

Original Article

Impact Assessment of Saging: Sa Mo, May School Supplies Ako!

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Abstract: This study was conducted among 4 teachers of kolonbarak elementary school, south malign district, and malign sarangani province Philippines. Target of this studies is to give school supplies to the indigenous learners, so that the school head, teachers, and parents find ways to generate additional income to sustain the financial and supply of the learners, the proponent of this project proposed this idea to make another source of income to support the income generating project (igp) of this school, their project title is " sa sagging mo. , may school supply akko' "so that the teachers and parents come up with the ideas of planting bananas to gain more income to sustain their income generating project (igp), it is a vital support mechanism to ensure that every student has access to necessary materials needed for their education. Free school supplies helped reduce the financial burden of the families and educators and have an equal access to education regardless of their financial background, have the necessary tools to actively participate in the learning process, it promotes equality and helps bridge the education gap between students from different socioeconomic background. Also, it reduce the absenteeism of learners and motivate the children to excel in the school and they feel prepared and motivate to attend the classes regularly, when learners having their own supplies removes the barrier of feeling unprepared, making more inclined to participate and learn, free school supply program contribute to a more inclusive and supportive educational environment for all learners, the result of this program revealed a significantly high relationship between the teachers, learners, and parents helping together with the goal. Overall, hope that this program will have a positive effect to the learners for providing free school supplies not only has immediate benefits for students but also contribute to their long-term educational success and societal development.

Keywords: sustainable financial; support mechanism; reduce absentees; reduce financial burden

1. INTRODUCTION

Teachers are conducted income generating project (igp) to support selected ip learners in kolonbarak elementary school. May school supplies Akko is an income generating project of four teachers in kolonbarak elementary school who is enrolled of master of arts in educational management at davao del sur state college with the goal to help the selected ip learners who cannot afford the school supplies daily needs [1]. This title is not just a catchy title but a promise of hope and prosperity embedded within an innovative income-generating project [2]. In a world where opportunities for sustainable livelihoods are paramount, this initiative seeks to harness the potential of bananas, not just as a fruit, but as a source of economic empowerment .income generating projects (igp's) been valuable to the schools and universities when there is a need to generate fund from dependable source in addition to the subsidy given by the government for their significant operations [3]. Insufficient funds and operating expenses are major aspects that greatly affect the performance of a school or university .republic act 9155, also known as the governance of basic education act of 2001, provides for the empowerment of

school officials to take initiative towards improving the quality of basic education [4]. Through this mandate teaching and non-teaching personnel are encouraged to produce new and or innovative practices procedure and processes to achieve higher learning outcomes. According to Hwang [5], income-generating projects are small-scale initiatives that support the right to self-determination while providing a source of income for potential beneficiaries. Moreover, define "income generation" as a variety of activities such as microcredit, grants, vocational training, business training, asset creation schemes, local economic development initiatives, and growing small and medium-sized enterprises. In this sense, income-generating projects are defined as those that aim to generate financial income [6]. Income-generating projects have been beneficial for a long time to the university in cases where it is a necessity to source out funds from other reliable sources aside from the subsidy of the government to realize instructional and physical development; to expand and strengthen research and extension undertakings; and to compensate contract labourers. Likewise, IGPs serve as hands-on trainings for students to make connections between theories learned in school e.g. those with agricultural courses where fields are laboratories for crop productions; and enhance entrepreneurial skills of those with business-related courses [7]. Effective entrepreneurship professors are skilled at nurturing the entrepreneurial mind-set. They, of course, have the advantage of teaching a subject that naturally demands students think in this way. However, as we will explore, much of what they do in their classroom is transferable to other subject areas Amy Gillett and Kristin Bobbie Kelterborn [8]. This trend is demonstrated in research papers such as Mahmud. A study focuses on the University of Eastern Philippines, investigating how IGPs contribute to the university's financial health [9]. Similarly, Mahmud's research looks on how a public university in Indonesia uses IGPs to complement the government's funding for the institution. These studies emphasize the growing significance of IGPs as a financial strategy for public universities worldwide. Participating in or studying about IGPs can provide students with excellent exposure to business principles and practical skills. It enables organizations to sustain operations, invest in growth, and ultimately achieve a higher return on investment [10]. By understanding the importance of revenue generation, implementing effective strategies, and learning from successful case studies, businesses can drive sales and achieve long-term success. Teachers are often regarded as pivotal figures in shaping the future through education. However, the school head and teachers of Kolonbarak elementary school aim to generate additional income to help the indigenous learner of Kolonbarak elementary school. So that they propose "sagging mo., may school supplies Akko", their target of this project is to give school supply to the indigenous learners of Kolonbarak elementary school. On the other hand, IGPs were also undertaken by public organizations such as schools to raise revenue and enhance the project or enhance school finances [11]. Likewise, establishing an active IGPs empowered the government higher education institutions, which promoted the institutions' economic resources managed successfully [12]. The pursuit of IGPs among teachers raises questions about the intersection of their professional responsibilities and entrepreneurial endeavours. While engaging in IGPs may offer financial benefits, it may also impact teachers' time, energy, and focus, potentially affecting their effectiveness in the classroom and their overall well-being. Furthermore, the dual role of teacher-entrepreneur may introduce complexities in terms of balancing professional ethics, time management, and work-life balance. Income-generating project is an activity that makes money to finance a program or a project. Income-generating project also refers to the process of generating revenue or income through various means [13]. It involves activities that aim to increase the economic value and consumer appeal of a product or service, thereby creating opportunities for financial gain. Furthermore, understanding the motivations driving teachers to undertake IGPs and the challenges they encounter is crucial for designing appropriate support mechanisms and policies. Factors such as economic necessity, desire for financial independence, or passion for a particular venture may influence teachers' decisions to embark on IGPs [14]. Additionally, challenges such as limited resources, lack of business expertise, or conflicts with school regulations may

hinder the success of these venture. At its core, “sa sagging mo., may school supplies Akko” strives to uplift communities by providing them with the tools, knowledge, and resources to turn their banana cultivation into sustainable enterprises. Through training programs, access to markets, and support networks, participants are empowered to not only secure their futures but also contribute to the economic growth of their regions. This project is not about financial; it’s about fostering resilience, fostering community bonds, and fostering a sense of pride in one’s agricultural heritage. By harnessing the potential of bananas, we are not just cultivating crop; we are cultivating opportunities, prosperity, and a brighter tomorrow for all involved. “SA sagging mo, may school supplies akko ” isn’t just a project; it’s a symbol of hope and a testament to the transformative power of innovation in agriculture [15].

2. MATERIALS AND METHODS

This study utilized the descriptive-correlational research design to assess the impact of the "sa sagging mo., may school supplies akko" income generating project on improving access to school supplies and educational outcomes among learners of kolonbarak elementary school. Mixed-method approach combining quantitative data analysis and qualitative insights from stakeholders. This design allows us to characterize the project participants' characteristics and experiences while also investigating the links between project participation and improvements in their livelihoods, self-sufficiency, and well-being. Convenience sampling of schools or communities with a significant presence of banana plantation, include both urban and rural areas for diversity. Baseline data on student demographics, academic performance, and access to school supplies. The study was carried out among the public elementary school under the south malign district, division of sarangani, for the school year 2022-2023, within the municipality of Millington. The total population of elementary teaching personnel in kolonbarak elementary school. Four (4) teachers are the proponents of this study, one (1) school head; ninety-three (93) indigenous students and fifty-three (53) parents. Public elementary schools in the aforementioned district participated in the study for the school year 2022-2023. They are the teachers who conducted the income-generating project for the beneficiaries to help them improve their social and economic backgrounds. Kolonbarak elementary school dipped sarangani district of malign who served as participants in this study. This study used an adapted, modified conduct surveys, interviews, and determine the specific data you need to inform various aspects of the project, such as market research, financial planning, and impact assessment. Focus group discussion to gather data on the specific needs and challenges related to school supplies among underprivileged students of kolonbarak elementary school. Collect market data on banana-related products including demand, pricing, competition, and consumer preference with in the school. Conduct thematic analysis of survey responses, interviews, and focus group discussions to identify common themes and insight. Interpret qualitative data to understand the subjective experiences and perceptions of stakeholders regarding the project's impact. Develop a structured questionnaire to gather quantitative data from the project beneficiaries. Include questions about the usefulness of the school supplies provided, changes in school attendance and academic performance, and overall satisfaction with the project. The researcher chose an instrument to employ in this study based on past studies about igps established specifically by state universities. Studies of income-generating programs and projects started by institutions other than succs also aid in the design of research questions. This study used specific steps to conduct interview guide questions for the proponent of this studies. Semi-structured interviews are particularly popular, in this study we conducted semi-structured interviews with key proponents to acquire detailed information. Gather all relevant project documentation, including proposals, reports, and budgetary information, to gain an understanding of the project's objectives, implementation strategies, and intended outcomes. According to Taylor and diccoblom & crabtree, interviews are the most common approach for data gathering in qualitative research. Semi-structured interviews are particularly popular. Develop surveys or questionnaires to collect quantitative data from project beneficiaries and other stakeholders. The

surveys can include questions related to the effectiveness of the school supplies provided, changes in educational outcomes, and overall satisfaction with the project. Organize focus group discussions with selected groups of project beneficiaries to delve deeper into their experiences and perceptions regarding the project. These discussions can provide qualitative insights into the impact of the project on individual beneficiaries and the community as a whole.

3. RESULTS AND DISCUSSION

Kolonbarak elementary school was launched on December 14, 2022 @ 1:30 pm sa sagging mo, may school supplied akko project. 53 parents, 93 learners and 4 teachers who planted bananas.

Table 01: beneficiaries of this project: sa sagging mo, may school supplies akko

Beneficiaries	Number
lp learners	93
Parents	53
Total	146

The income-generating project “sa sagging mo, may school supplies akko” ninety-three pupils aimed to provide school supplies to underprivileged students through the sale of banana -related products. The projects implementations yielded the following results and discussions points. A range of banana-related products, such as banana chips, banana bread, banana -themed merchandise, was developed and manufactured. The products were well received in the target community, with positive feedback on taste, quality, and uniqueness. Initial market research indicted a demand for these products, especially among health-conscious consumer and those interested in supporting educational initiatives. Through the project, underprivileged students gained access to essential schools supplies they previously lacked. Improve access to school supplies positively impacted student’s educational experiences, leading to increased attendance, better engagement in class and improved academic performance. Surveys and interviews with beneficiaries revealed enhanced self-esteem, motivation, and a sense of belonging among the students who received the school supplies. The income generating project fostered community engagement and collaboration through partnerships with local banana growers, suppliers, and distributors. The projects raised awareness about the importance of education and community support, encouraging involvement from individuals and organizations in supporting underprivileged students. The project faced initial challenges in establishing supply chains, maintaining product quality, and balancing production capacities with demand. Flexibility and adaptation were crucial in addressing these challenges, and continuous feedback loops helped improve processes and product offerings. Marketing and promotional efforts played a vital role in achieving success, requiring innovative strategies to reach a wider customer base. The results of the incoming generating project “sa sagging mo, may school supplies akko” demonstrate its effectiveness in addressing the limited access to school supplies among underprivileged students. By utilizing banana-related products, the projects successfully generated sustainable revenue to fund the provision of school supplies. Lessons learned from the projects include the importance of continuous improvement, adaptation, and responsiveness to market demand. Flexibility in supply chain management, consistent product quality, and effective promotional strategies were critical in achieving success. Moving forward, the income generating project “sa sagging mo, may school supplies akko” can replicate and scale up its operations to reach a larger number of underprivileged students. Continued market research, diligent financial planning, and close collaboration with stakeholders will ensure the projects sustained impact and success.

Discussion

The impact of the campaign was significant, both for pupils who received the school supplies, by providing these essential item, we aimed to alleviate the financial burden on underprivileged families and ensure that every child has access to quality education [16]. The success of campaign can be attribute to several factors. Firstly, the simplicity and uniqueness of the idea attracted widespread attention and participation. By using a common fruit like bananas as a medium of exchange, we were able to engage a diverse range of donors, including individuals and schools [17]. Overall, the projects results highlight the potential of innovative income generating initiatives to address social issues and create positive change in underprivileged communities' equity and children's wellbeing. Moreover, the mention of school supplies in the phrase carries significance beyond its literal interpretation [18]. It subtly underscores the importance and utility of education, implying that possessing school supplies is a noteworthy achievement or reward worth celebrating various banana-related products, such as dried banana chips, banana bread, and banana- themed merchandise, develop and manufactured. These product garnered positive feedback from target market, indicating a high level of market acceptance and demand. Clearly define the product being offered as part of the initiative, which includes school supplies such as notebooks, pens, pencils, backpacks, and other essential items [19]. Ensure that the school supplies provided meet quality standards and are appropriate for the intended users, such as students of different age groups and educational levels. Consider customizing the school supplies with culturally relevant designs, colors, or motifs that resonate with the target audience and reflect Filipino culture and identity [20]. Incorporate sustainable practices into product development, such as using eco-friendly materials, reducing waste, and supporting local artisans or suppliers. Gather feedback from stakeholders, including students, teachers, parents, and community members, to inform product development and ensure that it meets their needs and preferences. Conduct market research to understand the needs, preferences, and purchasing behaviors of the target audience, as well as the competitive landscape and potential barriers to market acceptance [21]. Clearly communicate the value proposition of the initiative, highlighting how it addresses a pressing need in the community, supports education, and fosters social impact. Launch targeted awareness campaigns to generate buzz and interest around the initiative, leveraging various channels such as social media, traditional media, community events, and word-of-mouth marketing [22]. Engage directly with the community through outreach activities, workshops, and educational sessions to raise awareness about the initiative and solicit feedback and support [23]. Collaborate with local businesses, organizations, and influencers to amplify the reach and impact of the initiative through co-branding, co-marketing, and promotional partnerships [24]. Conduct pilot tests or small-scale trials of the initiative in select communities to gauge market acceptance, gather feedback, and identify areas for improvement before scaling up. Continuously evaluate the effectiveness of marketing efforts and monitor market acceptance through key performance indicators such as sales, participation rates, and community feedback. Adapt strategies as needed based on insights gained from evaluation [25].

4. CONCLUSION

In conclusion, the "igp proposal for sa sagging mo., mo school supply Akko" initiative stands as a beacon of hope and opportunity for Filipino students and communities. By addressing the critical need for access to school supplies, this initiative not only equips students with the tools they need to succeed academically but also fosters empowerment, community engagement, and long-term socio-economic development. Through the implemented of a comprehensive research design, including needs assessment, market research, business model development, and financial planning the project can be effectively structured and implemented. The pilot implementation will enable valuable insight into the project's viability, challenges and opportunities for improvement. Collaborative efforts and community

mobilization, the initiative leverages the strengths and resources of diverse stakeholders to make a tangible difference in the lives of students, particularly those from underserved backgrounds. By providing access to school supplies, we are not only investing in education but also investing in the future of our communities. As we embark on this journey, it is imperative that we remain steadfast in our commitment to equity, inclusivity, and sustainability. Continuous monitoring, evaluation, and adaptation will ensure that our efforts are effective and responsive to the evolving needs of students and communities. In the end, the success of the "igp proposal for sa sagging mo., mo school supply Akko" initiative hinges on our collective dedication to the well-being and empowerment of Filipino youth. Together, we can create a brighter, more equitable future where every student has the opportunity to thrive and realize their full potential. The impact assessment will play a crucial role in evaluating the projects effectiveness, measuring changes in educational outcomes, students' engagement, and community empowerment. This assessment will provide valuable feedback and insight for refining the project and scaling it up to reach more under privilege students and communities. By empowering communities to generate income through the production and sale of banana- related products, the project aligns economics sustainability with the social mission of providing school supplies. This holistic approach not only addresses the immediate needs of underprivileged students but also promotes local entrepreneurship and community development.

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