

# Core Behavioral Competency Skills and Key Result Areas Among Non-Teaching Personnel

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## ABSTRACT

This study examines the vital behavioral competencies and how they align with key result areas (KRAs) to enhance job performance. The primary issue addressed is the necessity to evaluate and enhance the core behavioral competencies of non-teaching staff for the purpose of ensuring efficient service delivery and organizational effectiveness. The specific issues involve reviewing the respondents' profile regarding age, years of service, civil status, and eligibility; measuring the level of core behavioral competencies, including self-management, professionalism and ethics, result orientation, teamwork, service orientation, innovation, oral and written communication, and ICT; and investigating the connection between these competencies and the key result areas of administrative services, finance, curriculum and learning management, field technical assistance, policy planning and research, education support services, quality assurance, human resource development, and the Office of the Regional Director. The sample consisted of 170 non-teaching personnel from the DepEd Regional Office X and two schools' division offices. The research utilized a descriptive-correlational method, employing a universal sampling technique. Information was collected through standardized questionnaires derived from DepEd Order and Compendiums. Various statistical tools, including mean, percentage, standard deviation, and Pearson r correlation, were employed for data analysis.

Key findings indicated that in the core behavioral competency skills, teamwork got the highest mean among the competencies, which was interpreted as consistently demonstrates while self-management got the lowest mean, which was also interpreted as consistently demonstrates. In the key result areas among the non-teaching, human resource development got the highest mean, interpreted as very well observed while education support services got the lowest mean, interpreted as well observed, reflecting a significant emphasis on capacity building. Notable correlations were identified between the respondents' profiles such as age, number of years in service, and eligibility, while civil status did not show significant relationships to the competencies and key result areas. The research concludes that enhancing self-management skills and education support services is essential for boosting overall performance. The theory on competency-performance alignment suggests that when competency levels are high, key result areas also demonstrate strong performance. Therefore, it is recommended that the interventions must be focused on professional development programs, improved resource distribution, and technology-driven solutions to address the gaps.

## INTRODUCTION

### Background of the Study

The Department of Education (DepEd) has established standards such as Core Behavioral Competencies across the region through DepEd Orders and memoranda. These standards require all DepEd personnel to

demonstrate a distinct set of behavioral competencies essential for their professional success. These competencies outline the necessary skills and qualifications expected of personnel. Over time, these required skills have evolved to address the demands of modern society and the dynamic educational landscape which encompasses diverse roles. Shinobi (2019) highlights that effective personnel exhibit strong leadership and managerial abilities, both of which are positively correlated with high performance in their respective roles.

Core behavioral competencies encompass a range of skills, knowledge, and abilities that enable individuals to perform effectively in their roles. These competencies are distinct from technical skills, focusing on interpersonal and intrapersonal behaviors that drive performance. Competencies are complex behaviors required to deliver the desired outcomes at work.

However, in the non-teaching personnel, these competencies are critical as they influence not only individual performance but also the overall functions of the office. For instance, effective communication and teamwork can enhance collaboration across departments, leading to improved operational efficiency and innovation. Furthermore, adaptability and problem-solving skills are increasingly important in dynamic work environments where change is constant.

The exploration of core behavioral competencies among nonteaching staff and their alignment with key result areas is vital for fostering a productive organizational culture. This alignment not only supports individual development but also enhances the collective performance of functional divisions, ultimately contributing to the organization's success.

Consequently, based on the results of the 2022 Results-Based Performance Management System Assessment (RPMISA) of the Individual Development Plan (IDP) of each employee in every functional division of the Department of Education – Regional Office X, shown a very high priority to address on some of the core behavioral competency like written and oral communication, service orientation, professionalism and ethics and result focus. It revealed from the results of the learning and development assessment of the region that out of the 110 employees, 79 need assistance in terms of behavioral competency skills to improve performance in the workplace. Based on the results of the performance analysis, the employees need to be oriented in their functions to obtain the excellent results of the Client Satisfaction Survey needed in the One DepEd, One QMS (Quality Management System) of the region.

Hence, the Department of Education has released DepEd Order No. 2 s 2015 entitled “ The Guidelines on the Establishment and Implementation of the Results-Based Performance Management System” (RPMS) to have a unified basis for the proper assessment of the employees' performance considering the competencies of the teachers and nonteaching personnel of the department to provide comprehensive guidelines for the adoption of the Civil Service Commission's (CSC) Strategic Performance Management System (SPMS) in DepEd.

Apparently, the guidelines stipulate the specific mechanisms, criteria and processes for the performance target setting, monitoring, evaluation and development planning for schools and offices, covering all officials and employees, school-based ND non-school-based in the department holding regular Plantilla positions. Personnel under contracts of service or job orders and LGU-funded employees shall likewise be covered, but for the purposes of performance evaluation only.

On the other hand, the key result areas stipulated in compendium versions 2 and 3 are the main functions of every functional division. The implications of job descriptions for employees, particularly within the context of the Department of Education (DepEd) or similar organizations, are significant and multifaceted. Job descriptions or Key Result Areas provide clear outlines of roles, responsibilities, and expectations for

employees. This clarity helps to eliminate ambiguity regarding what is required in a position, allowing employees to understand their duties and how their work contributes to the organization's goals. Clear expectations can enhance employee satisfaction and performance, as individuals know what is required of them and can align their efforts accordingly.

Job descriptions serve as benchmarks for evaluating employee performance. They provide a basis for performance appraisals, helping managers assess whether employees meet, exceed, or fall short of expectations. This structured approach to performance evaluation can facilitate fair and objective assessments, guiding decisions related to promotions, raises, or further training needs. By outlining the skills and competencies required for a role, job descriptions can inform training and development efforts. They help identify areas where employees may need additional support or training, enabling organizations to tailor development programs to enhance employee capabilities and career growth (Tandem HR, 2021). Thus, it is for this reason that the researcher seeks to know the level of the core behavioral competency skills of nonteaching personnel and the key result areas of the functional divisions of the regional office x as required in ISO 9001: One DepEd, One Quality Management System.

### ***Literature and Related Studies***

The following literature and studies were found to be relevant and related to the present study. The concepts and ideas are chosen because they serve as baseline information in the researcher's mechanization of this investigation.

### **Respondents' Profile**

The respondents' profile in educational studies typically encompasses various demographic and professional characteristics that can significantly influence the findings and implications of the research.

#### **Age**

Age plays a significant role in the study of the relationship between core behavioral competency skills and key result areas within educational settings. Understanding how age impacts these competencies can provide valuable insights for educators, policymakers, and researchers.

According to Feraco and Meneghetti (2023), cited in their study entitled "Social, Emotional, and Behavioral Skills: Age and Gender Differences at 12 to 19 Years Old" as an individual age, their cognitive, emotional, and social skills evolve. Younger educators may demonstrate different levels of competencies in areas such as self-management, professionalism, and teamwork compared to older colleagues. For instance, studies show that younger teachers often exhibit a greater need for development in self-management and professionalism due to less experience in navigating complex classroom dynamics.

Moreover, they stated age often correlates with experience. The relationship is not always straightforward. Younger professionals may be more adaptable to new teaching methods and technologies, which can enhance their innovation and teamwork skills. Conversely, older educators might leverage their extensive experience to foster deeper relationships with students and colleagues, positively influencing their emotional resilience and cooperation skills.

In summary, age influences the relationship between core behavioral competency skills and key result areas among non-teaching personnel by affecting experience levels, adaptability to change, cognitive maturity, and professional development needs. Understanding these dynamics can help educational institutions tailor training programs to enhance workforce effectiveness across various age groups.

**Number of Years in Service**

Recent studies examining the number of years of experience among non-teaching personnel in educational institutions have highlighted various implications for organizational dynamics, job satisfaction, and professional development.

A study published in May 2023 explored how the number of years non-teaching staff were employed affected their perceptions of engagement and safety. It found that as non-teaching personnel spent more years in their positions, they reported feeling more appreciated and secure in their roles. Specifically, those with 11 or more years of service had the most positive perceptions regarding their work environment, emotional safety, and respect for cultural differences within the school context. Conversely, personnel with less than three years of experience often expressed more positive views about bullying, potentially due to their limited exposure to workplace dynamics (Abir, 2023).

A study conducted in Sto. Tomas City assessed the attitudes and behaviors of non-teaching personnel towards training and development programs. Results indicated that longer tenure positively influenced their perception of training's effectiveness on job performance and competency levels. Non-teaching staff who participated in training reported enhanced job knowledge, skills, and self-confidence, emphasizing the importance of ongoing professional development (Reyes, 2023).

Thus, recent studies illustrate how the number of years of experience among non-teaching personnel significantly impacts their perceptions of engagement, safety, and effectiveness in training programs. These insights highlight the importance of tailored professional development initiatives that consider both the needs of experienced staff and those newer to their roles.

**Civil Status**

A study conducted at Taguig City University (2022) found that civil status significantly affects the work competence levels of non-teaching personnel, particularly in areas such as oral communication, written communication, and information and communication technology. The research indicated that married personnel might exhibit different competencies compared to single staff members, suggesting that personal commitments associated with marital status can influence professional performance and job satisfaction. Higher levels of job satisfaction were associated with effective supervision, interpersonal relationships, and the nature of work, emphasizing the importance of recognizing civil status in employee evaluations.

Moreover, Abir (2023) highlighted how civil status influences non-teaching staff's perceptions of their work environment. Those who are married often reported feeling more secure and appreciated in their roles compared to their single counterparts. This sense of security can lead to increased engagement and a positive attitude toward school policies and practices. The study noted that marital status could affect staff interactions with students and parents, potentially enhancing their ability to foster supportive relationships within the school community dynamics.

Thus, research indicated that non-teaching staff who were married reported higher levels of emotional safety within their work environment. They felt more comfortable expressing concerns about their jobs, which is crucial for fostering a supportive workplace culture. This emotional safety is essential for job satisfaction and can lead to better overall performance within key result areas.

**Eligibility**

A study focused on the adaptability of non-teaching personnel to evolving policies within the Department of Education. It found that those who met specific eligibility criteria were better equipped to implement new administrative regulations effectively. This adaptability is essential for maintaining organizational

efficiency and ensuring that educational policies are implemented smoothly.

A study examining non-teaching personnel's attitudes towards training and development revealed that those who meet eligibility criteria for training programs were more likely to perceive such opportunities positively. The findings indicated a strong desire among eligible staff to participate in professional development activities, which in turn enhanced their competencies and job performance. This highlights the importance of providing accessible training opportunities to eligible non-teaching personnel to foster a culture of continuous improvement.

Further, research highlighted the role of eligible non-teaching personnel in facilitating organizational change within educational institutions. As new positions were created to alleviate administrative burdens on teachers, eligible non-teaching staff were identified as critical players in implementing these changes. Their involvement not only supports teaching staff but also enhances overall institutional effectiveness (Najorra, 2022).

Recent studies underscore the importance of eligibility criteria for non-teaching personnel in shaping their professional development, job satisfaction, and adaptability within educational settings. Recognizing these dynamics can improve workforce strategies that enhance overall institutional effectiveness.

### **Core Behavioral Competency Skills**

The DepEd Order No. 2, series of 2015 identified the various core behavioral competency skills such as self-management, professionalism and ethics, result focus, teamwork, service orientation, and innovation, oral and written communication and computer or information communication technology. These will provide scientific information and related findings on the aforementioned areas.

#### **Self – Management**

The study of Ambasa et al. (2024) cited that self-management skills are necessary for a person to survive. Effective self-management helps avoid stress and provides more opportunities to get involved in fun learning activities. Self-management includes skills such as time management, which is the ability to effectively and efficiently use time; self-motivation, which is the ability to stay motivated in accomplishing tasks; stress management, which is the ability to approach work more clearly; and adaptability, which is the ability to pivot when changes occur, decision making, aligning tasks with goals, and personal development.

Raeburn (2024) added that employing self-management techniques can enhance productivity, reduce problem behavior, increase time spent on tasks, and enhance academic achievement. As children develop into adults, the capacity to effectively apply self-management techniques becomes increasingly vital for success. A study conducted by the University of the Philippines explored the relationship between self-management skills and employee engagement among call center agents. The research found that employees with strong self-management abilities, particularly in areas like time management, stress management, and goal setting, exhibited higher levels of engagement and job satisfaction. These employees were more likely to take the initiative, collaborate effectively with colleagues, and deliver quality service to customers.

Moreover, research published in the Philippine Journal of Psychology (2024) examined the link between self-management skills and emotional intelligence among Filipino professionals. The study revealed that individuals with well-developed self-management abilities, such as emotional regulation, adaptability, and achievement orientation, tended to have higher levels of emotional intelligence. This combination of skills enabled them to navigate workplace challenges more effectively, foster positive relationships with colleagues, and contribute to a more harmonious work environment.

Furthermore, research conducted by De La Salle University (2024) explored the role of self-management skills in the career success of Filipino professionals. The study found that individuals who effectively manage their time, emotions, and relationships tended to achieve higher levels of career satisfaction, income, and advancement. Self-management skills enabled them to navigate workplace politics, build strong professional networks, and seize opportunities for growth and development.

Additionally, a case study by the University of Tokyo (2020) investigated the impact of a self-management training program on the productivity of employees in a Japanese manufacturing company. The training focused on goal setting, time management, and stress management techniques. Post-training assessments showed that participants experienced increased productivity, reduced absenteeism, and improved work-life balance. The study highlighted the potential benefits of investing in self-management skill development for employee performance and well-being.

In summary, these studies suggest that self-management skills have significant implications for employee engagement, emotional intelligence, productivity, and career success in the Philippine context. Investing in the development of these skills can lead to improved individual and organizational outcomes, making it a valuable area of focus for both employees and employers worldwide.

### **Professionalism and Ethics**

A study by Meruelo (2024) at the University of Santo Tomas analyzed the impact of professionalism and work ethic on employee performance in various industries in the Philippines. The findings indicated that employees who exhibited strong professionalism characterized by integrity, accountability, and ethical behavior—demonstrated higher levels of job satisfaction and productivity. The study emphasized the importance of cultivating a professional work environment to enhance overall organizational performance. Also, research published in the International Journal of Human Resource Studies (2024) examined the relationship between work ethics and employee engagement among IT professionals in India. It found that a strong work ethic, which included punctuality, responsibility, and dedication, significantly correlated with higher employee engagement levels. Engaged employees were more likely to exhibit ethical behavior and professionalism, contributing to a positive workplace culture.

Another study published in the Journal of Business Ethics (2024) explored the influence of ethical leadership on employee ethics and professionalism in the U.S. workplace. The research revealed that employees who perceived their leaders as ethical were more likely to adopt similar ethical standards in their work. This alignment fostered a culture of professionalism, reducing instances of unethical behavior and enhancing overall organizational integrity.

Moreover, a study by the University of Manchester (2024) investigated the role of professionalism in job performance among employees in the UK. The findings highlighted that professionalism, defined by adherence to ethical standards and a commitment to quality, was a significant predictor of job performance. Employees who demonstrated professionalism were more likely to receive positive performance evaluations and promotions, reinforcing the importance of ethical behavior in career advancement.

Nevertheless, research published in the Australian Journal of Management (2024) examined the relationship between work ethic and organizational commitment among employees in Australia. The study found that employees with a strong work ethic were more committed to their organizations and less likely to engage in counterproductive work behaviors. This commitment was linked to higher levels of professionalism and ethical conduct, underscoring the importance of fostering a strong work ethic within organizations.

These studies collectively highlight the critical role that professionalism and ethics skills play in enhancing employee performance, engagement, and organizational commitment across different cultural and professional contexts. Investing in the development of these skills can lead to significant benefits for both employees and organizations.

### **Results Focus**

A study by the Ateneo Graduate School of Business (2024) explored the impact of results orientation on employee performance in various Philippine companies. The research found that employees with strong results-focused skills, such as goal setting, prioritization, and accountability, significantly outperformed their peers. The study emphasized that organizations fostering a result-oriented culture experienced higher productivity levels and employee engagement, improving overall business outcomes.

Research published in the International Journal of Information Technology (2024) examined the role of results-driven skills in the performance of IT professionals in India. The study highlighted that a results-oriented approach, characterized by clear goal-setting and continuous performance monitoring, led to enhanced project outcomes and client satisfaction. Employees trained in results-focused methodologies reported increased motivation and a stronger commitment to achieving organizational objectives.

Further, the European Foundation (2024) for the Improvement of Living and Working Conditions research examined the correlation between results focus and employee engagement in various European organizations. The study found that employees encouraged to adopt results-oriented practices were more engaged and committed to their work. This engagement translated into higher productivity and lower turnover rates, demonstrating the importance of results focused on maintaining a motivated workforce.

Moreover, the Journal of Management Development (2024) evaluated the effectiveness of training programs to enhance results-focused skills among employees in various sectors. The findings showed that participants who underwent training in goal setting, time management, and performance tracking demonstrated significant improvements in their ability to achieve results. The study emphasized the importance of continuous professional development in cultivating a results-oriented workforce.

These studies collectively underscore the critical role that results-focused skills play in enhancing employee performance, engagement, and organizational commitment across different cultural and professional contexts. Investing in developing these skills can lead to substantial benefits for both employees and organizations.

### **Teamwork**

Teamwork is a fundamental concept of success in managing the organization to keep up with the current changes and the working style that has been developed to promote a positive working environment. It is essential to implement all activities so that they can be carried out effectively toward the intended destination. Effective teamwork in educational institutions is not very effective despite the establishment of an organizational structure ([www.intelispark.com](http://www.intelispark.com)).

According to a survey by Deloitte (2024), collaboration and teamwork are highly valued by employers globally. Effective teamwork goes beyond just the sum of individual performances - it involves enriching interactions between team members and positive group dynamics. Openness, respect for diversity, and specific teamwork virtues like humility, hunger, and people skills are key to successful collaboration.

Research suggests that teamwork provides better results for organizations than individual work. Teamwork can facilitate employee learning and skill development through sharing ideas and constructive feedback. Job satisfaction is also linked to teamwork, as it increases motivation and makes employees feel their role makes a difference. The study found that the relationship between teamwork and job satisfaction

is partially explained by job enrichment practices associated with teamwork.

An article by Yale University (2024) highlights five reasons why teamwork is essential for accomplishing organizational goals. There are key points, such as teamwork, which allows for the leveraging of diverse skills and knowledge to tackle complex problems. It fosters creativity and innovation through sharing ideas. Collaboration leads to higher productivity and efficiency. Teamwork builds trust, communication, and interpersonal skills, creates a positive work culture, and boosts employee engagement.

Thus, these studies demonstrate the critical role that teamwork skills play in enhancing employee performance, learning, job satisfaction, and organizational outcomes across different cultural and professional contexts. Investing in teamwork development can lead to significant benefits for both employees and organizations.

### **Service Orientation**

A 2024 study conducted by researchers at the University of the Philippines explored the relationship between service orientation competency and employee engagement across various industries in the Philippines. The study found that employees who demonstrated strong service orientation skills, such as empathy, adaptability, and a proactive approach to meeting customer needs, exhibited higher levels of engagement and job satisfaction. These employees were more likely to go above and beyond in their roles, leading to improved customer experience and business outcomes. The research highlighted the importance of incorporating service orientation into employee training and development programs to foster a customer-centric culture.

Moreover, service orientation is significantly related to the teaching performance of Senior High School teachers in the Division of Eastern Samar. It emphasized the importance of service orientation in enhancing teaching competencies and performance (Cruszos, 2022). It is the ability to understand and respond to the specific needs of students. It involves being aware of students' needs and adapting teaching methods to meet those needs.

In the educational context, according to Muthoni (2024), service orientation is about shaping teaching methodologies to align with students' specific needs and preferences. It is a paradigm shift from traditional, one-size-fits-all teaching to a more student-centered approach. Service orientation describes a mindset for serving others by understanding and catering to their needs. A service mindset helps you form deeper relationships, motivate your employees, develop loyal customers, and more. In developing service orientation, either personally, in a leadership role, or to strengthen customer service practices, means improving skills like empathy, community-building, listening, persuasion, and awareness (Staff, 2024).

Keshavdas (2023) mentioned one of the indicators of service orientation, which is simplifying the service delivery process. It is a strategic imperative for any sector that wants to attract clients, empower employees, and stay ahead of the competition. By focusing on the essentials, simplified procedures unlock significant benefits across the organization. Moreover, Agustin (2022) demonstrated in his study that Filipino teachers exhibit strong pedagogical competence, subject matter knowledge, and dedication to professional development, which are also key indicators of service orientation.

These studies contributed to the importance of service orientation competency skills in today's customer-centric business landscape. By investing in the development of these skills, organizations can enhance employee engagement, team performance, and ultimately, deliver superior service experiences that drive customer loyalty and growth. As the demand for service-oriented professionals continues to rise, it is crucial for both local and global employers to prioritize the cultivation of these critical skills.

**Innovation**

The International Multidisciplinary Journal of Research for Innovation, Sustainability, and Excellence (2024) aimed to determine the job competencies of employees in a government agency in the Philippines. The findings indicated that employees demonstrated high levels of competencies in areas including innovation. The study emphasized the need for capability-building plans to enhance these competencies further, suggesting that fostering innovation skills is crucial for adapting to rapid environmental changes and sustaining organizational performance.

An article from Innovation Training highlighted the importance of innovation skills for employees at all levels, as identified in various research reports. Key competencies for innovation include creativity, critical thinking, communication, and problem-solving. The findings suggest that organizations must focus on developing these skills to navigate complex challenges and foster a culture of innovation. The article also referenced the 2024 Bloomberg Job Skills Report, which indicated that skills such as strategic thinking and creative problem-solving are essential for driving innovation in the workplace.

Further, Together Platform discussed the importance of employee competencies, including innovation skills, in driving organizational growth. It stressed that organizations must identify and nurture these competencies to enhance productivity and competitiveness. The article highlighted that investing in innovation skills is crucial for adapting to changing business needs and achieving long-term success (Reeves, 2023).

Froehlich (2021) said that divergent thinking is crucial for teachers to develop innovative solutions to complex problems. It helps teachers overcome the tendency to work within the confines of district initiatives or fixed mindsets. However, in the Philippine setup, an alarming number of teachers belong to those who are traditional thinkers. In a study by Bautista (2023), it was found that the Philippines has been slow in shifting to lifelong learning. Traditional-thinking Filipino teachers face several challenges, such as adapting to new pedagogies, technological integration, and cultural and socioeconomic factors.

These studies collectively underscore the significance of innovation competency skills in enhancing employee performance and organizational success across various contexts. Organizations that prioritize the development of these skills are better positioned to navigate challenges and capitalize on opportunities in the dynamic business environment.

**Oral Communication**

A report by Pumble (2024) highlighted that 70% of global employers consider communication the most desirable skill for potential recruits. The study emphasized that effective oral communication is crucial for collaboration and productivity in the workplace. It was found that teams with strong oral communication skills can increase productivity by up to 25%. The report also pointed out that employers increasingly value cross-cultural competence and active listening as essential components of effective oral communication, indicating a shift towards more nuanced communication skills in diverse work environments.

Research from North Carolina State University (2024) discussed the importance of oral communication skills for students and graduates. The study emphasized that proficiency in oral communication is critical for engaging with peers, presenting ideas, and navigating professional environments. It was found that students who actively developed their oral communication skills through coursework and extracurricular activities reported higher levels of confidence and job satisfaction upon entering the workforce. This study underscores the necessity of integrating oral communication training into educational curricula to prepare students for real-world challenges.

However, the study by Forage (2024) noted that the shift to remote work has made effective oral communication skills more critical than ever. It indicated that employers are looking for candidates who can communicate clearly and concisely across various platforms, including video conferencing and digital communication tools. It highlighted that while written communication skills are highly valued, verbal communication remains essential for fostering teamwork and collaboration in a remote setting. The findings suggest that organizations should invest in training programs that enhance both verbal and digital communication competencies among employees.

Moreover, the Journal of Business Communication (2024) cited the impact of oral communication skills on team dynamics in multinational corporations. The research found that teams with members proficient in oral communication were better at resolving conflicts, sharing ideas, and achieving collective goals. The study emphasized that effective oral communication fosters trust and collaboration among team members, leading to improved performance and innovation. This highlights the importance of developing oral communication skills as part of team-building initiatives in diverse work environments.

These studies collectively illustrate the critical role that oral communication competency skills play in enhancing employee performance, job satisfaction, and organizational effectiveness across various contexts. Investing in the development of these skills is essential for both local and global organizations to thrive in today's dynamic work environment.

### **Written Communication**

A study published in The Journal of Business Communication in 2024 highlighted the critical role of written communication skills in remote work environments. The research found that employees who excel in written communication, including clarity, conciseness, and tone, were more effective in collaborating with teams and managing projects. The study emphasized that as remote work continues to be prevalent, organizations must prioritize training programs that enhance written communication skills to ensure effective collaboration and reduce misunderstandings among team members.

However, an article from the Harvard Business Review (2024) discussed the evolving landscape of communication skills in the workplace, focusing on the increasing demand for written communication abilities. The article noted that 73.3% of employers are now prioritizing written communication skills over verbal communication skills when hiring. This shift reflects the need for employees to effectively convey information through emails, reports, and digital platforms, especially in a globalized work environment where clear written communication is essential for collaboration across cultures (Team Communication Hub, 2024).

Moreover, a study published in the International Journal of Teamwork and Collaboration (2024) explored how written communication skills affect team collaboration in multinational corporations. The research found that teams with members proficient in written communication were more successful in achieving project goals and deadlines. The study emphasized that effective written communication fosters clarity in roles and responsibilities, leading to improved teamwork and reduced conflicts.

Also, a research paper from the Journal of Human Resource Management in 2024 examined the link between written communication competence and career advancement among professionals in various industries. The findings indicated that employees who possess strong written communication skills are more likely to receive promotions and recognition for their contributions. The study concluded that organizations should prioritize the development of these skills as part of their employee training and development strategies to enhance career growth opportunities.

These studies collectively highlight the significant implications of written communication competency

skills for employee performance, collaboration, and career advancement in both local and global contexts.

### **Computer / ICT**

A 2024 OECD report titled "New Perspectives on ICT Skills and Employment" provides an overview of ICT skills across OECD economies and analyzes their impact on economic performance. The study highlights the importance of ICT skills in enhancing employee productivity and adaptability in the workplace. It emphasizes that as technology continues to evolve, employees with strong ICT competencies are better positioned to leverage digital tools and contribute to organizational success. The report suggests that investment in ICT training is crucial for improving workforce capabilities and economic outcomes (Sohag et al., 2023).

A study published in May 2024 examined the relationship between ICT skills and academic performance among English students in a Peruvian educational institution. The research involved a quantitative analysis of 260 high school students and found a significant correlation between ICT skills and academic success. Specifically, it indicated that competencies in information management, communication management, and portable technology management positively impacted students' performance. It underscores the relevance of ICT skills in education and as foundational competencies for future employment.

A comprehensive analysis in 2024 highlighted the critical role of ICT skills in enhancing employee performance across various sectors. The study found that employees with advanced ICT competencies were more effective in their roles, leading to improved job satisfaction and organizational performance. The research emphasizes the need for continuous professional development in ICT skills to keep pace with technological advancements and changing job requirements.

These studies collectively have significant implications for computer and ICT competency skills for employee performance, productivity, and organizational success in both local and global contexts. Investing in the development of these skills is essential for organizations aiming to thrive in the digital age.

### **Key Result Areas among the Non-teaching Personnel**

Job descriptions or Key Result Areas (KRAs) are critical components of effective human resource management. They provide clarity on the roles, responsibilities, and expectations for employees at all levels within an organization. It outlines the essential duties, qualifications, and competencies for a specific position. They serve as the foundation for recruitment, selection, and performance management. Well-written job descriptions help attract the right candidates, set clear expectations, and provide a basis for evaluating employee performance. They also aid in identifying training needs, ensuring legal compliance, and facilitating organizational planning.

Key result areas, on the other hand, define the critical outcomes that employees are expected to achieve. KRAs align individual goals with the organization's strategic objectives, ensuring that employees' efforts contribute directly to the company's success. By focusing on key results areas, employees can prioritize their tasks, measure their progress, and demonstrate their impact on the organization.

Both job descriptions and KRAs are essential for fostering a productive and engaged workforce. They promote transparency, accountability, and professional development, ultimately leading to improved organizational performance and employee satisfaction. Investing time and resources in developing and maintaining these tools can yield significant benefits for employers and employees alike.

### **Administrative Services**

A study by researchers at the University of the Philippines in 2024 explored the relationship between administrative functions and employee productivity across various government agencies. The findings

indicated that employees who effectively carried out administrative tasks such as records management, procurement, and human resource management demonstrated higher levels of overall productivity. It emphasized the importance of providing training and resources to enhance administrative competencies, as these skills contribute to efficient operations and service delivery.

Hence, research published in the Journal of Public Administration and Policy Research (2024) examined the impact of administrative effectiveness on organizational performance in the Indian public sector. The study found that government agencies with well-defined administrative functions and streamlined processes consistently outperformed their counterparts. Effective administrative practices, including clear delegation of authority, efficient communication channels, and robust monitoring systems, were identified as key drivers of organizational success.

However, the Public Personnel Management Journal (2024) investigated the role of administrative competencies in the career progression of public sector employees in the United States. The findings revealed that employees with proficiency in administrative functions, such as budgeting, project management, and policy analysis, were more likely to receive promotions and assume leadership roles. The research highlighted the importance of incorporating administrative skills development into training programs to enhance the career prospects of public sector professionals.

Further, the International Review of Administrative Sciences (2024) explored the relationship between administrative competencies and organizational resilience in the UK public sector. The research indicated that government agencies with employees who possessed strong administrative skills, such as risk management, change management, and performance monitoring, were better equipped to navigate challenges and maintain continuity of operations. It emphasized the importance of fostering administrative competencies as part of organizational development strategies to enhance resilience and adaptability in the face of emerging challenges.

Hence, these studies collectively highlight the critical role that administrative key result areas and functions play in enhancing employee productivity, organizational performance, and service delivery across different cultural and professional contexts. Investing in the development of administrative competencies is essential for public sector organizations to effectively fulfill their mandates and meet the evolving needs of citizens.

### **Finance**

The Finance Division of the Department of Education plays a crucial role in managing financial resources, ensuring compliance with regulations, and supporting the overall educational mission. The Finance Division provides the Regional Office units and Schools Division Offices (SDOs) accurate and timely financial advice, information, and services to ensure equitable allocation, judicious spending, and efficient utilization of fiscal resources (<https://depedmimaroparegion.ph/finance-division/>).

On the other hand, the GitLab Handbook outlines various Key Performance Indicators (KPIs) essential for assessing the performance of finance teams. It highlights metrics such as recurring revenue variance, expense variance, billing variance, and days to financial close. These KPIs are crucial for ensuring accurate financial forecasting and improving overall efficiency within finance departments. The document emphasizes the importance of automating processes and maintaining a clear communication strategy to enhance performance outcomes.

However, an article from Harvard Business School Online (2023) discussed thirteen critical financial performance measures that managers should track, including gross profit margin, net profit margin, working capital, and liquidity ratios like the current and quick ratios. The study underscores the

significance of these metrics in providing insights into a company's financial health, enabling managers to make informed decisions that align with strategic objectives.

Moreover, Boucher's (2023) article focuses on how to assess finance team performance through KPIs such as time to conduct budgeting processes, time to close financial books, and the rate of financial report errors. The study suggests strategies for improving these metrics, including automation and effective communication. It also emphasizes the need for regular reviews of KPIs against set goals to ensure continuous improvement in finance operations.

These studies collectively highlight the importance of establishing robust Key Result Areas within financial divisions, focusing on relevant KPIs to drive efficiency and informed decision-making in organizations.

### **Curriculum and Learning Management**

A study conducted by researchers at the University of the Philippines (2024) explored the relationship between curriculum implementation and teacher competencies across various schools in the Philippines. The findings indicated that teachers who demonstrated strong curriculum knowledge, lesson planning skills, and effective teaching strategies were more successful in implementing the curriculum effectively. The study emphasized the importance of providing professional development opportunities for teachers to enhance their curriculum management competencies, as these skills are critical for improving student learning outcomes.

Further, the Australian Educational Researcher (2024) explored the role of curriculum contextualization in enhancing community engagement in Australian schools. The findings revealed that schools that actively involved community members in the curriculum development process were more successful in creating relevant and engaging learning experiences for students. It emphasized the importance of establishing strong partnerships between schools and local communities to ensure that the curriculum is responsive to the needs and aspirations of the community.

Along the same line, the National Education Association (2024) investigated the relationship between learning outcomes assessment and teacher collaboration in U.S. schools. The study found that schools that fostered a culture of collaboration among teachers, where they regularly engaged in data analysis, shared best practices, and collectively planned interventions, were more effective in improving student learning outcomes. The research highlighted the importance of providing structured opportunities for teacher collaboration and ensuring that assessment data is used to inform instructional decisions.

The Asia-Pacific Journal of Education (2024) also examined the role of professional learning communities (PLCs) in supporting curriculum innovation in Singaporean schools. The findings indicated that schools that had well-established PLCs, where teachers regularly engaged in inquiry-based learning, shared resources, and collaborated on curriculum development, were more successful in implementing innovative curricula. The research emphasized the importance of creating structures and processes that support ongoing professional learning and collaboration among teachers to drive curriculum innovation and improvement.

These studies collectively highlight the critical role that curriculum and learning management key result areas play in enhancing teacher competencies, student engagement, community involvement, and professional learning in both local and global contexts. Investing in the development of these key result areas is essential for schools to deliver high-quality education and improve student learning outcomes.

### **Field Technical Assistance**

The Department of Education in the Philippines explored the effectiveness of the Field Technical

Assistance Division (FTAD) in enhancing school management practices. The research highlighted that technical assistance provided by FTAD significantly improved the performance outcomes of school divisions. Focusing on coaching, guiding, and empowering local education leaders helped schools manage resources better, implement educational programs, and achieve their goals. The study emphasized the importance of tailored technical assistance in addressing the unique challenges faced by various school divisions, ultimately leading to improved educational quality and accountability.

Further, the World Bank (2024) assessed the impact of technical assistance on organizational performance in various public sector institutions across Africa. The research found that institutions receiving targeted technical assistance showed significant improvements in operational efficiency and service delivery. It highlighted that effective technical assistance not only provided immediate support but also built long-term capacity within organizations, enabling them to sustain improvements independently over time.

Moreover, the International Journal of Educational Management (2024) explored the effectiveness of cross-functional technical assistance teams in improving educational outcomes in schools. The study found that schools that utilized cross-functional teams to deliver technical assistance experienced enhanced collaboration among staff, leading to innovative solutions for common challenges. The findings suggested that integrating diverse expertise into technical assistance efforts resulted in more comprehensive support for schools, ultimately benefiting student learning outcomes.

A 2024 report by the United Nations Development Programme (UNDP) evaluated the effectiveness of technical assistance programs in various developing countries. The report emphasized the importance of monitoring and evaluation frameworks in assessing the impact of technical assistance on local capacities and outcomes. It found that programs that included ongoing evaluation mechanisms were more successful in adapting to changing needs and ensuring that assistance was relevant and effective in achieving desired results.

These studies collectively highlight the critical role that field technical assistance plays in enhancing employee competencies, improving organizational performance, and fostering sustainable development across various contexts. Investing in effective technical assistance strategies is essential for organizations aiming to achieve their goals and improve service delivery locally and globally.

### **Policy Planning and Research**

The Health Policy and Systems (2024) explored strategies for improving the uptake of research findings into health policymaking. The research highlighted the importance of engaging stakeholders, including policymakers, throughout the research process. Key strategies identified included involving stakeholders in designing and implementing research projects and promoting co-learning to address power dynamics. The findings suggest that enhancing collaboration between researchers and policymakers can lead to more effective health policies and improved health outcomes, emphasizing the critical role of policy planning and research in health systems.

Along the same lines, the International Journal of Educational Management (2024) examined the role of evidence-informed policymaking in educational settings. The study found that schools that utilized data-driven decision-making processes were more successful in implementing effective educational policies. The research emphasized the need for continuous professional development for educators to enhance their skills in data analysis and policy implementation. The findings underscore the importance of integrating research and planning functions to create a responsive and effective educational environment.

Another research from the State of Open Infrastructure (2024) discussed recent developments in open science policies across various regions, including the United States and Europe. This highlighted the

implications of these policies for research infrastructure and the need for institutions to adapt to new data-sharing and transparency standards. The findings suggest that effective policy planning in open science can enhance collaboration among researchers, improve access to research outputs, and foster a more inclusive research environment.

Moreover, a study conducted by the United Nations Development Programme (UNDP) in 2024 assessed the impact of policy research on achieving Sustainable Development Goals (SDGs) in various countries. The findings indicated that countries that effectively integrated research into their policy-planning processes were more successful in addressing challenges related to poverty, education, and health. The study underscored the importance of aligning research efforts with policy objectives to promote sustainable development, emphasizing the need for collaborative approaches between researchers and policymakers.

These studies collectively highlight the significance of policy, planning, and research key result areas in enhancing organizational effectiveness, improving service delivery, and achieving strategic objectives in both local and global contexts. Investing in these areas is essential for organizations aiming to navigate complex challenges and drive meaningful change.

### **Education Support Services**

Research published by the Education Bureau of Hong (2024) examined the impact of school-based support services on learning and teaching effectiveness in schools and Kindergartens. The study found that diversified support services, which include curriculum planning, pedagogy, and assessment, significantly enhance teachers' professional development and improve student learning outcomes. The findings underscore the importance of collaborative efforts among teachers and support staff in implementing effective education support services.

Further, an article published in 2024 discussed the evolving landscape of learning management systems (LMS) and their implications for education support services. The study emphasized the need for LMS to prioritize student and parent experiences, addressing the dissatisfaction with existing platforms. It highlighted that effective LMS can enhance communication between schools and families, improve student engagement, and provide valuable resources for educators. The findings suggest that investing in user-friendly and responsive LMS is crucial for supporting educational objectives and fostering a positive learning environment.

A report from the Curriculum and Learning Management Division (CLMD) of the Department of Education in the Philippines outlined its functions in supporting curriculum implementation and innovation. The 2024 report emphasized the importance of providing technical assistance, developing monitoring and evaluation systems, and contextualizing the curriculum to improve learning outcomes. The findings highlighted that effective education support services in curriculum management are vital for enhancing the quality of education and ensuring that learning resources meet the diverse needs of students. These studies collectively illustrate the significant implications of education support services' key result areas in enhancing student outcomes, teacher effectiveness, and overall educational quality in both local and international contexts. Investing in these areas is essential for fostering an environment conducive to learning and success.

### **Quality Assurance**

A study published by the Philippine Normal University (2024) explored the effectiveness of quality assurance mechanisms in the implementation of the K to 12 Basic Education Program. The research highlighted the critical role of DepEd personnel, particularly school heads and teachers, in ensuring quality

education delivery. The findings indicated that regular monitoring, provision of technical assistance, and capacity building for educators significantly improved the quality of teaching and learning outcomes. The study emphasized the need for a comprehensive quality assurance system that aligns curriculum, instruction, and assessment to achieve the desired learning competencies.

Research by Universitas Trunojoyo Madura (2024) examined the integration of Outcome-Based Education (OBE) through blended learning approaches within Learning Management Systems (LMS) in secondary schools. The study found that effectively implementing OBE via blended learning increased student interest and engagement, demonstrating an average improvement of 11.93% in student participation. This approach underscores the importance of aligning curriculum, instruction, and assessment to enhance learning outcomes, highlighting the role of teachers in adapting the curriculum to local contexts.

A report by the U.S. Department of Education in 2024 emphasized the importance of student support services in improving academic performance and retention rates in higher education. The findings indicated that institutions that provide comprehensive support services—such as tutoring, counseling, and academic advising—see higher levels of student engagement and success. This study underscores the critical role that education support services play in fostering a conducive learning environment that enhances overall educational quality.

Moreover, researchers at the University of the Philippines (2024) explored the relationship between curriculum implementation and teacher competencies across various schools. The findings indicated that teachers who demonstrated strong curriculum knowledge, lesson planning skills, and effective teaching strategies were more successful in implementing the curriculum effectively. The study emphasized the importance of providing professional development opportunities for teachers to enhance their competencies, as these skills are critical for improving student learning outcomes.

In January 2024, a workshop organized by the Department of Education in the Philippines focused on the quality assurance of contextualized learning resources. The workshop aimed to enhance the skills of educators in developing and implementing quality learning materials tailored to local contexts. The findings indicated that effective quality assurance processes in the development of learning resources significantly improve educational outcomes by ensuring that materials are relevant, accessible, and aligned with curriculum standards. This highlights the critical role of quality assurance in enhancing the effectiveness of educational resources and supporting teachers in their instructional practices.

These studies collectively highlight the significance of quality assurance in key result areas that enhance educational outcomes, teacher effectiveness, and accountability in both local and international contexts. Investing in quality assurance mechanisms is essential for educational institutions to deliver high-quality education and meet the diverse needs of students and employees.

### **Human Resource Development**

A detailed examination of the roles of Education Program Specialists within the Department of Education highlights their responsibilities in human resource development. For instance, the Education Program Specialist II is tasked with maintaining systems and implementing components to ensure quality HRD services. Their duties include gathering data for HRD needs assessments, preparing HR Development Plans, and providing technical support for professional development programs. This role emphasizes the importance of strategic planning in HRD to ensure the availability of competent personnel in schools.

However, a study published in the Philippine Journal of Education (2024) examined the relationship between HRD initiatives and teacher competencies in the Philippines. The findings indicated that targeted HRD programs significantly enhance teachers' professional skills, leading to improved teaching practices

and student outcomes. The study emphasized that effective HRD functions, such as training and career development, play a crucial role in equipping educators with the necessary skills to adapt to new educational standards and methodologies.

Consequently, research conducted by the University of the Philippines (2024) explored the impact of professional development programs facilitated by HRD on student learning outcomes. The study found that schools that actively engaged in continuous professional development for their teachers saw marked improvements in student performance. This underscores the significance of HRD in fostering a culture of learning and development within educational institutions, which directly benefits students.

Moreover, one of the reports of the Department of Education (2024) discussed the implementation of quality assurance mechanisms in HRD practices. The report highlighted that systematic evaluations of HRD programs lead to more effective training and development initiatives. By regularly assessing the impact of these programs, the DepEd can ensure that its HRD strategies are aligned with the needs of educators and the educational system as a whole, ultimately improving the quality of education delivered. Thus, these studies and articles collectively illustrate the critical role of Human Resource Development in the Department of Education in the Philippines. They highlight how effective HRD functions not only enhance the competencies of educators but also contribute to improving educational outcomes for employees, emphasizing the importance of strategic planning and quality assurance in HRD practices.

### **Office of the Regional Director**

To ensure equitable access to quality and relevant basic education in the Region by developing informed and responsive policies and plans, managing effectively the localized curriculum and learning resources, assuring quality performance, providing appropriate and timely technical assistance to schools' divisions, and sustaining effective education support services and partnership with stakeholders.

The office is responsible for defining regional educational policies that reflect community needs and values, ensuring alignment with national standards. This involves formulating the Regional Education Development Plan based on localized assessments performs oversight functions to ensure compliance with laws, policies, and programs. This includes monitoring regional learning outcomes and evaluating the performance of Schools Division Superintendents (DepEd Regional Office XI).

Apparently, effective management of financial, human, and physical resources is a critical area. The office oversees personnel recruitment, training, and development while ensuring adherence to national hiring criteria. Establishing partnerships with stakeholders is essential for fostering collaboration in education. The ORD engages with local communities, NGOs, and other educational organizations to enhance resource sharing and support and undertakes region-wide research projects that inform policy formulation and educational standards. This includes participation in national assessments to set benchmarks for regional educational quality.

In conclusion, the above ideas and mandates underscore the office of the regional directors' pivotal role in shaping educational policies, managing resources effectively, and ensuring high-quality education delivery across various regions in the Philippines. These functions not only aim at improving educational standards but also at fostering a more equitable education system responsive to local community needs.

### ***Theoretical Framework***

This study is guided by a theory of Spencer and Spencer's Competency Model (1993). This has been developed based on the concept of competencies as observable, measurable skills, knowledge and behaviors that contribute to job performance. This theory also emphasizes aligning personnel behavior and skills with organizational goals. For non-teaching personnel, core behavioral competencies typically

involve traits like effective communication, teamwork, adaptability, and customer service orientation. The theory suggests that organizations should establish a competency framework that aligns with their mission and values. Non-teaching personnel need to demonstrate specific behavioral competencies that contribute to the smooth operation of educational institutions, such as interpersonal skills and effective communication with colleagues and other staff. It also posits that problem-solving abilities are the individual ability to handle administrative or logistical issues. Another is collaboration, which involves working with different departments and teams. Adaptability should be done to adjust to changing regulations, policies, technologies, or institutional needs.

However, competency development is not innate; it can be developed through training, feedback, and practical experiences. This theory suggests regular professional development and coaching are key in enhancing core competencies and enabling non-teaching staff to perform efficiently. On the other hand, the measurement and evaluation will help emphasize that the competencies should be measurable and evaluated regularly through performance reviews or assessments. Non-teaching effectiveness can be gauged based on how well they apply core behavioral competencies in their day-to-day tasks. According to the theory, the performance link is directly linked to job performance and organizational success. Nonteaching staff who exhibit strong behavioral competencies will contribute to better organizational outcomes, including improved efficiency, a positive work culture and higher satisfaction levels among teaching staff and students.

In summary, this theory highlights that for nonteaching personnel to be effective they must develop and display key behavioral competencies that go beyond technical knowledge focusing on interpersonal organizational behaviors. This alignment helps institutions run smoothly and meet their educational objectives.

### **Conceptual Framework**

This study is anchored on DepEd Order No.2 s. 2015 which is the Guidelines to the Establishment and Implementation of Results-Based Performance Management (RPMS). It follows the Civil Service Commission Memorandum Circular No.6 s. 2012 which is the Guidelines in the Establishment and Implementation of Agency Strategic Performance Management System (SPMS) in support of the advancement of teacher quality. Through the RPMS, DepEd ensures that the efforts are focused on the achievement of the set vision and mission which revolve around the provision of a high quality of education for all learners. The tool lists the following core behavioral competencies, which should be the foundation for creating a professional development plan: self-management competence, professionalism and ethics competence, results focus, teamwork, service orientation, innovation, oral and written communication and computer or ICT skills. The DepEd RPMS Framework illustrates the strategic priorities which are broken down to departmental and functional area goals which are translated into Individual Key Result Areas (KRAs) and Objectives. This shall be the units and the individual employees contribute to organizational success. On the other hand, the frameworks illustrate also how the success indicators are supposed to be achieved. The organizational values are specified into sets of competencies that individual employees demonstrate in performing their tasks.

The Bureau of Human Resource and Organizational Development, through the Organizational Effectiveness Division, released the Compendium of Office Functions and Job Description for the Department and its Plantilla items, dated January 25, 2018, entitled "Compendium of DepEd Office Functions and Job Description. The issuance of the compendium is a product of collaborative work among the offices to serve as reference document for office operations. More specifically, this shall serve as a

guide in delineating unique office mandates, functions and broad stroke deliverables based on the rationalized structure of DepEd Order No. 52 s. 2015, entitled "New Organizational Structures of the Central, Regional and Schools Division Offices of the Department of Education." From the said strategic plan, the priorities of the office for the current year, as translated into the Organization Performance and Commitment Review (OPCR) in the Results-based Performance Management System (RPMS), may be culled out. Accomplishing the Individual Performance Commitment and Review in the RPMS using the job descriptions.

### **Statement of the Problem**

The study aimed to determine the level of Core Behavioral Competency Skills and the Key Result Areas among Non-Teaching Personnel in the Department of Education, Region Office X, during the Calendar Year 2024 -2025. Specifically, this paper sought to answer the following questions:

1. What is the respondents' profile in terms of age, number of years in service, civil status and eligibility?
2. How do the respondents assess the level of core behavioral competency skills based on self-management, professionalism and ethics, result focus, teamwork, service orientation, innovation, oral communication, written communication and computer or ICT?
3. How do the respondents assess the level of key result areas considering the administrative services, finance, curriculum and learning management, field technical assistance, policy, planning and research, education support services, quality assurance, human resource development and the office of the regional director?
4. Is there a significant relationship between the respondents' core behavioral competency skills and each of their profiles?
5. Is there a significant relationship between the respondents' key result areas and each of their profiles?

### **Significance of the Study**

The results of this study direct the benefit of the organization and stakeholders in education for future use and practical considerations, particularly to the following:

First, the study can provide the Department of Education Regional Office X as a government entity, which could be the baseline data on the level of core behavioral competency skills of the nonteaching personnel and the key result areas of the functional divisions. An overview of the performances of the personnel that would address the learning needs, strengths, and opportunities to similarly call for actions of improving the performance and the weaknesses. Second, the functional division chiefs can use the present findings that might entail professional learning and development for individual personnel as well as in the human resource development division to provide and address the learning needs and prepare training designs. Third, the section and unit heads may help their staff to improve their performance in weak areas that may contribute to the success of the employees by making them so timely, responsive and economical in managing their competencies and functions. Finally, to future researchers, this study would serve as a source of literature or reference and other development program in the conduct of studies related to the core behavioral competency skills and key result areas of the functional divisions of the Regional Office X.

### **Scope and Limitations**

This study limited its scope to determine the level of core behavioral competency skills and the key result areas among the non-teaching personnel in the Department of Education, Region X, for the Calendar Year 2024 - 2025. Furthermore, the study is limited to the respondents' profile, such as age, number of years in

service, civil status and eligibility. The respondents' level of core behavioral competency skills such as self-management, professionalism and ethics, result focus, teamwork, service orientation, innovation, oral communication, written communication and computer or ICT. Additionally, the key result areas of the non-teaching personnel in the Department of Education, Region X focus on administrative services, finance, curriculum and learning management, field technical assistance, policy, planning and research, education support services, quality assurance, human resource development and the office of the regional director. The research encompasses one hundred seventy (170) respondents from the Regional Office X and the two schools' division offices.

## **METHODOLOGY**

This section presents the methods and procedures used in the study. This encompasses the research design, study setting, research respondents, sampling technique, research instruments, categorization of variables and system of scoring, data gathering procedure, statistical treatment of data, and ethical considerations.

### ***Research Design***

This research employed a descriptive-correlational method of research evaluating a sample at a specific time point without attempting to make inferences or causal class. The descriptive method was used to determine the level of core behavioral competency skills of the non-teaching personnel as well as the level of the key result areas of the functional divisions. Descriptive research is conclusive in nature as opposed to exploratory. This means that descriptive research gathers quantifiable information that can be used for statistical inference on the researchers' target audience through analyzing data and formulating data analysis. Specifically, the researcher utilized the research tools and correlational methods to analyze the relationship between the level of core behavioral competency skills of the non-teaching personnel as well as the level of the key result areas of the functional divisions.

### ***Research Setting***

The research was conducted in the Department of Education Regional Office X, located at Zone 1, Upper Balulang, Cagayan de Oro City. The DepEd Regional Office is composed of nine (9) functional divisions and fourteen (14) school divisions of Northern Mindanao. It is composed of five (5) Provincial Schools Divisions, namely: the landlocked Division of Bukidnon in the South; Misamis Oriental in the North; the Paradise Island of Camiguin in the Northeast; Lanao del Norte and Misamis Occidental in the West. Situated within these provinces are the nine (9) City Schools Divisions. It has been a certified ISO Accredited Regional Office since 2018 up to present and received another prestigious recommendation for ISO 9001:2015 certification, setting the standard for educational excellence in the online Grand Closing Meeting for the Stage 2 External Audit on March 6, 2024. The Department of Education Regional Office X is committed to provide learners with quality basic education that is accessible, inclusive and liberating through proactive leadership, shared governance, evidence-based policies, standards and programs, responsive and relevant curricula, highly competent and committed and nonteaching personnel and an enabling environment. The department upholds the highest standards of conduct and performance to fulfill stakeholders' needs and expectations by adhering to constitutional mandates statutory, and regulatory requirements and sustains client satisfaction through a continuous improvement of the Quality Management System (DepEd Order No. 009 s. 2021).

One of the greatest achievements of DepEd Regional Office X was awarded the 2019-2020 Secretary's Award for Excellence in Curriculum and Instruction (SAFE CI). Together with the Regional Office (RO) as champions in the Most Learning-Focused Regional Office Category were Ozamiz City National High

School as champions in the Most Learning-Focused Junior High School Category and Bukidnon National High School as champion in the Most Learning-Focused Senior High School Category. Also making it to the national level was Balogo Elementary School, led by a Master Teacher and ES Head as the national finalist in the Most Learning-Focused Elementary School Category, with the Schools Division Office of Ozamiz City, under the leadership of the Schools Division Superintendent as a national qualifier in the Most Learning-Focused School Division Office Category. The SAFE CI is a DepEd program on rewards and recognition initiated by the Office of the Undersecretary for Curriculum and Instruction. Encouraging creativity, innovation, integrity, and productivity in public service. SAFE CI is aimed at showcasing the best learning-focused practices among DepEd organizational units, officials, and employees. It is anchored on the Civil Service Commission's (CSC) Program on Awards and Incentives for Service Excellence (PRAISE) and DepEd Order (DO) No. 9, s. 2002 on Establishing the PRAISE in DepEd.

SAFE CI made it clear that a learning-focused and effective organization utilizes exemplary practices that increase learning and academic achievement, relies on data-driven decision making and provides frameworks and tools for organizing and designing effective teaching-learning activities. Also, effective organizations provide additional time for productive planning on implementing learning-focused activities, encourage collaboration among stakeholders, and evaluate the risk of every change made. The office abides by its vision, mission and core values which are Maka-Diyos, Maka-Tao, Makakalikasan and Makabansa.

### **Research Respondents**

The respondents of the study were the one hundred ten (110) non-teaching personnel of DepEd Regional Office X, thirty (30) from Cagayan de Oro City Division Office and another thirty (30) from Misamis Oriental Division Office. A total of one hundred seventy (170) respondents. All the personnels of the regional office and the two schools division offices were the respondents of the study. The distribution of the respondents by office is shown below.

**Table A**  
**Distribution of Respondents**

Offices	Respondents
Administrative Services Division	20
Finance Division	15
Curriculum and Learning Management Division	15
Field Technical Assistance Division	8
Policy, Planning and Research Division	8
Education Support Services Division	15
Quality Assurance Division	8
Human Resource Development Division	11
	10
Office of the Regional Director	30
	30
Cagayan de Oro City Division Office	
Misamis Oriental Division Office	
<b>Total</b>	<b>170</b>

**Sampling Technique**

The respondents of the study were the one hundred seventy (170) non-teaching personnel composed of DepEd Regional Office X and 2 Schools' Division Offices, the Cagayan de Oro City and the Misamis Oriental for Calendar Year, 2024 - 2025. Universal sampling technique was used where all the respondents in the population were involved. All the non-teaching personnel in the functional divisions of the regional office and in the two schools' division offices were selected for data collection.

**Research Instrument**

The questionnaire is divided into two parts. Part I is the respondents' profile which includes the age, number of years in service, civil status and eligibility. Part II-A is the dependent variable for the core behavioral competency skills of the nonteaching personnel which are the self – management, professionalism and ethics, result focus, teamwork, service orientation, innovation, oral communication, written communication and computer or ICT. It is a standard questionnaire adopted from DepEd Order No. 2 s. 2015 entitled “Guidelines on the Establishment and Implementation of the Results-based Performance Management System (RPMS) in the Department of Education.

While Part II-B is for the other dependent variables. It is the key result areas considering the following such as administrative services, finance, curriculum and learning, field technical assistance, policy, planning and research, education support services, quality assurance division and human resource development. It is also a standardized questionnaire adopted from the Department of Education Compendium of Job Description Version 2 and 3 and in DepEd Order No. 52, s. 2015, entitled” New Organizational Structures of the Central, Regional and Schools Division Offices of the Department of Education.”

**Data Gathering Procedure**

Upon the approval of the conduct of the study by the Dean of Graduate Studies of PHINMA Cagayan de Oro College, the researcher asked permission from the Regional Director and the other two Schools Division Superintendents where the study was conducted with the approved letter. In the gathering of data, the researcher administered the questionnaires to all the nonteaching personnel of the nine functional divisions of the regional office and then proceeded to the two schools' division offices nearby sometime in the month of December 2024. After the conduct of the questionnaires, it was collected in the first week of January 2025. Data was recorded honestly and became the basis for analysis and interpretation. All information obtained from the questionnaire was considered confidential.

**Categorization of Variables and Systems of Scoring**

The following categories are created to aid in the analysis and interpretation of gathered data:

**Part I. Respondents' Profile****Age**

- 51 years old and above
- 41-50 years old
- 31-40 years old
- 30 years old and below

**Number of Years in Service**

- 20 years and above
- 15 - 19 years

- 10 - 14 years
- 9 years and below
- Civil Status
  - Single
  - Married
  - Separated
  - Widowed
- Eligibility
  - Civil Service Eligible
  - Career Executive
  - Teacher's Eligibility
  - Others (Pls specify\_\_\_\_\_)

## Part IIA. Core Behavioral Competency Skills

Scale	Range	Description	Interpretation
5	4.500 – 5.000	Always	Role Model
4	3.500 – 4.499	Very Often	Consistently Demonstrates
3	2.500 – 3.499	Sometimes	Most of the Time Demonstrates
2	1.500 - 2.499	Rarely	Sometimes Demonstrates
1	below 1.499	Never	Rarely Demonstrates

## Part IIB. Key Result Areas

Scale	Range	Description	Interpretation
5	4.500 – 5.000	Always	Very Well Observed
4	3.500 – 4.499	Very Often	Well Observed
3	2.500 – 3.499	Sometimes	Observed
2	1.500 - 2.499	Rarely	Less Observed
1	below 1.499	Never	Not Observed

## Statistical Treatment of Data

The analysis and interpretation of the data gathered in this study were facilitated through the use of the following statistical tools. Descriptive statistics such as mean, percentage and standard deviation were used in presenting data related to Problems 1, 2 and 3. Inferential statistics, Pearson r Correlation was used to determine the significant relationship between the respondents' core behavioral competency skills, key result areas and each of their profile.

## RESULTS AND DISCUSSION

This section presents the results, discussions, conclusions, and recommendations of the core behavioral competency skills and key result areas among the non-teaching personnel in the Department of Education, Region X, with its interpretation and analysis from the findings of the study.

## Results

**Problem 1. What is the respondents' profile in terms of age, number of years in service, civil status and eligibility?**

**Table 1**  
Distribution of Respondents' Profile

Variables	Category	Percentage	Frequency
Age	51 years old and above	33	19.41
	41-50 years old	69	40.59
	31-40 years old	32	18.82
	30 years old and below	36	21.18
Total		170	100
Number of Years in Service	20 years and above	48	28.24
	15 - 19 years	19	11.17
	10 - 14 years	40	23.53
	9 years and below	63	37.06
Total		170	100
Civil Status	Single	84	49.41
	Married	81	47.65
	Separated	2	1.18
	Widowed	3	1.76
Total		170	100
Eligibility	Civil Service Eligible	126	54.54
	Executive Career Service	18	7.79
	Teacher's Eligibility	67	29.00
	Others (Professional Reg	20	8.65
	Psychometrician, Board of Dentistry, CPA, RA 108)		

Table 1 presents the distribution of the respondents' characteristics in terms of age. The data revealed that 69 (40.59%) of the respondents belonged to the 41 to 50 years old, which obtained the highest frequency. It means that the majority of the respondents are within the 41 to 50 years old age group, highlighting that this group represents a significant portion of the population being studied. This could reflect their extensive experience, maturity, and potential stability in their roles or professions. It suggests that this age group might have more responsibilities or commitments, whether professionally or personally. They are likely in the peak of their careers and may hold leadership positions, making their participation in study highly valuable. As perceived, this age demographic might also reflect a readiness to mentor younger counterparts or contribute to institutional development, given their likely position in mid-to-late career stages. Their perspectives may emphasize balancing traditional and modern approaches within their field (Baruch , 2022).

On the other hand, the data revealed that 32 (18.82%) of the respondents belonged to the 31 to 40 years

old, which obtained the lowest frequency. It means that the 31–40 years old age group represents the smallest proportion of the respondents, indicating that this age bracket may have fewer individuals in the population being studied. This could reflect a trend where people in this age group are less available or less engaged in activities related to the study. It suggests that respondents in this age group might be in a phase of their careers where they are focused on building their professional and personal lives, possibly leading to less participation or availability of studies or activities outside of their immediate responsibilities. As perceived, this age group might represent a dynamic and potentially innovative segment of the population, but their lower participation rate could mean that their specific needs or perspectives are underrepresented in the study.

According to Johnson and Lee (2019), age is a significant demographic factor that influences workplace dynamics, with younger employees often displaying higher levels of adaptability to technological changes, while older employees bring experience and stability to organizations. Their study emphasizes the need for intergenerational collaboration to optimize team performance.

In terms of number of years in service, the data revealed that 63 (37.06%) belonged to the 9 years and below, which obtained the highest frequency. It means that the majority of respondents have been in service for 9 years or less, indicating that a significant portion of the participants are relatively new or early in their careers. This highlights the presence of a younger or less experienced workforce in the group studied. It suggests that this group may bring fresh ideas, energy, and enthusiasm to their roles. However, it also implies that they may still be developing their professional skills and adjusting to the demands of their responsibilities. As observed, individuals with fewer years in service may be more open to adopting new methodologies, technologies, or innovative approaches in their roles. This adaptability could be a valuable asset to the organization or institution (Silva et al., 2019).

On the other hand, the data revealed that 19 (11.17%) of the respondents belonged to 15 to 19 years, which obtained the lowest frequency. It means that the 15–19 years of service group has the lowest representation among the respondents, which could imply that individuals within this range are either a smaller subset of the workforce or may not have been as available or engaged in the context of the study. It indicates that the experiences and perspectives of this group may differ significantly from others, given their blend of accumulated experience and readiness to take on leadership or specialized roles. Their lower frequency suggests that their contributions might be less visible but potentially influential. As observed, individuals with 15–19 years of service may be deeply involved in specific roles or responsibilities that limit their engagement in broader initiatives or studies. They might also prioritize mentoring younger colleagues or focus on long-term career goals (Thompson et al., 2022).

According to Gonzalez and Mitchell (2019), employees with long tenure tend to have greater organizational commitment, but they may also experience challenges with adapting to new technology or work practices. Their research emphasizes the need for continuous training and professional development to engage long-serving employees effectively.

In terms of civil status, the data revealed that 84 (49.41%) belonged to the single, which obtained the highest frequency. It means that the majority of respondents are single, representing nearly half of the total population studied. This suggests that a significant portion of the group is likely younger or focused on personal growth, career development, or other individual priorities. It indicates that the priorities, perspectives, and decision-making of single respondents might differ from those who are married or have families.

According to Randall (2020), goals and motivations may lean more toward career advancement,

education, or self-improvement. As perceived, this group could also reflect a growing trend where individuals choose to delay marriage or focus on their personal and professional lives before committing to family life. Their participation might highlight evolving societal norms and values.

On the other hand, the data revealed that 2 (1.18%) of the respondents belonged to separated, which obtained the lowest frequency. It means that the separated respondents represent the smallest portion of the group, comprising only 1.18% of the total. This indicates that separation is a less common civil status among the population being studied. It indicates that the perspectives of separated individuals might differ significantly from those of other groups, as they may prioritize stability, rebuilding their personal lives, or managing responsibilities as single parents, if applicable.

As observed, separated respondents may have distinct needs or experiences that require understanding and support, particularly in balancing personal recovery and professional responsibilities. Their low representation might mean their voices are underrepresented in the study. According to Hernandez and Reyes (2021), civil status is also linked to financial management behaviors. They found that single and divorced individuals tend to spend more impulsively, while married individuals are more likely to save and invest for the future.

In terms of eligibility, the data revealed that 126 (54.54%) belonged to the civil service eligible, which obtained the highest frequency. It means that the majority of the respondents, more than half of the group, are civil service eligible. This indicates that a significant portion of the population possesses the qualifications necessary for civil service positions, showcasing their readiness to perform public service roles effectively. It suggests that the high frequency of civil service-eligible respondents reflects the importance placed on meeting eligibility requirements within the group. This may be attributed to policies, professional aspirations, or the competitive nature of the roles they occupy. As observed, the prevalence of civil service-eligible individuals among the respondents suggests a strong emphasis on career preparation and compliance with standards set by governing or accrediting bodies. It may also highlight the role of education and training in shaping this group (Thompson et al., 2022).

On the other hand, the data revealed that 18 (7.79%) of the respondents belonged to executive career service, which obtained the lowest frequency. This means that only a small percentage of the respondents, 7.79%, belong to the executive career service category. This reflects the limited representation of individuals who have attained the advanced qualifications or positions required for executive roles. It suggests that achieving executive career service eligibility may require extensive experience, advanced education, or specialized skills, which are less common within the broader group of respondents. This also implies that career progression to executive levels is selective and competitive. As observed, the executive career service group likely comprises individuals with considerable expertise and tenure, reflecting their readiness to address high-level challenges and lead complex organizational initiatives. Their contributions may be crucial but limited due to their small number.

According to Thompson et al. (2022), eligibility requirements for managerial roles within organizations are often based on both experience and educational qualifications. Their research suggests that while eligibility standards help ensure competent leadership, they can also restrict access to capable candidates without formal qualifications.

**Problem 2. How do the respondents assess the level of core behavioral competency skills based on self-management, professionalism and ethics, result focus, teamwork, service orientation, innovation, oral communication, written communication and computer or ICT?**

**Table 2**

Distribution of Respondents' Assessment Level of Core Behavioral Competency Skills Based on Self-Management

Indicators	Mean	SD	Description
I set personal goals and direction, needs and development.	4.15	0.83	Very Often
I understand personal actions and behavior that are clear and purposive and take into account personal goals and values congruent to that of the organization.	4.03	0.79	Very Often
I display emotional maturity and enthusiasm for and is challenged by higher goals.	3.03	0.66	Sometimes
I prioritize work tasks and schedules (through Gantt charts, checklists, etc.) to achieve goals.	4.19	0.87	Very Often
I set high-quality, challenging, realistic goals for self and others.	4.25	0.92	Very Often
<b>Overall</b>	<b>3.93</b>	<b>0.81</b>	<b>Very Often</b>

**Legend:** 4.50-5.00 Always/Role Model      1.50-2.49 Rarely/Sometimes Demonstrates  
 3.50-4.49 Very Often/Consistently Demonstrates      Below 1.49 Never/Rarely Demonstrates  
 2.50-3.49 Sometimes/Most of the Time Demonstrates

Table 2 presents the distribution of respondents' assessment level of core behavioral competency skills based on self-management with an overall mean of 3.93 (SD = 0.81), described as Very Often and interpreted as Consistently Demonstrates. It means that the respondents are capable of managing their time, tasks, and personal goals effectively, highlighting their ability to perform under pressure and maintain a productive approach to their professional and personal duties. These skills are essential for sustained success and growth. It indicates that self-management is a core strength for the respondents, contributing to their overall performance and ability to work independently. This competency likely plays a critical role in their effectiveness in both collaborative and individual tasks, as well as in their capacity to handle challenges. As observed, the respondents' consistent self-management suggests that they possess a high level of emotional intelligence, enabling them to stay focused, adapt to changing circumstances, and exhibit resilience in difficult situations. This competence is integral to professional development and career advancement (Smolkowski, 2022).

According to Gbarale and Okechukwu (2022), self-management competencies are essential for enhancing desirable workplace behaviors and controlling undesirable ones. These competencies enable employees to manage their actions without external supervision, leading to increased job satisfaction, improved performance, and career success. Key aspects of self-management include self-regulation, self-leadership, and self-awareness, which collectively contribute to employee effectiveness.

In line with this, the indicator I set high quality, challenging, realistic goals for self and others got the highest mean of 4.25 (SD = 0.92), described as Very Often and interpreted as Consistently Demonstrates.

It means that respondents consistently set high-quality, challenging, and realistic goals for themselves and others. This suggests that they are not only ambitious in their personal and professional growth but also seek to inspire and motivate others by setting high standards. It indicates that the respondents are highly motivated and results-driven, as they consistently set goals that push boundaries while remaining realistic. This is indicative of strong leadership qualities, as setting such goals not only benefits their own growth but also fosters a culture of achievement within teams or organizations ( Philippine Journal of Psychology, 2024). As perceived, the consistent demonstration of setting high, challenging goals is seen as a critical factor in long-term success. It signifies that respondents not only perform well individually but also have the ability to guide and inspire others in achieving shared goals. This competence is essential for leaders who aim to foster growth and inspire high performance within teams.

According to Locke and Latham (2022), setting specific and challenging goals leads to higher performance compared to easy or vague goals. Their research indicates that such goals enhance motivation and effort, provided individuals are committed and receive feedback on their progress. This principle applies to both personal and team objectives, emphasizing the importance of clarity and difficulty in goal setting.

On the other hand, the indicator I display emotional maturity and enthusiasm for and is challenged by higher goals got the lowest mean of 3.03 (SD = 0.66), described as Sometimes and interpreted as Most of the Time Demonstrates. This means that there might be varying degrees of resilience or motivation when dealing with challenging or ambitious objectives. Some respondents may face difficulties in maintaining enthusiasm or emotional balance when confronted with high expectations, which could hinder their performance or engagement in goal setting. It indicates that while emotional maturity is a core competency for most respondents, there are occasional fluctuations in their ability to handle pressure or maintain consistent enthusiasm when facing higher goals. This might reflect a need for further development in stress management, emotional regulation, or maintaining motivation over time (Thapa et al., 2023). As observed, the lower frequency of demonstrating emotional maturity and enthusiasm for higher goals suggests that, at times, respondents may feel overwhelmed or disengaged when aiming for particularly challenging objectives. This could be influenced by external factors such as workload, personal life, or workplace dynamics, which can affect their emotional responses.

According to McGarvie (2024), emotional maturity involves effectively managing and expressing emotions, which is crucial for personal and professional development. This maturity enables individuals to set and pursue higher goals with enthusiasm, as they can navigate challenges and setbacks with resilience and composure. Developing emotional maturity requires self-reflection, empathy, and resilience, allowing individuals to harness their emotions constructively in the pursuit of ambitious objectives.

**Table 3**

Distribution of Respondents' Assessment Level of Core Behavioral Competency Skills Based on Professionalism and Ethics

Indicators	Mean	SD	Description
I demonstrate the values and behavior enshrined in the Norms and Conduct and Ethical Standards for Public Officials and Employees (RA 6713).	4.78	0.94	Always
I practice ethical and professional behavior and conduct taking into account the impact of his/her	4.15	0.83	Very Often

actions and decisions.

I maintain a professional image: being trustworthy, regularity of attendance and punctuality, good grooming and communication.	4.17	0.85	Very Often
I make personal sacrifices to meet the organization's needs.	4.00	0.80	Very Often
I act with a sense of urgency and responsibility to meet the organization's needs, improve system and help others improve their effectiveness.	4.23	0.87	Very Often
<b>Overall</b>	<b>4.27</b>	<b>0.86</b>	<b>Very Often</b>

**Legend:** 4.50-5.00 Always/Role Model

1.50-2.49 Rarely/Sometimes Demonstrates

3.50-4.49 Very Often/Consistently Demonstrates

Below 1.49 Never/Rarely Demonstrates

2.50-3.49 Sometimes/Most of the Time Demonstrates

Table 3 presents the distribution of respondents' assessment level of core behavioral competency skills based on professionalism and ethics with an overall mean of 4.27 (SD = 0.85), described as Very Often and interpreted as Consistently Demonstrates. It means that the respondents have a solid understanding of the ethical standards and professional conduct required in their roles. This implies that they are committed to maintaining integrity, honesty, and accountability in their actions, which are essential for fostering positive relationships with colleagues, clients, and stakeholders. It indicates that professionalism and ethics are seen as central to the respondents' work behavior. Their consistent demonstration of these values is an indication that they place great importance on doing what is right and adhering to ethical principles, regardless of external pressures or challenges. This contributes to creating a healthy organizational culture where trust and respect thrive. As perceived, this consistency in demonstrating professionalism and ethics is likely to be highly valued by both leadership and peers, as it contributes to the overall success of the organization. Individuals who consistently exhibit these competencies are often regarded as role models, trusted colleagues, and reliable leaders who can be counted on to make sound decisions in complex situations.

The National Association of Colleges and Employers (n.d.) defines professionalism and work ethic as the ability to demonstrate personal accountability and effective work habits, such as punctuality and productive collaboration. It also includes understanding the impact of non-verbal communication on professional image, demonstrating integrity and ethical behavior, acting responsibly with the interests of the larger community in mind, and learning from one's mistakes.

In line with this, the indicator I demonstrate the values and behavior enshrined in the Norms and Conduct and Ethical Standards for Public Officials and Employees (RA 6713), got the highest mean of 4.78 (SD = 0.94), described as Always and interpreted as Role Model. It means that respondents consistently demonstrate the values and behaviors outlined in the Norms and Conduct and Ethical Standards for Public Officials and Employees (RA 6713), as reflected in the highest mean score of 4.78. This suggests that they

strongly adhere to ethical principles and the professional standards required by law, acting as role models for others in their behavior and conduct. It suggests that the respondents possess a deep understanding and commitment to the ethical guidelines and values set forth for public officials and employees. Their actions reflect a strong internalization of these norms, which are critical for maintaining transparency, accountability, and integrity within public service. As observed, the high frequency of demonstrating the values and behaviors enshrined in RA 6713 points to a culture of ethical leadership within the group. This consistent adherence to professional ethics may foster an environment of trust, respect, and responsibility, where all individuals feel accountable to one another and the public they serve.

According to Benedicto and Caelian (2021), the practice of work ethics among government employees, as outlined in Republic Act No. 6713, significantly influences job performance. Their study assessed various norms of conduct, including commitment to public interest, professionalism, justness and sincerity, political neutrality, responsiveness to the public, nationalism and patriotism, commitment to democracy, and simple living. The findings revealed that employees who consistently adhere to these ethical standards tend to exhibit higher levels of job performance, particularly in terms of quality, efficiency, and timeliness. This underscores the importance of internalizing and demonstrating the values enshrined in RA 6713 to enhance public service delivery.

On the other hand, the indicator I make personal sacrifices to meet the organization's needs got the lowest mean of 4.00 (SD = 0.80), described as Very Often and interpreted as Consistently Demonstrates. It means that respondents very often make personal sacrifices to meet the organization's needs, as reflected in the mean score of 4.00. Although this is the lowest score among the indicators, it still suggests a strong commitment to putting the organization's goals before personal interests when necessary. This demonstrates their willingness to prioritize collective objectives over individual preferences. It suggests that respondents may be highly dedicated and results-driven, often going beyond their personal comfort to fulfill organizational needs. However, the slightly lower score may imply that while they are willing to make sacrifices, there could be limitations in how frequently they do so, possibly due to personal constraints or a balance they seek to maintain between work and personal life ( University of Manchester, 2024).

As observed, the consistency of respondents' willingness to make personal sacrifices highlights their commitment to the organization, but the slightly lower score, compared to other indicators, suggests that such sacrifices may not always be made without reservation. There could be specific situations or personal boundaries that affect their decision to make such sacrifices, indicating a need for balance in the workload and personal well-being.

According to Houlfort et al. (2022), employees often make personal sacrifices to manage the work-home interface, which can lead to various negative outcomes. Their research, grounded in self-determination theory, indicates that sacrificing psychological needs is more detrimental to personal well-being than sacrificing activities like leisure. The study found that such sacrifices are negatively related to well-being through increased family-to-work and work-to-family conflict. Employees often have to make sacrifices to balance their work and home lives. This could mean cutting down on leisure activities, personal time, or even sleeping to meet work demands or family responsibilities. He emphasized that when employees sacrifice their psychological needs, it leads to increased conflict between work and family roles. This means they might feel more stressed and less satisfied with both their work and personal lives.

**Table 4**  
Distribution of Respondents' Assessment Level of Core Behavioral Competency  
Skills Based on Result Focus

Indicators	Mean	SD	Description
I achieve results with optimal use of time and resources most of the time.	4.05	0.81	Very Often
I avoid rework, mistakes and wastage through effective work methods by placing organizational needs before personal needs.	4.15	0.83	Very Often
I deliver error-free outputs most of the time by conforming to standard operating procedures correctly and consistently. Able to produce very satisfactory quality of work in terms of usefulness/acceptability and completeness with no supervision required.	4.16	0.84	Very Often
I express a desire to do better and may express frustration at waste or inefficiency. May focus on new or more precise ways of meeting goals set.	4.17	0.85	Very Often
I make specific changes to the system or in my own work methods to improve performance. Examples may include doing something better, faster, at a lower cost, more efficiently, or improving quality, customer satisfaction, morale, without setting any specific goal.	4.28	0.88	Very Often
<b>Overall</b>	<b>4.16</b>	<b>0.84</b>	<b>Very Often</b>

**Legend:** 4.50-5.00 Always/Role Model  
1.50-2.49 Rarely/Sometimes Demonstrates  
3.50-4.49 Very Often/Consistently Demonstrates  
Below 1.49 Never/Rarely Demonstrates  
2.50-3.49 Sometimes/Most of the Time Demonstrates

Table 4 presents the distribution of respondents' assessment level of core behavioral competency skills based on result focus with an overall mean of 4.16 (SD = 0.84), described as Very Often and interpreted as Consistently Demonstrates. It means that respondents have a results-driven mindset, consistently aligning their actions with the goals and targets of the organization. Their focus on results shows that they value productivity and success, and they are likely to take proactive steps to ensure their work contributes directly to organizational achievements. It indicates that the respondents are likely to be efficient and goal-oriented, showing a consistent drive toward achieving success. This behavior demonstrates that they are not only motivated by external outcomes but also possess a strong intrinsic motivation to perform well and meet their responsibilities effectively (Manalo & Apat, 2021).

As observed, the overall consistency in demonstrating result-focused behaviors implies that the

respondents are dependable in achieving their objectives. This is especially important in fast-paced or high-pressure environments where delivery results is critical. Respondents appear to be well-equipped to handle challenges while keeping their attention on desired outcomes.

According to Caingcoy and Lepardo (2020), core behavioral competencies, including result focus, are essential for effective school leadership. Their study examined the relationship between school heads' educational qualifications and their demonstration of leadership and core behavioral competencies. The findings revealed that school heads with higher educational qualifications, such as doctorate degrees, consistently demonstrated higher levels of competencies, including result focus, compared to their counterparts with lower qualifications. This suggests that advanced education may enhance a leader's ability to maintain a strong focus on achieving results, thereby contributing to improved school performance.

In line with this, the indicator I make specific changes to the system or in own work methods to improve performance. Examples may include doing something better, faster, at a lower cost, more efficiently, or improving quality, customer satisfaction, morale, without setting any specific goal, got the highest mean of 4.28 (SD = 0.88), described as Very Often and interpreted as Consistently Demonstrates. It means that respondents are proactive in identifying opportunities for improvement in their work processes. They are not limited to achieving specific goals but strive for overall enhancements such as better efficiency, cost-effectiveness, or quality, indicating a forward-thinking and innovative approach. It indicates that respondents possess a strong sense of initiative and responsibility, actively seeking ways to add value to their tasks and improve outcomes. This behavior reflects their dedication to achieving higher standards, ensuring both individual and organizational success.

As observed, respondents are likely to prioritize improvements that benefit not only their own performance but also the broader system or team. Their consistent effort to innovate and refine work processes shows a deep understanding of the interconnectedness of their role within the organization. As perceived, this focus on continuous improvement is a hallmark of highly competent and result-oriented individuals. Their actions not only enhance their own efficiency but also inspire a culture of excellence and adaptability among their peers and the organization as a whole.

According to Clear (2019), focusing on systems rather than specific goals can lead to continuous improvement in performance. By concentrating on refining daily habits and processes, individuals can achieve incremental enhancements without the need for explicit objectives. This approach emphasizes the importance of the ongoing cycle of refinement and improvement, suggesting that commitment to the process itself determines progress.

On the other hand, the indicator I achieve results with optimal use of time and resources most of the time got the lowest mean of 4.05 (SD = 0.81), described as Very Often and interpreted as Consistently Demonstrates. It means that respondents are effective in balancing time and resources to deliver results, but this area may not be as prominently emphasized compared to other competencies. This could imply a need to enhance strategic prioritization and allocation of resources to further optimize outcomes. It indicates that although respondents exhibit a consistent ability to manage time and resources effectively, external or systemic factors might occasionally challenge their efficiency. This highlights the importance of support systems, tools, and policies that enable more streamlined workflows.

As observed, the slightly lower mean score in this indicator, relative to others, suggests that achieving results efficiently may not always receive the same focus as other aspects of result orientation, such as making systemic changes or innovations. It reflects a steady but not exceptional strength in this area. As

perceived, respondents are likely capable of producing results efficiently, but they may benefit from strategies that further enhance productivity without compromising quality. This might include training on advanced resource management techniques or fostering a culture that prioritizes time optimization. Franklin Covey Institute (2023) highlights that mastering time management can make individuals more productive and boost the quality of their work. Effective time management enables leaders to allocate their resources effectively, ensuring that every minute counts towards driving business growth and success. He emphasizes the importance of time management as a key factor in enhancing productivity and improving the quality of work. Effective time management helps individuals prioritize tasks and focus on what truly matters. This means less time is wasted on unimportant activities and more time is spent on high-impact tasks that drive business growth. Leaders who master time management can allocate their resources more efficiently. This includes not just time but also attention and energy, ensuring that every minute is used productively.

**Table 5**

Distribution of Respondents' Assessment Level of Core Behavioral Competency Skills Based on Teamwork

Indicators	Mean	SD	Description
I willingly do his/her share of responsibility.	4.19	0.86	Very Often
I promote collaboration and remove barriers to teamwork and goal accomplishment across the organization.	4.63	0.95	Always
I apply negotiation principles in arriving at win-win agreements.	4.58	0.93	Always
I drive consensus and team ownership of decisions.	4.23	0.76	Very Often
I work constructively and collaboratively with others and across organizations to accomplish organizational goals and objectives.	4.56	0.92	Always
<b>Overall</b>	<b>4.44</b>	<b>0.88</b>	<b>Very Often</b>

**Legend:**

- 4.50-5.00 Always/Role Model
- 1.50-2.49 Rarely/Sometimes Demonstrates
- 3.50-4.49 Very Often/Consistently Demonstrates
- Below 1.49 Never/Rarely Demonstrates
- 2.50-3.49 Sometimes/Most of the Time Demonstrates

Table 5 presents the distribution of respondents' assessment level of core behavioral competency skills based on teamwork with an overall mean of 4.44 (SD = 0.88), described as Very Often and interpreted as Consistently Demonstrates. It means that teamwork is a strength among respondents, contributing to

positive outcomes in group settings. This implies a shared commitment to achieving organizational goals, as well as a willingness to support colleagues and work collaboratively. It indicates that respondents prioritize team-oriented approaches and value collective success. Their consistent demonstration of teamwork skills highlights their capacity to align personal efforts with group objectives and maintain harmonious working relationships. As observed, the consistently high rating in this competency suggests that respondents are not only skilled in working collaboratively but are also likely perceived by others as dependable team players who contribute to a positive team dynamic. As perceived, the respondents' strong emphasis on teamwork may reflect a workplace culture that values collaboration and shared responsibility. This perception reinforces the importance of continued efforts to sustain and enhance team-based practices, such as fostering open communication and mutual respect.

Weimar et al. (2019) examined the influence of teamwork quality on software team performance. The research found that factors such as trust, value sharing, and coordination of expertise significantly impact team performance, highlighting the importance of quality collaboration in achieving high-quality outcomes.

In line with this, the indicator I promote collaboration and removes barriers to teamwork and goal accomplishment across the organization got the highest mean of 4.63 (SD = 0.95), described as Always and interpreted as Role Model. It means that respondents excel in fostering collaboration within the organization, consistently addressing obstacles that hinder teamwork and goal attainment. This demonstrates their proactive role in creating an environment conducive to cooperative and goal-oriented efforts. It suggests that respondents are seen as exemplary models in promoting a culture of collaboration. Their ability to identify and eliminate barriers to teamwork contributes to smoother workflows, enhanced group dynamics, and increased organizational efficiency. As observed, this high rating highlights the respondents' exceptional ability to influence and inspire others to collaborate effectively. Their actions likely lead to stronger team cohesion and alignment with organizational objectives. As perceived, the respondents' behavior reinforces the value of teamwork and their leadership in cultivating a collaborative workplace culture. Their consistent demonstration of this competency may encourage others to emulate their approach, thereby enhancing overall organizational performance.

According to Asana (2023), promoting collaboration and removing barriers to teamwork are essential for achieving organizational goals. Effective collaboration involves fostering open communication, establishing clear goals, and creating an environment where team members feel valued and heard. By addressing common obstacles such as lack of trust, unclear objectives, and inadequate resources, organizations can enhance teamwork and drive success.

On the other hand, the indicator I willingly do his/her share of responsibility got the lowest mean of 4.19 (SD = 0.86), described as Very Often and interpreted as Consistently Demonstrates. It means that respondents frequently exhibit a strong sense of accountability in contributing their fair share to the responsibilities assigned to them. This highlights their reliability and dedication to team tasks. It suggests that while respondents consistently demonstrate their willingness to fulfill their responsibilities, there may still be opportunities to further enhance their engagement and contribute in this aspect of teamwork.

As observed, this rating reflects a generally positive attitude toward shared responsibility, but it might also imply that other factors, such as workload distribution or varying levels of motivation, may influence how this competency is perceived and practiced. As perceived, respondents are reliable and trustworthy in handling responsibilities, but the slightly lower mean compared to other indicators could signify areas for improvement in fully embracing or managing shared tasks more effectively.

According to a study by Alami and Ernst (2024), individual accountability within software engineering teams is shaped by both formal processes and intrinsic motivations. The research identifies two primary forms of accountability: institutionalized, directed by formal mechanisms like performance reviews, and grassroots, arising organically within teams through peer expectations and personal commitment. This grassroots accountability fosters a shared sense of collective responsibility, encouraging team members to willingly fulfill their roles and support team objectives. Institutionalized accountability is driven by formal processes such as performance reviews. These reviews assess individual performance against predefined criteria and provide feedback for improvement. Compliance with organizational policies and procedures is a key aspect of institutionalized accountability. Employees are expected to adhere to these guidelines to maintain their standing within the organization.

**Table 6**  
Distribution of Respondents' Assessment Level of Core Behavioral Competency  
Skills Based on Service Orientation

Indicators	Mean	SD	Description
I explain and articulate organizational directions, issues and problems.	3.87	0.77	Sometimes
I take personal responsibility for dealing with and/or correcting customer service issues and concerns.	3.99	0.81	Very Often
I initiate activities that promote advocacy for men and women empowerment.	4.01	0.82	Very Often
I participate in updating office vision, mission, mandates and strategies based on DEPED strategies and directions.	4.86	0.94	Always
I develop and adopt service improvement program through simplified procedures that will further enhance service delivery.	4.83	0.92	Always
<b>Overall</b>	<b>4.31</b>	<b>0.85</b>	<b>Very Often</b>

**Legend:**

- 4.50-5.00 Always/Role Model
- 1.50-2.49 Rarely/Sometimes Demonstrates
- 3.50-4.49 Very Often/Consistently Demonstrates
- Below 1.49 Never/Rarely Demonstrates
- 2.50-3.49 Sometimes/Most of the Time Demonstrates

Table 6 presents the distribution of respondents' assessment level of core behavioral competency skills based on service orientation with an overall mean of 4.31 (SD = 0.85), described as Very Often and interpreted as Consistently Demonstrates. It means that respondents regularly exhibit a strong commitment

to providing quality service, focusing on addressing the needs and concerns of stakeholders. This reflects a customer-focused attitude and dedication to service excellence. It suggests that respondents are highly inclined to prioritize the welfare of others and consistently align their actions with the values of service orientation. This level of performance fosters positive relationships and satisfaction among those they serve.

As observed, the high overall mean highlights a culture of commitment to service within the group, suggesting that respondents understand and value the importance of their roles in contributing to organizational success through service excellence. As perceived, respondents embody the principles of service orientation in their daily interactions, demonstrating reliability and responsiveness that positively impact the individuals and communities they serve.

According to the National Research Council Canada (2019), service orientation is defined as acting with stakeholders' needs in mind by establishing rapport and facilitating solutions that meet their underlying and unexpressed needs. This competency involves a genuine desire to assist others while developing and maintaining strong relationships, focusing efforts on discovering and meeting client needs, and balancing organizational priorities.

In line with this, the indicator I participate in updating office vision, mission, mandates and strategies based on DEPED strategies and directions, got the highest mean of 4.86 (SD = 0.94), described as Always and interpreted as Role Model. It means that respondents demonstrate an exceptional level of commitment to aligning their actions with the overarching goals and priorities of the organization. This reflects their dedication to maintaining coherence between individual contributions and institutional strategies. It suggests that respondents actively contribute to refining and updating strategic objectives, ensuring that their office's vision, mission, and mandates remain relevant and aligned with DepEd's directions. Their involvement highlights their deep understanding of organizational goals and their proactive attitude in achieving them.

As observed, the high rating for this indicator reflects a strong sense of ownership among respondents toward the organization's objectives. Their willingness to participate in these strategic activities demonstrates their belief in the importance of collective effort for long-term success. As perceived, respondents prioritize the integration of DepEd's strategies into their office practices. This behavior not only enhances organizational efficiency but also ensures that their actions contribute meaningfully to the education sector's overarching goals.

According to a study by Alghamdi et al. (2021), organizational vision integration among employees significantly impacts their work performance. The research emphasizes that for effective integration, it is crucial for leaders to consider both personal and environmental factors that influence employees' alignment with the organization's vision. This alignment enhances employees' commitment and performance, underscoring the importance of involving staff in the development and updating of organizational strategies.

On the other hand, the indicator I explain and articulates organizational directions, issues and problems got the lowest mean of 3.87 (SD = 0.77), described as Sometimes and interpreted as Most of the Time Demonstrates. It means that while respondents generally demonstrate their ability to communicate organizational directions and issues, there is still room for improvement in effectively articulating these aspects consistently. This suggests that not all individuals feel confident or adequately equipped to discuss complex organizational matters. It indicates that some respondents may encounter challenges in clearly conveying organizational directions and addressing concerns, potentially affecting their ability to foster

alignment and understanding within their teams or among stakeholders. As observed, the relatively lower rating for this indicator highlights a gap in respondents' confidence or readiness to act as spokespersons or advocates for the organization's goals and challenges. This may result from limited exposure to high-level discussions or inadequate resources to support communication efforts.

According to Musheke and Phiri (2021), effective communication within organizations is crucial for enhancing performance and decision-making. Their study, grounded in systems theory, identifies key factors influencing communication effectiveness, such as management practices and communication channels. They found that appropriate communication channels significantly impact the clarity and dissemination of organizational directions, issues, and problems, thereby improving overall performance.

**Table 7**

Distribution of Respondents' Assessment Level of Core Behavioral Competency Skills Based on Innovation

Indicators	Mean	SD	Description
I examine the root cause of problems and suggest effective solutions. Foster new ideas, processes, and suggest better ways to do things (cost and/or operational efficiency).	4.17	0.86	Very Often
I demonstrate an ability to think "beyond the box." Continuously focuses on improving personal productivity to create higher value and results.	3.98	0.72	Very Often
I promote a creative climate and inspire co-workers to develop original ideas or solutions.	4.15	0.83	Very Often
I translate creative thinking into tangible changes and solutions that improve the work unit and organization.	4.12	0.81	Very Often
Uses ingenious methods to accomplish responsibilities. Demonstrate resourcefulness and the ability to succeed with minimal resources.	4.10	0.89	Very Often
<b>Overall</b>	<b>4.10</b>	<b>0.82</b>	<b>Very Often</b>

**Legend:**

- 4.50-5.00 Always/Role Model
- 1.50-2.49 Rarely/Sometimes Demonstrates
- 3.50-4.49 Very Often/Consistently Demonstrates
- Below 1.49 Never/Rarely Demonstrates
- 2.50-3.49 Sometimes/Most of the Time Demonstrates

Table 7 presents the distribution of respondents' assessment level of core behavioral competency skills based on innovation with an overall mean of 4.10 (SD = 0.82), described as Very Often and interpreted as

Consistently Demonstrates. It means that the respondents generally exhibit innovative behaviors and practices consistently in their roles. They are likely to seek new ways to solve problems, improve processes, and introduce creative ideas that contribute to organizational goals. It indicates that the respondents are capable of thinking creatively and implementing new approaches, which reflects a proactive mindset that embraces change and development. Their innovative behaviors likely result in improved workflows, enhanced productivity, and better outcomes. As observed, respondents frequently engage in activities that require creativity and critical thinking, demonstrating a willingness to challenge conventional methods and explore alternatives. This behavior supports a dynamic and responsive organizational culture. As perceived, the respondents recognize that fostering innovation is essential in addressing evolving challenges and meeting the demands of a changing environment. Their competency in this area may also inspire and influence their colleagues to adopt similar innovative practices.

The University of Boulder (2019) outlines key behaviors associated with innovation competency, such as developing useful ideas that are new, better, or unique, introducing new ways of looking at problems, and embracing diverse perspectives to promote or nurture innovation. These behaviors are essential for fostering an environment that supports creative problem-solving and continuous improvement.

In line with this, the indicator I examine the root cause of problems and suggest effective solutions. Foster new ideas and processes and suggest better ways to do things (cost and/or operational efficiency), got the highest mean of 4.17 (SD = 0.86), described as Very Often and interpreted as Consistently Demonstrates. It means that respondents consistently exhibit problem-solving skills by identifying root causes and proposing effective solutions. Their proactive approach to fostering innovative ideas and improving operational efficiency reflects a commitment to enhancing overall performance. It suggests that the respondents are motivated to look beyond surface-level challenges and take the initiative to address underlying issues. This behavior supports organizational efficiency, cost-effectiveness, and the ability to adapt to dynamic work environments.

As observed, respondents frequently engage in activities that involve critical thinking and innovation, which allows them to suggest and implement changes that improve efficiency and reduce costs. This reflects their role as valuable contributors to organizational improvement. As perceived, the respondents understand the importance of continuous improvement and actively seek opportunities to implement innovative practices. Their actions likely inspire a culture of innovation among their colleagues and encourage collaborative problem-solving efforts.

According to Ershadi et al. (2019), applying Root Cause Analysis (RCA) in research information systems enables organizations to identify, categorize, and implement corrective actions for quality issues effectively. By systematically examining the underlying causes of problems, organizations can develop targeted solutions that enhance operational efficiency and performance.

On the other hand, the indicator I demonstrate an ability to think “beyond the box. Continuously focuses on improving personal productivity to create higher value and result, got the lowest mean of 3.98 (SD = 0.72), described as Very Often and interpreted as Consistently Demonstrates. It means that respondents frequently exhibit creative thinking and strive to enhance their personal productivity. While they consistently show innovation and a desire for self-improvement, the relatively lower mean compared to other indicators suggests that there may be occasional barriers to fully realizing their creative potential or focusing on value-driven outcomes. It indicates that respondents are motivated to improve their productivity, but perhaps not always at the level of innovation they would ideally aspire to. While they do demonstrate creativity, there might be moments where they find themselves constrained by routine or

existing systems, limiting their ability to fully engage with innovative approaches.

As observed, respondents often demonstrate strong innovation and a focus on personal productivity, but the slight dip in the mean suggests there could be occasional lapses in achieving the optimal balance between creativity and results. There may be instances where respondents could push their boundaries even further or apply more ambitious thinking toward higher-value outcomes.

According to a study by Conner et al. (2020), engaging in everyday creative activities can lead to increased positive emotions and overall life satisfaction, which in turn can enhance personal productivity and the ability to think innovatively. The research suggests that individuals who regularly participate in creative endeavors experience heightened well-being, contributing to higher value creation in their work. He highlighted the significant benefits of incorporating creative activities into daily routines. These activities not only boost emotional and mental well-being but also enhance productivity and innovative capabilities, leading to higher value creation in the world.

**Table 8**

Distribution of Respondents' Assessment Level of Core Behavioral Competency Skills Based on Oral Communication

Indicators	Mean	SD	Description
I follow instructions accurately.	4.24	0.85	Very Often
I express self clearly, fluently and articulately.	4.00	0.78	Very Often
I use appropriate medium for the message.	4.27	0.87	Very Often
I adjust my communication style to others.	4.13	0.81	Very Often
I guide discussions between and among peers to meet an objective.	4.21	0.83	Very Often
<b>Overall</b>	<b>4.17</b>	<b>0.83</b>	<b>Very Often</b>

**Legend:**

4.50-5.00 Always/Role Model

1.50-2.49 Rarely/Sometimes Demonstrates

3.50-4.49 Very Often/Consistently Demonstrates

Below 1.49 Never/Rarely Demonstrates

2.50-3.49 Sometimes/Most of the time Demonstrates

Table 8 presents the distribution of respondents' assessment level of core behavioral competency skills based on oral communication with an overall mean of 4.17 (SD = 0.83), described as Very Often and interpreted as Consistently Demonstrates. It means that respondents consistently demonstrate effective oral communication skills. They engage in clear and coherent verbal expressions in most situations, indicating strong competence in verbal interactions. This suggests they are skilled at conveying information, presenting ideas, and engaging in conversations that require articulation and clarity. It

indicates that respondents are generally proficient in communicating orally in both formal and informal settings. The high mean score suggests a level of competence that supports effective team collaboration, presentations, and interpersonal communication.

However, there could still be opportunities for further development in enhancing communication in more complex or high-stakes situations. As observed, respondents exhibit strong oral communication skills that they apply very often. It can be observed that these individuals are likely confident in their communication abilities and may often take on roles such as facilitators, presenters, or contributors in discussions. Nonetheless, the presence of variation in the standard deviation indicates that some respondents may find certain oral communication situations more challenging than others.

According to Cavanagh et al. (2019), enhancing oral communication self-efficacy among undergraduate business majors can significantly improve their oral communication skills and overall academic performance. By incorporating strategies such as enactive mastery, vicarious experience, verbal persuasion, and physiological arousal into business communication courses, students' self-efficacy was notably increased. This improvement in self-efficacy was positively correlated with better course performance and higher grade point averages, highlighting the importance of fostering confidence in oral communication to facilitate effective skill transfer from academic to professional settings.

In line with this, the indicator I use appropriate medium for the message got the highest mean of 4.27 (SD = 0.87), described as Very Often and interpreted as Consistently Demonstrates. It means that respondents are skilled in selecting the right communication medium for their messages. Whether it's face-to-face interaction, phone calls, or written messages, they are adept at determining which medium is most effective for conveying their ideas, ensuring clarity and the intended impact. This indicates a high level of awareness and adaptability in choosing communication methods that best suit different situations. It indicates that respondents consistently demonstrate a high level of competency in using appropriate communication methods. This consistency points to a deep understanding of the nuances of oral communication and the role of the medium in shaping the effectiveness of the message. The high mean score implies that respondents are likely proficient in selecting the right communication tools for different contexts, from casual conversations to formal presentations. As observed, respondents show a strong tendency to use the appropriate medium for their messages, reflecting a thoughtful and purposeful approach to communication. This consistent behavior in utilizing the right communication medium suggests that respondents are able to engage more effectively with different stakeholders, whether they are communicating in a team meeting, one-on-one discussions, or through presentations.

According to a study by Daft and Lengel (2019), selecting the appropriate communication medium is crucial for effective organizational communication. They introduced the concept of "media richness," which refers to the capacity of a communication medium to handle multiple information cues simultaneously, facilitate rapid feedback, establish a personal focus, and utilize natural language. For instance, face-to-face meetings are considered rich media due to their ability to convey non-verbal cues and allow immediate feedback, making them suitable for complex or ambiguous messages.

On the other hand, the indicator I express self clearly, fluently and articulately, got the lowest mean of 4.00 (SD = 0.78), described as Very Often and interpreted as Consistently Demonstrates. It means that respondents generally express themselves clearly and fluently in oral communication, but there may be occasional challenges or moments when their clarity and fluency could be further enhanced. While the mean score indicates that they consistently demonstrate this skill, the slightly lower value compared to other indicators suggests there could be a small room for improvement, particularly in more complex or

high-stakes communication situations. It suggests that while respondents are generally able to communicate their ideas effectively and fluently, they may occasionally experience difficulties in fully articulating their thoughts with complete clarity. This could be due to factors such as nervousness, complexity of the subject matter, or time constraints. Despite these occasional challenges, the consistency with which they express themselves in an understandable manner is still commendable.

As observed, respondents tend to express themselves clearly and fluently in most situations, but there is a slight variation in how consistently they articulate their thoughts across different contexts. This might be influenced by the complexity of the subject matter or the communicative environment. The relatively low standard deviation (0.78) suggests that while the competency is generally high, there may be occasional fluctuations in their performance.

According to Stiff and Mongeau (2019), effective verbal communication is not only about clarity but also involves the strategic use of language to convey thoughts in a persuasive and fluent manner. They argue that fluency in speech improves communication effectiveness by increasing listeners' confidence in the speaker's message and abilities. This fluency is a crucial component of overall communication competence in professional and educational contexts. It is also more than just speaking without hesitation; it's about delivering a smooth, coherent, and engaging message.

Fluent speakers can maintain the audience's attention, reduce misunderstandings, and build a stronger connection with their listeners. Effective verbal communication is often complemented by nonverbal cues such as body language, facial expressions, and eye contact. These nonverbal elements can reinforce the message and add depth to the communication.

**Table 9**  
Distribution of Respondents' Assessment Level of Core Behavioral  
Competency Skills Based on Written Communication

Indicators	Mean	SD	Description
I know the different written business communication formats used in the DepEd.	4.01	0.87	Very Often
I write routine correspondence/communications, narrative and descriptive reports based on readily available information data with minimal spelling or grammatical error/s (e.g., memos, minutes, etc.).	4.24	0.92	Very Often
I secure information from required references (i.e., Directories, schedules, notices, instructions) for specific purposes.	4.03	0.89	Very Often
I self-edit words, numbers, phonetic notation and content, if necessary.	3.89	0.73	Very Often
I demonstrate clarity, fluency, impact, conciseness and effectiveness in his/her written communications.	3.97	0.78	Very Often
<b>Overall</b>	<b>4.03</b>	<b>0.84</b>	<b>Very Often</b>

**Legend:** 4.50-5.00 Always/Role Model      1.50-2.49 Rarely/Sometimes Demonstrates  
3.50-4.49 Very Often/Consistently Demonstrates      Below 1.49 Never/Rarely Demonstrates  
2.50-3.49 Sometimes/Most of the time Demonstrates

Table 9 presents the distribution of respondents' assessment level of core behavioral competency skills based on written communication with an overall mean of 4.03 (SD = 0.84), described as Very Often and interpreted as Consistently Demonstrates. It means that respondents generally demonstrate a high level of written communication skills. The overall suggests that they consistently produce written content with a considerable degree of proficiency.

However, the slightly lower score compared to some other areas indicates there might be occasional gaps or areas for improvement in their writing. It indicates that respondents regularly utilize written communication skills to express ideas clearly and effectively, but there may be room for improvement in certain aspects, such as structure, coherence, or tone. While the overall mean falls within the very often range, this suggests that further development of writing techniques and style might help enhance their ability to convey messages more persuasively or succinctly.

As perceived, respondents might feel confident in their written communication skills, as reflected by the high frequency of their self-reported consistency in this area. However, they may also recognize that their writing could sometimes benefit from refinement, particularly in terms of precision or formal tone. They may perceive that practicing more challenging forms of writing, such as reports, proposals, or analytical papers, would further improve their overall written communication competence.

According to Johnson and Lee (2021), clarity and precision in written communication are critical for conveying technical information, particularly in scientific and engineering fields. Their research focuses on the importance of writing in a clear and structured manner to ensure that technical documents are easily understood by diverse audiences, including non-experts. The study emphasizes that clarity in written communication fosters better decision-making and problem-solving in technical domains.

In line with this, the indicator I write routine correspondence/communications, narrative and descriptive reports based on readily available information data with minimal spelling or grammatical error/s (e.g., memos, minutes, etc), got the highest mean of 4.24 (SD = 0.92), described as Very Often and interpreted as Consistently Demonstrates. It means that respondents frequently write routine documents, such as memos, minutes, and reports, with a high level of proficiency, especially in terms of spelling and grammar. The high mean indicates that writing tasks involving routine communications are consistently performed with minimal errors, showcasing a strong capability in managing basic written communication tasks. It suggests that respondents are well-versed in the essential skills required for creating routine written materials. Their ability to produce these documents with minimal spelling or grammatical errors reflects a clear understanding of the importance of accuracy in professional communication.

As observed, consistency in the respondents' ability to write routine correspondence with minimal errors reflects strong foundational writing skills. The frequency with which they perform this task suggests that they are proficient in these types of communication, and their written work does not often require significant revisions or corrections, contributing to the overall efficiency of their role.

According to Jones and Lee (2022), spelling and grammatical errors in routine written communication, such as memos or minutes, can disrupt the reader's understanding and undermine the credibility of the writer. Their study found that regular practice and the use of proofreading tools are effective in minimizing errors in written correspondence. They recommend ongoing training for employees in business writing to

improve their accuracy and effectiveness.

On the other hand, the indicator I self-edit words, numbers, phonetic notation and content, if necessary, got the lowest mean of 3.89 (SD = 0.73), described as Very Often and interpreted as Consistently Demonstrates. It means that respondents generally perform self-editing of their written work, including words, numbers, and other content, but with slightly less consistency compared to other written communication tasks. The mean indicates that while this behavior is exhibited very often, there may be occasions where respondents skip or overlook the self-editing process, suggesting room for improvement in ensuring that every written communication is thoroughly reviewed. It suggests that while self-editing is a common practice among respondents, it may not always be performed with the same level of diligence. Some individuals may rely on external editing, or the self-editing process may not always be thorough, leading to occasional oversights in the final content (Johnson et al., 2020).

As observed, the lower mean in this indicator indicates that while self-editing is a commonly practiced skill, it is not always prioritized or executed with full attention to detail. Respondents may sometimes produce written content without thoroughly checking for errors or inconsistencies. As a result, this practice might be seen as less meticulous when compared to other aspects of written communication, such as producing error-free routine documents.

According to Zhao and Li (2020), self-editing is a critical skill in professional writing, particularly for those who are responsible for producing documents that require accuracy in numbers, phonetic notation, and content. Their study highlights the effectiveness of self-editing in reducing errors and improving the quality of written materials, especially in technical fields. The authors suggest that individuals should develop habits of reviewing their work thoroughly to ensure that all elements, including numbers and notation, are correct. Self-editing is seen as an essential competency for professionals who produce written materials. Self-editing is the practice of reviewing and revising one's own work to improve accuracy, coherence, and overall quality. It's a crucial skill for professionals, especially in fields where precision and clarity are paramount. By revising their own work, writers can ensure that their message is clear and easily understood by the intended audience. This involves rephrasing sentences for better readability and coherence. By incorporating these practices, professionals can enhance the quality of their written materials and ensure that their work meets the highest standards of accuracy and professionalism.

Accordingly, this involves reviewing and refining one's own work to ensure clarity, accuracy, and coherence. Technical documents often include precise numerical data and specialized notations. Errors in these areas can have significant consequences, so self-editing helps to identify and correct any mistakes before the final document is published or shared. Beyond just reducing errors, self-editing enhances the overall quality of the written material. It involves checking for logical flow, coherence, and consistency in the content. This makes the document more professional and easier to understand for the intended audience. In general, he highlighted the critical role of self-editing in professional writing. It is essential for ensuring accuracy, reducing errors, and improving the quality of written materials. By developing strong self-editing habits, individuals can produce more effective and professional documents, especially in technical fields where precision is paramount ( Musheke et al., 2021).

The Journal of Business Communication (2024) highlighted the critical role of written communication skills in remote work environments. The research found that employees who excel in written communication, including clarity, conciseness, and tone, were more effective in collaborating with teams and managing projects. The study emphasized that as remote work continues to be prevalent, organizations must prioritize training programs that enhance written communication skills to ensure effective

collaboration and reduce misunderstandings among team members.

**Table 10**  
Distribution of Respondents' Assessment Level of Core Behavioral  
Competency Skills Based on Computer / ICT

Indicators	Mean	SD	Description
I prepare basic compositions (e.g., letters, reports, spreadsheets and graphics presentation using Word Processing and Excel.	4.03	0.82	Very Often
I identify different computer parts, turns the computer on/off, and work on a given task with acceptable speed and accuracy and connects computer peripherals (e.g. printers, modems, multimedia projectors, etc.).	3.39	0.67	Sometimes
I prepare simple presentation using PowerPoint.	4.57	0.93	Always
I utilize technologies to access information to enhance professional productivity, assist in conducting research and communicate through local and global professional networks.	4.21	0.87	Very Often
I recommend appropriate and updated technology to enhance productivity and professional practice.	4.02	0.81	Very Often
<b>Overall</b>	<b>4.04</b>	<b>0.82</b>	<b>Very Often</b>

**Legend:**

- 4.50-5.00 Always/Role Model
- 1.50-2.49 Rarely/Sometimes Demonstrates
- 3.50-4.49 Very Often/Consistently Demonstrates
- Below 1.49 Never/Rarely Demonstrates
- 2.50-3.49 Sometimes/Most of the Time Demonstrates

Table 10 presents the distribution of respondents' assessment level of core behavioral competency skills based on computer/ICT with an overall mean of 4.04 (SD = 0.82), described as Very Often and interpreted as Consistently Demonstrates. It means that respondents frequently use computer/ICT skills in their work or tasks. The overall mean suggests that computer/ICT competencies are consistently demonstrated, indicating that respondents are relatively comfortable with and proficient in utilizing technology for their responsibilities. This suggests that ICT tools are commonly integrated into their work processes, contributing to productivity and efficiency. It indicates that computer/ICT skills are considered essential by the respondents in the context of their daily tasks. The Very Often rating shows that these skills are integral to their work, likely facilitating communication, data management, and the use of specific software or platforms necessary for their roles. This competency may also be seen as foundational for

achieving tasks with efficiency and accuracy, reflecting an overall positive attitude toward technological adoption in the workplace (Tamer et al., 2020).

As perceived, respondents likely recognize the value of computer/ICT skills in achieving their professional goals and meeting work expectations. The consistency in their use of these skills suggests a positive attitude toward technology, with many respondents likely perceiving it as a necessary and effective tool for enhancing their performance. However, some may perceive that certain advanced ICT skills are still challenging or require additional support, leading to a small gap between comfort levels across different users (Smith et al., 2020).

According to Tamer et al. (2020), ICT is a powerful tool for bridging the digital divide in developing countries, where access to technology and the internet is limited. The study examines how governments and educational institutions can leverage ICT to provide students in remote areas with the same opportunities for learning as those in urban centers. The researchers emphasize the importance of investing in infrastructure and training to ensure that ICT can be effectively used in rural schools.

In line with this, the indicator I prepare simple presentation using PowerPoint, got the highest mean of 4.57 (SD = 0.93), described as Always and interpreted as Role Model. It means that respondents consistently use PowerPoint for preparing presentations, demonstrating a high level of proficiency in creating and delivering presentations with this tool. With the highest mean of 4.57, respondents can be regarded as role models in terms of using PowerPoint effectively, suggesting that the use of presentation software is a regular and highly valued skill in their work environment. It indicates that PowerPoint is an essential tool in the workplace for visual communication. Respondents likely recognize the importance of using such tools to convey information clearly, engaging their audience through well-structured presentations. The consistently high mean also implies that they are confident in utilizing the advanced features of PowerPoint to enhance the visual appeal and effectiveness of their presentations.

As observed, the very high mean score demonstrates a strong competence in creating presentations using PowerPoint. This suggests that the respondents are skilled communicators who leverage visual aids to express ideas, provide updates, or share data. It also reflects a work culture where digital presentation tools are valued, and their effective use is considered a sign of professional competence.

According to Calloway et al. (2021), the use of PowerPoint in educational settings is increasingly seen as an essential skill for students and professionals alike. The study discusses how PowerPoint presentations are commonly used for projects, reports, and group presentations. It emphasizes the importance of creating simple yet effective slides that highlight key points and avoid distracting elements. The researchers note that using PowerPoint effectively can help individuals present information clearly, maintain audience interest, and convey their messages with impact.

On the other hand, the indicator I identify different computer parts, turns the computer on/off, and work on a given task with acceptable speed and accuracy and connects computer peripherals (e.g., printers, modems, multimedia projectors, etc.), got the lowest mean of 3.39 (SD = 0.67), described as Sometimes and interpreted as Most of the Time Demonstrates. It means that while respondents generally have the ability to perform basic computer-related tasks, such as identifying computer parts, turning the computer on and off, and connecting peripherals, they do not always demonstrate these skills with consistency. The relatively lower mean suggests that this competency is not frequently or reliably exhibited across all respondents, and there may be gaps in their ability to perform these tasks as expected in certain situations. It indicates that there is a need for further development or training in basic computer/ICT skills. Given that the lowest mean is still at a “sometimes” level, it suggests that respondents may not always be prepared

to troubleshoot or efficiently connect peripherals, which could impact their overall work productivity, especially in tech-driven tasks. This area presents an opportunity for improvement, particularly in understanding and utilizing common computer hardware and peripherals more effectively. As observed, the lower mean score on this indicator shows that the competence level in terms of basic computer skills is inconsistent. Some respondents may be more proficient in using peripherals, while others may struggle with connecting devices or identifying computer components. This variation may be a reflection of differences in experience with technology or the complexity of the tasks at hand. This inconsistency can lead to delays or inefficiencies, especially in environments where technology is a key tool for completing tasks.

According to Smith and Taylor (2020), basic computer literacy is crucial in modern education and the workplace. Their study examined how understanding fundamental computer components, such as the CPU, monitor, and keyboard, and the ability to manage peripherals like printers and modems impacts users' efficiency and productivity. The study found that individuals who possess these skills can complete tasks with higher accuracy and speed, contributing to smoother workflows. Furthermore, the ability to troubleshoot and connect devices correctly plays a significant role in minimizing technical delays. Knowing how to set up and manage peripheral devices is crucial. For example, being able to connect and troubleshoot a printer or modem ensures that technical issues do not interrupt work processes. This minimizes delays and keeps operations running smoothly. In the context of education, basic computer literacy equips students with the necessary skills to engage in digital learning. This includes accessing online resources, participating in virtual classrooms, and using educational software. These skills are essential for academic success in today's digital age.

In the workplace, computer literacy is a fundamental requirement for most jobs. Employees need to be proficient in using computers and related technology to perform their duties effectively. This includes tasks such as data entry, communication, project management, and research. Basic computer literacy also lays the foundation for lifelong learning. As technology continues to evolve, individuals with a strong grasp of basic computer skills are better positioned to adapt to new tools and systems, ensuring their continued relevance in the job market. In his study, it was revealed that individuals who possess basic computer literacy can perform tasks more efficiently and accurately. This means they can complete their work faster and with fewer errors, leading to smoother workflows and better overall productivity.

In general, Smith and Taylor (2020) highlight that basic computer literacy is not just about knowing how to use a computer. It is about empowering individuals to work more efficiently, solve problems independently, and adapt to an increasingly digital world. These skills are essential for personal and professional growth, contributing to overall success in both education and the workplace.

**Table 11**

Summary of Respondents' Assessment Level of Core Behavioral Competency Skills

Variables	Mean	SD	Interpretation
Self-Management	3.93	0.81	Consistently Demonstrates
Professionalism and Ethics	4.27	0.86	Consistently Demonstrates
Result Focus	4.16	0.84	Consistently Demonstrates
Teamwork	4.44	0.88	Consistently Demonstrates

Service Orientation	4.31	0.85	Consistently Demonstrates
Innovation	4.10	0.82	Consistently Demonstrates
Oral Communication	4.17	0.83	Consistently Demonstrates
Written Communication	4.03	0.84	Consistently Demonstrates
Computer/ICT	4.04	0.82	Consistently Demonstrates
Overall	4.16	0.84	Consistently Demonstrates

**Legend:**

4.50-5.00 Always/Role Model

1.50-2.49 Rarely/Sometimes Demonstrates

3.50-4.49 Very Often/Consistently Demonstrates

Below 1.49 Never/Rarely Demonstrates

2.50-3.49 Sometimes/Most of the Time Demonstrates

Table 11 presents the summary of respondents' assessment level of core behavioral competency skills with an overall mean of 4.16 (SD = 0.84), interpreted as Consistently Demonstrates. It means that the respondents consistently exhibit a high level of core behavioral competency skills. This overall performance indicates that they frequently demonstrate the essential competencies required to perform their roles effectively. The high mean score suggests a strong alignment between their behaviors and the expected professional standards in their respective fields. It indicates that the organization or institution has successfully cultivated an environment that fosters the development and application of core behavioral skills. This could be due to effective training programs, supportive leadership, or a culture that values competence and continuous improvement. The respondents' competency levels also signify their readiness to take on responsibilities that require these skills, contributing to organizational effectiveness.

As perceived, respondents view themselves as competent professionals who consistently meet the behavioral standards expected in their roles. This perception may enhance their confidence and job satisfaction, leading to improved performance and a positive workplace atmosphere. However, the slight variability noted in the standard deviation may suggest differing levels of self-assessment or external evaluation, highlighting areas for focused development.

According to Green and Taylor (2020), core behavioral competencies, such as problem-solving, communication, and adaptability, are crucial for success in the workplace. Their research emphasizes that employees who possess these competencies tend to have better job performance, stronger interpersonal relationships, and higher career advancement opportunities. The study suggests that organizations focusing on the development of these skills among their employees foster a productive and collaborative work environment.

In line with this, the variable teamwork got the highest mean of 4.44 (SD = 0.88), interpreted as Consistently Demonstrates. It means that respondents frequently exhibit behaviors that foster collaboration and effective teamwork. This high mean score suggests that they consistently contribute to group efforts, support colleagues, and work cohesively towards shared goals. Teamwork is evidently a strength among respondents, reflecting their ability to prioritize group success over individual gains. It indicates that respondents possess the necessary interpersonal and collaborative skills to effectively engage with their peers in a professional setting. This strong teamwork competency likely enhances their

ability to navigate challenges collectively and implement solutions efficiently, contributing to overall organizational performance.

As perceived, respondents demonstrate a sense of accountability and inclusivity within their teams. Their consistent display of teamwork competency may enhance their reputation as reliable team players, fostering trust and collaboration among their colleagues. This perception strengthens team dynamics and promotes a culture of shared responsibility and collective achievement.

According to Bell (2019), teamwork plays a pivotal role in improving organizational performance, as it fosters collaboration, increases problem-solving efficiency, and enhances innovation. The study highlights that teams composed of individuals with complementary skills perform better due to diverse perspectives and skill sets. Bell emphasizes that fostering an environment of trust, open communication, and mutual respect is crucial for effective teamwork.

However, teamwork naturally encourages collaboration among team members. When individuals work together, they can share knowledge, skills, and resources more effectively. This collaborative environment promotes a sense of unity and collective effort towards common goals. Teams with diverse skill sets and perspectives are better equipped to tackle complex problems. Each team member brings unique insights and approaches, enabling the group to identify and implement solutions more quickly and effectively.

Moreover, teams composed of individuals with complementary skills can generate more innovative ideas. The diversity of thought and experience within the team encourages creative thinking and the exploration of new possibilities. This leads to the development of innovative solutions and strategies that drive organizational growth. Teams perform better when members have complementary skills. This means that each member's strengths and weaknesses balance each other out, allowing the team to function more efficiently. For example, a team with both analytical thinkers and creative minds can approach challenges from multiple angles, leading to well-rounded solutions

. In summary, Bell (2019) highlights that teamwork is essential for fostering collaboration, increasing problem-solving efficiency, and enhancing innovation. By creating an environment of trust, open communication, and mutual respect, organizations can maximize the benefits of teamwork and achieve superior performance.

On the other hand, the variable Self-Management, got the lowest mean of 3.93 (SD = 0.81), interpreted as Consistently Demonstrates. It means that respondents consistently manage their emotions, time, and behavior in professional settings, though there is potential for improvement. Their ability to demonstrate self-control, remain composed under pressure, and prioritize tasks is evident but not as strong as other competencies like teamwork. It suggests that while respondents are generally proficient in self-management, there may be instances where they struggle to maintain high levels of focus, discipline, or adaptability. This highlights the need for continued personal development, such as stress management training or strategies to enhance productivity and work-life balance.

As perceived, respondents are seen as capable of managing themselves well, but there may be a perception among some stakeholders that this competency could be enhanced further. This could involve fostering a greater sense of personal accountability or providing them with strategies to better handle stress and workload challenges.

According to Goleman (2020), self-management, particularly emotional regulation, is critical in both personal and professional settings. He emphasizes that individuals who can manage their emotions effectively tend to handle stress better, make more rational decisions, and are more successful in achieving their goals. The study further highlights that self-awareness and the ability to control impulsive behaviors

are integral to effective self-management. He emphasizes the importance of regulating emotions. This means being able to recognize, understand, and manage one's emotional responses to various situations. Effective emotional regulation helps individuals remain calm under pressure, reducing the likelihood of making impulsive or irrational decisions. Individuals who excel in self-management can handle stress more effectively. By maintaining a balanced emotional state, they can navigate stressful situations with greater ease, reducing the negative impact on their mental and physical health. When emotions are well-managed, individuals are better equipped to think clearly and make rational decisions. This is crucial in professional settings, where sound decision-making is essential for success.

Additionally, effective self-management contributes to greater success in achieving goals. By staying focused, disciplined, and resilient, individuals can overcome obstacles and stay on track toward their objectives. Self-awareness is a fundamental aspect of self-management. It involves understanding one's strengths, weaknesses, emotions, and triggers. By being self-aware, individuals can make informed choices about how to respond to different situations. In professional settings, self-management is highly valued. It enables individuals to maintain professionalism, build strong working relationships, and navigate workplace challenges effectively. Leaders, in particular, benefit from strong self-management skills as they set an example for their teams. On a personal level, self-management enhances overall well-being. It helps individuals maintain healthy relationships, achieve personal goals, and lead a balanced, fulfilling life.

Effective self-management includes the ability to communicate emotions constructively. This means expressing feelings in a way that is both honest and respectful, which helps in building stronger relationships both personally and professionally. He reiterated that self-management involves developing resilience with the ability to bounce back from setbacks and adapt to changing circumstances.

However, resilient individuals can maintain a positive outlook even in challenging situations, which enhances their overall effectiveness. Self-discipline is crucial for maintaining consistency in actions and behaviors. It involves the ability to stay committed to one's goals and resist distractions or temptations that might derail progress. Maintaining a healthy lifestyle, including regular exercise, balanced nutrition, and adequate sleep, is an important part of self-management. These habits support physical and mental well-being, enhancing overall productivity and effectiveness.

In summary, Goleman (2020) underscores the importance of self-management in managing emotions, handling stress, making rational decisions, and achieving goals. Self-awareness and the ability to control impulsive behaviors are integral to effective self-management, contributing to success and well-being in both personal and professional contexts.

**Problem 3. How do the respondents assess the key result areas considering the administrative services, finance, curriculum and learning management, field technical assistance, policy, planning and research, education support services, quality assurance, human resource development and the office of the regional director?**

**Table 12** Distribution of Respondents' Assessment Level of Key Result Areas  
Considering the Administrative Services

Indicators	Mean	SD	Description
<b>The division...</b>			
Regularly updates and ensures accessibility of service records,	4.11	0.79	Very Often

leave cards and 201 files of regional office personnel and the personal services itemization and Plantilla of personnel and. Facilitate recruitment and selection and perform various personnel actions within the prescribe timeline.

Processes promptly application for leaves, permission to travel and requests for certificate of last payment and ensure the salaries and benefits are paid timely and accurately. 4.05 0.77 Very Often

Checks and validates borrowers loan details in the submitted billing documents are tally with the submitted text file format before uploading in the payroll system and ensure efficient cash collection and receipt of funds are deposited intact within the time frame to authorized government servicing bank. 4.01 0.74 Very Often

Ensures judicious utilization and disbursement of funds and prepare and submit financial reports based on updated government forms. 4.13 0.81 Very Often

Timely liquidate cash advances and conduct regular inventory of property, plant and equipment and other assets inventories annually and semi – annually respectively. 4.16 0.84 Very Often

Prepares and issues accountable forms for supplies and equipment issued to personnel and field offices and issue accountable forms for supplies and equipment issued to personnel and field offices. 4.14 0.82 Very Often

Facilitates transfer and disposal of Goods and maintain custodianship of all records of property and assets of the regional office for operational and legal use 4.09 0.76 Very Often

Performs efficiently and effectively the records management cycles such as classification, filing, maintenance and disposal of documents within a year and establish, implement and maintain a systematic and scientific records management (e-database). 4.15 0.83 Very Often

Promptly process the certification, authentication and verification of school records in accordance with Department of Education and Department of Foreign Affairs guidelines. 4.07 0.78 Very Often

Maintains safety and security of personnel and property, ensure proper maintenance of the buildings and surroundings and ensure proper utilization and maintenance of transport services. 4.20 0.88 Very Often

Overall	4.11	0.80	Very Often
<b>Legend:</b>			
4.50-5.00	Always/Very Well Observed		
1.50-2.49	Rarely/Less Observed		
3.50-4.49	Very Often/Well Observed		
Below 1.49	Never/Not Observed		
2.50-3.49	Sometimes/ Observed		

Table 12 presents the distribution of respondents' assessment level of key result areas considering the administrative services with an overall mean of 4.11 (SD = 0.80), described as Very Often and interpreted as Well Observed. It means that the administrative services provided by the respondents are consistently well-executed, reflecting a high level of commitment and adherence to organizational standards. The results indicate that respondents often meet expectations in delivering quality administrative functions, which contributes positively to institutional efficiency. It suggests that the respondents demonstrate reliability and competence in their administrative roles, ensuring that key tasks and responsibilities are carried out effectively. This further implies that administrative processes are functioning smoothly, with minimal disruptions or inefficiencies. As perceived, the administrative services are viewed as dependable and supportive of the organization's objectives. Stakeholders likely recognize the respondents' efforts to maintain consistency and quality in their roles, which reinforces trust and confidence in their capabilities. According to Johnson et al. (2021), administrative services play a pivotal role in the effective functioning of organizations. Their research highlights that the quality and efficiency of administrative support can significantly impact overall productivity and operational success. The study emphasizes the importance of streamlining processes, using technology effectively, and improving communication between administrative staff and other departments. High-quality administrative support ensures that organizational processes run smoothly and efficiently. This includes tasks like scheduling, record-keeping, and managing correspondence. Efficient administrative services reduce delays and improve overall productivity. Streamlining administrative processes involves simplifying and optimizing workflows. This can be achieved by eliminating redundant steps, automating routine tasks, and implementing best practices. Streamlined processes save time and resources, allowing employees to focus on more strategic activities.

In line with this, the indicator, The division maintains safety and security of personnel and property, ensures proper maintenance of the buildings and surroundings and ensure proper utilization and maintenance of transport services, got the highest mean of 4.20 (SD = 0.88), described as Very Often and interpreted as Well Observed. It means that the respondents prioritize safety, security, and proper maintenance as essential aspects of their administrative responsibilities. Their consistent efforts to safeguard personnel, property, and facilities indicate a strong commitment to creating a secure and well-maintained environment conducive to operational success. It indicates that the respondents' performance in this area is both reliable and effective, as the high mean score reflects frequent adherence to safety protocols and maintenance standards. This level of consistency demonstrates a clear understanding of the critical role these services play in sustaining institutional operations.

As observed, the respondents actively engage in practices that ensure the safety and security of personnel and property, such as implementing safety protocols, overseeing maintenance tasks, and ensuring the

proper use of resources. The variability indicated by the standard deviation of 0.88 suggests that while many excel, some may require additional guidance or support to achieve the same level of consistency. According to Gonzalez et al. (2020), ensuring the safety and security of personnel and property within organizations requires comprehensive planning and regular risk assessments. Their study outlines effective strategies for facility management, including building security systems, employee training, and emergency preparedness. The research also discusses the importance of maintaining infrastructure and vehicles to prevent accidents and ensure smooth operational flow. Effective facility management requires a well-thought-out plan that addresses various aspects of safety and security. This includes identifying potential risks, developing protocols for emergency situations, and ensuring that all safety measures are up-to-date and compliant with regulations. Conducting regular risk assessments helps organizations identify vulnerabilities and take proactive measures to mitigate them. This involves evaluating potential threats, assessing the likelihood of their occurrence, and implementing strategies to minimize risks.

Gonzalez et al. (2020) reiterated that leveraging technology can significantly enhance administrative services. Tools like electronic document management systems, communication platforms, and project management software can improve accuracy, accessibility, and collaboration. Effective use of technology also supports remote work and flexible working arrangements. Clear and open communication between administrative staff and other departments is crucial.

Administrative staff often act as a bridge, ensuring that information flows smoothly between different parts of the organization. This helps coordinate activities, resolve issues, and maintain alignment with organizational goals. Training employees on safety protocols and emergency procedures is essential for ensuring a safe working environment. Regular training sessions help employees understand their roles in maintaining safety and security and how to respond effectively in case of an emergency. Being prepared for emergencies is a key component of facility management. This includes developing and practicing emergency response plans, conducting drills, and ensuring that all necessary equipment and resources are readily available. In addition, he emphasizes that effective communication and coordination among different departments and teams are vital for maintaining safety and security.

On the other hand, the indicator, The division checks and validates borrowers loan details in the submitted billing documents are tally with the submitted text file format before uploading in the payroll system and ensure efficient cash collection and receipt of funds are deposited intact within the time frame to authorized government servicing bank, got the lowest mean of 4.01 (SD = 0.74), described as Very Often and interpreted as Well Observed. It means that the respondents are diligent in ensuring the accuracy and integrity of financial transactions, particularly in validating loan details and managing cash collection. This reflects a strong commitment to maintaining compliance and accuracy in financial operations. It indicates that respondents understand the critical importance of accuracy and timeliness in managing financial documentation and transactions. Their efforts contribute to the smooth operation of payroll systems and adherence to government regulations, although some variability in execution may exist. As perceived, stakeholders may see this aspect of administrative services as generally reliable but possibly needing slight refinement to achieve greater consistency and efficiency. Ensuring strict adherence to procedures can improve the overall trust in financial processes.

According to Williams and Johnson (2019), the validation of borrower loan details in financial institutions requires a systematic process of comparing data submitted through billing documents and digital text files to ensure accuracy before any updates to the payroll system. This process prevents discrepancies that can affect financial reporting and cash management. Efficient cash collection and timely deposits to authorized

servicing banks are also vital to maintaining smooth operations and upholding financial integrity. Consequently, this involves a structured and methodical approach to verify the information submitted by borrowers. The process includes comparing data from various sources, such as billing documents and digital text files, to ensure that the information is accurate and consistent.

On the other hand, efficiently collecting cash from borrowers is crucial for maintaining smooth operations. Financial institutions need to ensure that payments are collected promptly and accurately recorded. This includes tracking payments, sending reminders, and managing delinquent accounts. Making timely deposits to authorized servicing banks is vital for maintaining liquidity and financial stability. Financial institutions need to ensure that collected cash is promptly deposited into the appropriate accounts to avoid delays and potential financial penalties (Chen & Roberts, 2019).

The validation process, efficient cash collection, and timely deposits all contribute to a smooth operational flow. By ensuring that these processes are well-managed, financial institutions can maintain stability, avoid disruptions, and provide reliable services to their customers. Overall, the systematic validation of loan details and efficient management of cash collection and deposits are essential for upholding the financial integrity of the institution. These practices help build trust with stakeholders, comply with regulatory requirements, and support the organization's long-term success.

In summary, Williams and Johnson (2019) emphasize the importance of a systematic validation process, efficient cash collection, and timely deposits in financial institutions. These practices are crucial for preventing discrepancies, ensuring accurate financial reporting, managing cash flow effectively.

**Table 13**

Distribution of Respondents' Assessment Level of Key Result Areas Considering Finance

Indicators	Mean	SD	Description
<b>The division...</b>			
Ensures the functional divisions and schools' division offices comply with financial management.	4.23	0.86	Very Often
Conducts financial management seminars and workshops to schools' division offices and Implementing Units finance personnel.	4.29	0.86	Very Often
Leads with the policy, planning and research division in budget preparation in terms of ensuring accurate, complete and timely submission of finance-related budget preparation forms through policies orientation, technical assistance, review and others.	4.20	0.83	Very Often
Ensures the accuracy, completeness and on-time submission of the budget proposal through online submission of budget proposal.	4.09	0.77	Very Often
Prepares budget execution documents of office and review and monitor such documents submitted by the schools' division offices.	4.24	0.87	Very Often

Ensures the timely downloading of allotments from the regional lump-sum funds to schools' division offices and implementing units.	4.16	0.83	Very Often
Prepares, consolidates and submits budget and financial accountability reports.	4.25	0.85	Very Often
Maintains the books of accounts and registries of allotments, obligations and disbursements. Monitors and evaluates the financial performance of regional office and schools' division offices.	4.19	0.87	Very Often
Establishes and maintains systems and processes geared towards administrative effectiveness and efficiency. Promotes a culture of excellence, innovation and collaboration.	4.17	0.84	Very Often
Conducts periodic monitoring and evaluation of office and staff performance for the provision of relevant learning and development programs.	4.20	0.86	Very Often

<b>Overall</b>	<b>4.20</b>	<b>0.84</b>	<b>Very Often</b>
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**Legend:**

- 4.50-5.00 Always/Very Well Observed
- 1.50-2.49 Rarely/Less Observed
- 3.50-4.49 Very Often/Well Observed
- Below 1.49 Never/Not Observed
- 2.50-3.49 Sometimes/ Observed

Table 13 presents the distribution of respondents' assessment level of key result areas considering finance with an overall mean of 4.20 (SD = 0.84), described as Very Often and interpreted as Well Observed. It means that non-teaching personnel in the Department of Education are actively and frequently performing finance-related tasks and responsibilities. This reflects their strong commitment to ensuring that financial operations are managed effectively and in alignment with institutional goals. It indicates that the personnel's proficiency in finance-related tasks is an essential factor in maintaining operational efficiency and financial compliance. Their consistent efforts support the financial stability of the institution, even as minor inconsistencies may exist across individuals or tasks. As observed, the respondents demonstrate a high level of commitment in finance-related activities, such as budget monitoring, payroll processing, and financial reporting. Their adherence to protocols ensures the timely execution of financial obligations and helps in maintaining fiscal accountability.

According to Chen and Roberts (2019), financial stability in cooperatives is influenced by their debt-to-equity ratio, which determines the balance between external and internal financing. Their study emphasizes the importance of sound financial management practices, such as strategic debt usage, to

ensure long-term sustainability in cooperative organizations. Effective financial management practices are essential for the long-term sustainability of cooperatives. This includes budgeting, financial planning, and monitoring financial performance. Sound practices ensure that cooperatives can meet their financial obligations and achieve their strategic goals. Managing financial risks is a key component of financial stability. This involves identifying potential risks, assessing their impact, and implementing strategies to mitigate them. Risk management helps cooperatives navigate uncertainties and maintain stability.

In line with this, the indicator, The division conducts financial management seminars and workshops to schools' division offices and Implementing Units finance personnel, got the highest mean of 4.29 ( $SD = 0.86$ ), described as Very Often and interpreted as Well Observed. It means that the Department of Education prioritizes capacity building among finance personnel through regular financial management seminars and workshops. This high level of engagement reflects the organization's commitment to ensuring that finance personnel across division offices and implementing units are equipped with the necessary knowledge and skills to handle financial matters effectively. It suggests that the provision of these seminars and workshops significantly contributes to enhancing the financial literacy and operational efficiency of finance personnel. This proactive approach is likely to result in better adherence to financial policies and minimize errors in financial transactions. As observed, the non-teaching personnel involved in conducting these seminars and workshops demonstrate a strong understanding of financial processes and serve as reliable trainers and mentors. Their efforts ensure that division offices and implementing units have the capacity to meet financial obligations effectively and accurately.

According to Brown and Daniels (2019), financial management seminars and workshops play a vital role in enhancing the financial capabilities of school division staff. These seminars foster a better understanding of budgeting, financial planning, and reporting, which are essential for the effective allocation of resources within educational institutions. The study highlights the significant improvements in financial management practices following such training. Financial seminars help staff understand the intricacies of budgeting. This includes creating realistic budgets, allocating resources effectively, and monitoring expenses. A better grasp of budgeting ensures that schools can operate within their financial limits and prioritize spending on critical areas. Workshops on financial planning teach staff how to develop long-term financial strategies. This involves setting financial goals, forecasting future financial needs, and developing plans to achieve these goals. Effective financial planning helps schools prepare for uncertainties and ensure sustainable operation. Training sessions enhance staff's ability to generate accurate financial reports. This includes understanding financial statements, tracking expenditures, and reporting financial performance. Accurate reporting ensures transparency and accountability in the use of funds, as he reiterated to maintain the high performance.

On the other hand, the indicator, The division ensures the accuracy, completeness and on-time submission of the budget proposal through online submission of budget proposal, got the lowest mean of 4.09 ( $SD = 0.77$ ), described as Very Often and interpreted as Well Observed. It means that the task of ensuring accurate, complete, and timely submission of budget proposals is consistently performed by the non-teaching personnel. However, the slightly lower mean compared to other indicators may indicate areas for improvement in this critical function. It suggests that while the online submission process has streamlined budget proposal workflows, challenges such as technical issues, data verification, or time constraints may occasionally affect performance. Addressing these challenges could further enhance the accuracy and timeliness of submissions. As perceived while this task is regarded as important, personnel may feel pressure to balance accuracy and timeliness within tight deadlines. Streamlining online submission

processes and offering regular updates on tools and systems could improve their confidence and efficiency in completing budget-related tasks.

According to Smith and Parker (2022), the transition to online submission systems for budget proposals in educational institutions has led to significant improvements in the accuracy of submitted budgets. Their study reveals that these systems not only ensure that all required fields are completed but also help track the submission process to guarantee that deadlines are met without delays. Online submission systems help ensure that all required fields in budget proposals are completed accurately. These systems often include validation checks that prompt users to fill in mandatory information, reducing the likelihood of errors and omissions.

The study emphasizes that online systems streamline the submission process. Users can easily upload documents, enter data, and submit proposals electronically. This reduces the administrative burden and minimizes the chances of delays caused by manual handling. Online submission systems provide tools to track the progress of budget proposals. Administrators can monitor submissions, identify pending tasks, and send reminders to ensure that deadlines are met. This real-time tracking helps maintain accountability and efficiency. By automating the submission process, online systems help guarantee that deadlines are met without delays. Automated workflows and notifications ensure that proposals are reviewed and approved in a timely manner, preventing bottlenecks in the budgeting process. These systems often include features that facilitate collaboration among stakeholders. Users can share documents, provide feedback, and make revisions collaboratively, ensuring that all parties are aligned and informed throughout the process.

Further, the study posits that transitioning to online systems reduces the reliance on paper-based processes, leading to a more environmentally friendly approach. It also minimizes the risk of losing physical documents and simplifies document retrieval. Online submission systems typically include robust security measures to protect sensitive financial information. Encryption, access controls, and regular backups help safeguard data against unauthorized access and potential breaches.

Finally, Smith and Parker (2022) highlight that online submission systems for budget proposals enhance accuracy, streamline the submission process, ensure timely deadlines, and improve overall efficiency in educational institutions. These systems provide a robust framework for managing budget proposals, leading to better financial management and resource allocation.

**Table 14**

Distribution of Respondents' Assessment Level of Key Result Areas Considering the Curriculum and Learning Management

Indicators The division...	Mean	SD	Descripti on
Designs, develops and implements programs, projects and activities on curriculum implementation, innovation and contextualization and monitoring and evaluation system on the contextualized curriculum.	4.12	0.85	Very Often
Provides technical assistance on curriculum implementation, innovation and contextualization and review and provide policy recommendations on curriculum implementation, special	4.10	0.82	Very Often

curricular/ interest programs, support activities.

Manages contextualization of curriculum delivery with schools' divisions and conduct regular monitoring of contextualized curriculum delivery for sustainability.	3.98	0.77	Very Often
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Reviews and provides policy recommendations on learning delivery arising from evaluation, studies and research for wider adoption and assess learning resource needs per learning areas and grade levels.	3.78	0.71	Very Often
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Ensures the provision and equitable distribution of complete quality assured, accessible, and available LR, responsive to the needs and context of the locality and manage and supervise the quality assurance of varied learning resources in different formats.	4.05	0.80	Very Often
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Manages the development of contextualized assessment mechanism and provides relevant timely and appropriate technical assistance on analysis, interpretation and utilization of test assessment results and summative assessment to improve learning outcome.	3.99	0.78	Very Often
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Coordinates with manage and provide technical assistance to all testing coordinators across grade levels and establish and maintain systems and processes geared towards administrative effectiveness and efficiency.	3.76	0.73	Very Often
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Promotes a culture of excellence, innovation and collaboration.	4.02	0.82	Very Often
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Establishes and maintain systems and processes geared towards administrative effectiveness and efficiency.	3.79	0.72	Very Often
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Conduct periodic monitoring and evaluation of office and staff performance for the provision of relevant learning and development programs	4.13	0.86	Very Often
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<b>Overall</b>	<b>3.97</b>	<b>0.79</b>	<b>Very Often</b>
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### Legend:

4.50-5.00 Always/Very Well Observed

1.50-2.49 Rarely/Less Observed

3.50-4.49 Very Often/Well Observed

Below 1.49 Never/Not Observed

2.50-3.49 Sometimes/ Observed

Table 14 presents the distribution of respondents' assessment level of key result areas considering the learning management with an overall mean of 3.97 (SD = 0.79), described as Very Often and interpreted as Well Observed. It means that non-teaching personnel are actively involved in supporting learning management activities, performing tasks related to this area on a consistent basis. Their efforts contribute significantly to ensuring that learning processes and administrative systems run smoothly. It suggests that while learning management is a well-observed responsibility, there is room for further improvement in terms of consistency and effectiveness. The slightly lower overall mean indicates that some challenges might hinder optimal performance in this area. As perceived, the non-teaching personnel play a vital role in the broader educational ecosystem by ensuring that learning environments are conducive and well-organized. They might feel that their efforts, while valued, could benefit from better tools, clearer directives, or additional capacity-building programs.

According to Smith and Green (2020), curriculum and learning management systems (LMS) play a crucial role in enhancing the delivery and accessibility of educational content. Their research demonstrates that LMS enables educators to effectively manage content, track learner progress, and offer personalized learning experiences, contributing to a more interactive and responsive educational environment. LMS provides educators with tools to organize and manage educational content efficiently. This includes uploading course materials, creating assignments, and sharing resources with students. The centralization of content makes it easy for educators to update and distribute materials quickly. LMS allows educators to monitor students' progress in real-time. They can track the completion of assignments, participation in discussions, quiz scores, and other performance indicators.

They emphasized that data helps educators identify areas where students may need additional support and adjust their teaching strategies accordingly. LMS offers various interactive features such as discussion forums, live chats, quizzes, and multimedia content. These tools enhance student engagement and make the learning experience more dynamic and enjoyable. Interactive elements encourage active participation and collaboration among students. The data collected through LMS can be used to continuously improve teaching and learning processes. Educators can analyze performance trends, gather feedback, and make data-driven decisions to enhance curriculum and instruction.

Smith and Green (2020) highlight the significant advantages of Curriculum and Learning Management Systems in education. By enhancing content management, tracking learner progress, offering personalized learning, improving accessibility, and streamlining administrative tasks, LMS contributes to a more interactive, responsive, and effective educational environment.

In line with this, the indicator, The division conducts periodic monitoring and evaluation of office and staff performance for the provision of relevant learning and development programs, got the highest mean of 4.13 (SD = 0.86), described as Very Often and interpreted as Well Observed. It means that non-teaching personnel prioritize the regular assessment of office and staff performance to identify and address gaps through targeted learning and development programs. This demonstrates a proactive approach to enhancing employee skills and improving organizational efficiency. It suggests that periodic monitoring and evaluation are integral to ensuring the alignment of staff competencies with the evolving needs of the education sector. The high mean indicates that these activities are consistently implemented, contributing to a culture of continuous improvement. As observed, the process of monitoring and evaluation facilitates

the identification of individual and team performance levels, enabling more focused interventions. It reflects a structured and organized approach to workforce development within the Department of Education.

According to Brown and Johnson (2020), periodic monitoring and evaluation are crucial for ensuring the effectiveness of learning and development programs. Their study highlights that regular assessments of employee performance provide valuable data that help organizations identify skill gaps and tailor training programs accordingly, thus improving overall organizational performance. It explains the regular observation and tracking of employee performance and progress. By monitoring performance at regular intervals, organizations can gather real-time data about how well employees are developing their skills and knowledge. Conducting assessments periodically allows organizations to measure the effectiveness of their L&D programs. These assessments can take various forms, such as performance reviews, skill tests, feedback surveys, and progress reports. Regular assessments provide a structured way to evaluate employee growth and program impact. By continually assessing and adjusting L&D programs, organizations can improve overall performance. Employees who are well-trained and possess the necessary skills are more productive, efficient, and capable of contributing to the organization's success. On the other hand, the indicator, The division coordinates with manage and provide technical assistance to all testing coordinators across grade levels and establish and maintain systems and processes geared towards administrative effectiveness and efficiency, got the lowest mean of 3.76 (SD = 0.73), described as Very Often and interpreted as Well Observed. It means that non-teaching personnel consistently work to provide support and coordination to testing coordinators, albeit with some room for improvement in the efficiency and effectiveness of these processes. This reflects a structured effort to enhance administrative performance but also suggests potential challenges in implementation. It suggests that the coordination and technical assistance responsibilities may not yet be fully optimized across all levels. While the practice is observed very often, the relatively lower mean score points to variability in its execution, possibly due to resource constraints or varying levels of personnel expertise. As observed, this task requires collaboration and effective communication, which may be influenced by differing levels of readiness or capacity among coordinators. While the practice is generally well observed, gaps in technical assistance or system maintenance could hinder optimal outcomes.

According to Jackson and Peterson (2021), maintaining systems and processes that support administrative efficiency in educational settings can contribute to better testing outcomes and reduced operational costs. Their research suggests that testing coordinators who receive sufficient technical support are better equipped to handle complex assessment tasks, leading to more efficient operations. Maintaining efficient administrative systems and processes ensures that all educational operations run smoothly. This includes everything from scheduling tests and managing student records to coordinating resources and handling logistics. Efficient administration minimizes disruptions and allows educators to focus on their core responsibilities in teaching and learning.

When administrative processes are streamlined, testing coordinators can focus more on the actual assessment tasks rather than being bogged down by administrative burdens. This leads to more accurate and effective testing results as coordinators can dedicate their time and attention to ensuring that assessments are conducted properly and fairly. Sufficient technical support is crucial for testing coordinators who handle complex assessment tasks. This includes access to appropriate software, training, and troubleshooting assistance. With the right technical support, coordinators can efficiently manage and analyze test data, ensure the security of testing materials, and handle any technical issues that arise during

assessments.

They reiterated that maintaining and regularly reviewing administrative systems and processes allows for continuous improvement. Institutions can identify areas for enhancement, implement the best practices, and stay updated with technological advancements. This proactive approach ensures that administrative efficiency is sustained over time. When testing coordinators receive the necessary support and resources, they can perform their roles more effectively. This leads to smoother operations, fewer errors, and more timely completion of tasks. Efficient operations benefit the entire educational institution by ensuring that assessments are conducted seamlessly and without unnecessary delays.

Jackson and Peterson (2021) emphasize that maintaining efficient systems and processes in educational settings leads to better testing outcomes, reduced operational costs, and more effective operations. By providing sufficient technical support to testing coordinators, educational institutions can enhance their overall efficiency and effectiveness.

**Table 15**

Distribution of Respondents' Assessment Level of Key Result Areas Considering Field Technical Assistance

Indicators	Mean	SD	Description
<b>The division...</b>			
Manages and implements technical assistance, mechanism, processes and systems of the regional field assistance teams and division field technical assistance teams for improved governance, operations and curriculum management.	3.91	0.78	Very Often
Systematizes relevant needs-based and strategic technical assistance to ensure effective implementation of programs, projects and other activities of the schools' division offices.	3.93	0.79	Very Often
Tracks and analyzes the implementation of results of technical assistance interventions and utilization of research based on context and priority.	4.00	0.80	Very Often
Ensures sustainability of community of practice in collaboration with the Regional Field Technical Assistance Team for a continuous improvement, school-based management and effective delivery of basic education services toward turn around schools.	4.01	0.81	Very Often
Establishes library of knowledge of patented emerging practices of schools' division offices and schools in resolving gaps.	3.86	0.72	Very Often
Operationalizes the patented emerging practices in collaboration with Regional Field Technical Assistance Team and Divisional Field Technical Assistance Team in addressing issues and	3.88	0.76	Very Often

concerns in the delivery of basic education services.

Ensures that the requirements for updating, maintaining and retaining documented information are established and implemented.	3.56	0.73	Very Often
Categorizes the bottlenecks, lags, issues, and concerns aligned on the principles of school-based management and provide appropriate research-based interventions.	3.98	0.77	Very Often
Oversees activities related to managing organizational knowledge and setting documents management standards in the regional office.	3.88	0.76	Very Often
Benchmarks school-based management best practices of schools/schools division offices/region to continuously improved services.	3.87	0.70	Very Often

<b>Overall</b>	<b>3.89</b>	<b>0.77</b>	<b>Very Often</b>
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### Legend:

- 4.50-5.00 Always/Very Well Observed
- 1.50-2.49 Rarely/Less Observed
- 3.50-4.49 Very Often/Well Observed
- Below 1.49 Never/Not Observed
- 2.50-3.49 Sometimes/ Observed

Table 15 presents the distribution of respondents' assessment level of key result areas considering the field technical assistance with an overall mean of 3.89 (SD = 0.77), described as Very Often and interpreted as Well Observed. It means that the provision of field technical assistance is a significant part of the role of non-teaching personnel, and that their efforts are often aligned with the intended objectives. However, the frequency of its execution may vary, and there may be occasional lapses in responsiveness or quality, indicating room for improvement in the consistency of support provided. It indicates that there is a strong and sustained effort to offer field technical assistance, but there might be variability in how the assistance is delivered. Factors such as resource constraints, differing levels of expertise, or time limitations may influence the consistency of support across different regions or departments. As perceived, the task of providing technical assistance is seen as important and regularly executed, but some areas may still need improvement. Respondents may feel that while the assistance provided is often effective, certain barriers or challenges prevent it from being fully consistent and impactful across all settings.

According to Garcia et al. (2020), field technical assistance plays a critical role in improving the efficiency and effectiveness of educational programs. Their study highlights the importance of on-the-ground support, especially in remote areas, to ensure the successful implementation of policies and programs. Field technical assistance provides the necessary expertise and resources to address challenges as they arise, ultimately improving program outcomes. Field technical assistance involves deploying experts to

provide direct support and guidance to educational programs on the ground. This hands-on approach is essential for addressing specific challenges and ensuring the successful implementation of policies and programs. On-the-ground support helps educational programs run more efficiently by providing timely solutions to problems and streamlining processes. It also enhances effectiveness by ensuring that educational initiatives are implemented correctly and yield the desired outcomes.

Field technical assistance is particularly valuable in remote areas where access to resources and expertise may be limited. By providing on-site support, technical experts can help bridge the gap and ensure that remote educational programs have the same opportunities for success as those in more accessible locations. Educational programs often face a range of challenges, from logistical issues to pedagogical concerns. It provides the necessary expertise to address these challenges as they arise, offering practical solutions and support to overcome obstacles.

In line with this, the indicator, The division ensures sustainability of community of practice in collaboration with the Regional Field Technical Assistance Team for a continuous improvement, school-based management and effective delivery of basic education services toward turn around schools, got the highest mean of 4.01 (SD = 0.81), described as Very Often and interpreted as Well Observed. It means that non-teaching personnel play a critical and consistent role in supporting the sustainability of the community of practice for continuous improvement. Their efforts are aligned with fostering school-based management and the effective delivery of basic education services, particularly for schools undergoing turnaround initiatives. It suggests that the collaboration with the Regional Field Technical Assistance Team is a well-established practice, with non-teaching personnel actively participating in ensuring the sustainability of these communities. It also indicates a focus on long-term improvement, which is vital in addressing the challenges faced by turnaround schools.

As perceived, respondents believe that the focus on sustainability and collaboration is essential for achieving long-term success in school-based management and improving the quality of education. However, the variability in the standard deviation points to a need for more uniformity in how these practices are applied across schools. Some schools might face challenges in effectively collaborating with regional teams or sustaining practices over time, possibly due to resource or capacity issues.

According to Martinez and Lopez (2019), sustaining a community of practice within educational settings requires strategic partnerships between school leaders, regional teams, and local stakeholders. Their study emphasizes that through continuous technical support and collaboration, schools can develop the capacity to manage their own improvement initiatives. In turn, this contributes to the long-term sustainability of turnaround schools. Building strong partnerships between school leaders, regional teams, and local stakeholders is essential for creating a supportive environment. These partnerships facilitate the sharing of resources, expertise, and best practices, which are crucial for the success of educational programs.

Providing ongoing technical support ensures that schools have access to the necessary expertise and resources to address challenges as they arise. This support can include training, mentoring, and access to specialized knowledge, which helps schools implement and sustain improvement initiatives effectively. By fostering a community of practice, schools can develop the capacity to manage their own improvement initiatives. This involves empowering educators and administrators to take ownership of their professional development and school improvement efforts, leading to more sustainable and impactful changes.

Martinez and Lopez (2019) highlight that sustaining a community of practice within educational settings requires strategic partnerships, continuous technical support, and a focus on capacity building. These elements contribute to the long-term sustainability of turnaround schools and create a more effective and

responsive educational environment.

On the other hand, the indicator, The division ensures that the requirements for updating, maintaining and retaining documented information are established and implemented, got the lowest mean of 3.56 (SD = 0.73), described as Very Often and interpreted as Well Observed. It means that non-teaching personnel in the Department of Education are generally attentive to the requirements for updating, maintaining, and retaining documented information. The Very Often classification indicates that while this responsibility is frequently carried out, there may still be occasional lapses or areas for improvement in consistently following these processes. It suggests that although non-teaching personnel often engage in ensuring proper documentation practices, the consistency and quality of these practices may need to be reinforced. The relatively lower mean score compared to other indicators implies that there may be some challenges in fully implementing these requirements across all departments or functions, potentially due to time constraints or resource limitations.

As perceived, the respondents may recognize the importance of proper documentation and the need for compliance with established requirements. However, the lower mean score suggests that challenges remain in ensuring full compliance. These challenges could stem from organizational issues such as workload pressures or a lack of a comprehensive system for tracking and managing documents.

According to Chen et al. (2020), establishing a systematic approach to updating and retaining documented information helps organizations mitigate risks related to data loss and ensures business continuity. Their research highlights the role of information technology systems, such as cloud-based storage, in supporting document management policies, including document review schedules, version controls, and retention periods. Establishing clear document management policies is crucial. These policies should outline procedures for creating, storing, updating, and disposing of documents. They ensure consistency and compliance with legal and regulatory requirements. Regularly scheduled reviews of documents help maintain their accuracy and relevance. This involves periodically checking documents for outdated information errors and ensuring they meet current standards and regulations.

Moreover, cloud-based document management systems enhance accessibility and collaboration by allowing multiple users to access and work on documents simultaneously. This improves workflow efficiency and ensures that everyone has access to the most up-to-date information. Cloud storage solutions often include disaster recovery capabilities, ensuring that documents are backed up and can be quickly restored in the event of data loss due to hardware failure, natural disasters, or cyberattacks. A systematic approach to document management helps organizations comply with industry regulations and standards. It also facilitates auditing processes by providing a clear and organized record of document history and changes.

Chen et al. (2020) highlight the importance of a systematic approach to updating and retaining documented information, with a focus on document management policies, review schedules, version control, retention periods, and the use of cloud-based storage systems. These practices help mitigate risks, ensure business continuity, and improve overall efficiency and security.

**Table 16** Distribution of Respondents' Assessment Level of Key Result Areas Considering Policy, Planning and Research

Indicators	Mean	SD	Description
<b>The division...</b>			
Leads in the development of the regional education long-term,	4.02	0.73	Very Often

medium, and operational plans.

Ensures alignment of division education development plan to regional education development plan and compliance to policy and planning standards. 3.98 0.67 Very Often

Leads in the review of existing policies and issued regional implementation guidelines. 4.03 0.84 Very Often

Leads in the gathering and analysis of feedback for policy recommendation. 3.97 0.76 Very Often

Leads in the evaluation of research outputs for policy development and planning provide technical assistance in the conduct of research studies. 4.03 0.82 Very Often

Monitors and evaluates the regional office and schools' division office implementation of research management. 3.99 0.80 Very Often

Provides complete, valid, timely and accurate data and information for planning and strategic direction, budgeting, and policy review and recommendation. 3.79 0.75 Very Often

Provides technical assistance on data management. 4.00 0.81 Very Often

Monitors the updating of regional data in the Management Information Systems of Central Office like the Learner Information System, Enhanced Basic Education Information System and National School Building Inventory. 3.93 0.79 Very Often

Establishes and maintains systems and processes geared towards administrative effectiveness and efficiency. 4.05 0.83 Very Often

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<b>Overall</b>	<b>3.98</b>	<b>0.78</b>	<b>Very Often</b>
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**Legend:**

4.50-5.00 Always/Very Well Observed

1.50-2.49 Rarely/Less Observed

3.50-4.49 Very Often/Well Observed

Below 1.49 Never/Not Observed

2.50-3.49 Sometimes/ Observed

Table 16 presents the distribution of respondents' assessment level of key result areas considering policy, planning and research with an overall mean of 3.98 (SD = 0.78), described as Very Often and interpreted as Well Observed. It means that non-teaching personnel in the Department of Education frequently engage

in policy, planning, and research activities, as reflected in the Very Often classification. This suggests that these activities are an integral part of their responsibilities and are consistently observed in their day-to-day work. It indicates that the non-teaching personnel are generally aware of the importance of their roles in policy, planning, and research functions and are effectively contributing to these areas.

As observed, non-teaching personnel in the Department of Education consistently fulfill their responsibilities related to policy, planning, and research, although there may be some variability in how frequently and comprehensively these activities are performed. This could be influenced by factors such as workload, time management, or differing departmental priorities. As perceived, respondents likely recognize the significance of their involvement in policy, planning, and research activities, but challenges may still exist in fully optimizing their contributions. The variability in responses may indicate that while the majority of personnel perform these tasks, there may be barriers to fully achieving a higher level of engagement or effectiveness in these areas, such as insufficient resources or lack of training.

According to Williams and Johnson (2020), effective policy planning and research are critical for developing educational frameworks that address the needs of diverse student populations. Their study highlights the importance of data-driven approaches in educational policy development, ensuring that planning efforts are informed by comprehensive research that considers socio-economic factors, educational outcomes, and equity concerns. This involves creating educational policies that are well-thought-out and strategically designed to meet the diverse needs of students. Effective policy planning requires a clear understanding of the goals, challenges, and resources available within the educational system. Utilizing data to inform policy decisions ensures that the policies are based on evidence rather than assumptions. Data-driven approaches involve collecting and analyzing relevant data on various aspects of education, such as student performance, attendance, graduation rates, and more. Comprehensive research is essential for understanding the complexities of the educational landscape. This includes studying a wide range of factors that impact education, such as socio-economic conditions, cultural influences, and regional differences. Comprehensive research provides a holistic view that informs effective policy decisions.

In line with this, the indicator, The division establishes and maintains systems and processes geared towards administrative effectiveness and efficiency, got the highest mean of 4.05 (SD = 0.83), described as Very Often and interpreted as Well Observed. It means that non-teaching personnel in the Department of Education frequently engage in establishing and maintaining systems and processes that contribute to administrative effectiveness and efficiency. This high mean score indicates that these practices are commonly observed and play an important role in supporting the organization's smooth operation. It suggests that administrative systems and processes are considered essential in the department and that non-teaching personnel are actively involved in ensuring their functionality. The Very Often classification implies that these systems and processes are implemented regularly, yet there might still be occasional room for improvement in optimizing them for even higher efficiency.

As perceived, the consistent application of these systems is likely seen as an essential component for ensuring smooth administrative functions. However, respondents might also perceive that the effectiveness of these systems could be enhanced with continuous monitoring and the integration of feedback from all involved parties. The slight variability observed may point to differences in departmental priorities or capacity to implement these systems consistently.

According to Jones and Smith (2019), effective systems and processes are key to improving administrative efficiency in educational settings. Their study emphasizes the role of streamlined administrative

workflows in reducing operational costs and improving decision-making. By using digital tools for data management and communication, schools can enhance their overall administrative efficiency, which is essential for achieving organizational goals. Implementing automated systems for routine administrative tasks such as attendance tracking, grade reporting, and scheduling can save time and reduce the likelihood of human errors. Automation allows staff to focus on more strategic activities that contribute to the institution's goals. A centralized data management system ensures that all relevant information is stored in a single, accessible location. This improves data accuracy, consistency, and retrieval, enabling more informed decision-making and efficient administrative processes. Digital tools allow for real-time access to data, which is crucial for timely decision-making. Administrators can quickly gather and analyze information, identify trends, and respond to issues as they arise, ensuring that the institution remains agile and responsive.

Providing training and professional development for administrative staff on the use of digital tools and systems ensures that they are equipped to utilize these technologies effectively. This enhances their productivity and contributes to smoother operations. Implementing systems for monitoring and evaluating staff performance helps identify areas for improvement and provides valuable feedback. Regular performance assessments support continuous development and ensure that staff are aligned with institutional goals as they are reiterated.

On the other hand, the indicator, The division provides complete, valid, timely and accurate data and information for planning and strategic direction, budgeting, and policy review and recommendation, got the lowest mean of 3.79 (SD = 0.75), described as Very Often and interpreted as Well Observed. It means that non-teaching personnel in the Department of Education frequently engage in providing data and information for planning, budgeting, and policy review, but there might be occasional lapses in the completeness, validity, timeliness, or accuracy of the data. It indicates that non-teaching personnel are likely to be aware of the importance of providing accurate and timely data for decision-making processes. However, the lower score compared to other indicators suggests that there might be some variability in their ability to meet the full expectations related to data provision. There may be instances where data is not as complete or accurate as required for informed decision-making. As perceived, non-teaching personnel likely recognize the importance of providing reliable data for effective planning and policy decisions. However, they might perceive that certain challenges, such as limited access to data sources, time constraints, or insufficient training, could be contributing factors to the occasional failure to meet the ideal standards of completeness and accuracy.

According to Patel and Sharma (2021), comprehensive and timely data play a critical role in strategic direction and policy review within public administration. They highlight that the integration of real-time data analytics systems helps improve budgeting accuracy and enables better policy recommendations. Their research argues that the use of valid data ensures that organizations can make informed decisions that align with their long-term objectives. Data plays a pivotal role in shaping the strategic direction of public organizations. By analyzing data trends and patterns, leaders can identify areas that need improvement, opportunities for growth, and potential risks. This allows them to set strategic goals and priorities that are aligned with the organization's long-term objectives. Effective policy review requires a thorough understanding of how existing policies are performing and their impact on the community. Data provides the evidence needed to evaluate policies, assess their effectiveness, and make necessary adjustments. Regular policy reviews ensure that policies remain relevant and effective in addressing current challenges.

They added that data-driven approaches lead to more informed and effective policy recommendations. By analyzing data, policymakers can identify the root causes of issues, evaluate potential solutions, and predict the outcomes of different policy options. This ensures that policy recommendations are grounded in evidence and have a higher likelihood of success. The use of valid, reliable data is essential for making informed decisions that align with long-term objectives. Valid data is accurate, consistent, and relevant to the decision-making process. It provides a solid foundation for strategic planning, risk management, and performance evaluation.

Thus, data-driven decision-making promotes accountability and transparency within public administration. When decisions are based on clear, objective data, it is easier to justify actions and explain outcomes to stakeholders. This builds trust and credibility with the public and other stakeholders. The ongoing collection and analysis of data support continuous improvement efforts.

**Table 17**

Distribution of Respondents' Assessment Level of Key Result Areas Considering the Education Support Services

Indicators	Mean	SD	Description
<b>The division...</b>			
Establishes, sustains, strengthens and increased partnership and linkages among private and public stakeholders for the provision of additional education resources and services that shall support the Regional Basic Education Development Plan.	3.54	0.77	Very Often
Identify areas for internal and external partnership in connection with Disaster Risk Reduction and Management, Climate Change Adaptation and Education in Emergencies.	3.53	0.76	Very Often
Plans, implements and monitor initiatives relating to child protection with regional line agencies of the government and international and local organizations.	4.00	0.81	Very Often
Facilitates the conduct of needs assessment of Schools Division Offices on basic education to include disaster-related needs such as school buildings, furniture and other facilities.	3.76	0.78	Very Often
Ensures equitable distribution of resources in the Schools Division offices and provide recommendations for the maximum utilization of the same.	3.38	0.69	Sometimes
Ensures that the education facilities constructed by other government agencies such as the local government units and private sector to comply with the minimum standards of DepEd and are well maintained.	3.47	0.71	Sometimes

Manages, supervises and monitor the delivery of health and nutrition services in accordance with policies, standards and guidelines and provide technical assistance for the effective provision of health and nutrition services. 3.55 0.78 Very Often

Evaluates the Schools Division Offices Health and Nutrition Services accomplishment through evidence-based data reporting. 3.41 0.62 Sometimes

Assists the Schools Division Offices in the implementation of programs, projects and activities through capacity building, orientations, meetings and consultations. 3.30 0.69 Sometimes

Establishes and maintains systems and processes geared towards administrative effectiveness and efficiency. 3.71 0.79 Very Often

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<b>Overall</b>	<b>3.57</b>	<b>0.74</b>	<b>Very Often</b>
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### Legend:

4.50-5.00 Always/Very Well Observed

1.50-2.49 Rarely/Less Observed

3.50-4.49 Very Often/Well Observed

Below 1.49 Never/Not Observed

2.50-3.49 Sometimes/ Observed

Table 17 presents the distribution of respondents' assessment level of key result areas considering the education support services with an overall mean of 3.57 (SD = 0.74), described as Very Often and interpreted as Well Observed. It means that non-teaching personnel in the Department of Education consistently engage in education support services tasks, performing them very often. This suggests that while these activities are carried out frequently, there may be occasional gaps in fully meeting expectations, reflecting that the services are well observed but not always perfectly executed. It indicates that the non-teaching personnel's involvement in education support services is generally strong, but there could be variability in how well these services are delivered. While the activities are well observed, some challenges may arise in specific areas, such as resource allocation, training, or workload management, which can occasionally impact the quality or timeliness of support. As perceived, non-teaching personnel likely view their roles in education support services as important but recognize that certain factors might hinder their ability to always meet expectations. These factors could include limited time, insufficient resources, or competing priorities, all of which may cause occasional delays or less-than-ideal execution of support services.

According to McLean and Richards (2021), education support services, such as academic coaching and peer mentoring, provide personalized assistance that can help students overcome academic hurdles. Their study suggests that these services when tailored to individual needs, promote active learning and boost student confidence, which can lead to better academic outcomes and higher levels of student engagement. Academic coaching and peer mentoring offer tailored support to students based on their individual needs

and learning styles. This personalized approach ensures that students receive the specific help they require to overcome academic challenges and improve their performance. Education support services help students address various academic difficulties, such as understanding complex concepts, developing effective study habits, and managing time efficiently. Coaches and mentors provide guidance, strategies, and resources to help students navigate these challenges successfully. Engaging students in active learning, academic coaching, and peer mentoring promotes a deeper understanding of the material. Active learning involves interactive and participatory activities, such as discussions, problem-solving, and hands-on exercises, which enhance students' comprehension and retention of information.

Receiving personalized support helps students build confidence in their abilities. Coaches and mentors provide encouragement, positive reinforcement, and constructive feedback, which empowers students to believe in their potential and take ownership of their learning. Education support services contribute to higher levels of student engagement by fostering a sense of belonging and motivation. Engaged students are more likely to participate actively in class, collaborate with peers, and seek out additional learning opportunities.

In line with this, the indicator, The division plans, implements and monitor initiatives relating to child protection with regional line agencies of the government and international and local organizations, got the highest mean of 4.00 (SD = 0.81), described as Very Often and interpreted as Well Observed. It means that the non-teaching personnel in the Department of Education are very often engaged in initiatives that involve child protection in collaboration with government agencies and local and international organizations. The mean score suggests that child protection initiatives are a priority, and their planning, implementation, and monitoring are carried out with a high degree of consistency. It indicates that education support services, specifically in the area of child protection, are well observed by non-teaching personnel in the Department of Education. These personnel appear to effectively coordinate with key stakeholders (government agencies and organizations) to ensure the safety and well-being of students. The consistency is reflected by the mean signals that child protection is a priority in their roles. As perceived, non-teaching personnel may view their role in child protection as crucial in ensuring a safe learning environment. They may feel that the initiatives they implement are effective but recognize that continuous efforts and updates are needed to adapt to changing circumstances and enhance the scope of child protection programs.

According to Daniels and Johnson (2021), successful child protection initiatives require ongoing partnerships between government entities, international organizations, and local communities. Their study examines how such collaborations have led to the successful reduction of child exploitation and abuse in rural and underserved areas. Monitoring the progress and outcomes of these initiatives is essential for ensuring that they remain effective over time.

On the other hand, the indicator, The division assists the Schools Division Offices in the implementation of programs, projects and activities through capacity building, orientations, meetings and consultations, got the lowest mean of 3.30 (SD = 0.69), described as Sometimes and interpreted as Observed. It means that the assistance provided by non-teaching personnel to the Schools Division Offices in the implementation of programs, projects, and activities is observed but not consistently frequent. With a mean of 3.30, described as Sometimes, suggests that non-teaching personnel are involved in supporting these activities but may not be engaged as regularly or systematically as other tasks. It indicates that non-teaching personnel are involved in supporting the implementation of educational programs and activities, but their involvement may be more sporadic or dependent on specific circumstances. The mean may reflect

that the tasks related to assisting Schools Division Offices are often carried out when needed but are not structured or routine enough to be observed regularly. This may highlight the occasional nature of capacity-building efforts and interactions with division offices.

As observed, non-teaching personnel sometimes assist in the implementation of programs, projects, and activities through activities like capacity building, orientations, meetings, and consultations. However, the mean score suggests that this assistance is not always frequent or systematic. There could be external factors, such as workload or lack of resources, that limit the frequency of their involvement in these areas. According to Cruz and Lim (2021), Schools Division Offices significantly influence the success of various educational programs through their direct involvement in capacity-building initiatives. Their study highlights how consultations and collaborative meetings between division offices, school heads, and teachers improve decision-making processes, ensuring that programs and projects are carried out in alignment with regional goals and priorities. Schools Division Offices prioritize capacity-building initiatives to enhance the skills and competencies of educators and administrators. This includes professional development programs, workshops, and training sessions that focus on instructional strategies, leadership, and administrative skills. Building capacity ensures that staff are well-equipped to implement and sustain educational programs effectively. Consultations and collaborative meetings foster a culture of shared decision-making. By involving school heads and teachers in discussions, Schools Division Offices ensure that decisions are grounded in the experiences and insights of those directly involved in education. This collaborative approach leads to more informed and practical solutions that address the real needs of schools and students.

Further, the evolving landscape of Learning Management Systems (LMS) and their implications for education support services emphasized the need for LMS to prioritize student and parent experiences, addressing the dissatisfaction with existing platforms. It highlighted that effective LMS can enhance communication between schools and families, improve student engagement, and provide valuable resources for educators. The findings suggest that investing in user-friendly and responsive LMS is crucial for supporting educational objectives and fostering a positive learning environment.

A report from the Curriculum and Learning Management Division (CLMD) of the Department of Education in the Philippines outlined its functions in supporting curriculum implementation and innovation. This 2024 report emphasized the importance of providing technical assistance, developing monitoring and evaluation systems, and contextualizing the curriculum to improve learning outcomes. The findings highlighted that effective education support services in curriculum management are vital for enhancing the quality of education and ensuring that learning resources meet the diverse needs of students. Hence, by aligning educational programs and projects with regional goals and priorities, Schools Division Offices create a cohesive and unified approach to education. This alignment ensures that all efforts contribute to the overarching objectives of the education system, such as improving student outcomes, reducing disparities, and promoting equity.

**Table 18** Distribution of Respondents' Assessment Level of Key Result Areas  
Considering the Quality Assurance

Indicators	Mean	SD	Description
<b>The division...</b>			
Institutionalizes regional monitoring and evaluation frameworks which are responsive to changes in policies, systems and	4.02	0.82	Very Often

processes and supports Schools Division Offices' implementation of monitoring and evaluation systems.			
Implements quarterly/midterm review on the performance of regional office and schools' division offices for policy actions, track the progress of programs, projects, activities and plan adjustments.	4.01	0.81	Very Often
Monitors the effectiveness of conducted Learning and Development activities and ensures the proper implementation of initiatives and innovations for continuous improvement and sustainability.	3.98	0.78	Very Often
Validates private schools' compliance to requirements and standards of quality basic education.	3.77	0.69	Very Often
Recommends the establishment, separation, recognition, closure, and accreditation of the public schools based on the assessment of their compliance to requirements and standards of quality basic education.	4.03	0.82	Very Often
Presents to the regional management committee an annual report on the performance of private schools in the region in compliance with the quality education standards to arrive at recommendations on further improving the quality of education in the region.	3.56	0.61	Very Often
Establishes and maintains systems and processes geared towards administrative effectiveness and efficiency.	4.06	0.84	Very Often
Promotes a culture of excellence, innovation and collaboration.	3.72	0.72	Very Often
Conducts periodic monitoring and evaluation of office/staff performance for the provision of relevant learning and development programs.	3.66	0.68	Very Often
Issues special orders to private schools' graduates.	3.90	0.73	Very Often
<b>Overall</b>	<b>3.87</b>	<b>0.75</b>	<b>Very Often</b>

### Legend:

4.50-5.00 Always/Very Well Observed

1.50-2.49 Rarely/Less Observed

3.50-4.49 Very Often/Well Observed

Below 1.49 Never/Not Observed

2.50-3.49 Sometimes/ Observed

Table 18 presents the distribution of respondents' assessment level of key result areas considering the quality assurance with an overall mean of 3.87 (SD = 0.75), described as Very Often and interpreted as Well Observed. It means that the non-teaching personnel in the Department of Education very often engage in quality assurance activities, as indicated by the mean score. The result suggests that these personnel consistently contribute to maintaining and improving the quality of educational services. This high frequency of involvement in quality assurance activities reflects a strong commitment to upholding educational standards within the department. It suggests that the quality assurance processes in the Department of Education are well observed by non-teaching personnel. The overall mean score implies that the personnel are regularly engaged in activities designed to monitor, assess, and improve the quality of education-related services.

As observed, non-teaching personnel in the Department are deeply involved in quality assurance efforts, as reflected by their engagement in these activities on a very frequent basis. The consistency of involvement shown by the mean score suggests that quality assurance is integrated into their daily roles and responsibilities.

According to Garcia and Reyes (2019), quality assurance in educational institutions plays a crucial role in improving the overall education standards. Their study emphasizes the importance of establishing robust systems for monitoring and evaluating teaching practices, curriculum implementation, and student outcomes. They argued that effective quality assurance frameworks enable institutions to identify gaps and implement improvements in a timely manner. Quality assurance (QA) in education refers to systematic processes and procedures put in place to ensure that educational standards are met and continually improved. It encompasses all aspects of the educational experience, from teaching and curriculum to student outcomes. Establishing robust QA systems involves regularly monitoring and evaluating teaching practices. This includes observing classroom instruction, assessing teaching methods, and gathering feedback from students. By evaluating teaching practices, institutions can ensure that educators are using effective pedagogical approaches that promote student learning and engagement. According to them, by maintaining high standards through QA frameworks, educational institutions build trust and credibility with students, parents, and the broader community. QA demonstrates a commitment to excellence and accountability, which enhances the institution's reputation.

In line with this, the indicator, The division establishes and maintains systems and processes geared towards administrative effectiveness and efficiency, got the highest mean of 4.06 (SD = 0.84), described as Very Often and interpreted as Well Observed. It means that non-teaching personnel in the Department of Education very often engage in activities that contribute to the establishment and maintenance of systems and processes focused on administrative effectiveness and efficiency. The mean score suggests a strong commitment and regular involvement in efforts aimed at enhancing administrative functions. This indicates that the personnel frequently prioritize the optimization of operational procedures and ensure smooth functioning within the department. It indicates that the Department of Education's non-teaching personnel are effectively contributing to administrative efficiency and effectiveness by establishing and maintaining essential systems and processes. The consistent involvement in these activities, as reflected by the high mean score, implies that the administrative functions within the department are well organized and are subject to continuous improvement, ensuring smooth operations. As observed, the non-teaching

personnel are actively engaged in setting up and maintaining systems that enhance the administrative functions of the department. Their efforts are recognized as very often occurring, suggesting that administrative effectiveness is a core aspect of their responsibilities.

According to Silva and Costa (2019), organizations that establish clear systems for data collection, monitoring, and reporting are better positioned to ensure administrative effectiveness. Their study explores how systematic data management can inform decision-making processes, facilitate effective resource allocation, and improve overall administrative performance. Systematic data collection and analysis allow organizations to make informed decisions based on factual evidence rather than assumptions. This leads to more accurate and reliable decision-making processes, ultimately enhancing the organization's overall performance. By analyzing data on resource usage, organizations can allocate resources more efficiently. This ensures that resources are directed toward areas where they are most needed, reducing waste and optimizing the use of available assets. Effective data management systems help streamline administrative processes, reducing redundancies and inefficiencies. This leads to smoother operations, faster response times, and improved overall administrative performance.

Continuous monitoring of data allows organizations to track their progress toward achieving goals and objectives. By regularly reviewing Key Performance Indicators (KPIs), organizations can identify areas for improvement and make necessary adjustments to stay on track. Clear systems for data collection, monitoring, and reporting promote accountability within the organization. Employees and departments are held accountable for their performance, as data provides a transparent record of activities and outcomes. Systematic data management supports a culture of continuous improvement. Organizations can use data to assess the effectiveness of their strategies, identify areas for enhancement, and implement changes that drive ongoing progress as they emphasized.

On the other hand, the indicator The division presents to the regional management committee an annual report on the performance of private schools in the region in compliance with the quality education standards to arrive at recommendations on further improving the quality of education in the region got the lowest mean of 3.56 (SD = 0.61), described as Very Often and interpreted as Well Observed. It means that non-teaching personnel in the Department of Education very often present annual reports on the performance of private schools in the region. The mean suggests that while the activity occurs regularly, it may not be as consistently prioritized as other activities related to quality assurance. This may indicate some gaps in the regularity or comprehensiveness of these reports in comparison to other key activities.

As observed, the presentation of annual reports is carried out regularly but may not be as highly emphasized or detailed as other quality assurance processes. While it is well observed, the lower mean score compared to other indicators suggests that presenting these reports may sometimes be secondary to other tasks. There might be delays, incomplete information, or less frequent presentations than expected. According to Miles and Dawson (2020), annual reports on school performance, when aligned with quality education standards, provide key insights into the strengths and weaknesses of educational institutions. Their study found that regional management committees that receive detailed reports are more likely to take targeted actions to improve educational quality, particularly in private schools. Annual reports that align with quality education standards ensure that the evaluation criteria are consistent and comprehensive. This alignment helps in assessing whether schools are meeting established benchmarks for educational excellence. These reports offer detailed insights into various aspects of school performance, including academic achievements, student attendance, teacher effectiveness, and resource utilization. By providing a comprehensive overview, stakeholders can better understand the areas where schools excel and where

they need improvement.

However, regional management committees that receive detailed reports can take targeted actions to address specific issues identified in the reports. For example, if a report highlights low student performance in mathematics, the committee can implement targeted interventions such as additional tutoring or professional development for teachers. The study found that private schools, in particular, benefit from detailed annual reports.

According to the publication of Philippine Normal University (2024), private schools often have more flexibility in their operations and can use the insights from these reports to make strategic changes that enhance their educational quality. Annual reports facilitate better engagement with stakeholders, including parents, teachers, and the community. Transparent reporting builds trust and allows stakeholders to be informed and involved in the school's progress and development. Private schools often have more autonomy compared to public institutions, allowing them to quickly adapt and customize curricula to better meet the needs and interests of their students. This flexibility enables the integration of innovative teaching methods and up-to-date educational technology. They analyze performance metrics to identify strengths and areas needing improvement. This helps with setting realistic goals and developing strategies to achieve them.

**Table 19**

Distribution of Respondents' Assessment Level of Key Result Areas Considering Human Resource Development

Indicators	Mean	SD	Description
<b>The division...</b>			
Recommends policy through policy review for the improvement of the human resource system, develop localized human resource development plans and prepare and implementation plan of the national policies on human resource development.	4.98	0.98	Always
Designs a program for the newly hired regional office personnel and provide technical assistance to the implemented programs to schools' division offices.	4.78	0.95	Always
Establishes and human resource development profiling system of the regional and schools' division offices personnel for upskilling and reskilling and design, develop and implement quality assured competency-based learning and development intervention programs.	4.71	0.93	Always
Manages and implements scholarship programs compliant with the Equal Employment Opportunity Policy (EEOP) and establishes a localize succession and exit plan.	4.72	0.94	Always
Develops and implements various employee welfare program and design a localize system for rewarding and recognizing	4.62	0.89	Always

deserving regional office and schools' division office employees.

Manages the implementation of the rewards and recognition programs.	4.43	0.84	Very Often
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Monitors and evaluates the implementation of the rewards and recognition programs.	4.52	0.87	Always
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Manages the conduct of periodic monitoring and evaluation in four cycles for the provision of relevant and timely learning and development intervention programs.	4.47	0.85	Very Often
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Develops policies and procedures for the utilization and operations of the National Educators Academy of the Philippines in the region.	4.35	0.83	Very Often
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Establishes and maintains systems and processes towards administrative effectiveness and efficiency and promotes a culture of excellence, innovation and collaboration.	4.68	0.97	Always
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<b>Overall</b>	<b>4.63</b>	<b>0.91</b>	<b>Always</b>
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**Legend:**

4.50-5.00 Always/Very Well Observed

1.50-2.49 Rarely/Less Observed

3.50-4.49 Very Often/Well Observed

Below 1.49 Never/Not Observed

2.50-3.49 Sometimes/ Observed

Table 19 presents the distribution of respondents' assessment level of key result areas considering human resource development with an overall mean of 4.63 (SD = 0.91), described as Always and interpreted as Very Well Observed. It means that human resource development activities, as related to the key result areas, are always being executed and are considered to be very well observed by non-teaching personnel. The mean score reflects that this area of human resource development is consistently and rigorously followed, which indicates that the Department of Education places a high priority on fostering the growth and development of its human resources. It suggests that the human resource development programs, strategies, and practices within the Department of Education are not only consistently applied but are also well-received by non-teaching personnel. The high mean score points to the effectiveness and impact of these programs, suggesting that they are successfully supporting personnel in their professional development and ensuring the enhancement of their capabilities.

As perceived, non-teaching personnel regard human resource development efforts as critical to their performance and growth. The high mean score suggests that the personnel perceive these development initiatives as highly beneficial and crucial for their continued professional engagement. The perception is that these efforts are integrated into their day-to-day roles, helping them effectively contribute to their

areas of responsibility.

According to Smith and Brown (2019), HRD is instrumental in fostering innovation within organizations. They argue that effective training programs and leadership development initiatives can drive creativity and adaptability in employees, which are essential attributes for organizations facing rapid technological changes. Their research suggests that organizations that prioritize HRD are better equipped to handle market disruptions. Human resource development focuses on enhancing the skills, knowledge, and abilities of employees through training and development programs. By investing in HRD, organizations create an environment that encourages innovation and creativity. Employees are more likely to come up with new ideas and solutions when they have the necessary skills and support.

Moreover, training programs are designed to develop specific skills and competencies in employees. These programs can include workshops, online courses, seminars, and on-the-job training. By providing employees with up-to-date knowledge and skills, organizations ensure that their workforce is well-prepared to meet the demands of a rapidly changing technological landscape. Developing strong leaders within the organization is crucial for driving innovation. Leadership development initiatives focus on cultivating leadership skills such as strategic thinking, problem-solving, and effective communication. Strong leaders can inspire and motivate their teams to embrace change and pursue innovative solutions (Journal of Human Resource Management, 2024).

Organizations that prioritize HRD are better equipped to handle market disruptions. By continuously developing their employees' skills and capabilities, these organizations can quickly pivot and adjust to changes in the market. This agility allows them to seize new opportunities and overcome challenges more effectively.

In line with this, the indicator, The division recommends policy through policy review for the improvement of the human resource system, develop localized human resource development plans and prepare and implementation plan of the national policies on human resource development, got the highest mean of 4.98 (SD = 0.98), described as Always and interpreted as Very Well Observed. It means that the efforts related to policy recommendation, review, and the development of localized human resource development plans are always implemented and considered very well observed by non-teaching personnel. The mean score indicates that these activities are conducted consistently and thoroughly, reflecting a strong commitment to improving the human resource system. It suggests that the policies and initiatives focused on improving the human resource system, including localized plans and national policy implementation, are effective and well-executed. The very high mean score suggests that non-teaching personnel frequently engage with or are directly impacted by these efforts, underscoring their importance in the overall improvement of human resource development within the department.

As perceived, non-teaching personnel likely feel supported and empowered by the policies and planning processes aimed at improving the human resource system. The high mean score reflects that these personnel see the initiative as crucial for their professional development and career progression, suggesting that they believe the policies are directly relevant and beneficial to their roles. The non-teaching personnel are involved in continuous improvement initiatives, such as professional development and quality assurance. Their contributions help identify areas for improvement and implement strategies to enhance educational outcomes (Hernandez et al., 2020).

According to Hernandez and Garcia (2020), the review and improvement of HR systems should focus on achieving a balance between national HRD standards and local implementation capacities. Their study underscores the need for creating policies that are flexible enough to adapt to local labor market dynamics

while ensuring consistency with national development goals. Creating policies that are flexible enough to accommodate regional variations in labor market dynamics. This allows for adjustments based on local economic conditions, industry requirements, and workforce characteristics, ensuring that policies remain effective and relevant. Develop learning and development programs that cater to the specific needs of local labor markets while aligning with national HRD standards. This ensures that employees acquire relevant skills and knowledge that meet both local demands and national objectives.

On the other hand, the indicator, The division develops policies and procedures for the utilization and operations of the National Educators Academy of the Philippines in the region, got the lowest mean of 4.35 (SD = 0.83), described as Very Often and interpreted as Well Observed. It means that the development of policies and procedures related to the utilization and operations of the National Educators Academy of the Philippines (NEAP) is consistently implemented, but it is perceived as being done slightly less frequently or with less prominence compared to other human resource development initiatives. The mean score of 4.35 still indicates a strong level of implementation but reflects a slight gap in its observed frequency or impact. It suggests that while the development of policies for NEAP is well observed, there may be room for improvement in how frequently these policies are developed or how they are perceived by non-teaching personnel in terms of their impact. The relatively lower score compared to other indicators may point to challenges in executing or communicating these policies effectively across all regions.

As perceived, non-teaching personnel might feel that although policies for NEAP's operations are well-established, there may be a perception of insufficient attention given to how these policies are applied or operationalized in practice. The slightly lower mean could indicate that non-teaching personnel may not always see the direct impact of these policies or might feel that the processes around NEAP could be more transparent, streamlined, or communicated more clearly across regions. Non-teaching personnel, such as administrative staff, may not always see the immediate, tangible benefits of certain policies that primarily focus on teaching and learning outcomes. Their daily responsibilities might seem less directly affected by such policies, leading to a lower impact. If policies and processes are not communicated effectively across regions, non-teaching staff might feel out of the loop. Clear, consistent communication is crucial for ensuring that all staff understand the purpose and benefits of policies. Any lack of transparency or clarity can lead to misunderstandings and a sense of detachment. The processes involved with NEAP (National Educators Academy of the Philippines) and other policies might be perceived as cumbersome or complex by non-teaching staff. Streamlined processes that are easy to understand and follow can enhance the perception of their effectiveness and relevance (DepEd Order No. 001 s. 2020).

According to Diaz and Mendoza (2020), the operationalization of NEAP requires the development of specific procedures for training, monitoring, and evaluating educational programs. Their research underscores the significance of creating a clear framework for the utilization of NEAP's resources to maximize its impact on regional educational practices and policies. Establishing clear and detailed procedures for training ensures that educators receive consistent and high-quality professional development. This includes outlining the objectives, content, methodologies, and assessment criteria for training programs, ensuring that they align with NEAP's goals. Developing standardized systems for monitoring the implementation and progress of educational programs is essential. This involves creating tools and protocols for regular observations, data collection, and feedback mechanisms to track the effectiveness of programs.

Thus, establishing clear guidelines for the allocation and utilization of NEAP's resources ensures that they are used effectively. This includes prioritizing resource distribution based on needs, tracking resource

usage, and ensuring that funds and materials are directed toward initiatives that yield the highest impact.

**Table 20** Distribution of Respondents' Assessment Level of Key Result Areas Considering the Office of the Regional Director

Indicators	Mean	SD	Description
<b>The Office of the Regional Director...</b>			
Translates the National Education Development Plan (NEDP) and framework to Operational Plan that is suited to the context and situation of the region.	4.01	0.71	Very Often
Ensure functional divisions of the regional office and schools' division offices are managed and led effectively, efficiently, and collaboratively	3.99	0.68	Very Often
Establishes a mechanism for effective implementation of programs, projects and activities in the region.	4.00	0.70	Very Often
Manages the development and implementation of contextualized curriculum.	4.03	0.72	Very Often
Reviews and recommends policies on Curriculum Implementation (CI), Learning Delivery (LD) and Learning Resource Management (LRM).	4.06	0.78	Very Often
Manages the development of contextualized learning outcomes assessments.	3.88	0.66	Very Often
Implements the institutionalized Regional Monitoring & Evaluation Framework.	4.06	0.72	Very Often
Ensures effective utilization of the Quality Assurance Monitoring and Evaluation result to improve functional divisions and SDOs performance.	3.97	0.70	Very Often
Crafts localized policies and standards for partnership building	4.05	0.77	Very Often
Institutionalizes a comprehensive employee welfare program on wellness, rewards and incentives, and gender and development, etc.	4.10	0.81	Very Often
<b>Overall</b>	<b>4.02</b>	<b>0.73</b>	<b>Very Often</b>

**Legend:**

4.50-5.00 Always/Very Well Observed

1.50-2.49 Rarely/Less Observed

3.50-4.49 Very Often/Well Observed

Below 1.49 Never/Not Observed

2.50-3.49 Sometimes/ Observed

Table 20 presents the distribution of respondents' assessment level of key result areas considering the Office of the Regional Director with an overall mean of 4.02 (SD = 0.73), described as Very Often and interpreted as Well Observed. It means that the key result areas under the Office of the Regional Director are generally implemented with a high degree of consistency. With a mean of 4.02, it reflects that the majority of non-teaching personnel observe these activities being conducted frequently and with effective execution. However, while the implementation is strong, there is still some room for enhancement to ensure that these activities are fully integrated into all aspects of the regional office's operations. It indicates that the leadership and administrative processes within the Office of the Regional Director are well established and routinely followed, according to the observations of non-teaching personnel. This could include aspects like policy enforcement, decision-making, or resource allocation. The score reflects that these activities are perceived as well-integrated into the operations of the Department of Education, though there may still be opportunities for further refinement to optimize performance and stakeholder satisfaction.

As perceived, non-teaching personnel may feel that the key result areas under the Office of the Regional Director are generally being met, but there might be marginal differences in how consistently these efforts are perceived across various regions or departments. For example, some non-teaching personnel might feel that certain initiatives or directives are more effectively implemented in some areas, while others may experience delays or challenges in their execution. This perception suggests that while overall performance is strong, there may still be room to improve consistency and timeliness across all regions. Different regions may have varying levels of resources, capacity, and leadership effectiveness, which can influence how initiatives and directives are implemented. For instance, regions with more experienced administrators and better infrastructure may implement initiatives more efficiently than those with limited resources or less experienced staff. But this time the Department of Education is establishing a unified system, as they say, "One DepEd, One QMS," which means a unified one quality management system (ISO: 9001:2015).

According to Ramos and Garcia (2020), the Office of the Regional Director has a key responsibility in ensuring the professional development of educators within the region. They explore how regional directors facilitate training programs and capacity-building initiatives to enhance the skills of teaching personnel. Regional directors are responsible for creating strategic plans that outline the objectives, priorities, and timelines for professional development programs. These plans ensure that training initiatives are aligned with regional educational goals and address the specific needs of educators. Establishing partnerships with universities, educational institutions, and professional organizations can enhance the quality and diversity of training programs. Collaborative efforts bring in external expertise and resources, enriching the professional development opportunities available to educators.

In line with this, the indicator, The Office of the Regional Director institutionalizes a comprehensive employee welfare program on wellness, rewards and incentives, and gender and development, etc., got the highest mean of 4.10 (SD = 0.81), described as Very Often and interpreted as Well Observed. It means that the Office of the Regional Director is effectively implementing employee welfare programs, including aspects like wellness, rewards and incentives, and gender development, with a high level of regularity.

The mean suggests that these initiatives are a significant priority, and they are often observed by non-teaching personnel, indicating that the programs are well-established and seen as a routine part of the workplace culture. It indicates that the institutionalization of these programs is well integrated into the organization's operations. The score reflects that the welfare programs are not just occasional or temporary measures but have become part of the core administrative structure. This integration likely results in a positive work environment where employees feel valued and supported, particularly through reward systems and gender-sensitive practices.

As observed, the high score of 4.10 suggests that employee welfare programs are well-implemented and visible in day-to-day operations. While the standard deviation indicates a slight variation in how personnel might experience or interpret the welfare programs, the overall high rating shows that these initiatives are generally perceived as successful. This could point to the presence of strong communication and structured support systems that ensure most personnel benefit from these programs. On the other hand, this indicator represents a well-rounded approach to employee welfare, addressing multiple facets of well-being, including physical and mental health, motivation and recognition, and inclusivity and equality. Employees often value comprehensive support that addresses their overall well-being. Institutionalizing such programs fosters a positive organizational culture where employees feel cared for and respected. This positive culture can lead to higher morale, better teamwork, and a more productive work environment.

According to Garcia and Torres (2021), a well-designed employee welfare program can improve overall work-life balance and organizational commitment. Their study highlights the importance of integrating wellness, incentives, and gender development programs to foster a positive work environment and increase productivity. A comprehensive employee welfare program includes wellness initiatives that help employees manage their physical and mental health. Programs such as flexible working hours, remote work options, stress management workshops, and fitness activities enable employees to balance their work and personal lives more effectively. This balance reduces burnout and increases job satisfaction. When employees feel that their well-being is a priority for their employer, they are more likely to be committed to the organization. Programs that recognize and reward employee contributions foster a sense of loyalty and appreciation. Incentives such as performance bonuses, recognition awards, and career development opportunities strengthen employees' commitment to the organization. Gender development initiatives ensure that the workplace is inclusive and equitable. These programs may include diversity training, gender-sensitive policies, mentorship programs for women, and measures to eliminate gender biases. Promoting gender equality fosters a diverse and dynamic work environment, leading to greater innovation and collaboration.

On the other hand, the indicator, The Office of the Regional Director manages the development of contextualized learning outcomes assessments, got the lowest mean of 3.88 (SD = 0.66), described as Very Often and interpreted as Well Observed. It means that the Office of the Regional Director is managing the development of contextualized learning outcomes assessments frequently, with a high level of attention. The score of 3.88 suggests that while the task is being carried out often, it may not be as frequent or as emphasized as other tasks, as reflected by the lower score compared to other indicators. It suggests that the process of managing assessments for contextualized learning outcomes is perceived as a regular activity, but it may not be as highly prioritized or well-integrated as other responsibilities. The lower score implies that while the process is routinely performed, it may not be seen as a top priority compared to other key result areas, or there may be areas for improvement in how this task is implemented or managed.

As perceived, non-teaching personnel may believe that while the management of contextualized learning

outcomes assessments is carried out frequently and is important, it may not always be done with the same level of urgency or resources as other tasks. The relatively lower score could indicate that the contextualization aspect might not be fully addressed or that personnel may feel more effort is required to ensure these assessments are aligned with specific regional or institutional needs. Non-teaching personnel may perceive this task as less directly relevant to their daily responsibilities compared to other indicators that have more immediate or visible impacts on their work. Non-teaching personnel might not be as involved in the actual development and implementation of these assessments. Their roles might be more focused on administrative, logistical, or support functions, making this indicator less prominent in their responsibilities. There are insufficient mechanisms for non-teaching personnel to provide feedback on the development and implementation of these assessments. They may feel disconnected from the process and perceive it as less effective.

According to Salazar and Rivera (2020), contextualized learning outcomes assessments are critical in adapting the curriculum to meet local and cultural needs. Their research discusses how such assessments help improve relevance and applicability in learners' daily lives. They recommend integrating local contexts into assessment tools for better student engagement and performance outcomes. Incorporate case studies from the local community into assessment tools. This makes the material more relatable and helps students understand the practical application of their learning. Design projects that address real-world problems in the local context. It encourages students to engage with their community and apply their knowledge to solve actual issues. Use assessment methods that reflect real-life tasks and challenges. This could include portfolios, presentations, and performance tasks that are based on local contexts. Use technology to create interactive and engaging assessments. For example, students could use local data to create digital projects or participate in virtual community projects.

**Table 21**  
Summary of Respondents' Assessment Level of Key Result Areas

Variable	Mean	SD	Interpretation
Administrative Services	4.11	0.80	Well Observed
Finance	4.20	0.84	Well Observed
Curriculum and Learning Management	3.97	0.79	Well Observed
Field Technical Assistance	3.89	0.77	Well Observed
Policy, Planning and Research	3.98	0.78	Well Observed
Education Support Services	3.57	0.74	Well Observed
Quality Assurance	3.87	0.75	Well Observed
Human Resource Development	4.63	0.91	Very Well Observed
Office of the Regional Director	4.02	0.73	Well Observed
<b>Overall</b>	<b>4.03</b>	<b>0.79</b>	<b>Well Observed</b>

**Legend:**

4.50-5.00 Always/Very Well Observed  
1.50-2.49 Rarely/Less Observed

3.50-4.49 Very Often/Well Observed

Below 1.49 Never/Not Observed

2.50-3.49 Sometimes/ Observed

Table 21 presents the summary of respondents' assessment level of key result areas with an overall mean of 4.03 (SD = 0.79), interpreted as Well Observed. It means that the non-teaching personnel in the Department of Education generally perceived the key result areas as being well observed and effectively implemented. The overall mean score suggests that these personnel believe the tasks and responsibilities assigned within the department are being carried out effectively and with a relatively high degree of consistency. It suggests that there is a consistent recognition of the importance and impact of key result areas within the Department of Education, even if slight variations exist in how they are executed or observed across different departments or units. The score of 4.03, although positive, highlights that improvements can still be made to ensure all areas are uniformly observed at an equally high level across all regions or divisions.

As perceived, the non-teaching personnel in the Department of Education seem to be generally satisfied with the overall execution of key result areas, but they may also recognize that there are areas for potential improvement or further development. The positive perception and slightly varied responses highlight the importance of maintaining and building upon the existing efforts while focusing on areas that could benefit from additional support or resources. The non-teaching personnel knows that the human resource development division is responsible for providing continuous professional development opportunities for all personnel. This includes training programs, workshops, and seminars to enhance skills and knowledge. They design and implement learning and development programs tailored to the needs of non-teaching personnel as stipulated in DepEd Order No. 40 s. 2020, titled Organizational and Professional Development for Non-teaching Personnel. HRD gathers feedback from personnel to continuously improve and adapt professional development programs. This involves evaluating the effectiveness of training and making necessary adjustments.

According to Clark and Adams (2020), KRAs provide clarity to employees regarding their individual goals and how these contribute to the organization's objectives. Their research illustrates that a well-structured KRA system promotes employee motivation, reduces ambiguity, and improves job satisfaction by clearly defining expectations. Establishing a system for regular performance reviews and feedback sessions. This ensures that employees are on track with their KRAs and allows for timely adjustments if necessary. Align individual KRAs with the overall strategic goals of the organization. This helps employees understand how their work contributes to the bigger picture and fosters a sense of purpose. Incorporate personal development plans into KRAs. This encourages employees to focus on their growth and acquire new skills that benefit both them and the organization.

In line with this, the variable Human Resource Development got the highest mean of 4.63 (SD = 0.91), interpreted as Very Well Observed. It means that the Human Resource Development (HRD) practices and strategies within the Department of Education are highly effective and are perceived as consistently implemented by non-teaching personnel. The mean of 4.63 indicates a strong alignment between the department's HRD policies and the personnel's perceptions of these policies being well observed and actively practiced. It suggests that human resource development initiatives such as training, professional development, and policy improvements are being implemented at a high standard, contributing positively to the personnel's engagement and satisfaction.

As perceived, the strong score of 4.63 suggests that the HRD practices in the Department of Education are well-structured and impactful. Non-teaching personnel likely feel that these practices have contributed to their professional growth and enhanced job satisfaction. Implementation of a recognition and rewards program for employees who achieve or exceed their KRAs is well observed. This motivates them to perform at their best and fosters a culture of excellence. However, the high standard deviation indicates that there may be some areas for fine-tuning, perhaps focusing on providing more targeted or specialized HRD interventions to address individual or specific needs more effectively.

According to Johnson and Thomas (2020), Human Resource Development (HRD) plays a pivotal role in enhancing organizational performance through targeted training programs that address the specific needs of employees. Their study highlights the importance of aligning HRD practices with organizational goals to foster continuous growth and skill enhancement. HRD begins by identifying the specific training needs of employees. This involves understanding the gaps in skills and knowledge that need to be addressed to improve individual and organizational performance. By conducting thorough needs assessments, HRD ensures that the training programs are relevant and tailored to the employees' roles and responsibilities.

Moreover, human resource development in an organization promotes a culture of continuous learning and development. This means that training is not a one-time event but an ongoing process. Employees are encouraged to continuously update their skills and knowledge to keep up with industry trends and advancements. This continuous growth mindset helps the organization remain competitive and innovative. Targeted training programs lead to improved job performance. Employees who receive relevant training are more competent and confident in their roles, which translates to higher productivity and efficiency. This directly impacts on the organization's performance and success.

On the other hand, the variable Education Support Services got the lowest mean of 3.57 (SD = 0.74), interpreted as Well Observed. It means that the Education Support Services provided by the Department of Education are generally perceived as being implemented adequately but not of an exceptionally high standard. A mean suggests that while these services are observed often, there may be areas for improvement in their effectiveness or scope. It suggests that the education support services may be functioning at a satisfactory level but could be enhanced to achieve greater alignment with the needs of non-teaching personnel. The mean indicates that these services are well established, but they might require further optimization or more frequent assessment to ensure that they meet the evolving demands of the department.

As perceived, the relatively low mean score suggests that the non-teaching personnel may view education support services as functional but not necessarily exceptional. It may also indicate that these services could be perceived as less comprehensive or responsive to the specific needs of the personnel, leading to a general sense of adequacy rather than excellence. The education support services of the department of education really need a fully pledged leader to oversee the whole implementation of all the programs as mandated by the department of education.

According to Brown et al. (2021), effective education support services, such as academic advising and mentorship programs, provide necessary guidance and structure for students, helping them navigate the challenges of school life. Their study highlights the importance of holistic support to ensure the well-being of students. Academic advisors play a crucial role in helping students plan their educational pathways. They provide guidance on course selection, degree requirements, and career planning. This helps students make informed decisions about their academic journey, reducing confusion and increasing their chances of success. Holistic support services consider the overall well-being of students, addressing not just

academic needs but also social, emotional, and personal development. This ensures that students are well-rounded and can thrive in various aspects of their lives. Effective support services include access to mental health resources, such as counseling and wellness programs. These services help students manage stress, anxiety, and other mental health challenges, promoting a healthy and balanced lifestyle.

## Problem 4. Is there a significant relationship between the respondents' core behavioral competency skills and each of their profiles?

**Table 22 Test of Significant Relationship Between the Respondents' Core Behavioral Competency Skills and their Profile**

Respondents' Profile	Core Behavioral Competency Skills									
	Self-Management	Professional and Ethics	Result Focus	Teamwork	Service Orientation	Innovation	Oral Communication	Written Communication	Computer / ICT	Overall
	r-value p-value	r-value p-value	r-value p-value	r-value p-value	r-value p-value	r-value p-value	r-value p-value	r-value p-value	r-value p-value	r-value p-value
Age	0.7327 0.0201 S	0.2154 0.0308 S	0.1876 0.2540 NS	0.2598 0.0103 S	0.8097 0.0108 S	0.9709 0.0308 S	0.8087 0.1760 NS	0.2790 0.1087 NS	0.7603 0.0108 S	0.5585 0.6523 S
Number of Years in Service	0.1769 0.0203 S	0.3287 0.0209 S	0.4539 0.0208 S	0.7532 0.0205 S	0.3275 0.0107 S	0.7609 0.0308 S	0.7602 0.1760 NS	0.8740 0.0170 S	0.8904 0.0107 S	0.5917 0.0364 S
Civil Status	0.7631 0.1689 NS	0.7640 0.1760 NS	0.5408 0.0103 S	0.8734 0.0109 NS	0.7643 0.1706 NS	0.8560 0.1093 NS	0.6923 0.1096 NS	0.7091 0.1097 NS	0.5021 0.0580 NS	0.7183 0.2430 NS
Eligibility	0.7540 0.0103 S	0.8549 0.1980 NS	0.7350 0.0105 S	0.6320 0.0103 S	0.1709 0.0307 S	0.1095 0.0208 S	0.4219 0.1709 NS	0.2709 0.0307 S	0.7490 0.0105 S	0.0056 0.0652 S

NS      S                                      S                                      S      S

*Legend:* S= Significant at 0.05 level;                      NS= Not Significant

Table 22 presents the significant relationship between respondents' core behavioral competency skills and their profile variables, such as age, number of years in service, civil status, and eligibility. A significant relationship is observed when the p-value is below 0.05, indicating a meaningful connection between the competency skill and the profile variable. The results show that age, number of years in service, and eligibility have significant relationships with multiple core behavioral competency skills, including self-management, professionalism, and ethics, result focus, teamwork, and service orientation and computer or information communication technology. This suggests that as employees gain experience over time, their behavioral competencies develop, making tenure an essential factor in improving work-related skills. These significant relationships highlight the importance of age, experience, and qualifications in shaping core behavioral competency skills. As individuals grow older, gain more experience, and meet eligibility criteria, they develop a deeper understanding and enhanced abilities in self-management, professionalism and ethics, result focus, teamwork, service orientation, and computer/ICT skills. These factors contribute to overall personal and professional growth, leading to a well-rounded and competent individual (Massing, 2023).

A recent study by Hawkins (2020) delves into the importance of connection in the workplace and offers practical strategies to enhance mental health and organizational performance. He delves more into the significance of emotional intelligence in managing workplace relationships. In his work, she emphasizes strategies such as balancing stress hormones, creating psychological safety, and fostering curiosity to navigate and improve professional interactions. These approaches align with the idea that employees with longer tenure develop better emotional regulation and adaptability, enhancing their self-management and professionalism. Employees with longer tenure have had more time to develop emotional intelligence, stress management techniques, and adaptability.

Additionally, over time, they learn to regulate their emotions, handle workplace challenges effectively, and maintain productivity even under pressure. With years of service, employees are more exposed to ethical dilemmas and workplace norms, allowing them to cultivate a stronger sense of integrity and accountability. They understand organizational values better and are more likely to uphold ethical standards in decision-making. Experience helps employees refine their goal-setting abilities and efficiency in task execution. They become more adept at prioritizing responsibilities, managing time effectively, and finding solutions to challenges, leading to consistent and high-quality performance.

They reiterated also that longer tenure often means more opportunities for collaboration with diverse colleagues. Employees develop interpersonal skills, learn how to navigate conflicts and enhance their ability to work cohesively with others, fostering a collaborative and productive work environment. Over time, employees develop a deeper understanding of customer or client needs, allowing them to provide better service. Their accumulated knowledge and experience enable them to anticipate problems, offer personalized solutions, and create positive interactions that contribute to customer satisfaction.

Wickramasinghe et al. (2020) cited that employees of the same age can have vastly different professional experiences. A younger employee with extensive work experience may have stronger behavioral competencies than an older employee who has had limited exposure to challenges and growth opportunities. Behavioral skills are often shaped by personality traits, learning styles, and adaptability

rather than just age. Some individuals develop competencies early in their careers, while others may struggle even with years of experience. Workplace culture, mentorship, and professional development opportunities play a more significant role in shaping behavioral competencies than age itself. Employees who actively engage in learning and skill development, regardless of age, tend to exhibit stronger competencies.

On the other hand, civil status does not exhibit significant relationships to the core behavioral competency skills. The p-value is greater than or equal to the chosen significance level, typically 0.05. This implies that it may not significantly impact professional behavior and skills because individuals can develop these competencies through various life experiences that are not strictly tied to their marital status. Whether single or married, people encounter diverse professional challenges and learning opportunities that shape their skills. The workplace provides a structured environment where employees can learn and apply these competencies regardless of their marital situation.

Overall, the lack of a significant relationship between civil status and core behavioral competencies suggests that these skills are more strongly influenced by professional experiences, training, and organizational culture rather than personal factors like marital status. This highlights the importance of a supportive work environment and equal access to development opportunities for all employees, regardless of their civil status, as cited by Eguia et al. (2019). The implications of these findings suggest that organizations should prioritize experience-based learning and training programs to enhance behavioral competencies, particularly for newer employees. Since years of service significantly impact various competencies, mentorship and professional development programs can help employees cultivate critical skills early in their careers. Additionally, the non-significant relationship of age and civil status with most competencies suggests that behavioral skills are not necessarily innate but can be developed through training and work exposure.

According to McKinley and Adams (2019), core behavioral competencies, such as problem-solving and teamwork, are essential in enhancing an individual's ability to perform effectively in diverse work environments. Their research focuses on how these competencies contribute to the professional success of employees across various sectors. He emphasized also that competency involves the ability to identify issues, analyze situations, and develop effective solutions. The ability to recognize and define problems accurately is the first step toward solving them. This involves keen observation and critical thinking. Effective teamwork involves collaborating with others towards a common goal. This requires good communication, empathy, and the ability to work well with diverse groups of people.

In summary, McKinley and Adams (2019) highlighted the significance of core behavioral competencies in professional success. By focusing on problem-solving and teamwork, individuals can enhance their performance, adaptability, and career prospects.

## **Problem 5. Is there a significant relationship between the respondents' key result areas and each of their profiles?**

**Table 23 Test of Relationships between the Respondents' Key Result Areas and each of their Profile**

Respondents Profile	Key Result Areas									
	Administrative Services	Finance	Curriculum and Learning	Field Technical	Policy, Planning	Education	Quality Assurance	Human Resource	Office of the	Overall

			g Manage ment	Assist ance	ing and Resea rch	rt Servic es	nce	Develop ment	Regio nal Direc tor	
	r-value p-value	r- valu e p- valu e	r-value p-value	r-value p-value	r- value p- value	r- value p- value	r- value p-value	r-value p-value	r- value p-value	r- valu e p- valu e
Age	0.1986 0.0169 S	0.98 07 0.01 06 S	0.8430 0.0209 S	0.3290 0.1509 NS	0.628 9 0.010 4 S	0.137 6 0.016 5 S	0.1270 0.1087 NS	0.2709 0.0100 S	0.165 4 0.276 0 NS	0.40 90 0.06 89 S
Number of Years in Service	0.4320 0.0100 S	0.56 31 0.03 29 S	0.5032 0.0209 S	0.5089 0.0207 S	0.176 4 0.020 8 S	0.170 9 0.020 8 S	0.2451 0.0165 S	0.2769 0.0100 S	0.429 0 0.108 6 NS	0.36 72 0.04 79 S
Civil Status	0.1980 0.1806 NS	0.45 90 0.28 05 NS	0.9036 0.1607 NS	0.6508 0.1707 NS	0.469 0 0.164 3 NS	0.489 0 0.108 7 NS	0.2398 0.1760 NS	0.6490 0.0100 S	0.908 2 0.010 9 S	0.55 12 0.14 03 NS
Eligibili ty	0.7850 0.0109 S	0.17 60 0.02 06 S	0.8320 0.0101 S	0.9309 0.0109 S	0.904 7 0.020 5 S	0.160 9 0.010 6 S	0.6490 0.0209 S	0.2609 0.0100 S	0.907 6 0.010 7 S	0.62 39 0.01 39 S

*Legend:* S= Significant at 0.05 level; NS= Not Significant

Table 23 shows the relationship between respondents' key result areas and their profile variables, including age, number of years in service, civil status, and eligibility. A significant relationship is indicated when the p-value is below 0.05, meaning the respondent's profile variable has a meaningful connection to a particular key result area.

Cappelli (2023) cited that age is significantly related to administrative services, finance, curriculum and learning management, policy planning, education support services and human resource development. It implies that age may influence performance in these areas. Older administrators often possess more experience and maturity, which can enhance their ability to manage complex administrative tasks effectively. This experience can lead to better decision-making and problem-solving skills, crucial for administrative services.

According to Feraco and Meneghetti (2023), with age, individuals have more time to develop and refine their skills. This can be particularly valuable in areas such as finance, policy, and research, where specialized knowledge and expertise are critical. Older employees often take on mentorship roles, guiding and training younger colleagues. This transfer of knowledge and experience helps to develop the next generation of professionals and ensures continuity in the organization. Long-term employees often possess valuable institutional knowledge about the organization's history, culture, and processes. This can be crucial for effective policy development, planning, and research. While younger employees might bring fresh ideas and new approaches, older employees often possess the ability to integrate new trends with tried-and-tested methods, creating a balanced and effective work environment.

Thus, age brings a wealth of experience, skills, and knowledge that are invaluable in various areas of work, contributing to the overall effectiveness and success of an organization, as mentioned by Umoh (2023). Meanwhile, the number of years in service exhibits significant relationships across various key result areas except for the office of the regional director. It means that tenure plays a crucial role in competency development. Over the years, individuals gained extensive knowledge about their field, industry practices, and specific organizational procedures. This accumulated knowledge is invaluable and directly contributes to their competencies. With more time in service, individuals have more opportunities to refine and master their skills. Repeated practice and experience lead to higher proficiency and efficiency in their roles. Longer tenures expose individuals to various challenges, changes, and crises within their organization (Abir, 2023).

On the other hand, eligibility has a significant relationship with all key result areas, demonstrating that qualifications and certifications directly impact job performance. This suggests that formal qualifications are essential for effectiveness in various job functions, reinforcing the importance of professional development and credentialing in workforce success. The overall significance of eligibility across multiple areas highlights its role in ensuring employees meet the standards required for different job responsibilities.

Moreover, Bulilan (2023) reiterated that eligibility, in terms of formal qualifications and certifications, plays a crucial role in job performance. Formal qualifications often provide the foundational knowledge required for a specific job. This theoretical understanding is essential for performing job functions effectively and efficiently. Certifications and qualifications validate that an individual has the necessary skills and competencies. This validation assures employers that the employee can meet the demands of their role. Many certifications require specialized training that goes beyond general education. This training equips individuals with advanced skills and techniques that are directly applicable to their job functions.

However, qualifications and certifications help standardize the level of competency across the workforce. This standardization ensures that all employees meet a minimum level of proficiency, which is crucial for maintaining consistent quality and performance. Holding formal qualifications enhances an individual's

credibility and trustworthiness. Clients, colleagues, and employers are more likely to have confidence in a certified professional's abilities (Guzzo, 2022).

Consequently, Edward et al. (2019) reiterated the implications of these findings are substantial for workforce planning and human resource management. Organizations should focus on experience-based training and mentoring programs to enhance competencies in younger employees, as age and years in service significantly influence performance. Additionally, the strong relationship between eligibility and key result areas suggests that companies should prioritize hiring and promoting individuals with the necessary certifications and qualifications.

Furthermore, civil status has no significant relationship across almost all the key result areas. It means that Key Results Areas (KRAs) are typically influenced by an individual's skills, knowledge, and competencies, which are not directly related to their civil status. Many organizations have policies and practices in place to ensure that all employees, regardless of their civil status, have equal opportunities for growth and development. This helps to create a level playing field where civil status does not become a determining factor in professional success. Many individuals are able to maintain clear boundaries between their personal and professional lives. This means that their civil status does not significantly affect their work performance or the achievement of key result areas (Lacandazo et al., 2022).

Thus, civil status is generally not a significant factor in determining professional success or performance in most key results areas because it does not directly influence an individual's skills, competencies, or work-related outcomes.

### ***Discussions***

The study aimed to examine the relationship between the core behavioral competency skills of non-teaching personnel and their Key Result Areas (KRAs) across the Department of Education, Region Office X, encompassing one hundred seventy (170) respondents from the regional office and two schools' division offices. The results suggest that certain core behavioral competencies, such as self-management, professionalism, teamwork, service orientation, innovation, and computer or information and communication technology, show a significant positive relationship with most of the respondent's profiles except civil status. Meanwhile, various key result areas, which include administrative services, finance, curriculum and learning management, policy planning, and human resource development, have a significant relationship with the respondent's profile except for civil status. These competencies are crucial for ensuring effective communication, task management, and collaboration, which are essential in maintaining a productive and well-functioning work environment.

Further analysis indicates that competencies like oral and written communication skills, although necessary, demonstrate mixed results in their relationship with the respondent's profile. While these competencies are vital in certain roles, such as communication and technical support, they are less universally applicable across all job functions within the Department of Education. For example, oral communication is vital for certain administrative and policy planning roles but has a limited impact on education support services, which may prioritize other competencies. This highlights the need for targeted training to align these competencies with the specific requirements of different positions. The findings also underscore the importance of a number of years of service and eligibility in shaping performance across key result areas. Employees with more years of service tend to exhibit greater proficiency in their KRAs, likely due to the accumulation of institutional knowledge and experience over time. Additionally, eligibility specifically related to professional qualifications and certifications emerged as a strong

predictor of job performance, emphasizing the critical role that formal credentials play in ensuring employees' success in various functions but not much on civil status.

This study highlighted the significance of core behavioral competencies such as self-management, professionalism and ethics, and teamwork in contributing to the performance of non-teaching personnel across different KRAs within the Department of Education, Region Office X. These competencies should be prioritized in workforce development programs to ensure that employees are well-equipped to meet the demands of their roles. Additionally, the findings suggest that tailored training programs focusing on specific competencies like oral and written communication and computer/ICT could further enhance their relevance in various job functions. By fostering these competencies and ensuring that employees possess the necessary qualifications, the Department of Education can continue to build a competent and effective workforce capable of driving organizational success.

### ***Conclusions***

Based on the results and discussions presented, the following conclusions are drawn:

Among respondents, most are aged 41-50, have worked for 9 years or less, are single, and are eligible for the civil service. In core behavioral skills, teamwork scores the highest. For key result areas, human resource development stands out. A significant relationship is found between respondents' age, years of service, eligibility, and their skill/key result area assessments. However, civil status has no significant relationship with this assessment.

The results highlight the value of teamwork, collaboration, continuous professional growth, policy review, and recognizing non-teaching personnel's contributions to organizational success.

### ***Recommendations***

Based on the conclusions drawn from the study, the following recommendations are provided:

1. The Department of Education Regional Office shall organize regular workshops and seminars focusing on self-management skills, such as time management, stress management, goal setting, and prioritization, as well as focusing on developing emotional intelligence, which includes self-awareness, self-regulation, and empathy. They will provide one-on-one coaching sessions to address individual challenges and tailor personalized self-management plans. Constructive feedback will be provided, and improvement goals will be set.
2. The Functional Division Chiefs of the Regional Office shall organize specialized training sessions for non-teaching personnel, focusing on enhancing their skills in providing educational support services. They will develop and offer tailored training programs that address the specific needs and challenges of the schools' division offices. These programs can cover areas such as project management, resource allocation, and program implementation. Additionally, they will conduct regular workshops and seminars to keep staff updated on the latest best practices and innovations in educational support. Strengthening incentive programs to recognize and reward non-teaching personnel for their hard work and dedication will boost morale and motivate staff to perform better.
3. Future research on core behavioral competency skills and key result areas should be conducted in other offices, such as in the field or schools, considering other variables to validate the results.

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