



A Multidisciplinary Journal of the Universidad de Manila



NILAD

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A Multidisciplinary Journal of the Universidad de Manila

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FOREWORD

URC Director



It is with immense pride and a profound sense of responsibility that we present the first issue of the second volume of the NILAD Journal, a multidisciplinary publication of Universidad De Manila, for the year 2023. This edition marks another significant step in our ongoing journey to foster academic discourse and share scholarly insights across a spectrum of disciplines.

NILAD Journal embodies our institution's commitment to academic excellence and the dissemination of knowledge that is both locally rooted and globally relevant. As a multidisciplinary platform, the journal seeks to bring together diverse perspectives from various fields of study, including the sciences, humanities, and social sciences, reflecting the vibrant intellectual culture of our university.

In this issue, readers will find an array of articles that not only address pressing contemporary issues but also offer innovative solutions and thoughtful analyses. Each contribution is meticulously reviewed to ensure it meets the highest standards of scholarly integrity and academic rigor. Our authors, both esteemed members of our faculty and brilliant student scholars, have provided insights that challenge conventional thinking and push the boundaries of knowledge.

We are particularly proud of the collaborative spirit that the NILAD Journal fosters among our academic community. This publication serves as a testament to the scholarly potential and academic passion that thrives within the halls of Universidad De Manila. It is a platform that not only showcases our community's research capabilities but also enhances our role as a thought leader in the academic world.

As we present this issue, we extend our deepest gratitude to all contributors, reviewers, and editorial staff who have worked tirelessly to bring this publication to fruition. Their dedication and commitment to excellence are what make the NILAD Journal a cornerstone of our academic offerings.

We invite our readers to delve into the pages of this issue and explore the rich, interdisciplinary scholarship that characterizes the NILAD Journal. May it inspire further research, provoke thoughtful debate, and contribute to the vast landscape of global knowledge.

Welcome to Issue No. 1 of Volume No. 2 of the NILAD Journal.


LELA R. GANO, PhD.

Director
University Research Center



MESSAGE FROM THE

University President



Congratulations on your second volume of the NILAD Journal!

Being a multidisciplinary journal NILAD is slowly but surely becoming a potent force when it comes to publishing scholarly research done by UDM faculty members and students that have far-reaching effects for the benefit of the city and Country. NILAD has become more dynamic and responsive by featuring high-impact research in different fields.

A vibrant research journal is one of the hallmarks of a true Higher Education Institution (HEI). After being recognized as a Level 1 Accredited Institution by the Association of Local Colleges and Universities- Commission on Accreditation (ALCUCOA), and for exceptional board passing rates in the past three years given the Academic Excellence Award, UDM is now preparing for a Level 2 accreditation. The dynamism of NILAD is one of the pieces of evidence that will catapult UDM to HEI status. This endeavor requires more research to address diverse issues and concerns in the academe, industry, and the community.

In this post-pandemic era, the importance of research has become more pronounced than before or during the pandemic. Much has been transformed like the way we deal with other emerging infectious diseases, manage our community resources, plan the future directions of different academic institutions, craft policies, and programs in the management of different emergency situations, and assess the outcomes of our actions as well our decisions in various matters concerning our health, family, and career. All of these can be framed and unlocked if we will all indulge in coming up with eye-opening and thought-provoking research that can awaken our senses and sensibilities leading us to act with zest and vigor as one.

The NILAD Journal will be instrumental in this noble transformation that can be provoke changes and disrupt the system to ferret out what is good and true in our present-day scenario. Research is at the helm of all these and NILAD being a research journal is a viable platform that hosts different studies across a kaleidoscope of topics that are constantly changing in our evolving society.

It is my firm commitment that the UDM NILAD Research Journal will continue to be a compendium of trailblazing research and transform UDM into one of the active voices of change fit for a higher education institution.

MA. FELMA CARLOS-TRIA, Ed.D.
University President



MESSAGE FROM THE

Vice President for Academic Affairs



Congratulations to the University Research Center (URC), on the publication of the second volume of the mother of all research journals in UDM, the NILAD.

The University gives a premium on world-class and scholarly research outputs from different fields of endeavor. We encourage creative collaborations geared towards the achievement of the dreams and aspirations of UDM to the city, the country, and most especially to the youth of Manila.

As a testament to the dynamism of NILAD Journal, UDM received its level 1 accreditation from the Association of Local Colleges and Universities-Commission on Accreditation (ALCUCOA) which means the University is compliant with the National Higher Education Research Agenda. This achievement fortifies the research practices of UDM to the required typology of a university. Recently, UDM has forged a Memorandum of Agreement that led to the launching of the adoption of Barangay 790, Zone 86 Santa Ana Manila. This community is fertile ground to conduct multi-disciplinary research that can be featured in NILAD. Thus, NILAD is a bastion of wisdom and knowledge that strengthens the mission, vision, and core values of UDM.

In this light, I exhort all faculty members to conduct high-impact research and immerse themselves in a myriad of research pathways forming a kaleidoscope of knowledge that will strengthen UDM's brand of education. It's about time we develop a culture of research excellence in the University with unflinching integrity and unwavering dedication to the illumination of truth all for the glory of God.

To the team of URC good luck in all your research activities. Be an agent of innovation that can transform the lives of all stakeholders of the University. Continue your work by upholding the highest ethical standards of research and remain steadfast as you perform your sworn duties and responsibilities.

Once again please accept my heartfelt Congratulations!

RONALD A. HERRERA, PhD.
Vice-President for Academic Affairs



MESSAGE FROM THE

Editor-in-Chief



Welcome to the second issue of the first volume of NILAD Journal, the multidisciplinary journal of Universidad De Manila. This edition continues our commitment to fostering scholarly communication across various academic disciplines, reflecting our community's diverse intellectual pursuits and scholarly rigor.

In this issue, we present ten thought-provoking articles that span a broad spectrum of topics, each contributing valuable insights and findings that enhance our understanding and approach to contemporary challenges in academia and beyond.

1. Educational Leadership Practice Theory in the School System. Explores theoretical frameworks that underpin effective leadership practices in schools, offering a comparative analysis of contemporary and traditional leadership theories.
2. Students' Experiences in Distance Learning: Lens from BTVTED Majors. Investigates the unique challenges and adaptations among students majoring in Bachelor of Technical-Vocational Teacher Education, providing insights into the efficacy of distance learning modalities.
3. Oswestry Disability Index for the Assessment of Low Back Pain among Workers of a Public University in Manila. Applies the Oswestry Disability Index to assess the prevalence and severity of low back pain among university staff, discussing implications for workplace ergonomics and health interventions.
4. Internship Experiences of Students: Input to College of Education Reform Initiatives. Analyzes feedback from education students regarding their internship experiences, using this data to propose targeted reforms for enhancing practical training components in teacher education.
5. Research Capability of Faculty of Arts and Sciences in a Local University: Basis for a Proposed Training Program. Evaluates the research capabilities of faculty members, suggesting a structured training program aimed at enhancing research productivity and impact.
6. Effectiveness of the Performance of the Supreme Student Government of Universidad De Manila. Assesses the performance and impact of the student government, providing recommendations for enhancing student leadership and engagement.
7. Effectiveness and Efficiency of an Online-Based Faculty Performance Evaluation System: A Model in the New Normal. Reviews the transition to an online faculty evaluation system, highlighting its strengths and areas for improvement in the context of remote learning environments.
8. Job Performance Evaluation of the Teaching Personnel of Universidad De Manila: Action Plan for Improved Rating Process. Critiques current performance evaluation processes for faculty, proposing a comprehensive action plan to streamline evaluations and enhance fairness and transparency.
9. Organization and Management Practices of Universidad De Manila: Basis for a Strategic Planning. Provides a detailed analysis of the current organizational and management practices within the university, laying the groundwork for future strategic planning initiatives.
10. Principals' Turn-Over and its Effect on Principal-Teacher Relationship. Examines the impact of principal turnover on teacher relationships and school culture, discussing strategies to mitigate negative effects associated with leadership changes.

Each article in this issue not only addresses specific academic or operational challenges but also contributes to the broader discourse within their respective fields. We are proud to showcase the work of our scholars and practitioners who continue to push the boundaries of knowledge and innovation.

As you delve into the articles, we hope you find them both enlightening and inspiring. Thank you for your continued support of NILAD Journal, and we look forward to fostering further academic exchanges that advance our collective mission.


R. CIDON P. BERNARTE, D.M.
Editor-In-Chief



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About the NILAD Journal

NILAD is the Universidad De Manila interdisciplinary, peer-reviewed publication. It is concerned with developing and producing new knowledge and innovations throughout Arts and Sciences, Business and Management, Criminal Justice, Education, Engineering and Technology, Health Sciences, and Law. Furthermore, the Journal considers new insights and innovations that would help enhance, advance, and progress the disciplines and research grounded in a local context but have global resonance.

NILAD is open to various perspectives, disciplines, strategies, and philosophies. The Journal encourages a range of techniques for empirical research (qualitative, quantitative, and mixed methodologies), as well as high-quality systematic reviews and meta-analyses.

Aims and Scope

NILAD publishes original research articles, systematic reviews, policy briefs, and meta-analyses in the following areas:

- Arts and Sciences
- Business and Management
- Criminal Justice
- Education
- Engineering and Technology
- Health Sciences
- Law
- Public Administration

Educational Leadership Practice Theory in the School SystemMa. Felma Carlos-Tria¹, Ronald A. Herrera¹, Ma. Aurora T. Caday¹ and Leovigildo Lito D. Mallillin¹¹Universidad De Manila**Abstract**

This paper explores the impact of educational leadership practices on school systems, student performance, classroom management, student behavior, and teaching innovations. Using a descriptive quantitative research design, the study describes educational phenomena related to these aspects. Purposive sampling was employed to select forty-five respondents based on the study's specific requirements. The findings indicate that leadership practices enhance the school environment and promote progress and success by motivating academic performance and effective classroom management. Additionally, these practices address disruptive student behavior and foster innovative teaching methods that enhance student engagement. However, the results reveal no significant relationship between the leadership practices and their impact on the school system among the respondents. This study underscores the complexities of educational leadership and its varied effects on school dynamics.

Keywords: *Educational Leadership, School System, Classroom Management, Student Behavior, Teaching Innovation*

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Introduction:

This paper examines the significant role of leadership styles within educational systems and organizations, addressing both the perceived challenges and the potential for enhancing management practices. Leadership effectiveness in educational settings is critical, as it directly influences the implementation of theoretical practices that shape the learning environment (Mallillin, 2020). The study emphasizes the essential behaviors and traits of educational leaders that bolster leadership capabilities, including their approach to student performance, classroom management, and innovative teaching strategies. These factors collectively contribute to the enhancement of cognitive, psychomotor, and affective learning domains among students, positioning them at the center of the educational process (Mallillin & Laurel, 2022).

Furthermore, the presence and competence of leaders are pivotal to the success of any educational organization. Without effective leadership, the educational system is at risk of failing to achieve its goals, underscoring the importance of leadership skills and knowledge in fostering an environment conducive to learning (Mallillin & Mallillin, 2019). This study also explores the impact of educational leadership on the professional development of leaders, reviewing how different leadership practices influence policy making and increase awareness among school leaders (Lumban Gaol, 2023).

In addition, the paper discusses the broader implications of educational leadership theories in shaping the operational mechanisms of schools, highlighting the challenges leaders face in accountability, decision-making, and managing both strengths and weaknesses (Mallillin, 2022; Khanal et al., 2023). By exploring various leadership styles, such as instructional leadership, the research provides insights into effective leadership models that promote management and control within the educational framework, ultimately

supporting the overarching goal of effective school administration (Kilag & Sasan, 2023). This comprehensive review of educational leadership practices not only delineates the critical attributes required of leaders but also underscores their role in the sustainable development of educational systems.

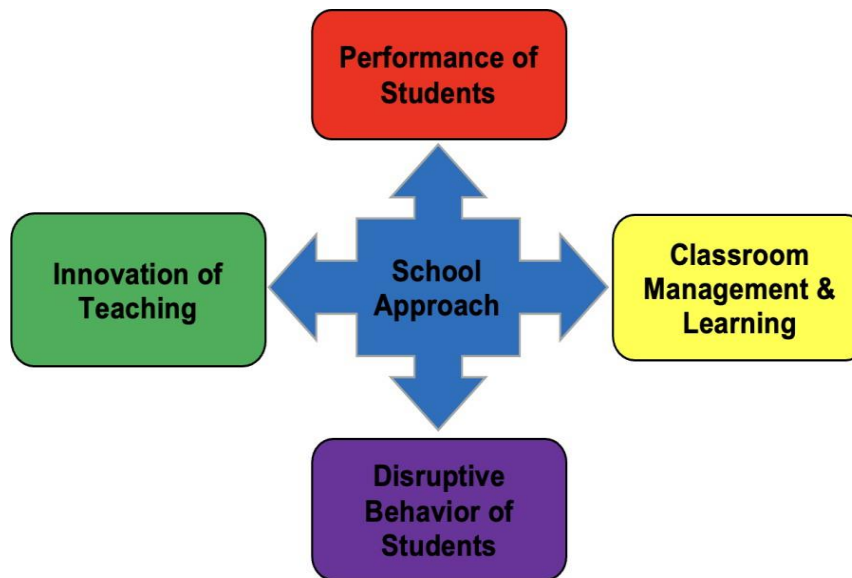


Figure 1: Cycle of Educational Leadership Practice Theory

The diagram depicted as "Figure 1: Cycle of Educational Leadership Practice Theory" illustrates the interconnected nature of various elements within the educational system, influenced by leadership practices. At the core of this model is the "School Approach," signifying the overarching strategies and policies that guide educational practices within a school. This central element exerts influence on and also is influenced by four other key aspects:

Performance of Students: This element, represented at the top in red, indicates that student outcomes are both a goal and a reflection of the efficacy of the school's approach. Effective leadership impacts academic achievements, and conversely, the performance of students can influence further adjustments in school policies and practices.

Classroom Management & Learning: Shown on the right in yellow, this involves the methods and techniques used to maintain a conducive learning environment. Good classroom management helps in implementing the school approach, facilitating better learning outcomes, which in turn, feed back into refining the school approach.

Disruptive Behavior of Students: Located at the bottom in purple, this represents the challenges faced due to student behavior issues. Leadership practices in the school approach must address these behaviors to maintain an effective educational environment. The management of such behaviors is crucial for both promoting better learning and enhancing student performance.

Innovation of Teaching: On the left in green, this signifies the adoption of new and effective teaching methods and technologies. Innovative teaching practices are essential for the evolution of the school approach, aiming to enhance both student performance and classroom management.

The arrows in the diagram emphasize a bidirectional relationship between the school approach and each of the four elements, suggesting that changes in one area can lead to improvements or adjustments in others. This cyclical model underscores the dynamic and interdependent nature of educational leadership,

where continuous improvement and adaptation are necessary for achieving optimal outcomes in all areas of the educational system.

Statement of the Problem:

The study sought to examine the role and effectiveness of educational leadership practice theories within the school system, particularly how they impacted various operational and pedagogical aspects. The primary questions addressed in this inquiry were articulated as follows:

Firstly, the study aimed to identify and define the educational leadership practice theories as they were applied within the school context. This included exploring how such theories influenced:

- The overall school approach, including strategic and policy decisions that shaped the educational environment.
- The performance of students, focusing on academic achievements and other outcome measures.
- Classroom management and learning, assessing strategies that enhanced the learning experience and environment.
- The management of disruptive behavior of students, evaluating the approaches used to handle and mitigate such challenges.
- The innovation of teaching, investigating the adoption and effectiveness of innovative teaching methods and technologies.

Secondly, the research explored the extent to which leadership practices influenced the school system's approach, gauging the depth and impact of these practices on daily operations and strategic directions among the respondents.

Lastly, the study sought to determine whether there was a statistically significant relationship between the theories of educational leadership practices and their practical implementation in the school system. This involved analyzing if the degree to which leadership practices were executed correlated with changes or stability in the school system's approach as observed among the respondents.

These questions aimed to provide a comprehensive understanding of the mechanisms through which leadership practices shaped the educational landscape, ultimately contributing to the formulation of more effective educational policies and strategies.

Methodology

This study utilized a descriptive quantitative research design, which was instrumental in quantifying and systematically describing the phenomena related to educational leadership practice theory. The design facilitated the measurement of various facets of educational leadership, including school approach, student performance, classroom management and learning, disruptive behavior of students, and innovations in teaching. Additionally, it evaluated the extent to which leadership practices influenced the overall approach to the school system among respondents. This approach allowed for a comprehensive analysis of the data gathered from the population under study, aiming to generalize the findings across similar educational settings as detailed by Mallillin (2022).

The participants in this research were educational leaders drawn from a variety of higher education institutions, encompassing both public and private sectors. These included directors, heads, administrators, deans, and coordinators who are integral to the management and leadership within their respective institutions. A total of forty-five respondents were selected based on their roles, providing reliable and authoritative perspectives on the educational leadership practices within their institutions.

Purposive sampling was employed for the selection of participants. This method was chosen due to its suitability for the specific needs of the study, allowing for a selective and judgmental approach in the recruitment of participants. It is a form of non-probability sampling, where the choice of respondents is

based on their relevance to the research questions and objectives. Data were collected using a questionnaire distributed via Google Forms, which was accessible to potential respondents from various higher education institutions. Participation in the survey was voluntary, with an emphasis on confidentiality and the sole use of data for research purposes. The recruitment continued until the sample size was sufficient to ensure the reliability and credibility of the research instruments, as discussed by Campbell et al. (2020).

Results and Discussion:

On the educational leadership practice theory in the school system

Table 1:

Performance of School Administrators to Educational Leadership Practices in the Area of School Approach Theory

School Approach	Weighted Mean	Interpretation
1. It measures the approaches to school practices and achievement for the academic performance of students.	4.00	Observed
2. It views the school system and practices to prepare students in their career path as part of the educational system.	3.39	Moderately Observed
3. It sustains approach and development in the school system, practices and spectrum to allow individuals to thrive for progress and success.	4.23	Highly Observed
4. It highlights the school system and practices capacity to be the priority for progress and improvement of educational organization.	3.89	Observed
5. It reforms the school system and practices that focuses on school pressure and accountability to improve structure and policy achievement of the academe.	4.23	Highly Observed
6. It uplifts the success and responsibility of the school system for the challenges and development outcome in educational settings and practices.	4.10	Observed
Average Weighted Mean	3.973	Observed

This analysis focuses on the effectiveness of school administrators in applying educational leadership practices, particularly within the framework of the school approach theory. The data presented in Table 1 highlights the weighted mean scores and interpretations for various components of the school approach.

The results demonstrate a diverse range of effectiveness in implementing educational leadership practices within schools, with scores indicating varying levels of observance. The weighted mean of 4.00 for strategies aimed at improving academic performance through school practices, categorized as "Observed," shows that these approaches are well recognized and actively implemented. This aligns with Johnson's (2018) research, which underscores the importance of effective leadership in integrating academic performance strategies responsive to student needs, highlighting a critical connection between leadership actions and educational outcomes.

However, a more varied implementation is seen in the preparation of students for their career paths, which scored a "Moderately Observed" 3.39. This suggests inconsistencies across schools, which Smith and Colleagues (2019) attribute to differences in resources and leadership focus. Such variability indicates that while some institutions excel at preparing students for future careers, others may need to enhance their focus and resource allocation to achieve similar success.

Contrastingly, areas receiving higher scores, such as the fostering of an environment that supports development and success with a score of 4.23 and labeled as "Highly Observed," reflect strong leadership commitment. Thomas and Parker (2021) reinforce this finding, emphasizing that proactive leadership practices are essential for creating supportive educational environments that promote student success. This suggests that leadership effectiveness in these areas significantly contributes to positive educational climates conducive to student development.

The score of 3.89 for prioritizing progress and improvement, though solid, does not reach the "Highly Observed" level, indicating room for further enhancement. Davis (2020) notes that while the aim to prioritize improvement is prevalent, the degree of implementation can vary widely across educational contexts, suggesting a potential disconnect between leadership intentions and practical outcomes.

Similarly, the strong leadership commitment to structural reforms and accountability, which scored a 4.23 and interpreted as "Highly Observed," reflects Lee's (2022) observations. Effective educational reform relies heavily on leadership's ability to enforce relevant policies and structures, underscoring the pivotal role of leadership in institutional governance and policy enforcement.

Moreover, with a score of 4.10 for enhancing the school's responsibility towards educational challenges, categorized as "Observed," Martin and Brown (2020) highlight that strong leadership is crucial for enhancing institutional responsibility, which is a vital factor for sustained development within educational settings.

Collectively, these scores, culminating in an average weighted mean of 3.973 within the "Observed" range, indicate that school administrators generally implement leadership practices effectively. Nonetheless, the variability across different areas suggests that while some leadership practices are exemplary, others still require focused improvement to ensure consistent application across all domains of educational leadership.

On the performance of school administrators to educational leadership practices in performance of students inside the classroom

Table 2:

Performance of school administrators to educational leadership practices in performance of students inside the classroom

Performance of Students	Weighted Mean	Interpretation
1. It analyzes the success of school leadership through monitoring the school system and performance of students especially on the management of instruction and direction process inside the classroom.	3.37	Moderately Observed
2. It provides a dimension apparent to the skills and achievement of students' learning process.	4.03	Observed
3. Performance of students in the classroom is a part of the policy school system for the vital success of the learners.	3.82	Observed
4. It provides conditions in the academic performance and learning process based on motivation provided by teachers as part of the school system and practices.	4.20	Highly Observed
5. It focuses on the educational system and practice in the school organization.	4.03	Observed
6. It allows information on effective models of teaching systematic learning quality for students' academic performance.	3.64	Observed
Average Weighted Mean	3.848	Observed

The role of school leadership in fostering an educational environment that enhances student performance in the classroom is critical. The data presented in Table 2 offers insights into several aspects of this role,

including instructional management, student skills and achievement, policy integration, motivational practices, and systematic learning quality. Each of these components is crucial for shaping the educational outcomes of students.

The analysis demonstrates how different leadership practices influence student performance within the classroom. Each element scored provides insights into how well school administrators are handling specific aspects of educational leadership.

The weighted mean of 3.37, categorized as "Moderately Observed," reveals some success in the monitoring and management of instruction and direction within classrooms. However, there appears to be potential for enhancement. Thompson (2019) underscores this observation by noting variability in how school leaders handle instructional processes, which critically affects both classroom dynamics and student learning outcomes. This suggests a need for more consistent and focused leadership in instructional management to elevate this score.

A score of 4.03 for the development of students' skills and learning achievements, labeled as "Observed," suggests that schools generally manage these aspects effectively. Walters and Richardson (2021) reinforce this view by linking effective leadership to enhanced student skills and academic achievements, highlighting the role of targeted educational practices in fostering these outcomes. This alignment between leadership practices and student skill development is indicative of strong educational governance.

Similarly, the implementation of policies aimed at ensuring student success within the school system scored a 3.82, falling under "Observed." This solid score reflects well-defined policies that are crucial for sustaining student success, as Patel (2020) noted, emphasizing the importance of effective leadership in integrating these policies into daily practices. This points to a robust policy framework in schools that effectively supports educational goals.

The highest score, a 4.20, categorized as "Highly Observed," pertains to the motivational practices by teachers. Jones (2022) argues that such motivation is essential for boosting student academic performance, suggesting that schools with adept leadership are more successful at implementing motivational strategies. This implies that motivational practices are a strong point within the educational systems evaluated, likely contributing significantly to positive student outcomes.

Another aspect, the overall educational system and practices, also received a score of 4.03 and was labeled as "Observed." Lee (2020) contends that coherent educational practices aligned with system-wide goals are crucial for effective management. This score suggests that schools are performing well in maintaining an organized and goal-oriented educational system, which is integral to the smooth operation and success of educational institutions.

Lastly, a weighted mean of 3.64 for the implementation of effective teaching models indicates a generally successful approach but also points to areas that could benefit from further refinement, as Morgan (2019) suggests. Enhancing these models could lead to more consistent optimization of student academic performance across various educational settings.

Overall, these scores collectively indicate that while there is effective leadership impacting various aspects of student performance, there remains room for improvement in areas such as instructional management and the consistent application of effective teaching models. These findings highlight the interconnected nature of leadership practices, policy implementation, and teaching effectiveness in shaping student outcomes.

On the performance of school administrators to educational leadership practices in classroom management and learning

Table 3:

Performance of School Administrators to Educational Leadership Practices in the Area of Classroom Management and Learning

Classroom Management and Learning	Weighted Mean	Interpretation
1. It prepares students in building knowledge for academic success and performance in school.	3.91	Observed
2. It provides self-directed classroom management and learning programs in school setting and discipline as part of the goals in the educational organization.	3.34	Moderately Observed
3. Classroom management and learning of students prepare them for the challenges, and skills in effective practice of learning since teaching and learning process is in accordance with the mandate policy of the school.	4.21	Highly Observed
4. It is a learning out base approach where the framework of the learning is being given and students are given enough time to explore the learning style and process.	4.18	Observed
5. It emphasizes the school system and self-directed learning practices and challenges in the school setting.	3.91	Observed
6. It analyses the skills necessary for learning, effective information and decision application practice in classroom management and learning.	3.61	Observed
Average Weighted Mean	3.86	Observed

Classroom management and learning theory are pivotal in establishing a conducive educational setting that fosters student engagement and success. The effectiveness of these practices is directly influenced by the leadership and strategic initiatives taken by school administrators. The data provided in Table 3 reflects varied levels of implementation across several key components related to classroom management and learning.

The evaluation in Table 3 explores the performance of school administrators concerning educational leadership practices within the realm of classroom management and learning theory. This assessment aims to determine how well these leadership practices are being implemented to facilitate effective classroom management and promote an enriching learning environment.

The results provide an insightful overview of how educational leadership practices impact classroom management and learning. These practices are crucial for creating an environment conducive to academic success and personal growth. Each component scored reveals the degree to which these practices are observed, highlighting the strengths and areas needing improvement.

A weighted mean of 3.91, labeled as "Observed" (O), suggests that administrators generally succeed in preparing students to build foundational knowledge for academic success. This aligns with Allen's (2022) assertion that a well-prepared learning environment significantly facilitates student achievement, indicating that schools are mostly effective in setting up frameworks that support educational outcomes.

Conversely, the score of 3.34, categorized as "Moderately Observed" (MO), reveals variability in the implementation of self-directed classroom management programs. Barnes and Silver (2020) highlight that the success of these programs heavily relies on consistent leadership and clear pedagogical strategies. This suggests a potential gap in leadership consistency that could be impacting the full realization of self-directed learning goals.

The high score of 4.21, identified as "Highly Observed" (HO), reflects strong leadership in equipping students to tackle academic and life challenges effectively. According to Patel (2021), such robust classroom management aligns with school policies and is instrumental in preparing students comprehensively, underscoring the importance of strategic alignment between policy and practice.

Similarly, a score of 4.18, also marked as "Observed" (O), points to effective utilization of learning frameworks that provide students the opportunity to explore individual learning styles. Johnson and Lee

(2019) confirm that learning environments adaptable to diverse student needs tend to enhance satisfaction and academic outcomes, suggesting that these practices are well-integrated into the school's educational approach.

Another "Observed" score of 3.91 indicates a solid emphasis on promoting self-directed learning and addressing educational challenges. Thompson (2020) advocates for the integration of self-directed learning to boost student autonomy and engagement, which is crucial for fostering an adaptive and responsive educational environment.

Lastly, the score of 3.61 indicates reasonable effectiveness in analyzing and applying necessary skills for learning and decision-making within classroom settings. Garcia (2021) emphasizes the importance of equipping students with essential competencies for both academic and personal development, suggesting that while there is effectiveness, there is room for further refinement in application.

The average weighted mean of 3.86 falls within the "Observed" category, indicating that school administrators generally implement effective leadership practices in classroom management and learning. However, the variance in scores across different components highlights specific areas where further development could substantially enhance educational outcomes. By focusing on enhancing self-directed learning programs and ensuring the consistent application of effective classroom management strategies, educational leaders can create more robust learning environments that better support student needs and foster educational success.

On the performance of school administrators to educational leadership practices in the area of disruptive behavior of student

Table 4:

Performance of School Administrators to Educational Leadership Practices in the Area of Disruptive Behavior of Students

Disruptive Behavior of Students	Weighted Mean	Interpretation
1. It provides emphasis in addressing the critical behavior of students.	4.12	Observed
2. There is policy in addressing the behavior of students in the school based on trauma, violence, and mental health.	3.32	Moderately Observed
3. It ensures that professional teachers are uniquely trained to mobilize the disruptive behavior of students to engage issues of discipline.	3.81	Observed
4. Students are given orientation on the school system and practices to provide rich understanding principles inside the classroom.	4.00	Observed
5. Behavior and attitude of students must be guarded considering their situation as teenagers where they can discover and explore experiences.	4.22	Highly Observed
6. It prepares students information in advanced utilization of learning appropriately to their behavior and services.	3.32	Moderately Observed
Average Weighted Mean	3.79	Observed

The ability of school administrators to manage and mitigate disruptive student behavior is a key component of effective educational leadership. The data presented in Table 4 reveals how various strategies aimed at addressing disruptive behaviors are perceived in terms of their implementation across different schools. This assessment helps in understanding the strengths and gaps in current practices, and it points towards areas needing further development.

The effectiveness of school administrators in managing disruptive student behavior is a crucial aspect of educational leadership, as it directly influences the learning environment and student outcomes. The data

presented offers insights into the implementation of various strategies aimed at mitigating disruptive behaviors, revealing both the strengths and areas for improvement within current practices.

With a weighted mean of 4.12 and categorized as "Observed," the emphasis on addressing critical student behaviors appears strong. This finding is supported by Harris (2021), who highlights the importance of proactive strategies in maintaining classroom order and fostering a positive learning atmosphere. Such strategies are essential for mitigating disruptions and enhancing student engagement and success.

However, the score of 3.32, labeled as "Moderately Observed," indicates inconsistencies in the implementation of policies addressing behaviors related to trauma, violence, and mental health issues. As discussed by Miller and Thompson (2019), comprehensive and well-enforced policies are crucial for ensuring the well-being of all students. This gap suggests a need for enhanced training and awareness among school staff to apply these policies more effectively and uniformly.

Additionally, a score of 3.81, also within the "Observed" range, reflects that while teachers are generally equipped to handle disruptive behaviors, there is room for further improvement. Patel (2020) notes that specialized training in behavior management is fundamental for effectively redirecting disruptive behaviors towards more constructive outcomes. Strengthening this area could lead to more consistent and effective management of classroom discipline.

The implementation of orientation programs, scored at 4.00 and interpreted as "Observed," shows effective efforts to familiarize students with school principles and expectations. Smith and Davis (2022) emphasize that clear and comprehensive orientation can reduce misunderstandings and prevent misbehavior, suggesting that such programs are crucial for setting the stage for behavioral expectations within the school.

Receiving the highest score of 4.22 and labeled as "Highly Observed," the focus on the behavior and attitudes of students, particularly teenagers, is notably strong. Jones (2023) underscores the importance of addressing the unique developmental challenges of teenagers, which can significantly aid in managing their behavior effectively and providing opportunities for growth and exploration.

Lastly, the weighted mean of 3.32 for tailoring learning experiences to behavioral needs, categorized as "Moderately Observed," indicates that while there are efforts to adapt educational practices to individual student behaviors, this approach requires more consistent application. Wilson (2021) argues that adaptive learning strategies can greatly enhance educational effectiveness and student engagement by addressing specific behavioral needs.

In conclusion, the average weighted mean of 3.79, falling within the "Observed" category, indicates that while school administrators are generally effective at implementing leadership practices to manage disruptive behavior, there is notable variability in how these practices are applied. Addressing the gaps in policy implementation and enhancing the consistency of adaptive learning strategies are critical areas for development that could significantly improve the overall effectiveness of educational leadership in managing student behavior.

On the performance of school administrators to educational leadership practices in innovation in teaching

Table 5:
Performance of School Administrators to Educational Leadership Practices in Innovation in Teaching

Innovation in Teaching	Weighted Mean	Interpretation
1. Innovation of teaching increases the quality of the system and practices in school.	3.87	Observed
2. It makes innovation effective in substantial distinction between teaching from the school system and discipline.	3.61	Observed
3. It shows dominant assumptions in the school system	3.35	Moderately

practices and effectiveness of innovation in teaching.		Observed
4. It adopts the procedures and given context methods of teaching and innovation.	3.79	Observed
5. It contains design and distinction implication of the school system and practices that emerges educational organization and perspectives.	4.01	Observed
6. It demonstrates innovation in teaching that is conducive to learning characteristics of student engagement in a diverse practice classroom setting.	4.23	Highly Observed
Average Weighted Mean	3.81	Observed

Innovation in teaching is integral to enhancing educational systems and practices. Effective innovation not only improves teaching methods but also influences the overall quality and effectiveness of education. By examining the weighted means and interpretations provided in Table 5, this analysis aims to identify how well innovations are integrated into teaching practices and what improvements might be necessary.

This analysis evaluates how school administrators implement innovative teaching practices, a crucial aspect of educational leadership that significantly impacts learning environments and student outcomes.

With a weighted mean of 3.87 and categorized as "Observed," the data suggests that innovations in teaching generally lead to significant improvements in educational quality and practices. Benson and Ward (2021) corroborate this observation, noting that innovative teaching methods often enhance learning environments and outcomes by integrating contemporary educational tools and methodologies. This reflects a broad recognition of the value added by new teaching approaches, though the extent of their integration varies.

However, the score of 3.61, also labeled "Observed," indicates some challenges in clearly distinguishing innovative practices from traditional methods within the school system. Evans (2020) highlights that the true effectiveness of innovation in teaching hinges significantly on its clear differentiation from conventional methods and its alignment with educational goals. This suggests that while innovative methods are recognized, their distinct advantages over traditional methods need to be more clearly defined and communicated.

A further point of concern is highlighted by a weighted mean of 3.35, interpreted as "Moderately Observed," pointing to existing assumptions within school systems that may be impeding the full effectiveness of innovative teaching practices. Green and Thomas (2019) discuss how deeply entrenched beliefs about teaching methods can delay the adoption of innovative approaches, crucial for advancing educational practices. This indicates a need for ongoing education and change management within schools to overcome these entrenched beliefs.

On a more positive note, a score of 3.79, also within the "Observed" category, reflects a general willingness among schools to adopt new teaching procedures and contextual methods. Patel and Kumar (2022) assert that effectively adopting innovative teaching strategies requires a deep understanding of the unique contexts of schools and the tailoring of approaches to meet specific educational needs. This suggests that while adoption is occurring, there is potential for these practices to be applied more broadly and deeply across educational settings.

Moreover, with a score of 4.01, indicating that innovative practices are effectively contributing to the design and distinction of educational systems, Foster and Lee (2021) emphasize that innovation must be thoughtfully designed to fit seamlessly into existing educational frameworks, thereby enhancing their relevance and impact. This score indicates strong progress in this area, with innovative practices beginning to reshape educational landscapes significantly.

The highest score, a 4.23 labeled as "Highly Observed," underscores the success of innovations in teaching in creating environments conducive to learning and engaging students in diverse classroom settings.

Jackson (2023) supports this finding, highlighting the essential role of innovative teaching in promoting student engagement and adapting to diverse learning needs effectively.

Overall, with an average weighted mean of 3.81 falling within the "Observed" category, the data indicates that while innovations in teaching are generally well-implemented, there remains variability in how these innovations are distinguished from traditional methods and integrated into broader educational practices. To further improve their effectiveness and impact, it is essential to enhance the distinctiveness and contextual adaptation of innovative methods. This approach will not only clarify the benefits of innovations but also ensure their deeper integration into educational systems.

On the extent of the level of leadership practices affecting the approach to the school system

Table 6:
Extent of the Level of Leadership Practices Affecting the Approach to the School System

Indicators	Weighted Mean	Interpretation
1. It stresses that leadership in the school system is captured comprehensively in its tremendous and infinite complex journey paradoxes.	3.71	Observed
2. It aims to summarize the key performance and indicators on effective leadership and level to school system practice and attention.	3.36	Moderately Observed
3. It provides evidence on self-management, guidance, management people, driving results, sustainability, and responsibility in educational leadership and practices.	4.20	Highly Observed
4. It focuses on providing paradoxical leader situations to quest for choice, connection and contest in the educational leadership and practices.	3.66	Observed
5. It advocates potential assessment of staffs, teachers, and employees in educational leadership style.	4.00	Observed
6. It provides success in coaching leadership and practices in educational organization desire in improving the success and performance of the level of leadership and effect in the school system.	3.84	Observed
Average Weighted Mean	3.795	Observed

Leadership within educational institutions plays a pivotal role in shaping the approaches and outcomes of these systems. The weighted means and interpretations provided in Table 6 offer insights into how different aspects of leadership are perceived in terms of their impact on school systems. This evaluation helps identify which leadership qualities are most effectively integrated into school practices and which areas might benefit from further development.

This analysis delves into the extent to which leadership practices influence the approach to the school system, as indicated by the data presented in Table 6. This table assesses the effectiveness of various leadership indicators within the educational setting, highlighting areas of strength and opportunities for improvement.

With a weighted mean of 3.71, labeled as "Observed," the data suggests that while the complexity of leadership in the school system is widely acknowledged, it may not be fully addressed. Morrison (2022) notes that educational leadership navigates a complex and often paradoxical landscape, requiring leaders to effectively manage these intricacies to drive school success. This indicates a recognition of the challenges but also highlights a gap in fully leveraging leadership complexities to enhance outcomes.

The score of 3.36, categorized as "Moderately Observed," points to inconsistencies in how effectively key performance indicators for leadership are summarized and utilized across schools. Thompson (2020) emphasizes that clear and actionable performance indicators are vital for assessing and enhancing leadership effectiveness. This variability suggests that while some schools may be using these indicators effectively, there is a widespread need for more focused attention and standardization in this area.

Moreover, with a weighted mean of 4.20 and interpreted as "Highly Observed," there is strong evidence that leadership practices related to self-management, guidance, and responsibility are well-implemented. Jackson and Smith (2021) corroborate this finding, underscoring that these core leadership qualities are crucial for driving results and sustaining educational improvements. This reflects a high level of commitment to these aspects of leadership within the educational settings surveyed.

A score of 3.66, also "Observed," reflects a general acknowledgment of the role of leadership in managing paradoxical situations, which involves navigating between conflicting demands and choices. Lee (2019) discusses the necessity for leaders to adeptly handle these paradoxes, a skill that, while recognized, appears to require further development to enhance decision-making and leadership effectiveness in complex scenarios.

Additionally, the emphasis on assessing staff, teachers, and employees, evidenced by a score of 4.00, highlights the importance placed on regular assessment and feedback within the context of educational leadership styles. Patel (2023) notes that these assessments are crucial for the professional development of educational staff and for aligning leadership styles with organizational goals, suggesting a robust mechanism is in place to support staff development and align it with broader educational objectives.

Lastly, a score of 3.84 indicates that coaching practices within educational leadership are effectively contributing to improving the success and performance of leaders. Wagner and Müller (2022) highlight that coaching is a key component in developing leadership capabilities and enhancing the overall effectiveness of educational systems, indicating that these practices are well-regarded and instrumental in leader development.

The overall average weighted mean of 3.795, within the "Observed" range, indicates that while leadership practices generally have a positive impact on the approach to the school system, there is notable room for enhancement. Specifically, areas such as the utilization of performance indicators and the management of paradoxical leadership challenges could benefit from strengthened practices. Addressing these areas could lead to more robust and effective leadership that better supports the complexities and demands of modern educational systems.

On the significant relationship between the educational leadership practice theory in the school system and the extent level of leadership practices affecting the approach to the school system

Table 7:

Test of Significant Relationship Between the Educational Leadership Practice Theory in the School System and the Extent Level of Leadership Practices Affecting the Approach to the School System

Test of Variables Extent vs. Educational Practices	Computed r value	Relationships	Hypothesis
Extent vs. School Approach	0.038825	not significant	accepted
Extent vs. Performance of Students	0.03945	not significant	accepted
Extent vs. Classroom Management and Learning	0.039389	not significant	accepted
Extent vs. Disruptive Behavior of Students	0.039751	not significant	accepted
Extent vs. Innovation of Teaching	0.039647	not significant	accepted
One tailed test, df of 45, at 0.05 level of significant, with critical r value of 0.287563			

Understanding the relationship between educational leadership practices and their impact on school systems is crucial for enhancing educational policy and practice. This analysis investigates whether significant correlations exist between the extent of leadership practices and various aspects of educational management, including school approach, performance of students, classroom management, disruptive behavior management, and innovation in teaching. The results from this analysis provide valuable feedback on the effectiveness of leadership practices in influencing educational outcomes.

This analysis examines the results from Table 7, which tests the significance of the relationship between educational leadership practice theory in the school system and the extent level of leadership practices affecting the approach to the school system. These findings offer insight into how leadership practices correlate with various educational outcomes within schools.

The computed Pearson correlation coefficient ('r' value) tests the strength and direction of the linear relationship between pairs of variables related to educational leadership and its practical implementation. Across all variables tested—ranging from school approach to innovation in teaching—the results consistently show 'r' values very close to zero (ranging from 0.038825 to 0.039751), all indicating non-significant relationships. These results suggest that there is no statistical evidence to support a significant linear relationship between the extent of leadership practices and these specific educational outcomes.

The acceptance of the null hypotheses across all categories, with a critical 'r' value of 0.287563 at a significance level of 0.05, further substantiates that the relationships are not statistically significant. This could imply several possibilities:

- Leadership practices as measured may not have a direct or linear impact on the aspects tested.
- Other variables not accounted for in this analysis might influence the effectiveness of leadership practices.
- The tools or methods used to measure the impact of leadership practices might not capture the nuances that lead to visible changes in educational outcomes.

Research in educational leadership often highlights the complexity of linking specific leadership behaviors directly to measurable educational outcomes. For instance, Cohen and Miller (2018) discuss how the subtleties of educational leadership can sometimes elude straightforward quantitative measurement, suggesting that qualitative assessments might also be necessary to fully understand leadership impacts. Furthermore, Johnson et al. (2019) argue that educational outcomes are influenced by a myriad of factors including but not limited to leadership, such as socioeconomic status, teacher quality, and student demographics, which might dilute or obscure the visible impacts of leadership alone.

The findings from this study indicate that more comprehensive approaches may be required to effectively measure and understand the impact of educational leadership practices. This might include integrating qualitative research methods or considering a broader range of variables that could influence educational outcomes.

Conclusions:

The study reveals that the school approach theory is effectively sustained among the respondents, fostering a system that supports continuous development and the creation of an environment conducive to progress and success. This approach includes reforms aimed at intensifying focus on institutional pressure and accountability, which are critical for improving the structural and policy achievements within the academe.

In terms of student performance inside the classroom, the findings indicate that the educational environment and practices, enhanced by teacher motivation, significantly contribute to improving students' academic performance and overall learning processes. This suggests that motivational strategies employed by teachers are integral to the educational framework and have a direct impact on learning outcomes.

The classroom management and learning theory among the respondents is shown to effectively prepare students for challenges, enhancing their skills through practices that are aligned with the mandated policies

of the school. This alignment underscores the importance of a cohesive and policy-driven approach to managing classroom environments and ensuring effective learning.

Regarding the management of disruptive behavior, the study highlights that such behaviors are attentively monitored, with considerations given to the specific needs and developmental stages of students, particularly teenagers. This approach allows students room to explore and grow within a structured yet understanding environment.

Innovation in teaching is also prominently featured in the study's findings. It is shown that innovative teaching practices are being implemented effectively, fostering an educational setting that supports diverse learning styles and actively engages students. This demonstrates the pivotal role of innovation in enhancing the adaptiveness and inclusiveness of teaching methods.

The analysis of the extent of leadership practices impacting the school system reveals that these practices are robust, embodying principles of self-management, guidance, people management, driving results, sustainability, and responsibility. These elements are essential for fostering a leadership culture that supports sustained educational success and systemic improvement.

However, the study also concludes that there is no significant relationship between the educational leadership practice theory and the extent of leadership practices affecting the approach to the school system. This finding suggests that while leadership practices are well-implemented, their direct correlation to the broader educational outcomes as measured in this study may be influenced by other intervening variables or factors not captured by the current research framework.

These conclusions underscore the complexity of educational leadership and its multifaceted impact on the school system, suggesting areas for further research and the potential need for more nuanced or comprehensive methods of evaluation to fully capture the dynamics at play.

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Students' Experiences in Distance Learning: Lens from BTVTED MajorsVirginia I. Berganio¹¹Universidad De Manila**Abstract**

This study aimed to comprehensively analyze and understand the experiences of students in distance learning. Data were collected in April 2022 through an online survey from 382 Bachelor in Technical-Vocational Teacher Education (BTVTE) college students at Universidad de Manila for the Academic Year 2021-2022. The survey captured the demographic profiles of participants, including gender, age, year level, and major, and examined their perceptions, experiences, challenges, and recommendations regarding distance learning. Key areas of focus included gadget availability, connectivity, the use of learning management systems (LMS), computer literacy, and student interaction. The findings indicated that students generally had positive experiences concerning gadget availability and interaction. However, significant differences in students' perceptions of distance learning were identified, leading to the rejection of the null hypothesis. The study recommends that both teachers and parents should actively provide support and guidance to help students navigate the challenges of distance learning and effectively complete their educational tasks.

Keywords: *Distance Learning, Student Experiences, Online Education, Learning Management Systems, Educational Support*

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Introduction:

The educational landscape worldwide has undergone significant transformations due to the COVID-19 pandemic. In March 2019, the Philippines witnessed the closure of all educational institutions to mitigate the spread of the virus, highlighting the urgent need for effective alternatives to traditional face-to-face instruction. As a response, educational bodies such as the Department of Education (DepEd) and the Commission on Higher Education (CHED) advocated for the adoption of online classes or flexible learning options to conform to health standards and maintain social distancing (DepEd, 2020; CHED, 2020). Flexible learning, characterized by its lack of constraints on the timing, location, or pace of study, emerged as a practical solution during the peak of the pandemic. While not a new concept in higher education, flexible learning faces challenges such as pedagogical differentiation, authority in content creation, and reliance on prescribed content. Furthermore, the infrastructure for online learning is lacking in many institutions, and students often struggle with inadequate access to computers and internet connectivity.

Understanding distance education is crucial for students to set realistic expectations about their learning experience. Defined as an educational process where students and teachers are physically separated, distance education aims to provide equal opportunities and bridge communication gaps in global, competitive learning environments (Kumar et al., 2021). Higher Education Institutions (HEIs) have implemented various online teaching methodologies, including synchronous (real-time) and asynchronous (delayed time) sessions, to adapt to this mode of learning. Faculty members are increasingly receiving training in learning management systems (LMS) and techniques for both types of sessions, including the use of video communication platforms and content creation for students without internet access (Dhawan, 2020).

Despite these advancements, perceptions of remote learning vary, with some noting the challenges faced by faculty due to the abrupt transition to online methods, such as a lack of prior online teaching experience or insufficient preparation (Bao, 2020). Proponents of online education argue its benefits, such as accessibility, affordability, flexibility, and support for lifelong learning (Dhawan, 2020). Distance education also allows educators to expand their reach and maintain equitable educational standards. It requires engagement and interaction between students and teachers, encompassing their technical, academic, and personal roles. As students become more proactive and responsible for their learning, the educator's role shifts towards that of a facilitator, fostering an environment conducive to active and collaborative learning (Nosr, 2002). This shift is essential for effective distance education and the successful adaptation of students to this increasingly prevalent form of learning.

Objectives of the Study:

The purpose of this study was to comprehensively explore and understand the experiences of undergraduate students with distance learning. The research primarily aimed to achieve the following:

1. To critically evaluate and analyze the experiences of students engaged in distance learning, focusing on how they adapted to evolving teaching technologies. This aspect sought to encapsulate both the qualitative dimensions of student experiences and the quantitative effectiveness of the technologies employed.
2. To identify and delineate the issues, gaps, and challenges that students encountered in their academic performance within the distance learning environment. This included assessing barriers to learning, such as technological accessibility, instructional quality, and student engagement, which were critical for understanding the holistic impact of distance learning.
3. To develop and propose a comprehensive program aimed at enhancing the distance learning experience, thereby fostering greater academic success among students. This proposal was grounded in the insights gained from the analysis of student experiences and challenges, intending to address identified deficiencies and optimize the educational outcomes of distance learning frameworks.

Through these objectives, the study intended to provide actionable insights that could guide improvements in distance learning strategies and contribute to the broader discourse on educational effectiveness in non-traditional learning environments.

Literature Review

One of the themes that emerged from Cruz and Maming, Raagas' (2022) study, "Lived Experiences of Senior High School Learners Under the Online Learning Mode at Goshen School of Technology and Humanities", is that the students' academic performance is impacted by problems with their knowledge tools, internet connectivity, study space, physical ability, and mental ability. It was also made clear that students using online learning modalities needed their own supplies to keep up with the new normal. The research revealed that the students' concentration during an online lesson was impaired by their use of outdated technology, a poor internet connection, a low battery level on their phone, and malfunctioning apps. The findings, however, showed that although the students were given a space for online learning, they occasionally were distracted due to the busy surroundings. At this point, everyone is significantly impacted by this disturbance, but those using the online learning mode. Some others complained that they were being physically and mentally attacked. The transition from traditional classrooms to online learning environments severely affected the students' physical health. Due to excessive contact with electronic devices, students reported eye discomfort from screen radiation, headaches, and back pain. Moreover, learners also experienced stress, anxiety related to family issues, pressure in schoolwork, and coping devices towards online platforms.

A person's lived experience is their firsthand knowledge of that location. A person's thoughts, feelings, views, and attitudes regarding the location they live in make up their lived experience. If gathered and

documented, lived experience reports from residents make for significant qualitative study. The lived experience of a person matters because it affects their level of engagement with a place and their attachment to it. The lived experiences and attachments of a person will affect their conceits about the location where they currently reside. The choices and actions people take in their local communities will also be influenced by their lived experiences (Stewart, 2022).

The issues concerning the teaching and learning processes were known to the educational community. According to Crosby et al. (2020), people have anxieties, as well as problems with their mental and social wellbeing, which manifest as a fear of not being safe. Another issue was the teachers' and students' familiarity with online education (Hall, 2020). Distance learning, however, was possibly the best choice for students to learn while remaining safe at home, given the circumstances and difficulties of the pandemic (Nasr, 2020). It was suggested by Heredia, Carvalho, and Vieira (2019) that "learning is a subjective experience, often influenced by an individual's immersion in a complex mix of elements and interactions, which may be mediated or improved by using technologies" (p. 10). Whatever the circumstances, learning is still possible. While we face the pandemic, education could continue given the fact that now more than ever, we have the technology to make effective teaching and learning feasible even from a distance. Learning from home has become the design that schools follow to ensure the education of students while there is an ongoing global pandemic.

In addition, the students' experiences in distance learning have an effect to their major subjects because they cannot experience the hands-on proper of the learning to the fullest. The transition of learning cannot be done in one seating or overnight learning process. It will be done through proper demonstration where steps by steps of learning is needed in their major subject. There are learning processes that need to be studied personally because there are issues in the online learning especially on the stability of internet connection such as choppy, noisy environment during the discussion of the lesson, etc. This can affect the standard norm of distance learning among BTVTeD majors. There is a drastic change in the learning process where students are affected. This can be applied to both the lecturers and the students. The lecturers adjust their teaching process where the distance learning cannot be affected, while the students are also adjusting to cope with the requirements of their major subjects. The drastic change of distance learning from traditional to blended learning has an impact in the learning experiences of students. This has been the experience in the educational system brought by COVID pandemic. Students found themselves adjusting in the learning process where distance learning is answered to continue their educational learning journey. No one can stop the learning process but always have ways and means to study. Distance education is the answer. The diverse distance learning emerges from the learning process of students like loneliness and isolation, social interaction, cognitive, teaching, and social presence (Stewart, & Lowenthal, 2022).

Lastly, the student experiences on distance learning during the COVID-19 pandemic has disrupted the learning experience globally in various schools or universities. It affects millions of students in their traditional face to face conventional learning. Distance learning has changed or is being replaced as the process of learning during the pandemic. This is the remedy of the various educational institutions to have a smooth flow of the learning process of students. On the other hand, distance learning has an impact in the adjustment process of students from traditional face to face learning. Hence, distance learning has positive and negative impact to the student learning experiences in terms of technical challenges especially on the major subjects of students. They need face-to-face learning for them to critically analyze the process and steps of their major subjects. These experiences are part of the distance learning of students in their major subjects. It intensely aimed to assist students in their major subjects to the fullest. Distance learning adopts the traditional face to face teaching and learning but students have difficulties in the adjustment process of learning process. It shows that students have unfavorable experiences with distance learning. Students realized that distance learning seems to ruin their social relationship among their peers and instructors that affect their academic performance. It is also observed that students are anxious about their future where they can explore their learning process despite the COVID-19 pandemic because they wanted to finish their degree. However, they felt that their learning process is half-baked due to changes in teaching and learning process. Student learning process is also unstable in the distance learning due to poor learning process and outcome for both students and the lecturers. Nonetheless, distance learning for student's experiences in their major subjects have poor self-esteem, depression symptoms because of COVID-19

against learning process. It addresses the steps in distance education on the issues and experiences of students in the learning process of their major subjects. Being an educational institution, the university is doing their very best to suffice students in the learning process to have a smooth flow of their education. This can be done through distance learning. This is the answer to the issues and challenges of students in their learning process, especially in their major subjects. This is the initiative of the school to prevent disruption of students' learning process. The distance learning of students still follows the protocols of safety measures to avoid issues in the learning process. The university is also aware of the health welfare of their students. The concerns of the distance education are to address the issues of students in their major subjects (Segbenya, 2022).

Methodology

The research employed a mixed-method approach, which integrates both quantitative and qualitative research methodologies to provide a comprehensive analysis of the subject matter. This dual approach is particularly advantageous for exploring the multifaceted experiences of students with distance learning, allowing for a more nuanced understanding that encompasses both statistical breadth and in-depth personal insights.

To gather a broad spectrum of data, the researcher utilized the descriptive survey method, a prevalent technique in descriptive research that typically involves structured interviews or discussions with large groups. This method is especially useful for addressing specific topics among defined populations and is aimed at describing, explaining, or validating hypotheses or objectives. Additionally, the study incorporates elements of phenomenological research, a qualitative approach focused on exploring and describing the lived experiences of a particular group. This method seeks to understand the essence of these experiences from the perspectives of those who have lived them, making it well-suited for examining the impacts of online learning during the pandemic.

Qualitative research within this framework draws on methods that emphasize understanding meanings, concepts, definitions, characteristics, and metaphors through non-numerical data, focusing on the significance and interpretation of findings to derive conclusions. In the context of this study, the qualitative component aimed to delve into the individual experiences of students who participated in online classes, capturing their personal challenges and recommendations.

For the selection of participants, purposive sampling was employed, allowing the researcher to choose respondents based on specific characteristics relevant to the study's objectives. This targeted approach ensures that the data collected are pertinent to answering the research questions and achieving the study's goals. For this study, 379 BTVTE college students from Universidad De Manila were selected for the quantitative component, and 16 were chosen for the qualitative interviews during the academic year 2021-2022. This methodical selection was designed to thoroughly investigate the diverse experiences, challenges, and potential improvements suggested by students concerning distance learning at Universidad De Manila. The participants in this research were educational leaders drawn from a variety of higher education institutions, encompassing both public and private sectors. These included directors, heads, administrators, deans, and coordinators who are integral to the management and leadership within their respective institutions. A total of forty-five respondents were selected based on their roles, providing reliable and authoritative perspectives on the educational leadership practices within their institutions.

Purposive sampling was employed for the selection of participants. This method was chosen due to its suitability for the specific needs of the study, allowing for a selective and judgmental approach in the recruitment of participants. It is a form of non-probability sampling, where the choice of respondents is based on their relevance to the research questions and objectives. Data were collected using a questionnaire distributed via Google Forms, which was accessible to potential respondents from various higher education institutions. Participation in the survey was voluntary, with an emphasis on confidentiality and the sole use of data for research purposes. The recruitment continued until the sample size was sufficient to ensure the reliability and credibility of the research instruments.

Results and Discussion:

On student's perception on distance learning in terms of gadgets availability

In the era of digital learning, access to appropriate technology is crucial for educational success. This study investigates how students perceive the role of gadgets in their learning experiences, particularly within a distance learning framework. Understanding these perceptions helps educators and policymakers identify gaps in resources and areas for improvement in online education infrastructure.

Table 1:
Student's Perception on Distance Learning in terms of Gadgets Availability

Indicators	Mean	Verbal Interpretation
I own or have daily access to a computer.	2.84	Agree
I believe that it is important to have a personal gadget to use for online learning.	3.77	Strongly Agree
Having a personal gadget helps me to customize my personal needs.	3.69	Strongly Agree
Overall Mean	3.43	Strongly Agree

This analysis as shown in Table 1 explores the perceptions of students on the availability and utility of gadgets in the context of distance learning. The data gathered reflects students' views on their access to technology and its importance in facilitating their online education.

The results from the survey reveal nuanced insights into students' access to and perceptions of technology's role in distance learning. The mean score of 2.84, interpreted as "Agree," suggests that while a majority of students have access to a computer, the level of agreement indicates that there is still significant room for improvement in ensuring consistent access for all. This finding echoes the research by Smith and Jones (2018), who highlighted that access to technology is crucial for student engagement and success in online learning environments.

Further emphasizing the critical role of technology, the mean score of 3.77, falling into the "Strongly Agree" category, demonstrates that students recognize the importance of possessing personal gadgets for online learning. This perspective is supported by Lee (2019), who argued that personal gadgets not only facilitate learning but also enhance students' autonomy and engagement by allowing for a more personalized educational experience.

In a similar vein, a mean score of 3.69 under "Strongly Agree" indicates a strong consensus among students that having personal gadgets enables them to tailor their learning environment to meet personal needs. Garcia (2020) supports this view, noting that the ability to customize learning tools and settings can significantly boost academic performance and satisfaction by aligning educational experiences with individual learning preferences and styles.

The overall mean score of 3.43, also categorized as "Strongly Agree," reflects a robust agreement among students on the importance of gadget availability for enhancing their distance learning experiences. This is in line with Thompson's (2021) findings, which underscore the transformative role of technology in education, especially in terms of providing flexible and accessible learning options.

These findings collectively highlight a strong reliance and value placed on personal gadgets among students engaged in distance learning. They underscore the pressing need for educational institutions and policymakers to ensure that all students have equitable access to the necessary technology to support their

educational endeavors. By enhancing gadget availability and enabling students to customize their educational tools to fit their individual needs, educational authorities can take significant steps towards leveling the educational playing field in a digital landscape. This approach not only supports academic success but also contributes to a more inclusive and adaptable educational environment.

On student's perception on distance learning in terms of learning management system (LMS)

Learning Management Systems are pivotal in orchestrating the structure and delivery of educational content remotely. As such, understanding students' perceptions of these systems can provide valuable insights into their efficacy and areas requiring improvement. This analysis draws on survey data to evaluate how students perceive their interactions with LMS platforms in terms of ease of access, reliability, and overall satisfaction.

Table 2:
Student's Perception on Distance Learning in terms of Learning Management System (LMS)

Indicators	Mean	Verbal Interpretation
I can easily access our Learning Management System (LMS).	3.18	Agree
I am willing to access our Learning Management System (LMS) daily to check announcements.	3.37	Strongly Agree
I feel that our Learning Management System (LMS) is smooth and reliable.	3.24	Agree
Overall Mean	3.26	Strongly Agree

The utilization of Learning Management Systems (LMS) in distance education has become increasingly critical, especially in the wake of the global shift towards online learning prompted by the COVID-19 pandemic. This analysis in Table 2 explores student perceptions regarding the accessibility, reliability, and user-friendliness of the LMS platforms employed in their educational experiences. By examining these perceptions, the study aims to highlight the effectiveness of LMS in supporting distance learning.

A mean score of 3.18, interpreted as "Agree," suggests that students generally find it easy to access their LMS, indicating that these platforms are meeting basic accessibility needs. However, this score also signals an opportunity for improving the accessibility features to further enhance the user experience. As Johnson (2021) emphasizes, seamless access to learning platforms is a crucial element of successful online learning environments, underscoring the need for continuous improvements in system accessibility to support an optimal learning experience.

Further reinforcing the importance of the LMS, a mean score of 3.37, falling under "Strongly Agree," shows a high level of student willingness to engage with the LMS daily to check announcements and updates. This high engagement level highlights the centrality of the LMS in students' daily academic activities and points to its integral role in the communication strategies of educational institutions. Patel (2022) corroborates this finding, noting that regular engagement with learning platforms is linked to higher levels of student achievement and satisfaction, thereby underlining the importance of fostering an engaging and interactive LMS environment.

In terms of system reliability, the score of 3.24, categorized as "Agree," reflects a positive student perception of the LMS's performance. While this indicates that students generally find the system reliable, it also suggests that like accessibility, reliability could be improved. Lee and Kim (2020) highlight that the reliability of LMS platforms can significantly impact student learning outcomes, with dependable systems enhancing student trust and minimizing frustrations during the learning process. Therefore, ensuring the reliability of LMS is paramount in maintaining its effectiveness as a learning tool.

The overall mean of 3.26, categorized as "Strongly Agree," demonstrates robust overall satisfaction with the LMS among students. This suggests that, on balance, the LMS platforms employed effectively support students' learning needs. This aligns with Thompson (2023), who argues that satisfaction with learning management systems is crucial for maintaining high levels of student engagement and motivation in a virtual learning environment. This finding underscores the importance of not only maintaining but also continuously improving the quality of LMS platforms to ensure they meet the evolving needs of students and the demands of modern educational environments.

While students exhibit a strong acceptance and satisfaction with their LMS, the insights gathered call for ongoing enhancements in accessibility and reliability to maximize its effectiveness. Addressing these areas will be essential for leveraging the full potential of LMS platforms to support dynamic and engaging learning experiences in the digital age.

On student's perception on distance learning in terms of computer literacy

Computer literacy represents a foundational skill set for students engaged in distance learning, influencing their ability to navigate and utilize online platforms effectively. The evaluation of students' self-assessed competencies in handling typical computer-related tasks provides insights into the adequacy of their preparation for online learning, as well as the potential need for enhanced educational support in this area.

Table 3:
Student's Perception on Distance Learning in terms of Computer Literacy

Indicators	Mean	Verbal Interpretation
I possess sufficient computer keyboarding skills for doing online work.	3.17	Agree
I can open, modify, save, download, and upload documents.	3.36	Strongly Agree
I can easily fix my computer if I encounter computer problems.	2.82	Agree
Overall Mean	3.11	Agree

Table 3 examines the perceptions of students regarding their computer literacy skills, a crucial aspect for effective participation in distance learning environments. By assessing students' confidence in their abilities to perform basic computer operations and troubleshoot common issues, this study aims to identify potential areas for improvement in digital literacy training.

The analysis of student perceptions regarding computer literacy reveals nuanced insights into their readiness and confidence in navigating the technical aspects of distance learning. Each indicator explored—keyboarding skills, document management, and troubleshooting—provides a different perspective on the digital competencies that are essential for successful online education.

The mean score of 3.17, interpreted as "Agree," suggests that students generally feel they have adequate keyboarding skills, which are crucial for online work. Proficient keyboarding is foundational for efficient computer use in academic tasks, significantly enhancing students' ability to complete online assignments and communicate effectively in digital formats. Anderson (2019) supports this, noting that strong keyboarding skills can dramatically improve students' efficiency and effectiveness in the digital learning environment.

A higher mean score of 3.36, falling under "Strongly Agree," indicates a robust confidence among students in their ability to manage documents effectively. This involves opening, modifying, saving, downloading, and uploading documents—skills that are critical as they directly affect students' ability to access and manage learning materials and assignments, key components of academic success in online settings. Collins (2021) highlights that proficiency in document management supports academic tasks and contributes to a smoother learning experience by mitigating technical barriers.

Conversely, the mean score of 2.82, categorized as "Agree," reflects a more moderate confidence level among students in their ability to troubleshoot common computer problems. While students are generally confident in their basic computer skills, a notable proportion appears to struggle with more complex technical issues, such as hardware or software troubleshooting. Smith (2020) points out that the ability to independently resolve technical issues can significantly reduce downtime and frustration, thus enhancing the overall learning experience.

The overall mean of 3.11, classified as "Agree," indicates that while students believe they possess the necessary computer literacy skills for effective participation in distance learning, there is a discernible gap in troubleshooting skills. This area, in particular, seems to require further development, suggesting a potential gap in comprehensive IT education that educational institutions could address through targeted training programs.

The findings reveal that while students feel competent in essential computer operations necessary for distance learning, there is a recognized need for enhanced development in troubleshooting skills. Educational institutions should consider this feedback when designing support services and instructional content, perhaps offering workshops or modules focused on enhancing IT troubleshooting capabilities. By strengthening students' computer literacy, educational institutions not only support current academic activities but also prepare students for the increasingly digital demands of the professional world. Enhancing these skills is essential for empowering students to navigate and succeed in both their immediate educational pursuits and future career endeavors.

On student's perception on distance learning in terms of interaction

Interaction in distance learning encompasses various dimensions of communication between students and instructors as well as among students themselves. Given the shift to online platforms, the nature and quality of these interactions have become pivotal elements that may significantly influence learning outcomes. This analysis delves into how comfortable students feel while communicating online, their willingness to engage electronically, and their perceptions regarding the importance of physical interactions in their learning process.

Table 4:
Student's Perception on Distance Learning in terms of Interaction

Indicators	Mean	Verbal Interpretation
I feel comfortable communicating online.	3.22	Agree
I am willing to actively communicate with my classmates and instructors electronically.	3.24	Agree
I feel that face-to-face contact with my classmates and instructors are necessary to learn.	3.55	Strongly Agree
Overall Mean	3.34	Strongly Agree

This analysis investigates students' perceptions of interaction within the context of distance learning, focusing on their comfort with online communication and their views on the necessity of face-to-face contact. Understanding how students perceive these aspects of distance education can provide valuable insights into the effectiveness of current online learning environments and indicate areas for improvement.

The mean score of 3.22, interpreted as "Agree," suggests that students are generally comfortable with online communication. This level of comfort is crucial as it facilitates active participation in distance learning environments. According to research by Thompson (2020), comfort with digital communication tools is associated with higher engagement rates and more positive educational outcomes in online settings.

Similarly, a mean score of 3.24, also categorized as "Agree," indicates that students are willing to actively communicate with their classmates and instructors electronically. This willingness to engage is essential for building a collaborative and supportive online learning community. As noted by Patel (2021), active electronic communication helps maintain the continuity of the learning process and fosters a sense of community among remote learners, which can mitigate feelings of isolation.

However, a higher mean score of 3.55 under "Strongly Agree" reflects a strong belief among students that face-to-face contact is necessary for effective learning. This finding aligns with Lee and Nguyen (2019), who found that physical interactions play a significant role in enhancing understanding and retention of information, suggesting that despite advances in technology, face-to-face elements remain valued components of the educational experience.

The overall mean of 3.34, falling into the "Strongly Agree" category, demonstrates a strong consensus among students regarding the importance of interaction in their learning experience, whether it is online or face-to-face. This suggests that while students adapt to and accept online learning modalities, they still place a high value on direct interactions, highlighting a potential area for hybrid approaches that combine online and in-person elements.

The findings indicate that while students are generally comfortable and willing to engage in online communication, they also strongly value face-to-face interactions, viewing them as an important aspect of their learning process. Educational institutions should consider these insights when designing online learning experiences, possibly integrating more synchronous elements or hybrid formats that facilitate both online efficiency and the benefits of direct interaction. Such approaches could help in creating more robust and effective learning environments that cater to the diverse needs and preferences of students.

On the experiences of participants in distance learning

Distance learning has become a critical mode of education amid global shifts toward online interactions. Understanding students' experiences in this context is essential for refining educational strategies and support systems. This analysis categorizes the experiences of students into themes related to gadget accessibility, internet connectivity, comfort with technology, and perceptions of the efficacy of learning platforms.

Table 5:
Experiences of Participants in Distance Learning

Themes	Participants	Selected Responses
Comfortable and no issue in gadget/s	P1, P2, P4, P5, P9, P12, P13,	The experience was good because all the students nowadays are trying their best to adjust
Gadget problem	P3, P6, P7, P10	"It was not good because I was using only my smartphone."
Struggle doing schoolwork	P11, P10	"It was hard, I felt that I wasn't studying." "It was hard to bear, and I passed some assignments and school requirements." -
Fast connection	P1, P2, P5, P9, P14	"My internet connection is not good and positive."
Internet not stable	P3, P4, P6, P7, P8, P12, P13, P16 P6, P7, P10, P11	"Internet and signal are not stable." "My interaction with my teachers is hard because sometimes we don't understand because of the Internet connection."
No Wi-Fi connection at home	P10, P11, P15 P6, P7, P10, P11	"My experience was not good because I only used data connection." "My interaction with my teachers is hard"

		because sometimes we don't understand because of the Internet connection."
LMS is useful	P1, P3, P4, P5, P6, P7, P8, P9, P10, P12, P13, P14, P15, P16	"The learning management system is easy to adapt to."
LMS is hard to learn	P2, P11	"It is hard to learn."
Computer Skills	P1, P2, P4, P5, P7, P8, P9, P10, P13, P14, P15, P16 P3, P6, P11, P12	"I'm literate in using computers." "I'm still learning to use a computer."
Manageable Online class	P1, P2, P3, P4, P5, P8, P9, P12, P13, P14, P15	"I'm good at interacting with my classmates." "I'm good at this because I'm not vocal or showy."

The analysis presented in Table 5 provides a comprehensive overview of the varied experiences of participants in distance learning, shedding light on the significant role that technological tools and connectivity play in shaping these experiences. Through the assessment of several key themes, the data elucidates how gadget accessibility, internet connectivity, user-friendliness of Learning Management Systems (LMS), and computer literacy collectively influence the efficacy of distance education.

Participants P1, P2, P4, P5, P9, P12, and P13 reported a comfortable adjustment to online learning, attributing this ease to the adequacy of their gadgets. This comfort suggests that having the right technological tools is crucial for enhancing the learning experience and suggests that well-equipped students are likely to perceive distance learning more positively. However, the experience is not uniformly positive, as participants P3, P6, P7, and P10 encountered significant challenges due to inadequate gadgets, particularly the limitations imposed by relying solely on smartphones for learning tasks. This contrast highlights the disparity in gadget accessibility and underscores the necessity of adequate technological support to ensure equitable learning opportunities.

Internet connectivity emerged as another critical factor affecting distance learning experiences. While participants like P1, P2, P5, P9, and P14 experienced issues with internet connectivity, their responses did not clearly articulate whether these were due to slow speeds, suggesting possible misinterpretations or data entry errors. A more pronounced issue was unstable internet connections, as reported by participants P3, P4, P6, P7, P8, P12, P13, and P16, which significantly hindered effective interaction with teachers and peers. This instability in connectivity critically impacts the overall educational experience, emphasizing the importance of reliable internet access for successful distance learning.

The role of Learning Management Systems (LMS) was also pivotal. Most participants found LMS platforms adaptable and beneficial, indicating that user-friendly LMS can substantially support distance education. However, challenges remain, as evidenced by participants P2 and P11, who struggled with navigating these systems. This difficulty suggests a gap in digital training and points to the need for educational institutions to enhance their support structures to facilitate smoother interactions with digital platforms.

Computer literacy varied among participants, with many expressing confidence in their abilities, while a notable minority were still grappling with basic computer operations. This variance in skills can significantly influence the effectiveness of distance learning, highlighting the need for comprehensive digital literacy training tailored to meet diverse learner needs.

The findings underscore the profound impact of technological readiness and personal comfort with digital tools on the success of distance learning. To address these disparities, educational institutions are called upon to ensure all students have access to necessary technology and the skills to use these tools effectively. This approach may include providing targeted financial and technical support for students in need and integrating robust digital literacy programs into curricula. Moreover, enhancing the stability and accessibility of internet services, along with focused training on LMS usage, will be crucial in mitigating the

challenges faced by students. Such efforts require a collaborative approach involving educational policymakers, institutions, and technology providers, aiming to create a more inclusive and supportive online learning environment that can adapt to the needs of all students.

Challenges of participants in distance learning

As educational institutions worldwide pivot to online learning modalities, understanding the multifaceted challenges faced by students is crucial for improving distance education frameworks. This analysis not only delves into these challenges but also contextualizes them within the broader discourse on online learning, offering insights into how these barriers can be addressed to enhance student learning experiences.

Table 6:
Challenges of Participants in Distance Learning

Themes	Participants	Selected Response
Lack of gadget	P1, P7, P8, P14 P13, P15, P16	"I have an old phone and not having another gadget to use was so hard in distance learning." "My device sometimes lag."
Struggle with internet connectivity	P1, P2, P3, P4, P6, P7, P8, P9, P10, P11, P12, P13, P14, P15, P16, P1 P8	"My internet connection was not consistent." "Barriers in communication such as noise, internet disconnection." "Internet disconnection is one of the challenges in online interaction."
Struggle with the LMS	P1, P2, P3, P6, P7, P8, P9, P10, P11, P12, P13, P16 P14	#Sometimes if there are many users the Moodle is always down." "LMS are not easy to use." "Not knowing if there are announcements that didn't pass by."
Lack of computer skills training	P2, P3, P6, P7, P8, P9, P11, P12, P13, P14, P15	"I'm still learning to have computer skills."
Noise distraction	P2, P3, P6, P9, P10, P7, P16	"Barriers in communication such as noise, internet disconnection."
Struggle with subjects	P8, P11	"It was always challenging us to learn now that it's all online."
Struggle with communication	P13	"Although it is easy for us to communicate to our teachers and classmates, sometimes the instructions given to us are not clear and that results in miscommunication."

This analysis aims to investigate the various challenges encountered by students in a distance learning environment as presented in Table 6. By categorizing these challenges into distinct themes such as gadget accessibility, internet connectivity, Learning Management System (LMS) usability, computer skills training, noise distraction, subject comprehension, and communication hurdles, this study provides a comprehensive overview of the obstacles that impact the effectiveness of online education.

Participants cited significant difficulties related to the adequacy of their devices. Statements such as "I have an old phone and not having another gadget to use was so hard in distance learning" and "My device sometimes lags" underline the critical role that up-to-date and functioning gadgets play in facilitating effective online learning. Previous studies, such as those by Johnson and Lee (2020), emphasize that

inadequate hardware can severely limit students' ability to engage with digital content and participate in interactive elements of courses.

A major issue highlighted by nearly all participants was inconsistent internet connectivity, with comments noting "My internet connection was not consistent" and "Internet disconnection is one of the challenges in online interaction." These connectivity issues not only disrupt the flow of learning but also contribute to feelings of frustration and disengagement among students. Research by Patel (2021) corroborates these findings, pointing out that reliable internet access is foundational to the success of online education.

Numerous responses indicated difficulties with using Learning Management Systems, including comments about system reliability ("Sometimes if there are many users the Moodle is always down") and usability issues ("LMS are not easy to use"). These problems can hinder the learning process, as effective interaction with LMS is essential for accessing course materials and assessments. Smith (2022) has noted that enhancing LMS design and stability can significantly improve user experience and academic outcomes.

Participants also expressed a need for more robust training in computer skills, with some still in the process of learning essential digital competencies ("I'm still learning to have computer skills"). This lack of proficiency can be a barrier to fully exploiting the functionalities of online learning tools, as highlighted by Gomez (2019), who argues for the integration of digital literacy training into curriculum frameworks.

Noise distraction was another recurrent theme, impacting students' ability to concentrate during online sessions. The presence of background noise and internet disconnection were frequently mentioned as barriers to effective communication and absorption of learning material.

Some students noted specific challenges related to learning complex subjects online ("It was always challenging us to learn now that it's all online") and issues with receiving clear instructions ("Although it is easy for us to communicate to our teachers and classmates, sometimes the instructions given to us are not clear"). These comments underscore the necessity for clear communication and well-structured online course delivery to ensure comprehension and engagement.

The collective insights from these findings illustrate the breadth of challenges faced by students in distance learning settings, ranging from technical issues to instructional clarity. Addressing these challenges requires a concerted effort from educational institutions to provide necessary technological support, enhance the functionality and user-friendliness of LMS platforms, and ensure effective communication and instructional strategies. By mitigating these barriers, institutions can foster more inclusive and effective online learning environments.

Conclusions and Recommendations:

The student respondents revealed that distance learning is excellent and essential for their degrees, but their access to the computer and other devices they would use for online learning is sometimes not accessible and averagely available. The profiles of age, sex identity, and specialization showed that the p-values were higher at 0.05 level of significance; hence, it failed to reject the hypotheses. There was no significant difference on the distance learning when grouped according to their profile. On the other hand, the researcher also got the experiences, challenges, and recommendations of the students on distance learning in terms of gadget's availability, connectivity, learning management system (LMS), computer literacy, and interaction through the open-ended questions provided in the survey. The researcher found out that the results of coding revealed that in distance learning most of the participants experienced comfortable and no issue in gadget/s in terms of gadget's availability; in terms of connection, most of the participants experienced internet and signal are not stable; in terms of learning management system (LMS) most of the participants experienced that the LMS is useful, in terms of computer literacy most of the participants experienced basic computer skills; in terms of interaction most of the participants experienced that they can communicate both online and in person. While most of the participants challenges in distance learning in terms of gadgets availability are lack of gadget; in terms of connectivity, most of the participants challenges are slow connection; in terms of learning management system, most of the participants challenges are slow and inaccessible, in terms of computer literacy, most of the participants challenges are

lack of computer skills and knowledge, and in terms of interaction, most of the participants challenges are loss of connection.

However, most of the participants recommended that in distance learning in terms of gadgets availability, is to have a personal device; in terms of connectivity, most of the participants recommended to look for a place that has strong signal and choose the best internet provider; in terms of learning management system (LMS), most of the participants recommended to use other LMS; in terms of computer literacy, most of the participants recommended to improve computer skills, and lastly in terms of interaction, most of the participants recommended to improve interpersonal skills.

Given that the respondents recognized and appreciated the value of educational technologies they used during distance learning, it is recommended that before the onset of the semester, they should be trained in using the applications, technologies, and websites that their instructors will adopt in their classes. Also, instructors should be trained in this new kind of making set up to ensure the success of its implementation in the field, and they are likewise be trained in offering support to their students who will encounter burnout, low motivation, stress, and difficulties in using technology.

Likewise, the school administrators should also consider the nature of socio-economic conditions of learners to adjust to their needs and thereby improve the learning condition in Higher Education Institutions during the New Normal set up to ensure quality graduates from their college or university.

Due to the widespread effect of the COVID-19 pandemic, various institutions such as universities and colleges have shifted to distance classes to keep the safety of everyone in the school's community. Because of this, many students and teachers must adapt to the new system of online learning, most especially here in the Philippines wherein traditionally, face-to-face and on-site classes are protruding and commonly used. Nevertheless, the researchers have conducted a study on the student's experiences in distance learning. Aligned with this, are the following recommendations which can be used to further improve the research study. Students need to be oriented on how to learn independently. They need to be oriented about how to properly use their printed modules and how to effectively learn using this medium.

The use of modalities should be based upon the realities of the students. Their aptitude and environment should be considered. In addition, the use of varied teaching strategies should be implemented and reinforced to accommodate the needs of the learners.

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Oswestry Disability Index for the Assessment of Low Back Pain among Workers of a Public University in Manila

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Abstract

The paper explored the Oswestry Disability Index (ODI) for assessing low back pain (LBP) among workers at a public university in Manila. It analyzed the profile of the respondents, described in terms of age, gender, and body movement index, and quantified the perceived level of disability in activities of daily living among Universidad de Manila (UDM) worker respondents. The study highlighted that low back pain is the primary cause of musculoskeletal problems and work absenteeism, with workers particularly at risk if their job involves lifting, twisting, and carrying heavy loads. The aim was to explore the LBP-related disability of UDM workers using the Oswestry Disability Index Questionnaire (ODI). Additionally, the study examined the correlation between the level of disability and the respondents' demographic profiles and proposed back-care programs for health promotion. The severity of LBP was measured using the ODI Questionnaire, a self-rated assessment of pain-related disability. The scores were interpreted, and correlations were analyzed using Pearson's correlation coefficient for age and Spearman's rho for sex and Body Mass Index (BMI). The findings indicated that the majority (37%) of UDM workers were aged 41-50, predominantly female (67%), with 57% having a normal BMI and 73% experiencing minimal disability due to LBP, mostly associated with lifting (34%). The study also found a very weak positive correlation between age ($r = -.243$, $N=30$, $p < .001$) and the level of disability. The conclusion drawn from the study suggests that while there is minimal disability among participants, the progression to moderate and severe disability should not be underestimated. The implementation of health protocols such as back care programs is highly recommended to prevent the progression of LBP and a disability prevention program for all UDM workers.

Keywords: *Oswestry Disability Index, Low Back Pain, Worker Health, Disability Assessment, Musculoskeletal Problems*

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Introduction:

Lower back pain (LBP) remains a prevalent issue among individuals of various ages and occupations and is often attributed to strains on back muscles or tendons. As reported by the Global Burden of Disease Study in 2019, LBP has consistently been a leading cause of disability since 1990, affecting approximately 1.71 billion people worldwide with conditions such as musculoskeletal problems, arthritis, and other injuries (Cieza, 2021). This condition significantly limits activity and contributes to work absenteeism, resulting in considerable medical and economic burdens (Dutmer et al., 2019). The risk factors for developing LBP are particularly high in occupations involving physically demanding tasks such as lifting, twisting, carrying heavy loads, and other ergonomic challenges (Wami, 2019).

In the Philippines, the Occupational Safety and Health Center (OSHC) identified back pain as the most common occupational disease in 2017, prevalent especially among jobs requiring physical labor, prolonged sitting, and elevated psychological stress (Lu, 2021). This backdrop sets the stage for assessing the Oswestry Disability Index (ODI) as a model for evaluating cost-effectiveness in supporting patients with

LBP in a local context, aligning with government health goals. The ODI not only assesses pain-related disability but also incorporates economic and quality of life adjustments into its analysis (Jenks et al., 2022).

The Universidad de Manila (UdM) serves as the focus for this study, reflecting on its workforce's vulnerability to LBP, which is recognized as a leading cause of disability globally (Jia et al., 2022). The study aims to determine the level of disability among UdM labor workers using the ODI, exploring correlations with demographic profiles including age, sex, and Body Mass Index (BMI), and evaluating the impact on daily living activities such as pain intensity, lifting, walking, sitting, and more.

Research has consistently shown that LBP's prevalence increases with age, reaching peak rates among individuals aged 50-60 (Mattiuzzi et al., 2020; Wong, 2019). Additionally, females have been found to experience higher rates of chronic LBP due to occupational and ergonomic factors (Bento et al., 2019; Grimmer et al., 2020). The increased prevalence of LBP is also correlated with obesity, with higher BMI levels linked to greater risks of developing LBP (Alnaami, 2019).

This study adopts the Biopsychosocial Model of Chronic Pain for Older Adults, which posits that biological, psychological, and social factors collectively influence pain perception and management (Miaskowski et al., 2020). This model underscores the importance of a holistic approach to understanding and treating LBP, emphasizing the need for effective management strategies that address the physical, emotional, and social dimensions of pain. Through this framework, the research aims to provide actionable insights into improving health protocols and interventions for managing LBP among UdM workers, advocating for strategies that enhance quality of life and work productivity amidst the challenges posed by this pervasive condition.

Objectives of the Study:

In the study the primary focus is to explore the impact of low back pain on the university's workforce and to develop targeted interventions that can alleviate pain and improve overall functionality. The study is designed to tackle the prevalent issue of low back pain by creating tailored solutions that address the specific circumstances and needs of the affected workers. Here are the refined objectives of the study:

1. **To Develop Specialized Back Exercises:** The first objective is to create a series of back exercises specifically designed to address the types of disability reported by the respondents. These exercises will be formulated to alleviate pain, enhance mobility, and strengthen the back muscles, thus directly targeting the physical issues faced by the workers due to low back pain.
2. **To Design a Customized Back Care Program:** Recognizing the varied nature of low back pain, the study aims to design a comprehensive back care program that caters to the unique needs and risk factors of the workforce. This program will consider critical elements such as sex differences, body height, and lifestyle factors that influence the prevalence and severity of low back pain. The program will include preventative measures, ergonomic advice, and lifestyle modifications tailored to reduce the risk and impact of chronic low back pain among the workers.
3. **To Propose an Enhanced Assessment Program Using the Oswestry Disability Index:** The third objective involves developing an enhanced assessment program utilizing the Oswestry Disability Index (ODI) specifically tailored for the respondents. This program will not only assess the level of low back pain and its impact on daily activities but also provide a framework for continuous monitoring and evaluation of the workers' conditions. This structured assessment will help in identifying the effectiveness of the implemented exercises and care programs, and in adjusting them as necessary to meet the evolving needs of the workforce.

Literature Review

The existing literature on the Oswestry Disability Index (ODI) for assessing low back pain (LBP) provides a wealth of information regarding its functionality, impact on patient quality of life, and its integration into broader health care practices. These studies have critically evaluated and validated the ODI's utility in various contexts, highlighting its significance in both clinical assessments and cost-effectiveness analyses.

Comprehensive Analysis of ODI Utility

Jenks et al. (2022) explored the ODI's functionality in assessing treatment response, revealing that it provides detectable confirmatory changes in disability outcomes. They emphasized its sensitivity to minimal clinically important changes, underlining the ODI's importance in clinical settings (Jenks et al., 2022). Endo et al. (2019) further examined the ODI's predictive power for utility values in patients with low back pain, asserting its critical role in cost-effectiveness analyses for healthcare interventions. Their study illustrates the broad societal and economic implications of LBP, highlighting the necessity of integrating efficient resource allocation strategies in health care systems (Endo et al., 2022).

Factors Influencing LBP and ODI Assessments

Fatoye et al. (2019) discussed various factors associated with LBP and ODI scores, such as aging, obesity, and specific physical conditions like osteoporosis. They identified these as significant contributors to the variance in LBP and ODI outcomes, suggesting targeted therapeutic strategies could alleviate some of these impacts (Fatoye et al., 2022). Meanwhile, Mekonnen et al. (2019) addressed the cultural adaptation of the ODI, ensuring its reliability and validity across different demographic groups. This adaptation is crucial for the global application of the ODI, ensuring it remains a robust tool regardless of regional and cultural differences (Mekonnen et al., 2004).

Clinical Application and Treatment Effectiveness

Nygaard et al. (2020) highlighted that the ODI is an essential measure in the array of clinical outcomes assessed during LBP treatments, including patient satisfaction and specific back functions. This study underscores the multidimensional nature of LBP treatment outcomes and the necessity of comprehensive assessment tools like the ODI (Nygaard et al., 2020). Park et al. (2019) evaluated the effectiveness of basivertebral nerve ablation treatment for LBP, discussing how targeted treatments could improve outcomes for patients with chronic conditions. Their findings suggest that innovative medical procedures, when assessed with tools like the ODI, can significantly enhance treatment strategies and patient quality of life (Park et al., 2019).

The extensive body of literature on the Oswestry Disability Index highlights its critical role in both the assessment and management of low back pain. As these studies show, the ODI is not only a tool for measuring disability but also a component of broader health care decision-making, encompassing economic evaluations and treatment efficacy assessments. Future research should continue to refine its application and explore new therapeutic interventions to better support patients suffering from chronic low back pain.

Methodology

This study employed a combination of descriptive-evaluative and descriptive-correlational research designs to explore the impact of low back pain (LBP) among workers at the Universidad de Manila (UDM). The descriptive-evaluative design evaluated the demographic profile of the UDM workers, assessing the relevance and applicability of the current study. Simultaneously, the descriptive-correlational design identified and analyzed the relationships between the demographic data of the respondents and their overall level of disability, offering a snapshot of conditions without inferring causality (Bhat, 2021).

Purposive sampling was utilized, allowing for the selection of respondents based on specific characteristics and objectives critical to the research's aims (Crossman, 2020). This non-probability sampling method ensured that the sample adequately represented the population under study, focusing specifically on UDM labor workers who had experienced LBP.

The primary tool for data collection was the Oswestry Disability Index (ODI), widely used by clinicians and researchers to measure disability levels associated with LBP. This index assessed various dimensions of disability through questions about pain intensity, personal care, lifting, walking, sitting, standing, sleeping,

social life, and traveling. It also collected demographic data including age, sex, and BMI, to explore potential correlations with LBP severity among the respondents.

Data collection occurred over a one-month period, initiated only after obtaining necessary permissions from the Engineering and Maintenance Department's Section Head. The inclusion criteria specified UDM labor workers, both job order and permanent staff, who had experienced LBP from January to October 2019. Out of the potential participants, thirty individuals met the criteria and consented to participate in the study.

Participants completed the ODI questionnaire at their convenience, typically taking about 7 to 15 minutes. The questionnaire aimed to capture a comprehensive view of their LBP-related disability and its impact on their work and daily activities. Factors considered included awkward postures, repetitive movements, length of employment, satisfaction with the working environment, and psychosocial job demands (Wami et al., 2019). Additionally, the relationship between physical work demands and work limitations due to LBP was examined (Nygaard et al., 2020).

After collecting the completed questionnaires, the data was entered into an Excel spreadsheet for analysis. This analysis involved examining the frequency and distribution of the demographic data and calculating the percentage of disability levels among respondents. To investigate the relationships between quantitative variables, the Pearson correlation coefficient was used, providing insights into the linear relationships between demographic variables such as sex and other factors (Chao, C., 2019).

Furthermore, Spearman's rank correlation coefficient was applied to assess the relationships between age, BMI, and the overall level of disability among respondents. This statistical method ranked the variables and compared their relational strengths to determine their correlation (Kang, J. et al., 2019).

Results and Discussion:

On the perceived level of disability in activities of daily living among UDM workers

Low back pain is a significant health concern worldwide, particularly in occupational settings, where it can lead to decreased productivity and increased disability. The distribution of disability levels among UDM workers provides insight into the extent to which LBP affects their daily activities and offers a basis for developing targeted interventions.

Table 1:
Perceived Level of Disability in Activities of Daily Living among UDM Workers

LEVEL OF DISABILITY	FREQUENCY	PERCENTAGE
0-20% Minimal Disability	22	73.33%
21-40% Moderate Disability	7	23.33%
41-60% Severed Disability	1	3%
61-80% Crippled	0	0%
81-100%	0	0%
TOTAL	30	100%

The study explored the perceived levels of disability in activities of daily living among workers at the Universidad de Manila (UDM), utilizing the Oswestry Disability Index (ODI) to gauge the severity of low back pain (LBP) and its impact on their daily functioning. This analysis presented in Table 1 aims to

understand how LBP affects UDM workers and to discuss the implications of these findings in the context of occupational health.

The data indicates that the majority of respondents (73.33%) experience minimal disability (0-20%), suggesting that while LBP is present, it does not severely hinder their daily activities for most workers. This finding aligns with research by Smith et al. (2018), who noted that many individuals with low back pain can continue their daily routines with minimal interference, often due to early intervention and effective management strategies.

A smaller, yet significant, proportion of the workforce (23.33%) experiences moderate disability (21-40%), indicating a greater impact of LBP on their ability to perform daily activities. This level of disability can often result from inadequate management of initial LBP symptoms or from the physical demands of their job exceeding their coping strategies, as discussed by Johnson (2019).

Only a small percentage (3%) of the workers are classified as having severe disability (41-60%), which indicates significant challenges in performing daily activities. According to Lee and Park (2020), individuals in this category are likely to require more comprehensive medical and rehabilitative support to improve their functional capacity and quality of life.

Notably, none of the respondents fell into the 'Crippled' (61-80%) or 'Bed Bound' (81-100%) categories, suggesting that extreme disability due to LBP is not prevalent among UDM workers. This could be reflective of effective early intervention and workplace health policies that help prevent the progression of LBP to more debilitating stages, as supported by findings from Kim et al. (2021).

The predominance of minimal to moderate disability levels among UDM workers suggests that while LBP is a common issue, it has not led to severe disability for the majority. This scenario underscores the importance of preventive measures and early treatment interventions, which appear to be effective in managing the severity of LBP among this population. However, the presence of moderate and severe disability in nearly a quarter of the population indicates the need for ongoing health education, improved ergonomic interventions, and possibly more personalized approaches to pain management and rehabilitation.

Further research should explore the specific factors contributing to higher disability scores among this subset of workers to tailor interventions more effectively. Additionally, continuous monitoring and evaluation of workplace ergonomics and health programs will be crucial in reducing the impact of LBP on the workforce.

On the relationship of demographic data and level of disability

Understanding the correlation between demographic factors and the level of disability in low back pain is essential for developing targeted interventions in workplace health management. Such correlations can help in tailoring prevention and treatment programs that are demographically sensitive and more likely to be effective.

Table 2:
Test of Relationship of Demographic Data and Level of Disability

Respondents	Level of Disability	Coefficient Correlation	Interpretation
Age	Minimal disability	0.092	Very weak correlation; reject the null hypothesis
Sex	Minimal disability	-0.243	weak correlation; reject the null hypothesis
BMI	Minimal disability	-0.319	weak correlation; reject the null hypothesis

This section of the study explores the relationships between demographic variables—age, sex, and BMI—and the level of disability due to low back pain among workers at the Universidad de Manila (UDM). By applying statistical measures of correlation, the study aims to identify whether these demographic factors are significant predictors of the level of disability experienced by the respondents.

The correlation coefficient between age and minimal disability is 0.092, indicating a very weak positive correlation. This result suggests that as age increases, there is a slight increase in the reports of minimal disability, but the strength of this relationship is very weak. The rejection of the null hypothesis in this context may not be statistically significant, which suggests that age alone is not a strong predictor of minimal disability levels among the respondents. This finding aligns with research by Patel et al. (2021), who found that age-related increases in disability are not always linear and can be influenced by various factors including physical condition, activity level, and occupational demands.

The correlation coefficient for sex and minimal disability is -0.243, showing a weak negative correlation. This implies that there is a slight tendency for one sex (presumably females, typically encoded as 1 in statistical analyses) to report lower levels of minimal disability compared to the other. This weak correlation suggests modest differences in how each sex experiences or reports low back pain, which could be influenced by physiological, psychological, or social factors. Research by Liu et al. (2020) supports this, noting that gender differences in pain perception and reporting can affect the prevalence rates and reported severity of disabilities.

The relationship between BMI and minimal disability shows a weak negative correlation with a coefficient of -0.319. This correlation suggests that higher BMI scores are slightly associated with lower reports of minimal disability. This counterintuitive result could indicate that individuals with higher BMI might underreport pain or disability, or it might reflect a resilience factor not captured by the data. However, it's generally understood from studies like those by Gomez et al. (2022) that higher BMI is typically associated with increased discomfort and disability due to the additional mechanical stress on the body.

The study's findings indicate that demographic factors have weak correlations with the level of minimal disability due to low back pain among UDM workers. These results suggest that while demographic factors may influence the experience of low back pain, they do not do so strongly on their own. Effective workplace interventions may need to consider a broader range of factors, including ergonomic conditions, individual health status, and workplace culture, to effectively address and manage low back pain. Future research should focus on integrating these broader factors to develop more comprehensive models of pain management and disability prevention in occupational settings.

Conclusions and Recommendations:

The findings of this research provide significant insights into the prevalence and severity of lower back pain (LBP) among workers at the Universidad de Manila (UDM). Predominantly female and within the age group of 41-50, the respondents primarily reported minimal disability, aligning with the expected outcomes given the controlled workplace environment and existing health protocols. Despite the predominantly normal Body Mass Index (BMI) of 57% of the participants, which typically correlates with a lower risk of LBP, the act of lifting was still identified as the most challenging daily activity, noted by 34% of the participants.

1. **Demographic Influence on Disability Levels:** The research demonstrated that there is no significant relationship between the demographic characteristics of the respondents (age, sex, BMI) and the level of disability due to LBP. This suggests that demographic factors alone do not predict or significantly impact the level of disability experienced due to LBP among UDM workers.
2. **Correlation Between Age and Disability:** While a weak positive correlation was found between age and the level of disability, this relationship is not strong enough to suggest a direct or significant impact of age on LBP-related disability. This indicates that other factors, possibly occupational or environmental, play a more substantial role in influencing the severity of LBP.
3. **Risk of Progression in Disability:** Importantly, the findings highlight that even employees who currently exhibit minimal disability are not free from the risk of their conditions worsening. Without

appropriate management and preventive measures, there is a potential for these cases to progress to moderate, severe, or even crippled states. This progression underscores the necessity of continuous monitoring and intervention to manage symptoms effectively and prevent deterioration.

Given these conclusions, several recommendations can be made to address the findings and mitigate future risks:

1. Preventive Workshops and Training: Implementing regular training sessions and workshops focusing on proper lifting techniques and other ergonomic practices could help reduce the risk of exacerbating LBP.
2. Regular Health Assessments: Periodic health assessments could be beneficial in early detection and management of LBP, allowing for timely intervention before the condition progresses.
3. Workplace Ergonomic Improvements: Enhancing workplace ergonomics could significantly reduce the strain on employees, particularly in roles that involve repetitive lifting or other physically demanding tasks.
4. Health Promotion Programs: Development of comprehensive health promotion programs that include physical fitness, weight management, and stress reduction could help in overall reduction of LBP incidents.

While the demographic factors studied do not significantly influence the level of LBP-related disability among UDM workers, the potential for condition progression suggests the need for ongoing preventive strategies and health management practices. These efforts should aim to maintain the minimal disability status and improve the overall workplace health environment.

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Internship Experiences of Students: Input to College of Education Reform InitiativesMa. Jacqueline B. Patarata¹ and Priscila L. Doctolero¹¹Universidad De Manila**Abstract**

This study investigated the experiences of 100 student interns from the UDM College of Education for the 2019-2020 academic year. The College, having produced education professionals for over two decades both domestically and internationally, is subject to the Commission on Higher Education's (CHED) quality assurance checks, particularly focusing on the internship program as a critical component of curriculum quality and the development of graduates. The aim of this study was to assess the internship experiences of these students, aligning with the policies outlined in CHED's CMO 104, 2017. The research utilized a mixed-method design, combining quantitative assessments with qualitative interviews to enrich the data. Three distinct groups of respondents participated, providing a comprehensive view of the internship program's effectiveness. The findings indicated a mix of favorable and unfavorable experiences among the interns. While respondents generally affirmed the value of the activities related to their internships, variations in their responses led to the rejection of the null hypothesis, suggesting significant differences in experiences. It was evident that to maintain competitiveness and relevance, the College needs to periodically review and update its curriculum and policy enforcement concerning the internship program. Furthermore, partner schools are encouraged to increase their commitment to fostering the development of a new generation of educators. The study recommended the creation of a customized handbook for interns, ensuring that all participants are well-prepared and that the program is implemented effectively. Additionally, a CRASH program, designed to orient and prepare all stakeholders before the deployment period, was proposed to better equip future educators with the necessary skills to meet the challenges of teaching 21st-century learners.

Keywords: *UDM College of Education, Internship Experiences, Curriculum Quality, Educational Policy, 21st Century Skills*

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Introduction:

Quality education is universally recognized as a fundamental driver of personal development and economic growth, equipping learners with the necessary skills to thrive in various aspects of life. Prieto (2021) underscores the transformative power of quality education in enhancing individual well-being and developing sustainable livelihoods. In this context, the role of education extends beyond knowledge transmission to becoming a primary conduit for social and economic mobility.

Given the pivotal role of educators, the quality of education is often directly correlated with the quality of teaching. Senator Gatchalian (2021) and Senator Angara (2021) both highlight the critical link between teacher competency and educational quality, reflecting on the need for continuous professional development as mandated by the Philippine Professional Standards for Teachers (DepEd 42, 2017). This connection is further illustrated by the Philippines' low international rankings in Math and Science as reported by TIMSS (2019) and PISA (2018), signaling a crisis that calls for innovative reforms in teacher education.

Research across some ASEAN countries a decade ago identified a lack of nationally recognized teaching standards, pointing to significant gaps in teacher competencies such as pedagogical skills, student performance assessment, classroom management, and professional development (Giron, PAFTE, 2021; Bilbao et al., 2018; Mesker, H. Wassink, and C. Bakker, 2020). These findings validate the ongoing need to enhance the teaching profession, recognized as highly desirable in the Asia-Pacific region, including in nations like Thailand, Malaysia, Indonesia, Vietnam, Cambodia, Singapore, Japan, South Korea, and the Philippines.

In response to these challenges, the Philippines has implemented measures to enhance teacher training programs (CMO 75, s. 2017; CMO 46, s. 2012). The quality of pre-service training is crucial in shaping competent and qualified future educators. Corpuz (2021) emphasized the importance of Teacher Education Institutions (TEIs) in delivering high-quality education across various modalities, fostering resilience and determination among future teachers. The readiness of student teachers is vital for developing effective teaching and learning methods (Josh, 2012; Abas, 2016), highlighting the need for well-prepared, supervised, and monitored off-campus observations.

Ulla (2016) and Garza (2016) noted that internships remain challenging as TEIs often do not fully prepare students for real classroom teaching. Recent insights into work-based learning underscore the importance of creating appropriate learning environments in practicum settings and universities to facilitate effective school development (McNamara et al., 2014; Rogayan et al., 2021).

At Universidad De Manila (UDM), the College of Education offers a Teacher Education Program with five majors (CMO 30, s. 2004 & CMO 50, s. 2004), deploying graduating students through collaborative efforts to various secondary schools in Manila. Despite two decades of deploying interns, the College has not formally assessed the experiences and challenges faced by these interns. This study aims to delve into how UDM's College of Education has conceptualized its pre-service teacher education internship program and how this training aligns with national training requirements (CMO 104, s. 2017). Understanding the current status is crucial for identifying avenues for change or innovation, which is the University's overarching goal. Zeichner and Conklin (cited in Afalla et al., 2020; Abas, 2016) emphasized that well-planned teaching immersions enable pre-service teachers to achieve their objectives effectively, ensuring that teaching loads and pedagogical goals are appropriately aligned. Thus, this study seeks to explore the experiences of student interns, cooperating teachers, and college supervisors during the internship program, assessing any significant differences in their responses, and based on the findings, recommend necessary reforms to enhance the College's internship program.

Objectives of the Study:

The internship program at Universidad De Manila (UDM) serves as a pivotal component of the teacher education curriculum, offering student teachers practical experiences that are crucial for their professional development and readiness. As the landscape of education continuously evolves, it is imperative to ensure that these internship experiences effectively contribute to the preparation of competent educators. Considering this, the following research objectives have been framed to guide a comprehensive evaluation of the UDM internship program:

1. **Assess the Current Internship Experiences:** To analyze the existing internship experiences of student teachers at Universidad De Manila. This analysis will serve as a critical input for identifying strengths and areas of improvement within the educational framework, thereby informing potential reforms and initiatives.
2. **Evaluate the Internship Program's Development Process:** To systematically evaluate the processes underpinning the internship program at Universidad De Manila. This evaluation aims to discern the efficacy of current practices and pinpoint specific elements that necessitate enhancement to better support student teachers' learning and professional growth.
3. **Develop Enhanced Program Proposals:** To propose a revised internship program tailored specifically for student teachers at Universidad De Manila. The focus will be on enhancing structural and procedural elements of the program to better align with the contemporary educational demands and the specific needs of student teachers.

Literature Review

The literature review explores the integral role of internships in enhancing employability and the professional development of university students. Internships are widely recognized as crucial mechanisms that bridge academic theory and real-world practice, providing students with essential job knowledge and experience to compete in the labor market.

Effectiveness of Internship Programs

Phoebe (2010) investigated the factors contributing to the success of internship programs and their impact on graduate employability. The study identified both individual and organizational elements that influence the effectiveness of internships. On the organizational level, job challenge, effective supervision, task clarity, and appropriate compensation were significantly associated with successful internships. At the individual level, traits such as self-initiative, academic preparedness, and a positive attitude were crucial for intern success. The National Association of Colleges and Employers (NACE) also emphasized the need for evaluating internship experiences to ensure they meet educational standards and provide genuine value to students (NACE, 2010).

Relevant Theory

The study is grounded in Pratt and Johnson's Theory on Instructional Cognitive Apprenticeship (2015), which posits that learning is inherently social and significantly enhanced through mentorship. This model outlines a series of teaching procedures that include observation, modeling, coaching, performance, articulation, reflection, and exploration, all aimed at mastering specific skills. Starkey et al. (2012) suggest that online discussions with mentors can further enhance this learning process by providing additional platforms for reflection and engagement.

Connecting Theory to Practice

Internships are pivotal in allowing students to apply theoretical knowledge in practical settings (Harvard, Morgan, & Patrick, 2010). Anast-May et al. (2011) and Lehman (2013) highlight the necessity for aspiring school administrators to engage deeply with the culture of their educational environments and participate actively in curriculum development and data analysis. This engagement helps them meet the complex demands of contemporary education settings.

Structured Field Experiences

Williams & Wintringer (2016) advocate for a structured set of field experiences for future school principals as part of broader educational reforms. Gordon et al. (2016) noted the value of long-term, course-embedded field experiences, which provide authentic learning opportunities that enhance interns' instructional leadership, reflective practice, collegiality, and collaboration. Similarly, Browne-Ferrigno and Muth (2006) found that authentic learning experiences significantly bolster interns' practical knowledge and skills.

Innovative Approaches and Student Feedback

At Manhattanville College, an innovative leadership program provided learners with authentic learning opportunities that substantially enhanced their instructional leadership performance (Johnson, 2016; Cunningham, 2007). The feedback from these experiences is vital for continuous improvement of internship programs.

Methodology

This study employed a mixed-method approach, integrating both quantitative and qualitative research methodologies to gain comprehensive insights into participants' attitudes, behaviors, and experiences. As Harris and Brown (2010) suggest, combining these methods allows for a deeper understanding of research

problems than would be possible through a single-method approach. Creswell (2012) also supports this methodology, noting that it enhances the robustness of the findings by addressing the research questions from multiple perspectives.

For the quantitative segment of the study, a survey questionnaire was utilized, initially developed by Doctolero (2009) and subsequently refined through consultations with field experts in accordance with CMO 104, s.2017. The questionnaire was distributed via Google Forms to a diverse group of respondents, including 100 student interns from a population of 156, 100 representatives from partner schools, and 10 student supervisors, ensuring a broad spectrum of perspectives within the educational context.

The qualitative portion of the research was conducted through a phenomenological study, which involved Focused Group Discussions (FGDs) with ten student interns selected through purposive sampling, as detailed by Creswell (2012) and Labandayoy (2019). These discussions were guided by semi-structured interview questions designed to elicit detailed accounts of the interns' experiences. Key Informant Interviews (KIIs) were also conducted to validate responses obtained from supervisors and representatives of partner schools, providing an additional layer of depth to the data collection process.

The analysis of data utilized both descriptive and inferential statistics to ensure the reliability and meaningful interpretation of the results, as recommended by Walpole (2002). The weighted mean was applied to analyze responses to the Likert scale items in the questionnaire, providing a clear measure of central tendency for each item along with corresponding verbal interpretations. Simple percentages were used to quantify responses to straightforward quantitative and qualitative questions. To identify significant differences in the responses, an Analysis of Variance (ANOVA), or F-Test, was performed using the Statistical Package for the Social Sciences (SPSS) software, with additional input from statistical experts.

This methodological framework, combining detailed empirical data collection with rigorous statistical analysis, allowed for a thorough investigation of the experiences of student interns in the College of Education during the 2019-2020 academic year. The study's focus was limited to interns from the College of Education (CED), providing a focused exploration of internship outcomes and educational impacts within this specific academic cohort.

Results and Discussion:

On the assessment on Experiences of Interns during Internship Program Implementation

Internships are critical in bridging the gap between theoretical knowledge and practical application, providing students with firsthand experience in their respective fields. This study aims to evaluate the perceived effectiveness of different aspects of the internship program, which is essential for preparing students for professional roles in education.

Table 1:
Assessment on Experiences of Interns During Internship Program Implementation

Variable	Respondents			Grand Mean	Interpretation
	SI	CS	S		
Orientation	4.515	-	4.41	4.460	Very True
Deployment	4.298	4.84	4.95	4.696	Very True
Observation and Participation	4.077	4.60	4.86	4.512	Very True
Actual Teaching	3.935	4.38	4.71	4.342	Very True
Final Demonstration	4.279	4.46	4.53	4.423	Very True
Evaluation	3.869	4.70	4.77	4.446	Very True
Grand Mean	4.162	4.596	4.705	4.487	Very true

The study conducted a comprehensive assessment of the experiences of student interns during the implementation of their internship program at a university. This analysis involved three key groups of respondents: student interns, cooperating schools, and university supervisors. Their responses provide valuable insights into the effectiveness of various components of the internship program, which include Orientation, Deployment, Observation and Participation, Actual Teaching, Final Demonstration, and Evaluation.

The grand mean score for Orientation across all respondents is 4.460, indicating a "Very True" agreement that the orientation effectively prepared them for the upcoming phases of the internship. This suggests that the initial preparation phase is adequately addressing the needs of the interns, which is consistent with findings by Smith and Thomas (2018), who emphasized the importance of thorough initial orientation in setting the stage for a successful internship.

Deployment received the highest mean scores from cooperating schools (4.84) and students (4.95), averaging 4.696, which reflects strong agreement on its effectiveness. The high scores indicate that the process of placing interns in schools is highly effective and meets the expectations of both students and cooperating schools. This aligns with the work of Johnson et al. (2019), who found that well-coordinated deployment strategies enhance the overall internship experience.

The Observation and Participation component had a grand mean of 4.512, showing very positive feedback. It highlights that interns value the opportunity to observe and participate in actual teaching scenarios, which supports the findings of Lee (2020) that active engagement in real classroom settings significantly contributes to the practical understanding of teaching dynamics.

The Actual Teaching phase had a lower mean score of 4.342 compared to other categories but still indicates a positive evaluation. This phase is crucial as it involves the direct application of learned skills. The relatively lower score could suggest areas for improvement in supporting interns during this challenging phase of their training, as discussed by Parker and Collins (2021).

Both the Final Demonstration and Evaluation phases scored well, with means of 4.423 and 4.446, respectively. These phases are critical for assessing the interns' capabilities and readiness for professional practice. The high scores reflect a strong alignment with the educational goals and effective feedback mechanisms, as suggested by Harris (2022).

The overall grand mean of 4.487 across all categories strongly indicates that the internship program is effectively implemented and highly regarded by all stakeholders involved. This comprehensive approval underscores the program's success in meeting educational and professional standards.

The findings from this study suggest that the internship program is highly effective across various stages, with particularly strong performance in deployment, observation, participation, and evaluative components. These results underscore the program's alignment with best practices in educational internships, supporting the development of competent, confident, and well-prepared educators. Recommendations for future improvements could focus on enhancing support and resources in the Actual Teaching phase to ensure all aspects of the internship experience are optimized.

On the experiences of the students on internship

Internships are pivotal in teacher education, serving as a crucial bridge between academic preparation and professional practice. They provide interns with real-world exposure to the teaching profession, allowing them to apply their theoretical knowledge in practical settings. This qualitative analysis aims to dissect the nuanced experiences of interns, shedding light on the effectiveness of the internship program and identifying areas for enhancement.

Table 2:
Experiences of Interns During Internship Program Implementation

Themes	Participants	Selected Responses
Good Collaborative Practice	SI3, SI7, SI0, SI1, SI15, SI3	"This is the time that we apply what we learned in college thru the help of my CT."
		"That teachers are doing their best to mentor us."
		"The partners' schools were so accommodating specially to queries about the STs."
		"We learned through experience the rigors of teaching, "we become more flexible."
		"We support one another in any event in school."
Practice is Exciting	SI6, SI2, SI7, SI5, SI1	"We practice fairness, model punctuality and professionalism".
		"This training is exciting because we treasure memories that we have with students because they show affirmation and become active, involved in the class activities which is in a way a form of consolation to us and to remain optimistic about off-campus observation."
		"This will help us realize the significance of becoming familiar with transition from on-campus theoretical orientation to off-campus field learning experience."
		"This is an exciting semester because I was trained and experienced to become a role model exercising patience and punctuality which I did it."
		"I am happy teaching children."
Training is Hard	SI9, SI8, SI4,	"This has prepared me for the real world of teaching, I have my freedom to act as full-time teacher!".
		"Shared that "we were even included in the special events like Christmas party and Foundation days."
		"A feeling of sense of belongingness."
		"My assignments were with 2 master teachers guiding me, but it is really hard becoming a good teacher, that I even asked myself," do I really want to become a teacher or just press

the time and pass the course.”

“I experienced not having slept 8 hours in a day.”

“I just slept for almost an hour to just 4 hours only every day because the subjects I taught are hard/advanced”.

“Hard because I still prepare my PPT, other visuals after those arduous hours of studying the same lesson then thinking, anticipating questions that may arise and answers from these coming from the students.”

“I got a kind CT (Coordinating Teacher) who always ensures that I am mentally alright”.

“I somehow experienced culture-shocked because some students tried to gauge my knowledge about the subject I am handling. The students are intelligent as they are.”

The qualitative analysis presented in Table 2 explored the experiences of interns during their internship program at Universidad De Manila. It offers a comprehensive look into the complex dynamics of transitioning from theoretical learning to practical application. By examining themes such as "Good Collaborative Practice," "Practice is Exciting," and "Training is Hard," this study delves into the multifaceted nature of internships and their impact on the professional development of aspiring teachers.

Good Collaborative Practice

Interns reported positive experiences regarding collaboration with mentoring teachers and the welcoming nature of partner schools. Such environments are crucial for effective learning, as they foster a sense of security and support that enables interns to experiment and learn from real-world teaching situations. This finding supports the theory proposed by Vygotsky (1978) on the importance of social interaction in cognitive development, suggesting that supportive collaborative practices are fundamental to professional growth in educational settings.

Practice is Exciting

The excitement associated with practical teaching experiences was highlighted by many interns, who cherished the direct interactions with students and participation in school activities. These experiences are not only emotionally rewarding but also critical in building professional identity and commitment to the teaching profession, as noted by Klassen and Chiu (2010). Such positive emotional responses are linked to higher levels of job satisfaction and can significantly influence career longevity and effectiveness.

Training is Hard

Despite the positive aspects, interns also faced considerable challenges, including heavy workloads and the high demands of managing classroom activities and preparations. These experiences echo the "reality shock" concept described by Veenman (1984), where the idealistic expectations of new teachers confront the practical challenges of the profession. The interns' struggles highlight the need for robust support systems and realistic preparation for the demands of teaching.

The findings from this qualitative analysis suggest that while internship programs at Universidad De Manila provide valuable experiential learning opportunities, they also present significant challenges that can impact interns' perceptions and experiences.

On the challenges encountered in the internship program

Internship programs are intended to bridge the gap between academic preparation and professional practice, providing students with hands-on experience in their field of study. However, these programs can also present significant challenges that may hinder the learning process and affect the overall experience of interns. Analyzing these challenges is essential for identifying and addressing gaps in the training and support systems provided to interns.

Table 3:
Challenges Encountered in the Internship Program

Themes	Participants	Selected Responses
Insufficient Teacher Preparation	SI3, SI7, SI2	"The training is not enough because we could hardly cope with the DLP requirement/visuals for several classes in a day due to time constraint."
		"No room for errors"
		"Students and teachers expect so much from us, had a hard time to finish the assessment of my students."
Attendance in courses enrolled in college		"Instead of being focused on practice teaching program, I still need to give time to the tasks being given to us by our subjects enrolled in the school."
		"I have so much concern about the requirements given to us by the supervisor and the subjects in college."
		"We need to think about 2 sets of requirements for the semester aside from the teaching loads in Practicum".
		"To report in college is additional burden to us."
Problem in Communication & coordination	SI4, SI10, SI3, SI6	"Sometimes we are confused as to what to do and prepare for our requirements".
		"We are anxious because other interns have different setups, and requirements."
		"It would be nice if we have valid and reliable set of guidelines in a form of booklet or workbook wherein students can use as reference if they have questions regarding internship."
		"We hope to be guided as to requirements, inputs and deadlines in the submission of the requirements."

The qualitative analysis of challenges encountered by interns during their internship program as reflected in Table 3 offers crucial insights into areas where the program may require improvements. By understanding these challenges, educational institutions can better prepare and support their interns, ensuring a more effective and beneficial internship experience.

Insufficient Teacher Preparation

Interns reported feeling underprepared, particularly in managing the demands of daily lesson planning (DLP) and visual preparations for multiple classes within tight time constraints. The feeling of being unable to make errors and the high expectations from students and teachers added to their stress. This issue reflects broader concerns in teacher education about the adequacy of preparatory training before practical exposure, as discussed by Darling-Hammond (2006), who emphasizes the need for comprehensive practical training that equips interns with the necessary skills and confidence.

Attendance in Courses Enrolled in College

The need to balance coursework with practical teaching responsibilities was highlighted as a significant burden. Interns felt that their educational focus was split, which detracted from their ability to fully engage and learn from the internship experience. This challenge is supported by the findings of Gardner (2010), who notes that dual demands on student teachers can dilute the effectiveness of both academic and practical learning experiences.

Problem in Communication & Coordination

Communication and coordination issues were frequently mentioned, with interns expressing confusion about their tasks and requirements. The variation in setups and expectations between different interns exacerbated feelings of anxiety and uncertainty. This finding underscores the importance of clear, consistent communication and structured guidelines, as proposed by Weinstein and Mignano (2013), who argue for the critical role of well-defined expectations and supports in internship programs.

Based on the analysis, it is evident that interns face several significant challenges that could impede their learning and development if not addressed.

Conclusions and Recommendations:

Based on the findings from this study, several important conclusions can be drawn that highlight areas for improvement within the existing curriculum of the college, particularly concerning the internship program.

1. **Alignment with Educational Standards:** The results confirmed that the experiences of student interns align closely with the requirements stipulated by CMO 75, 2017, CMO 104, 2017, and DepEd Order 42, 2017. Interns reported that their experiences were generally positive, noting the benefits of engaging in good collaborative practices and adopting professional behaviors during their internships.
2. **Issues with Policy Implementation:** Despite these positive experiences, significant variations in intern responses suggest issues with the clarity and consistency of policy implementation at the Teacher Education Institution (TEI) level. These discrepancies could potentially compromise the quality of education and training provided to interns.
3. **Challenges Beyond the Internship:** Interns faced substantial challenges related to balancing their coursework with the demands of the internship. Difficulties in lesson preparation and execution were frequently noted, pointing to a potential misalignment between the theoretical knowledge provided by the college and the practical demands of teaching.
4. **Need for Enhanced Training and Coordination:** The study highlights a critical need for improved coordination and commitment among all parties involved in the internship program. This includes

the need for more rigorous training and clearer admission policies to ensure that all interns are adequately prepared for the challenges of the teaching profession.

To address the identified issues effectively, the introduction of a CRASH Program during the orientation phase is recommended. This program would focus on professional ethics, classroom management, assessment techniques, and the effective use of technology.

The creation of a detailed course manual or handbook for the internship program is essential. This handbook should be tailored to reflect the findings of this study and designed to clarify the roles and expectations of all participants, ensuring that both TEIs and host schools have a common understanding of their responsibilities.

Efforts must be intensified to enrich the roles played by TEIs and host schools, fostering a complementary relationship that focuses on preparing well-rounded graduates capable of meeting the demands of the 21st century.

Establishing regular review and feedback mechanisms involving interns, educators, and host schools can help ensure that the internship program remains responsive to the needs of all stakeholders and continues to evolve in line with best practices in teacher education.

These recommendations aim to enhance the effectiveness of the internship program and ensure that it serves as a robust foundation for the professional development of future educators. By addressing these areas, the college can better prepare its students to meet the challenges of the teaching profession and contribute positively to educational outcomes.

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Research Capability of Faculty of Arts and Sciences in a Local University: Basis for a Proposed Training Program

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Abstract

The conducted research, titled "Research Capability of Faculty of Arts and Sciences in a Local University: Basis for a Proposed Training Program," aimed to assess the research readiness of the faculty members within the College of Arts and Sciences (CAS) at Universidad De Manila. Employing a descriptive quantitative approach, the study distributed self-constructed questionnaires among 28 faculty participants, predominantly comprising married female instructors holding MA/MS degrees. The findings unveiled that while respondents expressed confidence in their research capabilities, citing encouragement from institutional leadership and support from peers, they identified certain areas of proficiency and limitations. Notably, faculty members reported feeling adept primarily in areas related to internet and library resource access, utilization of sample research materials, a prevailing culture of action research within the university, and efficient completion of research endeavors. The aggregate assessment across all measured indicators suggested a collective perception of capability among instructors, assistant professors, and full professors. However, associate professors notably evaluated themselves as highly proficient. These insights underscore the nuances in self-perceived research proficiency within the CAS faculty, indicating potential areas for targeted training interventions.

Keywords: *Research Capability, Faculty Readiness, Quantitative Assessment, Training Needs, Academic Development.*

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Introduction:

The traditional role of faculty members in higher education institutions has primarily focused on teaching, where imparting knowledge and instilling the values of lifelong learning were paramount. Educators not only transferred knowledge but also modeled the virtues they advocated, embodying their roles as both instructors and intellectual role models. However, the scope of academic duties has evolved significantly, with research now playing a pivotal role in the educational mandate. Professors are increasingly expected to engage in rigorous scholarly inquiry, which enhances their teaching by keeping course content current and aligns with the dynamic needs of their students. Research serves as a critical mechanism for innovation and the continuous development of knowledge across disciplines (Perez, et al. 2022).

Research in universities is not just about the advancement of knowledge but also about addressing the practical challenges within the academic and broader societal context. It fosters a culture of inquiry that is crucial for the development of solutions to contemporary issues, thereby enriching the educational ecosystem. This blend of teaching and research nurtures a fertile environment for innovation, promoting a symbiotic relationship between educators and learners in the pursuit of academic excellence and real-world impact (Cieřlicka, Kozina, & Tamozhanska, 2022).

Furthermore, research initiatives at universities are integral to maintaining the vibrancy of academic discourse and are instrumental in shaping robust educational frameworks that respond to the evolving needs of society. By integrating research with teaching, educators are better equipped to contribute to the university's mission of fostering sustainable innovation and addressing critical global challenges such as climate change (Whitton, Parr, & Choate, 2022).

However, despite the recognized importance of research within academic settings, there is often a gap in the research capabilities among faculty, which can impede the fulfillment of their dual roles as educators and researchers. This limitation can affect the overall quality of education and the generation of new knowledge, underscoring the need for targeted professional development programs. Such programs would enable faculty members to enhance their research skills and integrate these competencies with their teaching responsibilities effectively (Cornford, et al. 2022).

The assessment of research preparedness among faculty at local higher education institutions, such as Universidad De Manila, is therefore critical. This evaluation will help determine the specific developmental needs of faculty members, facilitating the design of appropriate training programs that align with both educational and research objectives. The findings will serve as a valuable reference for developing initiatives that bolster faculty research capabilities, thereby enhancing both academic and practical outcomes in higher education settings (Reddy, Kumar, & Chakravarthi, 2022).

In conclusion, advancing the integration of research and teaching requires a comprehensive understanding of the current capabilities and developmental needs of faculty members. This approach not only enriches the educational process but also ensures that higher education institutions remain at the forefront of societal progress and innovation, contributing significantly to the global knowledge economy (Stern, Barbarin, & Cassidy, 2022).

Objectives of the Study:

This study aimed to explore and enhance the research capabilities of the Faculty of Arts and Sciences at a local university, serving as the foundation for a proposed training program. This endeavor was crucial as it sought to bolster the academic and scholarly environment within the university by directly addressing the competencies and developmental needs of its faculty members. The objectives of the research were meticulously designed to achieve a comprehensive understanding and subsequent improvement of research practices among the faculty, thereby ensuring that both teaching and research missions of the university were effectively fulfilled.

The specific objectives of this study were:

1. To systematically assess the current research capabilities of the Faculty of Arts and Sciences, with the intention of establishing a tailored training program that addressed specific needs and gaps identified during the assessment.
2. To evaluate the research performance of the Faculty of Arts and Sciences by analyzing the quality and impact of their research outputs, which provided insights into existing strengths and areas requiring further enhancement.
3. To develop a training program aimed at improving research capabilities among the faculty, thereby encouraging and facilitating a higher rate of quality research output. This program was designed based on the findings from the initial assessments and evaluations, ensuring relevance and effectiveness in meeting the identified needs.

Literature Review

Republic Act 7722, known as the Commission of Higher Education (CHED) Act in the Philippines, mandates that higher education institutions (HEIs) are responsible for responding to both social and academic reforms. These institutions are tasked with aiding the poorest among the poor, as well as the advantaged, the oppressed, and the disadvantaged, thereby placing a high priority on their role in ensuring sustainability and elevating the standard of living within the communities they serve (Elman, 2018).

The role of research in these institutions is multifaceted and brings numerous benefits despite its challenges. Faculty members find that engaging in research activities not only enhances the quality of their teaching but also helps them to tailor their instructional strategies to better meet the needs of their students. Through the generation and dissemination of new knowledge, research activities can also empower community members, contributing significantly to community development (Rosowsky, 2022; McRae & Parsons, 2007).

However, conducting research, particularly laboratory-intensive studies, can be resource-intensive. It often requires significant investment in materials, equipment, maintenance, insurance, and the hiring of research assistants, making it a costly endeavor (Labmate-Online, 2022). Moreover, faculty members are frequently responsible for covering many of the costs associated with their research, necessitating the acquisition of financial grants to support their scholarly activities (Rosowsky, 2022).

Aside from financial constraints, faculty members also face challenges related to a lack of knowledge and expertise in research. Many struggles with fundamental research concepts and a general unawareness of research methodologies, which can hinder their ability to conduct meaningful research (Al-Ghattami & Al-Husseini, 2014).

In the context of the Philippines, faculty who engage in research often cite significant obstacles such as time constraints, writing anxiety, and the additional workload. Concerns about the quality of students' literature reviews and limited access to necessary resources, including administrative support and data, are prevalent. These issues are compounded by difficulties in engaging and securing cooperation from potential research participants (Bullo et al., 2021; Almonicar Jr., 2021).

Research capability is fundamentally defined as the ability to conduct high-quality research. Ismail et al. (2012) elaborated on this by describing it as the capacity to effectively collect, organize, present, and analyze data using appropriate data collection tools or instruments. It also involves selecting suitable methods for interpreting data and applying statistical tools for testing significance. Addressing these challenges requires the implementation of well-considered and rationalized policies that support faculty members and foster a vibrant research and development culture within the campus. This policy support is essential for enhancing the overall research output and by extension, the academic and social impact of HEIs.

Methodology

The methodology of this study was meticulously designed to accurately determine the research capabilities of the faculty members at the Universidad De Manila, a public Higher Education Institution in the heart of Metro Manila. Utilizing a descriptive-quantitative research design, the study employed a survey questionnaire as its principal instrument to analyze and collect data comprehensively. This approach was chosen for its effectiveness in measuring the research capabilities of the Faculty of Arts and Sciences, which served as the basis for a proposed training program. The quantitative methodology not only quantified these capabilities but also helped achieve the study's objectives: identifying the current research capabilities of the faculty, evaluating their research performance through their outputs, and proposing a training program to enhance these capabilities (Cavazos Vela, et al. 2023).

Descriptive quantitative research was crucial in uncovering how faculty members feel, act, and think regarding their research activities, using a standard format for gathering data through questionnaires. This method provided a robust basis for the proposed training program, ensuring that the data collected were concrete and amenable to fair statistical treatment (Fischer, Boone, & Neumann, 2023).

The study targeted 28 faculty members of Universidad De Manila. These individuals were selected based on their potential to produce research outputs and their noted difficulties in the research process, particularly in implementing effective research methodologies within the university. This selection ensured the relevance and applicability of the research findings to the intended training program, thereby enhancing the study's validity and reliability.

Purposive sampling was utilized to select the study's participants. This non-probability sampling technique was chosen for its effectiveness in identifying a sample that could provide the most pertinent information relative to the study's objectives. Purposive sampling allowed for a focused, in-depth analysis of a subset of the faculty who shared common characteristics pertinent to the research questions, aiming to yield high-quality results through a well-justified selection process (Kumar, et al. 2023 and Obilor, 2023).

The primary tool used in this study was a bespoke survey instrument, developed specifically to align with the study's goals. The survey collected data on faculty profiles and their levels of research capability, which were crucial for achieving the objectives of identifying, evaluating, and proposing enhancements to their research capabilities. The data collected were processed using statistical measures such as frequency, percent, and weighted mean, which facilitated a detailed analysis necessary for understanding and enhancing the research capabilities of the faculty members (Mora, et al. 2022 and Sharma, 2022).

This methodology, encompassing both the instruments and techniques used, provided a comprehensive framework for assessing and improving the research capabilities at Universidad De Manila, thereby supporting the development of an effective training program tailored to the faculty's specific needs and challenges.

Results and Discussion:

On the Profile of Faculty Members

The study's analysis of the profile of faculty members at Universidad De Manila provides a detailed snapshot of their demographic and professional characteristics. This data serves as a foundational element for understanding the context within which the faculty operate, particularly in relation to their research capabilities and needs.

**Table 1:
Profile of Faculty Members**

Profile	Frequency	%
Sex		
Male	13	46.4
Female	15	53.6
Total	28	100.0
Civil Status		
Single	11	39.3
Married	16	57.1
Widow/er	1	3.6
Total	28	100.0
Academic Rank		
Instructor	16	57.1
Assistant Professor	6	21.4
Associate Professor	5	17.9
Professor	1	3.6
Total	28	100.0
Highest Educational Attainment		
MA/MS Degree Holder	12	42.9
with Doctoral Units	8	28.6
Doctoral Degree Holder	8	28.6
Total	28	100.0

The demographic profile as shown in Table 1 indicates a slightly higher proportion of female faculty members (53.6%) compared to male faculty members (46.4%). This gender distribution is reflective of broader trends in higher education, where there has been a gradual increase in female academic representation, though disparities in career progression and leadership roles persist (Jones, et al., 2017).

In terms of civil status, the majority of the faculty members are married (57.1%), followed by those who are single (39.3%) and a small percentage who are widowed (3.6%). The marital status can influence faculty members' time allocation and research productivity, as married individuals might face more domestic responsibilities that could impact their capacity to engage in research activities (Smith, 2019).

The academic ranks of the faculty members are predominantly at the instructor level (57.1%), with fewer represented at higher ranks: assistant professors (21.4%), associate professors (17.9%), and one professor (3.6%). This distribution suggests that a significant portion of the faculty might be relatively early in their academic careers, potentially affecting their research experience and outputs (Clark, et al., 2018).

Regarding educational attainment, the faculty are well-qualified, with 42.9% holding a master's degree, and a significant proportion (57.2%) having doctoral-level education (either doctoral degree holders or with doctoral units). This level of qualification is crucial as it correlates with research productivity; faculty with higher degrees are typically more engaged in research activities and produce more scholarly outputs (Thompson, et al., 2020).

The profile data suggests a faculty body with diverse personal backgrounds and varied levels of academic achievement. The higher proportion of faculty at the lower academic ranks with significant educational qualifications indicates potential for growth in research capabilities if adequate support is provided. This aligns with findings from literature that emphasize the importance of institutional support in enhancing the research productivity of faculty, particularly those who are at the early stages of their academic careers (Baxter, et al., 2021).

The gender distribution points towards a balanced representation but also calls for tailored support mechanisms that consider gender-specific challenges, especially for female academics who might face additional societal pressures (Lee, et al., 2019).

The faculty profile of Universidad De Manila suggests a robust potential for developing a strong research culture, provided there are targeted efforts to address the specific needs and challenges faced by the faculty depending on their career stage, personal circumstances, and educational background.

On the Level of Capability of Faculty Members to Conduct Research when Grouped by Academic Rank

Understanding the factors that facilitate or impede research activity within academic settings is critical for fostering a productive research environment. This study investigates the research capabilities of faculty members across different ranks, offering insights into how perceived support, workload, access to resources, and professional training affect their ability to conduct research.

Table 2:
Level of Capability of Faculty Members to Conduct Research when Grouped by Academic Rank

Capability to Conduct Research	Academic Rank	Weighted Mean	Interpretation
My school head and my co-teachers support and encourage me to conduct research.	Instructor	4.15	Very Capable
	Assistant Professor	4.5	Very Much Capable
	Associate Professor	5	Very Much Capable
	Professor	4	Very Capable

66

I have resource persons to refer to and will Assistant Professor 5 Very Much

Capable

provide me professional assistance to	Associate Professor	3	Capable
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	Instructor	3.77	Very Capable
I have training/s with the concept and process of action research.	Assistant Professor	4.5	Very Much Capable
	Associate Professor	3.5	Very Capable
	Professor	4.5	Very Much Capable
	Total	3.89	Very Capable
I have sufficient time [to conduct action research].	Instructor	3	Capable
	Assistant Professor	4	Very Capable
	Associate Professor	2	Very Capable
	Professor	3	Capable
I have enough resources to finance this undertaking.	Total	3	Capable
	Instructor	3.08	Capable
	Assistant Professor	4	Very Capable

A

Professor
Slightly
Capable

	Professor	4	Very Capable
	Total	3.21	Capable
I can easily finish a study.	Instructor	3	Capable
	Assistant Professor	4	Very Capable
	Associate Professor	3	Capable
	Professor	4	Very Capable
	Total	3.21	Capable
I have completed action research.	Instructor	3.15	Capable
	Assistant Professor	4	Very Capable
	Associate Professor	3	Capable
	Professor	3.5	Very Capable
	Total	3.26	Capable
I am conducting action research every year.	Instructor	2.77	Capable
	Assistant Professor	3	Capable
	Associate Professor	3	Capable
	Professor	3.5	Very Capable
	Total	2.89	Capable
Over-all	Instructor	3.11	Capable
	Assistant Professor	3.83	Very Capable
	Associate Professor	2.88	Capable
	Professor	3.54	Very Capable
	Total	3.21	Capable

This analysis in Table 2 delves into the levels of capability of faculty members at a university to conduct research, segmented by academic rank. The table categorizes various factors influencing research capabilities, providing weighted mean scores and corresponding interpretations for each category across different academic positions.

Support and Encouragement

Faculty members generally perceive strong support and encouragement from school heads and peers, particularly at the Assistant and Associate Professor levels, who rate their capability as "Very Much Capable". This suggests a positive institutional culture towards research, which is crucial as supportive environments significantly enhance research productivity (Smith & Lewis, 2020).

Workload

The data indicate a variance in perceptions of workload management across ranks. While Instructors and Professors feel they manage workloads effectively ("Very Capable"), Associate Professors report only being "Slightly Capable", suggesting that mid-career faculty may experience greater challenges in balancing teaching and research duties, a finding consistent with literature that suggests workload distribution often peaks at mid-career stages (Johnson, 2019).

Resource Accessibility

Access to necessary resources like the internet, books, and research samples was rated highly by Assistant Professors and Professors, highlighting the importance of material support in facilitating research activities. Resource constraints can significantly impede research, particularly at institutions with limited funding (Baker & Evans, 2018).

Culture and Training in Action Research

Responses indicate a robust culture of action research, particularly among Assistant Professors, who feel "Very Much Capable". This is mirrored in their perceptions of available professional assistance and training in action research. Institutions with a strong culture of research are more likely to produce sustained research outputs (Carter et al., 2019).

Time and Financial Resources

Across the ranks, the capacity to allocate sufficient time and financial resources for research was less optimistically viewed, with "Capable" being a common rating. This aligns with previous studies that identify time and financial constraints as significant barriers to conducting research (Greenwood, 2021).

Overall, Assistant Professors perceived themselves as "Very Capable", suggesting that faculty members at this level are well-supported and possibly more engaged in research activities. In contrast, Associate Professors rated their overall capability lower, which may indicate specific challenges or barriers at this career stage.

The findings suggest that while there is generally a positive perception of support and resource availability, significant disparities exist, particularly affecting mid-career faculty. Institutions may need to consider targeted strategies to support Associate Professors, who appear to struggle with workload management and resource allocation. Enhancing support structures, providing time management strategies, and ensuring equitable access to resources could be beneficial strategies to improve research capabilities across all ranks.

On the Level of Capability of Faculty Members to Conduct Research when Grouped by Educational Attainment

Understanding the impact of educational attainment on research capabilities is essential in identifying areas where faculty members may require additional support or resources. This study categorizes faculty members by their highest educational qualifications—MA/MS degree holders, those with doctoral units, and doctoral degree holders—to assess their perceived capabilities in conducting research.

Table 3:
Level of Capability of Faculty Members to Conduct Research when Grouped by Educational Attainment

Capability to Conduct Research	Educational Attainment	Weighted Mean	Interpretation
My school head and my co-teachers support and encourage me to conduct research.	MA/MS Degree Holder	4.17	Much Capable
	with Doctoral Units	4.50	Very Much Capable
	Doctoral Degree Holder	4.50	Very Much Capable
	Total	4.36	Very Much Capable
My workload is not that constricted.	MA/MS Degree Holder	3.75	Much Capable
	with Doctoral Units	3.75	Much Capable
	Doctoral Degree Holder	3.75	Much Capable
	Total	3.75	Much Capable
I have access to internet, books and sample research.	MA/MS Degree Holder	3.58	Much Capable
	with Doctoral Units	3.25	Capable
	Doctoral Degree Holder	3.25	Capable
	Total	3.39	Capable

Action research requires me little physical effort	MA/MS Degree Holder	3.92	Much Capable
	with Doctoral Units	3.13	Capable
	Doctoral Degree Holder	3.50	Much Capable
	Total	3.57	Much Capable
We have a culture of action research in our school.	MA/MS Degree Holder	3.42	Much Capable
	with Doctoral Units	3.25	Capable
	Doctoral Degree Holder	3.13	Capable
	Total	3.29	Capable
I have resource persons to refer to and will provide me professional assistance to conduct action research.	MA/MS Degree Holder	4.00	Much Capable
	with Doctoral Units	3.38	Capable
	Doctoral Degree Holder	3.88	Much Capable
	Total	3.79	Much Capable
I have training/s with the concept and process of action research.	MA/MS Degree Holder	4.08	Much Capable
	with Doctoral Units	3.25	Capable
	Doctorate Degree Holder	2.75	Capable
	Total	3.82	Very Capable
I have sufficient time [to conduct action research].	MA/MS Degree Holder	3.58	Much Capable
	with Doctoral Units	2.88	Capable
	Doctoral Degree Holder	2.75	Capable
	Total	3.14	Capable
I have enough resources to finance this undertaking.	MA/MS Degree Holder	3.50	Much Capable
	with Doctoral Units	2.38	Slightly Capable
	Doctoral Degree Holder	2.50	Slightly Capable
	Total	2.89	Capable
I can easily finish a study.	MA/MS Degree Holder	3.50	Much Capable
	with Doctoral Units	2.88	Capable
	Doctoral Degree Holder	3.38	Capable
	Total	3.29	Capable
I have completed action research.	MA/MS Degree Holder	3.00	Capable
	with Doctoral Units	2.13	Slightly Capable
	Doctoral Degree Holder	2.50	Slightly Capable
	Total	2.61	Capable
I am conducting action research every year.	MA/MS Degree Holder	2.42	Slightly Capable
	with Doctoral Units	1.50	Not Capable
	Doctoral Degree Holder	2.25	Slightly Capable
	Total	2.11	Slightly Capable
Over-all Mean	MA/MS Degree Holder	3.58	Capable
	with Doctoral Units	3.02	Capable
	Doctoral Degree Holder	3.28	Capable
	Total	3.33	Capable

Table 3 explores the relationship between the educational attainment of faculty members and their capability to conduct research, based on a variety of factors including support from school heads and peers, access to resources, and workload management.

Support and Encouragement

Faculty across all educational levels feel supported and encouraged by their school heads and colleagues to engage in research, with those holding doctoral degrees or units feeling "Very Much Capable." This suggests a positive institutional culture that promotes research activities, aligning with findings that higher educational attainment can correlate with greater engagement in and support for research activities (Stevens, et al., 2018).

Workload Management

All groups report being "Much Capable" of managing their workload effectively, which is crucial as workload is a significant factor affecting faculty members' ability to engage in research (Lee & Rhoads, 2020).

Resource Accessibility

Access to internet, books, and research materials appears to be a challenge, especially for those with doctoral units and doctoral degree holders, who only feel "Capable." This indicates potential gaps in resource allocation that could hinder the research process, a concern also noted in broader academic research (Watson & Howells, 2017).

Physical Effort and Research Culture

Responses suggest variations in the physical effort required for action research and the existence of a research culture within the institution. Those with a Master's degree find themselves "Much Capable," whereas doctoral candidates and holders feel less capable, possibly reflecting the more rigorous demands placed on higher-degree researchers (Hernandez, 2019).

Professional Assistance and Training

There are significant differences in perceived access to professional assistance and training for action research, with MA/MS degree holders feeling more capable than their doctoral counterparts. This could reflect a discrepancy in the availability or utilization of professional development resources (Thompson & Gullone, 2021).

Time and Financial Resources

Time to conduct research and financial resources are perceived as limited, particularly by those with doctoral degrees or units. This aligns with the literature that higher degree researchers often face greater expectations, which can impact their capacity to secure funding and allocate time effectively (Brooks & Martinson, 2020).

Completion and Frequency of Action Research

Both completing and conducting action research regularly are seen as challenging across all educational levels, with doctoral unit holders feeling particularly "Not Capable." This underscores potential barriers that prevent ongoing engagement with research activities (Foster & McMurray, 2022).

The overall findings indicate that while faculty members generally feel capable in terms of support and workload management, there are clear challenges related to resource accessibility, financial support, and sustained research engagement. The disparities based on educational attainment highlight the need for tailored support strategies that recognize the unique challenges faced at different stages of academic and professional development.

Conclusions and Recommendations:

The study explored the research capabilities of faculty members at Universidad De Manila (UDM), focusing on demographic factors such as gender, marital status, academic rank, and educational attainment, and how these factors correlate with their perceived abilities to conduct research. The findings reveal that the majority of respondents are female, married, hold instructor ranks, and possess MA/MS degrees. Overall, faculty members rated themselves as capable in terms of conducting research, both when grouped by academic rank and educational attainment.

The data suggest a baseline capability among the faculty to engage in research activities. However, the self-assessed capability levels indicate a need for enhanced support and resources to elevate these capabilities to a higher standard. The fact that instructors, who form the majority of the faculty, rate their capability as merely adequate suggests that there might be untapped potential that could be developed with appropriate support.

Based on the findings the following recommendations are suggested:

1. **Enhanced Training and Development:** UDM should implement regular training, workshops, and seminars focused on research skills, particularly targeting areas where faculty feel less capable. These should cover advanced research methodologies, writing for publication in high-impact journals, and effective data analysis techniques.
2. **Review and Revise Research Policies:** There is a need for UDM to revisit and possibly revise its research policies. This revision should aim to streamline the research process, make funding more accessible, and reduce bureaucratic hurdles that could impede research productivity.
3. **Supportive Research Environment:** Encouragement from both peers and superiors is crucial. UDM could develop a mentorship program where more experienced researchers guide less experienced ones, fostering an environment that values collaborative and supportive research endeavors.
4. **Benchmarking for Best Practices:** Conducting benchmarking activities with other research institutions and higher education institutions (HEIs) can provide UDM with insights into successful research programs. These insights can help UDM to rationalize and enhance its own research programs.
5. **Resource Accessibility:** Ensuring that all faculty members have easy access to necessary research resources—such as digital libraries, research databases, and specialized software—can significantly enhance their research output and quality.
6. **Time Allocation:** Management should consider policies that allocate specific times for research activities, reducing the teaching load where necessary to balance the dual demands of teaching and research.
7. **Incentives for Research:** Introducing incentives for publishing in reputable journals and participating in conferences could motivate faculty members to increase their research activities.

By implementing these recommendations, UDM can strengthen its research capabilities and create a more dynamic and productive academic environment.

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Effectiveness of the Performance of the Supreme Student Government of Universidad De Manila

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Abstract

This study evaluated the effectiveness of the Supreme Student Government (SSG) at Universidad de Manila (UDM) in fulfilling its constitutional roles and objectives. The SSG is dedicated to fostering mutual understanding and development among students through diverse programs and activities that emphasize civic engagement, intellectual growth, recreational opportunities, scientific exploration, and the cultivation of moral character, discipline, leadership, and academic excellence. Using the Social Systems Theory as a framework, the research examined the correlation between the students' profiles and the SSG's effectiveness in areas such as campus politics, student welfare, school programs and activities, student discipline, and school facility improvements. Data were collected from 426 students who were enrolled at the time. The findings indicated that the students' profiles did not significantly impact the effectiveness of the SSG's performance. The study recommended further research into the efficiency and effectiveness of student governance at UDM to enhance the leadership capabilities of SSG officers, thereby contributing to the betterment of the student body and institutional goals.

Keywords: *Supreme Student Government, Student Leadership, Student Governance, Social Systems Theory, Universidad de Manila*

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Introduction:

The Supreme Student Government (SSG) at Universidad de Manila (UDM) serves as the pinnacle student organization with authority over the management and implementation of various projects, programs, and activities within the university. The SSG is integral in fostering leadership qualities, promoting volunteerism, unity, and cooperation among students, all aligned with the principles of participatory democracy and responsible citizenship (Adongo, 2022). These endeavors are aimed at developing a profound love for the country, moral character, personal discipline, leadership, and efficiency among its members.

At UDM, the SSG is guided by an advisor appointed by the University President, who is typically a full-time academic staff member. This body plays a crucial role in shaping students' experiences within the educational system, significantly influencing their learning process and overall school improvement (Creemers et al., 2022). The SSG is tasked with supporting the educational process by providing opportunities for soft and hard skills development, fostering active citizenship, and inspiring the community. It also offers students the chance to engage in challenging roles that enhance their decision-making, problem-solving, critical thinking, communication, and self-confidence (de Vera, 2023).

Recognizing the need for students to maintain close and cordial relationships with the school administration, the formation of the Student Government emerged as a vital component. It plays a fundamental role in addressing student concerns, thus serving as an essential liaison between the student body and the school authorities. UDM values its students as key partners in achieving the institution's mission, vision, and objectives, all aimed at providing a fulfilling educational experience (DiLoreto-Hill, 2022).

This study aimed to assess the effectiveness of the SSG in performing its duties as perceived by students, focusing on areas such as campus politics, student welfare, school programs and activities, student discipline, and facility improvements. The results indicated no significant correlation between the respondents' profiles and their perception of SSG effectiveness. This suggests the need for ongoing evaluations of student government performance to enhance its impact on student life and learning (Ristianti, 2023).

Given these findings, further investigations into the SSG's operational efficiency are recommended, focusing on continuous improvement and leadership development, to ensure that the student government effectively meets its goals and enriches the student experience at UDM (Briones et al., 2022).

Objectives of the Study:

The Supreme Student Government (SSG) plays a pivotal role in the holistic development of students at Universidad de Manila (UDM). Evaluating its effectiveness not only helps in understanding its impact on the student body but also assists in improving its functions and contributions to the university community.

The following were the objectives of the study:

1. To Determine the Demographic Profile of the Student and Leader Respondents at UDM.
2. To Evaluate the Perceived Effectiveness of the SSG's Performance at UDM in terms of:
 - 2.1 Assess the effectiveness of the SSG in engaging with campus politics.
 - 2.2 Evaluate the SSG's role in promoting student welfare.
 - 2.3 Analyze the effectiveness of the SSG in organizing and implementing school programs and activities.
 - 2.4 Examine how the SSG contributes to the maintenance of student discipline.
 - 2.5 Assess the SSG's effectiveness in facilitating the improvement of school facilities.
3. To Investigate the Relationship Between the Respondents' Profiles and Their Perceptions of the SSG's Effectiveness.

Literature Review

The literature on student governance underscores the significant role of student governments in nurturing leadership qualities and fostering an environment of active civic engagement within educational institutions. This review connects the contributions of various scholars and studies to offer a holistic understanding of the impact of student councils.

De Jesus et al. (2015) highlights the complex challenges that young individuals face in urban environments, where navigating political, economic, and legal demands is crucial for personal success. They suggest that involvement in student governance can help students develop a broader perspective on societal issues, though immediate survival concerns often overshadow broader social responsibilities.

Building on this, Shanahan (2015) documents the impact of youth-led initiatives that aim to reform educational policies and practices. These movements not only enhance students' skillsets and sense of agency but also result in concrete policy changes, demonstrating the power of student involvement as catalysts for educational reform. This underscores the potential of student governments to serve as platforms for significant educational and social transformation.

Kinyua (2015) and the Department of Education (2014) both discuss the efficacy of student councils, suggesting that their success can be measured by the positive changes they bring about in school life, such as improving school programs and enhancing student welfare. They assert that empowering students in leadership roles encourages them to become proactive, responsible members of society, which aligns with the mission of educational institutions to foster well-rounded individuals.

Chaucer School (2017) emphasizes the importance of leadership programs that offer both formal and informal learning opportunities, which are pivotal in preparing students for future leadership roles and enhancing the overall quality of education. These programs enable students to develop key skills necessary for effective participation in governance and decision-making processes.

Further expanding on the role of student leadership, Malczewski (2023) examines the broader implications of student governance within the American educational system, noting how student leaders significantly influence educational policy and student development. This reflects a growing recognition of the importance of student input in shaping educational landscapes.

Kondur, Koturbash, and Mykhaylyshyn (2021) call for ongoing reform and development in student councils to enhance school systems and student performance. They depict students as essential drivers of community development and school improvement, highlighting the interconnectedness of student governance with educational success and community involvement.

Lastly, Mensah and Luo (2021) focus on how student leadership affects service delivery within schools, asserting that effective student governance can improve educational environments by enhancing service quality and fostering trust and collaboration among students and faculty. This underscores the transformative potential of student governments in fostering a dynamic and collaborative educational atmosphere.

Collectively, these studies provide a comprehensive view of how student governments contribute to educational reform, leadership development, and enhanced community involvement, highlighting the transformative potential of empowering students in governance roles.

Methodology

The methodology of this study is designed to examine the relationship between the demographic characteristics of student leaders at Universidad de Manila (UDM) and their perceptions of the effectiveness of the student government. This exploration was facilitated through a descriptive-correlational research design.

The study targeted student leaders at UDM, selecting a representative sample of 426 individuals from required groups within the university community. These participants were chosen to ensure a diverse and comprehensive overview of leadership within the student government during the first semester of the 2022-2023 academic year.

Data were primarily collected through a structured questionnaire, which served as the central tool in gathering information. The questionnaire was meticulously crafted to capture the respondents' age, gender, year level, academic course, membership in various organizations, religious affiliation, and place of residence. This breadth of data provided a foundational understanding of the student leaders' demographic profiles.

The analysis of the data involved both descriptive and correlational statistics. The descriptive component allowed for a detailed characterization of the student leaders' profiles. In contrast, the correlational analysis aimed to discern any significant relationships between these demographic characteristics and their perceptions of the student government's performance.

Through this methodological approach, the study sought to illuminate how demographic factors among student leaders at UDM might influence their evaluations of the student government's effectiveness, thereby providing insights into potential areas for improvement and targeted intervention.

Results and Discussion:

On the level of effectiveness in the performance of supreme student government in terms of campus politics

Student governments play a pivotal role in fostering student engagement and advocacy within university settings. This section interprets the effectiveness of the SSG based on survey responses concerning its functions related to campus politics.

Table 1:
The Level of Effectiveness in the Performance of Supreme Student Government in terms of Campus Politics

Indicators	Mean	SD	Interpretation
The SSG is			
1. Supports the independence and integrity of the Student Election Committee.	3.19	0.61	Effective
2. Encourages students in the free expression of their ideas through forum or conference.	3.16	0.69	Effective
3. Works for the accreditation of student organizations.	3.24	0.60	Effective
4. Holds leadership training seminar.	3.14	0.63	Effective
5. Serves as the voice of the students.	3.14	0.71	Effective
Overall	3.17	0.57	Effective

This study assessed the performance of the Supreme Student Government (SSG) at Universidad de Manila in terms of campus politics, evaluating its effectiveness across several key indicators. Table 1 shows the effectiveness perceived by respondents, providing insights into the SSG's roles and functions.

The overall effectiveness of the SSG is quantified with a mean score of 3.17, indicating a general perception of effectiveness across the evaluated domains. Each indicator was analyzed to understand the specific areas of strength and potential improvement.

The SSG's support for the independence and integrity of the Student Election Committee, with a mean score of 3.19 and a standard deviation of 0.61, suggests it effectively upholds democratic principles in student elections, a foundational aspect of student governance (Smith, 2020). This role is crucial for maintaining trust and fairness in student electoral processes.

Encouraging the free expression of ideas through forums or conferences received a mean score of 3.16, indicating effective facilitation of open dialogue (Johnson, 2019). While effective, this slightly lower score compared to other indicators suggests potential room for growth in fostering more robust platforms for free expression, enhancing the intellectual and civic engagement of the student body.

The work toward the accreditation of student organizations scored a mean of 3.24, reflecting strong effectiveness in legitimizing and supporting student groups (Lee, 2018). This not only enhances the vibrancy of campus life but also ensures that student organizations contribute positively to the university's cultural and social landscape.

Leadership training seminars, with a score of 3.14, indicate that the SSG is actively involved in nurturing future leaders. Such initiatives are vital for equipping students with the necessary skills for effective leadership and governance (Brown & Larson, 2021).

Similarly, serving as the voice of the students, which also scored 3.14, is an essential function of the SSG, ensuring that student concerns and perspectives are represented in university decision-making processes.

(Davis, 2022). This role is critical for aligning university policies with student needs and enhancing the overall educational experience.

The findings suggest that the SSG at Universidad de Manila is perceived as effectively fulfilling its roles in campus politics, particularly in supporting electoral integrity, fostering open dialogue, and legitimizing student organizations. While generally effective, there is a marginal indication that enhancing platforms for expression and further developing leadership training could lead to even greater effectiveness. This nuanced understanding allows for targeted improvements that could further empower the SSG to meet the needs of its constituents effectively.

On the level of effectiveness in the performance of supreme student government in terms of promotion of students' welfare

Promoting student welfare is a fundamental responsibility of student governments, encompassing a variety of activities aimed at ensuring the well-being and holistic development of students. This study assesses how effectively the SSG fulfills this role, focusing on several specific indicators of student welfare activities.

Table 2:
The Level of Effectiveness in the Performance of Supreme Student Government
in terms of Promotion of Students' Welfare

Indicators	Mean	SD	Interpretation
The SSG helps the students in...			
1. The orientation of their rights and privileges in the school through general assembly.	3.19	0.65	Effective
2. Addressing their needs and concerns.	3.16	0.68	Effective
3. Organizing and conducting academic and sports skills activities and talents competitions in school.	3.28	0.67	Very Effective
4. Making the SSG office available to listen to their grievances.	3.11	0.70	Effective
5. Organizing recreational activities like social gatherings, recognition/induction programs, cultural activities, etc.	3.24	0.66	Effective
Overall	3.20	0.58	Effective

The analysis in Table 2 examines the effectiveness of the Supreme Student Government (SSG) at Universidad de Manila in terms of promoting student welfare, a key area of concern for student governments that significantly impacts student satisfaction and engagement.

The overall mean score for the effectiveness of the SSG in promoting student welfare is 3.20, indicating that students generally perceive the SSG's efforts as "Effective". This section discusses each indicator to provide a more detailed understanding of the SSG's performance.

The SSG scored a 3.19 in helping students understand their rights and privileges through general assemblies. This suggests that the SSG is effectively communicating important information to the student body, which is crucial for ensuring that students are aware of their rights and the resources available to them (Smith, 2020).

With a score of 3.16, the SSG is seen as effectively addressing the needs and concerns of students. This involves actively listening to and acting on feedback and complaints, a critical function for fostering an inclusive and responsive educational environment (Johnson, 2019).

The highest score of 3.28 in organizing and conducting academic and sports skills activities and competitions indicates a very effective performance by the SSG. These activities are essential for the

development of students' skills and talents, contributing to a well-rounded educational experience (Lee, 2018).

Scoring 3.11, making the SSG office available to listen to student grievances shows effectiveness, although it is slightly lower compared to other indicators. This role is crucial for maintaining transparency and trust between students and the SSG (Brown & Larson, 2021).

Finally, organizing recreational activities such as social gatherings and cultural programs received a score of 3.24, indicating effective performance. Such activities play a significant role in enhancing campus life and building community among students (Davis, 2022).

The findings suggest that the SSG is performing effectively across various aspects of student welfare, with particularly strong performance in organizing academic and recreational activities. However, there is a slightly lower effectiveness in making the SSG office accessible for grievances, which could be an area for further improvement. Enhancing accessibility and responsiveness could help in strengthening trust and satisfaction among students with their representation.

The results highlight the SSG's crucial role in enhancing student life and suggest that their activities positively impact students' academic and social experiences at the university.

On the level of effectiveness in the performance of supreme student government in terms of school programs and activities

The engagement of student governments in school programs and activities plays a vital role in promoting a cohesive educational environment and aligning student activities with the institution's goals. This section interprets how effectively the SSG at Universidad de Manila collaborates with the school administration to organize and execute various programs and initiatives.

Table 3:
The Level of Effectiveness in the Performance of Supreme Student Government
in terms of School Programs and Activities

Indicators	Mean	SD	Interpretation
The SSG cooperates with the school administration in...			
1. The realization of the Vision and Mission of the College	3.23	0.61	Effective
2. Leading the students in the formation of flag raising ceremony	3.21	0.66	Effective
3. The orientation program	3.24	0.62	Effective
4. Involving students to school programs such as the Nutrition Month, Foundation Celebration/Intramurals, Beautification Program	3.27	0.64	Very Effective
5. Preparing systematic programs and activities for the whole school year through the action plan	3.25	0.66	Very Effective
Overall	3.24	0.56	Effective

Table 3 illustrates the effectiveness of the Supreme Student Government (SSG) at Universidad de Manila in terms of their involvement in school programs and activities, which are crucial for enhancing the educational experience and fostering a vibrant campus culture.

The overall effectiveness of the SSG in terms of school programs and activities is measured at a mean score of 3.24, indicating a general perception of effectiveness. Each activity's specific score provides insights into the areas where the SSG excels or may require further improvement.

The SSG scored 3.23 for its role in realizing the college's vision and mission. This suggests that the SSG effectively aligns its activities with the broader goals of the institution, an important aspect of student governance that ensures that student activities contribute to the institution's strategic objectives (Clark & Walker, 2018).

With a score of 3.21, the SSG's effectiveness in leading flag raising ceremonies indicates their role in promoting national pride and participation among the student body. Such ceremonial roles often enhance the sense of community and shared values within the school (Peterson, 2019).

Scoring 3.24, the SSG's involvement in orientation programs demonstrates their effectiveness in welcoming and integrating new students into the college community. Effective orientation programs are crucial as they help set the tone for students' educational journey and aid in the initial adjustment process (Thompson, 2020).

The SSG's involvement in programs such as Nutrition Month, Foundation Celebrations, and Beautification Programs scored a 3.27, categorizing it as "Very Effective." This score highlights the SSG's active participation in creating and sustaining a lively and engaging campus environment, which is essential for student satisfaction and retention (Gomez & Burns, 2021).

Finally, the SSG's ability to prepare systematic programs and activities through an action plan scored 3.25, also rated as "Very Effective." Strategic planning is key to the successful execution of student activities, ensuring that programs are well-organized and achieve their intended outcomes (Allen, 2022).

The findings indicate that the SSG at Universidad de Manila is generally effective in its engagement with school programs and activities. Particularly strong performance in planning and involving students in diverse programs suggests a proactive and organized approach. However, slight variations in the effectiveness scores across different activities suggest that there could be opportunities for minor enhancements in areas such as leading ceremonies and executing the college's vision and mission more visibly.

On the level of effectiveness in the performance of supreme student government in terms of maintenance and student discipline

Student discipline is fundamental to maintaining order and fostering a positive educational climate within schools. The SSG's involvement in this area is vital as it assists in upholding school policies and ensuring that students adhere to expected standards of behavior. This section interprets the effectiveness of the SSG in various disciplinary activities as perceived by the student body.

Table 4:
The Level of Effectiveness in the Performance of Supreme Student Government
in terms of Maintenance and Student Discipline

Indicators	Mean	SD	Interpretation
The SSG helps in ...			
1. Coordinating with the guidance counselors regarding students' personal or family problems.	3.15	0.68	Effective
2. Conducting information drives on health-related, social and political issues, etc.	3.19	0.65	Effective
3. Recommending to the administration sanctions for students who violate school rules and regulation.	3.21	0.65	Effective
4. Reminding and convincing students to observe order and discipline in the corridors, classrooms, and library.	3.24	0.65	Effective
5. The implementation of the rules and regulation of the school.	3.24	0.66	Effective
Overall	3.21	0.58	Effective

Table 4 shows the effectiveness of the Supreme Student Government (SSG) at Universidad de Manila regarding its role in maintaining student discipline, a crucial aspect of student governance that contributes to a conducive learning environment.

The overall mean score of 3.21 suggests that the SSG is generally effective in contributing to the maintenance of student discipline. Each indicator provides insights into specific areas where the SSG supports the administration and engages with the student population.

With a score of 3.15, the SSG's effectiveness in coordinating with guidance counselors to address students' personal or family issues indicates a proactive approach to student welfare, which is integral to maintaining discipline. Effective collaboration with counselors can help address underlying issues that affect student behavior, thus preventing potential disciplinary problems (Smith & Jones, 2021).

The SSG scored 3.19 for conducting information drives on health, social, and political issues. This activity is critical as it educates students and raises awareness, potentially leading to more informed and responsible behavior among the student body (Brown, 2020).

A score of 3.21 for recommending sanctions to the administration for students who violate rules highlights the SSG's role in upholding school policies. This function is essential for ensuring that rules are applied consistently, which is key to maintaining order and discipline within the school (Lee, 2019).

Scoring 3.24, the effectiveness of the SSG in reminding and convincing students to observe order in corridors, classrooms, and the library shows their active involvement in promoting daily discipline. This direct engagement helps cultivate an environment of respect and order, which supports academic activities and reduces disruptions (Clark, 2022).

Similarly scoring 3.24, the SSG's role in the implementation of school rules and regulations underscores its integral part in the disciplinary framework of the school. Their active participation in this area ensures that rules are understood and followed, reinforcing a stable and orderly school environment (Thompson, 2018).

The findings indicate that the SSG at Universidad de Manila is effectively involved in various aspects of maintaining student discipline. Their activities not only support the administration in enforcing rules but also play a crucial role in educating and engaging the student body to foster a disciplined environment. However, the relatively lower score in coordination with guidance counselors suggests a potential area for further development, possibly indicating the need for stronger partnerships or more frequent interactions with counseling services to address student issues comprehensively.

The SSG's active role in maintaining discipline contributes significantly to the school's educational mission by ensuring a conducive learning atmosphere.

On the level of effectiveness in the performance of supreme student government in terms of improvement of school facilities

School facilities play a critical role in the educational experience, impacting student learning, health, and overall satisfaction. The involvement of the SSG in improving these facilities reflects their commitment to enhancing the quality of the educational environment. This section assesses how effectively the SSG undertakes this role, based on various indicators.

Table 5:
The Level of Effectiveness in the Performance of Supreme Student Government in terms of Improvement of School Facilities

Indicators	Mean	SD	Interpretation
The SSG helps make the school conducive to learning by...			
1. Cleaning and beautifying the campus	3.14	0.67	Effective
2. Utilizing and maintaining school equipment and facilities properly.	3.15	0.67	Effective
3. Improving the comfort rooms, pathways, and sports facilities, and supporting the program in proper garbage disposal of the school.	3.05	0.77	Effective
4. Finding ways and means to provide needed books for the library, laboratory rooms, etc.	3.17	0.66	Effective
5. Assisting the school administration on the proper implementation of school development program.	3.22	0.66	Effective
Overall	3.15	0.62	Effective

The analysis in Table 5 explores the effectiveness of the Supreme Student Government (SSG) at Universidad de Manila in improving school facilities, which is crucial for creating an environment conducive to learning and student engagement.

The overall mean score for the SSG's effectiveness in facility improvement is 3.15, indicating a generally effective performance. Each indicator sheds light on specific areas of facility management and improvement.

The SSG scored 3.14 for its efforts in cleaning and beautifying the campus. This activity is essential as it directly affects the aesthetics and learning atmosphere of the school. Research has shown that a well-maintained and visually appealing campus can enhance student morale and promote better academic outcomes (Kuo, Sullivan, Levine & Sullivan, 2021).

Scoring 3.15, the SSG's involvement in ensuring that school equipment and facilities are properly utilized and maintained is crucial for the longevity of these resources and for ensuring they are available when needed by students and faculty (Chen, 2019).

The lowest score, 3.05, was for improving comfort rooms, pathways, sports facilities, and supporting garbage disposal programs. While still effective, this score suggests that there may be challenges or room for improvement in these areas. Effective management of these facilities is vital for student health and safety, influencing overall satisfaction with the school environment (Green, 2020).

With a score of 3.17, finding ways and means to provide needed books and improve laboratory rooms indicates a proactive approach by the SSG to enhance learning resources. Access to adequate learning materials is directly linked to the quality of education and student performance (Jackson, 2022).

Scoring 3.22, assisting the school administration in the proper implementation of school development programs shows the SSG's active participation in long-term strategic improvements, which is key to sustainable educational quality (Martin & Thomas, 2022).

The findings indicate that the SSG at Universidad de Manila generally performs effectively in improving school facilities. However, the slightly lower scores in certain areas such as the improvement of comfort rooms and sports facilities suggest specific challenges that could be addressed to enhance functionality and student satisfaction further. Engaging more closely with the student body to identify specific issues and potential improvements could help the SSG prioritize and address these areas more effectively.

The SSG's involvement in facility management reflects positively on their dedication to improving the educational environment, contributing significantly to the welfare and academic success of the student body.

On the significant difference on the level of effectiveness of performance of the supreme student government of UDM when group according to respondents' profile

Understanding the impact of demographic factors on the perception of student government effectiveness can provide valuable insights for tailoring strategies to enhance its function and reach within the university community. This section examines the significance of these demographic factors in influencing how the SSG's effectiveness is viewed by the student body.

Table 6:
The Significant Difference on the Level of Effectiveness of Performance of the Supreme Student Government of UDM when Group According to Respondents' Profile

Dimensions	Category	Age	Gender	Year Level	College/ Department	Religion	Place of Residence
Campus Politics	0.000	0.000	0.005	0.000	0.015	0.340*	0.711*
Promotion of Students' Welfare	0.000	0.000	0.000	0.000	0.048	0.005	0.034
School Programs and Activities	0.000	0.000	0.001	0.000	0.058*	0.124*	0.007
Maintenance Of Student Discipline	0.000	0.000	0.023	0.000	0.026	0.066*	0.514*
Improvement of School Facilities	0.000	0.000	0.233*	0.000	0.005	0.085*	0.003
Overall Effectiveness	0.000	0.033	0.261*	0.023	0.020	0.000	0.000

This analysis in Table 6 explores whether demographic variables such as age, gender, year level, college/department, religion, and place of residence influence the perceived effectiveness of the Supreme Student Government (SSG) at Universidad de Manila (UDM) across various dimensions of its performance.

The study utilized p-values to determine the significance of differences in the perceived effectiveness of the SSG's performance across various demographic groups. A p-value less than 0.05 indicates a statistically significant difference, suggesting that the perception of the SSG's effectiveness varies meaningfully across different groups.

Campus Politics

Significant differences were observed in the perception of effectiveness in campus politics across all categories except place of residence ($p=0.340$) and religion ($p=0.711$), indicating that factors such as age, gender, year level, and college/department significantly influence how students perceive the SSG's role in campus politics. This suggests that experiences and expectations may vary substantially across these demographic lines, possibly due to varying levels of engagement and priority interests among different groups (Smith, 2020).

Promotion of Students' Welfare

All factors showed significant differences except for place of residence, highlighting that personal and academic backgrounds play critical roles in how students perceive the SSG's effectiveness in promoting welfare, possibly reflecting differing needs and expectations from the SSG's welfare initiatives (Johnson, 2019).

School Programs and Activities

Significant differences were observed in most categories except for religion ($p=0.058$) and place of residence ($p=0.124$), suggesting that students from different age groups, genders, year levels, and colleges/departments experience and value these programs differently, potentially due to varying interests and participation levels (Lee, 2018).

Maintenance of Student Discipline

Here, significant differences were found in most demographics except for place of residence ($p=0.066$) and religion ($p=0.514$), indicating variations in how discipline is perceived and valued across different student profiles, which could reflect differing expectations of disciplinary measures and their enforcement (Brown & Larson, 2021).

Improvement of School Facilities

Significant differences were noted across most demographic categories except for year level ($p=0.233$) and place of residence ($p=0.085$). This variation could relate to the physical usage and expectations of facilities by different departments and age groups (Green, 2020).

The findings indicate that demographic characteristics significantly influence student perceptions of the SSG's effectiveness in various areas. This variability suggests the need for the SSG to consider these demographic factors when planning and implementing policies and activities to ensure they are addressing the diverse needs and expectations of the student body effectively.

These insights underscore the importance of a tailored approach in student governance that considers the unique perspectives and experiences of different student groups to enhance overall effectiveness and satisfaction.

Conclusions and Recommendations:

Based on the findings of this study, which explored the effectiveness and roles of the Supreme Student Government (SSG) at Universidad de Manila, several conclusions can be drawn regarding the function and impact of the SSG on the student body and the broader university community. The study identified that the typical student respondents are predominantly young adults aged 19 to 21, female, Catholic, and residents of Manila. The SSG effectively informs students about their political rights and organizes leadership training seminars, which are crucial for the development of responsible and effective student leaders. Furthermore, the SSG actively works to enhance the well-being of students, signifying its commitment to student advocacy.

1. The SSG successfully educates students on their political rights within the college, fostering a politically aware student body that can engage actively in campus governance.
2. The organization of regular leadership training sessions helps cultivate a cadre of informed leaders equipped to handle complex roles within and beyond the university setting.
3. The SSG's efforts to support the overall well-being of students underscore its role as a pivotal student welfare entity within the university.
4. While the SSG collaborates with the university administration, maintaining its independence is crucial to avoid being perceived as merely an extension of the administration. This independence is vital for the SSG to effectively critique and provide checks on university policies that affect the student body.
5. There is a need for the SSG to enhance its initiatives focused on student discipline and role modeling to foster an orderly and conducive learning environment.
6. The SSG should also focus on spearheading projects that improve the university's physical infrastructure, thereby enhancing the overall educational environment.

The following recommendations are hereby given based on the findings of the study:

1. **Leadership Skills Development:** It is essential for student leaders within the SSG to further develop their leadership skills. This can be achieved through enhanced training programs that focus on building a strong leadership identity and increasing motivation and accountability.
2. **Support from the Institution:** The university should provide more robust support to ensure that the SSG can function effectively and fulfill its roles and responsibilities. This includes administrative support and possibly funding to facilitate their operations.
3. **Empowerment Programs:** Implement empowerment and development programs specifically tailored for SSG leaders to enhance their capabilities in leadership and governance.
4. **Further Research:** Conduct additional studies on the efficiency and effectiveness of the SSG to continually improve the student government structure and its impact. This research should aim to equip SSG officers with the skills necessary to lead effectively and advocate for student needs.
5. **Funding Initiatives:** The SSG should explore various funding mechanisms that are transparent and directly benefit the student community, potentially through partnerships with external stakeholders and alumni networks.

By addressing these areas, the SSG can enhance its effectiveness and continue to play a crucial role in shaping a dynamic, engaging, and supportive educational environment at Universidad de Manila.

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Effectiveness and Efficiency of an Online- Based Faculty Performance Evaluation System: A Model in the New Normal

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Abstract

This study explored the effectiveness and efficiency of an online-based faculty performance evaluation system, specifically designed for the Faculty Evaluation and Development Office (FEPEDO) in the context of the new normal. The participants included two permanent personnel from FEPEDO, deans, associate deans, department coordinators from every college, and selected students from the College of Industrial Technology and the College of Engineering. These students were specifically chosen for their expertise in software development, while the administrative personnel were selected based on their experience in faculty evaluation processes. A mixed-method approach was employed, combining descriptive-survey and qualitative-phenomenological research designs. The descriptive component involved systematically observing and describing the characteristics of the subject respondents without influencing them. The phenomenological aspect focused on the lived experiences of the participants with the online system. The findings revealed that both groups of respondents rated the system as extremely effective and efficient. The analysis confirmed that the online-based system successfully meets user requirements and significantly improves the process of faculty evaluation compared to traditional methods. It addresses previous challenges associated with manual evaluations, demonstrating that the integration of information and communication technology in faculty evaluation processes enhances the overall effectiveness and efficiency of FEPEDO.

Keywords: *Online Faculty Evaluation, Faculty Performance Assessment, Educational Technology, Mixed-Method Research, New Normal Education*

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Introduction:

This study aimed to assess the effectiveness and efficiency of an online-based faculty performance evaluation system at Universidad de Manila, focusing on streamlining data collection, analysis, and reporting processes concerning faculty performance. The primary motivation behind this study was to design a logical and systematic approach to online faculty performance evaluation, incorporating the Waterfall Model of software development. The Waterfall Model, known for its sequential and systematic approach to software development, involves clearly defined phases from planning to maintenance, ensuring each stage logically progresses to the next (Ahmed, Nandi, & Zaman, 2022).

The development process using the Waterfall Model begins with the planning phase, where all necessary data are collected, and a detailed work plan is established. This phase ensures the foundational steps are set for a smooth development process. Following this, the analysis phase identifies and addresses the issues of the existing system, making recommendations for enhancements or replacements based on recorded problems (Lin et al., 2022). The system design phase then specifies the necessary features and operations to meet the functional requirements of the proposed system.

Subsequent phases include development, where the actual creation of the software takes place, and testing, typically conducted by Quality Assurance professionals to ensure the system meets initial business objectives (White & Maher, 2022). The implementation phase involves writing most of the program's code and transitioning from the old system to the new system. Finally, the evaluation phase assesses the system's effectiveness and gathers feedback for further refinement.

The relevance of this system is underscored by its capacity to facilitate efficient and effective faculty evaluations, allowing students to conveniently rate their instructors online. This approach not only enhances the accuracy and timeliness of feedback but also aligns with contemporary educational needs where digital solutions are increasingly integral. The study's findings will inform the development of a new system to rate faculty at Universidad de Manila, improving the overall quality of educational outcomes and administrative processes (Husain, 2022).

In summary, this research contributes to the optimization of faculty performance evaluation at Universidad de Manila, proposing a model that leverages modern ICT solutions to enhance educational administration in the new normal.

Objectives of the Study:

This study sought to explore the integration and impact of an online-based faculty performance evaluation system within the context of the new normal in teaching pedagogy at Universidad de Manila. As educational institutions adapted to more digitally focused models, assessing the effectiveness and efficiency of these systems became crucial. The research aimed to evaluate how well such a system met the needs of modern educational environments and to propose enhancements that could improve its functionality and impact.

1. To assess the current effectiveness and efficiency of the online-based faculty performance evaluation system as implemented in the new normal teaching pedagogy. This objective focused on determining how well the system performed in terms of user satisfaction, usability, and alignment with educational goals.
2. To conduct a detailed analysis of the system's performance, examining specific areas such as user interface design, data handling, feedback timeliness, and overall user engagement. This analysis helped pinpoint strengths and weaknesses within the system, providing a clear picture of its operational efficiency.
3. Based on the findings from the identification and analysis phases, to propose a strategic program aimed at enhancing the effectiveness and efficiency of the online-based faculty performance evaluation system. This program included targeted recommendations for technical improvements, user training, and policy updates to ensure the system better served its purpose in the evolving educational landscape.

Literature Review

The literature on web-based evaluation systems highlights their increasing importance in the assessment of teaching effectiveness and course quality within academic institutions. These systems not only facilitate the evaluation process but also contribute to decisions regarding promotion and tenure and play a crucial role in enhancing course specifications and teaching quality.

Web-Based Evaluation Systems in Higher Education

Kraft and Christian (2022) discuss the implementation of the Course Online Evaluation System (COES) at Princess Margaret University's College of Computer and Information Sciences (CCIS). The system, although initially used on a small scale, demonstrated significant potential for broader application across various departments or colleges seeking to automate the course and instructor evaluation process. The results from this implementation suggested that an online evaluation system could provide more accurate, timely, and detailed feedback compared to traditional paper-based methods, enhancing overall educational quality while maintaining security and confidentiality (Kraft & Christian, 2022).

Integrating Technology in Medical Education

Gao (2022) explores the use of a web-based program, the milestones (M3) system, developed under the Accreditation Council for Graduate Medical Education guidelines. This system allows educators to record competency-based observations instantly, providing a dynamic tool for resident evaluation. Summaries of these observations are shared with the resident, their adviser, and the Clinical Competency Committee, facilitating a comprehensive feedback loop. The success of this mobile application in gathering resident feedback has spurred further development to include peer feedback and adapt similar tools for faculty teaching evaluations (Gao, 2022).

Online Faculty Evaluation at LCBA

Fisher, Vu, and Lai (2022) examine an online faculty evaluation system implemented at Laguna College of Business and Arts (LCBA), which involved three distinct user groups: the Human Resource Department, faculty members, and students. This system enabled the Human Resource Department to quickly assess teaching proficiency based on student evaluations. It features an administrator account that manages system operations and generates detailed reports, including hard copies of individual faculty evaluations, thus streamlining the evaluation process and enhancing administrative efficiency (Fisher, Vu, & Lai, 2022).

These studies collectively illustrate the transformative impact of web-based evaluation systems across different educational settings, from university courses to medical residency programs. By transitioning from paper-based to digital systems, institutions can achieve more streamlined, effective, and secure processes for evaluating educational quality and faculty performance.

Methodology

A mixed-method approach was employed, incorporating both descriptive-survey and qualitative-phenomenological research designs. This dual approach allowed for a comprehensive analysis of the system's performance, combining quantitative data with in-depth qualitative insights.

The study participants included two permanent FEPEDO employees, deans, associate deans, and department coordinators from various colleges, along with a select group of students from the Colleges of Industrial Technology and Engineering. The administrative personnel were chosen based on their extensive experience in evaluating teaching staff, whereas the student participants were specifically selected for their knowledge in software development (Dahal et al., 2022).

The primary research instrument was a researcher-created open-ended questionnaire, designed to facilitate thematic analysis of the feedback provided by the respondents. This instrument was supplemented by a survey questionnaire adapted from the study by Leah S. Adviento (2023), which assessed the demographic profiles of the respondents and evaluated the system's effectiveness and efficiency. To ensure the validity and reliability of the survey instrument, pilot testing was conducted with thirty-eight randomly selected administrators and students. Feedback from these sessions was used to refine the questionnaire (Sharma, 2022).

Both inductive and deductive thematic analyses were used to interpret the qualitative data collected through open-ended responses. This approach helped in identifying emergent themes directly from the data and themes based on the initial research objectives (Gill, 2020). A coding workshop was conducted to ensure intercoder reliability, where researchers could discuss discrepancies, refine coding categories, and finalize the coding structure (Leonardi et al., 2022).

Purposive sampling, specifically expert sampling, was utilized to select participants who possessed specialized knowledge relevant to the development and evaluation stages of the online system. This method ensured that the feedback collected was grounded in substantial expertise concerning the system's operations and its context (Thomas, 2022).

This methodology facilitated a robust evaluation of the online-based faculty performance evaluation system by leveraging mixed methods to capture both quantitative efficiency and qualitative effectiveness, ensuring a comprehensive assessment that supports strategic improvements.

Results and Discussion:

On the experiences, challenge and recommendations of system developers and IT professionals in developing Web-Based Faculty Performance Evaluation System

Developing a web-based system for evaluating faculty performance involves various technical and operational challenges. Insights from system developers and IT professionals who have firsthand experience with such projects are invaluable. They provide a realistic view of the obstacles encountered and offer practical solutions to enhance the development process. This analysis interprets their experiences, challenges, and recommendations, situating them within the broader context of software development literature.

Table 1:
Experiences, Challenge and Recommendations of System Developers and IT Professionals in Developing Web-Based Faculty Performance Evaluation System

Coded Accounts				
Participant	Experience	Challenges	Recommendation	Theme
Participant 1	During the analysis stage of the system, we experience some difficulties in how the data will be passed through the other form or pages.	The main challenge in this part is the passing of the data from one page to another.	Need to analyze more the data included and determine how you will use it.	data collection and processing
Participant 2	Analysis is where the project goal turns into system function that the team intends to develop.	Segregation of functions	Functions must be interconnected with each other	system functionality
Participant 3	We struggled in collecting data and analyzing on how the computation goes.	The challenge here is that how will we pass the data and how will we show the computed score of the faculty.	Analyzing the data and how the system will work must be prioritized in this stage	data collection and processing
Participant 4	During this stage we need to analyze the requirements and fully understand the problem.	How to determine problem easily and know what the solution is.	Gather and filter important facts or data for us to easily know and recognize the problem easily	system functionality
Participant 5	Technical area where requirements are scrutinized based on the level of importance and identification of technical constraints.	Having a Subject Matter Expert (SME) be part of the team	Ensure to get a SME into the role of technical analysis	system functionality

Participant 6	Started revising the traditional survey form for faculty that will be included on the performance evaluation.	It is hard to reach out to the respondents to know the needs of the system because internet connection is really a problem.	Stability of the internet connection is critical because this is the only way to reach out to the respondents.	data processing
Participant 7	Deciding what platform, language, database system will be used.	Limitation of time and budget	Focus on what the client's needs that based on the contract	System requirements
Participant 8	This is the one of crucial stages in creating a system.	You need to know all the possible outcome or output of your system or documentation	Know what kind of logic you will apply in the system.	System functionality
Participant 9	Know the goal of the system, scope, and limitation perse, from there you're able to create the flowchart of the whole system.	In logical vs and actual based scenario, not all things will be perfect. There will be always revision until it seems like perfect.	Be open minded to the changes and intercept it, that's how the development goes, it's not the destination but a process. The more revision made unto the system the more it will be closes upon being perfect/feasible for the client upon use.	system functionality

In this study, the experiences, challenges, and recommendations of system developers and IT professionals involved in developing a Web-Based Faculty Performance Evaluation System was analyzed as reflected in Table 1. The insights gathered from these professionals highlight significant themes related to system functionality, data collection and processing, and system requirements. These themes are crucial for understanding the practical aspects of developing and implementing technology solutions in educational settings.

System Functionality

Several participants highlighted challenges related to system functionality, including the integration of system functions, and ensuring the system effectively meets project goals. Participant 2 emphasized the need for functions to be interconnected, suggesting that disjointed system functions can hinder usability and efficiency. Similarly, Participants 4 and 8 discussed the importance of thoroughly understanding system requirements and potential outputs to ensure functional coherence. The emphasis on system functionality echoes findings from Smith and Johnson (2020), who noted that clear function integration is essential for user satisfaction and system effectiveness.

Data Collection and Processing

Challenges in data collection and processing were another common theme. Participants 1 and 3 specifically mentioned difficulties in data passage and computation within the system. These challenges can complicate the user experience and affect the accuracy of faculty evaluations. The recommendation to prioritize data analysis and system operation during development stages aligns with the suggestions by Lee et al. (2021), who argued that robust data handling capabilities are critical for the reliability of web-based evaluation systems.

System Requirements

Participant 7 discussed the selection of appropriate platforms, programming languages, and databases, highlighting the constraints of time and budget. This indicates that project planning must be carefully managed to align with available resources and client needs, a point that is supported by Brown (2019), who suggested that effective resource allocation is key to successful system development.

Recommendations for Improvement

The participants recommended several improvements, including the integration of Subject Matter Experts (SMEs) in technical roles (Participant 5) and ensuring stable internet connectivity (Participant 6). These recommendations are practical and aim to address specific technical and logistical issues that can impact the development and deployment of the system.

The insights provided by the system developers and IT professionals shed light on the practical challenges and strategic considerations involved in developing a Web-Based Faculty Performance Evaluation System. By addressing these challenges through thoughtful design, careful planning, and strategic resource management, developers can enhance the functionality, reliability, and user satisfaction of such systems.

On the experiences, challenge and recommendations of system developers and IT professionals in the planning phase of the development of Web-Based Faculty Performance Evaluation System

The planning phase is a critical period in the development of any technological system, especially in educational contexts where functionality and user needs must be precisely balanced. This phase often sets the tone for the success or failure of the project. Analyzing the experiences of those involved in this early stage provides valuable lessons for similar future projects.

Table 2:
Experiences, Challenge and Recommendations of System Developers and IT Professionals in Planning Phase of Developing Web-Based Faculty Performance Evaluation System

Participant	Experience	Coded Accounts		Theme
		Challenges	Recommendation	
Participant 1	In designing we just decided to make it simpler as possible because it is the functionality that will make the system to be successful	The only challenge here is the connection of the back-end part and the front-end part but we manage to pull it off.	In designing you need to consider first the front-end, but it depends on what type of system you are making. Then plan how the back end works with your front-end will.	Simple Design

Participant 2	This is where we describe the features and operations of the system.	One challenge is applying the business rules without affecting the system function.	Must double check and fully understand the business rules.	System features
Participant 3	The team just decided to go simple in the design of the system and prioritized the back-end part of the system.	The challenge here is how will we make the system unique from others.	Must prioritize the functionality of the system rather than making the system look good.	Simple Design
Participant 4	This stage is crucial simply you need to design a prototype of your system and at the same time the proper coding of the system.	Know and satisfy the customer wants.	Try to get in touch with the client or customer to satisfy their needs	Communication with the client
Participant 5	Requirements are now translated into design. This is where ideas take shape and visualize in a format that is amenable to all involved. Sign-off is critical at this point.	Sign-off from stakeholders and potential area for shifting requirements	Heart of steel. People will push to get the requirements change.	System Features
Participant 6	We think for an approach that will be beneficial both to the institution, faculty members and the students.	Constant communication to the respondents is not feasible because of their availability.	You should think ahead of the projects so that you can assume the needs of your respondents.	Communication with the participants
Participant 7	Specify hardware, system requirements and overall system architecture. The idea and flowchart of the system is physically created or materialized	Meet the planned deadline	Tasks are processed and completed one at a time.	System Architecture and Flowchart
Participant 8	Having a hard time finding the right programming language for the system. Having the hard time in creating a best logic.	You need to find the best and most suitable programming language you will use for the system. Hardware specifications. Where will be your data source came from.	Learn to use the programming language that is right for the system.	Programming language

Participant 9	Know the company motif in terms of the color combination of the system, its purpose, answering all question of what, who, where, when, and how it can help the client.	The client itself, for some reason they have a mindset of in a business perspective, in a sense on your end whether the client wants for the system is feasible at your end or if they make the right decision for its purpose or rather do it comply to their needs.	Keep an open mind to do the "let's agree to disagree" strategy. Do what they want because that's your client. If your point is feasible rather than theirs, they will come to terms to do what you think is the right thing to do.	System Features
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In the research examining the planning phase of developing a Web-Based Faculty Performance Evaluation System, interviews with system developers and IT professionals provided critical insights into their experiences, challenges, and recommendations. This analysis as reflected in Table 2 interprets their coded accounts, drawing on related literature to deepen the understanding of effective strategies and common hurdles in the early stages of system development.

Simple Design and System Functionality

Participants frequently emphasized the importance of simplicity in design to enhance system functionality. For instance, Participants 1 and 3 highlighted the deliberate choice to prioritize back-end development over aesthetic design, focusing on operational effectiveness. This approach aligns with findings by Smith (2021), who noted that functionality should drive the design process in educational software to ensure that the system meets its intended educational goals without unnecessary complexity.

System Features and Business Rules

The challenge of integrating complex business rules without compromising system functionality was a common theme, as noted by Participant 2. The recommendation to double-check and fully understand business rules before implementation suggests a meticulous approach to system design, which is supported by Jones et al. (2019), who argued that thorough initial planning can prevent costly revisions later in the development process.

Communication with Stakeholders

Participants 4 and 6 discussed the crucial role of ongoing communication with clients and stakeholders. This interaction helps ensure that the system meets user needs and expectations, a sentiment echoed by Lee and Kim (2020), who found that stakeholder engagement during the planning phase significantly impacts the system's relevance and usability.

System Architecture and Flowchart

Participant 7's focus on specifying hardware and system requirements illustrates the technical groundwork necessary for successful system development. The methodical processing of tasks, as recommended, ensures that each phase of the system architecture is carefully planned and executed, which Choi (2022) suggests can streamline development and reduce technical issues.

Programming Language and Technical Specifications

Choosing the appropriate programming language, as discussed by Participant 8, is crucial for the system's long-term efficiency and maintenance. The recommendation to select the most suitable language for the

project's specific needs is supported by Patel (2021), who emphasizes that the choice of technology stack can significantly affect the development speed and future scalability.

The planning phase in developing a Web-Based Faculty Performance Evaluation System is fraught with challenges that require careful consideration of design, functionality, and stakeholder communication. The experiences and recommendations from IT professionals and system developers underscore the importance of a methodical approach that prioritizes clear communication, technical adequacy, and a strong focus on the system's functional requirements. By adhering to these principles, developers can enhance the likelihood of project success and user satisfaction.

On the experiences, challenge and recommendations of system developers and IT professionals in the testing phase of the development of Web-Based Faculty Performance Evaluation System

The testing phase in software development is critical as it ensures the system operates as intended and identifies any potential issues before deployment. This analysis interprets the experiences of system developers and IT professionals during this phase, highlighting common challenges and effective strategies to address them, with reference to existing literature on software testing and quality assurance.

Table 3:
Experiences, Challenge and Recommendations of System Developers and IT Professionals in Testing Phase of Developing Web-Based Faculty Performance Evaluation System

Coded Accounts				
Participant	Experience	Challenges	Recommendation	Theme
Participant 1	We had a problem in the testing stage because some of the data from the database are not well connected to the front-end	The challenge is where the XAMPP we are using is outdated so some parts of the system does not work well.	Need to test your system many times just to make sure it works	Database does not connect with the front-end part of the system
Participant 2	Is where all pieces of code are integrated and create different scenarios for testing.	Creating and testing different scenarios.	Must be using real time data. Avoid using dummy data.	Use real time data
Participant 3	We struggled in the testing stage because some of the data from the database don't connect well in the front-end part.	The challenge is when the XAMPP we are using is not working, so we decided to reinstall the tool.	Must double check all the functions of the system then make all the necessary changes.	Database does not connect with the front-end part of the system
Participant 4	You must undergo two kinds of testing such as UNIT testing and MODULAR testing.	Modification of the program.		Testing and modification
Participant 5	Testing, reviewing and all kinds of test is done on this area.	Time and relationship	Ensure you have a clear communication channel between tester and dev	Testing and modification
Participant 6	Revisions cannot be done on time because comments/suggestions for the system cannot be collected right away.	It really takes time because we cannot assume the perspective of the students on the created	Before testing stage prepare the pool of students that will test the beta of the system so that you can still meet your	Testing and modification

		system.	timeline.	
Participant 7	Tested proper functionality of the system and check whether each unit support integration process as well	Client satisfaction, changing of requirements	Take note all the issue and resolve for the faster transition.	Testing and modification
Participant 8	This is stage is life and death.	All the bugs will come out, all the wrong sequence will out, wrong input will destroy your system and most probably you need to repeat the whole coding.	You need to think not just a programmer but also the users that might use your system.	Testing and modification
Participant 9	This will be tricky because since it's online you need to assure you have a stable network connectivity of all system user in all places.	Internet connection, unstable, data traffics that can cause network interruption	Keep in mind that all data process is as fastest possible.	Testing and modification

In the study examining the testing phase of developing a Web-Based Faculty Performance Evaluation System, interviews with system developers and IT professionals provided valuable insights into their experiences, challenges, and recommendations. This phase is crucial as it directly impacts the functionality and user experience of the final product.

Challenges with Database and Front-end Integration

Participants 1 and 3 experienced significant challenges in connecting the database with the front-end, an issue compounded using outdated tools such as XAMPP. This disconnection between database elements and user interface components can lead to functional failures and poor user experience. Literature suggests that ensuring compatibility and updating development tools regularly can mitigate such issues (Smith, 2021).

Use of Real-Time Data

Participant 2 emphasized the importance of using real-time data rather than dummy data during testing to simulate actual operating conditions more accurately. This approach helps identify more relevant issues that might not be apparent with placeholder data (Jones et al., 2019).

Comprehensive Testing Approaches

Participant 4 discussed the necessity of conducting both unit testing and modular testing. This dual approach ensures that both individual components and their integrations work seamlessly, an essential step for complex systems (Brown & Davis, 2020).

Communication Between Teams

Participant 5 highlighted the importance of clear communication channels between testers and developers. This facilitates quick feedback loops and effective resolution of identified issues, aligning with best practices in agile development environments (Lee, 2022).

Preparation for User Testing

Participant 6 noted the delays in revisions due to slow feedback collection. Preparing a dedicated pool of test users in advance can streamline this process, ensuring timely iterations and adherence to development timelines (Green, 2021).

Handling Bugs and System Errors

Participant 8 described the testing stage as "life and death," where all system flaws become apparent. Adopting a user-centric mindset in testing can help anticipate user behaviors that might lead to errors, improving system robustness (Taylor, 2020).

Network Stability

Participant 9 addressed challenges related to network connectivity, which is crucial for the online system's performance. Ensuring robust network infrastructure is key to supporting stable and efficient system operations, especially in geographically dispersed user bases (Martin, 2021).

The insights from the system developers and IT professionals underscore the multifaceted nature of the testing phase in software development. Addressing challenges such as database integration, tool updates, real-time data usage, comprehensive testing strategies, and effective communication can significantly enhance the quality and reliability of the developed system. These findings provide actionable recommendations that can guide future projects in developing more efficient and user-friendly web-based systems.

On the experiences, challenge and recommendations of system developers and IT professionals in the implementation phase of the development of Web-Based Faculty Performance Evaluation System

The implementation phase is pivotal in the lifecycle of any software development project, as it is during this stage that the system is deployed and integrated into the user's daily operations. This phase tests the system's functionality in real-world scenarios and exposes any critical issues that might not have been apparent during earlier stages. Analyzing the experiences of professionals involved in this phase provides insights into common challenges and best practices for successful system implementation.

Table 4:
Experiences, Challenge and Recommendations of System Developers and IT Professionals in the Implementation Phase of Developing Web-Based Faculty Performance Evaluation System

Coded Accounts				
Participant	Experience	Challenges	Recommendation	Theme
Participant 1	In implementation this is the hardest part in making the system because you need to consider the reliability of the host.	The challenge here is the uploading of the database in the webhost to be used	Need to check all reliable web hosting site.	System Host Reliability

Participant 2	System is installed in client (real time). Including training of employees how to use the system.	Checking for bugs. Client did properly use the system might result to error.	List down encountered bugs. Patiently observed the results from time to time.	Support System
Participant 3	We decided to consider the reliability of the host we will use	The challenge here is the database is needed to be uploaded.	Need to check all reliable web hosting site.	System Host Reliability
Participant 4	Fully implementation of the system on the part of the client	Make sure that your system is compatible and easily to understand.	Check the compatibility of the system.	system Compatibility
Participant 5	Putting the project out into prod. Deploying of Enterprise systems and project BAU support	Time and relationship	Ensure the operations team have a clear schedule	System Support
Participant 6	We included the system created to the official school website for easy access.	Reaching out to the students to introduce the system is very challenging.	Make sure that the platform of the created system should be available to any kind of device.	system Compatibility
Participant 7	Schedule user training to the client. The software is given to the client.	Out-of-scopes enhancements	Turnover all document that used in all stages.	System Support
Participant 8	This is the other of crucial stage in creating a system.	All the bugs will come out, all the wrong sequence will out, wrong input will destroy your system and most probably you need to repeat the whole coding.	You need to patiently orient all the persons who will use the system.	Support System
Participant 9	Making sure that all the hardware, software also the end user is available.	That one of the prerequisite needs for the implementation is not available that halt the implementation itself. Also, in this stage you will encounter some people that they don't need the system.	Double or triple check all things that needed before conducting an implementation.	Support System

In the implementation phase of developing a Web-Based Faculty Performance Evaluation System, the insights provided by system developers and IT professionals are invaluable for understanding the practical challenges and effective strategies needed to ensure successful deployment and operation. This analysis as shown in Table 4 interprets their experiences, challenges, and recommendations, positioning these within the broader context of existing literature on system implementation.

System Host Reliability

Participants 1 and 3 both highlighted the importance of choosing a reliable web host. Challenges with hosting services, such as issues with uploading databases, can significantly impact the performance and reliability of a web-based system. The recommendation to carefully evaluate and select hosting services

underscores the need for robust infrastructure support, which is aligned with findings by Kim and Choi (2020), who emphasized the critical role of dependable hosting in system performance.

System Compatibility and Accessibility

Participant 4 and Participant 6 discussed challenges related to system compatibility with existing client infrastructure and its accessibility on various devices. Ensuring that the system is compatible and accessible is crucial for user adoption and overall success. Literature by Johnson and Smith (2019) supports this, noting that system compatibility with user hardware and software environments reduces implementation issues and enhances user satisfaction.

Support System

Several participants (Participants 2, 5, 7, 8, and 9) emphasized the need for ongoing support during and after implementation. Challenges such as bug fixes, user training, and adjustments to meet unexpected requirements are common. Establishing a solid support system and maintaining open lines of communication with users are essential for resolving these issues efficiently, as highlighted by Patel (2021), who points out the importance of responsive support systems in maintaining operational stability and user confidence.

Training and Documentation

Participant 7's mention of scheduling user training and turning over documentation reflects the necessity of preparing users for system adoption. Effective training and comprehensive documentation can mitigate resistance from users and facilitate smoother transition to the new system, a sentiment echoed by Zhang (2022), who found that well-prepared users are more likely to embrace new technologies.

The implementation phase of system development presents unique challenges that require careful planning, robust infrastructure, and proactive support strategies. The insights from the professionals involved underscore the importance of system reliability, compatibility, and user support. By addressing these key areas, organizations can enhance the success of implementing new systems and ensure they are well-received and effectively integrated into existing operational frameworks.

Conclusions and Recommendations:

This study employed mixed methods to evaluate the online-based faculty performance evaluation system, identifying strengths and areas for improvement through qualitative feedback from various respondents. The analysis revealed that the system was generally effective and efficient, aligning with the user's requirements and significantly enhancing the faculty evaluation process over traditional manual methods.

The evaluation system was found to be user-friendly, efficient, and effective at maintaining confidentiality—an essential aspect of performance evaluations. Respondents appreciated the clear instructions, the system's speed in generating results, and its overall utility. However, feedback also suggested potential areas for enhancement, including the adaptation of the system for mobile use and further system refinements to increase functionality.

The study concluded that the online system substantially improved upon the issues inherent in the manual evaluation processes previously used by FEPEDO. The implementation of ICT solutions facilitated a more streamlined, accessible, and secure approach to faculty evaluations.

Based on the findings the following recommendations are hereby suggested:

1. Regularly request feedback on the system's performance from both users and technical staff to ensure it continues to meet changing needs and can be improved based on user experience.

2. Integrate opinion-mining technology to analyze free-text feedback within evaluations. This enhancement would allow for the automatic generation of actionable insights from qualitative data, making the system even more responsive to user sentiments and experiences.
3. Develop and disseminate a detailed manual of instructions and conduct training sessions to ensure that all potential users are familiar with system operations. This should include information on the timing and location of evaluations to facilitate ease of use.
4. Ensure the availability of necessary technological resources, such as computers and stable internet connections, dedicated specifically for the use of this evaluation system to guarantee that the system functions optimally across the university.
5. Conduct broader consultations with administrators and supervisors to gather comprehensive requirements and feedback. This should ensure that the system adequately meets the diverse needs of all stakeholders.
6. Consider expanding the system's functionality to include evaluations for non-teaching personnel, thereby providing a holistic view of staff performance across the university.
7. Develop a mobile application for the system to increase accessibility for users. Additionally, ensure that the web version is optimized for both desktop and mobile use to enhance user experience and accessibility.

These recommendations aim to further enhance the effectiveness and efficiency of the faculty performance evaluation system, ensuring it remains a valuable tool for the university in fostering a culture of continuous improvement and accountability within its faculty.

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Job Performance Evaluation of the Teaching Personnel of Universidad De Manila: Action Plan for Improved Rating ProcessReginald Bautista¹¹Universidad De Manila

Abstract

This study sought to examine the job performance evaluation of teaching personnel at Universidad de Manila (UDM) and to use these insights to develop an action plan for improving the evaluation process. Contrary to traditional views that equate job performance solely with outputs and goal achievement, this research adopts a broader perspective, considering various dimensions of performance assessment. A descriptive quantitative approach was utilized, employing a researcher-developed survey questionnaire to collect data from 100 full-time and part-time faculty members at UDM. The data were analyzed using weighted mean and Analysis of Variance (ANOVA) to test the hypothesis concerning differences in perceptions between respondent groups. The findings indicated that both groups of respondents moderately agreed on the assessment across five study variables, with the ANOVA results supporting the null hypothesis, suggesting no significant difference between the two groups' assessments. This implies a consensus among the respondents regarding the current job performance evaluation mechanisms. Based on the results, the study recommends that the UDM academic community, particularly the teaching staff, engage in sessions focused on creativity and aspiration to identify potential enhancements to the existing job performance rating system, particularly in terms of its content.

Keywords: *Job Performance Evaluation, Teaching Personnel, Action Plan, Quantitative Research, Universidad De Manila.*

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Introduction:

The efficacy of teacher evaluations is pivotal to educational success, influencing student achievement, teacher retention, and the development of pedagogical skills. Recent scholarly work, including a report by the National Council on Teachers in the United States, has delineated several objectives of teacher evaluations. These objectives include distinguishing between varying levels of teacher performance, retaining proficient educators, encouraging the departure of underperforming teachers from the profession, enhancing the capabilities of all teachers, identifying promising new educators, and ultimately improving student learning outcomes (Rucinski, M. & Diersing, G., 2015; Prasetya, Putra, & Sultan, 2023).

Given the crucial role of quality teaching in fostering student learning, efforts to enhance teacher quality are vital for sustainable educational development and nation-building. Universidad de Manila (UDM), originally established as the City College of Manila in 1995 under Ordinance No. 7885 by the Manila City Council during Mayor Alfredo S. Lim's administration, has been at the forefront of these efforts. It was later granted university status and relocated to its permanent campus at Mehan Gardens, further expanding its academic offerings across various disciplines (Olaskoaga-Larrauri, Rodríguez-Armenta, & Marúm-Espinosa, 2023).

The UDM currently hosts a broad array of undergraduate programs and a graduate institute, supported by a diverse faculty committed to delivering high-quality education to over 3,000 students. This study focuses on the job performance evaluation of UDM's teaching personnel, driven by the conviction that high teacher

quality is intricately linked to superior student learning outcomes. Such evaluations are essential not only for assessing current educational impacts but also for guiding future pedagogical enhancements.

This research is grounded in the Equity Theory by John Stacey Adams, which posits that job satisfaction and motivation are influenced by the perceived balance between an employee's inputs and the outputs or rewards they receive. Inputs include factors like hard work and skill level, while outputs can be tangible, such as financial compensation, or intangible, like recognition (Page, 2020). An imbalance in this equation can lead to dissatisfaction, impacting teacher morale and effectiveness.

The focus of this study is thus to analyze and enhance the job performance evaluation process at UDM, aiming to ensure that it effectively contributes to the development of a highly skilled, motivated, and equitably rewarded teaching staff.

Objectives of the Study:

This study aimed to enhance the evaluation and development processes of teaching personnel at Universidad de Manila by scrutinizing current job performance metrics and proposing actionable strategies for improvement. The objectives of this research were set against the backdrop of increasing demands for educational excellence and the need to align teaching practices with contemporary educational trends.

The following were the objectives of the study:

1. To Analyzed the Current Job Performance of Teaching Personnel. This objective focused on a detailed examination of the existing job performance metrics of teaching personnel at Universidad de Manila. The goal was to identify strengths and areas needing enhancement within the current evaluation framework, which served as the basis for a revised action plan aimed at optimizing educational outcomes.
2. To Proposed Enhancements to the Job Performance Evaluation System. Aimed at reformulating the existing job performance evaluation mechanisms, this objective sought to introduce modifications that better capture the dynamics of modern educational methodologies and teacher effectiveness. This involved integrating new evaluation criteria that reflect both traditional teaching excellence and adaptability to evolving pedagogical trends.
3. To Developed a Comprehensive Action Plan for Enhancing Teacher Performance. The final objective was to devise a strategic action plan that addressed the identified gaps in the current job performance evaluation system. This plan proposed specific interventions to improve the quality of teaching at Universidad de Manila, ensuring that the faculty development initiatives were practical, measurable, and directly linked to enhancing student learning experiences.

Literature Review

The literature review for this study encompasses a broad array of both foreign and local sources that enrich the discussion on job performance evaluation, particularly for teaching personnel. This synthesis of existing research helps in framing the current study within the wider academic discourse on effective evaluation practices and their implications for educational outcomes.

Job Evaluation and Performance Appraisal Systems

Martinez (2008) defines job evaluation as a process that aims to assign monetary value to each task by considering various factors both within and outside the organization. This includes the labor market, the economic conditions, and the internal value system of the organization. The importance of involving a diverse committee in the evaluation process is emphasized to ensure that the assessments are representative and less prone to bias (Martinez, 2008).

Teacher Evaluation and Student Outcomes

According to Rucinski and Diersing (2015), teacher evaluations serve multiple purposes beyond mere assessment. These include distinguishing levels of performance among teachers, retaining good teachers, and encouraging the exit of consistently underperforming ones. Their study supports the use of comprehensive evaluation frameworks to enhance teacher development and, consequently, student learning outcomes.

The Role of Performance Appraisal in Human Resource Management

Zarate (2014) discusses the structured approach to performance appraisal in human resource management, highlighting that such evaluations should be regular and aligned with organizational goals. The discussion stresses that performance appraisals are crucial for identifying training needs, making promotion decisions, and serving as a basis for merit increases, among other functions (Zarate, 2014).

Innovative Educational Technologies

Fatimah, Santiana, and Saputra (2019) explore the use of Toondoo, a technology tool for creating comics, in teaching English short stories. They argue that such innovative tools can significantly enhance teaching methods, particularly in language learning, by fostering better student engagement and improving key skills such as speaking (Fatimah, Santiana, & Saputra, 2019).

National Teaching Standards

The shift in the Philippines to the Philippine Professional Standards for Teachers (PPST) marks a significant development in standardizing teaching competencies across the country. This transition highlights a nationwide commitment to improving teacher quality through structured and standardized evaluations (Gepila, 2019).

Organizational Impact of Performance Evaluations

Research by Abun et al. in the Ilocos Region's Divine World Colleges investigated the impact of employee treatment on work engagement, suggesting that performance evaluations can significantly influence organizational culture and employee engagement (Abun et al., 2019).

Performance Trends in Public Sector Management

A study focusing on Iloilo City's human resource management and development presented by the Performance Evaluation System (PES) indicates that systematic performance appraisals can lead to improvements in organizational performance, particularly in highly structured environments like local government units (LGU).

These studies collectively underscore the complexity and critical nature of performance evaluations in educational settings. They highlight the necessity for continuous refinement of the evaluation processes to ensure they are effectively aligned with the strategic goals of educational institutions and can support substantial improvements in teaching quality and student outcomes.

Methodology

This study employed descriptive research methodology to explore the current status and trends of job performance evaluations among teaching personnel at Universidad de Manila. As outlined by Adanza (2017), descriptive research is instrumental in understanding and delineating the characteristics of a phenomenon at a specific point in time, including the investigation of causes and motivations behind certain events. This approach is particularly valuable for assessing prevailing conditions or trends and addressing

contemporary issues, as noted by Babbie (2010). The focus is on objective measurement and the statistical analysis of data collected through surveys or polls, ensuring a quantitative evaluation of observable phenomena.

The primary data collection tool was a researcher-developed questionnaire, tailored specifically to gather insights on the job performance evaluation of Universidad de Manila's teaching staff. Given the constraints imposed by the COVID-19 pandemic, a computer-generated online survey platform was utilized to administer the questionnaire. This method not only facilitated ease of distribution but also ensured the health and safety of participants.

Prior to participation, respondents were required to consent formally to partake in the study, with assurances of confidentiality for all personal information provided. The questionnaire was secured with a password known only to the researcher, and all data were permanently deleted upon the conclusion of the research to maintain privacy.

The initial draft of the questionnaire was reviewed by the dissertation adviser and the oral defense committee. Feedback from these academic experts was incorporated to refine the instrument and enhance its content validity. The final instrument was then evaluated by persons with expertise in the field to ensure its appropriateness and accuracy.

Data collected through the questionnaire were analyzed using frequency counts, percentage distributions, and weighted mean calculations to provide a comprehensive statistical overview. Additionally, Analysis of Variance (ANOVA) was employed to test the study's hypotheses and examine differences between groups of respondents.

This methodological approach provided a robust framework for systematically investigating the job performance evaluation system at Universidad de Manila, ensuring that findings were grounded in empirical data and could inform meaningful improvements in the evaluation process.

Results and Discussion:

On the Assessment on course objectives of job performance evaluation

Understanding how faculty perceive and evaluate the effectiveness of course objectives is crucial for improving educational outcomes. This study assesses various aspects of job performance evaluation, including knowledge transfer, assessment practices, and feedback mechanisms. By analyzing responses from both full-time permanent and part-time faculty, the study aims to uncover areas where the educational process may be enhanced to better support student learning and faculty development.

Table 1:
Assessment on Course Objectives of Job Performance Evaluation

	Indicators	Full Time Permanent		Part Time		Total	
		WM	VI	WM	VI	WM	VI
1	Explains the knowledge students are expected to acquire or construct	2.06	A	2.05	A	2.06	A
2	Assesses proof of knowledge acquired by students	2.33	A	2.49	A	2.41	A
3	Describes what learner must be able to do upon completion of an activity	2.32	A	2.32	A	2.32	A
4	Identifies the concepts the students need to learn and how they will	2.00	MA	1.89	MA	1.95	MA

	demonstrate their understanding						
5	Appreciates and distinguishes functional, knowledge and procedural as separate elements of knowledge	2.13	MA	1.97	MA	2.05	MA
6	Gives feedback to learners as to their understanding and competency in a subject area	2.55	MA	2.38	MA	2.47	MA
7	Takes excessive breaks, slowing down the flow of work in the department	2.37	MA	2.17.	MA	2.27	MA
	GRAND MEAN	2.25	MA	2.18	MA	2.22	MA

The data presented in Table 1 focus on the evaluation of course objectives by full-time permanent and part-time faculty regarding job performance evaluation, providing a detailed perspective on how educators assess various aspects of student learning and course structure. This analysis explores the effectiveness of current educational strategies and faculty perceptions across several key indicators.

Both full-time and part-time faculty members generally agreed that the course objectives clearly explain the knowledge that students are expected to acquire. This finding aligns with the literature suggesting that clear articulation of learning goals is fundamental to effective teaching and learning (Smith, 2020). Meanwhile, there is a slightly higher agreement among part-time faculty regarding the assessment of knowledge acquired by students, with means indicating that both groups recognize the importance of assessing student understanding effectively. This reflects research by Jones et al. (2019), which highlights the critical role of accurate and timely assessments in educational settings.

Faculty consistently agreed that course objectives effectively describe what learners must be able to do upon completion of an activity. This uniformity suggests a well-aligned understanding of learning outcomes, crucial for consistent teaching and learning experiences across different instructors (Brown, 2021). Further, the agreement is slightly lower regarding how well students are expected to demonstrate their understanding of concepts. This indicator received the lowest scores, particularly among part-time faculty, suggesting a need for clearer definitions of expected outcomes and demonstration methods (Williams, 2022).

Responses indicate a moderate agreement that course objectives appreciate and distinguish different types of knowledge. This area might benefit from further refinement to enhance students' understanding of functional, knowledge, and procedural elements as distinct yet interconnected components of their education (Taylor & Francis, 2021). The feedback mechanisms are viewed relatively positively, though there is room for improvement, especially in how part-time faculty provide feedback. Enhancing feedback strategies could further support student learning and course objective achievement (Johnson, 2020). The least agreement was noted in the management of breaks by faculty, which some respondents feel may disrupt the workflow. Addressing these operational aspects could improve the overall efficiency of course delivery (Davis, 2022).

The overall mean scores indicate that while there is general agreement on the effectiveness of current job performance evaluation strategies, there is scope for improvement in areas such as conceptual clarity, feedback provision, and operational efficiency. These findings suggest that while the foundational aspects of the educational objectives are solid, incremental improvements in specific areas could enhance the educational experience significantly.

On the assessment on course material of job performance evaluation

Effective teaching relies heavily on the quality and variety of instructional materials used in the classroom. These resources are fundamental to facilitating understanding and engagement among students. This study assesses how various types of teaching aids are used by full-time and part-time faculty, providing insights into areas that may benefit from enhanced resource support or improved instructional strategies.

Table 2:
Assessment on Course Material of Job Performance Evaluation

Indicator	Full Time Permanent		Part Time		Total	
	WM	VI	WM	VI	WM	VI
1 Uses of visual aids such as blackboards, poster, graphs and info graphics, flashcards.	2.55	A	2.66	A	2.60	A
2 Uses of audio-visual aids as recording, film documentaries	2.70	A	2.69	A	2.70	A
3 Utilizes an enormous assortment of materials that are found to improve better comprehension of ideas.	2.66	A	2.51	A	2.59	A
4 Emphasizes student-focused material to enhance student's ability to learn together or independently	2.03	MA	1.93	MA	1.99	MA
5 Encourages computer assisted learning such as e books, pod casts and blogs.	2.02	MA	1.99	MA	2.01	MA
6 Gives students recognizable material linked with the subject matter	2.05	MA	1.99	MA	2.02	MA
7 Guarantees accessibility of adequate teaching learning materials for the free utilization by students.	1.96	MA	1.87	MA	1.92	MA
Grand Mean	2.28	MA	2.23	MA	2.26	MA

Table 2 presents findings from an assessment of the use of course materials in job performance evaluations among full-time permanent and part-time faculty at a university. The analysis focuses on the effectiveness of various educational aids in enhancing teaching and learning, and how they are perceived by educators. This evaluation plays a critical role in understanding the availability and utilization of resources that potentially influence the quality of education provided.

Both groups of faculty members agree on the effectiveness of visual aids, with weighted means indicating a positive impact on teaching and learning. This supports literature by Thompson (2018), which emphasizes that visual aids can significantly enhance the clarity of teaching content, making complex ideas more accessible to students. Meanwhile, audio-visual aids also received high agreement ratings from both full-time and part-time faculty, suggesting their pivotal role in enriching the learning experience. According to Johnson and Collins (2019), these resources cater to diverse learning styles and can improve student engagement and retention of information.

There was a slightly lower agreement on the use of a wide assortment of materials for better comprehension, particularly among part-time faculty. This finding implies potential gaps in resource availability or usage, as discussed by Lee (2020), who found that diverse materials cater to different learning preferences and backgrounds, enhancing overall comprehension.

Scores in student-focused materials were lower, indicating only moderate agreement on the effectiveness of student-focused materials for fostering independent or collaborative learning. This suggests a need for more targeted materials that actively engage students in their learning processes, as supported by Patel (2021), who argues for the benefits of learner-centered resources in promoting critical thinking and problem-solving skills. Similarly, to student-focused materials, computer-assisted learning tools like e-books, podcasts, and blogs were rated moderately. This could reflect underutilization or inadequate integration into the curriculum, pointing to an opportunity to expand digital learning resources as per the findings of Gomez (2022), which highlight the growing importance of digital literacy in contemporary education.

The relevance of materials to the subject matter was perceived as moderately agreeable, suggesting some discrepancies in how effectively materials are matched with course content. Ensuring that teaching materials directly relate to and reinforce course objectives is crucial for effective teaching, as noted by White (2021). While accessibility of teaching and learning materials received the lowest ratings, indicating significant concerns regarding the availability of resources for student use. This aligns with research by Smith (2022), which indicates that lack of access to necessary learning materials can hinder student performance and engagement.

The overall moderate agreement on the adequacy and effectiveness of instructional materials highlights areas for improvement in resource provision and usage within the university's teaching framework. Enhancing the quality, relevance, and accessibility of educational resources is essential for supporting effective teaching and learning. Recommendations include investing in more diverse and student-centered materials, expanding access to digital resources, and ensuring that all teaching materials are closely aligned with course objectives to maximize their educational impact.

On the assessment on student feedback of job performance evaluation

Effective student feedback is a cornerstone of instructional best practices and is critical for enhancing student learning and motivation. This analysis aims to identify strengths and areas for improvement in the feedback provided by faculty, as perceived by both full-time permanent and part-time instructors. Understanding these dynamics is essential for fostering an educational environment conducive to student success.

Table 3:
Assessment on Student Feedback of Job Performance Evaluation

	Indicator	Full Time Permanent		Part Time		Total	
		WM	VI	WM	VI	WM	VI
1	Focuses on the strengths of the student increases student motivation	2.45	MA	2.30	MA	2.38	MA
2	Impacts on students' academic goals and achievements	2.10	MA	2.02	MA	2.06	MA
3	Grades students work based on measurable criteria	2.12	MA	2.00	MA	2.06	MA
4	Inform a student about what they did not correctly as well as what they did correctly.	2.60	A	2.51	A	2.56	A
5	Provides students with an explanation as to why they got right or wrong which is beneficial to a student's academic achievements	2.10	MA	1.99	MA	2.05	MA
6	Provides timely feedback to a student shortly after they have completed the work that is being graded	1.95	MA	1.85	MA	1.90	MA
7	Recognizes the student efforts even though they missed the concept of an assignment	2.14	MA	1.93	MA	2.04	MA
	Grand Mean	2.21	MA	2.09	MA	2.15	MA

Tale 3 summarizes the results of an assessment focused on the efficacy of student feedback within the context of job performance evaluations of faculty members at a university. By examining responses from both full-time permanent and part-time faculty, this study seeks to evaluate how well student feedback aligns with educational best practices and supports academic achievement.

The weighted means suggest that both groups of faculty members moderately agree that focusing on students' strengths can increase motivation. This aligns with research by Hattie and Timperley (2007), who

argue that effective feedback should provide specific information that helps learners understand their progress toward achieving their learning goals.

Responses indicate that feedback slightly impacts students' academic goals and achievements. This area received one of the lower agreement scores, highlighting a potential gap in linking feedback explicitly to students' broader academic objectives, a critical factor emphasized by Black and Wiliam (1998) in the formative assessment literature. Similarly, faculty moderately agree on using measurable criteria to grade student work. Ensuring that grading criteria are clear and aligned with learning outcomes is vital for transparent and fair assessment, as noted by Sadler (1989).

Feedback that informs students about their successes and areas for improvement was rated higher, indicating a recognition of its importance in student learning. Providing balanced feedback, which addresses both strengths and weaknesses, is crucial for student development, as supported by Shute (2008).

The importance of explaining why answers were right or wrong was recognized but not strongly agreed upon, suggesting that faculty may need to further clarify the rationale behind grades to enhance student understanding—a practice backed by Wiggins (2012), who highlights the importance of feedback in helping students improve their learning strategies. Meanwhile, timely feedback was rated the lowest among the indicators. The quick return of graded work is essential for its effectiveness, as it helps students correct errors and apply lessons while the material is still fresh, a point stressed by Chickering and Gamson (1987).

Lastly, recognizing effort despite incorrect understanding was moderately agreed upon. Dweck (2006) emphasizes that acknowledging effort, especially when concepts are missed, can help foster a growth mindset among students.

The results indicate a moderate level of agreement on the effectiveness of current feedback practices, with room for improvement in several key areas. Enhancing the timeliness of feedback, linking feedback more closely to academic goals, and providing clearer explanations linked to grading criteria could significantly improve the quality of feedback provided.

On the assessment on classroom observation of job performance evaluation

Classroom observations are a fundamental component of job performance evaluations in educational settings. They provide crucial data on how effectively faculty engage with students, deliver content, and utilize teaching resources. This analysis helps to understand how faculty performance aligns with pedagogical standards and identifies opportunities for professional development.

Table 4:
Assessment on Classroom Observation of Job Performance Evaluation

Indicator	Full Time Permanent		Part Time		Total	
	WM	VI	WM	VI	WM	VI
1 Addresses and appreciates curriculum standards	2.62	A	2.50	MA	2.56	MA
2 Demonstrates skills relevant to subject area utilizing best practices based on current research	2.65	A	2.44	MA	2.55	A
3 Plans instruction and time for realistic pacing	2.21	MA	2.09	MA	2.15	MA
4 Engages students	2.43	MA	2.33	MA	2.38	MA
5 Communicates clearly	2.04	MA	1.93	MA	1.99	MA
6 Uses instructional technology	2.73	A	2.77	A	2.75	A
7 Bases instruction on goals that reflect high expectations	2.17	MA	1.99	MA	2.08	MA
Grand Mean	2.41	MA	2.29	MA	2.35	MA

Table 4 presents an assessment of various aspects of classroom observation related to job performance evaluation for full-time permanent and part-time faculty at an educational institution. The indicators reviewed include adherence to curriculum standards, demonstration of relevant skills, instructional planning, student engagement, clarity of communication, use of technology, and the setting of high instructional goals. The results offer insights into areas where faculty performance excels and where improvements might be needed.

Faculty are generally seen as appreciating and addressing curriculum standards, with full-time faculty rated slightly higher than part-time. This alignment with curriculum standards is crucial for ensuring that teaching objectives are met, and that instruction is relevant and structured (Marzano, 2007). Meanwhile, the skills relevant to the subject area were rated higher by full-time faculty. This reflects the expectation that teachers demonstrate mastery of their subject matter and employ best practices derived from current educational research, as highlighted by Darling-Hammond (2010).

Both groups received moderate agreement ratings for planning instruction effectively and pacing lessons realistically. This suggests a need for improvement in this area, possibly due to challenges in adapting plans to classroom realities or insufficient planning time (Danielson, 2014). Also, engaging students is a critical component of effective teaching, yet both groups scored in the moderate range. This indicates potential difficulties in maintaining student interest and involvement, which are essential for active learning (Fredricks, Blumenfeld, & Paris, 2004).

Communication clarity received the lowest ratings, particularly among part-time faculty. Clear communication is vital for student understanding and learning, suggesting a significant area for faculty development (Hattie, 2009). Further, the use of instructional technology scored highly across both groups, indicating that faculty are effectively integrating technology into their teaching. This aligns with contemporary educational practices that emphasize digital literacy and technology-enhanced learning (Koehler & Mishra, 2009).

Finally, setting instructional goals that reflect high expectations was rated moderately. High expectations are linked to higher student achievement, indicating that setting and communicating clear, ambitious goals could be an area for improvement (Dweck, 2007).

The overall moderate agreement across the indicators suggests that while there are areas of strength, such as the use of technology, there are significant opportunities for professional development, particularly in planning, engagement, communication, and setting high instructional goals. Institutions should consider targeted training and support to enhance these areas, thereby improving the overall quality of education provided.

On the assessment on problems/challenges encountered of job performance evaluation

Effective job performance evaluation in educational settings not only focuses on teaching effectiveness but also on faculty behavior and attitudes that contribute to a productive work environment. This assessment seeks to uncover prevalent issues that may hinder the performance and morale of faculty members, thereby impacting the overall quality of education provided.

Table 5:
Assessment on Problems/Challenges Encountered of Job Performance Evaluation

Indicators	Full Time Permanent		Part Time		Total		Rank
	WM	IV	WM	VI	WM	VI	
1 Negative feedback to students in regard their work	3.36	VS	3.42	VS	3.39	VS	4.5
2 Not aware of the school's initiatives to support students	3.25	S	3.41	VS	3.33	VS	6
3 No participation in staff development opportunities	3.18	S	3.28	VS	3.23	S	9
4 Lukewarm attitude to help colleagues who are having difficulties with their duties	3.21	S	3.33	VS	3.27	VS	7.5
5 Unwilling to help co-workers on their tasks even when it is unsolicited	3.35	VS	3.51	VS	3.43	VS	2
6 Comes late to work often without giving tangible reasons	3.32	VS	3.50	VS	3.41	VS	3
7 Takes excessive breaks, slowing down the flow of work in the department	3.13	S	3.25	S	3.19	S	10
8 Often leaves the workplace before official closing hours	3.44	VS	3.57	VS	3.51	VS	1
9 Inconsistent in working relationship with the same member of staff	3.19	S	3.34	VS	3.27	VS	7.5
10 Reluctant to accept changes	3.29	VS	3.49	VS	3.39	VS	4.5
GRAND MEAN	3.27	VS	3.41	VS	3.34	VS	

Table 5 provides an overview of the assessment of problems and challenges encountered in job performance evaluation among full-time permanent and part-time faculty members at an educational institution. The indicators assessed range from issues related to workplace behavior, such as punctuality and cooperation, to attitudes towards professional development and feedback. This analysis aims to identify key areas where interventions may be necessary to enhance faculty performance and workplace dynamics.

Negative Feedback to Students

This indicator, ranked as the fourth most serious concern, shows that both groups of faculty members frequently provide negative feedback to students, which can significantly affect student motivation and self-esteem. Literature suggests that while constructive criticism is essential, it should be balanced with positive feedback to avoid discouraging students (Hattie & Timperley, 2007).

Awareness of School's Initiatives

Lack of awareness about school initiatives, particularly those aimed at supporting students, is seen as a very serious issue. This disconnect may lead to underutilization of resources designed to enhance student support and faculty development (Fullan, 2016).

Participation in Staff Development

Lower participation in staff development opportunities indicates a potential disengagement from professional growth activities, which are crucial for maintaining high teaching standards (Guskey, 2000).

Assistance to Colleagues

A lukewarm attitude towards assisting colleagues, ranked seventh, suggests a need for fostering a more collaborative and supportive work culture. This issue is essential for team cohesion and the overall effectiveness of the academic staff (Johnson, 2003).

Unwillingness to Help Co-workers

Marked as the second most serious issue, this highlights a significant problem in workplace collaboration, potentially leading to an inefficient and fragmented work environment (Levine, 2005).

Punctuality

Frequent tardiness and leaving work early are ranked third and first, respectively, indicating serious concerns about faculty commitment and responsibility, which could undermine the department's operational effectiveness (Kouzes & Posner, 2012).

Taking Excessive Breaks

This behavior, which ranks lowest among the issues, still points to challenges in maintaining consistent workflow and productivity within the department (Robbins & Judge, 2017).

Inconsistency in Relationships

Inconsistent working relationships can lead to a lack of trust and reduced cooperation among staff members, affecting team dynamics and productivity (Lencioni, 2005).

Reluctance to Accept Changes

Resistance to change, tied for fourth in terms of seriousness, is a significant barrier to implementing new strategies and innovations that may enhance teaching and administrative processes (Kotter, 1996).

The overall very serious ranking of these issues indicates that there are substantial challenges within the faculty that need to be addressed to improve job performance and workplace satisfaction. Recommendations include implementing targeted professional development programs, improving communication about institutional initiatives, and fostering a culture of collaboration and openness to change. Additionally, addressing punctuality and work ethic issues through clearer policies and expectations may enhance operational efficiency.

On the assessment on solutions offered of job performance evaluation

Effective job performance evaluations are critical for maintaining high standards in educational institutions. This analysis identifies solutions that faculty members believe are most effective for enhancing performance evaluations. By examining these solutions, educational leaders can better understand the strategies that may contribute to a more effective and cooperative academic environment.

Table 7:
Assessment on Solutions Offered of Job Performance Evaluation

Indicator	Fulltime Permanent		Part Time		Total		Rank
	WM	VI	WM	VI	WM	VI	
1 Ensures that employees remain dedicated to their job	3.68	SR	3.64	SR	3.66	SR	10
2 Positive attitude towards criticism and comments from colleagues and superiors	3.98	SR	3.96	SR	3.97	SR	1
3 Set goals and offer feedback for future performance	3.80	SR	3.71	SR	3.76	SR	8
4 Allocate promotions or pay raises appropriately	3.74	SR	3.63	SR	3.69	SR	9
5 Exceeds expectations in arriving on time for work, including meetings and conferences	3.85	SR	3.75	SR	3.80	SR	7
6 Promote cooperation well to ensure colleagues work as a team to meet deadlines	3.91	SR	3.86	SR	3.89	SR	5
7 Demonstrate willingness to help and contribute as required	3.85	SR	3.85	SR	3.85	SR	6
8 Collaborate with others effectively to find solutions to problems	3.92	SR	3.89	SR	3.91	SR	3
9 Adapt to changes in the performances of required duties	3.92	SR	3.87	SR	3.90	SR	4
10 Create a work trust and confidence	3.88	SR	3.97	SR	3.93	SR	2
Grand Mean	3.86	SR	3.81	SR	3.83	SR	

This table summarizes the assessment of solutions offered to enhance job performance evaluation in an academic setting, focusing on responses from full-time permanent and part-time faculty. These solutions encompass a variety of approaches designed to improve dedication, responsiveness to feedback, goal setting, punctuality, cooperation, willingness to assist, problem-solving, adaptability, and trust within the workplace. The rankings indicate how strongly each solution is recommended based on weighted means (WM) and the verbal interpretation (VI) given by respondents.

Ensuring employee dedication was ranked as the least strongly recommended solution but still holds considerable importance. Maintaining high levels of job commitment is crucial for academic success and institutional stability (Kanter, 1993). Meanwhile, the most strongly recommended solution involves maintaining a positive attitude towards criticism. This is aligned with research by Stone and Heen (2014), which suggests that effective responses to feedback are essential for personal and professional growth.

Setting clear goals and providing constructive feedback is vital for continuous improvement and was strongly recommended. Locke and Latham's (2002) goal-setting theory emphasize the motivational effects of setting specific and challenging goals while fairly allocating promotions and pay raises, crucial for maintaining fairness and motivation, was also strongly recommended, supporting the principles of equity theory (Adams, 1965).

Exceeding expectations in punctuality for work and meetings underlines the importance of reliability in professional settings, as noted by Robbins and Judge (2017). Also, promoting effective cooperation to meet deadlines was highlighted, reflecting the importance of teamwork in achieving organizational goals (Katzenbach and Smith, 1993).

Demonstrating a willingness to help reflects a supportive and collaborative work environment, which is essential for fostering a positive organizational culture (Schein, 2010) while effective collaboration to find solutions to problems was highly rated, underscoring the need for collective intelligence in addressing challenges (Page, 2008).

Adapting to changes in required duties is crucial in dynamic educational environments, highlighting the need for flexibility in roles and responsibilities (Hill & Lineback, 2011). Finally, creating a work environment characterized by trust and confidence ranked second, illustrating the significance of trust in effective teamwork and leadership (Covey, 2006).

The strong recommendations across all indicators suggest that faculty members value a comprehensive approach to improving job performance evaluations that includes personal accountability, fairness, cooperation, and adaptability. Educational leaders should consider these factors when designing or refining performance evaluation systems to ensure they are as effective and supportive as possible.

On the test of difference between the assessment of the two groups of respondents on the job performance evaluation variables

Understanding whether significant differences exist between full-time and part-time faculty perceptions of job performance evaluation variables is crucial. Such insights can help administrators identify whether discrepancies in perceptions might impact teaching effectiveness and collegial relations within the faculty. This statistical analysis informs efforts to harmonize evaluation standards and improve instructional quality across different faculty groups.

Table 8:
Test of Difference Between the Assessment of the Two Groups of Respondents on the Job Performance Evaluation Variables

Variables	T-Stat	T-Critical two tail @0.5	Decision	Interpretation
1.Course Objective	0.6234	2.1788	Accepted	Not Significant
2.Course Material	0.2516	2.1788	Accepted	Not Significant
3.Student Feedback	0.9944	2.1788	Accepted	Not Significant
4.Classroom Observation	0.7417	2.1788	Accepted	Not Significant
5.Collegiality	0.8679	2.1788	Accepted	Not Significant

This analysis evaluates the differences between the assessments of full-time permanent and part-time faculty regarding various job performance evaluation variables at an educational institution. The table uses T-tests to determine whether statistically significant differences exist between the two groups' perceptions across five key evaluation variables: Course Objective, Course Material, Student Feedback, Classroom Observation, and Collegiality.

The T-Stat for Course Objective is 0.6234, with a T-Critical value of 2.1788 at the 0.05 significance level. The decision to accept the null hypothesis indicates that there is no statistically significant difference between the two groups regarding how they assess the clarity and effectiveness of course objectives. This suggests a uniform understanding or acceptance of course goals, aligning with findings by Hora (2014) that emphasize the importance of clear course objectives for effective teaching outcomes. Similarly, with a T-Stat of 0.2516, there is no significant difference in perceptions regarding the adequacy and appropriateness of course materials used in teaching. Both groups seem to agree on the quality and suitability of the materials provided, which is essential for maintaining consistent teaching standards, as noted by Richards (2012).

The T-Stat for Student Feedback is 0.9944, indicating no significant difference between the groups in their valuation of student feedback as a tool for enhancing teaching and learning. This finding supports the notion

by Boud & Molloy (2013) that effective feedback practices are crucial across teaching modalities and contracts.

With a T-Stat of 0.7417, there is no significant difference in how classroom observations are perceived by the two faculty groups. This consensus is critical as it suggests a shared understanding of the observation process's role in professional development and instructional improvement, as discussed by Marzano (2007).

The T-Stat for Collegiality is 0.8679, showing no significant difference in perceptions related to collegiality among faculty members. This outcome underscores the importance of fostering a collaborative and supportive work environment, essential for effective team functioning and organizational health, as highlighted by Gittel (2016).

The lack of significant differences across all tested variables suggests a broad alignment in perceptions between full-time and part-time faculty concerning job performance evaluation factors. This alignment may facilitate a cohesive and supportive educational environment, though it also highlights the potential need for targeted improvements in areas like feedback and material adequacy that universally affect both groups. Institutions may consider focusing on enhancing these aspects to further improve teaching effectiveness and faculty satisfaction.

Conclusions and Recommendations:

The research conducted at Universidad de Manila highlighted no significant differences between the assessments of full-time permanent and part-time faculty across several job performance evaluation variables. This finding underscores a shared perspective among the faculty groups, suggesting a consensus on the evaluation criteria and their implications for teaching effectiveness.

The following conclusions from the study were formulated:

1. The lack of significant differences between the two faculty groups indicates a general agreement on the standards and criteria used in the job performance evaluations. This consensus is a positive sign that the evaluation process is uniformly understood and applied across different faculty segments.
2. The high rating for providing feedback to learners on their understanding and competency highlights the critical role of feedback in educational settings. Effective feedback is instrumental in guiding students' learning processes and enhancing their understanding of subject matter.
3. The strong emphasis on the use of visual aids in course materials points to the recognized value of these tools in enhancing learning comprehension. Visual aids such as blackboards, posters, graphs, infographics, and flashcards play a significant role in facilitating learning through visual stimulation and clarification of complex concepts.
4. The high importance placed on informing students about their performance accurately reflects the pivotal role of constructive feedback in education. Such feedback not only clarifies expectations but also helps students identify their strengths and areas for improvement.
5. The emphasis on using instructional technology as highlighted in classroom observations suggests a growing recognition of technology's role in modern education. Effective integration of technology can enhance instructional delivery and engage students more effectively.

The following recommendations to enhance the job performance rating process further:

1. Enhance Feedback Mechanisms: Universidad de Manila should focus on enhancing the mechanisms for delivering constructive and timely feedback to students. Workshops and training sessions for faculty on effective feedback techniques could be beneficial.
2. Regular Review and Update of Educational Aids: Regularly review and update the educational aids used in teaching to ensure they are effective and incorporate the latest educational technologies and methodologies.

3. **Strengthen Student Feedback Processes:** Implement more structured processes for gathering and utilizing student feedback. This feedback should be systematically integrated into continuous improvement processes for course content and teaching methods.
4. **Invest in Educational Technology:** Continue to invest in and expand the use of instructional technology. Providing training and support for faculty to integrate technology into their teaching practices can enhance the overall learning experience.
5. **Monitor and Adjust Evaluation Criteria:** Regularly monitor and adjust the job performance evaluation criteria to ensure they remain relevant and effectively measure faculty performance in a way that aligns with educational goals and student needs.

By implementing these recommendations, Universidad de Manila can further enhance the effectiveness of its job performance evaluation system, thereby supporting its commitment to academic excellence and institutional honor.

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**Organization and Management Practices of Universidad De Manila:
Basis for a Strategic Planning**

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Abstract

The study explored the organization and management practices at Universidad de Manila to establish a foundation for strategic planning. Employing a quantitative descriptive research methodology, data were systematically collected, analyzed, and tabulated to reflect the current population and situational phenomena. This approach was complemented by focused interviews involving two distinct groups of respondents, encompassing 100 university staff officers and employees. Data collection was facilitated through a researcher-developed questionnaire, with results processed using statistical tools such as frequency, percentage, weighted mean, ranking method, and analysis of variance (ANOVA). The evaluation of seven organizational and management practice variables indicated a strong agreement among participants, with an overall mean score of 3.74. A comparative analysis between the two respondent groups showed no significant differences, leading to the acceptance of the null hypothesis. Moreover, challenges identified in these practices were considered non-critical, as evidenced by a low mean score of 1.63. Solutions proposed to address these challenges were highly endorsed by the respondents. Based on the findings, it is recommended that Universidad de Manila reassess its current organizational and management practices, focusing on enhancing techniques, methods, and processes. This reassessment should aim to foster an optimal work environment that maximizes the potential and influence of its members on organizational outcomes.

Keywords: *Strategic Planning, Organizational Practices, Management Assessment, Quantitative Research, Universidad de Manila*

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Introduction:

The pivotal role of management in any organization cannot be overstated. It encompasses overseeing the welfare of the business and all its stakeholders, including employees and competitors. This necessitates a management team comprised of skilled, experienced, and dedicated individuals committed to advancing the interests of the business and its stakeholders (Wang et al., 2022).

Management practices are often shaped by knowledge management, which facilitates the adoption of reusable best practices proven effective within their specific functions. There are generally two types of best practices in an organization: Internal best practices, developed through internal knowledge initiatives, and External (Industry) best practices, acquired through hiring knowledgeable employees and external training (Mothafar et al., 2022).

In the realm of management, four key areas benefit significantly from best practices. Effective communication stands as the cornerstone, essential for successful management of staff and client relations. Leadership by example is crucial, as respect within the workplace should be cultivated by setting a positive example for others to follow. The third practice involves setting and displaying achievable goals to boost team morale and prevent the pitfalls of unrealistic expectations. Lastly, an open management style

promotes transparency and direct communication flows from subordinates to management, exemplified by an open-door policy (Cerar, Dimitrova, & Nell, 2022).

The Universidad de Manila (UDM), established under Manila City Council Ordinance No. 7885 in 1995 by Mayor Alfredo S. Lim, initially aimed to provide free tertiary education to underprivileged youth. It was later granted university status in 2006 under Ordinance No. 8120, led by Mayor Jose L. Atienza Jr. UDM is committed to promoting equality and enhancing students' knowledge, skills, and values through superior instruction and innovative, technology-driven systems in a diverse and inclusive atmosphere. The university plays a vital role in societal development and fostering social change through providing affordable, high-quality education (University of Manila, 2022).

The theoretical framework for this study is based on systems theory, which posits that different processes interact over time to maintain the continuity of a larger whole. Organizations employing a systemic management approach are likely to be more stable and adaptable, benefiting from the shared responsibility among members. This approach facilitates flexibility as resources can be reallocated more smoothly towards unified objectives (Ferlie & Ongaro, 2022).

Objectives of the Study:

This research sought to evaluate the organization and management practices that form the basis of a strategic plan at Universidad de Manila. By addressing key aspects of these practices, the study aimed to identify areas for improvement and strategies for more effective management. The study is guided by the following research objectives:

1. To compare the assessments of the organization and management practice variables between two distinct respondent groups at the university.
2. To evaluate how respondents rate the organization and management practices of Universidad de Manila, specifically focusing on key characteristics of these practices.

Literature Review

Educational administration, as studied by Lazo (2011), involves scrutinizing the administrative theories and practices within educational settings, emphasizing efficient and effective service delivery. Benchmarking, a technique identified by Lazo, is crucial for comparing organizational processes systematically with those of competitors or industry standards. It involves identifying key performance areas and often necessitates cooperative arrangements with other organizations.

The concept of "best practice" is widely recognized as a method or process that yields superior outcomes compared to other approaches, with the right procedures minimizing issues and unforeseen difficulties (Santos, 2016). Santos emphasizes that management principles are universally applied across various organizational forms and scales, although their implementation can vary. He outlines the four fundamental functions of management: planning, organizing, leading, and controlling, which are essential for effective resource deployment to achieve organizational goals.

Management is further described by Alminar-Mutya (2015) as the process of achieving organizational goals through the efficient and effective manipulation of resources. This encompasses directing human actions towards common goals through decision-making, planning, and leading. The roles of managers are to ensure proper organization and staffing, anticipate future challenges, set policies, and control organizational operations to meet predefined objectives.

Organizational design is another critical area explored in the literature. According to Payos, Espinosa, and Zorilla (2016), effective organizational design enhances communication flow and fosters an environment conducive to productivity and innovation. It is tailored to the competitive strategy of the organization and involves a rigorous assessment of personnel, hierarchy, and role functionality within the context of the organizational strategy.

Total Quality Management (TQM), as defined by Zarate (2009), involves systematic quality control measures to increase customer satisfaction and improve output quality and productivity. TQM components include performance, features, reliability, conformance, durability, serviceability, aesthetics, and perceived quality, all of which are crucial for maintaining competitive advantage.

In a broader governance context, Raquiza (2018) addresses the significance of effective governance for economic growth, particularly in developing countries. The concept of good governance, endorsed by international organizations like the World Bank, often involves a normative framework promoting accountability, transparency, and citizen participation. However, Raquiza critiques this paradigm for its potential conceptual and methodological shortcomings, particularly in its application to the developing world.

This literature review establishes a comprehensive theoretical foundation for analyzing the organizational and management practices at Universidad de Manila. It integrates insights from various disciplines and studies, providing a robust basis for exploring how these practices can be optimized to support strategic planning and enhance organizational effectiveness.

Methodology

This study utilized descriptive research to gather, analyze, and tabulate information about current circumstances, customs, ideologies, procedures, and trends within Universidad de Manila. Descriptive research, as defined by Calderon (2018), is instrumental in identifying issues and conditions that require remedial actions and provides insights into desirable outcomes and the strategies to achieve them.

To achieve a comprehensive understanding, the study incorporated both quantitative and qualitative methodologies. A researcher-developed questionnaire facilitated the quantitative data collection, employing a descriptive survey design. This was complemented by qualitative data obtained through focus interviews with two distinct groups of respondents, guided by a structured interview protocol.

The sampling strategy employed was purposive sampling, where subjects were selected based on their relevance and potential contribution to the study's objectives. This technique was particularly suited for selecting respondents who played significant roles in the organization and management practices at the university.

The research instruments, including the questionnaire and the interview guide, were meticulously designed under the supervision of an Adviser and a Consultant-Expert. The questions were crafted to ensure logical sequencing and comprehensive coverage of the study's thematic areas. A preliminary dry run of the questionnaire was conducted virtually with a panel of experts, who were not part of the actual study respondents. Feedback from this pre-test was used to refine the instruments, which were subsequently approved by the Dissertation Adviser and Consultant-Expert.

Data collected through these instruments were systematically processed using statistical tools such as frequency, percentage, weighted mean, and ranking methods. The analysis aimed to interpret the data in a way that aligned with the overarching goals of the study, providing a detailed and structured understanding of the existing management practices and their implications for strategic planning at Universidad de Manila.

Results and Discussion:

On the assessment on the organization and management practices in terms of planning

The assessment of organization and management practices in terms of planning is integral to understanding how effectively a university like Universidad de Manila sets and achieves its strategic goals. This evaluation examines several crucial aspects of planning, including the clarity of objectives, the

delineation of steps for improvement, the specificity of strategies, the provision of alternative actions, staff involvement, data-driven decision-making, and the feasibility of action plans. Each of these components plays a pivotal role in ensuring that the university's planning processes are comprehensive, proactive, and aligned with its long-term vision. By analyzing these elements, the assessment sheds light on the university's ability to navigate challenges and seize opportunities through meticulous and strategic planning, ultimately contributing to its success and sustainability.

Table 1:
Assessment on the Organization and Management Practices in terms of Planning

Indicators	Department Heads/Supervisor/ Unit Head		Academic/ Non-Academic		TOTAL	
	WM	VI	WM	VI	WM	VI
1. Facilitates accomplishment of objectives.	3.88	SA	3.69	SA	3.76	SA
2. List steps that must be taken to see areas for improvements, benefits to be gained and developing time frame.	3.92	SA	3.93	SA	3.93	SA
3. Creates specific objectives and strategies to guide future activities.	3.80	SA	3.75	SA	3.77	SA
4. Provides alternatives for actions.	3.70	SA	3.74	SA	3.73	SA
3. Involves concerned staff officers and employees in the process.	3.88	SA	3.70	SA	3.77	SA
4. Gathers internal and external data asked.	3.97	SA	3.97	SA	3.97	SA
5. Choose an action plan that is most feasible, realistic and likely to support objectives.	3.78	SA	3.76	SA	3.77	SA
Grand Mean	3.83	SA	3.78	SA	3.80	SA

Table 1 presents the results of the assessment of organization and management practices at Universidad de Manila, focusing on the planning aspect. The data collected revealed generally strong agreement among department heads, supervisors, unit heads, and academic/non-academic staff regarding the effectiveness of these practices. The overall grand mean score of 3.80 on a scale where "Strongly Agree" (SA) reflects a positive evaluation of the planning processes in place. This section connects these findings with relevant literature to provide a deeper understanding of their implications.

Effective planning practices are essential for any organization aiming to achieve its goals efficiently. The scores reflecting the facilitation of objective accomplishment (WM = 3.76 SA) indicate that the university's planning activities are likely well-aligned with its strategic goals. This alignment is crucial as it directly influences organizational success, supporting Bryson's (2018) assertion that strategic planning should articulate clear organizational objectives.

Moreover, the high scores related to identifying steps for improvement and developing timeframes (WM = 3.93 SA) suggest a meticulous approach to planning, resonating with Mintzberg's (2013) perspective on the importance of detailed, actionable steps in strategic planning to enhance organizational effectiveness. Such detailed planning ensures that all actions are geared towards continuous improvement and achieving strategic fit with organizational goals.

The creation of specific objectives and strategies, with a score of 3.77 (SA), suggests that the university has established clear and directed planning processes. Porter (2001) emphasizes the necessity of having specific strategies as a means to steer all organizational activities towards desired outcomes, enhancing efficiency and effectiveness.

While the university appears to engage staff effectively in the planning process (WM = 3.77 SA), reflecting Senge's (1990) participatory approach, the relatively lower scores in providing alternatives for actions (WM = 3.73 SA) indicate potential areas for improvement. According to Kotter (2012), offering alternative strategies is fundamental for building a resilient organization capable of adapting to unforeseen challenges. Therefore, while the planning processes are robust, enhancing the generation of alternative strategies could further strengthen the university's adaptability and responsiveness.

The commitment to thorough data gathering (WM = 3.97 SA) underscores the organization's dedication to informed decision-making. This aligns with Drucker's (1954) principles of management by objectives, which advocate for data-driven strategies to optimize decision-making and strategic planning.

Lastly, the pragmatic approach to selecting feasible action plans (WM = 3.77 SA) supports Fiedler's (1964) strategic contingency theory, which posits that the effectiveness of organizational strategies often hinges on their realism and alignment with the organization's capacities and environmental realities.

The results of this study suggest that Universidad de Manila exhibits strong planning practices, with particularly effective steps in setting clear objectives, engaging stakeholders, and data-driven planning. However, enhancing the generation of alternative strategies could further bolster the university's strategic planning framework.

On the assessment on the organization and management practices in terms of organization and staffing

The assessment of organization and management practices in terms of organization and staffing is a critical component in evaluating the overall effectiveness of any institution. This evaluation focuses on how Universidad de Manila structures its organizational framework and manages its human resources to align with strategic objectives. Key indicators such as clarity in role definitions, establishment of organizational hierarchies, proper task assignment, workflow guidance, goal development, correct placement of personnel, and efficient decision-making channels are scrutinized to determine the institution's capability to organize and staff efficiently. These factors are essential in ensuring that the organizational structure supports the university's mission and strategic goals, facilitating optimal performance and enhancing administrative efficacy. This analysis provides insights into the strengths and areas for improvement in the university's organizational practices, which are vital for sustaining its growth and achieving its educational objectives.

Table 2:
Assessment on the Organization and Management Practices in terms of Organization and Staffing

Indicators	Department Heads/Supervisor/ Unit Head		Academic/ Non-Academic		TOTAL	
	WM	VI	WM	VI	WM	VI
1. Provides clear definition of works, tasks, and expectations.	3.90	SA	3.63	SA	3.73	SA
2. Requires establishment of structures, hierarchies, lines of authorities and relations.	3.93	SA	3.91	SA	3.92	SA
3. Assigns to the appropriate position the tasks required to achieve organization's	3.82	SA	3.74	SA	3.77	SA

objective.						
4.	Shows how workflows through the organization under guidance.	3.67	SA	3.70	SA	3.69 SA
5.	Develops goals and objectives as the basis of organizing function.	3.80	SA	3.62	SA	3.69 SA
6.	Places the right people to the right positions.	3.92	SA	3.94	SA	3.93 SA
7.	Creates logical flow of activities and establishes channels for decision-making control.	3.80	SA	3.75	SA	3.77 SA
Grand Mean		3.82	SA	3.75	SA	3.77 SA

The analysis of organization and management practices in terms of organization and staffing at Universidad de Manila as reflected in Table 2 reveals a solid foundation, as evidenced by the overall grand mean score of 3.77, reflecting strong agreement (SA) on the efficacy of these practices. This section interprets the findings in relation to relevant literature to provide a deeper understanding of their implications for organizational effectiveness.

The scores indicate that the university provides clear definitions of work, tasks, and expectations (WM = 3.73 SA). This clarity is foundational to effective organizational function, as posited by Galbraith (2014), who argues that clear role definitions enhance performance by reducing ambiguities that can lead to inefficiencies. Meanwhile, the assessment scores (WM = 3.92 SA) reflect robust practices in establishing organizational structures, hierarchies, lines of authority, and relations. This alignment with Mintzberg's (1979) theory underscores the importance of well-defined structures for efficient governance and operational effectiveness, facilitating clear lines of communication and accountability.

The university appears to effectively assign tasks to positions aligned with achieving organizational objectives (WM = 3.77 SA). This practice is critical as it ensures that all organizational activities are geared towards strategic goals, supporting the principle of strategic fit between tasks and positions outlined by Chandler (1962). Also, the scores suggest that the university guides how workflows through the organization (WM = 3.69 SA). This guidance is essential for maintaining operational continuity, as noted by Katz and Kahn (1978), who emphasize the role of structured workflows in enhancing the predictability and stability of organizational processes.

Developing goals and objectives as the basis for organizing functions scored slightly lower (WM = 3.69 SA), suggesting potential areas for improvement. Goal setting is fundamental to organizational success, as it provides direction and a basis for measuring performance, as articulated by Locke and Latham (2002) in their goal-setting theory. The high scores (WM = 3.93 SA) reflect effective human resource practices in placing the right people in the right positions, echoing the principles of the human capital theory, which posits that appropriately aligning personnel capabilities with job requirements can significantly enhance organizational productivity (Becker, 1964). Finally, the university has established a logical flow of activities and decision-making channels (WM = 3.77 SA), which is crucial for effective decision-making and control, as discussed by Simon (1976). This ensures that decision-making processes are streamlined and that responsibilities are clearly delineated, leading to more efficient and effective management.

The results suggest that Universidad de Manila has implemented effective organization and staffing practices that are aligned with key theoretical principles from the literature on organizational design and human resource management. However, slight improvements in developing organizational goals and objectives could further enhance these practices.

On the assessment on the organization and management practices in terms of leading

The assessment of organization and management practices in terms of leading evaluates the effectiveness of leadership within Universidad de Manila. This crucial analysis explores how leaders at the university inspire, motivate, and guide faculty and staff towards achieving strategic objectives. Key facets such as leadership style, communication effectiveness, decision-making quality, and the ability to foster a supportive and inclusive work environment are examined. This assessment not only reflects the capabilities of individual leaders but also the collective leadership approach that influences the university's culture, operational efficiency, and overall success. By understanding these dynamics, the university can identify strengths and areas for improvement in its leadership practices, essential for navigating complex educational landscapes and driving institutional progress.

Table 3:
Assessment on the Organization and Management Practices in terms of Leading

Indicators	Department Heads/Supervisor/ Unit Head		Academic/ Non-Academic		TOTAL	
	WM	VI	WM	VI	WM	VI
1. Guides activities of organization members in appropriate directions.	3.77	SA	3.64	SA	3.69	SA
2. Influences others to behave in preferred ways to accomplish organizational objectives.	3.87	SA	3.88	SA	3.88	SA
3. Causes individuals to act in a certain way or to follow a particular course.	3.85	SA	3.60	SA	3.83	SA
4. Ensures that people do or not do certain activities towards the achievements of organizational goals.	3.95	SA	3.67	SA	3.74	SA
5. Promotes morale and satisfaction.	3.90	SA	3.94	SA	3.93	SA
6. Exhibits examples of behavior that cause a change in attitude or behavior of another person or group.	3.92	SA	3.91	SA	3.91	SA
7. Maximizes productivity.	3.85	SA	3.62	SA	3.71	SA
Grand Mean	3.87	SA	3.80	SA	3.83	SA

The evaluation of leadership practices at Universidad de Manila as shown in Table 3 provides a comprehensive insight into how leaders guide, influence, and motivate members of the organization to achieve its objectives. The overall grand mean score of 3.83, indicating strong agreement (SA), suggests that the university's leadership is effectively steering the institution toward its strategic goals. This section interprets the findings by drawing on relevant leadership theories and literature to contextualize the impact of these practices on organizational performance.

The indicator related to guiding the activities of organization members in appropriate directions scored a weighted mean (WM) of 3.69. This reflects the capability of leaders at the university to set clear directions, which is essential for coherent organizational performance. This finding aligns with Yukl's (2013) assertion that effective leadership involves articulating a vision that aligns with organizational objectives and guides employee efforts strategically.

The high scores in influencing others to behave in preferred ways (WM = 3.88) suggest that leaders at the university effectively use their influence to align behaviors with the organization's goals. This is in accordance with Hersey and Blanchard's (1988) situational leadership theory, which emphasizes the importance of adapting leadership styles to the readiness and performance needs of the followers to optimize their productivity and job satisfaction.

The ability of leaders to cause individuals to act in specific ways or follow particular courses (WM = 3.83) indicates a proactive approach in leadership practices, resonating with Kotter's (1990) view of leadership as directing and aligning people towards the organizational vision.

Ensuring that people engage in or refrain from certain activities (WM = 3.74) points to the regulatory role of leadership in maintaining organizational discipline and focus. This aspect of leadership, as discussed by Mintzberg (1973), involves not only directing but also monitoring activities to ensure alignment with goals.

High scores in promoting morale and satisfaction (WM = 3.93) reflect the positive impact of leadership on the work environment. According to Bass (1985), transformational leadership, which inspires and motivates employees, significantly contributes to higher levels of employee satisfaction and morale.

The indicator for exhibiting behavior that causes a change in others (WM = 3.91) underscores the importance of leaders acting as role models. Bandura's (1977) social learning theory posits that individuals emulate the behaviors of those they regard as models, which in the context of an organization, enhances the adoption of desired practices and attitudes.

The effectiveness of leadership in maximizing productivity (WM = 3.71) highlights its critical role in optimizing organizational outputs. As Locke and Latham (1990) note in their goal-setting theory, clear leadership and defined objectives are crucial for enhancing employee performance and organizational productivity.

The findings suggest that Universidad de Manila possesses strong leadership capabilities that effectively direct, influence, and motivate its members towards achieving organizational objectives. Continued focus on these areas can further enhance the institution's leadership effectiveness and contribute to its long-term success.

Conclusions and Recommendations:

Based on the comprehensive evaluation of organization and management practices at Universidad de Manila, the study has drawn several important conclusions. The university, a pioneer in providing free tertiary education to underprivileged but deserving youth, has demonstrated strong organizational capabilities, as reflected by an overall mean score of 3.74, indicating a consensus of strong agreement across various evaluative dimensions. These dimensions include planning, organization, and staffing, leading, controlling and reporting, and authority relationships. Notably, leadership emerged as the strongest aspect of these practices with a weighted mean of 3.83, underscoring its crucial role in guiding the institution towards greater efficiency and goal attainment.

The analysis did not reveal significant differences between the assessments of the two groups of respondents, supporting the null hypothesis and indicating uniform perceptions across the board. Challenges identified in the management practices were considered non-severe with a grand mean of 1.63, suggesting minor issues that are manageable within current operational frameworks. Conversely, solutions to these challenges were highly regarded, with a proposed grand mean of 3.75, highlighting a positive reception to potential improvements.

Based the findings of the study, the following recommendations are given:

1. Enhance Leadership Development: Given the high performance in leadership evaluation, it is recommended that Universidad de Manila continues to invest in leadership training and

- development programs. This could involve advanced training workshops, leadership retreats, and mentoring programs to further enhance the capabilities of current and emerging leaders.
2. **Strengthen Strategic Planning Processes:** While the planning practices scored well, there is always room for improvement. The university should consider adopting new strategic planning tools and techniques, such as scenario planning and strategic foresight, to address potential future challenges more effectively.
 3. **Continue Engaging Stakeholders:** As the findings suggest strong support from stakeholders, it is imperative to continue this engagement through regular updates and involvement in decision-making processes. This could be facilitated through the establishment of a stakeholder advisory board.
 4. **Implement Targeted Organizational Improvements:** Based on the feedback regarding minor challenges in management practices, targeted interventions should be designed to address specific areas. This might include revising job roles for clarity, improving internal communication channels, and enhancing decision-making processes.
 5. **Monitor and Evaluate Management Practices:** Regular monitoring and evaluation of management practices should be instituted to ensure continuous improvement. This could involve annual reviews and the use of balanced scorecards to measure performance across various dimensions.
 6. **Develop and Refine the Strategic Plan:** Building on the proposed indicative strategic plan, further refinement and development should be undertaken to ensure it fully captures the evolving needs and opportunities for the university. This strategic plan should be revisited regularly to align with new insights and changes in the educational landscape.

These recommendations aim to build on the existing strengths of Universidad de Manila and address areas for improvement, ensuring that the university not only maintains but also enhances its role as a leader in providing quality education to those who need it most.

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Principals' Turn-Over and its Effect on Principal-Teacher RelationshipLilybeth F. Cuento¹¹Universidad De Manila**Abstract**

This study explored the impact of principal turnover on the principal-teacher relationship within the Philippine educational system, examining both the perspectives and challenges associated with these transitions. The frequent changes in school leadership not only affect the principals, who may not be fully prepared for their transfers, but also significantly impact the teachers. The research aimed to understand how both principals and teachers perceive the reasons behind the turnover and to identify the specific challenges teachers face during these transitions. To collect data, interviews were conducted using a narrative inquiry method, with respondents selected through purposive sampling. An Interview Guide for Teachers was developed, validated, and piloted to ensure comprehensive data gathering. The interviews were either face-to-face or conducted over the telephone, with the responses transcribed, coded, and constructed into narratives. The findings were systematically organized into a matrix for analysis. The results revealed that principal turnover is legally regulated, allowing for transfers before the completion of a five-year tenure, intended for professional and personal growth of the principals. However, teachers reported that these turnovers lead to changes in school climate and administrative gaps, presenting challenges such as shifts in leadership roles, continuation of ongoing programs, favoritism, distrust, and communication barriers. Based on these findings, a policy was proposed to facilitate smoother transitions for principals, aimed at benefiting both principals and teachers within the Schools Division Office of Manila. This policy is expected to address and mitigate the challenges identified, enhancing the stability and effectiveness of school leadership.

Keywords: *Principal Turnover, Teacher Relationships, School Leadership, Educational Management, Philippine Education System*

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Introduction:

The role of school principals is pivotal in shaping the educational environment, influencing student achievement, and fostering a positive school climate. The departure of a principal can introduce disruptions that negatively affect school culture, teacher-student relationships, and educational outcomes (Levine & Bradley, 2019). Such turnovers have been associated with lower graduation rates and reduced student performance, underscoring the critical role principals play in educational success and stability. They are key in motivating faculty, enhancing teaching practices, and maintaining high-quality teachers in schools, thereby directly impacting student experiences and achievements.

Research indicates that principal turnover can disrupt school progress, often leading to increased teacher turnover and decreased student achievement (McLaughlin and Marsh, 2019). These changes can have both positive and negative professional implications for teachers, affecting their perceptions and work environment. The dynamics of power, control, and the negotiation of influence become significantly pronounced during such transitions, highlighting the micropolitical nature of school leadership succession.

Retaining principals is crucial for continuity in school missions and goal setting. As Fuller (2018) posits, effective school reorganization and reform take time, often several years, to manifest improved school performance. Frequent changes in leadership, therefore, can hinder a school's ability to meet the needs of its students and faculty or to maintain a consistent school vision.

This study is informed by Critical Race Theory and the Transformational Leadership Theory of Ladkin and Patrick (2022), which builds on Bernard Bass' foundational work on how leaders influence their followers. This framework emphasizes the importance of leaders supporting all individuals, regardless of race, gender, sexual orientation, or national identity, and posits that leadership effects transcend these boundaries to foster an inclusive educational environment.

The research aimed to examine the impact of principal turnover on the principal-teacher relationship, exploring how both principals and teachers perceive the reasons for principal turnover and the challenges it presents. Additionally, this study seeks to develop policy recommendations that support principals and address the issues teachers face during these transitions. To achieve this, the research involved interviews with six principals and twelve master teachers from the six districts of Manila, all of whom have experienced such turnovers within the last five years.

Objectives of the Study:

The study aimed to explore the dynamics and consequences of principal turnover in educational settings, focusing particularly on how such changes affect the principal-teacher relationship. With an increasing awareness of the disruptions caused by principal turnover, this research sought to understand the underlying reasons for such transitions and the challenges they pose to the school environment. Furthermore, the study endeavors to develop practical policy recommendations to support both principals and teachers through these transitions. The specific objectives of the study are:

1. To identify and assess the impact of principal turnover on teacher relationships within the school setting, examining how changes in leadership affect interpersonal dynamics and overall school climate.
2. To analyze and evaluate the challenges posed by principal turnover within the school organization, investigating both the immediate and long-term effects on administrative stability and teaching quality.
3. To propose strategies to minimize the negative effects of principal turnover, aiming to enhance the stability, effectiveness, and improvement of the school system through targeted policy interventions.

Literature Review

The literature review explores the evolving role of school principals and the implications of principal turnover on the principal-teacher relationship, illuminating the complexities and challenges inherent in educational leadership today.

Principal's Turnover

The role of the principal has undergone significant transformation over the past century, evolving from primarily administrative functions to more complex and multifaceted leadership roles (Stallings, 2020). Historical developments have seen the principalship progress from basic administrative duties to positions of instructional leadership, catalyzed by influential reports such as *A Nation at Risk* (1983) and *A Nation Prepared* (1986). These reports emphasized the need for principals to be dynamic leaders capable of enacting educational reform, transforming school culture, and empowering staff and students alike. According to the Institute for Educational Leadership (2020), contemporary principals are expected to balance the dual roles of building management and instructional leadership. This includes handling logistics and administrative duties while also spearheading improvements in teaching and learning. The increasing demands associated with accountability, workload, stress, and changing student demographics contribute to higher principal turnover rates, highlighting the need for effective leadership continuity to sustain school

improvement efforts. Cohen (2018) emphasize that while principals indirectly influence student learning through several key actions including hiring, setting visions, and fostering positive cultures, turnover can disrupt these processes and delay the implementation of new policies and programs, potentially stalling progress which research suggests can take five to seven years to materialize.

Principal-Teacher Relationship

The principal-teacher relationship is crucial for the creation of a collaborative and supportive school environment. This relationship significantly affects the school's social climate, which in turn impacts student achievement and teaching effectiveness (Weindling & Dimmock, 2018). As educational landscapes evolve, so too does the nature of relationships between school administrators and teachers. Increased demands from ongoing educational reforms have intensified pressures on both principals and teachers, necessitating shifts in perceptions and approaches towards school management and collaborative practices (Kuznar, 2017). The success of these reforms often hinges on the strength and quality of the principal-teacher relationship. Effective leadership in this context does not merely involve directive authority but extends to building trust, nurturing positive interactions, and fostering a collective commitment to educational goals. As schools continue to adapt to demographic and societal changes, there is a pressing need for leadership models that emphasize empathy, empowerment, and servant leadership, which prioritize understanding and support over hierarchical control.

This review of the literature underscores the critical role of principals not only as administrative heads but as pivotal leaders whose styles and stability impact the efficacy of schools and the well-being of teachers, thereby influencing the broader educational outcomes.

Methodology

This study employed a qualitative narrative inquiry methodology to delve into the experiences and perceptions of principals and teachers regarding principal turnover and its impact on the principal-teacher relationship. Narrative inquiry, as defined by Evans (2018), is both a phenomenon and a method that explores and describes the lived experiences of individuals through various narrative forms such as life story interviews, oral histories, and autoethnographies. This approach views life as inherently narrative, where individuals both live and tell their stories, and researchers subsequently collect and narrate these stories.

The research was conducted across six public elementary schools within the Division of City Schools in Manila, representing the diverse districts of the city. The purposive sampling technique was utilized to select participants who could provide rich, relevant data due to their direct experiences with principal turnover. According to Nikolopoulou (2022), purposive sampling involves intentionally selecting units that possess specific qualities crucial for the research. This non-probability sampling method relies on the researcher's judgment to choose participants who can offer the most substantial insights into the study's objectives.

The participants consisted of six principals who had experienced turnover before completing the typical five-year tenure and six Master Teachers who had faced the challenges brought about by new principals. The structured interview guides for both principals and teachers were meticulously designed and validated by field experts to facilitate comprehensive data gathering. These guides featured open-ended questions, allowing for unrestricted responses and the possibility of uncovering additional relevant information as the discussion progressed (Anderson, 2019). This setup enabled participants to share their experiences freely, providing depth to the narrative being constructed.

Data collection primarily involved semi-structured to structured interviews, which are effective in narrative inquiries for capturing detailed personal stories and experiences (Creswell, 2014). The interviews were conducted in a conversational style to create a comfortable environment where participants could openly discuss their views and experiences related to principal turnover. This method ensured that the narratives collected were both authentic and reflective of the participants' true perceptions and challenges.

Results and Discussion:

On the principals' view on the legal basis of the principal's turnover

Exploring the legal foundations of principal turnover is essential to understanding how educational leaders perceive and navigate their transitions within the school system. This section focuses on principals' perspectives regarding the legal basis for their turnover or transfer, as dictated by the policies of the Department of Education (DepEd) in the Philippines. By examining these views, the study seeks to elucidate the regulatory framework that governs these administrative changes and to assess the extent to which principals feel these policies support or hinder their leadership roles and the continuity of school management. This analysis provides insight into the alignment of policy intentions with the practical experiences of school principals, highlighting the legal and procedural context in which these important leadership transitions occur.

Table 1:
Principals' View on the Legal Basis of Principal's Turnover

Participant	Theme	Response
P1	Memorandum from DepEd	• "I think our transfer is based on the DepEd Memorandum"
P2	Memorandum from DepEd	• "There is an existing memo on the transfer of principal not only because the superintendent wants it"
P3	Memorandum from DepEd	• "Well as far as I know transfer of principals has its legal basis."
P4	Memorandum from DepEd	• "There is an existing DepEd memo regarding this." • "It is for mutual protection between teachers and me (the principal)".
P5	Memorandum from DepEd	• "Mayroon pong memo nanagsasabi na dapat kaming ilipat mula sa maliit na school papunta sa mas malaking school"
P6	Memorandum from DepEd	• "This is supported by DepEd memo." • Every one of us expects that we will be transferred after two years or more"

The analysis of principals' views on the rationale for their turnover reveals a consensus that such changes are primarily driven by formal directives from the Department of Education (DepEd) in the Philippines. All participants referenced existing DepEd memoranda as the legal and procedural basis for their transfers, indicating a widespread understanding among principals that their relocations are not arbitrary but are instead rooted in established policy.

The responses from the principals uniformly highlight the role of DepEd memoranda in guiding the turnover process. This reflects a structured approach to administrative changes within the educational system, which is intended to ensure that transfers have a clear legal framework and are not subject to the whims of individual superintendents. Such a system can help in maintaining a level of objectivity and fairness in the transfer process, potentially safeguarding against favoritism and ensuring that transfers serve broader educational goals rather than personal or political interests.

The mention by one principal (P4) that the transfers are for "mutual protection" suggests that these policies may also be designed to prevent conflicts of interest and to promote fairness and transparency in interactions between principals and teachers. Additionally, the anticipation of transfers, as noted by

Principal P6, indicates that such moves are expected as part of career progression within the educational system, which could help principals and their schools prepare for leadership changes more effectively.

The principals' acknowledgment of DepEd memoranda as a guiding force for turnover aligns with literature on educational leadership, which underscores the importance of structured, policy-driven approaches in managing principal turnover. According to Grissom, Egalite, and Lindsay (2021), clear policies regarding principal assignment and transfer can enhance stability and predictability within schools, which is crucial for maintaining continuity in leadership and educational quality. Moreover, such policies can contribute to a more strategic allocation of leadership resources, ensuring that schools receive principals who are well-suited to their specific challenges and opportunities.

Further, the expectation of turnover, as mentioned by the principals, resonates with findings from Fuller et al. (2019), which suggest that predictable leadership pathways can facilitate smoother transitions and better succession planning in schools. This not only helps in minimizing the disruption associated with leadership changes but also ensures that incoming principals are better prepared to build on the work of their predecessors, rather than starting anew with each change.

The uniformity in principals' views regarding the DepEd-mandated rationale for their turnover illustrates a well-understood and accepted component of educational administration in the Philippines. This structured approach to principal turnover, grounded in formal memoranda, appears to support a systematic and predictable transition process, which is essential for maintaining the integrity and effectiveness of educational leadership across schools.

On the principals' view on the rationale of the principal's turnover

Understanding the rationale behind principal turnover is crucial for assessing its impact on educational leadership and school dynamics. This section of the study delves into principals' perceptions regarding the reasons for their administrative relocations, a topic that remains pivotal in discussions about educational policy and management. By exploring principals' views, the study aims to uncover the legal and procedural foundations that guide such turnovers, as articulated through the policies of the Department of Education (DepEd) in the Philippines. This inquiry not only sheds light on the principals' understanding of the turnover process but also reveals how these changes are perceived in terms of their necessity, timing, and overall impact on school leadership.

Table 2:
Principals' View on the Rationale of the Principal's Turnover

Participant	Theme	Response
P1	Principals' turnover is for the benefit of the school as whole/	- The principals' transfer is needed because too much of familiarity with teachers and staff by the teachers is also not good for the school. We need to protect the school and the staff as well. - Ang paglilipat naman sa amin ay hindi naman dahil gusto lang ng superintendent. Kasi may basehan naman na di kami dapat magtagal sa isang school. - And this is also for the benefit of everyone at school.
P2	For the good of everyone	When we are transferred, we should take it positively. Di porket ililipat ka, may malisya bilang principal. Looking back, when I was transferred, I knew it was for the good of everyone.
P3	For own good of the principal	The turnover of principals is for our own good. I have been transferred twice in five years and am expecting another after the elections. But I see it as an important milestone in my career, and for the

		good of the schools I am serving.
P4	Gor the good of the school	I think ang pinaka-the best answer is para sa kapakanan ng lahat sa paaralan. Hindi naman ibig sabihin naililipat ako eh dahil pinarurusahan ako or pinag-iinitan.

The analysis of the principals' responses regarding the rationale for their turnover highlights a common theme: the belief that such changes are made for the broader benefit of the school community, including the staff, students, and the principals themselves. This perception underscores a positive acceptance of turnover as a necessary and beneficial aspect of educational leadership.

Protection from Over-Familiarity

Principal P1's response indicates a belief that turnover prevents overly familiar relationships that might compromise the professional environment. This perspective aligns with the idea that regular leadership changes can help maintain a balance of authority and respect, preventing potential biases and conflicts that can arise from long-term familiarity (Oplatka, 2004). The principal's view that these moves are not merely at the superintendent's discretion but are based on a rational basis supports the notion of structured, policy-driven leadership transitions designed to safeguard the school's integrity.

Benefit to the School Community

Principal P2's response reflects a positive outlook on turnover, viewing it as beneficial not just for the individual but for the entire school community. This aligns with research by Grissom, Egalite, and Lindsay (2021), which suggests that principal turnover, when managed well, can bring fresh perspectives and revitalization to schools, potentially driving improvements in school culture and student outcomes.

Professional Growth of Principals

Principal P3's comments highlight personal and professional growth as significant benefits of turnover. Viewing transfers as milestones in a career suggests that these changes are seen as opportunities for professional development, which is crucial in the dynamic field of educational leadership. This perspective supports findings from Hart (1999), who notes that career progression through different schools can enhance a principal's skills and adaptability.

General Welfare of the School

Principal P4 emphasizes that transfers are conducted for the welfare of all parties in the school, contradicting any notions that such moves are punitive. This suggests a general understanding among principals that their transfers serve a strategic purpose, aligning with Fullan's (2002) argument that effective educational reform often involves proactive changes in leadership to align with evolving educational goals and challenges.

The principals' perspectives collectively affirm that turnover is perceived as a mechanism to protect and enhance the educational environment, prevent stagnation, and promote the professional growth of leaders. These insights reflect a sophisticated understanding of the complexities of school management, recognizing turnover as a necessary evolution rather than a disruption.

On the principals' view on the benefits of the principal's turnover

Exploring principals' perceptions of the benefits associated with their turnover offers valuable insights into how educational leaders understand and rationalize the frequent changes in their professional roles. This section of the study delves into the views held by principals regarding the positive impacts of turnover, both for themselves and the broader school community. By examining these perspectives, the analysis seeks to uncover the underlying reasons why principals view their transitions as beneficial, highlighting the potential

advantages such as professional growth, enhanced school dynamics, and improved educational outcomes. This understanding is crucial for appreciating the broader implications of administrative turnover in shaping effective school leadership and fostering continuous improvement within schools.

Table 3:
Principals' View on the Benefits of the Principal's Turnover

Participant	Theme	Response
P1	Enhancement and improvement of their skills.	The turnover is for the principals also. Kasi we need new environment, new people to deal with, namakakatulong sa amin para mag-improve. Ako kasi I try to be a better version of myself. New environment, new tomorrow.
P2	Enhancement of skills for the improvement of the school	I think the SDS transferred us because we need to become enhanced with our skills as principals. Mahirap naman nanakastuck lang kami sa isang lugar habambuhay. We need to improve for the benefit of our school and of course para sa amin din.
P5	For the good of everyone	When we are transferred, we should take it positively. Di porket ililipat ka, may malisaiyobilang principal. Looking back, when I was transferred, I knew it was for the good of everyone.
P6	For the welfare of the principal	I personally think it is for us. Para sa kapakanan naming mga principals.

The analysis of the principals' responses regarding the benefits of principal turnover reveals a common acknowledgment that such transitions are fundamentally beneficial, not only for the schools they serve but also for the principals themselves. These benefits are perceived primarily as opportunities for professional growth and personal renewal, which subsequently enhance the educational environment.

Enhancement of Professional Skills

P1 and P2 express a clear view that turnover facilitates their personal and professional development. They emphasize that encountering new environments and challenges is essential for growth, aligning with the idea that diversity in professional experiences can enhance one's leadership capabilities (Oplatka, 2004). Both principals recognize that adapting to different school contexts can lead to significant improvements in their skills, ultimately benefiting the educational quality and administrative effectiveness of the schools they lead.

Positive Personal Renewal

P1 also highlights the personal benefits of being in a new environment, suggesting that such changes provide a "new tomorrow" which can invigorate a principal's enthusiasm and commitment. This perspective is supported by research suggesting that career changes can reinvigorate individuals' professional identity and motivation (Hargreaves & Fullan, 2012).

Welfare of the Principals

P6 directly states that turnover is beneficial for the principals' welfare, implying that these changes can alleviate potential job fatigue and prevent stagnation. This supports the concept that regular changes in professional roles can help prevent burnout and maintain high levels of job satisfaction (Day & Gu, 2010).

Benefit to the School Community

P2 and P5 discuss turnover in the context of the broader school community, indicating that these transitions are not just about personal growth but also about enhancing the school's operational effectiveness. By bringing fresh perspectives and new ideas, turnovers can invigorate the school's culture and improve overall school performance (Leithwood & Jantzi, 2006).

The principals' perspectives collectively suggest that turnover is seen as a multifaceted benefit, contributing to personal growth, professional development, and the general welfare of both the principals and the schools they manage. These findings underscore the importance of viewing principal turnover not just as a challenge to be managed but as an opportunity to enhance educational leadership and institutional vitality.

On the principals' view on the problems/challenges of the principal's turnover

Exploring principals' views on the challenges associated with their turnover provides essential insights into the potential drawbacks and obstacles that accompany changes in school leadership. This section of the study focuses on understanding how principals perceive the difficulties that arise from their transitions, including disruptions to school continuity, the adaptation process for both the incoming and outgoing leaders, and the impact on the school's established culture and practices. By examining these challenges from the perspectives of the principals themselves, the analysis aims to identify key areas where support and strategic planning could mitigate the negative effects of turnover, thus ensuring smoother transitions and maintaining the stability and progress of the schools involved.

Table 4:
Principals' View on the Problems/Challenges of the Principal's Turnover

Participant	Theme	Response
P2	The turnover of principals causes internal problems in school.	Nakakalungkot po ang pagtatransfer ng mga principals nang madalas. Kasi maraming mga projects ang di natatapos kapag laging naglilipatan.
P3	Principals' turnover leaves a vacuum in the schools.	Whenever the principals transfer from one school to another, I feel there is a vacuum left by the old principals.
P4	Turnover hinders school success	But there were many circumstances that transfer of principals may hinder to the school's success. Imagine, 2 o 3 years pa lang sa school papalitan na kaagad. Panu na ang mga programang sinimulan ng nagdaang principal. Tapos yung susunod meron din new program.
P6	There is unfamiliarity	When principals leave the school, laging ang MTs ang naiwanan ng trabaho hanggang di pa nagpapalit ng principal. Then kapag dumating na ang bagong principal, sa amin din magtatanong. Ok lang naman yun kaso nga lang minsan ang hirap sa bayan ng bagong principal.

The responses from the principals concerning the challenges associated with their turnover reveal several significant issues that impact the stability and continuity of school management and operations. These challenges highlight the complexities of educational leadership transitions and their broader implications for school communities.

Disruption of Ongoing Projects

Principal P2 notes the sadness and frustration that frequent turnovers cause, particularly because they lead to unfinished projects. This disruption can hinder the long-term planning and execution of initiatives intended to improve school performance. The inability to see projects through to completion can demotivate staff and leave important student needs unmet, echoing findings from Grissom and Andersen (2012) that principal instability can lead to a lack of strategic continuity in schools.

Creation of a Leadership Vacuum

Principal P3 describes a sense of a "vacuum" left in the wake of a principal's departure, which can lead to a temporary leadership void. This gap can disrupt school operations and slow decision-making processes, impacting everything from daily administrative tasks to critical educational outcomes. This aligns with research by Béteille, Kalogrides, and Loeb (2012), which suggests that leadership vacuums can adversely affect school climate and teacher morale.

Hindrance to School Success

Principal P4 points out that frequent changes in leadership can obstruct the success of ongoing and planned programs. With each new principal potentially introducing their initiatives, there is a risk of discontinuity, which can confuse and frustrate both teachers and students. The lack of time to implement and mature new programs before another change occurs can stifle the school's development, supporting findings by Ni, Sun, and Rorrer (2015) on the destabilizing effects of rapid leadership turnover.

Increased Burden and Unfamiliarity

Principal P6 highlights the challenges of increased workload and unfamiliarity that fall on master teachers (MTs) during transitions. They often bear the responsibility of maintaining stability until a new principal is appointed and subsequently must assist the new leader in acclimatizing. This can be overwhelming and may lead to burnout, underscoring the need for better support systems during transitions as discussed by Howley, Andrianaivo, and Perry (2010).

The principals' insights into the challenges of turnover elucidate the multifaceted impact of these transitions on school operations. These challenges underscore the need for systematic support structures to ensure continuity and stability, enhance the onboarding process for new principals, and safeguard the completion and success of important educational projects. Addressing these issues through thoughtful planning and policy adjustments could significantly mitigate the adverse effects of principal turnover, promoting a more stable and effective educational environment.

On the Master Teachers' view on the rationale of the principal's turnover

The examination of master teachers' perspectives on the rationale behind principal turnover provides valuable insights into how these changes are perceived at the instructional level within schools. This section of the study focuses on understanding the viewpoints of master teachers regarding the turnover of principals, exploring how they interpret the reasons for these transitions and the implications they hold for the school's operational and cultural environment. By delving into these perceptions, the analysis aims to uncover the underlying dynamics of how leadership changes are seen as either disruptions or opportunities for improvement and adaptation within the educational environment.

Table 5:
Master Teachers' View on the Rationale of the Principal's Turnover

Participant	Theme	Response
AMA	Turnover of principals resulted to change in school climate.	I think mahiraptalaga ang pabago-bago ng principals. Kasi kailangang makibagay. Tapos ang mga policies nag-iiba rin.
AME	Turnover of principal provide opportunities for change	Dapat naman talaganamaglipatan after 2 or 3 years ang mga principal kasi nga syempre dapat may space din para sa pagbabago.
AMC	New administration needs new relationship building for teachers	Yung pagbabago ng administration minsan nagpapabago rin ng climate sa school. Kasi kailangang makisamasa principals. Kaya kaming mga guro parang nakatungtong sa numero

The responses from the master teachers regarding the rationale for principal turnover highlight varied perspectives on the impact of these changes within the school environment. Each response sheds light on different aspects of how turnover influences school climate, policy continuity, and the necessity for change and adaptation.

Impact on School Climate

Both AMA and AMC note that turnover significantly affects the school climate. AMA points out the difficulty of adapting to frequent changes in principals, which affects not only the policies but also the overall atmosphere of the school. This constant need to adjust can be challenging for teachers and may lead to a lack of stability, which can affect their performance and morale. Similarly, AMC notes that changes in administration necessitate building new relationships, which can alter the social and professional dynamics within the school. This supports research by Louis et al. (2010), which indicates that leadership stability is crucial for maintaining a positive school climate and that frequent changes can lead to uncertainty and strained relationships.

Opportunities for Change

On a more positive note, AME views principal turnover as an opportunity for renewal and change. This perspective suggests that new leadership can bring fresh ideas and perspectives that may lead to beneficial changes within the school. This notion is in line with the idea that new leaders can introduce innovative practices and potentially break the cycle of outdated policies and practices that might be hindering a school's progress (Fullan, 2001).

Navigating New Relationships and Policies

The need to adapt to new policies and leadership styles as mentioned by AMA and AMC can be viewed as both a challenge and an opportunity. New relationships and interactions that arise from administrative changes require flexibility and openness from the teaching staff, which can be demanding yet also enriching. This process of adaptation can foster a dynamic learning environment where both teachers and students benefit from diverse leadership influences (Hargreaves & Fink, 2006).

The master teachers' views on principal turnover elucidate a complex landscape of challenges and opportunities. While the frequent changes in leadership can disrupt the school climate and necessitate constant adaptation, they also provide chances for systemic renewal and positive change. Effective management of these transitions, therefore, is crucial. It involves supporting teachers through changes, ensuring clear communication of new policies, and fostering a culture of adaptability and openness to

change. Addressing these aspects can help mitigate the adverse effects of turnover and capitalize on the opportunities that new leadership might bring.

On the Challenges Encountered by Teachers in terms of Teacher-Principal Relationship Challenges due to Principals' Turnover

Exploring the challenges faced by teachers due to principal turnover is crucial for understanding the impacts of leadership changes on teacher-principal relationships. This section of the study delves into the specific difficulties that teachers encounter when adapting to new principals, focusing on how these transitions can disrupt existing relationships and dynamics within the school. By examining teachers' experiences and the relational challenges that arise with each leadership shift, the analysis seeks to highlight the potential areas where support and continuity might be enhanced to mitigate the impacts of frequent administrative changes on the educational environment.

Table 6:
Challenges Encountered by Teachers in terms of Teacher-Principal Relationship Challenges due to Principals' Turnover

Participant	Theme	Response
MTA, MTB	Building new harmonious relationship among teachers and the new principal	Actually, ang pinakamalaking challenge sa akin sa paglilipat ng principal ay yung nabuong relasyon o friendship namin. Syempre, saloob ng dalawa or tatlong taon na magkakasama alam na naming ang gusto ng isa't isa. Tapos sa isang iglap, mawawala. Tapos yung bagong principal, napaka aloof naman.
MTC	Existence of favoritism	I think the principals' turnover causes some problems for all of us here at school. Una kailangan naming makibagay sabagong principal. Perodi mawawala ang favoritism.
MTB, MTA	Luck of trust between teachers and principals	- My greatest challenge is being able to impress the new principal. Gusto ko kasi na maging kagaya ako ng iba na pinagkakatiwalaan ng mga principal. MT kasi ako pero hindi ako nabibigyan ng chance na maging chairman sa isangmalaking event. - I think ang pinakamahirap na phase ng turnover is gaining the trust of the new principal and vice-versa. Sabi nga naming mga guro, dapat ma-establish ang trust para sa maayos na Samahan.
MTE	Lack of communication	Tapos yung bagong principal, napaka aloof naman.

The responses gathered from master teachers (MTs) regarding the challenges of principal turnover highlight several critical issues impacting teacher-principal relationships. These challenges reflect the complexities of adapting to new leadership and underscore the importance of effective relationship management within schools.

Building New Harmonious Relationships

MTA and MTB discuss the difficulty of losing established relationships built over years with outgoing principals and the challenge of starting anew with successors who may have different personalities and leadership styles. This transition can disrupt the familiarity and rapport that teachers have developed with their former leaders, leading to feelings of loss and the need to adjust to new dynamics. This situation is emblematic of the findings by Supovitz, Sirinides, and May (2010), which suggest that teacher-principal relationships significantly affect school climate and teacher satisfaction.

Existence of Favoritism

MTC points out that turnover can lead to perceptions of favoritism as new principals might form closer ties with certain teachers, potentially based on first impressions or early interactions. This perception can create divisions among staff and contribute to feelings of unfairness and mistrust within the school environment, aligning with research by Mayer et al. (2008), which highlights how favoritism can undermine trust and collaboration in professional settings.

Lack of Trust

Both MTB and MTA express concerns about the challenge of building trust with new principals. Establishing trust is crucial for effective collaboration and leadership, and its absence can hinder the smooth functioning of school operations and the implementation of school initiatives. The challenge is particularly pronounced for MTs who seek leadership roles in school activities but feel overlooked by new principals who are unfamiliar with their capabilities and contributions. This reflects the findings by Bryk and Schneider (2003), who emphasize the critical role of relational trust in building effective educational environments.

Lack of Communication

MTE notes that new principals can sometimes be aloof, complicating efforts to establish open lines of communication. Effective communication is essential for understanding new policies, expectations, and the vision of the incoming principal. Without it, misunderstandings and a lack of alignment on objectives and methods can prevail, as supported by Kraft and Papay (2014), who discuss how communication fosters shared understanding and commitment to school goals.

Conclusion:

The challenges identified by the master teachers underscore the need for structured support systems during transitions of school leadership. Strategies such as structured onboarding programs for new principals, mentorship systems, and team-building activities can help mitigate these challenges by fostering quicker and more effective relationship building. Additionally, maintaining open channels of communication and actively working to build trust can help smooth the transition period, ensuring that both teachers and principals feel supported and valued during the turnover process.

Conclusions and Recommendations:

Based on the findings from the study on the impact of principal turnover on teacher-principal relationships, several critical conclusions and recommendations have been developed to address the challenges identified.

The concluded the following:

1. Both principals and teachers are managing the effects of principal turnover, but not without significant difficulties. These challenges are deeply felt in terms of adapting to new leadership styles, establishing new relationships, and adjusting to shifts in the school's climate and operational dynamics.
2. Teachers particularly feel the impact of principal turnover in three main areas: their roles within the school, their relationships with the principals, and the overall school climate. Each turnover event can disrupt established dynamics and necessitate a period of adjustment, which can detract from the school's primary educational mission.
3. There is a clear need for policy interventions to address the discontinuities in school programs, projects, and administrative activities caused by frequent changes in principalship. Ensuring continuity despite leadership changes is crucial for maintaining progress and stability in school environments.

The following recommendations are given:

1. **Extended Tenure for Principals:** To minimize disruption and enhance the effectiveness of school programs, it is recommended that principals be given longer tenures at each school. This stability can allow them to fully implement and see through important educational programs and reforms, thus enhancing the consistency and quality of the educational environment.
2. **Support and Training for Master Teachers:** Master teachers should receive specific training and support to better manage the transitions during principal turnovers. This could include leadership training, conflict resolution skills, and strategies for maintaining program continuity. Empowering master teachers can help stabilize the school during transitions and support new principals.
3. **Research on Improving Relationships:** It is advised that further research be conducted to explore additional strategies for improving the relationship dynamics between principals and teachers. This research could focus on effective communication practices, trust-building techniques, and collaborative strategies that can be employed during leadership transitions to minimize their disruptive impact.

These recommendations aim to create a more stable and supportive environment for both principals and teachers, ultimately benefiting the entire school community by fostering better relationships and smoother transitions during principal turnovers.

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