the time and space to be alone might be difficult. At this point in time, the concept of disconnecting from distractions is not as highly valued as the concept of activity and productivity. It is impossible for man to have a meaningful focused attention on God and other people if he does not practice the discipline of silent time. Once a person has acknowledged the resounding power of God, he is liberated from the entangled attitudes of sin and is able to exhibit attitudes that lead to transformation from that point forward. Ingram, Gregory, 2005, 46 It suggests four changes in mindset that are necessary for bringing about a transformation in one's life. A transition from a self-centered attitude to one of humility is the first attitude shift. Humility that is genuine is not preoccupied with the feelings of the individual, but rather it is focused on the requirements of other people.

Opportunities and difficulties, breakdowns and breakthroughs, comforts and tensions are all at the intersection of human societies, which are currently at a crossroads. As paradoxes of the growing knowledge society of the 21st century, all of them are taking happening at the same time simultaneously. Education for social transformation encourages students to critically analyze their own lives and to take action in order to bring about a change in the social situations they are a part of. It is impossible to achieve social transformation if the individual under consideration does not

undergo personal development. It is necessary to modify the educational paradigm in order to achieve education for social transformation.

Statement of the Problem

Specifically, this study sought to shed light on the following questions:

1. What is the status of Franciscan Apostolic Sisters schools in terms of:

1.1 School's Philosophy, Vision and Mission

1.2 Organizational structure

1.3 Governance

1.4 Curriculum

1.5 Human resources

1.6 Financial resources

1.7 Physical resources

1.8 Information resources

Methods

This research was descriptive correlational. The descriptive survey method was used to describe the FAS-owned and administered schools' organizational structure, philosophy, vision and mission, human resources, financial resources, curriculum, facilities and equipment, and student population, as well as their activities and practices in implementing the TE principles of Justice and Peace, Ecological Integrity, Engaged Citizenship, and Poverty Reduction.

Father Gerardo Z. Filippeto, O.F.M. founded the Franciscan Apostolic Sisters (F.A.S.) in 1953 in the Philippines. Father Gerardo ran a mission in the rural Northeast. This Franciscan tertiary Sister congregation was created to aid missions and promote the Gospel in that region. The Most Reverend Teodulfo Domingo, bishop of the then-Diocese of Tuguegarao, approved them as a religious community on December 8, 1964. His successor, Archbishop Diosdado Talamayan, established them as a Congregation of Diocesan Right in the Archdiocese of Tuguegarao on May 18, 1996. The Motherhouse is in Cagayan, Philippines. Sisters help in parishes, mission stations, the local seminary, and provide health care to the sick.

This study surveyed FAS-owned and administered school administrators, teachers, and students. Administrators were selected by purposeful sampling, whereas students and teachers were selected randomly.

A structured questionnaire was the main data collection tool. Transformative Education-anchored JEEPGY questionnaire questions. The questionnaire has four sections. Part I examined respondents' schools' resource status.

The Superior General of FAS gave clearance for the study before data collection. The researcher also requested permission from FAS school superintendents after clearance. In addition to informal interviews, the researcher collected school resources such faculty, administrative staff, students, budget, facilities and equipment, organizational structure, and other data.

DISCUSSION OF RESULTS AND FINDINGS

Status of Resource Capability of Franciscan Apostolic Sisters Schools

The resource capability of the Franciscan Apostolic Sisters schools in terms of the schools' Philosophy, Vision and Mission; Organizational structure; Governance; Curriculum; Human resources; Financial resources; Physical resources; and Information resources are shown on Tables 1- 8.

School's Philosophy, Vision and Mission

Vision statement is what an organization would like to achieve or accomplish in the mid-term or long-term future. It is a road map as it is intended to serve as a clear guide for choosing current and future courses of action. A perusal of the FAS owned and administered schools (Appendix 1) is very revealing of the overarching philosophy and vision for social change through transformational education. For example, St. Anthony's Academy of Sta. Ana and Gonzaga's bold vision is *"Building God's reign in the heart of every member of the community filled with Christian and Franciscan spirit that will make a positive change and difference in society"*. Similarly, St. Joseph College of Canlaon, a FAS-administered school has this vision: *"A community of faith, hope and love of everyone based on the teaching of Jesus Christ, the Filipino cultural values and the heritage and the signs of times towards the integral holistic transformation of man and society beyond borders"*. Generally, all these FAS-owned and administered schools have common institutional objectives of providing holistic education based on Gospel values and teachings of the Church.

The data on Table 2 shows that administrators in FAS-owned schools gave a higher rating as regards the schools philosophy, vision and mission compared to those in FAS-administered schools. While Administrators and faculty in FAS-owned schools gave an overall perception of 4.33 (Excellent), the rating given by the administrators and faculty of FAS-administered schools is 3.95 (Very Good). This could be explained by the fact that management of FAS administered schools is still with the Dioceses . Hence, the FAS who are in charge of administering these schools get orders to implement from the Heads of the Dioceses.

Bush and Middlewood as cited by Leithwood (2005) argues that building a school's vision is a key dimension of leadership. A vision is central to the transformational leader who has to get all stakeholders in the school to move in the same direction , Singh and Lokotsch (2005). Kaabwe (2003) also points out that effective empowerment leads to meaningful participation in school management. Moreover, Bush (2007) avers that there is a widespread belief that the quality of leadership makes a significant difference to school and learner outcomes. Similarly, White (1903) pointed out that he who cooperates with the divine purpose in imparting to the youth knowledge of God, and molding the character into harmony with His, does a high and noble work. As he awakens a desire to reach God's ideal, he presents an education that is as high as heaven and as broad as the universe; an education that cannot be completed in this life, but that will be continued in the life to come; an education that secures to the successful student his passport from the preparatory school of earth to the higher grade, the school above .

Table 2. Status of the Franciscan schools along school philosophy as perceived by the administrators and faculty grouped according to type of school.

Statement	FAS-owned		FAS-administered	
	Weighted Mean	Description	Weighted Mean	Description
1. The school has established a clear, unique, well-aligned, active and living statement of philosophy, vision, goals and objectives.	4.47	Excellent	4.08	Very Good
2. The school involves all the stakeholders in the formulation of the PVMGO	4.11	Very Good	3.68	Very Good
3. The philosophy of the school represents the school community's fundamental shared values and beliefs about education and student learning.	4.51	Excellent	4.12	Very Good
4. The school's goals and objectives are supportive of the basic policies of the Philippine education system consistent with the national and global development goals.	4.44	Excellent	4.04	Very Good
5. The school provides opportunities for the personnel to implement the vision, mission and goals/objectives of the school in their respective assignments.	4.32	Excellent	4.01	Very Good
Category Mean	4.33	Excellent	3.95	Very Good

Legend:

1.00 – 1.79 Poor/Never

1.80 - 2.59 Fair/Seldom

2.60 - 3.39 Good/Sometimes

3.40 - 4.19 Very Good/Often

4.20 - 5.00 Excellent/Always

Organizational Structure

The structure of any organization defines how activities such as task allocation, coordination and supervision are directed toward the achievement of organizational aims. It is the hierarchical arrangement of lines of authority, communications, rights and duties of an organization. Looking into the organizational structures of the FAS schools, a common feature is the Board of Trustees (BOT) as the highest policy making body. For example, in the case of the Tuguegarao Archdiocesan School System (TASS), the BOT is the highest body. The TASS Superintendent is under the BOT and the School Head is below the TASS Superintendent (Appendix 2). Similarly, the case of Saint Roch Academy of Manapla, Negros Occidental depicts that under the BOT is a School Administrator and directly under the School Administrator is Directress or a Principal.

Table 3 presents the perceptions of administrators and faculty on the organizational structure of Franciscan schools. Respondents from FAS-owned schools gave an overall rating of 4.10 (Very good) and those respondents from the FAS-administered gave a rating of 3.68 (Very good). The findings imply that the two groups of respondents perceived the organizational structure of FAS schools as very good.

An efficient organizational structure can benefit the organization in several ways, including making it easier to delegate responsibility and effect change throughout the organization. To benefit from a strong framework, it is important to understand the advantages of organizational structure.

Catholic schools have distinct characteristics that distinguish them from their public counterparts, and that provide a unique climate, conducive to academic excellence and to building a lifelong relationship with Jesus, the Master Teacher. Catholic schools, and those involved in Catholic schools, are committed to the organization and to the unique climate in Catholic schools. Those committed view their participation in the life of the school as a ministry and they believe that their collective value, that is, the value of the community, is greater than the sum of its parts (Haney & O'Keefe, 1999; Hoy & Miskel, 2001; Sacred Congregation for Religious Education, 1988).

Daling, Rolff, and Kleekamp (1993) write that organizations vary as to their written and unwritten rules and regulations, as well as to standards and values they set for their 20 members. Every level of an organization, the individual, the small groups within an organization, the leadership, has a set of norms that contribute to the overall norms and the climate of the organization.

The design of an organization is meant to make obvious its core values and how its mission is best served (Hotz, 1995). Every aspect of schools, including the basic organization or governance, is integral to a positive school climate. (Bryk & Schneider, 2002).

Table 3 . Status of the Franciscan schools along organizational structure as perceived by the administrators and faculty grouped according to type of school.

Statement	FAS-owned		FAS-administered	
	Weighted Mean	Description	Weighted Mean	Description
1. The lines of authority, responsibility and accountability are very clear in the school's organizational structure.	4.03	Very good	3.73	Very good
2. The school ensures accountability for ethics among employees at all levels	4.27	Excellent	3.83	Very good
3. The school's organizational structure allows the building of skills for innovation and flexibility in the workforce.	3.92	Very good	3.71	Very good
4. The school's organizational structure builds organizational systems and structures that support people (vs. frustrating them) as they do their work	4.08	Very good	3.56	Very good
5. The organizational structure of the school strengthens the culture of collaboration, resiliency, and adaptation to change	4.20	Very good	3.74	Very good
Category Mean	4.10	Very good	3.68	Very good

Legend:

1.00 – 1.79 Poor/Never

1.80 - 2.59 Fair/Seldom

2.60 - 3.39 Good/Sometimes

3.40 - 4.19 Very Good/Often

4.20 - 5.00 Excellent/Always

Governance

Governance refers to the act or manner of governing the organization. It includes establishment of policies, and continuous monitoring and proper implementation of policies by members of the governing body of an organization. Among the FAS owned and administered schools, the Board of Trustees is the policymaking body and the school principals/administrators lead in the day-to-day governance of the schools.

As to the perceptions of the respondents on the governance of the FAS-owned and administered, Table 4 shows that both administrators and faculty in FAS-owned and FAS-administered schools had a general perception of Very Good as revealed by the category means of 4.08 and 3.78, respectively. Although administrators and faculty in FAS-owned schools gave higher ratings about governance of their schools compared to those in FAS-administered schools, generally, the findings clearly imply that there exist good governance in the FAS schools.

If one is simply examining change, there is little doubt that the principal is the person most likely to be in a position to shape the organizational conditions necessary for change (Fullan & Stiegelbauer, 1991). No matter what the strategy for improving schools, all schools, good, bad, or improving, rely on the leadership exercised by a single individual, the school principal (Ashby, Vornberg, Yerkes, Whitaker, & Stone, 1996). Successful principals provide frequent reports to

parents, a welcoming building, home-based teachers, and parents in important roles in the school (Kirschenbaum, 2000).

It is important to note that FAS owned schools operate largely independent of the diocesan office of Catholic schools, unlike the operations of diocesan schools are delegated to a superintendent and an office of schools (Drahmann, 1985). An advisory or consultative school board also governs diocesan schools.

Catholic schools strive to provide a climate that espouses the mission of the Catholic Church. Schools must recognize that they are a part of the greater Church structure and their mission must reflect the mission of the Church.

Table 4 . Status of the Franciscan schools along governance as perceived by the administrators and faculty grouped according to type of school.

Statement	FAS-owned		FAS-administered	
	Weighted Mean	Description	Weighted Mean	Description
1. The school is a legally-constituted corporation recognized by the Department of Education or Commission on Higher Education with a duly-constituted Board of Trustees.	4.55	Excellent	4.34	Excellent
2. The school regularly submits reportorial requirements to Securities and Exchange Commission (SEC) to ensure its continued corporate life.	4.55	Excellent	4.27	Excellent

3. The school's administrative and faculty or personnel manuals, which define, appointments/contracts, job descriptions and terms of employment are printed and periodically reviewed.	3.95	Very good	3.89	Very good
4. The school's organizational chart shows clear lines of relationships, responsibilities and accountabilities	4.28	Excellent	3.93	Very good
5. The notarized employment contract specifies the designation, qualification, salary rate, the period and nature of services and its date of affectivity, and such other terms and conditions of employment consistent with laws and the rules and regulations and standards of the school.	4.12	Very good	3.94	Very good
6. The Principal/School Head monitors the conscious integration of the vision-mission in the instructional program.	4.20	Excellent	3.75	Very good
7. The Principal/School Head implements a comprehensive Supervisory Program that assists all teachers in improving their instructional practices.	4.03	Very good	3.66	Very good
8. The Principal/School Head guides the teachers in managing students' behavior inside the classrooms aimed at promoting a positive learning climate.	4.12	Very good	3.71	Very good
9. The Principal/School Head relates effectively with the teachers, students and parents.	4.15	Very good	3.65	Very good

10. The Principal/School Head maintains adequate insurance or equivalent resources to protect its financial stability and administrative operations.	4.16	Very good	3.81	Very good
11. The Principal/School Head ensures continuous professional development and growth of all personnel through financial assistance to support their attendance to trainings and seminars.	4.1	Very good	3.73	Very good
12. The Principal/School Head is very efficient and effective in planning, collaborating and coordinating in all the school's activities.	4.02	Very good	3.54	Very good
13. School leadership provides internal and external stakeholders' meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership School leadership provides internal and external stakeholders' meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership	3.88	Very good	3.58	Very good
14. The school leadership assesses and addresses community expectations and stakeholder satisfaction.	3.81	Very good	3.60	Very good
Category Mean	4.08	Very good	3.78	Very good

Legend:

1.00 – 1.79 Poor/Never

1.80 - 2.59 Fair/Seldom

2.60 - 3.39 Good/Sometimes

3.40 - 4.19 Very Good/Often

4.20 - 5.00 Excellent/Always

Curriculum

The curriculum of a school refers to the subjects comprising a course of study in a school or college . It includes the lessons and academic content taught in a school or in a specific course or program.

As to the perceptions of respondents of the FAS schools along curriculum , the data on Table 5 clearly reveals that administrators and faculty in FAS-owned schools have higher perceptions as depicted by the category mean of 4.20 (Excellent), while administrators and faculty in FAS-administered gave a rating of 4.01 or Very good.

It is significant to note, however, that respondents from both FAS-owned and FAS-administered schools gave a similar rating of “Excellent” on two items: 1) The school implements the curriculum prescribed by the Department of Education/ Commission on Higher Education and 2) The school integrates its vision -mission across the curriculum. The findings clearly means that FAS schools conform strictly to the policies and standards of the Department of Education along curriculum provided to their students and that they see to it that the mission and vision of the school are well-integrated in their curriculum.

While the FAS owned and managed school conform strictly to the policy and standard of DepEd and CHED, the transmission of faith and prayer and the fear of the Lord are always and forever be central to the purpose of administering an educational institution. McNeil (1985) postulates that the curriculum should provide personally satisfying experiences for each individual. He further states that the goals of education are dynamic personal processes related to the ideals of personal growth, integrity, and autonomy.

Table 5. Status of the Franciscan schools along curriculum as perceived by the administrators and faculty grouped according to type of school.

Statement	FAS-owned		FAS-administered	
	Weighted Mean	Description	Weighted Mean	Description
1. The school implements the curriculum prescribed by the Department of Education/ Commission on Higher Education (standards, competencies, instructional time among others).	4.47	Excellent	4.20	Excellent
2. The school integrates its vision -mission across the curriculum	4.53	Excellent	4.22	Excellent
3. The content standards clearly define what students are expected to know (knowledge of facts and information) and to understand (meaning of facts and information in real-life situations)	4.24	Excellent	4.00	Very good

4. The performance standards express what students are expected to do independently, produce or perform as evidence that they can use their learning in real-life situations.	4.19	Very good	3.94	Very good
5. Curriculum mapping across grade levels is done collaboratively to ensure that desired learning outcomes are deliberately articulated	4.03	Very good	3.80	Very good
Category mean	4.28	Excellent	4.01	Very good

Legend:

1.00 – 1.79 Poor/Never

1.80 - 2.59 Fair/Seldom

2.60 - 3.39 Good/Sometimes

3.40 - 4.19 Very Good/Often

4.20 - 5.00 Excellent/Always

Human Resources

The most significant among all organizational resources is the human resources. In the school, the administrators, faculty, students/pupils and administrative personnel are considered as the human resources.

As to the perceptions of the respondents along human resources of the Franciscan Apostolic schools, Table 5 depicts that respondents in FAS-owned schools and FAS-administered schools gave similar perceptions of “Very Good” as manifested by the category means of 4.14 and

3.91, respectively. It is noted, however, that FAS-owned respondents gave a rating of “Excellent” on items “students and staff take pride in our school”, and “students in our school are treated with respect regardless of religion, or physical or mental handicaps”, while respondents in FAS-administered only rated these items as “Very Good”.

During the 20th century, school systems tried new approaches that focused more on human relations. Teacher empowerment and teacher participation in decision making became a priority within school systems. School systems tried new ways of doing business such as site-based management, alternative schooling options, and curriculum and instruction reform. However, the hierarchies of the "scientific management" model remain today (Coleman, 1995; Rettig, 2004). Various authors have highlighted the resurgence of interest in the domain of people-management skills, and the role that HR as a function can play in the organisation (Boninelli, 2004; Fitz-enz & Davison, 2002; Ulrich, 1997). Today, regular school attendance is an important factor in school success (Rothman, 2001). Research has shown a direct correlation between good attendance and student achievement (Dekalb, 1999). Poor attendance has been linked to poor academic achievement (Ziegler, 1972).

Table 6 . Status of the Franciscan schools along human resources as perceived by the administrators and faculty grouped according to type of school.

Statement	FAS-owned		FAS-administered	
	Weighted Mean	Description	Weighted Mean	Description

1. Administrators work to promote a school environment that fosters positive personnel development in order to remain vital and alive.	4.17	Very. good	3.83	Very good
2. The students and staff take pride in our school.	4.24	Excellent	4.03	Very good
3. Students and staff in our school frequently participate in activities that solve problems and improve our school.	3.97	Very good	3.90	Very good
4. The principal of our school is respected by students and staff members and is looked upon as an effective leader.	4.12	Very good	3.83	Very good
5. The students in our school are treated with respect regardless of religion, or physical or mental handicaps	4.41	Excellent	4.11	Very good
Category Mean	4.14	Very good	3.91	Very good

Legend:

1.00 – 1.79 Poor/Never

1.80 - 2.59 Fair/Seldom

2.60 - 3.39 Good/Sometimes

3.40 - 4.19 Very Good/Often

4.20 - 5.00 Excellent/Always

Financial Resources

Financial resources are the comprehensive and coordinated plan, expressed in financial terms, for the operations of the school. In short, these are the funds or the budgets for the school's operations.

Table 7 shows the perceptions of respondents about the FAS schools along financial resources. As depicted on the data, while respondents in FAS-administered schools gave a lower rating, generally, the category means showed that both respondents rated financial resources of their schools as "Very good" with means of 4.05 for FAS-owned respondents and 3.68 for the FAS-administered respondents. It was clearly noted that the item on "the school's annual budget proposal is based on its one-year operational plan" was rated "Excellent" by respondents from FAS-owned schools. The findings imply that FAS-owned schools follow strictly and are more efficient in implementing their budget based on a one-year operational plan.

The income of the school should be well spent and schools must market themselves. Before any activity in the school can be undertaken, the budget committee must make an estimation of costs (Oosthuizen 2003:214). Similarly, according to Mestry (2004), in order for a school to manage its finances effectively and efficiently, a school finance policy must be developed, adopted by all the relevant stakeholders and implemented accordingly. The finance policy should clearly outline the duties and responsibilities of the treasurer, finance officer, auditor, finance committee, the principal and other persons to whom specific tasks are delegated. Discipline is an important principle of budgeting (Neumann 1997; Odden & Picus in Oosthuizen 2003:300). Therefore, when dealing with the budget, the elements of the budget such as income, cost, assets and liabilities should be reflected.

Table 7. Status of the Franciscan schools along financial resources as perceived by the administrators and faculty grouped according to type of school.

Statement	FAS-owned		FAS-administered	
	Weighted Mean	Description	Weighted Mean	Description
1. An annual budget proposal is prepared by the concerned departments, adopted and managed by the administration, to implement the school's educational programs and continuing improvement plans.	4.00	Very good	3.67	Very good
2. Quarterly budget performance monitoring reports and school's annual audited financial statements are prepared and distributed according to policy guidelines.	3.95	Very good	3.56	Very good
3. The school appropriates adequate budgets based on the School Improvement Plan (SIP) for instructional, academic support program, student services, and professional development of the school personnel.	4.14	Very good	3.62	Very good
4. The administration engages in long-range budgetary planning and annually allocates sufficient resources to support its educational programs and to effectively implement its plans for improvement.	4.19	Very good	3.68	Very good
5. The school's annual budget proposal is based on its one-year operational plan.	4.20	Excellent	3.75	Very good

Category mean	4.05	Very good	3.68	Very good
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Legend:

- 1.00 – 1.79 Poor/Never**
- 1.80 - 2.59 Fair/Seldom**
- 2.60 - 3.39 Good/Sometimes**
- 3.40 - 4.19 Very Good/Often**
- 4.20 - 5.00 Excellent/Always**

Physical Resources

Physical resources are the material goods which are important for the daily operations of the organization. These resources include supplies, materials and facilities needed for teaching and learning. It has always been recognized that the primary function of educational facilities is to provide the proper school environment that is most conducive to effective teaching and learning.

Along physical resources, Table 8 clearly shows that FAS schools are rated “Very Good” as manifested by the category means of 4.08 by respondents of FAS-owned schools and 3.76 by respondents in FAS-administered schools. It can be deduced from the findings that FAS schools are equipped with very good physical resources.

School physical resource management has a direct impact on the learning environment and is a key determinant of educational outcomes. It is therefore critical that school physical resource management practices align with the school improvement plan by linking school assets to basic education service delivery standards and strategies.

Lemasters' (1997) synthesis of fifty-three studies pertaining to school facilities, student achievement, and student behavior reports that school facilities affect learning. Moreover, a clean, quiet, safe, comfortable, and healthy environments are an important component of successful teaching and learning.

Table 8. Status of the Franciscan schools along physical resources as perceived by the administrators and faculty grouped according to type of school.

Statement	FAS-owned		FAS-administered	
	Weighted Mean	Description	Weighted Mean	Description
1. Various acquisition options such as needs analysis and priority needs are being considered by the administrator/s.	4.02	Very good	3.76	Very good
2. The assets of the school are used for the very purpose for which they are being acquired.	4.15	Very good	3.84	Very good
3. The physical resources of the school are provided for effective management?	4.00	Very good	3.76	Very good
4. The school's physical resources are aligned with service standards and strategic directives.	4.10	Very good	3.79	Very good
5. Administrators determine priority physical resource needs	4.14	Very good	3.82	Very good
Category Mean	4.08	Very good	3.76	Very good

Legend:

1.00 – 1.79 Poor/Never

1.80 - 2.59 Fair/Seldom

2.60 - 3.39 Good/Sometimes

3.40 - 4.19 Very Good/Often

4.20 - 5.00 Excellent/Always

Informational resources

In terms of the capability of FAS schools along information as a resource, data on Table 9 clearly shows that their rating is “Very good” as manifested by the mean of 4.02 by the FAS-owned school respondents, and 3.76 by the FAS-administered respondents. Generally, the findings

imply that there is clear and established processes of information exchanges between and among students, faculty and administrators in the Franciscan Apostolic schools. If there is a good school climate with, “shared values, beliefs, values, and attitudes, these would shape interactions between students, teachers, and administrators, and set the parameters of acceptable behavior and norms for the school”. According to Koth, Bradshaw, & Leaf, (2008), a positive information exchange creates a positive results in academic outcomes.

Table 9 . Status of the Franciscan schools along information resources as perceived by the administrators and faculty grouped according to type of school.

Statement	FAS-owned		FAS-administered	
	Weighted Mean	Description	Weighted Mean	Description
1. There is a systematic information exchange between the administrators and teachers, teachers and students as well as between schools and parents.	3.95	Very good	3.75	Very good
2. There are clear and established efforts and processes made to promote exchange of experiences among faculty, students and administrators.	4.00	Very good	3.75	Very good
3. Administrators provide information on activities and experiences gained at lower levels.	3.93	Very good	3.67	Very good
4. Administrators initiate meetings among staff to discuss and define roles and areas of cooperation.	4.27	Very good	4.02	Very good

5. The information flow from all areas and levels are clear and well practiced.	3.95	Very good	3.73	Very good
Category mean	4.02	Very good	3.76	Very good

Legend:

1.00 – 1.79 Poor/Never

1.80 - 2.59 Fair/Seldom

2.60 - 3.39 Good/Sometimes

3.40 - 4.19 Very Good/Often

4.20- 5.00 Excellent/Always

The resource capability of Franciscan Apostolic schools is generally very good as assessed by the respondents, however, administrators and faculty in FAS-owned schools have higher rating of the FAS schools' resource capability.

Table _10_. Summary table on the Status of the Franciscan Schools along Resource Capability when grouped according to type of school.

Resource Capability	FAS-owned		FAS-administered	
	Weighted Mean	Description	Weighted Mean	Description
1. Philosophy	4.33	Excellent	3.95	Very Good
1. Organizational structure	4.10	Very good	3.68	Very good
3/ Governance	4.08	Very good	3.78	Very good
4. Curriculum	4.28	Excellent	4.01	Very good
5. Human resources	4.14	Very good	3.91	Very good
6, Financial resources	4.05	Very good	3.68	Very good
7. Physical resources	4. 08	Very good	3.76	Very good
8.Information resources	4.02	Very good	3.76	Very good

OVERALL WEIGHTED MEAN	4.14	Very good	3.81	Very good
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Legend:

- 1.00 – 1.79 Poor/Never**
- 1.80 - 2.59 Fair/Seldom**
- 2.60 - 3.39 Good/Sometimes**
- 3.40 - 4.19 Very Good/Often**
- 4.20- 5.00 Excellent/Always**

Conclusion

Based on the responses of the respondents, the study demonstrates that there is a generally positive opinion of the resource capability of Franciscan Apostolic schools (FAS). Taking into consideration the resources available across all of these educational institutions, this indicates a good foundation.

Particularly noteworthy is the fact that administrators and faculty members working in schools owned by FAS give a higher rating of the resource capabilities in comparison to other respondents. This indicates that people who are actively involved in the educational processes have a detailed awareness of the internal dynamics and complexities related to the resources that are available to the schools.

When administrators and faculty members have perspectives that are consistent with one another, it indicates that they have a unified grasp and appreciation of the resources that are accessible. Within the Franciscan Apostolic schools, reaching this internal agreement is essential for performing efficient decision-making and making good use of available resources.

Recommendation

In order to bridge any potential perception gaps regarding the resource capability, it is important to encourage communications that are open and transparent between administrators, teachers, and other stakeholders. This has the potential to contribute to a more united perspective of the strengths that the institutions possess.

It is important to conduct regular assessments of the capabilities of the resources provided, with a particular emphasis on acquiring varied perspectives, such as those of students, parents, and external stakeholders. With this method, a comprehensive grasp of the resources available to the schools is ensured.

The insights provided by administrators and professors should be used to develop strategies for optimizing the utilization of the resources that are already available. This may involve making investments that are specifically targeted, implementing training programs, or reallocating resources to areas that have a greater need.

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