



## School Personnel Level of Commitment and Difficulties in the Operation of Schools Division Office

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### Abstract:

The study aimed to determine the school personnel's level of commitment and difficulties in the operation of the Schools Division Office in Central Philippines during the School Year 2022-2023. It explored areas such as strategic management, curriculum implementation, human resource development, and partnerships. The study involved 227 teachers from Canlaon City Division, using total enumeration. Results indicated a high level of commitment in strategic management, curriculum delivery, and professional development, but highlighted challenges in governance compliance, financial management, and community linkages. Moderate difficulties were noted in strategic planning, workload management, technology use, curriculum scheduling, resource procurement, and community engagement. Comparative analysis showed no significant variations in commitment and difficulties based on demographic factors, except for sex, which influenced perceived difficulties in strategic management. These findings suggest targeted interventions to enhance operational efficiency and educational leadership within the Division Office.

**Keywords:** School personnel commitment, Operational difficulties, Schools Division Office, Strategic management, Curriculum implementation, Resource management, Partnerships and linkages

### Introduction:

#### *Nature of the Problem*

In the Philippines, the establishment and operation of Schools Division Offices (SDOs) play a critical role in the governance and administration of public education. As per regulatory standards set by the Department of Education (DepEd) and the Department of Budget and Management (DBM), cities aspiring to establish SDOs must meet specified criteria regarding the number of public schoolteachers. However, challenges persist in both newly converted cities seeking to establish SDOs and existing cities aiming to enhance educational supervision through SDO creation.

### Current State of Knowledge

DepEd Order No. 50, s. 2002 provides guidelines for interim city schools and outlines administrative procedures for SDO creation. The organizational framework and operational governance of SDOs adhere to Republic Act No. 9155, known as the "Governance of Basic Education Act of 2001," supplemented by Executive Order No. 366, which mandates organizational reforms within the executive branch. These frameworks underscore the importance of strategic management, curriculum implementation, human resource development, resource management, and partnerships in SDO operations.

### Theoretical Underpinnings

In the current formulation, the theoretical underpinnings focus primarily on Meyer and Allen's Three-Component Model of Commitment (1991) and Bandura's Goal Commitment theory, both of which center on understanding and enhancing commitment levels among school personnel towards organizational goals. These theories highlight affective, continuance, and normative aspects of commitment, emphasizing personal attachment, perceived costs of leaving, and moral obligation respectively.

To incorporate the theoretical framework that addresses difficulties faced by school personnel in operational contexts, you could consider integrating relevant theories or frameworks that explore organizational challenges or barriers. One such theory could be the Cognitive Load Theory, which examines the cognitive demands and challenges individuals face in executing tasks and adapting to new operational procedures within the context of educational settings. This theory could provide insights into how complexities and workload impact personnel performance and operational efficiency within Schools Division Offices (SDOs).



## Objectives

The study aimed to determine the school personnel's level of commitment and level of difficulties in the operation of the Schools Division Office of a small-sized division in Central Philippines during the School Year 2022-2023. Specifically, this study sought to answer the following questions: What is the school personnel's level of commitment to the operation of the Division Office in terms of the following areas; strategic management and operation, curriculum implementation, human resource development and resource management, and partnership and linkages? What is the school personnel's level of difficulties in the operation of the Division Office according to the aforementioned areas? Is there a significant difference in the school personnel's level of commitment to the operation of the Division Office when grouped and compared according to the aforementioned variables? Is there a significant difference in the school personnel's level of difficulties in the operation of the Division Office when grouped and compared according to the aforementioned variables?

## Methodology

The study's methodology-related components, such as the research design, respondents, research instrument, data collection process, and ethical issues, are described in this part.

## Research Design

This study adopted the descriptive research design employing the questionnaire as the primary instrument of the investigation, since the study aimed to determine the school personnel's level of commitment and level of difficulties in the operation of the Schools Division Office. It is a fitting design that looks into existing conditions and relationships with chosen variables and areas. According to Dudovsky (2017), descriptive research design attempts to determine, describe, or identify characteristics within the field of investigation. The researcher believes that this design is the anchor and needs to attain all the researcher's study objectives. Where it is the purpose of a study to present and describe a general picture of a prevailing condition or situation as it exists at a particular time, the most appropriate research design to use is descriptive research in the form of a self-made survey questionnaire.

## Respondents

The respondents of the study were the 227 teachers of Cluster 1 and Cluster 2 of Canlaon City Division, Negros Oriental. Since the number of respondents is quite manageable, total enumeration was employed.

## Procedures

### Data Collection

A letter of request for conducting a study in Canlaon Division, Canlaon City, Negros Oriental was submitted to the Regional Director and, upon approval, distributed to the division's school head. After securing further approval, questionnaires were administered to target respondents, with the researcher scheduling the administration to avoid inconvenience and unpreparedness. The researcher personally administered the instruments to ensure data truthfulness and full retrieval, using email and instant messaging. The collected data were tallied, tabulated, and transformed into numerical code for computer processing using the Statistical Package for Social Sciences (SPSS), facilitating statistical derivations and tabular presentation.

### Data Analysis and Statistical Treatment

Objectives 3 and 4 utilized a descriptive analytical scheme and mean to determine school personnel's commitment and difficulties in the division office's operations across four key areas: strategic management and operations, curriculum implementation, human resource development and resource management, and partnership and linkages. Objectives 9 and 10 employed a comparative analytical scheme and Mann-Whitney U tests to assess significant differences in commitment and difficulties among school personnel when grouped by the aforementioned variables.

## Research Ethics Protocol

Significant ethical considerations were carefully adopted during the conduct of the research study to promote, protect, and respect the basic personal and constitutional rights of all respondent-participants to this undertaking which included the two (2) basic protocols, thus: (a) informed consent. Respondents are to be made aware of the purpose of the study, making sure that the research work does no harm nor have any potential impact on them and that they are able to make an informed decision whether to participate or not because it is voluntary, hence free from any form of coercion; and (b) respondents must have thorough knowledge that the information/responses given should be treated with the utmost confidentiality and in any manner, exercise



anonymity by strictly securing any information under the protection of data privacy such that the identity of the respondents will remain unknown and that the responses and data gathered are used solely according to the purpose and intent of the research study.

## Results and Discussion

This section presents the data gathered that were further treated, presented, analyzed, and interpreted to carry out the objectives of this study. All these are made possible by following certain appropriate procedures to give the exact data and solution to each specific problem.

### Level of Commitment in the Operation of the Division Office in Strategic Management and Operation, Curriculum Implementation, Human Resource Development, Resource Management, and Partnership and Linkages

**Table 1**

*Level of Commitment in the operation of the Division Office in Strategic Management and Operation*

<b>Strategic Management and Operation</b>		
<b>Items</b>	<b>Mean</b>	<b>Interpretation</b>
<i>As school personnel of the SDO, I ...</i>		
1. devote beyond official time to preparing and developing school-based plans as bases in formulating DEDP, ensuring compliance with policy standards.	4.53	Very high level
.2. model in adhering to rules and regulations, procedures, and processes in the governance and operations of schools and learning centers of the SDO.	4.52	Very high level
3. promote and lead in maintaining best practices in quality assurance processes.	4.64	Very high level
4. devoted to advancing public awareness of school policies and directives relative to environmental issues and concerns, including health and safety protocols, emergency preparedness, and disaster risk reduction management.	4.59	Very high level
5. internalize observance of principles and practices of shared governance in delivering education services contributing to the overall management and operations of the school system.	4.58	Very high level
<b>Overall mean</b>	<b>4.57</b>	<b>Very high level</b>

In the area of strategic management and operation, Table 1 shows that the respondents assessed an overall mean score of 4.57 and interpreted it as a "very high level." It is presumed that school personnel of SDO are very committed to ensuring the smooth operation of the division office concerning strategic management.

However, if we inspect Table 1 further, the respondents perceived a highest mean score of 4.64 on item No. 3, which states "promote and lead in maintaining best practices in quality assurance processes" and interpreted as "very high level," while the lowest mean of 4.52 is on item No. 2 which states "model in adhering to rules and regulations, procedures, and processes in the governance and operations of schools and learning centers of the SDO" and interpreted as "very high level."

This implies that the respondents are very much devoted to promoting and leading in maintaining best practices in quality assurance processes. However, they must also act as role models in abiding by rules and regulations, procedures, and processes in the governance and operations of schools and learning centers of the SDO. As first-hand front liners of the division office, they must act according to the rules and regulations set by DepEd.

According to Amora (2016), commitment is one of the most important indicators of human behavior that is characterized by complexity, which includes all processes as well as intellectual, motor, emotional, and social activities, which individuals do to complement and adapt. Organizational commitment is the working attitude of employees who have a sense of identification to accomplish organizational goals and wish to maintain a good relationship with members within the organization. Organizational commitment leads to attitudes and behaviors that are beneficial for the employee and the Organization. The commitment of an employee is a bonus for the organization.

**Table 2**

*Level of Commitment in the Operation of the Division Office in Curriculum Implementation*

<b>Curriculum Implementation</b>		
<b>Items</b>	<b>Mean</b>	<b>Interpretation</b>



*As school personnel of the SDO, I ...*

1. devote to implementing relevant strategies to support curriculum innovations and contextualization.	4.57	Very high level
2. spare time and effort beyond what is required to assist my school head and SDO personnel in establishing a learning resource center, library corner, and reading spaces in every subject area/display garden in the school to promote the reading habits of the learners.	4.50	Very high level
3. help improve the school's academic performance through close supervision and monitoring of the conduct of classroom instructions compliant to measures increasing engaged time-on-task and relevant support projects aligned to the curricular agenda of DepEd.	4.52	Very high level
4. engage in collaborative learning sessions for the learning continuity program and continuous improvement efforts in facing the new normal.	4.59	Very high level
5. support the conduct of school learning activities – curricular, co-curricular, and extra-curricular geared toward values formation, character building, self-awareness, and personality development of the learners.	4.54	Very high level
<b>Overall mean</b>	<b>4.54</b>	<b>Very high level</b>

Table 2 exposes the result wherein the level of commitment in the operation of the division office in the area of curriculum implementation was very high. This finding is supported by the responses of the participants, with an overall mean score of 4.54 which is interpreted as a "very high level."

However, if we go deeper into the analysis, respondents assessed a highest mean score of 4.59 on item No. 4, which states, "engage in collaborative learning sessions for the learning continuity program and continuous improvement efforts in facing the new normal," interpreted as "very high level." Whereas the lowest mean of 4.50 is on item No. 2, which states, "spare time and effort beyond what is required to assist my school head and SDO personnel in establishing a learning resource center, library corner, and reading spaces in every subject area/display garden in the school to promote the reading habits of the learners" interpreted as "very high level."

This implies that respondents are less committed with regards to sparing time and effort beyond what is required to assist my school head and SDO personnel in establishing a learning resource center, library corner, and reading spaces in every subject area/display garden in the school to promote the reading habits of the learners. This is because the respondents are also teachers; they have a teaching job to do, administrative work and reports to submit, and other ancillary duties to perform. Most of the teachers are historically overworked and have very tight schedules. It is unreasonable to expect a very high level of commitment coming from all teachers. Some of them are new in the service and need more experience in curriculum implementation.

According to Palestina et al. (2020), curriculum implementation embodies the actual delivery of the blueprint of the curriculum in the classroom setting. Curriculum implementation plays a vital role in curriculum development because it deliberately engenders educational innovations to surmount change in an identified problem in the education system. Furthermore, it necessitates the degree of commitment of the teachers in carrying out what has been planned to ensure that the desired results are achieved.

**Human Resource Development and Resource Management**

<b>Items</b>	<b>Mean</b>	<b>Interpretation</b>
<i>As school personnel of the SDO, I ...</i>		
1. devote beyond official time to participating in all human resource development programs of the department to enhance skills and competencies and improve productivity.	4.58	Very high level
2. internalize adherence to the policies and standards provided for in the Omnibus Rules on Appointment and Other Human Resource Actions in recruitment and hiring, deployment, promotion, assignment, and movement of school personnel.	4.52	Very high level
3. lead in the promotion of harmonious working relationships with peers through collaborative engagement, constructive settlement of school-related disputes or grievances, and enforcement of safety measures and policies.	4.55	Very high level
4. initiate using my resources in acquiring necessary knowledge, skills, and attributes through exposure, immersion, and attendance in advanced studies to accelerate chances and opportunities for career advancement.	4.54	Very high level



5. assist my school head and SDO in ensuring proper utilization of Special Education Funds (SEF) and other sources and the accountability of financial, physical, and other crucial resources based on existing accounting procedures and auditing rules and regulations.	4.48	High level
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**Overall mean** **4.53** **Very high level**

**Table 3**

*Level of Commitment in the operation of the Division Office in Human Resource Development and Resource Management*

As depicted in Table 3, the respondents assessed an overall mean score of 4.53, interpreted as a “very high level.” This shows that the respondents are very much committed to ensuring the smooth operation of the division office regarding human resource management and resource development.

However, if we examine further the items in Table 3, the respondents assessed the highest mean of 4.58 on item No. 1, which states, “devote beyond official time to participating in all human resource development programs of the department to enhance skills and competencies and improve productivity” and interpreted as “very high level.” On the other hand, the lowest mean score of 4.48 is item No. 5, which states, “assist my school head and SDO in ensuring proper utilization of Special Education Funds (SEF) and other sources and the accountability of financial, physical, and other crucial resources based on existing accounting procedures and auditing rules and regulations” interpreted as “high level.”

This implies that some respondents needed to be more committed to assisting their school heads and SDO in the utilization of Special Education Funds and other crucial resources. This is because some respondents need more experience concerning financial management, accounting procedures, and auditing. In addition, some respondents need financial accountability and physical and crucial resources.

The result is supported by the study conducted by Amos et al. (2021). They found that school personnel need more skills to manage school financial resources to enhance the quality provision of education. They concluded that tentative strategies must be taken to resolve the situation through capacity-building programs among the school personnel. Additionally, create in-service training, workshops, and seminars on financial resources management skills to effectively manage school finances with teaching and learning activities in secondary schools.

**Table 4**

*Level of Commitment in the operation of the Division Office in Partnership and Linkages*

<b>Partnership and Linkages</b>		
<b>Items</b>	<b>Mean</b>	<b>Interpretation</b>
<i>As school personnel of the SDO, I ...</i>		
1. spend time beyond official duty to support the undertakings of the LGU, GOs, NGOs, and other organizations in any activities involving school-community development projects.	4.49	High level
2. engage in the efforts of social mobilization to generate funds, solicit support and seek assistance for school improvement, and secure learning supplies and materials for learners.	4.41	High level
3. cooperate with LGU initiatives and undertakings during civic and cultural affairs, celebrations, and sports events.	4.45	High level
4. collaborate with media outlets, local broadcast stations, and TV channels for the promotion and advocacies of educational programs and information dissemination of school events.	4.50	Very high level
5. uphold the ideals of convergence through the conduct of summits, education fairs, and exhibits involving partners and stakeholders to strengthen ownership.	4.44	High level
<b>Overall mean</b>	<b>4.46</b>	<b>High level</b>

Table 4 shows the results wherein the level of commitment in the operation of the division office in the area of partnership and linkages was high. These findings are supported by the respondents' responses with an overall mean score of 4.46, which is interpreted as “high level.”

However, if we conduct more detailed results, respondents assessed the highest mean of 4.50 on item No. 4, which states, “collaborate with media outlets, local broadcast stations, and TV channels for the promotion and advocacies of educational programs and information dissemination of school events,” interpreted as “very high level.” The lowest mean score of 4.41 is on item No. 2, which states, “engage in the efforts of social mobilization to generate funds, solicit support and seek assistance for school improvement, and secure learning supplies and materials for learners” interpreted as “high level.”

This implies that some respondents needed more effort in social mobilization to generate funds, solicit support and seek assistance for school improvement, and secure learning supplies and materials for learners. This



is because most of the respondents are also teachers; their priority was teaching. Thus, their dedication to social mobilization and soliciting support from stakeholders was their least priority.

According to Cabardo (2016), community attachment in support of school-based management programs can improve schools and the quality of education that the children achieve, as well as students' academic achievements. Schools should always be ready to link with the community stakeholders to facilitate whatever deficiencies in schools' plant facilities and resources. It is accepted by the majority that schools cannot exist alone in the community, and so that schools will be progressive, and their goals will be realized, community linkages should be strengthened.

**Level of Difficulties in the Operation of the Division Office in Strategic Management and Operation, Curriculum Implementation, Human Resource Development, Resource Management, and Partnership and Linkages**

**Table 5**  
*Level of Difficulties in the Operation of the Division Office in Strategic Management and Operation*

<b>Strategic Management and Operation</b>		
<b>Items</b>	<b>Mean</b>	<b>Interpretation</b>
<i>As school personnel of the SDO, I have difficulties in...</i>		
1. crafting of SIP aligned with DEDP based on the desired education policy directions in compliance with DepEd standards.	3.40	Moderate level
2. adjusting my workload assignments resulting from the shift of the school governance operation from school district set up to SDO level.	3.41	Moderate level
3. availing precise services of the division personnel being handled by designated OICs and by those officials in concurrent and acting capacities.	3.37	Moderate level
4. utilizing technology-based services and innovations in the effective delivery of roles and functions both for schools and the SDO due to internet connectivity concerns.	3.46	Moderate level
5. facilitating skills in institutionalizing communities of practice to support the improvement of the delivery of basic education services.	3.26	Moderate level
<b>Overall mean</b>	<b>3.38</b>	<b>Moderate level</b>

In the area of strategic management and operation, Table 5 shows that the respondents assessed an overall mean score of 3.38 and interpreted it as a "moderate level." With this rating, the school personnel of SDO are experiencing problems in the operation of the division office concerning the implementation of strategic management and operation.

However, if we inspect Table 5 further, the lowest mean of 3.26 is on item No. 5, which states "facilitating skills in institutionalizing communities of practice to support the improvement of the delivery of basic education services" and is interpreted as "moderate level." While the respondents perceived a highest mean score of 3.446 on item No. 4, which states "utilizing technology-based services and innovations in the effective delivery of roles and functions both for schools and the SDO due to internet connectivity concerns" interpreted as "moderate level,"

This implies that one of the difficulties encountered were the respondents in the operation of the division office was the internet connectivity which affected their utilization of technology-based services and innovations. Due to internet connectivity concerns, some respondents need help to effectively deliver their roles and functions.

According to Dogniez (2019), internet access can improve education quality in many ways. The influence of Information and Communication Technology (ICT) in developing ways how to better deliver instruction has been regarded as beneficial in education. Technology has given society a wide array of choices, making a scarce resource abundant. With computers and Internet technologies, more people can now access available information more quickly and make the world a reachable global village in just a snap of a finger. Together with this technological revolution is the emergence of one of the most viable technological reforms in education, the use of Information and Communication Technology.

**Table 6**  
*Level of Difficulties in the Operation of the Division Office in Curriculum Implementation*

<b>Curriculum Implementation</b>		
<b>Items</b>	<b>Mean</b>	<b>Interpretation</b>
<i>As school personnel of the SDO, I have difficulties in...</i>		
1. Provide relevant teaching techniques and strategies to implement curricular contextualization and interventions to enrich and enhance remediation processes.	3.13	Moderate level
2. engaging in blended instruction and other curricular innovations such as radio-based and technology-driven platforms.	3.13	Moderate level



3. following the time allocations and subject or class program schedule as indicated in the work budget.	3.16	Moderate level
4. utilizing results of learning outcomes assessment and findings of research work to improve delivery, practices, and performance.	3.11	Moderate level
5. implementing support and other related PAPs aligned to curriculum standards due to overlapping schedules, inadequate resources, and manpower requirements, including the distance of school in the case of a senior high school program.	3.11	Moderate level
<b>Overall mean</b>	<b>3.13</b>	<b>Moderate level</b>

Table 6 exposes the result wherein the level of difficulties in the operation of the division office in the area of curriculum implementation is moderate. This finding is supported by the responses of the participants, with an overall mean score of 3.13 which is interpreted as a "moderate level."

However, if we go deeper into the analysis, the lowest mean of 3.11 is on items No. 4 and 5, which state "utilizing results of learning outcomes assessment and findings of research work to improve delivery, practices, and performance" interpreted as "moderate level."

Respondents assessed a highest mean score of 3.16 on item No. 3, which states "following the time allocations and subject or class program schedule as indicated in the work budget," interpreted as "moderate level."

This implies that some of the respondents need help in following the time allocations and subject or class program schedule as indicated in the work budget. This is because the safety health protocols, time allocations, and program schedules in the curriculum implementation were not strictly followed. Curriculum implementation plays a vital role in curriculum development because it deliberately engenders educational innovations to surmount change on an identified problem in the education system. To affect an educational change that would reflect both educational traditions and newly mandated curriculum policies, curriculum design capabilities, learning content expertise, and political capital must be utilized to their full potential. For this reason, a multifaceted layer of involvement of the educational planners and curriculum implementers becomes highly critical (Nevenglosky et al., 2019).

In addition, according to Palestina et al. (2020), aligning teachers' and school heads' perspectives on factors that impact curriculum implementation concerning academic levels and units provides an avenue for discourse toward the attainment of the desired teaching and learning outcomes. By doing so, those at the forefront of curriculum reform practices contribute to the success of curriculum implementation through praxis that serves as a strategy for curriculum support.

**Table 7**

*Level of Difficulties in the operation of the Division Office in Human Resource Development and Resource Management*

<b>Human Resource Development and Resource Management</b>		
<b>Items</b>	<b>Mean</b>	<b>Interpretation</b>
<i>As school personnel of the SDO, I have difficulties in...</i>		
1. coordinating with the designated OIC school administrator and OIC SDO staff regarding the issuance and compliance of orders and instructions.	3.02	Moderate level
2. utilizing limited financial allocations for the operation of the school/SDO for procurement of supplies and materials, office furniture, fixtures, and IT equipment, including expenses for in-house training, seminars, and conferences and traveling expenses of school personnel.	3.04	Moderate level
3. generating resources for classroom and SDO temporary office structuring and improvement and maintenance.	3.10	Moderate level
4. implementing alternative work arrangements schedules of learning continuity modality.	2.98	Moderate level
5. processing applications for opening accounts pass through the current ATM of SDO personnel in the official depository bank of the division.	3.11	Moderate level
<b>Overall mean</b>	<b>3.05</b>	<b>Moderate level</b>

As depicted in Table 7, the respondents assessed an overall mean score of 3.05, interpreted as a "moderate level." This result shows that the school personnel of SDO needs help in the operation of the division concerning human resource development and resource management.

However, if we examine further the items in Table 7, the lowest mean score of 2.98 is item No. 4, which states "implementing alternative work arrangements schedules of learning continuity modality" interpreted as "moderate level."

On the other hand, the respondents assessed the highest mean of 3.11 on item No. 5, which states "processing applications for opening accounts pass through the current ATM of SDO personnel in the official depository bank of the division" and interpreted as "moderate level."



This implies that most of the respondents need help processing applications for opening accounts to pass through the current ATM in the official depository bank of the division. The service delivery in this area could be more efficient. Most of the respondents exerted more time and effort in processing applications for opening accounts pass.

According to Rosell et al. (2021), every educational system at every level depends heavily on human resources for the execution of its program. The function of human resource management in education includes staff maintenance, staff relations, staff development, procurement of staff, and job performance reward. The challenges of human resource management include poor working conditions, the problem of staffing, funding, and the incessant transfer of teachers, among others. Education should be made attractive to address the identified challenges by creating a conducive atmosphere for teachers. More government attention is needed for the education sector through improved function as education remains the basis for the progress of all other sectors of society.

**Table 8**  
*Level of Difficulties in the Operation of the Division Office in Partnership and Linkages*

<b>Partnership and Linkages</b>		
<b>Items</b>	<b>Mean</b>	<b>Interpretation</b>
<i>As school personnel of the SDO, I have difficulties in...</i>		
1. tapping the parents and community/stakeholders to support the basic necessities of the school as well as the protection of the rights of learners and promotion of a child-friendly environment.	3.31	Moderate level
2. partnering with corporate foundations and local donors for the improvement of school/other needs of the SDO.	3.34	Moderate level
3. availing of airtime services of local media outlets for information dissemination, education advocacies, and introduction of learning concepts on the air.	3.41	Moderate level
4. assisting my school head/SDO in promoting client and partner privileges, benefits, and tax credits granted to donors and sponsors in the adopt-a-school program.	3.45	Moderate level
5. joining Brigada eskwela plus activities in school and SDO due to limited resources, lesser advocacies, and lack of awareness.	3.49	Moderate level
<b>Overall mean</b>	<b>3.40</b>	<b>Moderate level</b>

Table 8 shows the results wherein the level of difficulties in the operation of the division office in the area of partnership and linkages is moderate. These findings are supported by the respondents' responses with an overall mean score of 3.40, which is interpreted as a "moderate level."

However, if we conduct more detailed results, respondents assessed the lowest mean score of 3.31 is on item No. 1, which states, "tapping the parents and community/stakeholders to support necessities of the school as well as the protection of the rights of learners and promotion of child-friendly environment" interpreted as "moderate level." The highest mean of 3.49 on item No. 5, which states, "joining Brigada eskwela plus activities in school and SDO due to limited resources, lesser advocacies, and lack of awareness," is interpreted as "moderate level."

This implies that some respondents are having difficulties joining Brigada eskwela plus activities in school and SDO not because they have lesser advocacies and lack of awareness but because most have multiple ancillary works, administrative reports, and teaching jobs. Thus, some teachers are less dedicated to joining Brigada Eskwela Plus, except for the school's Brigada Eskwela team that leads in campaigning advocacy and awareness to various stakeholders to be a partner in creating a safe learning environment for the learners, teaching and non-teaching personnel, and community to achieve safety while ensuring the delivery of quality education.

The result is supported by the study by Torres (2020). According to her, stakeholders' partnership in the school's programs, activities, and reforms have great potential for removing mistrust and distance between people and schools by nurturing transparency of information and a culture of mutual respect and by jointly pursuing improvement of the school by sharing vision, process, and results. School-based management strategies are to increase stakeholders' collaboration and have meaningful involvement in school-initiated activities.

**Comparative Analysis of the Level of Commitment in the Operation of the Division Office in Strategic Management and Operation, Curriculum Implementation, Human Resource Development, Resource Management, and Partnership and Linkages when grouped and compared according to Age, Sex, Highest Educational Attainment, and Length of Service**

**Table 9**  
*Difference in the level of commitment in the operation of the Division Office in Strategic Management and Operation and when grouped and compared according to variables*





**Strategic Management and Operation**

Variables	Categories	N	Mean Rank	Mann Whitney U - test	Sig. Level	p-value	Interpretation
Age	Younger	108	113.63	6386.50	0.934	Not Significant	
	Older	119	114.33				
Sex	Male	85	107.04	5443.00	0.05	Not Significant	
	Female	142	118.17				
Highest Educational Attainment	Lower	102	107.48	5710.00	0.163	Not Significant	
	Higher	125	119.32				
Length of Service	Shorter	111	114.33	6401.50	0.939	Not Significant	
	Longer	116	113.69				

As shown in Table 9, for variable age, the computed U is 6386.50 with a *p*-value of 0.934, which is greater than the 0.05 level of significance, thus, interpreted as “not significant.” Therefore the hypothesis that states “there is no significant difference in the level of commitment in the operation of the division office in the area of strategic management and operation when they are grouped and compared according to age” is accepted.

In terms of sex, the computed U is 5443.0 with a *p*-value of 0.202, which is greater than the 0.05 level, thus, interpreted as “not significant.” Therefore, the hypothesis states “there is no significant difference in the level of commitment in the operation of the division office in the area of strategic management and operation when they are grouped and compared according to sex” is accepted.

As for the variable highest educational attainment, the computed U is 6401.50 with a *p*-value of 0.939, which is greater than the 0.05 level, thus, interpreted as “not significant.” Therefore, the hypothesis states that “there is no significant difference in the level of commitment in the operation of the division office in the area of strategic management and operation when they are grouped and compared according to highest educational attainment” is accepted.

Further, for a variable length of service, the computed U is 5710.0 with a *p*-value of 0.163, which is greater than the 0.05 level, thus, interpreted as “not significant.” Therefore, the hypothesis states, “there is no significant difference in the level of commitment in the operation of the division office in the area of strategic management and operation when they are grouped and compared according to the length of service” is accepted.

The results it implies that the level of commitment in the operation of the division office in the area of strategic management when they are grouped and compared according to age, sex, highest educational attainment, and length of service did not differ. This also means that respondents’ commitment to the operation of the division office is not affected by their profile variables. Further, this shows that the respondents are very committed to ensuring a smooth implementation of the division office.

**Table 10**

*Difference in the level of commitment in the operation of the Division Office in Curriculum Implementation and when grouped and compared according to variables*

<b>Curriculum Implementation</b>							
Variables	Categories	N	Mean Rank	Mann Whitney U - test	Sig. Level	p-value	Interpretation
Age	Younger	108	115.15	6301.50	0.796	Not Significant	
	Older	119	112.95				
Sex	Male	85	108.54	5570.50	0.05	Not Significant	
	Female	142	117.27				
Highest Educational Attainment	Lower	102	115.08	6264.50	0.818	Not Significant	
	Higher	125	113.12				



	Shorter	111	110.50			
Length of Service	Longer	116	117.35	6049.00	0.419	Not Significant

As divulged in Table 10, for variable age, the computed U is 6301.50 with a  $p$ -value of 0.796, which is greater than the 0.05 level of significance, thus, interpreted as "not significant." Therefore the hypothesis that states "there is no significant difference in the level of commitment in the operation of the division office in the area of curriculum implementation when they are grouped and compared according to age" is accepted.

Similarly, for variable sex, the computed U is 5570.50 with a  $p$ -value of 0.319, which is greater than the 0.05 level, thus, interpreted as "not significant." Therefore, the hypothesis states there is no significant difference in the level of commitment in the operation of the division office in the area of curriculum implementation when they are grouped and compared according to sex" is accepted.

In the same vein, for the variable highest educational attainment, the computed U is 6049.0 with a  $p$ -value of 0.419, which is greater than the 0.05 level, thus, interpreted as "not significant." Therefore, the hypothesis states that "there is no significant difference in the level of commitment in the operation of the division office in the area of curriculum implementation when they are grouped and compared according to highest educational attainment" is accepted.

Further, for a variable length of service, the computed U is 6264.50 with a  $p$ -value of 0.818, which is greater than the 0.05 level, thus, interpreted as "not significant." Therefore, the hypothesis states there is no significant difference in the level of commitment in the operation of the division office in the area of curriculum implementation when they are grouped and compared according to the length of service" is accepted.

The results imply that the level of commitment of the respondents in the operation of the division office concerning curriculum implementation when they were grouped and compared according to age, sex, highest educational attainment, and length of service did not vary; it only proves that respondents' profile variables are not an influencing factor that could affect their commitment in the operation of division office concerning curriculum implementation.

**Table 11**

*Difference in the level of commitment in the operation of the Division Office in Human Resource Development and Resource Management and when grouped and compared according to variables*

Human Resource Development and Resource Management							
Variables	Categories	N	Mean Rank	Mann Whitney U - test	Sig. Level	$p$ -value	Interpretation
Age	Younger	108	110.21				
	Older	119	117.44	6016.50		0.394	Not Significant
Sex	Male	85	107.37				
	Female	142	117.97	5471.50		0.226	Not Significant
Highest Educational Attainment	Lower	102	113.38		0.05		
	Higher	125	114.50	6312.00		0.895	Not Significant
Length of Service	Shorter	111	115.06				
	Longer	116	112.98	6320.00		0.806	Not Significant

Table 11 reveals the statistics wherein, for variable age, the computed U is 6016.50 with a  $p$ -value of 0.394, which is greater than the 0.05 level of significance, thus, interpreted as "not significant." Therefore the hypothesis that states "there is no significant difference in the level of commitment in the operation of the division office in the area of human resource development and resource management when they are grouped and compared according to age" is accepted.

In addition, for variable sex, the computed U is 5471.50 with a  $p$ -value of 0.226, which is greater than the 0.05 level, thus, interpreted as "not significant." Therefore, the hypothesis states "there is no significant difference in the level of commitment in the operation of the division office in the area of human resource development and resource management when they are grouped and compared according to sex" is accepted.

In the same manner, for a variable highest educational attainment, the computed U is 6320.0 with a  $p$ -value of 0.806, which is greater than the 0.05 level, thus, interpreted as "not significant." Therefore, the hypothesis states that "there is no significant difference in the level of commitment in the operation of the division



office in the area of human resource development and resource management when they are grouped and compared according to highest educational attainment" is accepted.

Further, for a variable length of service, the computed U is 6312.0 with a *p*-value of 0.895, which is greater than the 0.05 level, thus, interpreted as "not significant." Therefore, the hypothesis states "there is no significant difference in the level of commitment in the operation of the division office in the area of human resource development and resource management when they are grouped and compared according to the length of service" is accepted.

This implies that the respondents' commitment level in the operation of the division office in terms of human resource development and resource management when they are grouped and compared according to age, sex, highest educational attainment, and length of service does not vary. This is because most of the respondents observed that the school personnel and SDO possess skills in human resource management. In addition, their profile variables are not an intervening factor that could affect their perception of the ability of the school personnel and SDO to deliver human resource management practices.

**Table 12**

*Difference in the level of commitment in the operation of the Division Office in Partnership and Linkages and when grouped and compared according to variables*

<b>Partnership and Linkages</b>							
<b>Variables</b>	<b>Categories</b>	<b>N</b>	<b>Mean Rank</b>	<b>Mann Whitney U - test</b>	<b>Sig. Level</b>	<b><i>p</i>-value</b>	<b>Interpretation</b>
Age	Younger	108	114.85	6334.00	0.849	0.849	Not Significant
	Older	119	113.23				
Sex	Male	85	112.91	5942.00	0.842	0.842	Not Significant
	Female	142	114.65				
Highest Educational Attainment	Lower	102	113.31	6304.50	0.883	0.883	Not Significant
	Higher	125	114.56				
Length of Service	Shorter	111	113.09	6337.50	0.835	0.835	Not Significant
	Longer	116	114.87				

As reflected in Table 12, for variable age, the computed U is 6334.0 with a *p*-value of 0.849, which is greater than the 0.05 level of significance, thus, interpreted as "not significant." Therefore the hypothesis that states "there is no significant difference in the level of commitment in the operation of the division office in the area of partnership and linkages when they are grouped and compared according to age" is accepted.

Correspondingly, for variable sex, the computed U is 5942.0 with a *p*-value of 0.842, which is greater than the 0.05 level of significance, thus, interpreted as "not significant." Therefore, the hypothesis states "there is no significant difference in the level of commitment in the operation of the division office in the area of partnership and linkages when they are grouped and compared according to sex" is accepted.

Similarly, for the variable highest educational attainment, the computed U is 6337.50 with a *p*-value of 0.835, which is greater than a 0.05 level of significance, thus, interpreted as "not significant." Therefore the hypothesis that states "there is no significant difference in the level of commitment in the operation of the division office in the area of partnership and linkages when they are grouped and compared according to highest educational attainment" is accepted.

Further, for variable grade level assignment, the computed U is 6304.50 with a *p*-value of 0.883, which is greater than the 0.05 level of significance, thus, interpreted as not "significant." Therefore, the hypothesis states "there is no significant difference in the level of commitment in the operation of the division office in the area of partnership and linkages when they are grouped and compared according to the length of service" is accepted.

This implies that the commitment of the respondents in the operation of division in terms of partnership and linkages when they are grouped and compared according to age, sex, highest educational attainment, and length of service does not vary. It only shows that the commitment of the respondents in the operation of the division office concerning partnership and linkages is not affected by their profile variables.

**Comparative Analysis of the Level of Difficulties in the Operation of the Division Office in Strategic Management and Operation, Curriculum Implementation, Human Resource Development, Resource**



**Management, and Partnership and Linkages when grouped and compared according to Age, Sex, Highest Educational Attainment, and Length of Service**

**Table 13**

*Difference in the level of difficulties in the operation of the Division Office in Strategic Management and Operation and when grouped and compared according to variables*

<b>Strategic Management and Operation</b>							
Variables	Categories	N	Mean Rank	Mann Whitney U - test	Sig. Level	p-value	Interpretation
Age	Younger	108	107.41	5714.50	0.149	0.149	Not Significant
	Older	119	119.98				
Sex	Male	85	102.06	5020.50	0.05	0.034	Significant
	Female	142	121.14				
Highest Educational Attainment	Lower	102	110.25	5992.00	0.435	0.435	Not Significant
	Higher	125	117.06				
Length of Service	Shorter	111	112.34	6254.00	0.709	0.709	Not Significant
	Longer	116	115.59				

As shown in Table 13, for variable age, the computed U is 5714.50 with a *p*-value of 0. 0.149, which is greater than the 0.05 level of significance, thus, interpreted as "not significant." Therefore the hypothesis that states "there is no significant difference in the level of difficulties in the operation of the division office in the area of strategic management and operation when they are grouped and compared according to age" is accepted.

In terms of sex, the computed U is 5020.50 with a *p*-value of 0. 0.034, which is less than the 0.05 level, thus, interpreted as "significant." Therefore, the hypothesis that states "there is no significant difference in the level of difficulties in the operation of the division office in the area of strategic management and operation when they are grouped and compared according to sex" is rejected.

As for the variable highest educational attainment, the computed U is 6254.0 with a *p*-value of 0.709, which is greater than the 0.05 level, thus, interpreted as "not significant." Therefore, the hypothesis states that "there is no significant difference in the level of difficulties in the operation of the division office in the area of strategic management and operation when they are grouped and compared according to highest educational attainment" is accepted.

Further, for a variable length of service, the computed U is 5992.0 with a *p*-value of 0.435, which is greater than the 0.05 level, thus, interpreted as "not significant." Therefore, the hypothesis states "there is no significant difference in the level of difficulties in the operation of the division office in the area of strategic management and operation when they are grouped and compared according to the length of service" is accepted.

The results imply that the level of difficulties of the respondents in the operation of division concerning strategic management when they are grouped and compared according to sex differs; however, when compared according to age, highest educational attainment and length of service do not differ. This shows that respondents' sex may influence to vary the difficulties encountered concerning strategic management in the operation of the division office.

**Table 14**

*Difference in the level of difficulties in the operation of the Division Office in Curriculum Implementation and when grouped and compared according to variables*

<b>Curriculum Implementation</b>							
Variables	Categories	N	Mean Rank	Mann Whitney U - test	Sig. Level	p-value	Interpretation
Age	Younger	108	104.34	5383.00	0.05	0.034	Significant
	Older	119	122.76				
Sex	Male	85	112.67	5922.00	0.813	0.813	Not Significant
	Female	142	114.80				
Highest Educational	Lower	102	109.16	5881.50	0.314	0.314	Not Significant



Attainment	Higher	125	117.95			
	Shorter	111	110.71			
Length of Service	Longer	116	117.15	6072.50	0.458	Not Significant

As divulged in Table 14, for variable age, the computed U is 5383.0 with a  $p$ -value of 0.034, which is less than the 0.05 level of significance, thus, interpreted as "significant." Therefore the hypothesis that states "there is no significant difference in the level of difficulties in the operation of the division office in the area of curriculum implementation when they are grouped and compared according to age" is rejected.

Meanwhile, for variable sex, the computed U is 5292.0 with a  $p$ -value of 0.813, which is greater than the 0.05 level, thus, interpreted as "not significant." Therefore, the hypothesis states "there is no significant difference in the level of difficulties in the operation of the division office in the area of curriculum implementation when they are grouped and compared according to sex" is accepted.

In the same manner, for a variable highest educational attainment, the computed U is 6072.50 with a  $p$ -value of 0.458, which is greater than the 0.05 level, thus, interpreted as "not significant." Therefore, the hypothesis states that "there is no significant difference in the level of difficulties in the operation of the division office in the area of curriculum implementation when they are grouped and compared according to highest educational attainment" is accepted.

Further, for a variable length of service, the computed U is 5881.50 with a  $p$ -value of 0.314, which is greater than the 0.05 level, thus, interpreted as "not significant." Therefore, the hypothesis states there is no significant difference in the level of difficulties in the operation of the division office in the area of curriculum implementation when they are grouped and compared according to the length of service" is accepted.

The results imply that the level of difficulties of the respondents in the operation of the division office in the implementation of the curriculum when they are grouped and compared according to age differs; however, when compared according to sex, highest educational attainment, and length of service does not differ. This shows that respondents' age is an intervening factor that could influence their level of difficulties in curriculum implementation.

### Conclusion:

In general, the study reveals a high level of commitment among school personnel within the Division Office across strategic management, curriculum implementation, human resource development, and partnerships. Specifically, respondents demonstrate strong dedication to quality assurance in strategic management and effective curriculum delivery, though there are challenges in consistently modeling governance compliance and balancing administrative duties with teaching responsibilities. While commitment to professional development and peer relationships is robust, there is a need for enhanced expertise in financial management practices. Moreover, while partnerships and community linkages are prioritized, efforts in social mobilization and securing external support for school improvement could be bolstered. Addressing these findings through targeted interventions could optimize operational efficiency and foster a more comprehensive approach to educational leadership and community engagement within the Division Office.

The analysis of difficulties faced by school personnel within the Division Office reveals a moderate level of challenges across strategic management, curriculum implementation, human resource development, and partnerships. Specifically, issues include crafting School Improvement Plans (SIP) aligned with policy directions, adjusting workload assignments post-shift to SDO governance, and utilizing technology effectively due to internet connectivity issues. In curriculum implementation, difficulties lie in following schedule allocations and implementing innovative teaching strategies. Human resource management encounters coordination challenges and resource limitations for procurement and training. Partnership efforts struggle with engaging community support and participation in school initiatives like Brigada Eskwela Plus. Addressing these challenges through targeted support and capacity-building could enhance operational efficiency and effectiveness across all functional areas of the Division Office.

The study conducted a comprehensive comparative analysis to examine the level of commitment and difficulties encountered in the operation of the Division Office across various dimensions: strategic management and operation, curriculum implementation, human resource development, resource management, and partnership and linkages. It segmented data based on age, sex, highest educational attainment, and length of service to discern any significant differences. Results across these categories consistently showed that there were no statistically significant variations in commitment levels across the operational areas. Similarly, difficulties encountered in strategic management, curriculum implementation, human resource development, and resource management did not significantly differ across most variables, except for strategic management where sex emerged as a significant factor influencing the perceived difficulties. Overall, the findings suggest that demographic factors such as age, sex, educational attainment, and length of service do not notably affect commitment levels or perceived difficulties in the operation of the Division Office, except in specific instances related to strategic management



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