

Practices of Elementary School Administrators in the Districts of Aborlan and their Teachers' Performance in the K to 12 Curriculum

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Naomi A. Tito¹ and David R. Perez²

Bubusawin Elementary School, Aborlan West District, Division of Palawan, Department of Education¹, College of Education, Western Philippines University, ²Puerto Princesa City, Philippines
daveperez2004@yahoo.com²

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Abstract -The study aimed to find out the administrative practices of selected school administrators in the three districts of Aborlan and how these affect the teaching performance of the teachers with the implementation of the K to 12 curriculum. The research design was used in the study. It utilized various statistical tools like frequency, percentage, mean, Pearson Moment Correlation Coefficient r , and t -test. Twenty-three public school administrators and 75 teachers from the three districts of Aborlan were taken as participants. The school administrators performed seven administrative practices as school administrators. They were assessed by the teachers and themselves in the performance of these practices to much extent. Meanwhile, the teachers also assessed their own performance in the use of K to 12 curriculum in their teaching and came up with the assessment as some extent only. The school administrators' administrative practices have affected the teacher's performance in the K to 12 curriculum, however on some aspects, the school administrators' administrative practices did not exert influence on the teachers' performance in the K to 12 curriculum. The profile of the teachers have affected their performance in the K to 12 curriculum, however, there are some aspects of the profile that did not affect the performance of the teachers in the K to 12 curriculum. The school administrators and the teachers had different perspectives in their assessments on the performance of the teachers in the K to 12 curriculum.

Keywords: k-12 Curriculum, School Administrators, Teachers Performance

INTRODUCTION

The provision of Education Act of 1982 [1] mandates that every school administrator shall, among other things be accountable for the efficient and effective administration and management of the school.

In schools, the school administrator is facing multifarious tasks. Not only is he responsible for the improvement of the school plant, but also the teaching performance of the teachers and more importantly, the academic performance of the pupils. According to Drucker [2] the manager is the vital factor in organizational success. He averred that the administrator's performance of his job affects the performance of the teachers and the quality of organizational performance.

For the past years, the quality of our educational system has been assessed as poor. The poor quality of basic education is reflected in the low achievement scores of Filipino students. Many students who finish basic education do not possess sufficient mastery of basic competencies.

The sad state of basic education in the country can be partly attributed to the congested basic education curriculum. The basic education curriculum is meant to be taught in twelve years, yet it is delivered in ten (10) years. Indeed the Philippine basic education curriculum is congested especially the Mathematics, Language and Science subjects.

For the school to succeed, the school administrator should be knowledgeable especially with the new program of the DepEd, the K to 12

Curriculum. He should keep abreast with whatever changes are taking place in the system so that he could assist the teachers in their teaching especially along K to 12. The administrator should try his best to educate the teachers under him, so that the K to 12 in the elementary schools will succeed. This can be done by conducting seminars or workshops along K to 12, so that teachers will understand better the implementation of this program. An effective school administrator seeks to work smoothly with the teachers, the parents and the community at large. There is need for someone who can mobilize teachers, coordinate activation, and inspire people to work together to attain common objectives; that someone is the school administrator.

Gregorio [3] posited that the primary purpose of educational supervision is to improve the quality of education through teachers' efficiency and effectiveness in the discharge of classroom duties and responsibilities with the assistance of concerned school administrator. He considers the teacher as a classroom manager who makes a lot of rational decisions, as what to teach, how to teach and how to anticipate the teaching- learning evaluation. As a matter of fact, the success of a school as an educational agency lies not only on the administrator or the principal but also on the teachers. Efficient and effective school leadership and teachers who could demonstrate excellent performance in the delivery of classroom instruction add up to the success of an educational agency.

Maquiso [4], in his viewpoint of an administrator, said that an administrator is a leader who takes it upon himself the responsibility of reaching out and helping pupils solve their own problems. For his part, Udani [5] averred that the principal's use of power and teachers' empowerment are major concerns of school administrators and teachers. Principals as leaders of organizations have the ability to influence other individuals or groups in the decision- making process. School principals have alternate ways to persuade teachers in their use of power.

According to Reyes [7] effective leadership, especially in relatively democratic organizations, often depend much on formal authority and official power. It also depends on providing an environment and structure that adequately satisfy important human needs, on various personality factors, on mutual respect, trust and confidence, on knowledge and wisdom, and more.

In the words of Aquino [8] "Leadership in a school setting is the result of the way principals use themselves to create a school climate that is characterized by creativity and creative thought." Aquino further stated that the principal's qualities and behavior determine to a large extent the feelings of subordinates about their organization.

For his part, Andres [9] averred that various concepts were obvious in leaders and that the approaches to leadership were best represented in terms of two dimensions, initiating structure and consideration behaviors. Initiating structure reflects the extent to which the leader attempts to organize work, work relations and goals. A leader high in initiating structure emphasizes schedules and specific work assignments, establishing channels of communication, and sees to it that the followers are working up to capacity. Consideration, on the other hand, reflects the extent to which the leader maintains job relationships that are characterized by mutual trust, respect for the subordinates, and regard for their feelings. A leader high in consideration listens to staff members and is approachable.

Along with this, President Benigno Aquino III insisted the implementation of the K to 12 curriculum in the country. In his words, he said: "Education is the key to the long- term problems of the country with fix basic education; we fix the long- term problems of the country. And if we fix the country's problems, we will build a truly strong society we can proudly call the Philippines. We need to add two years to our basic education. Aquino's propositions were substantiated by the Enhanced Education Act of 2013 known as Republic Act No. 10533[6]. Pursuant to Section 5 of this Act, the DepEd shall formulate the design and details of the enhanced basic education curriculum.

In the districts of Aborlan, the researcher observes that the three school districts differ in their administrative practices. They differ in the management of the physical environment of the school, the academic performance of the pupils, the attitude of the teachers, community relationships and the overall performance of the school.

Within the context of the foregoing discussion on the administrative practices of the administrator, the researcher pursues this study which involves the selected school administrators and the teachers of the three districts of Aborlan.

OBJECTIVES OF THE STUDY

This study was conducted to find out how the administrative practices of the school administrators affect the performance of their teachers under the K to 12 curriculum. It specifically aimed to determine the profile of the school administrators in the three districts of Aborlan in their implementation of the K to 12 curriculum in terms of: age; gender; civil status; position; highest educational attainment; number of teachers supervised; and number of years' experience as administrator; determine the profile of the teachers in the three districts of Aborlan in their implementation of the K to 12 curriculum in terms of age, gender, civil status, grade level handled, teaching position; highest educational attainment, number of pupils supervised, and number of years' experience as teacher; determine the school administrator's performance in their administrative practices in line with the implementation of the K to 12 programs as assessed by their teachers and the school administrators themselves in terms of; teacher development; instructional program; school resources; information communication; change or innovation; and school- community relations; and find out the performance of the teachers in the K to 12 curriculum in their respective schools in the three districts of Aborlan as assessed by the school administrators and teachers themselves in terms of: diversity of learners; curriculum content and pedagogy; planning, assessing and reporting; learning environment; community linkages;

social regard for learning; and personal, social growth and professional development.

The study focused on the administrative practices of selected school administrators in the three districts of Aborlan, and the effects of their practices to the teaching performance of the teachers in the implementation of the K to 12 curriculum.

The schools were purposively chosen, with those that have principals and head teachers as school administrators. Total enumeration was used for the teachers, because all the Kindergarten, Grade One and Two teachers in the schools were included as participants.

METHODS

Locale of the Study

This study covered three school districts in the municipality of Aborlan. Three schools in Aborlan District were considered as participants in the study; eleven schools were from Aborlan North District and nine schools from Aborlan South District and 3 schools from the West District.

Research Design

The descriptive method was used in this study. It identified the administrative practices of the school administrator to the various areas of school administration of the K to 12 programs, e. g. teacher development, management of school resources, change or innovation, and the instructional program along K to 12, and the effect of these on teachers' performance. A self-formulated questionnaire was used to survey the reactions of the respondents in the items on administrative practices of the school administrator and the effect of these on the teachers' teaching performance. The indicator on teachers' performance was adopted from the Components and Standards of the Competency-Based Performance: Appraisal System for Teachers (CB- PAST).

Respondents of the Study

The respondents of the study were the school administrators in the public elementary schools in the three districts of Aborlan. Twenty- three (23)

school administrators were involved. On the part of the teachers, there were 75 who participated as respondents. On the whole, there were a total of 98 respondents.

Sampling Procedure

Purposive sampling was used in the choice of the twenty- three elementary schools that were managed by principals and head teachers. Not all school administrators in the three districts of Aborlan hold the item of principal, the reason why the researcher included the head teachers who were the administrators of the selected schools at the time of this study.

Total enumeration was used in the selection of teacher respondents. Only the teachers handling the Kindergarten, Grade I and Grade II were considered because these were the grades implementing the K to 12 Curriculum.

Instrumentation

For survey purposes, a self-formulated questionnaire was used. Part I asked about the administrator's profile and that of the teachers. Part II constituted the perceptual assessment of the administrators and the teachers on the administrative practices of the school administrator in the implementation of the K to 12 curriculum. The respondents for this part were the Kindergarten, Grades I and II teachers and the administrators themselves. Part III asked about the performance ratings of the aforementioned teachers in the three districts. The school administrators and the teachers themselves answered this part of the questionnaire.

Data Collection Procedure

The researcher asked permission to conduct the study from the Office of the Schools Division Superintendent of Palawan. When this was granted, the researcher wrote the District Supervisor/ District In- Charge of Aborlan Districts asking permission to allow her to conduct the survey in the three districts. After permission was granted, the researcher tried out the questionnaire at Tiniguiban Elementary School in Puerto Princesa District II, City Division of Puerto Princesa to test the validity

and reliability of the questionnaire. No revisions were made. The researcher administered the questionnaire to the real respondents. The administration and retrieval of the questionnaire was done; data were collated and organized for statistical treatment.

Treatment of Data

The following statistical tools were utilized in solving the problems raised in the study:

Frequency was used to describe the profile of the school administrators and the teachers;

Ranking was made to find out the positional importance of every variable in the different administrative practices and teachers performance; and

Weighted Mean was used to determine the effectiveness of the administrative practices of the selected school administrators and the performance of the teachers.

Statistical package for the social sciences was used to analyze the data.

RESULT AND DISCUSSION

Profile of the School Administrators in the Three Districts of Aborlan in Implementation of the K to 12 Curriculum

The study reveals that the mean age of the school administrators in the three districts of Aborlan is 48.61 or 49. It implies that the school administrators are in their middle age at the time of the study.

As to the other details, 18 or (78.26%) are female and 5 or (21.74%) are male. Of the twenty- three school administrators, 21 or (91.30%) are married and 2 or (8.70%) are separated. No one is a widow or widower. In regard to position, 6 or (26.09%) occupy the position of Head Teacher III, 6 or (26.09%), Principal II, 3 or (13.04%), Principal I, 3 or (13.04%), Head Teacher II, and 4 or (17.39%), Head Teacher I, and 1 or (4.35%) is holding the position of Principal III.

Among the school administrators, 11 or (47.8%) have obtained the Bachelor's Degree with Master's Units, 6 or (26.1%) have Master's Degree, 5 or (21.7%) have Master's with

Doctoral Units, and 1 or (4.4%) has a Doctoral Degree.

As to number of teachers supervised, 1 or (4.4%) of the school administrators supervises 23– 27 teachers, 1 or (4.4%) supervises 18– 22 teachers, and 1 or (4.4%) supervises 13– 17 teachers. Meanwhile, 5 or (21.74%) supervises 8– 12 teachers. Moreover, there are 15 or (65.22%) of the school administrators who supervise 3- 7 teachers.

As to number of years' experience as school administrator, 1 or (4.34%) has 21– 27 years' experience as administrator, 2 or (8.70%) have 14– 20 years, 10 or (43.48%) have 7- 13 years, and 10 or (43.48%) have 0- 6 years' experience as school administrator

Profile of the Teachers in the Three Districts of Aborlan

The study reveals that 3 or (4.0%) of the teachers are 57– 65 years old. 17 or (22.67%) are in the age bracket of 48– 56 years old, 10 or (13.33%) are within the 39– 47 years old, 25 or (33.33%) fall within the 30– 38 age bracket, while 20 or (26.67%) are within the 21– 29 age bracket. The mean age of 37.81 or 38 implies that the teachers in the Kindergarten, Grades I and II in the three districts of Aborlan are generally in their prime age.

It conforms to the study of Ballesteros (11) that teachers are in their active age and considered productive in terms of work and teaching performance.

As to gender, 74 or (98.67%) of the teachers are female and only 1 or (1.33%) is male. The table discloses that the female teachers dominate the male in the three districts, and further implies that the teaching profession is generally for the female.

In the study of Ignacio (2013), teaching profession as well as supervisory positions is considered for female ones.

In regard to civil status, majority 59 or (78.67%) of the teachers are married, only 14 or (18.67%) are single, 1 or (1.33%) is separated, and 1 or (1.33%) is a widow. No one or 0% was a widower. It was supported by Ignacio (2013) that

married teachers and administrators seem to be perceived as more capable of facing responsibilities.

As to grade level handled, 26 or (34.67%) teach Grade I, 26 or (34.67%) teach Grade II, and 23 or (30.66%) teach the Kindergarten Classes.

As to teaching position, 17 or (22.66%) are volunteer teachers. They don't receive pay from the national government; however, the local government gives incentives. Of the seventy- five teachers covered by the study, 39 or (52.0%) are Teacher I, 10 or (13.33%) are Teacher II, 3 or (4.0%) are Teacher III, 2 or (2.67%) Master Teacher I, 2 or (2.67%) is Master Teacher II, and 2 or (2.67%) are Special Education Teachers (SPED).

The data claim that the teachers in the study are mostly in the category of Teacher I. It implies the need for the teachers to upgrade their educational attainment and get a promotion to the next higher level. It was supported by the study of Ballesteros (2014) that most of the teachers in the study locale belong to the rank of Teacher I.

As to highest educational attainment, only 2 or (2.66%) are Master's degree holder with Doctoral units, 5 or (6.67%) have Master's Degree, 27 or (36.0%) have Bachelor's degree with Master's units, and 41 or (54.67%) are Bachelor's degree holders only. The findings imply that generally, the teachers in the study locale are not yet aware of the need for a higher education than the baccalaureate.

As to number of pupils supervised, 37 or (49.33%) supervise 28– 40 pupils, 15 or (20.0%) teachers supervise 15- 27 pupils, 14 or (18.67%) supervise 41– 53 pupils, 4 or (5.33%) supervise 2- 14 pupils, and 5 or (6.67%) supervise 54- 66 pupils. The mean of 35 imply that the number of pupils under the teachers in the study locale is an ideal number. However, 54– 66 pupils in a class is difficult to handle, especially in a remote barangay where school resources are deficient.

As to number of years' experience as teacher, 5 or (6.67%) have 28- 36 years' experience as teacher, 7 or (9.33%) has 19– 27 years, 19 or (25.33%) have 10– 18 years, and 44 or (58.67%) have 1– 9 years' experience as teacher.

The findings imply that majority of the teachers in the locale are young in the service. The mean number of years in the service implies that the teachers, on the whole, have spent a little more than a decade in the profession.

School Administrators' Administrative Practices as Assessed by Themselves and Their Teachers

The study reveals the mean distribution on the school administrators' administrative practice as assessed by themselves and their teachers.

In terms of teacher development, the school administrators have a mean of 4.04 while their teachers have a mean of 4.10. Both were described as much extent.

For the school administrators, the highest mean went to the practice that the administrator encourages teachers to enroll in graduate studies, with a mean of 4.48. On the same administrative practice, the teachers assessed their school administrators to a much extent, with a mean of 4.44. This is followed by the administrator offers seminars on K to 12 program, with a mean of 4.30 described as much extent. The lowest mean for the school administrator was on the indicator that the administrator conducts one- on- one conference after classroom observation, with a mean of 3.57 described as much extent. On the teachers' assessment of the administrator's administrative practices, the lowest mean of 3.77 described as much extent though was on the administrator encouraging master teachers to assist new teachers.

The findings imply that the school administrators are concerned with the professional growth and development of his teachers and the teachers feel that the administrator has concern for their welfare, growth and development.

With regard to instructional program the school administrators' over- all mean is 3.82 described as much extent. The teachers' assessment of the school administrative practices, on the whole was 3.89 described as much extent also. The lowest mean as assessed by the school an administrator was on the practice that the administrator offers lectures by resource persons

on effect of new technology in education, with a mean of 3.35 described as some extent. Whereas, on the assessment of the teachers of the administrative practices of the school administrators, it appeared that the lowest mean was on, the administrator requests the services of master teachers to demonstrate on new strategies and techniques in teaching K to 12 program, described as much extent (3.55).

The findings imply that the school administrators are sincere in offering quality education to the school pupils and serious in achieving the goals set by the school for the school year and in the implementation of the K to 12 program in instruction.

Luistro (10) averred that enhancing the quality of basic education in the Philippines is urgent and critical. Thus, we have to come up with a proposal to enhance our basic education program in a manner that is least disruptive to the current curriculum, most affordable to government and families, and aligned with international practice. The Enhanced K to 12 Basic Education Program seeks to provide for a quality 12- year basic education program that each Filipino is entitled to.

Both the school administrators and the teachers assessed the administrative practices of the administrators in terms of instructional resources to a much extent (3.74).

The findings imply that the school administrators in the three districts of Aborlan are not aware of the importance of computers and encyclopedias as instructional resources. Furthermore, school administrators are fair to the teachers especially in the distribution of available instructional materials, but put little emphasis on the significance of computers and encyclopedias in school.

In terms of information communication, the school administrators assessed their administrative practices along this aspect to a much extent (3.89). The teachers, on the same vein, also assessed this practice of the school administrators to a much extent with a mean of 3.93.

This implies that the school administrators are willing to share whatever he/ she has in his/ her office for the benefits of the pupils. Hence, the information in the schools in the three districts of Aborlan must be improved.

The school administrators assessed their own administrative practice in terms of management

of change or innovation to a much extent, with a mean of 3.83. On the other hand, the teachers assessed their school administrator's practice in terms of management of change or innovation to a much extent (4.00), higher than the assessment of the school administrators of their own practice along this.

The findings reveal that the administrators follow religiously policy changes taking place and would like all his/ her teachers to teach using the K to 12 programs.

The school administrator's administrative practice along school- community relationship is much extent (4.29) as assessed by the teachers and (3.83) as assessed by the school administrators.

This means that the school administrators relate well with parents whenever problems about pupils are concerned. It implies that the school administrators in Aborlan districts have to improve school- community relationship.

Performance of the Teachers in the K to 12 Curriculum as Assessed by the School Administrators and Their Teachers

In terms of diversity of learners, the school administrators and the teachers assessed the performance of the teachers in the K to 12 curriculum as some extent on the whole, with a mean of 3.36 and 3.48 respectively. The lowest mean on the part of the school administrators and the teachers was on the statement that the teacher recognizes multi-cultural background of learners when providing learning opportunities, with a mean of 3.09 and 3.39 respectively.

Findings imply that the teachers teach according to the level of the pupils. He/ She uses varied teaching materials to suit the abilities of the pupils under him/ her.

The school administrators assessed the performance of teachers in the K to 12 curriculum in terms of curriculum content and pedagogy to some extent (3.28). The teachers for their part, assessed their own performance along this aspect as some extent (3.39). The performance of the teachers in the K to 12 in terms of curriculum content and pedagogy was assessed by the administrators with the lowest mean on the

statement; the teacher uses information and communication technology (ICT)resources for planning, and designing teaching-learning activities (2.70). The teachers assessed their performance on the same statement as some extent also with the mean 2.76.

It implies that the teachers know what they are teaching and update their knowledge and skills in the K to 12 curriculum.

In terms of planning, assessing and reporting, the school administrators assessed the performance of the teachers in the K to 12 curriculum in terms of planning, assessing and reporting as much extent (3.51). Whereas the teachers, assessed their performance in terms of the same aspect as some extent (3.50).

The findings imply that the teachers know what they are doing along planning, assessing and reporting. However, the teachers should be meticulous in recording the grades of the pupils and keeping them safe from infestations of the elements, and report to the parents their children's achievements in school.

As to learning environment, the school administrators assessed the performance of the teachers in the K to 12 curriculum as much extent (3.53). Meanwhile, the teachers assessed their own performance as much extent (3.61).

However, specifically, there are some aspects in the performance of the teachers that are assessed by the administrators as much extent, as in the following: the teacher maintains a safe and orderly classroom free from distractions (3.74), and the teacher provides equal opportunities for all learners regardless of gender (3.70). The teachers for their part assessed their own performance as much extent on the following: the teacher provides equal opportunities for all learners regardless of gender (3.76), and the teacher inspires learners to value and set high performance targets for themselves (3.67).

The findings imply that the teachers see to it that the learning environment of the pupils is safe, and the classrooms are free from destructions. They must emphasize to the pupils the value of nurturing good behavior at all times and developing positive attitudes towards studies.

The school administrators and the teachers assessed the performance of the teachers in terms of community linkages to some extent, with mean of 3.18 and 3.38 respectively. Both respondents have a common perception of the performance of the teachers in terms of community linkages.

This implies that the teachers take the community and parents as partners in educating the pupils and involve them in the activities and programs of the school.

As to social regard for learners, the school administrators assessed the performance of the teachers to some extent, with a mean of 3.47. However, the teachers assessed their performance in the K to 12 curriculum in terms of social regard for learning to much extent, with the mean of 3.55.

This implies that the teachers are conscious that as teachers they are always looked up to as dignified in their behavior and personal appearance since they are the models of the pupils in the school.

In terms of personal, social growth and professional development, the school administrators assessed the performance of the teachers to some extent (3.48). On the other hand, the teachers assessed their own performance to much extent (3.55).

This implies that the teachers are conscious in their duties as teachers and that they continue on improving their performance from the feedbacks of their superiors and peers. They are always seem being dignified in their bearing as teacher, active in social, professional organizations, and have caring, motherly attitudes towards their pupils.

CONCLUSION

The school administrators in the three districts of Aborlan were middle aged, highly educated and qualified in their position as school administrators. The female administrators outnumbered the male, and they served as school heads for almost a decade on the average.

Majority of the teachers were baccalaureate degree holders. Very few had units in the master's course. Just like their school

administrators, the teachers were mostly female, married and young in the service as teachers.

As assessed by the teachers and the school administrators, the administrative practices were performed by the school administrators to much extent. Whereas, the teachers assessed their performance in the K to 12 curriculum as some extent only. This means that the school administrators relate well with the parents whenever problems about pupils are concerned. This implies that the school administrators in Aborlan districts have to improve school-community relationship.

Performance to some extent by the teachers as assessed by themselves mean that the teachers were not really confident of their performance in the K to 12 curriculum. The teachers had to improve their performance in the K to 12 curriculum so that their pupils may benefit from them very much. The results implies that the teachers see to it that the learning environment of the pupils is safe and the classroom are free from destructions. They must emphasize to the pupils the value of nurturing good behavior at all times and developing positive attitude towards studies.

RECOMMENDATION

For the School Administrators:

Help the teachers in the acquisition of instructional materials to aid them in their implementation of the K to 12 curriculum.

Establish more community linkages in order to get support for the school especially in the acquisition of material and human resources in the implementation of the K to 12 curriculum.

Improve school- community relationships by inviting parents or involving them in activities of the school, being transparent in the use of funds of the school, etc.

Encourage retireable teachers to consider retirement, since age is sometimes a barrier to teaching.

Welcome change in the schools especially the K to 12 curriculum and give lecture to the teachers regarding this curriculum that they may understand it clearly.

Give time for human relations in the community to inform them of their children's problems and accomplishments in school.

To the Teachers

Be knowledgeable of the K to 12 curriculum so that its implementation may be effective in the schools in the three districts of Aborlan.

Improve performance in the grade level handled especially along diversity of learners, curriculum content and pedagogy, learning environment, community linkages, social regard for learners and personal, social growth and professional development.

For future studies

Conduct similar studies in the different districts in the division of Palawan to assess the performance of the administrators and teachers as to delivery of quality basic education.

The mixed study should be done using quantitative and qualitative measures that assess the administrators and teachers competencies.

Use the results and findings of this study for future research related like educational impact of the program to the clientele

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