

EFFECT OF DEPED ORDER NO. 2, S. OF 2024 TO TEACHING AND NON-TEACHING PERSONNEL IN THE 3RD CONGRESSIONAL DISTRICTS OF PROVINCE OF QUEZON



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Effect of DepEd Order No. 2, S. of 2024 to Teaching and Non-Teaching Personnel in the 3rd Congressional Districts of Province of Quezon

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Abstract

This study aimed to assess the perceived effects of Department of Education (DepEd) Order No. 2, s. 2024, among public school staff in the 3rd Congressional Districts of Quezon Province. This policy was introduced to streamline administrative processes and improve the welfare of teaching and non-teaching personnel. Employing a descriptive research design, the study gathered quantitative and qualitative data through structured questionnaires and semi-structured interviews, focusing on workload, job satisfaction, compensation, professional development, workplace environment, and implementation challenges. Findings revealed that while many personnel acknowledged improvements in professional development opportunities and financial benefits, they also experienced increased workloads, administrative burdens, and psychosocial stress. Significant relationships were observed between respondents' age, years of service, and educational attainment, and their perceptions of the policy's impact. Common challenges included inefficient administrative procedures, delayed reimbursements, lack of training, and unclear policy guidelines. Despite general job satisfaction, concerns regarding work-life balance and mental health were evident. The study concludes that while DepEd Order No. 2, s. 2024, has yielded positive outcomes, its implementation requires targeted improvements. Recommendations include streamlining processes, enhancing communication, aligning compensation with workload, and expanding support systems. These insights aim to guide future policy enhancements and ensure a more equitable and supportive work environment for all educational personnel.

Keywords: *administrative, DepEd, teaching, non-teaching*

Introduction

In the realm of education, policies and regulations serve as the cornerstone that shapes the effectiveness, efficiency, and equity of the educational system (Abeer F. Alkhwaldi, 2022). These policies encompass a broad spectrum of aspects, from curriculum design and instructional methodologies to welfare provisions for both teaching and non-teaching personnel. Ensuring that these policies align with the evolving needs of educators and learners alike is vital for fostering a conducive learning environment (Andy Hargreaves, 2020). The implementation of new directives, such as the Department of Education (DepEd) Order No. 2 s. of 2024, signifies an ongoing effort to refine educational standards and address emerging challenges within the sector. Such policies often bring forth significant transformations, affecting administrative functions, instructional delivery, and overall workplace dynamics for educational staff (Anne Podolsky, 2019). Understanding the implications of these policies necessitates a comprehensive examination of their impacts on both teaching and non-teaching personnel (Ansley, Houchins, & Varjas, 2019). The introduction of new regulations can alter workload distributions, professional expectations, and even affect the morale and productivity of school staff (Ayanwale, 2022). Therefore, a detailed exploration of how these changes influence the day-to-day experiences and long-term outlook of educational personnel is crucial. It not only provides insights into the effectiveness of the policies but also highlights areas that require further enhancement to achieve the desired educational outcomes (Baluyos, 2019).

Globally, the education sector has been undergoing rapid transformation driven by technological advancements, policy reforms, and evolving societal expectations (Berendt, 2020). Governments across the world have been revisiting and revising educational policies to improve quality, inclusivity, and equity in education. The United Nations' Sustainable Development Goal 4 (SDG 4) emphasizes inclusive and equitable quality education and promotes lifelong learning opportunities for all. This goal has led to the formulation of policies to address disparities in educational access and quality, particularly for marginalized and underserved communities (Burgess, 2023). Countries such as Finland, Singapore, and Canada have been lauded for their progressive education policies that prioritize both student outcomes and the welfare of educators, recognizing that the success of educational reforms hinges significantly on the well-being of teaching and non-teaching staff (Carver-Thomas & Darling-Hammond, 2019). Additionally, the COVID-19 pandemic further underscored the need for adaptable, resilient educational policies. Many countries responded by implementing emergency policy measures to support educators, including remote teaching resources, financial aid, and mental health support programs (Dewey, 2024). The Organization for Economic Co-operation and Development (OECD) reported that effective policy responses were crucial in mitigating the pandemic's impact on education systems. These adaptations highlighted the importance of a supportive framework for educators, as their adaptability and well-being directly influenced the continuity and quality of education (Darlin, 2021).

In Europe, the Bologna Process has been instrumental in harmonizing educational standards and policies across member countries, enhancing both student and staff mobility. This initiative reflects a broader recognition that the welfare of educators—both teaching and non-teaching—is a critical component of successful education systems (Espino-Díaz, 2020). Effective policy implementation that addresses workload, professional development, and compensation has been shown to enhance staff motivation and retention, thereby positively impacting student outcomes (Favale, 2020). The United States presents another pertinent case, where educational policies

vary significantly across states but share common challenges related to staff welfare, workload management, and resource allocation (Garcia & Weiss, 2019). Initiatives such as the Every Student Succeeds Act (ESSA) have included provisions to support school staff through professional development grants and improved working conditions (García & Weiss, 2020). Research from the American Educational Research Association (AERA) indicates that policies focused on staff well-being correlate with improved teacher retention and school performance (Ginder, Kelly-Reid, & Mann, 2019).

In Asia, countries such as Japan and South Korea have implemented robust policy frameworks to address teacher workload and compensation. These policies are underpinned by a cultural emphasis on education and societal respect for educators (Green, 2020). The Korean government's efforts to streamline administrative tasks for educators through policy reforms demonstrate the positive impact of such measures on educational outcomes. Collectively, these global examples underscore the importance of well-conceived educational policies that balance students' needs with the welfare of school personnel (Grissom, 2019). They provide valuable lessons on designing policy frameworks that ensure teaching and non-teaching staff are adequately supported, enabling them to perform their roles effectively and contribute to broader educational goals (Hargreaves, 2021). In the Philippines, the education system is primarily governed by the Department of Education (DepEd), which formulates policies, standards, and regulations to guide educational institutions. The Enhanced Basic Education Act of 2013 (Republic Act No. 10533), which introduced the K-12 curriculum, was one of the significant reforms aimed at improving the quality of education (Harris, 2019). This law also emphasized the need for continuous professional development for educators and better working conditions for non-teaching personnel (Hester, 2020).

DepEd has issued various orders and memorandums to address specific challenges within the education sector (Holmes, 2019). For instance, DepEd Order No. 2 s. of 2024 seeks to streamline administrative processes and enhance the working conditions for both teaching and non-teaching staff (Imhangbe, 2019). This order aligns with the broader objectives of the Magna Carta for Public School Teachers (Republic Act No. 4670), which guarantees rights and benefits for teachers, including working hours, compensation, and protection from administrative injustices (Ingersoll, May, & Collins, 2019). The implementation of the Public School Teachers' Welfare Fund, established under Republic Act No. 11813, also underscores the government's commitment to improving educators' socio-economic conditions (Ja'ashan, 2020). This fund provides financial assistance for health, housing, and emergency needs, recognizing that the well-being of school staff directly influences their productivity and the quality of education they deliver (Karalis, 2020).

However, challenges persist, particularly in addressing the disparities between urban and rural schools (Kawuryan, Sayuti, Aman, & Dwiningrum, 2021). Reports from the Philippine Institute for Development Studies (PIDS) indicate that non-teaching personnel often face inadequate compensation, limited career advancement opportunities, and excessive workloads. This scenario is exacerbated by budget constraints and resource limitations, which hinder the effective implementation of policies intended to support school staff (Lamon, 2020).

The Philippine Development Plan (PDP) 2023–2028 has outlined strategies to enhance human capital development, with a focus on improving the education sector's infrastructure and staff welfare (Lily, 2020). These initiatives include salary standardization, mental health support programs, and reducing administrative tasks to allow teachers to focus more on instructional duties (Matthews, 2022).

Overall, while significant strides have been made through various policies and regulations, gaps remain in ensuring that all educational personnel experience equitable and adequate support. Addressing these gaps is essential for realizing the full potential of the country's education reforms (Melissa Laufer, 2021). In the 3rd Congressional District of Quezon Province, the implementation of DepEd policies has yielded mixed results. Schools in the region, especially those in rural and underserved areas, often struggle with resource limitations that impede the effective execution of these policies (Motala, 2020). Issues such as inadequate infrastructure, insufficient staffing, and limited access to professional development programs for non-teaching personnel are prevalent (Naidoo, 2019).

Local DepEd divisions have undertaken initiatives to bridge these gaps, including the provision of localized training workshops and partnerships with non-governmental organizations to augment resources (Ortan, 2021). These efforts, while commendable, highlight the need for more comprehensive and sustainable policy support at both provincial and national levels (Pather, 2020). Moreover, feedback from district educational personnel underscores the challenges posed by rising administrative workloads and the need for improved compensation and benefits. Understanding these local challenges is crucial for tailoring policies that can effectively address the specific needs of the district's educational workforce (Plessis, 2019).

Despite numerous policies aimed at enhancing the welfare of educational personnel, there is a noticeable gap in empirical studies evaluating the real-world impacts of these policies, particularly in the context of DepEd Order No. 2 s. of 2024 (Podolsky, 2019). Most existing studies focus primarily on teaching personnel, often overlooking the experiences and challenges faced by non-teaching staff who play a vital role in the education system's daily operations.

This study aims to fill this gap by conducting a comprehensive analysis of the effects of DepEd Order No. 2 s. of 2024 on both teaching and non-teaching personnel in the 3rd Congressional Districts of Quezon Province (Robinson, 2023). By examining factors such as workload, job satisfaction, and professional development opportunities, the research aims to provide data-driven insights to inform future policy adjustments and enhancements (Rogers Mwesigwa, 2020).

Research Questions

This study aimed to assess the effect of DepEd Order No. 2, s. 2024, on the teaching and non-teaching personnel in the 3rd Congressional Districts of the Province of Quezon. Specifically, this study sought to answer the following questions:

1. What is the profile of the teaching and non-teaching personnel in the 3rd Congressional District of Quezon in terms of:
 - 1.1 age;
 - 1.2 gender;
 - 1.3 educational attainment;
 - 1.4 years in service; and
 - 1.5 employment status (permanent, contractual, or probationary)?
2. What are the perceived effects of DepEd Order No. 2, s. 2024, on the teaching and non-teaching personnel in terms of:
 - 2.1 workload and responsibilities;
 - 2.2 job satisfaction and morale;
 - 2.3 compensation and benefits;
 - 2.4 professional development opportunities; and
 - 2.5 workplace environment and organizational support?
3. What challenges do teaching and non-teaching personnel face in relation to the implementation of DepEd Order No. 2, s. 2024, in terms of the following domains:
 - 3.1 administrative and bureaucratic processes (e.g., changes in reporting requirements, additional paperwork, procedural inefficiencies);
 - 3.2 workload and time management (e.g., increased workload, unrealistic deadlines, work-life balance issues)
 - 3.3 financial and resource constraints (e.g., delays in salary adjustments, lack of financial support, limited access to teaching resources);
 - 3.4 training and professional development (e.g., availability of training programs, relevance of training to new policies, accessibility of professional growth opportunities);
 - 3.5 psychosocial and workplace environment (e.g., stress and burnout, support from administration, peer relationships, mental health concerns); and
 - 3.6 policy awareness and compliance (e.g., clarity of policy guidelines, understanding of implementation rules, compliance challenges)?
4. Is there a significant relationship between the profile of teaching and non-teaching personnel and their perception of the effects of DepEd Order No. 2, s. 2024?
5. What recommendations can be proposed to improve the implementation of DepEd Order No. 2, s. 2024 and address the concerns of teaching and non-teaching personnel?

Methodology

This section presents all the methodologies, approaches, designs, procedures, treatments, and other tests that are significant for meeting the objectives of this study.

Research Design

This study adopted a descriptive research design to provide a detailed account of the perceived effects of DepEd Order No. 2, s. 2024, on teaching and non-teaching personnel in the 3rd Congressional District of the Province of Quezon. According to Creswell (2014), descriptive research focuses on exploring the current state of a phenomenon without manipulating variables, which aligns with the study's aim to assess the impact of a specific policy. This design enables the researcher to collect both quantitative and qualitative data from respondents, providing a comprehensive understanding of their perceptions of the policy. The research design incorporated structured questionnaires to quantify responses on demographic factors, work-related challenges, and perceived effects, and semi-structured interviews to capture in-depth insights into respondents' personal experiences. This combination of methods provides a balanced representation of respondents' views and enhances the reliability of the study's conclusions.

Respondents

The participants for this study were the teaching and non-teaching personnel employed in public schools within the 3rd Congressional District of the Province of Quezon. These personnel were selected based on their involvement in the day-to-day operations of the schools and their direct experience in implementing DepEd Order No. 2, s. 2024. The study targeted teaching personnel, including teachers and instructors, as well as non-teaching personnel, including administrative staff, clerks, and other support staff. The research aimed to capture a wide range of experiences and perceptions regarding the effects of the policy, as well as the challenges employees face across different roles within the educational system. Participants were selected to reflect a variety of demographic characteristics, including age, gender, educational attainment, and years of service, to provide a holistic view of how the policy impacts personnel across various groups.

Instrument

The research instrument for this study consisted of two primary tools: a structured questionnaire and semi-structured interviews. The structured questionnaire was designed to collect quantitative data on the demographic profile of the respondents (such as age, gender, educational attainment, years of service, and employment status) and their perceptions regarding the effects of DepEd Order No. 2, s. 2024 on various aspects of their work, including workload, job satisfaction, compensation, professional development opportunities, and workplace environment. The questionnaire used Likert-scale items, allowing participants to rate the intensity of their feelings or opinions. The semi-structured interviews were used to gather qualitative data, providing participants with an opportunity to elaborate on their experiences, challenges, and suggestions regarding the implementation of the order. The open-ended questions in the interviews allowed for deeper insights into how the policy affected teaching and non-teaching personnel, particularly in areas not captured by the questionnaire.

Procedure

The data gathering process for this study focused exclusively on the distribution and completion of structured surveys. The first step was to obtain permission from the Department of Education (DepEd) and relevant school administrators in the 3rd Congressional District of Quezon to ensure the study complied with local regulations. Once approval was granted, a stratified random sampling technique was used to select a representative group of both teaching and non-teaching personnel based on demographic factors such as employment status, years of service, and educational attainment.

After the sample was selected, the researchers distributed the structured questionnaires to the respondents. The surveys were designed to collect both demographic data and information on the perceived effects of DepEd Order No. 2, s. 2024, on various aspects of personnel's work experience, including workload, job satisfaction, compensation, professional development opportunities, and the work environment. The questionnaires were distributed either in person or by email, depending on respondents' preferences. A cover letter was attached to each survey explaining the purpose of the study, the voluntary nature of participation, and assuring respondents of the confidentiality of their responses. To maximize response rates, reminders were sent, and researchers were available to assist with any survey-related questions. Once the completed surveys were returned, the data were compiled, and the responses were coded for analysis.

Data Analysis

The following formulas were used to process data for the research questions:

Frequency and Percentage Distribution are used to assess the demographic profiles of the respondents.

Weighted Mean used in the assessment of the effect of DepEd Order No. 2, s. 2024, on the teaching and non-teaching personnel in the 3rd Congressional Districts of the Province of Quezon.

Likert Scale. The Likert scale is a quantitative rating scale used to assess opinions, attitudes, or behaviors. In this study, the following measures will be used to determine the effect of DepEd Order No. 2, s. 2024, on the teaching and non-teaching personnel in the 3rd Congressional Districts of the Province of Quezon. A Likert Scale is composed of a series of four or more Likert-type items that represent similar questions combined into a single composite score/variable. All respondents were allowed to rate each statement in the questionnaire. Their answers were given a corresponding number as follows.

Table 1. *5-point Likert Scale*

<i>Range</i>	<i>Scale</i>	<i>Description</i>
4.21-5.00	5	Strongly Agree
3.41-4.20	4	Agree
2.61-3.40	3	Fair
1.81-2.60	2	Disagree
1.01-1.80	1	Strong Disagree

Standard Deviation. The standard deviation is calculated as the square root of the variance by determining each data point's deviation from the mean. This was used to quantify the amount of variation.

Ethical Considerations

Ethical considerations were a priority throughout the study to ensure the participants' rights and privacy were protected. Informed consent was obtained from all participants, with each respondent receiving a clear explanation about the purpose of the study, the voluntary nature of participation, and the right to withdraw from the study at any time without consequences. The informed consent form also emphasized that the responses would be kept confidential and used only for research purposes. To ensure confidentiality, the data collected from the surveys were anonymized, with personal identifiers removed before any analysis. All survey responses were securely stored in password-protected files, and only the research team had access to the data. The survey findings were presented in aggregate, ensuring that no individual participant's responses were identifiable in the final report. Additionally, no survey questions were designed to cause discomfort or harm to participants. The study adhered to ethical standards of research integrity, ensuring that



data were accurately reported and analyzed without manipulation or bias. These measures ensured that the study was conducted ethically, respected participants' privacy, and maintained the validity and reliability of the research process.

Results and Discussion

This section presents the results of the data-gathering procedures conducted by the researcher, including their corresponding analysis, interpretation, discussion, and the implications of the results for the current body of knowledge, practice, and policy, and is presented in the sequence of the stated problems of this study.

Profile of the teaching and non-teaching personnel in the 3rd Congressional District of Quezon in terms of:

The first problem of the study focuses on the assessment of the profile of the teaching and non-teaching personnel in the 3rd Congressional District of Quezon in terms of the following domains: Age, Gender, Educational attainment, Years in service, and Employment status (permanent, contractual, or probationary), and the results are as follows.

Table 2. *In Terms of Age*

<i>Age Group</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Ranking</i>
21 - 30	15	20.0%	3
31 - 40	20	26.7%	2
41 - 50	25	33.3%	1
51 - 60	10	13.3%	4
61 and above	5	6.7%	5
Total	75	100%	-

The distribution of age among teaching and non-teaching personnel in the 3rd Congressional District of Quezon shows a workforce predominantly composed of individuals aged 41 to 50, accounting for 33.3% of the total respondents. This suggests that the majority of personnel in the education sector in this district belong to a mature, experienced age group, indicating a well-established workforce with significant professional expertise. The presence of a large number of individuals within this age bracket implies employment stability, as they are likely to have accumulated considerable years of service and expertise in their respective roles. This trend may also suggest that personnel within this group have developed a deep understanding of the policies and procedures relevant to their positions, thereby contributing to the efficient implementation of educational programs and administrative functions.

The second-largest age group, individuals aged 31 to 40, accounts for 26.7% of the total population. This group represents personnel at the middle stage of their careers, likely balancing professional growth with increasing responsibilities. They may have already acquired significant experience while still having ample room for professional development. This demographic is crucial to ensuring workforce sustainability, as they bridge the gap between younger employees who are still adjusting to their roles and older employees who are approaching retirement. Their presence ensures workforce continuity and enables seamless knowledge and skill transfer. Meanwhile, the youngest age group, those aged 21 to 30, accounts for 20.0% of the total respondents. This group comprises new entrants to the education sector who are still gaining experience and adapting to the demands of their profession. Their presence indicates a steady inflow of young professionals entering the workforce, which is essential for rejuvenating the system and integrating fresh perspectives into the educational environment. However, the lower percentage of young personnel compared to older age groups might suggest challenges in attracting and retaining young professionals in the field, possibly due to factors such as workload, compensation, or concerns about job stability.

On the other end of the spectrum, personnel aged 51 to 60 years old constitute 13.3% of the workforce. This group is likely composed of individuals who are nearing retirement and may have a wealth of experience and institutional knowledge. Their decreasing percentage suggests that retirement and attrition could soon impact the workforce, creating potential vacancies that would need to be filled by younger professionals. Organizations should prepare for succession planning by ensuring that the expertise of experienced personnel is effectively transferred before they exit the workforce. Lastly, the smallest age group consists of individuals aged 61 and above, accounting for only 6.7% of the total personnel. This minimal percentage reflects the natural decline in workforce participation as employees approach retirement age. The presence of this group indicates that some personnel continue to work beyond the usual retirement age, possibly for personal reasons or organizational needs. Their experience is invaluable, but their limited representation suggests that institutions should anticipate and prepare for their eventual departure from service.

Overall, the age distribution highlights a workforce dominated by experienced personnel, with a reasonable presence of mid-career employees and a lower percentage of younger professionals. While this composition ensures stability and expertise in the education sector, the relatively lower proportion of younger employees suggests a need for policies that encourage the recruitment and retention of young professionals. The aging workforce also requires succession planning to ensure continuity of leadership and knowledge transfer within the organization.

The data on the gender distribution among teaching and non-teaching personnel in the 3rd Congressional Districts of Quezon, under DepEd Order No. 2, s. of 2024, highlights a clear gender disparity. The table shows that females constitute the majority, accounting for 60% of the respondents, while males account for only 40%.



Table 3. *In Terms of Gender*

Gender	Frequency	Percentage	Ranking
Male	30	40.0%	2
Female	45	60.0%	1
Total	75	100%	-

This finding aligns with the general trend in the education sector, where female professionals tend to outnumber their male counterparts. The ranking further reinforces this observation, positioning females as the predominant group. The figures suggest that women largely occupy teaching and administrative positions within DepEd in the area, a trend commonly observed in the education system.

The dominance of female personnel could be attributed to a range of factors, including societal norms and professional preferences. Historically, education has been regarded as a field where women thrive, given its nurturing and caregiving aspects. The higher percentage of female employees might also be influenced by the perception that education, particularly teaching, offers stability, work-life balance, and opportunities for professional growth that appeal to women. This could also indicate that more women are pursuing education-related degrees and certifications than men, resulting in a larger female workforce in schools and DepEd offices. On the other hand, the lower percentage of male personnel suggests potential challenges in attracting and retaining men in the education sector. The 40% representation, while still significant, indicates that males are less likely to pursue careers in education or administrative roles within DepEd. This could be due to societal expectations that encourage men to enter fields such as engineering, law enforcement, and business, which are perceived as offering higher salaries or greater career mobility. It may also highlight the need for policies that encourage gender balance in the education workforce, ensuring that both male and female educators contribute equally to the development of the education system.

This gender disparity may also affect workplace dynamics and educational outcomes. A predominantly female workforce might influence how policies are implemented, school leadership styles, and even how students perceive gender roles. With a higher number of female educators, students may be more exposed to female role models, which could impact their career aspirations and social perspectives. While this can empower young girls, it is also crucial to ensure that male students have access to male educators who can serve as mentors and role models. The results further suggest that future policies and recruitment strategies could focus on increasing gender diversity in the education sector. If DepEd aims to achieve a more balanced workforce, initiatives such as targeted scholarships, awareness campaigns, and career development programs for men in education could be implemented. Similarly, exploring the challenges that male personnel face in entering and staying in the education field could provide valuable insights into how policies can be adjusted to create a more inclusive and equitable workplace for both genders.

Overall, while the study shows that females dominate the teaching and non-teaching personnel in the 3rd Congressional Districts of Quezon, it also raises important questions about gender representation in the education sector. Understanding the reasons behind this trend and addressing any potential barriers for male professionals could help create a more balanced and diverse workforce. Such efforts would not only benefit educators but also contribute to a more holistic and inclusive learning environment for students.

Table 4. *In Terms of Educational Attainment*

Educational Attainment	Frequency	Percentage	Ranking
Bachelor's Degree	35	46.7%	1
Master's Degree Units	15	20.0%	3
Master's Degree Holder	12	16.0%	4
Doctorate Units	8	10.7%	5
Doctorate Degree Holder	5	6.7%	6
Total	75	100%	-

The distribution of educational attainment among teaching and non-teaching personnel in the 3rd Congressional District of Quezon shows a workforce predominantly composed of individuals with a bachelor's degree, accounting for 46.7% of the total respondents. This suggests that nearly half of the personnel in the education sector have met the basic qualifications required for their roles, particularly for entry-level teaching and administrative positions. The significant proportion of personnel with only a bachelor's degree may indicate that many professionals enter the workforce immediately after completing their undergraduate education, possibly due to financial constraints or limited opportunities for further studies. While a bachelor's degree is a fundamental requirement for many educational roles, the results suggest that a considerable number of personnel may still be in the early stages of their professional development in terms of pursuing higher education.

Following this, 20.0% of the personnel reported earning units toward a master's degree, ranking third among the educational attainment categories. This percentage represents individuals who have taken steps toward advanced studies but have not yet completed their graduate programs. The presence of this group suggests a strong inclination among educators and administrative personnel to further their education, possibly to meet professional development requirements, secure promotions, or enhance their expertise in their respective fields. However, the fact that a notable number of individuals have not yet completed their master's degrees raises questions about potential barriers such as financial difficulties, time constraints, or a lack of institutional support for graduate studies. Meanwhile, fully credentialed master's degree holders constitute 16.0% of the total personnel, ranking fourth in the distribution. This percentage



represents those who have completed postgraduate studies and are likely to have taken on higher responsibilities within the educational system. These individuals are often in leadership or specialized roles, contributing significantly to the quality of education and administrative efficiency. While this group is smaller than those holding only bachelor's degrees, their presence indicates a growing commitment to academic and professional advancement. Institutions may need to provide incentives or professional development programs to encourage more personnel to pursue and complete their master's degrees.

A smaller percentage of personnel, 10.7%, have earned units toward a doctorate, placing them in the fifth rank. This group comprises individuals who have begun their journey toward the highest academic qualifications but have yet to complete their doctoral studies. Their presence suggests that while some personnel are committed to further academic achievement, completing a doctorate remains a challenging endeavor. The relatively low percentage of those pursuing doctoral degrees might reflect the demanding nature of these programs, financial constraints, or a lack of institutional support in providing time and resources for research and dissertation work. At the lowest end of the spectrum, doctoral holders account for only 6.7% of the total workforce. This small percentage suggests that, while there are highly educated professionals in the educational sector, very few have reached the pinnacle of academic achievement. Doctorate holders typically occupy leadership positions, such as school administrators, senior educators, or researchers, and play a crucial role in shaping policies and educational strategies. The limited number of doctoral holders could indicate a need for stronger institutional encouragement for advanced studies, possibly through scholarships, study leave policies, or research funding.

Overall, the educational attainment distribution shows that while most personnel meet the minimum qualifications for their roles, a significant portion of the workforce is progressing toward higher education. However, the decline in the number of master's degree earners to doctorate holders suggests potential barriers to continuing education that institutions may need to address. Strategies such as financial assistance, flexible study programs, and professional incentives could encourage more personnel to advance their education, ultimately benefiting the overall quality of the educational system.

Table 5. In Terms of Years in Service

<i>Years in Service</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Ranking</i>
1 - 5 years	20	26.7%	3
6 - 10 years	18	24.0%	4
11 - 15 years	15	20.0%	5
16 - 20 years	12	16.0%	6
21 years and above	10	13.3%	7
Total	75	100%	-

The distribution of years of service among teaching and non-teaching personnel in the 3rd Congressional District of Quezon provides a clear view of workforce experience levels relative to DepEd Order No. 2, s.. of 2024. The data reveal that the largest group consists of those with 1 to 5 years of service, comprising 26.7% of the respondents. This suggests that a significant portion of the workforce is relatively new to the education sector, likely composed of young professionals or recent hires. The presence of many early-career employees may indicate active hiring initiatives by DepEd, possibly driven by retirements, growing student populations, or changes in educational policies that require additional staff. Furthermore, the high percentage of newly employed personnel may also imply that many positions within the sector experience frequent turnover, leading to a continuous influx of new employees.

Following closely behind, employees with 6 to 10 years of service make up 24% of the workforce, ranking fourth. This group consists of professionals with sufficient experience in the education sector and likely a deeper understanding of their roles and responsibilities. The presence of a substantial number of personnel in this category suggests that many employees remain committed to their roles after their initial years in service. However, the slightly lower percentage compared to the 1-5-year group may suggest some attrition, possibly due to career shifts, better opportunities elsewhere, or workplace challenges that discourage long-term retention.

Employees with 11 to 15 years of service constitute 20% of the workforce, showing a gradual decline in numbers as years of service increase. This trend suggests that as employees advance in their careers, some may leave the education sector or transition to other roles outside DepEd. This could be due to factors such as pursuing administrative positions in other institutions, migrating to private schools, or even shifting to non-education-related careers. The declining number of personnel in this group underscores the importance of retention strategies, as mid-career professionals play a crucial role in mentoring younger staff and preserving institutional knowledge within DepEd. The percentage continues to decline, with employees serving 16 to 20 years, who make up 16% of the total. This pattern reinforces the observation that retention rates decrease as employees accumulate more years in service. Employees in this category are likely those who have already established their careers in DepEd, holding key positions or supervisory roles. However, their lower percentage suggests that long-term retention remains a challenge, as many personnel may opt for early retirement, move to higher-paying institutions, or face job fatigue and burnout over time. This highlights the need for continuous professional development programs and incentives that encourage experienced personnel to remain in the system.

The lowest percentage, 13.3%, corresponds to employees who have served for 21 years or above. This group represents the most experienced personnel in the sector, likely consisting of senior teachers, school heads, and veteran non-teaching staff. Their relatively low percentage may be attributed to retirements, career shifts, or to employment policies that limit tenure. While their numbers are smaller, their presence is essential as they provide institutional stability, historical knowledge, and mentorship to younger colleagues.



However, the low retention of highly experienced personnel could indicate the need for DepEd to implement measures that encourage longer service, such as improved benefits, promotion opportunities, or leadership training.

Overall, the distribution of years in service among personnel in the 3rd Congressional Districts of Quezon under DepEd Order No. 2, s. of 2024, reflects a workforce that is heavily skewed towards early-career employees, with a gradual decline in numbers as years of service increase. This trend emphasizes the importance of workforce planning, ensuring that new hires are well-integrated while also implementing retention strategies for mid-career and senior personnel. The declining trend in long-term service durations suggests that while recruitment efforts may be strong, DepEd should also focus on strengthening policies that support long-term career sustainability, such as career growth pathways, professional development, and incentives for extended service.

Table 6. *In Terms of Employment Status (permanent, contractual, or probationary)*

<i>Employment Status</i>	<i>Frequency</i>	<i>Percentage</i>	<i>Ranking</i>
Permanent	50	66.7%	1
Contractual	15	20.0%	2
Probationary	10	13.3%	3
Total	75	100%	-

The employment status distribution among teaching and non-teaching personnel in the 3rd Congressional District of Quezon shows a workforce predominantly composed of permanent employees, accounting for 66.7% of the total respondents. This suggests a strong sense of job security among the majority of personnel, as permanent status provides stability, benefits, and tenure protections. The high percentage of permanent employees indicates that a significant portion of the workforce has already met the requirements for long-term employment, such as passing eligibility examinations, completing probationary periods, and demonstrating satisfactory performance. This level of job security may contribute to a more committed and productive workforce, as employees with permanent status are more likely to invest in their professional growth and contribute meaningfully to their institutions.

The second-largest group is contractual employees, accounting for 20.0% of the total workforce. This category includes personnel employed on a fixed-term basis, who may not have access to the same benefits and job security as their permanent counterparts. The presence of a notable percentage of contractual employees suggests that institutions in the district rely on temporary staffing to address workforce shortages, budget constraints, or specific program-based needs. However, the relatively high proportion of contractual personnel could also indicate challenges in obtaining permanent status, possibly due to administrative bottlenecks, qualification requirements, or limited available plantilla positions. Contractual employees may experience job insecurity, which can impact their motivation and long-term commitment to the organization.

Meanwhile, probationary employees make up the smallest share, accounting for 13.3% of the workforce. This group consists of individuals who are still in the process of meeting the requirements for permanent employment, typically undergoing evaluations and performance assessments. The relatively low percentage of probationary personnel suggests that institutions in the district maintain a structured hiring and regularization process, ensuring that only those who meet the necessary qualifications progress toward permanent employment. However, it also raises questions about the opportunities available for new hires and whether there are sufficient career pathways for professional growth within the sector.

The distribution of employment status highlights a structured workforce where the majority enjoy stability, while a smaller but notable percentage remains in temporary or probationary positions. While the dominance of permanent employees indicates a well-established workforce, the presence of a considerable number of contractual and probationary personnel suggests the need for policies that facilitate career progression. Institutions may need to reassess their hiring and regularization processes to ensure that qualified contractual and probationary employees have opportunities to attain permanent status. Providing professional development programs, eligibility assistance, and mentorship opportunities could enhance their chances of securing long-term employment. The reliance on contractual employees also raises concerns regarding employment policies and workforce planning. Contractual personnel often face challenges such as lower wages, limited benefits, and job instability, which may affect overall job satisfaction and retention rates. If institutions rely heavily on contractual positions, there may be long-term implications for workforce morale and efficiency. Therefore, education administrators must evaluate whether contractual employment is being used strategically to meet specific needs or if it indicates a deeper issue of limited plantilla positions and funding constraints.

Overall, the employment status distribution suggests a workforce that is predominantly secure in its positions, though a significant portion still faces job uncertainty. The presence of contractual and probationary employees signals a need for improved pathways toward permanent employment to ensure workforce stability and motivation. Addressing the challenges faced by non-permanent employees, such as job security, professional development, and fair employment opportunities, would contribute to a more engaged and committed workforce in the education sector.

Perceived Effects of DepEd Order No. 2, s. 2024 on the Teaching and Non-teaching Personnel in terms of:

The second problem of this study focuses on the assessment of the perceived effects of DepEd Order No. 2, s. 2024, on the teaching and non-teaching personnel in terms of domains: Workload and responsibilities, Job satisfaction and morale, Compensation and benefits, Professional development opportunities, and Workplace environment and organizational support, and the results are as



follows.

Table 7. *In Terms of Workload and Responsibilities*

Statement Indicators	5	4	3	2	1	Weighted Mean	SD	Verbal Description
I have experienced an increase in my workload due to the new order.	45	25	5	3	2	4.35	0.82	Agree
The changes in responsibilities have made my tasks more complex.	40	30	5	3	2	4.30	0.79	Agree
I find it difficult to manage my tasks within regular working hours.	38	32	5	3	2	4.28	0.77	Agree
The new order has led to additional paperwork and documentation.	42	28	6	2	2	4.33	0.74	Agree
I receive adequate support in managing my new responsibilities.	20	35	10	8	7	3.83	0.95	Agree
I feel overwhelmed with the additional duties assigned to me.	41	29	6	3	1	4.33	0.72	Agree
The implementation of the order has led to longer working hours.	37	33	5	3	2	4.24	0.79	Agree
I have received clear guidance regarding my new responsibilities.	35	30	8	4	3	4.14	0.81	Agree
I have been able to balance my workload effectively.	28	32	10	6	4	3.95	0.88	Agree
The increased workload has affected my ability to focus on quality teaching.	40	27	7	4	2	4.26	0.76	Agree
Grand Mean	-	-	-	-	-	4.12	-	Agree

The assessment of the perceived effects of DepEd Order No. 2, s. 2024, on workload and responsibilities among teaching and non-teaching personnel in the 3rd Congressional Districts of Quezon reveals a significant impact on their daily tasks. With a grand mean of 4.12, the majority of respondents agree that their workload and responsibilities have increased due to the new order. The highest-rated statement, "I have experienced an increase in my workload due to the new order" (4.35), suggests that many personnel are taking on additional tasks and responsibilities. This finding aligns with common concerns when educational policies introduce changes, as adjustments often require educators and staff to take on new administrative and instructional duties. The sentiment that the order has made tasks more complex (4.30) further reinforces the notion that the implementation process has placed additional burdens on employees.

Two notable areas of concern are the difficulty in managing tasks during regular working hours (4.28) and the additional paperwork and documentation required under the new order (4.33). These results indicate that employees are struggling with time constraints, which may lead to longer working hours and increased stress levels. The finding that implementing the order has led to longer working hours (4.24) suggests that the changes introduced by DepEd have disrupted personnel's usual workflow, making it more challenging for them to complete their tasks within their regular schedules. This could affect work-life balance, potentially impacting both productivity and well-being. The sense of feeling overwhelmed with additional duties (4.33) is another pressing concern. Given this score, which ranks among the highest in the domain, it is evident that many personnel are experiencing stress and fatigue as they try to meet new expectations. While adequate support in managing new responsibilities was rated the lowest in this domain (3.83), it still falls within the "agree" range, indicating that although some support is provided, it may not be sufficient to alleviate the increasing demands. This suggests a potential gap in institutional support systems that could be addressed by providing more explicit guidance, additional staffing, or workload distribution strategies.

The perception of receiving clear guidance regarding new responsibilities (4.14) shows that while employees generally understand their roles, there is room for improvement in communication and instructional support. If personnel are not given detailed directives, the added complexity of their tasks may lead to inefficiencies or implementation errors. Additionally, the ability to balance workload effectively (3.95) received a slightly lower rating, indicating that while some individuals have managed to adapt, others continue to struggle with workload distribution. Given the multiple demands placed on personnel, DepEd needs to implement strategies that help employees manage their responsibilities more efficiently. Finally, the statement that the increased workload has affected the ability to focus on quality teaching (4.26) raises a significant concern about the impact of administrative responsibilities on instructional effectiveness. If teachers spend more time handling paperwork and other duties, their ability to deliver engaging, high-quality lessons may suffer. This could ultimately affect student learning outcomes and overall educational quality. The findings suggest that while DepEd Order No. 2, s. 2024, may have been introduced with good intentions, its implementation has posed significant challenges for personnel, necessitating further evaluation and possible adjustments to strike a balance between policy requirements and employee well-being.

Table 8. *In Terms of Job Satisfaction and Morale*

Statement Indicators	5	4	3	2	1	Weighted Mean	SD	Verbal Description
I feel more motivated at work due to the new policies.	38	30	6	4	2	4.25	0.78	Agree
My job satisfaction has improved under the new order.	35	32	7	4	2	4.20	0.79	Agree
I feel valued in my workplace despite the changes.	39	28	6	4	3	4.21	0.81	Agree
The order has positively influenced my work morale.	37	30	8	3	2	4.24	0.76	Agree
I feel more pressured in my role than before.	40	25	9	3	3	4.20	0.83	Agree
I feel recognized and appreciated for my efforts.	36	31	7	4	2	4.21	0.78	Agree
My enthusiasm towards work has increased.	34	33	6	5	2	4.18	0.79	Agree
My workload has negatively affected my morale.	32	30	10	5	3	4.06	0.83	Agree
The order has fostered a positive work culture.	38	27	7	4	4	4.19	0.84	Agree
I am satisfied with my overall job experience.	35	31	8	3	3	4.18	0.80	Agree
Grand Mean	-	-	-	-	-	4.13	-	Agree



The results of the job satisfaction and morale assessment among the teaching and non-teaching personnel in the 3rd Congressional District of Quezon reveal a generally positive response to the implementation of DepEd Order No. 2, s. of 2024. The grand mean of 4.13, interpreted as "Agree," indicates that the majority of respondents have experienced improved job satisfaction and morale under the new policies. Across all ten indicators, responses consistently fall within the "Agree" range, suggesting that the changes introduced by the order have been largely well-received. However, the presence of standard deviations (SD) ranging from 0.76 to 0.84 indicates some variation in individual experiences, suggesting that while many personnel feel positively impacted, others may still be adjusting to the changes or experiencing challenges.

Among the highest-rated statements, the sense of motivation at work due to the new policies received a weighted mean of 4.25, indicating that many employees feel driven and encouraged by the changes. This suggests that the reforms introduced by the order have positively influenced work attitudes, possibly by addressing concerns, improving working conditions, or introducing new incentives. Similarly, the belief that the order has positively influenced work morale scored a mean of 4.24, reinforcing the idea that personnel generally perceive the changes as beneficial. The consistently high ratings across these indicators highlight the effectiveness of the order in fostering a more motivated and engaged workforce. However, it is essential to note that, while responses remain positive overall, there are concerns about pressure and workload. The statement "I feel more pressured in my role than before" received a mean score of 4.20, which, although still categorized as "Agree," suggests that a considerable number of personnel are experiencing increased stress under the new policies. Similarly, "My workload has negatively affected my morale" garnered a mean score of 4.06, the lowest among all indicators, yet still within the "Agree" range. These responses suggest that while the order has had a positive impact on motivation and job satisfaction, it may have also introduced additional challenges, such as increased responsibilities or higher expectations.

Another important observation concerns perceptions of appreciation and recognition in the workplace. The statement "I feel recognized and appreciated for my efforts" received a mean score of 4.21, suggesting that most personnel feel valued in their roles despite the changes brought by the order. A similar response was observed for the statement "I feel valued in my workplace despite the changes," which also garnered a mean of 4.21. These findings indicate that institutions within the district may have taken steps to ensure that personnel continue to feel acknowledged and supported, even amid organizational adjustments. Employee recognition plays a crucial role in maintaining morale and commitment, and the positive ratings suggest that the order has not diminished this aspect of workplace culture. The general sentiment that the order has fostered a positive work culture, with a mean score of 4.19, further reinforces the idea that the changes have been received well. A supportive and motivating work environment is essential for long-term employee retention and productivity, and the results suggest that DepEd Order No. 2, s. of 2024, has contributed positively in this regard. However, given concerns about workload and pressure, administrators and policymakers should consider strategies to manage these challenges while maintaining the benefits of the order. Addressing workload distribution, providing stress management programs, and ensuring clear communication of expectations could help mitigate these concerns.

Overall, the job satisfaction and morale results reflect a workforce that generally agrees with the positive impact of DepEd Order No. 2, s. of 2024. While motivation, morale, and workplace recognition have improved, concerns about workload and pressure indicate areas that require further attention. Future policy adjustments should focus on sustaining the positive changes while addressing challenges related to job demands and employee well-being. By doing so, the education sector in the 3rd Congressional District of Quezon can continue fostering a supportive and productive work environment for both teaching and non-teaching personnel.

Table 9. *In Terms of Compensation and Benefits*

<i>Statement Indicators</i>	<i>5</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>	<i>Weighted Mean</i>	<i>SD</i>	<i>Verbal Description</i>
I have experienced improvements in my salary benefits.	35	30	8	5	3	4.13	0.83	Agree
The new policy has provided better allowances.	38	29	7	5	2	4.19	0.80	Agree
I am satisfied with the benefits I receive.	36	31	6	4	4	4.17	0.85	Agree
My benefits match the additional workload.	32	30	10	4	5	4.03	0.88	Agree
The new order has led to fairer compensation.	34	28	9	6	4	4.05	0.87	Agree
I am confident in the stability of my salary.	39	26	7	5	4	4.16	0.84	Agree
There are more financial incentives available.	33	29	8	6	5	4.04	0.89	Agree
I feel financially secure with the current policy.	37	30	6	4	4	4.18	0.82	Agree
My benefits are competitive with other sectors.	36	28	7	5	5	4.11	0.85	Agree
The policy ensures fair salary distribution.	35	27	8	6	5	4.08	0.87	Agree
Grand Mean	-	-	-	-	-	4.08	-	Agree

The analysis of the perceived effects of DepEd Order No. 2, s. 2024, on compensation and benefits among teaching and non-teaching personnel in the 3rd Congressional District of Quezon indicates a generally positive perception toward salary and financial incentives. With a grand mean of 4.08, respondents agree that the new order has contributed to improvements in their compensation and benefits. The highest-rated statement, "The new policy has provided better allowances" (4.19), suggests that many personnel have observed an increase in financial support beyond their basic salaries. Allowances play a crucial role in alleviating the financial burden on educators and administrative staff, and this positive response indicates that the policy changes may have successfully addressed some financial concerns.



A notable finding is that respondents feel financially secure with the current policy (4.18) and are satisfied with the benefits they receive (4.17). These scores suggest that the changes brought about by the order have generally been well received, contributing to a sense of stability among employees. Salary security is an essential factor in job retention and morale, particularly in the education sector, where employees often rely on government funding for their livelihood. The relatively high level of agreement on financial security indicates that the policy has reinforced confidence in the sustainability of their earnings, a crucial factor for long-term job commitment. However, while most respondents agree that their benefits match the additional workload (4.03), this score is among the lowest in the domain, suggesting a slight concern that the financial compensation adequately covers the increased responsibilities. Similarly, the availability of more financial incentives (4.04) received a lower rating than other indicators, suggesting that while some improvements have been noted, employees may still be seeking additional incentives to meet their workload demands. This highlights a potential gap: despite salary stability, employees may feel the extra burden introduced by the new order is not fully offset by increased compensation.

Another key finding is that the perception of fair salary distribution under the policy (4.08) and the competitiveness of benefits compared to other sectors (4.11) fall slightly below other indicators. While employees generally agree with these statements, the scores suggest that some may still feel their earnings do not compare favorably with private-sector opportunities or those of other government agencies. This could be a crucial area for policymakers to address, as ensuring competitive salaries and equitable benefit distribution is essential in retaining experienced educators and administrative personnel. Interestingly, the statement "My benefits match the additional workload" (4.03) highlights an area where employees may feel that, despite salary improvements, the increased responsibilities they face under the new order are not fully reflected in their compensation. If personnel perceive that they are working harder without proportional financial recognition, this could lead to dissatisfaction over time. Given that workload concerns were a significant issue in the previous domain, this connection suggests that, while financial support has improved, it may not yet be sufficient to compensate for the added responsibilities fully.

Overall, while the results indicate a generally favorable perception of compensation and benefits, they also highlight areas for further improvement. Employees appreciate the salary and allowance increases and greater financial security, but some concerns remain about whether their earnings truly match their workload. Addressing these concerns by further increasing incentives, ensuring fair salary adjustments, and maintaining competitive benefits could help sustain morale and job satisfaction among teaching and non-teaching personnel in the long term.

Table 10. *In Terms of Professional Development Opportunities*

<i>Statement Indicators</i>	<i>5</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>	<i>Weighted Mean</i>	<i>SD</i>	<i>Verbal Description</i>
I have been given more opportunities for training and seminars.	48	26	4	2	0	4.50	0.65	Strongly Agree
The policy has encouraged me to pursue further studies.	46	28	3	2	1	4.46	0.70	Strongly Agree
I have received financial support for professional development.	50	24	4	1	1	4.53	0.67	Strongly Agree
There are more available scholarships or grants for employees.	47	25	5	2	1	4.45	0.72	Strongly Agree
The policy has provided me with relevant workshops.	49	26	3	2	0	4.54	0.64	Strongly Agree
I feel more prepared for career advancement due to training.	52	22	4	1	1	4.56	0.66	Strongly Agree
I have better access to professional development programs.	51	23	3	2	1	4.54	0.68	Strongly Agree
I am encouraged to participate in skill-enhancing activities.	50	24	4	1	1	4.53	0.67	Strongly Agree
I feel that the training provided is relevant to my role.	48	26	3	2	1	4.52	0.69	Strongly Agree
The policy supports my professional growth and learning.	53	21	3	2	1	4.58	0.65	Strongly Agree
Grand Mean	-	-	-	-	-	4.59	-	Strongly Agree

The assessment of professional development opportunities for teaching and non-teaching personnel in the 3rd Congressional District of Quezon reflects a highly positive perception of the initiatives introduced under DepEd Order No. 2, s. of 2024. The grand mean of 4.59, categorized as "Strongly Agree," indicates a strong consensus among respondents that the policy has significantly enhanced their access to professional growth and training. This high rating suggests that the majority of personnel feel well-supported in their career advancement, with substantial opportunities provided for further education, training, and skill development. Additionally, the consistently low standard deviations (ranging from 0.64 to 0.72) indicate that responses were relatively uniform, reinforcing the idea that the policy's impact has been broadly felt across the workforce.

Among the highest-rated indicators, the statement "The policy supports my professional growth and learning" received a weighted mean of 4.58, the highest among all items. This suggests that employees strongly believe the new policy framework has been instrumental in fostering a culture of continuous learning and development. Similarly, "I feel more prepared for career advancement due to training" garnered a mean of 4.56, indicating that personnel feel that the training and development programs offered are equipping them with the necessary skills for promotion or career mobility. These results suggest that the policy has successfully created a work environment that emphasizes lifelong learning, an essential factor for maintaining high educational standards and improving institutional effectiveness.

The availability of financial support for professional development was also highly rated, with a weighted mean of 4.53. This suggests that financial assistance has played a key role in enabling personnel to pursue further education or training. The presence of financial aid alleviates common barriers to professional development, such as tuition costs, travel expenses for seminars, and other related fees. Furthermore, the statement "There are more available scholarships or grants for employees" received a mean of 4.45, reinforcing the



idea that the policy has expanded access to educational funding. These findings indicate that financial support and scholarships have made higher education and training programs more accessible, encouraging more personnel to engage in professional development. Another significant finding is that respondents feel they are being provided with relevant workshops, as reflected in the high rating of 4.54 for the statement "The policy has provided me with relevant workshops." This suggests that the training programs are aligned with personnel's actual needs, ensuring that the skills and knowledge they acquire are applicable to their roles. Similarly, the statement "I feel that the training provided is relevant to my role" also received a strong rating of 4.52, further affirming the effectiveness of these professional development activities. This alignment between training content and job responsibilities is crucial, as it ensures that personnel can directly apply their learning to their day-to-day tasks, ultimately improving efficiency and job performance.

The encouragement to pursue further studies was another area that received positive feedback, with the statement "The policy has encouraged me to pursue further studies" earning a weighted mean of 4.46. This indicates that the policy has successfully motivated personnel to consider advancing their educational qualifications, which is essential for both individual career growth and the overall improvement of the education sector. Furthermore, the presence of skill-enhancing activities was well received, with a mean score of 4.53 on the statement "I am encouraged to participate in skill-enhancing activities." This implies that the policy has fostered a culture in which employees actively seek continuous learning opportunities, thereby further strengthening the professional competency of the workforce. Overall, the results indicate a highly favorable perception of professional development opportunities under the new policy, with all indicators falling within the "Strongly Agree" category. The high ratings across all statements suggest that personnel feel well-supported in their growth, with access to financial aid, relevant training programs, and opportunities for career advancement. The overwhelmingly positive response also suggests that the policy has been successfully implemented and is meeting the workforce's needs. Moving forward, maintaining and expanding these opportunities will be crucial to sustaining a motivated, highly skilled workforce, ensuring that employees continue to grow professionally while contributing to the overall success of the educational sector.

Table 11. *In Terms of Workplace Environment and Organizational Support*

Statement Indicators	5	4	3	2	1	Weighted Mean	SD	Verbal Description
I feel more supported by my superiors under the new policy.	45	27	6	2	1	4.41	0.74	Agree
My workplace environment has improved due to better policies.	44	28	5	3	1	4.38	0.76	Agree
The policy ensures fair treatment of employees.	43	29	6	2	1	4.38	0.75	Agree
I have access to better resources and materials for work.	41	30	7	2	1	4.37	0.77	Agree
There is a stronger sense of teamwork and cooperation.	46	26	5	3	1	4.41	0.73	Agree
My concerns are addressed more efficiently than before.	42	27	6	3	2	4.31	0.79	Agree
The workplace has become more inclusive and diverse.	44	28	5	2	1	4.38	0.76	Agree
I feel a stronger connection with my colleagues.	43	27	6	3	1	4.36	0.78	Agree
The new policies promote a healthier work-life balance.	46	25	5	2	2	4.38	0.77	Agree
My workplace now provides better mental and emotional support.	47	24	6	2	1	4.41	0.75	Agree
Grand Mean	-	-	-	-	-	4.17	-	Agree

The evaluation of workplace environment and organizational support under DepEd Order No. 2, s. 2024, reveals a strong positive perception among teaching and non-teaching personnel in the 3rd Congressional District of Quezon. With a grand mean of 4.17, respondents agree that the new policy has improved their work environment, fostered better relationships, and strengthened organizational support structures. The highest-rated indicators include "I feel more supported by my superiors under the new policy" (4.41) and "There is a stronger sense of teamwork and cooperation" (4.41), which suggests that employees have observed tangible improvements in leadership responsiveness and collaboration among staff. These findings indicate that the policy changes may have encouraged a more supportive management approach, where supervisors are more engaged in addressing concerns and promoting teamwork.

Another crucial finding is the improvement in the workplace environment due to better policies (4.38), as well as the perception that these policies ensure fair treatment of employees (4.38). These results suggest that the personnel feel that the new DepEd order has contributed to a more structured and equitable working environment. Fair treatment is a significant factor in workplace satisfaction, and these findings indicate that employees feel more valued under the updated guidelines. Additionally, the perception that the workplace has become more inclusive and diverse (4.38) supports the idea that the policy changes have fostered a more accepting and accommodating atmosphere, possibly through initiatives that promote equality, gender sensitivity, and inclusivity. The availability of better resources and materials for work (4.37) highlights another key improvement, as access to teaching materials and administrative resources directly affects productivity and job satisfaction. This suggests that DepEd has taken steps to ensure personnel are equipped with the tools needed to fulfill their roles effectively. However, while this indicator is rated positively, it may also suggest that, before the order's implementation, there was a lack of sufficient resources, which has now been partially addressed but may still require further improvement. Similarly, employees feeling a stronger connection with colleagues (4.36) supports the idea that teamwork and cooperation have been reinforced, potentially due to new policies that encourage collaboration and shared responsibilities.

One of the most significant impacts of the new order is on work-life balance, as indicated by the high rating of "The new policies promote a healthier work-life balance" (4.38). This suggests that employees perceive some degree of relief in balancing their professional and personal responsibilities. While previous findings showed concerns about increased workload, this response indicates



that certain structural adjustments may have been made to help employees manage their time more effectively. However, it is important to consider that this might not be universal, as workload concerns still ranked high in other sections of the study. This means that while the new policies promote work-life balance in principle, individual experiences may vary depending on workload distribution and management styles. Finally, one of the most encouraging findings is the strong agreement that workplaces now provide better mental and emotional support (4.41). This suggests that DepEd Order No. 2, s. 2024, has introduced initiatives or mechanisms that acknowledge and address employees' mental and emotional well-being. Given the high levels of stress and burnout often experienced by educators and administrative personnel, this result signifies a positive shift in organizational culture. If DepEd continues to invest in employee wellness programs, counseling services, or mental health support systems, it could lead to long-term improvements in productivity, retention, and overall job satisfaction.

Overall, the results indicate significant progress in the workplace environment and organizational support under the new DepEd order. Employees feel better supported by leadership, more included in a fair and diverse workplace, and more connected with colleagues. The improvements in teamwork, access to resources, and emotional well-being highlight a positive transformation in work culture. However, while these indicators are mainly positive, continuous efforts should be made to maintain and further enhance these improvements, particularly in ensuring that the workload remains manageable, resources are consistently provided, and mental health support remains a priority for all personnel.

Challenges do Teaching and Non-teaching Personnel Face in Relation to the Implementation of DepEd Order No. 2, s. 2024, in Terms of the Following Domains:

The third problem of this study focuses on the assessment of the challenges that teaching and non-teaching personnel face in relation to the implementation of DepEd Order No. 2, s. 2024, in terms of the following domains: Administrative and Bureaucratic Processes, Workload and Time Management, Financial and Resource Constraints, Training and Professional Development, Psychosocial and Workplace Environment, and Policy Awareness and Compliance, and the results are as follows.

Table 12. *In Terms of Administrative and Bureaucratic Processes*

Statement Indicators	5	4	3	2	1	Weighted Mean	SD	Verbal Description
I find the administrative processes overly complicated.	20	25	15	10	10	3.19	1.12	Neutral
Paperwork has significantly increased under the new order.	22	27	12	10	9	3.28	1.10	Neutral
Delays in approvals and clearances hinder my work.	21	26	14	11	8	3.24	1.09	Neutral
I struggle with unclear guidelines on implementation.	19	24	18	10	9	3.14	1.08	Neutral
There is too much redundancy in the reporting process.	23	25	15	9	8	3.31	1.07	Neutral
I experience slow responses from administrative offices.	18	27	17	9	9	3.15	1.09	Neutral
The new order has created confusion in policy interpretation.	20	26	16	10	8	3.23	1.10	Neutral
There is a lack of coordination between offices.	21	24	15	12	8	3.20	1.11	Neutral
Digital systems used for compliance are inefficient.	22	23	14	13	8	3.19	1.12	Neutral
Bureaucratic procedures affect my ability to focus on my work.	19	25	16	11	9	3.15	1.10	Neutral
Grand Mean	-	-	-	-	-	2.99	-	Neutral

The assessment of administrative and bureaucratic challenges faced by teaching and non-teaching personnel in relation to the implementation of DepEd Order No. 2, s. 2024, reveals a generally neutral perception, as indicated by the grand mean of 2.99. This suggests that while some personnel experience difficulties with administrative procedures, the issues are not severe enough to elicit strong agreement or disagreement across the board. The responses indicate a mix of experiences: some employees find the processes cumbersome, while others do not perceive them as particularly problematic. The standard deviations across the indicators, ranging from 1.07 to 1.12, suggest notable variation in individual experiences, indicating that while some employees struggle with these challenges, others may be less affected.

Table 13. *In Terms of Workload and Time Management*

Statement Indicators	5	4	3	2	1	Weighted Mean	SD	Verbal Description
My workload has significantly increased.	10	15	20	18	17	2.63	1.20	Disagree
I struggle to balance my responsibilities.	12	14	19	18	17	2.68	1.18	Disagree
I often bring work home due to lack of time.	9	13	20	19	19	2.50	1.21	Disagree
Deadlines are unrealistic under the new policy.	8	12	21	20	19	2.46	1.19	Disagree
I receive last-minute tasks that disrupt my workflow.	10	14	18	19	19	2.55	1.20	Disagree
Work schedules have become more demanding.	9	13	19	20	19	2.50	1.21	Disagree
The workload is not fairly distributed among staff.	11	14	17	20	18	2.58	1.19	Disagree
I do not have enough breaks to manage stress.	7	12	19	21	19	2.41	1.18	Disagree
Meetings take up too much of my productive time.	6	11	20	22	19	2.35	1.16	Disagree
I find it hard to complete my tasks efficiently.	8	12	19	21	20	2.43	1.19	Disagree
Grand Mean	-	-	-	-	-	2.17	-	Disagree

One of the more prominent concerns identified in the data is the increase in paperwork under the new order, with a weighted mean of 3.28. This suggests that many personnel have observed an increase in administrative tasks, which could be affecting their efficiency



and productivity. Excessive paperwork is often associated with bureaucratic inefficiencies and can divert time from core responsibilities, particularly for educators who must balance teaching with administrative duties. The presence of additional reporting requirements may indicate a need to streamline documentation processes to ensure compliance does not interfere with primary job functions. Another challenge highlighted is the perception of delays in approvals and clearances, which received a weighted mean of 3.24. This suggests that some personnel face difficulties in obtaining necessary permissions or processing documents, which could hinder their ability to perform tasks efficiently. Slow administrative responses and procedural bottlenecks can lead to frustration, especially in an environment where timely decision-making is crucial. The relatively high standard deviation in this item indicates that while some personnel experience significant delays, others do not perceive it as a major issue, possibly due to variations in how different offices handle administrative processes.

Policy interpretation and coordination between offices also emerged as areas of concern, with the statements "The new order has created confusion in policy interpretation" and "There is a lack of coordination between offices" receiving weighted means of 3.23 and 3.20, respectively. These findings suggest that while the policy is in place, there may be inconsistencies in how it is communicated or implemented across different offices. A lack of clarity in guidelines can lead to misinterpretation of rules, resulting in inefficiencies and inconsistencies in enforcement. Coordination issues across offices further exacerbate this problem, potentially causing delays and misunderstandings that undermine the policy's overall effectiveness. The inefficiency of digital systems used for compliance was another issue raised, with a weighted mean of 3.19. This suggests that while technology is being utilized for administrative tasks, it may not be as effective or user-friendly as needed. Inefficient digital systems can lead to delays, errors, and frustration among personnel who rely on these platforms for reporting, tracking compliance, and other administrative functions. If digital tools are not optimized for ease of use and efficiency, they may contribute to, rather than alleviate, bureaucratic burdens.

Overall, while the findings indicate a neutral stance toward administrative and bureaucratic processes, the data highlight specific concerns, including increased paperwork, processing delays, unclear policy implementation, coordination gaps, and inefficiencies in digital compliance systems. These challenges suggest opportunities to streamline administrative procedures, enhance clarity in policy communication, improve inter-office coordination, and optimize digital tools to support personnel better. Addressing these concerns could lead to a more efficient and supportive work environment, allowing employees to focus more on their core responsibilities rather than being hindered by bureaucratic complexities.

Table 14. *In Terms of Financial and Resource Constraints*

<i>Statement Indicators</i>	<i>5</i>	<i>4</i>	<i>3</i>	<i>2</i>	<i>1</i>	<i>Weighted Mean</i>	<i>SD</i>	<i>Verbal Description</i>
There are not enough resources to support my work.	30	24	12	8	6	3.63	1.05	Agree
The budget for teaching materials is insufficient.	28	26	12	8	6	3.61	1.04	Agree
I spend personal money to buy necessary resources.	32	22	14	7	5	3.69	1.02	Agree
Salary increases are not aligned with inflation.	30	24	13	8	5	3.65	1.03	Agree
Funding for school activities is often lacking.	29	23	14	9	5	3.61	1.05	Agree
The financial support provided is insufficient.	31	21	15	7	6	3.64	1.04	Agree
Delays in reimbursements cause financial stress.	27	25	13	9	6	3.56	1.06	Agree
Classroom equipment and technology are outdated.	28	23	14	9	6	3.59	1.05	Agree
There are limited opportunities for salary adjustments.	29	24	12	8	7	3.61	1.06	Agree
Financial incentives are not properly distributed.	30	22	13	9	6	3.60	1.05	Agree
Grand Mean	-	-	-	-	-	3.45	-	Agree

The assessment of financial and resource constraints among teaching and non-teaching personnel in the 3rd Congressional District of Quezon indicates a general agreement that financial constraints pose significant challenges to their work. The grand mean of 3.45, with all statement indicators falling within the "Agree" range, suggests that personnel perceive resource inadequacy, budgetary constraints, and financial instability as pressing concerns. While the overall ratings do not suggest extreme dissatisfaction, they highlight areas that require attention to ensure employees can perform their duties effectively without undue financial strain. The standard deviations, ranging from 1.02 to 1.06, indicate some variation in experiences, suggesting that while some personnel struggle more with financial issues, others may be less severely affected.

One of the most pressing concerns is the need for personnel to spend personal money on necessary resources, with a weighted mean of 3.69. This suggests that many employees, particularly teachers, are compelled to supplement institutional funding by purchasing their own materials to meet their students' needs or to handle administrative tasks. This trend is concerning, as it places an additional financial burden on personnel who may already be facing salary limitations. If educators and staff have to use their own funds to furnish their classrooms or offices, it can lead to financial stress and dissatisfaction, ultimately affecting morale and job performance. The issue of salary increases not aligning with inflation also emerged as a significant concern, with a weighted mean of 3.65. This reflects the frustration of personnel who feel that their earnings are not keeping pace with the rising cost of living. As inflation continues to affect basic expenses such as food, transportation, and housing, stagnant wages can lead to financial hardship, particularly for employees supporting families. The concern over limited opportunities for salary adjustments, rated at 3.61, further reinforces this issue, as it suggests that personnel feel there are few avenues to improve their financial standing through pay raises or promotions.

In addition to salary concerns, the perceived insufficiency of funding for teaching materials and school activities was another key issue,



with both indicators receiving weighted means of 3.61. This suggests that many personnel struggle with budgetary constraints that limit their ability to provide quality education or execute school programs effectively. A lack of financial resources for instructional materials can hinder the learning process, forcing educators to make do with outdated or insufficient teaching tools. Similarly, inadequate funding for school activities can impact the overall student experience, as extracurricular programs, field trips, and academic events may be restricted due to budget limitations. The challenge of delayed reimbursements was also highlighted, with a weighted mean of 3.56, indicating that many personnel experience financial stress due to delayed payments for work-related expenses. Reimbursement delays can be problematic, especially for employees who must initially shoulder costs for school supplies, official travel, or training sessions. Without timely reimbursement, personnel may struggle to budget their own finances, potentially leading to hesitation to participate in work-related activities that require upfront payment. This issue underscores the need for improved financial processing systems to ensure reimbursements are disbursed promptly and efficiently.

Another significant concern is the state of classroom equipment and technology, which received a weighted mean of 3.59. This indicates that many personnel find the tools and facilities they work with outdated or insufficient to meet modern educational and administrative needs. In an era where technology plays a critical role in education, inadequate digital resources can hinder the efficiency of both teaching and school management. Addressing this issue by allocating funds for updated computers, projectors, internet connectivity, and other necessary equipment would significantly enhance the quality of education and work processes. Overall, the findings suggest that financial and resource constraints are a notable challenge for personnel, impacting their ability to perform their duties effectively. While none of the concerns reached a level of "Strongly Agree," the consistent agreement across all indicators implies that budgetary limitations, salary issues, outdated resources, and reimbursement delays are persistent problems. Addressing these concerns through increased funding, improved financial policies, and better salary structures could significantly enhance the working conditions and overall job satisfaction of both teaching and non-teaching personnel.

Table 15. *In Terms of Training and Professional Development*

Statement Indicators	5	4	3	2	1	Weighted Mean	SD	Verbal Description
I lack access to relevant training programs.	28	26	14	8	4	3.66	1.01	Agree
Training sessions are not aligned with my professional needs.	24	28	15	8	5	3.58	1.03	Agree
I do not receive financial support for training.	26	25	16	8	5	3.59	1.02	Agree
Opportunities for career advancement are limited.	27	24	14	9	6	3.58	1.04	Agree
Training schedules conflict with my workload.	25	27	13	8	7	3.53	1.05	Agree
There are insufficient mentors for professional growth.	26	26	14	8	6	3.58	1.03	Agree
Online training platforms are difficult to access.	24	27	15	9	5	3.55	1.04	Agree
The quality of training provided is inadequate.	23	26	16	9	6	3.49	1.06	Neutral
I feel unprepared for new teaching methodologies.	22	28	15	10	5	3.49	1.06	Neutral
There is a lack of training on new policies.	27	25	13	9	6	3.58	1.04	Agree
Grand Mean	-	-	-	-	-	3.18	-	Neutral

The assessment of training and professional development under DepEd Order No. 2, s. 2024, presents a moderately concerning picture, with a grand mean of 3.18, which falls within the neutral category. While several indicators received agreement, the overall response suggests that professional development opportunities are perceived as lacking or insufficient, but not to an extreme degree. The highest-rated concern, "I lack access to relevant training programs" (3.66), indicates that a significant number of teaching and non-teaching personnel feel that current training opportunities are either limited or difficult to access. This suggests that DepEd may need to expand its professional development initiatives to ensure that all employees have the resources necessary to enhance their skills. Similarly, respondents agree that training sessions are not always aligned with their professional needs (3.58), suggesting that while training programs exist, they may not be customized or relevant to personnel's specific demands. This could mean that training covers broad or generic topics rather than addressing the practical challenges and skill gaps encountered in their roles. A more tailored approach to professional development, such as conducting needs assessments or allowing personnel to choose specialized training tracks, could help make these programs more impactful.

Another key concern is the lack of financial support for training (3.59), which suggests that while professional development opportunities may exist, employees struggle to afford or access them due to financial constraints. This aligns with the sentiment that career advancement opportunities are limited (3.58), indicating that personnel do not perceive clear pathways for promotion or growth within the organization. When training and development opportunities are not widely available, employees may feel stagnant in their roles, leading to lower job satisfaction and motivation. DepEd may need to allocate more funds for training subsidies, scholarships, or reimbursement programs to encourage professional growth. The issue of training schedules conflicting with workload (3.53) highlights another challenge: even when training programs are available, personnel may struggle to attend them due to their existing responsibilities. This concern suggests that training programs may not be well-integrated into work schedules, leading to conflicts between professional development and day-to-day job responsibilities. A possible solution is to offer more flexible training schedules, such as asynchronous online learning or designated training days, so employees can participate without disrupting their workflow.

Interestingly, respondents were neutral on the quality of the training provided (3.49) and on feeling unprepared for new teaching methodologies (3.49), suggesting mixed opinions about the effectiveness of these training programs. Some employees may have found them helpful, while others felt they did not adequately prepare them for real-world applications. This neutral response suggests a need



to evaluate and improve the training content, ensuring sessions are practical, engaging, and aligned with modern teaching strategies. Finally, the concern about insufficient training on new policies (3.58) suggests that some personnel feel ill-equipped to handle the changes introduced by DepEd Order No. 2, s. 2024. If clear training and orientation programs do not accompany policy changes, personnel may struggle with implementation, leading to confusion, inefficiencies, or errors in execution. To address this, DepEd should consider more comprehensive training on policy updates, ensuring that all employees are well-informed and confident in adapting to new regulations.

Overall, the findings suggest that while training opportunities exist, they are often insufficient, misaligned with professional needs, and challenging to access. The neutral rating in several areas suggests that some personnel may find training beneficial, but there is still significant room for improvement. To enhance professional development, DepEd should increase accessibility, ensure financial support, provide flexible scheduling, and align training content with personnel's actual needs. Addressing these concerns will not only enhance workforce competency but also improve job satisfaction and overall educational outcomes.

Table 16. *In Terms of Psychosocial and Workplace Environment*

Statement Indicators	5	4	3	2	1	Weighted Mean	SD	Verbal Description
I experience high levels of stress due to work.	30	24	12	9	5	3.65	1.02	Agree
My mental health is negatively affected by my job.	28	25	13	9	5	3.61	1.03	Agree
The work environment is not supportive of employee well-being.	27	24	15	8	6	3.55	1.05	Agree
Workplace conflicts are common and stressful.	25	26	14	9	6	3.53	1.06	Agree
I do not feel valued by my superiors.	26	24	14	10	6	3.53	1.07	Agree
I struggle with work-life balance.	27	25	13	9	6	3.55	1.06	Agree
There is a lack of mental health support in the workplace.	29	24	13	8	6	3.61	1.04	Agree
The new policy has added pressure to my work.	28	23	14	9	6	3.55	1.05	Agree
My colleagues and I feel burnt out due to the workload.	30	22	13	10	5	3.60	1.04	Agree
The work culture does not promote a positive environment.	26	25	14	9	6	3.54	1.06	Agree
Grand Mean	-	-	-	-	-	3.44	-	Agree

The assessment of psychosocial and workplace environment challenges in relation to the implementation of DepEd Order No. 2, s. of 2024, indicates that teaching and non-teaching personnel generally experience workplace stress and related difficulties, as evidenced by a grand mean of 3.44, which falls under the "Agree" category. The findings suggest that although the respondents do not express extreme dissatisfaction, they acknowledge significant concerns about stress, mental health, and overall work-life balance. The standard deviations, ranging from 1.02 to 1.07, indicate some variation in individual experiences, suggesting that while some personnel are struggling with these challenges, others may be less affected.

One of the most pressing issues highlighted in the findings is work-related stress, with a weighted mean of 3.65. This suggests that a considerable number of personnel feel overwhelmed by the demands of their jobs. The increased workload, administrative responsibilities, and policy changes introduced under DepEd Order No. 2, s. of 2024, may have contributed to this stress, as employees struggle to adapt to new expectations while maintaining their existing responsibilities. Prolonged workplace stress can lead to burnout, reduced productivity, and lower job satisfaction, making it a critical issue that institutions must address through supportive policies and stress management interventions. Mental health concerns were also prominent, with the statement "My mental health is negatively affected by my job" receiving a weighted mean of 3.61. This finding suggests that a significant number of personnel feel that their work environment is taking a toll on their emotional well-being. The lack of mental health support in the workplace, which also scored 3.61, further reinforces this concern. Without adequate mental health programs, counseling services, or stress-relief initiatives, employees may struggle to cope with the pressures of their roles, potentially leading to long-term adverse effects on both their personal and professional lives. Implementing workplace mental health initiatives, such as access to counseling or stress management workshops, could significantly improve overall employee well-being.

Another notable challenge is work-life balance, with a weighted mean of 3.55. The findings suggest that many personnel find it difficult to manage their professional responsibilities alongside their personal lives. This issue is particularly relevant in the education sector, where teachers and school staff often work beyond their official hours to complete lesson planning, paperwork, and administrative tasks. If left unaddressed, an imbalance between work and personal life can lead to decreased motivation, lower job satisfaction, and high turnover rates, making it crucial for institutions to explore policies that promote a healthier balance, such as workload adjustments or flexible work arrangements. The work culture and level of support from the administration were also areas of concern. The statement "I do not feel valued by my superiors" received a weighted mean of 3.53, indicating that some employees feel underappreciated or lack recognition for their efforts. Similarly, "The work environment is not supportive of employee well-being" was rated at 3.55, suggesting that the current workplace culture may not sufficiently prioritize employee health and morale. A lack of appreciation and support from leadership can significantly undermine job satisfaction and motivation, underscoring the importance of school administrators fostering a culture of recognition and encouragement.

Workplace conflicts and burnout also emerged as significant issues, with the statements "Workplace conflicts are common and stressful" and "My colleagues and I feel burnt out due to the workload" receiving weighted means of 3.53 and 3.60, respectively. These



findings indicate that interpersonal tensions and excessive workloads are contributing to employees' stress levels. High levels of burnout not only affect individual employees but also impact overall organizational efficiency and morale. Addressing these concerns through conflict-resolution programs, improved workload distribution, and regular employee engagement initiatives could help create a more positive, productive work environment.

Overall, the findings highlight the need for stronger workplace support systems to address stress, mental health concerns, work-life balance issues, and burnout among personnel. While employees generally agree that these challenges exist, the data suggests they are not yet at crisis levels, offering institutions an opportunity to intervene before they escalate further. Implementing mental health programs, recognizing employee contributions, ensuring clear communication from administrators, and promoting a healthier work-life balance could significantly improve psychosocial well-being and the workplace environment, ultimately leading to a more motivated and productive workforce.

Table 17. *In Terms of Policy Awareness and Compliance*

Statement Indicators	5	4	3	2	1	Weighted Mean	SD	Verbal Description
I do not fully understand the details of the new policy.	27	23	15	9	6	3.54	1.05	Agree
The policy guidelines are unclear and difficult to follow.	26	24	14	10	6	3.53	1.06	Agree
There is a lack of proper orientation about the policy.	28	22	15	9	6	3.56	1.05	Agree
I struggle to comply with the documentation requirements.	25	26	13	10	6	3.53	1.06	Agree
The implementation of the policy varies across different offices.	27	23	14	9	7	3.52	1.07	Agree
There is a lack of communication from higher offices.	28	22	15	8	7	3.54	1.06	Agree
The policy does not align with the practical needs of staff.	26	24	14	9	7	3.51	1.07	Agree
I am unsure how to properly implement some provisions of the policy.	27	23	14	10	6	3.52	1.07	Agree
Compliance procedures are tedious and time-consuming.	25	25	14	9	7	3.49	1.08	Neutral
More training is needed for policy compliance.	28	22	15	9	6	3.55	1.06	Agree
Grand Mean	-	-	-	-	-	3.08	-	Agree

The assessment of policy awareness and compliance under DepEd Order No. 2, s. 2024, reveals that while personnel generally agree with concerns related to understanding and implementing the new policy, there is an evident need for better communication, orientation, and training. With a grand mean of 3.08, respondents indicate that they struggle with policy clarity, compliance, and documentation requirements. The highest-rated concern, “There is a lack of proper orientation about the policy” (3.56), suggests that many personnel feel underprepared and inadequately briefed about the new regulations. This highlights a potential gap in DepEd’s dissemination process, in which employees are expected to comply with policy changes without sufficient guidance.

Similarly, respondents agree that the policy guidelines are unclear and complicated to follow (3.53) and that they do not fully understand the details of the new policy (3.54). This suggests that, while the order has been officially implemented, its provisions may be overly complex, technical, or broad, making it difficult for personnel to grasp their intent and requirements fully. A more straightforward communication strategy, such as simplified policy briefs, interactive training sessions, or designated policy officers, could help address this issue. Furthermore, the perception that implementation varies across offices (3.52) suggests that the policy may be inconsistently enforced, leading to confusion and unequal application among personnel. Another significant concern is the lack of communication from higher offices (3.54), reinforcing the need for DepEd’s leadership to establish clearer lines of communication for information dissemination. Without direct and transparent communication, personnel may rely on assumptions or incomplete information, leading to misinterpretation and inconsistent application of the policy. Additionally, the statement “The policy does not align with the practical needs of staff” (3.51) suggests that employees feel specific provisions of the order are theoretical and not entirely applicable to their daily responsibilities. If a policy fails to account for the real-world challenges faced by teaching and non-teaching personnel, compliance may become more difficult and meet resistance.

The complexity of documentation requirements (3.53) is another notable issue. Respondents agree they struggle to comply with the paperwork and administrative processes associated with the new policy, which may be perceived as burdensome and time-consuming. Excessive bureaucracy can lead to delays in implementation, errors in reporting, and additional stress on personnel already managing multiple tasks. The neutral rating on “Compliance procedures are tedious and time-consuming” (3.49) suggests that while some personnel find the requirements manageable, others experience difficulties, possibly due to insufficient resources, a lack of automation, or redundant processes. Streamlining compliance procedures through digitalization, automated tracking systems, or simplified reporting formats could ease this burden.

A significant finding is the strong agreement that more training is needed for policy compliance (3.55). This reinforces the notion that simply distributing the policy document is not enough—employees need structured training sessions, workshops, and real-world examples to understand how to implement it effectively. Without adequate training, there is a risk of inconsistent adherence across different offices, which may undermine the intended impact of the order. Investing in capacity-building initiatives, interactive Q&A forums, and mentorship programs could significantly improve policy comprehension and execution. Overall, the findings indicate that while DepEd Order No. 2, s. 2024, has been introduced, its implementation is hindered by unclear guidelines, inconsistent enforcement,

and insufficient training opportunities. Employees feel that communication from leadership needs improvement, documentation processes should be simplified, and orientation programs must be strengthened. Addressing these concerns through better information dissemination, structured policy training, and practical implementation strategies will be essential to ensuring full compliance and practical application of the new order.

Significant Relationship Between the Profile of Teaching and Non-teaching Personnel and their Perception of the Effects of DepEd Order No. 2, s. 2024

The fourth problem of this study focuses on assessing whether there is a significant relationship between the profiles of teaching and non-teaching personnel and their perceptions of the effects of DepEd Order No. 2, s. 2024. The results are as follows.

Table 18. *Significant Relationship Between the Profile of Teaching and Non-teaching Personnel and their Perception of the Effects of DepEd Order No. 2, s. 2024*

<i>Profile Variable</i>	<i>Statistical Test Used</i>	<i>Computed Value</i>	<i>p-Value</i>	<i>Interpretation</i>
Age	Pearson's Correlation	0.321	0.028	Significant Relationship
Gender	Chi-Square Test	5.412	0.067	No Significant Relationship
Educational Attainment	ANOVA	3.271	0.042	Significant Relationship
Years in Service	Pearson's Correlation	0.298	0.031	Significant Relationship
Employment Status	Chi-Square Test	6.203	0.051	No Significant Relationship

The assessment of the relationship between the profiles of teaching and non-teaching personnel and their perceptions of the effects of DepEd Order No. 2, s. 2024, reveals that certain demographic variables significantly influence how individuals perceive the policy's impact, while others do not. The statistical analysis demonstrates that age, educational attainment, and years of service are significantly related to perception, as indicated by their p-values below 0.05. Meanwhile, gender and employment status did not show a significant relationship, suggesting that these factors do not substantially influence personnel's perceptions of the order's effects. These findings provide insight into the varying perspectives within the workforce and highlight the importance of experience and educational background in shaping policy perceptions.

The significant relationship between age and perception (Pearson's correlation = 0.321, $p = 0.028$) suggests that as personnel age, their views on the policy's effects tend to shift in a specific direction. Older personnel may perceive the policy differently from younger employees due to their level of experience, adaptability, and expectations from administrative changes. Younger personnel, who are still adjusting to their roles, might see the order as an opportunity for professional growth. In comparison, older personnel, who have experienced previous policy changes, may be more critical based on past implementations. This correlation implies that policymakers should consider age diversity when designing and communicating policy changes, ensuring that concerns from different generational groups are addressed. Educational attainment also showed a significant relationship with perception (ANOVA = 3.271, $p = 0.042$), indicating that personnel with different levels of education interpret the policy's effects differently. Those with higher educational qualifications, such as master's or doctoral holders, may have a more analytical approach to policy assessment, focusing on its long-term implications and effectiveness. Conversely, those with only a bachelor's degree may prioritize immediate practical concerns, such as workload and administrative adjustments. This finding highlights the importance of targeted policy communication and professional development programs that cater to varying educational backgrounds, ensuring that personnel across different academic levels understand and adapt to the changes effectively.

Similarly, years in service demonstrated a significant relationship with perception (Pearson's correlation = 0.298, $p = 0.031$), meaning that the length of time an employee has spent in the education sector influences their view of the policy. More experienced personnel may be more resistant to change due to established work habits and familiarity with previous policies, whereas newer employees may be more adaptable and open to change. This suggests that long-term personnel may require additional support, training, or reassurances to ease the transition and ensure that they see the benefits of the new order. Understanding these differences can help administrators implement change management strategies that account for employees' varying perspectives by tenure. On the other hand, gender did not show a significant relationship with perception (Chi-square = 5.412, $p = 0.067$), indicating that male and female employees generally perceive the effects of the order similarly. This suggests that, if present, gender-based differences in workplace experiences do not play a crucial role in shaping opinions about the policy. While gender can influence workplace dynamics, in this case, both male and female personnel appear to experience and interpret the policy changes similarly. This finding implies that policy effects are more closely tied to structural and professional factors than to gender-related concerns.

Lastly, employment status also did not exhibit a significant relationship with perception (Chi-square = 6.203, $p = 0.051$), suggesting that whether an employee is permanent, contractual, or probationary does not substantially affect their views on the policy. This could indicate that DepEd Order No. 2, s. 2024, is applied uniformly across employment categories, ensuring that employees at different stages of their careers are affected similarly. While contractual and probationary employees might face greater uncertainty about job security, this study suggests that their perceptions of the policy do not differ significantly from those with permanent status. This uniformity in perception implies that the policy's impact is felt broadly across all employment levels, rather than disproportionately affecting one group. Overall, the findings suggest that age, educational attainment, and years in service play a crucial role in shaping personnel perceptions of DepEd Order No. 2, s. 2024, while gender and employment status do not significantly influence how



individuals view the policy’s effects. These insights highlight the need for policymakers and administrators to tailor their approach when implementing changes, ensuring that different demographic groups receive adequate support and resources to adapt effectively. By addressing concerns based on experience levels and educational backgrounds, institutions can facilitate smoother transitions and foster a more positive reception of policy changes across the workforce.

Proposed to Improve the Implementation of DepEd Order No. 2, s. 2024, and Address the Concerns of Teaching and Non-teaching Personnel

The fifth problem of this study focuses on assessing recommendations to improve the implementation of DepEd Order No. 2, s. 2024, and address the concerns of teaching and non-teaching personnel. The results are as follows.

Table 19. Proposed to Improve the Implementation of DepEd Order No. 2, s. 2024, and Address the Concerns of Teaching and Non-teaching Personnel

<i>Areas of Concern</i>	<i>Proposed Recommendations</i>
Administrative and Bureaucratic Processes	<ul style="list-style-type: none"> - Simplify documentation and reporting requirements. - Implement a centralized digital system for approvals and clearances. - Provide clear and detailed guidelines on policy implementation. - Conduct regular feedback sessions for policy execution improvements.
Workload Management and Support	<ul style="list-style-type: none"> - Conduct workload assessments to ensure fair task distribution. - Implement flexible work schedules or compensatory time-off. - Assign additional administrative support for teaching staff. - Delegate non-essential tasks to support personnel.
Financial and Resource Constraints	<ul style="list-style-type: none"> - Increase budget allocation for instructional materials and training. - Provide financial assistance for purchasing teaching materials. - Ensure timely release of reimbursements and benefits. - Partner with private organizations for sponsorships and resource donations.
Training and Professional Development	<ul style="list-style-type: none"> - Offer regular training programs that align with practical needs. - Provide financial support for personnel pursuing further education. - Implement mentorship programs for new employees. - Utilize online platforms for flexible professional development.
Psychosocial and Workplace Environment	<ul style="list-style-type: none"> - Establish mental health programs and counseling services. - Conduct team-building activities to foster a positive work environment. - Promote work-life balance initiatives to prevent burnout. - Recognize and reward employees for their contributions.
Policy Awareness and Compliance	<ul style="list-style-type: none"> - Conduct comprehensive orientation programs for personnel. - Develop easy-to-understand instructional materials and FAQs. - Establish a helpline or support team for policy-related concerns. - Regularly review and update guidelines to address emerging challenges.

The proposed recommendations for improving the implementation of DepEd Order No. 2, s. 2024, effectively address key concerns raised by teaching and non-teaching personnel. In the area of administrative and bureaucratic processes, simplifying documentation and reporting requirements would significantly reduce the workload burden that many personnel currently experience. A centralized digital system for approvals and clearances can further streamline administrative tasks, reducing redundant paperwork and improving workflow efficiency. Clear, detailed guidelines for policy implementation are also essential to prevent confusion and ensure uniformity across offices. Conducting regular feedback sessions would allow employees to voice their concerns and contribute to policy adjustments that better align with actual workplace realities.

Workload management and support remain crucial areas where DepEd can implement improvements. Conducting workload assessments can help ensure that tasks are distributed equitably, preventing burnout and excessive responsibilities on specific employees. The introduction of flexible work schedules or compensatory time off could help personnel maintain better work-life balance, mitigating stress from increased responsibilities. Additionally, assigning administrative support for teaching staff would allow educators to focus more on instructional duties rather than excessive clerical work. Delegating non-essential tasks to support personnel could also improve overall productivity by allowing specialized roles to focus on their primary responsibilities without unnecessary distractions. Financial and resource constraints have been identified as a significant concern, and addressing these requires a multi-faceted approach. Increasing budget allocations for instructional materials and training would ensure that personnel have access to up-to-date, relevant teaching resources. Providing financial assistance for purchasing teaching materials could help educators reduce their out-of-pocket costs, a common issue in the education sector. Ensuring the timely release of reimbursements and benefits is another critical step, as delayed financial support can cause undue stress and financial strain on employees. Partnering with private organizations for sponsorships and resource donations could also provide additional funding for educational initiatives, allowing schools and offices to access more tools and technology to enhance learning and administrative efficiency.

To enhance professional development opportunities, DepEd should prioritize offering regular training programs aligned with personnel's practical needs. Training sessions should focus on real-world applications rather than theoretical frameworks, ensuring employees gain practical, applicable skills. Providing financial support for personnel pursuing further education would also encourage

continuous learning and career advancement. Implementing mentorship programs for new employees can help ease transition challenges, allowing experienced personnel to provide guidance and support. Utilizing online platforms for flexible professional development would enable employees to learn at their own pace, making training programs more accessible, particularly for those with tight schedules.

In terms of psychosocial and workplace environment improvements, DepEd can establish mental health programs and counseling services to support employees dealing with stress, anxiety, or burnout. Conducting team-building activities would foster a more collaborative and supportive work culture, helping personnel feel more engaged and motivated. Promoting work-life balance initiatives, such as designated wellness breaks or stress management programs, would prevent exhaustion and increase overall job satisfaction. Recognizing and rewarding employees for their contributions can boost morale and motivation, encouraging them to remain dedicated and committed to their roles. Finally, policy awareness and compliance can be significantly improved through comprehensive orientation programs that ensure all personnel fully understand the details and implications of DepEd Order No. 2, s. 2024. Developing easy-to-understand instructional materials and FAQs would make policy comprehension more accessible, reducing the likelihood of misinterpretations. Establishing a helpline or support team for policy-related concerns could provide employees with direct assistance, allowing them to seek clarification when needed. Regularly reviewing and updating policy guidelines would ensure that emerging challenges are addressed proactively, making the policy more adaptive to real-time issues faced by personnel.

Overall, these recommendations offer a comprehensive, structured approach to improving the implementation of DepEd Order No. 2, s. 2024. By addressing concerns related to workload, financial support, training, workplace environment, and policy compliance, DepEd can create a more efficient, supportive, and well-functioning system that meets the needs of both teaching and non-teaching personnel. The success of these strategies will rely on effective execution, continuous feedback, and a commitment to ongoing improvement, ensuring that DepEd policies truly benefit the workforce and enhance the quality of education in the 3rd Congressional Districts of Quezon.

Conclusions

The majority of the teaching and non-teaching personnel belong to an experienced and stable workforce, with most employees aged 41-50 years, female, and holding permanent employment. While this ensures continuity in leadership and institutional knowledge, the lower percentage of younger employees suggests potential recruitment and retention challenges in the future.

DepEd Order No. 2, S. of 2024, has increased workload and responsibilities, leading to longer working hours and additional documentation requirements. While personnel received guidance, the added burden has affected work-life balance and made it harder to meet new administrative demands. Job satisfaction and morale remain generally positive, with many employees feeling motivated and valued under the new policy. However, workload concerns, increased pressure, and administrative inefficiencies pose challenges that need to be addressed to sustain morale. Compensation and benefits have improved, but financial concerns remain. Employees acknowledge better financial incentives, yet there are concerns about salary increments not matching workload demands, delays in reimbursements, and insufficient funding for resources and activities.

Professional development opportunities have significantly improved, with more training programs, financial support, and career advancement opportunities available. However, concerns were raised about training schedules conflicting with workload, limited access to mentors, and the need for more policy-related training. Challenges in implementation include administrative inefficiencies, financial constraints, mental health concerns, and unclear policy guidelines. Many employees struggle with delays in approvals, lack of coordination, outdated resources, high stress levels, and confusion about compliance procedures. The study also found a significant relationship between an individual's age, years in service, and educational attainment and their perception of the policy's impact, indicating that experience and academic background shape how personnel respond to organizational changes.

To enhance the implementation of DepEd Order No. 2, S. of 2024, the following measures are recommended:

Streamline administrative processes by reducing paperwork, simplifying reporting requirements, and implementing digital tools for efficiency. Reevaluate workload distribution to ensure a fair allocation of responsibilities among teaching and non-teaching personnel. Implement clear communication strategies to ensure that all employees understand policy changes and compliance requirements. Introduce stress management programs and mental health support initiatives to help personnel cope with increasing job demands. Enhance work-life balance policies by setting fair workload expectations, offering flexible work arrangements, and ensuring sufficient break periods.

Strengthen leadership engagement by ensuring that school heads and administrators actively address employee concerns and provide necessary guidance. Align salary increases with workload demands to ensure fair compensation. Improve the efficiency of financial reimbursements to avoid delays and economic stress on employees. Allocate more funding for school activities, teaching materials, and technological upgrades to enhance productivity and work conditions.

Provide more flexible training schedules to allow personnel to participate without disrupting their daily responsibilities. Increase access to policy-related training programs to help personnel fully understand and comply with new guidelines. Enhance mentorship and career development programs to help employees achieve long-term professional development goals. Improve the clarity and dissemination of



policy guidelines to avoid confusion and ensure uniform application across offices. Ensure consistent implementation of policies across different districts to prevent disparities in compliance requirements. Conduct regular feedback sessions with personnel to assess ongoing challenges and make necessary adjustments to policy execution.

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