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**LIVED EXPERIENCES OF SELECTED PUBLIC SCHOOLS DISTRICT
SUPERVISORS IN THE IMPLEMENTATION OF THE RATIONALIZATION
PROGRAM: INPUTS TO POLICY ENHANCEMENT**

A DISSERTATION
Presented to
The Graduate Teacher Education Faculty
College of Graduate Studies and Teacher Education Research
Philippine Normal University
Manila

In Partial Fulfillment
of the Requirements for the Degree
DOCTOR OF PHILOSOPHY IN EDUCATIONAL MANAGEMENT

BERNABETH BALAJADIA-MANIO

APPROVAL SHEET

This dissertation entitled “**LIVED EXPERIENCES OF SELECTED PUBLIC SCHOOLS DISTRICT SUPERVISORS IN THE IMPLEMENTATION OF RATIONALIZATION PROGRAM: INPUTS TO POLICY ENHANCEMENT**” prepared and submitted by **BERNABETH B. MANIO** in partial fulfillment of the requirements for the degree of **Doctor of Philosophy in Educational Management**, is hereby recommended for approval and acceptance.



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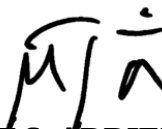
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ABSTRACT

Name	: BERNABETH BALAJADIA-MANIO
Title	: Lived Experiences of Selected Public Schools District Supervisors in the Implementation of Rationalization Program: Inputs to Policy Enhancement
Key Concepts	: Lived Experiences, Policy Enhancements, Rationalization Program
Degree Program	: Doctor of Philosophy in Educational Management
Adviser	: Inero V. Ancho, PhD

This study aimed to explore the lived experiences of selected public schools district supervisors in the Schools Division of Pampanga in the implementation of the Rationalization Program as Inputs to Policy Enhancement. The researcher employed qualitative-phenomenological study wherein 10 public schools district supervisors were purposely selected as participants of the study. To gather data, the researcher used validated semi-structured interview guide questions. The data that were collected were subjected to thematic analysis using six phases of Braun and Clarke (2013). Results show that PSDSs experiences in the Rationalization were summarized as follows: Confusing and Challenging Experiences, Experiences Lapses in Management of Resources and Fulfilling Experiences. In addition, the challenges of the participants were Conflict on Time between Monitoring Schools and Staying in the Division Office, Misunderstanding due to Communication Gaps and Culture Differences, Insufficient Preparation on Change and Transition and Unable to Voice Out Needs and Feedbacks. Finally, inputs for Policy

Enhancement were proposed based on the findings of the study. The study will have implications on the improvement of policies related to rationalization.

DEDICATION

This study, which took me two decades to finish, is wholeheartedly dedicated to my husband, Edgar, my three children: Mia, Mae, and EJ, to my mother, Rosadel, my pillar of strength and inspiration in completing this undertaking. Above all to God Almighty for all the blessings.

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TABLE OF CONTENTS

Title Page	i
Approval Sheet	ii
Abstract	iii
Dedication	v
Acknowledgments	vi
List of Appendices	ix
List of Figures	x
List of Tables	xi
CHAPTER I The Problem and Literature Review	1
1.1 Background of the Study	1
1.2 Literature Review	6
1.3 Conceptual Framework	16
1.4 Research Problems	19
1.5 Significance of the Study	20
1.6 Scope and Delimitation	20
1.7 Definition of Terms	21
CHAPTER II Methodology	23
2.1 Research Design and Method	23
2.2 Research Site	24

2.3 Selection Criteria and Participants	24
2.4 Data Gathering Instruments	25
2.5 Data Gathering Procedure	27
2.6 Data Analysis	28
2.7 Ethical Considerations	30
CHAPTER III Results and Discussion	33
3.1 Participant-PSDSs Experiences in the Implementation of the Rationalization Program	33
3.2 Participant-PSDSs Challenges in the Implementation of the Rationalization Program and How They Were Addressed	59
3.3 Proposed Policy Enhancement	77
CHAPTER IV Summary, Conclusions and Recommendations	94
4.1 Summary of the Study	94
4.2 Summary of Results	94
4.3 Limitations	95
4.4 Conclusions	95
4.5 Recommendations	96
References	97
Appendices	106
Curriculum Vitae	190

LIST OF APPENDICES

APPENDIX	PAGE
A. Clearance to Proceed	106
B. Recruitment Script	107
C. Consent Form	108
D. Letter to the Schools Division of Pampanga	
Conduct of Interview	111
E. Validated Interview Guide	112
F. In-Case Analysis of Qualitative Data	116
G. Cross-Case Analysis of Qualitative Data	126
H. Participants' Qualitative Data	149

LIST OF FIGURES

TITLE	PAGE
Figure 1. Schematic Diagram of the Study	18

LIST OF TABLES

TITLE	PAGE
Table 1. Summary of Challenges under each Domain	77
Table 2. Summary of Policy Enhancements Suggested per Domain in Relation in the Rationalization Program	91

CHAPTER I

THE PROBLEM AND LITERATURE REVIEW

Background of the Study

Every Filipino dreams of becoming successful in life and believes that education is the key to success; hence, even the poorest family strives in sending their children to school just to have a proper education thinking that their educated children will be the answer in alleviating poverty. It is clearly expressed in Article XIV of the 1987 Philippine Constitution that “the State shall protect and promote the right of all citizens to quality education at all levels and should take appropriate steps to make such education accessible to all”.

Nevertheless, comments that education is deteriorating are often heard. Are the administrators, the teachers, the students, the parents, or the community responsible for such an apprehension? All of them comprise the organization of every school. Each of them plays a very important role in achieving the desired quality education which has been the battle cry in the field of education since time immemorial.

In an effort to respond to the urgent need for a quality education and to improve the quality and efficiency of the government services, the Rationalization Program was enforced by the Department of Education (DepEd) through the issuance of DepEd Order No. 52, s. 2015, entitled New Organizational Structure of the Central, Regional, and Schools Division of the Department of Education. The Rationalization Plan was approved on November 15, 2013 by the Department of Budget and Management (DBM). The approval included the rationalized structure and staffing pattern of offices at the central, regional, and school division levels. The rationalized organizational structures and staffing

patterns were a result of the thorough study of the DepEd Change Management Team (CMT) on the current structures, functions, and staffing complement of the DepEd offices vis-à-vis the long-term education reforms, requirements of the learners and the changing environment, and national government policies.

Over the years, government had the tendency to over-expand and self-perpetuate in almost every area of need of society. These areas have become regular government priorities and responsibilities. This situation results in a thin spread of government resources to a variety of concerns, especially in areas where government support is highly desirable, such as peace and order, national security and social services, among others. Government also has to keep pace with changing demands and technologies. What may have been a relevant undertaking for the government a number of years ago may no longer be necessary at the present time. For example, certain administrative functions done in the past require a number of clerks. With the advent of computers, these same tasks may need a lesser number of personnel. Moreover, global and private sector developments may now require different regulatory frameworks. Some areas may need new regulations while other existing regulations have become counterproductive to sector growth. Hence, government has to review its operations to remove redundancies/overlaps/duplications and improve its operations. In addition, the people are demanding better public services and more value for their money.

The Department of Education hires and mandates leaders to supervise all educational transactions within educational districts; they are called the public schools district supervisors. Their roles are primarily based on their respective key results areas such as instructional supervision, technical assistance in school management, monitoring

and evaluation, curriculum development, enrichment and localization, learning outcomes assessment, research and technical assistance. These are found in the qualification standards for public schools district supervisors of the Civil Service Commission.

To provide more specific details on the functions of the supervisors including the PSDSs, DepEd Order No. 25, s. 2020, or the National Adoption and Implementation of the Philippine Professional Standards for Supervisor was released. It provides details on the functions of the supervisors which is divided into four domains: (1) supporting curriculum and management implementation, (2) strengthening shared accountability, (3) fostering a culture of continuous improvement and (4) developing self and others. In this memorandum, it is highlighted that public schools district supervisors have roles to perform to both the school heads and the teachers in terms of supervision and management.

Rationalization has been introduced in higher education since the 1980s (Cottom & Tuchman, 2015). In the rationalization of HEIs, the target is to give importance on the functions of managers to make things run and let the professors focus on the delivery of instruction. This gives the managerial sector of the HEIs the chance to devote their time on leadership, management and administrative functions for the benefit of the employees and the entire learning institution.

Kim et al. (2019) also mentioned that rationalization of education institutions is a global phenomenon and it reflects the kind of political system that a country has. When a higher educational institution applies rationalization, its core changes in organization include the expansion and differentiation of central administrations, the elaboration of faculty performance evaluation rules, and the emergence of engagement in vision

statements. These changes, constructing universities as organizational actors, parallel the changes in higher education systems elsewhere.

Another point to consider is from Bromley (2010). She mentioned that when an educational institution embraces rationalization, there will be changes that may not be welcomed by others because these are different from what they used to do before the rationalization. It cannot be denied that it will really take time before the employees will be able to adjust, especially if they will perform a new specific task that is based on their new job description. Still, as the time passes by, these employees will be able to get used to the changes.

Even Furuta (2017) coined that schools undergo rationalization when they feel that it is needed for them to be able to provide the best quality service for their clients. These changes in teaching, administrative, managerial and human resources will work together to give a more satisfying service to the students, teachers, parents, and stakeholders.

In the Philippines, the five-year implementation of the DepEd Rationalization Program started from 2014 to 2018. In 2014 (Year 1), the DepEd prepared for actions to those affected employees, and released Notice of Organization Staffing and Compensation Actions (NOSCAs). In 2015 (Year 2), the DepEd underwent a transition to rationalized structure, specifically the ROs and SDOs transition, appointments, and drafting of office functions and job descriptions. Transition to new administration took place in 2016 (Year 3). From 2017 to 2018, DepEd ensured organizational strengthening through team formation, alignment to Basic Education M&E Framework, Compendium of Office Functions and Job Descriptions Version 2, and Establishment of Quality Management System (QMS).

The approved organizational structures are consistent with the provisions of RA 9155 in applying the principles of decentralization and shared governance to ensure accountability and relevance to the context, and development needs of the learners and stakeholders of the various organizational levels.

In developing the organizational structures, the DepEd CMT also identified the themes or organizational strands common to all levels of the Department. These organizational strands reflect the similarity of functions and objectives of offices and units. The organizational strands are as follows. (1) Office of the Secretary - The Office of the Secretary (OSec) provides overall leadership and direction at the national level. Attached and support agencies to DepEd are included under the OSec. (2) Curriculum and Instruction - This strand ensures that the organization focuses on the delivery of a relevant, responsive, and effective basic education curriculum around which all other strands and offices provide support. (3) Strategic Management - This strand enables the organization to focus on long-term directions and interface with the internal and external environment and stakeholders. (4) Governance and Operations - This strand ensures the capacity of the organization to continuously improve and be strategic in managing the environment for which “teaching and learning” takes place.

The public schools district supervisors are included in Strand 2 Curriculum and Instruction but prior to the implementation of Rationalization Program, their duties and functions implying the usual practice, include administrative functions which are no longer the case in Rationalization Program. It is stipulated in DepEd Order No. 24, s. 2005, also known as Rationalizing the Roles and Functions of District Supervisors, that district

supervisors are deployed in the district but when the Rationalization Program was implemented the PSDSs were required to report in the Division Office.

The introduction of the Rationalization Program to DepEd opens the path for the public schools district supervisors to have changes in their work. The primary goals and functions of the PSDSs focus now on instructional supervision. With the changes in their work, it is expected that they experience new things that are not familiar with them considering their previous functions. Confusion on the work of the PSDSs is also inevitable. The situation opens the path for the researcher to inquire into the lived experiences of select public schools district supervisors in the Division of Pampanga in the implementation of the Rationalization Program as Inputs to Policy Enhancement.

Literature Review

This part centers on presentation of related literature and studies.

Crushman (2020) positioned that rationalization happens in organization or department. It occurs when a person has performed an action and then concocts the beliefs and desires that would have made it rational. From this, people need to adjust their beliefs to match the concocted ones. Rationalization aligns functions and duties of the personnel who are affected in it.

Another perspective that can be considered in terms of rationalization is from Townley et al. (2008). They cited that rationalization is a reform in the department. The justification for the reform is to have a better, more reasonable, better planned and more rational social order. However, one consideration in rationalization is there is a need to have a deep investigation on its feasibility before it will be fully implemented because the

changes might be permanent and it will be tough to go back on the previous set up of the department.

From the point of view of Kliuchnikova and Pobegaylov (2016), rationalization is a tool for strategic management. The direction of the department may be improved when the human resources are properly aligned with their functions and duplication of works will be removed. Through rationalization, there are functions that can be unified.

Kotter (2017) pointed out Lewin's phases of change as a three-stage process of unfreezing, change, and freezing. In this Phases of Change Model, Lewin emphasizes that change is not a series of individual processes but rather one that flows from one process to the next. The first stage (unfreezing) involves overcoming inertia and dismantling the existing mind set. It involves getting over the initial defense mechanisms that people exhibit to avoid making a change. People eventually realize that change is necessary and urgent, and this realization allows them to move on to the next stage. In the second stage, the actual change occurs. This is typically a period of confusion and transition in which people are unsure about the change and what may happen in the future. People are aware that the old ways are being challenged, but they do not yet have a clear picture as to what these ways will be replaced with. During this stage, an organization's leaders need to focus on clearly communicating to employees the reasons for change and the steps needed to achieve it. Lewin labeled the third and final stage freezing, though it may be useful to think of this stage as "refreezing." During this stage, the new mindset of change begins to become the standard, and people's comfort levels return to normal. This is important for understanding how employees may react to change in the workplace and why some may adapt more quickly to change than others.

Sakhartov and Folta (2013) explained that rationalization is part of the organizational change. The desire to achieve better outputs and better performance opens the call to have rationalization. Despite this belief, it is still salient that there is empirical evidence for this matter.

Similarly, Bogdanovic et al. (2015) underscored that rationalization aims to attain organizational effectiveness since there is a constant need for it. People in organizations find ways on how they can ensure that every member in the organization contributes in achieving the goal of the team. Through rationalization, the works of the personnel are being filtered and these are being aligned with their positions and job descriptions.

Even Zilberova (2016) sees the value of rationalization for strategic management principles. He argued that rationalization must be done in a justified scientific approach since there will be huge changes that will be experienced by the members of the organizations. Changes must be proven logical and needed to convince everyone that it will benefit the entire organization especially the clients and the stakeholders.

These huge changes have been experienced by the personnel of the Department of Education when they implemented the Rationalization Program. One of the most affected ones are the public schools district supervisors. Since the implementation of the Rationalization Program, the PSDSs were faced with numerous challenges and struggles in the workplace. PSDSs' functions are now more on instructional supervision and there are no managerial nor administrative functions.

One primary function of the PSDSs in the Rationalization Program is instructional supervision. It makes sure that all teachers are competent enough in performing their duties specifically in classroom instruction. This is done through one of their mandates and that

is to conduct instructional supervision to their teachers as much as needed. It is used to improve how teachers execute their teaching-learning process in their respective classrooms.

According to Ekyaw (2014), instructional supervision is an intervention provided by the senior personnel like the district supervisor to the other teachers. It is a dynamic and two-way process wherein the source of improvement is coming both from the teacher and the supervisor. Instructional supervision happens when the supervisor provides technical assistance to the teacher after the observation. This includes but not limited to coaching, mentoring, provision of instructional materials or other references that the teacher may utilize in teaching.

Basically, for instructional supervision to happen, a teacher is being observed while he/she facilitates a lesson based on a plan prepared for a certain period or day. With this, the instructional supervisor carefully and objectively assesses how the teacher executes the activities as shown in the lesson plan, aligned with the expected competencies from the teacher.

Instructional supervision is used as an avenue for professional development of the teachers. It is expected that this instructional supervision will help the teachers improve their performance. However, it is vital to determine the practices and possible challenges of instructional supervision that may hinder primary goals and assess its effect on the teachers' performance. Nonetheless, not everyone has a positive outlook about it. According to Sule et al. (2015), teachers showed unwanted attitudes in performing their duties and responsibilities. Among other professions, teaching as the noblest one, requires personnel who have strong desire to perform the most important task of teaching the

learners to eradicate ignorance. The downside of teachers' actual performance such as poor knowledge in their topic, which manifests when they exhibit insufficient knowledge about the subject matter and providing regular assessment of learning (Isaac et al., 2010).

Instructional supervisors are expected to have a broad knowledge, skills, techniques, methods, and vast ideas to satisfactorily perform their tasks in addressing the needs of the teacher in the classroom (Oliva & Pawlas, 2004). This implies that for a person to be competent in instructional supervision, requirements must be met. Wiles and Bondi (2004 cited in Wanzare, 2012) encapsulated that instructional supervisors must have (a) information skills; (b) technical skills, which include ways to approach goal setting, assessment, planning, instructional observation, and research and evaluation; (c) conceptual skills, the ability to see the big picture to imagine, to speculate, and to imagine change; (d) skills for managing change; (e) administrative skills (influencing, recording); (f) interpersonal skills, which include those of communication, motivation, decision making, problem solving, and conflict management; (g) human relations skills, the ability to work with and through others in a morally elevating way; and (h) self-awareness skills. Among the things needed, it cannot be denied that one of the most important things to have by the school principal is knowledge of curriculum, instruction, and assessment.

Yavuz (2010) made it clear that the function of instructional supervisor does not end after observing the teachers in the classroom. She emphasized that a supervisor demanded by the workplace, must do the following tasks: (1) solve problems, (2) establish high standards for quality, (3) acquire and use new information, (4) set reasonable and consistent standards and limits, (5) take time to teach their staff, (6) treat everyone fairly,

(7) master complex systems, (8) work with a variety of new technologies, and (9) communicate effectively with all personnel.

There are times that instructional supervision is not performed well by the district supervisors because schools are expected to be managed by the school heads based on School-Based Management. The inconsistency in the implementation of policies by the higher ups and change in administration result in the confusion in performing the PSDSs' duties and functions.

Despite the focus on instructional supervision, they are still expected to disseminate information and updates to the teachers and school heads of their districts. Whenever there are needed reports, it is the PSDSs who should disseminate to the school heads about it. Hence, collation of reports is a challenge. The situation makes it hard for the PSDSs to disseminate updates if there is no meeting with the school heads. Furthermore, under DepEd Order 24, s. 2005, the PSDSs are also to sit as co-chairpersons of the mayor in the Local School Board.

The previous set up allows the public schools district supervisors to go to the LGUs if there are urgent meetings. In the new rationalization, SDS requires a letter from LGU before attending the meeting. With this, there are instances that the approval of the letter or request will be delayed especially if that is an emergency meeting. Manalo (2018) emphasized that LGUs are one of the schools' stakeholders in the district; thus, there is a need to take care of the relationship of the DepEd and the LGUs.

Manasan (2012) cited that schools have their respective stakeholders. One of the major contributors in the success of the school is their partnership with the local government units and LGUs expect that the public schools district supervisors will work

hand-in-hand with them to lessen the time of transaction and to give on time the assistance that the schools need. When public schools district supervisors are not able to attend the meeting with the LGUs, there is a possibility that the projects or assistance will be delayed because the signature and approval of the PSDSs is needed.

Reyes (2010) noted that DepEd is a huge bureaucracy and its stakeholders are numerous. Leaders in DepEd make transactions and communications with the LGUs for the betterment of the delivery of service to the teachers and students. As public schools district supervisors, they need to make their transactions with ease. When the presence of the PSDSs in a meeting requires a letter, it may slow down the processes for getting the approval of the projects because there are also other sectors that the LGUs need to help.

Moreno (2011) underscored the importance of better coordination to avoid overlaps, redundancy, complexity and contradictions of works of government employees. This is the heart of the Rationalization Program which is to ensure that every employee performs a role that will contribute in the attainment of goals. In case of the PSDSs, their shift from managerial to instructional functions gives them more time to focus their specialization in the delivery of instruction instead of human resource management.

Lately, DepEd Order 25, s. 2020 or the National Adoption and Implementation of the Philippine Professional Standards for Supervisors was released. The memorandum is issued as one way of DepEd to provide support to the supervisors including the public schools district supervisors to better perform their roles in the improvement of teachers and school heads quality. The said memorandum underscores that the role of the public schools district supervisors does not end with the teachers alone. They also have roles that they need to do for the school heads.

Considering the aforementioned latest memorandum, it is stated that the primary role of the supervisors is to create an enabling supportive environment for effective learning. This will be done by empowering the school principals so that they could in turn create innovative and caring school climates where teachers productively execute their roles in supporting the learners to reach their full potential. It is underscored that public schools district supervisors are the ones who empower the school principals to provide assistance to their teachers.

There are four domains for supervisors in PPSS: (1) Supporting curriculum and management implementation, (2) strengthening shared accountability, (3) fostering a culture of continuous improvement and (4) developing self and others.

‘Supporting curriculum and management implementation’ focuses on supervisors’ leadership and managerial skills in providing proactive support. On the other hand, ‘strengthening shared accountability’ underscores supervisors’ leadership and collaboration skills in strengthening shared accountability. ‘Fostering a culture of continuous improvement’ deals with supervisors’ organizational and technical skills in providing support for instructional leadership, research and use of communication platforms. ‘Developing self and others’ refers to the ability of the supervisors to develop themselves and others. The domains magnified that public schools district supervisors both have instructional and managerial functions.

One relevant study regarding rationalization is conducted by Eruemegbe (2015) who investigated the impacts of staff rationalization on the morale of the employees. He focused on determining if rationalization affected the productivity of the staff, to find out whether rationalization has brought about uncertainty and poor attitude to work. After

getting all the necessary information needed, it was revealed that employees believed that their employer did not prepare them enough before the rationalization and they were uncertain about their new given tasks. This denotes that rationalization needs to be carefully planned and there must be a transition period to help the employees adjust with their new set up.

Llego (2014) emphasized that a good district supervisor must know all DepEd circulars, bulletins, administrative orders, and such other documents germane to her tasks. She must be acquainted with her district: how many schools are under her supervision and where they are located; how many teachers are assigned to the district; the shortages, if any, of classrooms, teachers, textbooks; the estimated cost of real estate and ownership of the same; and accessibility to all schools in the district. Information on the above is a big background and not easy to assemble for her fact sheets. Fact sheets could be small cards or notebooks containing statistics that she consults when necessary. This is how difficult and crucial the job of a PSDS is.

In addition, under the Rationalization Program in the Organizational Chart on top of the PSDSs are the Chief, Assistant Schools Division Superintendent (ASDS) and SDS whom sometimes they need to consult and ask for permission in performing their duties and functions which more often cause delay in the delivery of service.

The office of the public schools district supervisor is not part of the new Rationalization Program. When the public schools district supervisor needs to talk to the teachers and school heads, an office or place for the meeting is needed for fast dissemination. When information is quickly disseminated, the efficacy of the schools increases (Azemi et al., 2018). In addition, the absence of the office makes it hard for the

local government units to contact the PSDS because the division office may be far from the office of the government officials.

One of the major leaps in organizational restructure in the Department of Education (DepEd) includes the implementation of the Rationalization Plan in 2015 which focused on the principles of decentralization and shared governance to ensure accountability and relevance to the context, and development needs of the learners and stakeholders of the various organizational levels. The cited literature and studies also magnified that rationalization is not a new concept in the world. Higher education institutions also apply rationalization to improve their service for the clients and better quality of education for the learners. In addition, the shift to the rationalization affects personnel in the DepEd because the nature of their work has been changed. Public schools district supervisors are the ones who are most affected in the implementation of the rationalization. With the implementation of the rationalization, public schools district supervisors are pushed on the ropes because of the confusion on their primary functions. The primary role of providing instructional supervision is being performed by the public schools district supervisors. However, there are times that they need to perform managerial functions even though it is not clearly stated in their position description form. This gives an identity crisis on the role of the public schools district supervisor. Despite the available data in the rationalization, it was shown that there is still a need to conduct another investigation because there is scarcity of available information regarding the actual experiences of the public schools district supervisors on the implementation of the Rationalization Program. The researcher is convinced to conceive a study that will inquire into the lived experiences of select public

schools district supervisors in the Division of Pampanga on the Implementation of the Rationalization Program as Inputs to Policy Enhancement.

Conceptual Framework

The study was anchored on various theoretical perspectives regarding Weberian Theory of Practical rationalization of 1958 (Henricks, 2016). It is emphasized in this theory that people seek the “methodical attainment of a definitely given and practical end by means of an increasingly precise calculation of adequate means” (p. 293). This falls on ensuring that every individual will be able to perform certain tasks with much efficiency and effectiveness based on their primary given functions. Rationalization falls on aligning the public schools district supervisors on instructional supervision of teachers and school heads in their respective district. This gives the department the better chance to meet their ultimate end by maximizing the full potential of the public schools district supervisors and attempting to solve the routine and daily problems of work.

In addition, rationalization implies that when people behave rationally, they are able to think and act accordingly with an end goal of getting the most desirable results. In the situation of the Department of Education for the rationalization, they consider ensuring that every personnel will be able to contribute meaningfully in attaining the goals of the DepEd. With the issuance of DepEd Order 53, s. 2013, the rationalization has been implemented in the Department. Positions in Central, Regional and Division Offices were affected with the implementation of the Rationalization. DepEd aims to align the personnel and office to perform specific functions. Because of the Rationalization in DepEd, functions and work become very specific. However, there are positions with a new set of

duties and responsibilities like the public schools district supervisors. The changes from having managerial functions shifted to full time instructional supervision.

Public schools district supervisors perform leadership functions because they provide technical assistance to the teachers and school heads within their district. The type of supervision that will be used in rationalization is the one that is anchored on the functions of public schools district supervisors. These are clinical supervision, cooperative professional supervision, self-directed development, and administrative monitoring. The four models are used interchangeably depending on the need of the teachers. The indicators are taken from Ekyaw (2014).

Furthermore, Ahlers-Schmidt et al. (2008) mentioned that at the end of a program and a policy to be implemented, effectiveness will be its primary concern. The effectiveness of the Rationalization Program in attaining its goals and objectives reveals its purpose. Organization always looks at the effectiveness or the end report.

Even Lendrum and Humphrey (2012) underscored the value of opportunities in the implementation of a program. It gives chances for the department to provide better services to their clients or address a certain problem that is being experienced on a daily basis. Rationalization entails changes for the better.

In fact, Greenberg et al. (2005) made a position that every program and policy implementation is prone to challenges, issues, and concerns. Despite the careful planning and predictions, it is still the actual implementation that will tell the hurdles in the successful implementation of projects and programs.

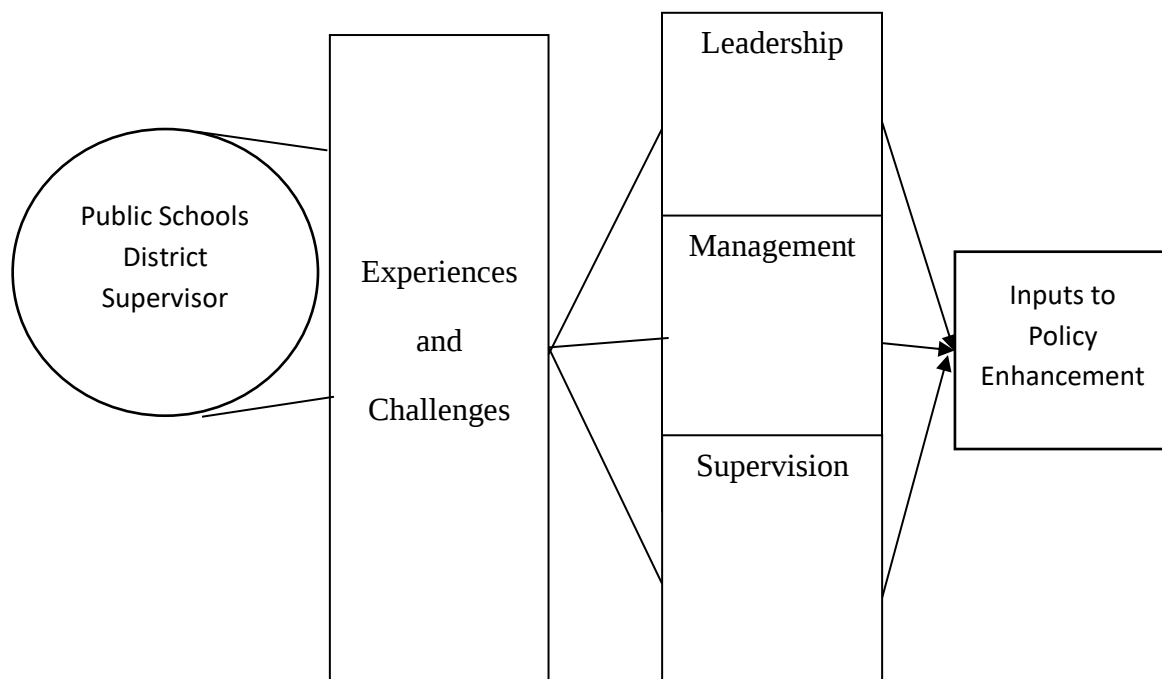
In the current qualification standards for public schools district supervisors, they are expected to have at least Master's Degree in Education or other relevant Master's

Degree. In addition, a five-year cumulative experience in instructional supervision and school management as well as 16 hours of relevant training. Their primary function is to provide professional and instructional advice and support to school heads, teachers and facilitators of schools and learning centers in the district or cluster, leads in curricula supervision and perform other functions as may be assigned by proper authorities (DepEd Order 26, s., 2016).

The aforementioned theories cited became the basis of the researcher in coming up with the graphical presentation of the study. Through this, the researcher conceptualized a blueprint that guided her in the completion of the qualitative research.

The study has been guided by Figure 1 in the conceptual framework. It served as the graphical presentation on what took place in this qualitative research investigation. The left part of the diagram is the figure of the public schools district supervisors who were the participants of the study. They were interviewed by the researcher to get their challenges and actual experiences regarding the rationalization of the Department of Education focusing on their primary work including leadership, management and supervision. The primary data collected from the public schools district supervisors were their experiences and their challenges in rationalization through semi-structured interviews. The documentary analysis was done to enrich the data collected.

The output is the proposed policy enhancement to help DepEd address the gap between the real scenario in the field and the mandated functions of the public schools district supervisors.

Figure 1*Schematic Diagram of the Study***Research Problems**

This study aimed to explore the lived experiences of selected public schools district supervisors in the Schools Division of Pampanga in the implementation of the Rationalization Program as Inputs to Policy Enhancement.

Specifically, it sought to provide answers on the following:

1. How do participant-PSDSs describe their experiences in the implementation of the Rationalization Program?
2. What challenges did the participant-PSDSs experience in the implementation of the Rationalization Program and how are these challenges addressed?

3. Based on the findings of the study, what policy enhancement may be proposed in relation to the Rationalization Program?

Significance of the Study

This study was expected to benefit the following:

Public Schools District Supervisors. They may learn a lot from the experiences of other public schools district supervisors who participated in the study. Their rich insights may be used by the other public schools district supervisors on what are the things they need to improve on their work. Furthermore, they may learn how other public schools district supervisors made an adjustment on the transition to Rationalization Program.

School Administrators. The result of the study may help them acquire actual data on the experiences of public schools district supervisors. Thus, they may know where the supervisors are coming from and they may have a better relationship with them. Having a better relationship may pave way for more open communication during supervision.

Teachers. They will be able to see the importance of the public schools district supervisor in the Rationalization Program. They may be able to get further technical assistance once the supervisors adopted the ideas from the other supervisors.

Future Researchers. The study may be added in the existing body of literature for citations and references about content rationalization. It may also open new directions for future research which will be found in the recommendation section.

Scope and Delimitation

The completion of the study is in the Schools Division of Pampanga. It is one of the largest divisions in Region III. The participants were ten (10) public schools district supervisors who were purposely selected. The center of the research was to inquire into the

lived experiences of the selected public schools district supervisors in the Schools Division of Pampanga on the implementation of the Rationalization Program as inputs to policy enhancement.

The main goal was accomplished through the exploration of the unique stories and experiences of the participant-PSDSs in so far as the performance of their functions in the implementation of the Rationalization Program. In addition, the challenges that the participant-PSDSs experienced in the implementation of the Rationalization Program and how these challenges were addressed.

Based on the findings, inputs to policy enhancement were recommended.

Definition of Terms

The following terms were defined operationally and conceptually for better understanding of the study:

Challenges. This refers to the struggles or hurdles of the public schools district supervisors in the performance of their duties after the implementation of the Rationalization Program. Kim and Beehr (2019) underscored that ‘challenges’ refer to anything that hinders the accomplishment of goals of a person or anything that stops him from being effective in work.

Experiences. The word is defined as the actual contact of a person with an event, situation or people. In this study, it refers to the actual encounter of the public schools district supervisors that are related to their functions. Lu and Roto (2015) summarized experiences as the encounters where a person learns something or realizes anything from it.

Policy Enhancement. It refers to the proposed changes that aim to improve the delivery of services of a certain organization (Cerna, 2013). The study defined as the proposed suggestions on how the actual experiences of the public schools district supervisors will meet the expectations of the Department of Education regarding their functions in rationalization.

Rationalization Program. It is a move to transform an organization to a more efficient and effective way of providing services to its clientele (Lansangan, 2016). In this study, it is defined as the changes that happen in the Department of Education where the public schools district supervisors focus on the provision of instructional supervision and less on management functions. Section 2 of Executive Order 366 coined the Rationalization as the realignment of personnel to eliminate and minimize the overlapping and duplication of functions and performance through improvement of service delivery and support systems, and organization structure and staffing.

CHAPTER II

METHODOLOGY

This chapter describes the procedures used to gather and analyze the data. It also discusses the research design, specific methodological approach used to include participant selection, data collection procedures, interview procedure, and the data analysis process used after each interview.

Research Design and Method

This study was qualitative research. To Cropley (2015), qualitative research centers on giving importance on peoples' thoughts, ideas, perspectives, and experiences. The researcher involved herself thoroughly in data gathering from the natural context and setting of the phenomenon being observed. With this in mind, the qualitative method focused on getting information that is not quantifiable by numbers. Data to be collected in qualitative research provide an in-depth understanding of the phenomenon under investigation.

Specifically, this used the phenomenological approach. Phenomenological approach originated in the 20th century through the work of Edmund Husserl. It aims to “faithfully conceptualize processes and structures of mental life, how situations are meaningfully lived through as they are experienced” (Wertz et al., 2011, p.9). It is the type of research that deals on digging on the experiences and thoughts of the participants. Mostly, thoughts and ideas are based on what the participants had experienced. It investigates participants' daily experiences. The same concept is stated by Umanilo (2019) stating that phenomenology is the study of personal experiences that requires a description

and interpretation of the phenomenon being assessed. The work of the researcher was to give meaning to the experiences.

Since this study explored what was experienced and how it was experienced by the selected public schools district supervisors, phenomenology was most apt to investigate the experiences and perceptions of PSDSs in the implementation of Rationalization Program. By looking through the significant experiences in their lives and careers, the study sought to understand the PSDSs point of view on the Rationalization Program and its effect in their functions as well as their challenges, coping actions and desired assistance from DepEd Officials.

Research Site

The study was expected to be completed in the Schools Division of Pampanga. It is one of the largest divisions in Region III. Ten (10) public schools district supervisors were requested to be the participants for the data gathering. This is the place where the researcher is currently assigned.

Selection Criteria and Participants

The participants were composed of ten (10) PSDSs from the Schools Division of Pampanga. They were chosen as the source of information because they were the center of the investigation. From this point of view, the selection of the participants was based on purposive sampling technique. It is a non-probability sampling technique that gives a premium on the selection of the most appropriate participants rather than the randomization. Its main idea signifies that not all in the population will be given equal chance to be selected as participants. Showkat and Parveen (2017) seconded this idea when they highlighted, the selection of participants was based on the purpose of research.

In this technique, the researcher utilized a set of criteria in selecting the source of information. It was a paramount consideration that the right persons are asked to get pertinent information for the research undertaking. Frey (2018) states that the researcher could choose the participants that correspond to the objective of the study, which can provide a rich experience or data. This is done by setting parameters or qualification to be included as participants. When this is applied, valid and reliable data will be collected that will give a rich and comprehensive data analysis. Purposive sampling, also known as judgmental or selective sampling, is done by choosing the sampling units or participants from the population and the selected participants should have the most information on the criteria or characteristics set by the researcher (Guarte & Barrios, 2006). The criteria should be based on the objective of the study.

The researcher deliberately chose the participants who met the set criteria or characteristics and those who seemed to represent all members of the population (Vito et al., 2014).

The participants, who are public schools district supervisors, were selected based on the following criteria. (1) The participants must have been a public schools district supervisor for at least five years and (2) assigned in at least two districts in his career as a public schools district supervisor.

Data Gathering Instruments

The researcher used a semi-structured interview guide (Appendix E) which she personally developed. With qualitative research such as phenomenology, the researcher himself/herself was the research tool or the human instrument for data collection (Goulding, 2002). Thus, he or she should be able to respond and adjust during the data

collection process as well as in the data analysis phase. This means that the researcher should be alert, mindful and flexible in responding to anticipated or unanticipated answers from participants for purposes of follow ups and deeper exploration of the study. He or she should also know how to process both verbal and non-verbal communications in an accurate and instantaneous manner (Usman, 2011).

There is a common concern on the data collection and analysis being subjective and biased as these are already filtered by the researcher. However, this is not and should not be the case as “it is widely accepted that qualitative researchers should adopt a rigorous and self-conscious examination for bias at each stage of the research process” (Goulding, 2002, p. 18). In this regard, the researcher exercised personal discipline to avoid unwarranted partiality.

In this study, the researcher conducted an in-depth one-on-one online interview with each of the participants to elicit narrations of the significant experiences before and after the implementation of the Rationalization Program. A semi-structured interview schedule was used for this purpose. The interview guide consisted of preliminary questions and issues to be explored, which was expanded from the research problems. The interview guide was validated by five experts in qualitative research.

As in any semi-structured interview, the researcher questioned when necessary and probed deeper out of the direct responses from the participants. The researcher observed alertness and mindfulness to explore areas which were considered prior to the interview which could have significance and relevance to the research later on.

Another instrument used was documentary analysis. The researcher looked on the available documents that served as reference on the performance of the public schools district supervisors for the past years.

Data Gathering Procedure

When the research problems were established, the following steps were undertaken by the researcher in gathering data for the study:

1. Wrote a formal letter to the Schools Division Superintendent (Appendix D) asking for approval of the proposed schedule of the interview and allow the selected participants who met the initial criteria set in the study to participate in the Research;
2. From the list of possible participants, determined the final participants who met the criteria set by the researcher;
3. Sent the formal request (Appendix B) to each of the participants asking for their permission to be part of the study; and
4. When the participants agreed (Appendix C), the researcher set a date in consideration of both interviewer's and interviewee's availability, convenience, and safety.

As mentioned earlier, semi-structured in-depth virtual interviews were conducted in this study. This type of interview was chosen in qualitative research; it was effective in the exhaustion of necessary and significant information and details from the experiences of the participants. It also helped in exploring areas which were not considered prior to the interview which had significance and relevance to the research later on. Each interview lasted for more than an hour.

Data Analysis

The interpretation of qualitative data is one of the most difficult parts in research. Since data are not represented by numbers or numerical information, exact measurement was not possible. The gathered data were analyzed through thematic analysis. Coding, categorizing, and finding of emerging themes were done (Braun & Clarke, 2010). In the analysis of data, the researcher used the NVivo software.

Joffe (2011) made a position that thematic analysis is a method in research that focuses on analyzing patterns in qualitative data. This type of data is tough to interpret because they are not quantifiable by numbers and figures. In doing thematic analysis, it is very important that the researcher have a deep knowledge on thematic analysis.

The heart of qualitative data analysis is to ensure that the recorded interviews were converted into transcripts. From these texts, the researcher highlighted the key points of the participants which contained the substantial idea that answered the research questions. It was followed by the assignment of codes and grouping of similar codes. These groups of codes will be used to have the categories until the theme surfaced.

Braune and Clarke (2013) introduced that thematic analysis has six phases: Familiarization with the Data, Coding, Searching for Themes, Reviewing Themes, Defining and Naming Themes and Writing Up. Using these six phases, the researcher dwelt on getting the meaning of the experiences of these PSDSs regarding the Rationalization Program.

The first phase was the familiarization with the data, which was more on ensuring that the researcher immersed herself with the collected data through converting the

recorded interview to transcripts and reading and re-reading the responses of the participants.

The second phase was coding. This entailed providing pithy labels on the salient responses of the participants that provided answers to the posted questions of the study. It was not a simple assigning a word or phrase to a response, but it was a summarized reflection of the information both in semantic and conceptual form. It was a long process because the researcher assigned codes on the responses of all the participants.

The third phase was searching for themes. The codes were arranged and grouped together to identify the similar codes. This means that the researcher needed to combine the similar responses of the participants. Themes were formulated once the researcher was done with the thorough analysis of the codes and identifying which codes were alike and different.

The fourth phase was reviewing themes. It was a tough part where the researcher needed to reanalyze and reevaluate if the themes were really providing the answers on the problem of the research. In this phase, there were constructed themes that were collapsed, combined or restructured.

The fifth phase was defining and naming themes. It allowed the researcher to explore the story behind the theme. It gave details and information about the theme that surfaced and finalized.

The final phase was writing up. This phase dealt with weaving together the analytic narratives of the data extracted from the themes. In addition, the researcher contextualized the themes through the available literature. In the end, a persuasive story on the presentation of themes was found in the final phase.

Ethical Considerations

In every research, ethics is of great importance that a researcher has to consider to successfully conduct the study. It is to make sure that no subject involved in the study was harmed nor given unfair treatment all throughout the process. Since the study is qualitative in nature, the research procedure on how data were collected and handled as included in the ethical considerations.

First and foremost, informed consent (Appendix C), as an essential part of the research process (Connelly, 2014), was respectfully requested from the participants. This is highlighted in the Data Collection portion of this paper, wherein a formal letter (Appendix B) was sent to the participants. In the letter, all necessary details regarding the study were disclosed such as the background, objectives, and significance of the study as well as the information that would be gathered from them should they freely adhere to the request.

The research study was about the Rationalization Program which does not involve sensitive issues and the participants were public schools district supervisors who do not belong to the special population.

The data collection tool which was in the form of a semi-structured interview guide (Appendix E) which she personally developed was validated by five (5) experts in Qualitative Research including the Assistant Schools Division Superintendent in the Schools Division of Pampanga who were well-versed with the Rationalization Program.

The participants were informed of the basis for their selection which was through the application of the purposive sampling technique with the following criteria. (1) The participants must have been a public schools district supervisor for at least five years and,

(2) assigned in at least two districts in his career as a public schools district supervisor. Newly appointed PSDSs with less than five years serving as PSDSs, those with more than 15 years of experience as PSDS, and those who were assigned in one district only were excluded in this study. The participants were informed that there were ten (10) initial participants in the study, and the final sample size was determined via application of the principle of data saturation in qualitative research.

The participants were informed about the recorded in-depth interview before officially gathering the data. It was also made clear that all information gathered from the study would be treated with utmost confidentiality and their anonymity would be maintained all throughout. It was also made clear that participants had the right to withdraw from the research any time and this should not affect them in any way (Connelly, 2014). All these things were clearly stated in the participant's consent form (Appendix C), which all of the participants agreeably signed.

During the data collection stage, which was held in a one-on-one virtual interview via Google Meet which lasted approximately more than one hour, pseudonyms were assigned for each participant to protect their identity and retain their privacy. During the interview, respect and impartiality displayed by the researcher to make the participants at ease throughout the process. The language of preference (i.e., English, Filipino or Kapampangan) of the participants was respected. This was to invite more comfort from the participants while answering the questions. The objectives and other necessary information about the study were again discussed to the participant before officially starting with the interview.

To retain the confidentiality of the transcripts, data coding was done. No information about the participants (e.g., name, address, agency, or any information that could identify them in the transcript) was disclosed. To maintain the integrity of the paper and with respect to the participants, the researcher ensured to treat and analyze the data with paramount objectivity and of high regard.

Finally, all recorded materials, transcriptions and other research data collected were kept confidential and protected in a secured place.

CHAPTER III

RESULTS AND DISCUSSION

This chapter presents and discusses the results of the qualitative data gathering and analysis in reference to the aim of the study which is to describe the lived experiences of the PSDSs during the implementation of the Rationalization Program. The specific sub-aims of this study were to determine the experiences of the PSDSs in terms of leadership, management, and supervision, and the challenges that they encountered during the implementation of the Rationalization Program. The findings are to be presented in this manner.

1. How do participant-PSDSs describe their experiences in the implementation of the Rationalization Program?

As clearly stated in DO 24 s. 2005, there are continuing concerns in the field about how best to utilize PSDSs in relation to the SBM strengthening policy given the schools first initiative. Fast forward to several years later, although the functions of PSDSs have been clearly spelled out in the same DO, there have not been many changes in the implementation of the Rationalization Program in terms of PSDSs' function concerns.

Theme 1: Confusing and Challenging Experiences

The first reason for confusion that the PSDSs lamented was about their mandates. These obligations are too much but at the same time lessened at the same time. Quite ironic but understandable. For one, the PSDSs are unsure of their functions after the RAT program was implemented. As what PSDS 9 and 10 shared,

“Feeling confused of our mandates, if where I really belong, what really is my main role now that I am at the division office” (PSDS 9).

“I struggled personally during the first 2 years, especially when it comes to some concerns and issues regarding our mandates as PSDS” (PSDS 10).

PSDS 3 and PSDS 5 also provided the same sentiment:

“There was a big change of the duties and functions that we used to perform. [When] RAT Program [was first implemented], we were confused [about] our mandates” (PSDS 3).

“We are still at a loss, because the situation would always require us to perform the duties and functions [that] we have been used to perform” (PSDS 5).

When there is a new program, employees need to be properly oriented for proper dissemination of information. This encourages them to be more confident and helps them adapt faster to the job. Moreso, orientation contributes to a more effective, productive workforce and it promotes communication between the leaders and their subordinates.

The PSDSs are unsure of their functions because they have lost their administrative functions but still, they are doing the things that they have been doing before. As what the PSDSs dispensed,

“They say we have no administrative functions but when they need to gather data in the field, they ask us for it” (PSDS 2).

“Right now, we have no administrative function, but we are the ones assessing the documents [that are] promotable to T2 and T3” (PSDS 8).

Losing the administrative function is also cited by PSDS 9 and PSDS 5:

“We lost the administrative function, but in some cases whenever the SDS would want us to perform certain duties like in the ranking that will just be the time for us to perform it” (PSDS 9).

“In my monitoring I often find absentee principals because it was announced that we no longer have administrative function or authority over them, so they do whatever they like, they report and leave the school whenever it pleases them. Then the D.O. will ask us the whereabouts of the principal if they saw him/her somewhere. Their orders are quite contradicting. They make us accountable [for] remised SHs but [announce] to the field that we have no administrative authority over the principals (PSDS 5).”

Some experienced having to be extension arms of the SDS as representatives to certain stakeholders. These are the experiences of the PSDS respondents:

“In terms of management, we are an extension arm of the Division office, it became broader” (PSDS 10).

“We are also representing the Division to our respective LGUs” (PSDS 10).

The name for the office also gave confusion to the PSDSs as there were times they were referred to as “Instructional Supervisors”, which will just cover instructional supervision functions, instead of PSDS.

Representing the Schools Division Office, PSDSs do not only act instructional supervisors but also serve as co-chairperson in Local School Board and members of various committees in municipality where they are assigned. The argument on being an instructional supervisor alone is also given by PSDS 7:

“When I was newly installed in my district it was written in the stage “Instructional Supervisor” not PSDS during my official installation” (PSDS 7).

“Some principals [insist] that I am an Instructional Supervisor and I have no administrative function” (PSDS 7).

Lastly in terms of mandates, these PSDSs were unsure if they should prioritize tasks related to the Curriculum Implementation Division, the School Governance and Operations Division, or the Office of the Schools Division Superintendent. As the PSDSs deplored,

“We are part of the CID and yet, we are performing a lot of functions for SGOD and OSDS” (PSDS 9).

“Confusion on the roles to perform, be it in CID, SGOD or OSDS” (PSDS 9).

Considering that there are officials higher than PSDSs, and they have subordinates, they can be considered middle level managers. According to Anicich and Hirsh (2017), middle managers have a complicated relationship with power because it is activated in the context of interpersonal relationships. In addition, they added that middle managers play different roles depending on who they are interacting with. This in itself can be confusing. To add to the exposition certain changes in the functions as reflected in DO 24 s.2005, it gets a whole lot more confusing in terms of mandates.

To extend this point, aside from the confusion as to what the PSDSs can or cannot do, they have experienced being confused about their functions because these seem to overlap with the functions of other managers in the system, specifically certain education program supervisors (EPSs). These are the testimonials of the PSDS-respondents:

“Overlapping of duties and functions of EPSs and PSDSs and the work of CID and SGOD were overlapping” (PSDS 3).

“With the RAT Program comes restructuring of DepEd there was an overlapping of functions of the EPSs and PSDSs and there was a confusion during the interfacing of the SGOD and CID” (PSDS 2).

The statement on the overlapping of duties and functions is also given by PSDS 5 and PSDS 9

Overlapping functions between PSDSs and EPSs. The EPSs should inform the PSDs of what and where they monitor so that we will not go to the schools they have been through. Besides, EPSs should focus [on] the learning area they are in-charge of (PSDS 5).

“Confusion in performing our duties as PSDS or how about the EPSs what will their roles be” (PSDS 9).

Some experiences of the PSDSs are challenging if not confusing. Some reasons for these experiences being challenging include being tested by members and the lack of training.

PSDS 1 laments this experience:

“Some principals seemed to be testing my capacity and capability as a PSDS.”

Similarly, PSDS 7 had this to say about their function related experiences being challenging:

“I need to prepare myself before going to the high school and private schools for possible questions because they seem to be measuring my abilities.”

All schools in the district are to be monitored including private schools. As part of their work, they have to do monitoring and evaluating private schools through ocular inspection of required documents to determine adherence to set standards as regards to permitting to operate renewal of operation, permit for recognition, GASTPE implementation, accreditation. With this, supervisors need to be well-informed regarding this to carry out their task effectively and smoothly.

Aside from this, the lack of training does not help at all. The PSDSs were put in the field, to do their functions without proper training. As PSDS 3 discussed,

“My experience during the first two-year implementation of the Rationalization Program was challenging because there was no training/seminar then, they just implemented it. The mandates were not clear.”

The functions of the EPSs and the PSDSs were quite autonomous before the implementation of the Rationalization Program as reflected in DO 2, s. 2008 and DO 117, s. 2010 respectively. However, after the implementation of the Rationalization Program, specifically DO. 25 s. 2020, there are certain key result areas that seem to overlap with each other and understandably, the people who just want to do their jobs are left confused.

To cite an example, the management of curriculum implementation key result area for EPSs seems to be one and the same as the instructional supervision key result area for PSDSs. To go deeper into this account, the EPSs are expected to conduct periodic monitoring and evaluation and submit recommendations towards enhancing the management and delivery of the basic education curriculum. The PSDSs, on the other hand, are expected to provide guidance and instructional supervision to school heads by observing and gathering data on their strengths and development needs and then coaching them towards improved instructional leadership practices.

While the abovementioned practices can be viewed as different as to the composition and maybe the focus, it is inevitable that these overlap in practice as the enhancement of delivery will have to go through the principal as part of meaningful instructional supervision. Other key result areas are also concerns and the same as curriculum development, enrichment, and localization and while the duties and

responsibilities seem to be different, EPSs are expected to submit reports and findings on curriculum innovations but the PSDSs are the ones expected to conduct monitoring and evaluation. Although in this case the EPSs duty is the extension of the PSDSs, it is quite difficult for them to undergo the activities on their own and therefore, overlapping of their activities and functions ultimately take place.

In what seems to be a contradiction to the lamentation of the PSDSs about their functions overlapping with the EPSs is an understandable limitation to the tasks that they can do as they are the ones to give way whenever functions overlap. As what the PSDS 4 shared,

“I felt I have controlled or limited actions in performing my duties and functions” (PSDS 4).

The PSDSs are well aware that their instructional supervision functions include the high schools. However, this is not the case in the field. As what the PSDSs exposed,

“Confusion among the high school because monitoring before was lodged among PSDSs then it was transferred to the EPSs without consultation. The effort exerted to have rapport with them became useless” (PSDS 3).

In addition to the aforementioned, PSDS 4 stated that:

[There is] a confusion in monitoring the high school. It was assigned to us by the former SDS saying that it should be K to 12 not K to 6 but [when] the new SDS comes, it was taken away from us. It was assigned to the EPSs (PSDS 4).

In their instructional supervision functions, they are the ones that should give technical assistance to the school heads. However, it is confusing as to whether they can

directly address the teachers in giving technical assistance or just the school heads. These are what the PSDSs had to say:

“In terms of providing technical assistance, though it is quite limited since our TA provision is indirect only, since it is the school heads that we are giving technical assistance in terms of instructional supervision” (PSDS 9).

“Confusion in terms of giving TA (technical assistance) during class observations whether we are just observing the principal or if we are allowed to give TA as well to teachers” (PSDS 9).

As if these gaps are not yet confusing for the PSDSs, there are other experiences that add to their confusion in terms of their functions. The communication that they receive is quite confusing since some are just verbal communication. It is important to note that formal communication should be done especially in situations that call for classroom observation and providing TA. The school will understandably ask for proof that classroom observation is allowed by the division office since the schools first initiative is in effect.

According to Garvey (2019), official information disseminated through properly pre-defined media and channels, is included in formal communication. In the academe, the main stay when it comes to formal communication is the issuance of a memo that people use as proof that the task is formally assigned to them even if it is well within the scope of their functions.

However, the PSDSs experienced receiving just verbal orders and this confuses them as to whether they should go along with the task or wait for a formal communication to be done. There is a dilemma as to finish the task right away without formal

communication or wait for the memo and lose precious time. Here are the testimonials of the PSDSs:

“Despite the verbal order of the SDS not to observe classes, there were principals who invited me to observe classes with them and they asked for advice after class observations” (PSDS 1).

A bit confused on the diverse verbal order of the former and the latter SDS.

The former SDS instructed us to observe the principals, on how they provide TA to the teachers and that we should provide TA to the principals only.

Then his replacement ordered us not to accompany the principals during class observations and that we should not get inside the classrooms (PSDS 2).

Aside from the absence of memo to support the PSDSs in their accomplishment of tasks, some communications done were just contradicting between and among the PSDSs and the principals. The PSDSs receive different instructions from the principals. As what PSDS 8 lamented,

“Confusion in the field when they meet us, they give instruction and order which we follow then when they meet the principals, they give different instruction and order” (PSDS 8).

All these reasons for confusion can be attributed to interpretation of the Rationalization Program. Different SDSs seem to have different interpretations of the Rationalization Program. This causes confusion among the members of the division office to which the PSDSs are now included. One SDS has this interpretation and then the next SDS comes and there will be changes. Furthermore, when these PSDSs communicate with

their colleagues from other divisions, the practices are different. The PSDSs had this to say when it comes to interpretation differences by the SDSs and ASDSs on the Rationalization Program.

“Superintendents have different interpretations on the rationalization” (PSDS 10). Conflict on the ASDS and SDS interpretation, because after the first years we were allowed to go back to our offices when we are in the field, the district offices are Division annex” (PSDS 10).

The transition of administrators affects the implementation of rationalization program because of their distinctive perspectives. The procedure of the former may be different from the current. Reporting to division office when PSDSs have district offices could cause waste of resources especially if the main function is to monitor what is happening in their respective jurisdictions. Moreover, supervisors can effectively perform their functions since they have enough time working with their subordinates instead of staying in the division office and giving instructions only through electronic channel.

“There was confusion on the implementation of the RAT Program. Even the SDSs in the different SDOs in the region implement it differently; hence, there was comparison within the region” (PSDS 3).

In support to the response of PSDS 10, implementers of laws have varied understanding and practices. The way leaders from one region implements the agency’s orders sometimes contrasts from others. As a result, there is confusion among the employees and they even tend to compare how a particular program is executed. When this happens, there is an imbalance created since their procedure does not impeccably integrate with existing schema.

I was lost with my function and uncertain of what to implement in the field because of lack of clear guidance from the SDS. They have different interpretation of RAT Program and K-12 Curriculum, previous SDS did not instruct us to handle the secondary schools, comes the next SDS she instructed us to handle the secondary schools then comes the next SDS he again removed from us the secondary schools and assigned them to the EPSs (PSDS3).

This interpretation difference can be attributed to the vagueness that the Rationalization Program was put together. There were lots of inclusions that left so much for interpretation; thus, different managers have different implementations.

According to Petek et al. (2021), literature review shows that policy theory has a hard time with policy goals. This basically means that in policy making, policy goals are only taken as self-evident and use terms involving limited to basic principles instead of being laid out in precise concepts and operationalized terms.

The basicity of the terminologies used and the absence of operationalizing these in terms of the functions that PSDSs need to undertake leave so much for interpretation and hence, results in different implementations of the Rationalization Program.

On a positive note, if managers let feedback from employees reach them, this shows that the manager is committed to the success of the organization and is willing to make changes in order to see that success (Lavoie, 2014). This will also be a very good way to establish a trusting relation between the manager and his subordinates.

However, based on how these responses were composed and the corresponding deliveries, this is not the case based on the PSDSs experiences. It can actually be the other way around. This is a sign of mistrust on part of the principals and the teachers even as

they are measuring or testing the capacities of the PSDSs to lead. This makes the experiences of the PSDSs in accomplishing their tasks more challenging than it already is because they have more things to worry about – what these people from school will say about them.

As it is very obvious especially for the members of the academe, trainings are extremely important. Not only this is crucial for capacity building, but this is also very vital in securing quality work from members of the organization. Needless to say, one cannot expect high quality work from someone not trained to do certain things. As Frost (2019) discussed, trainings present opportunities to expand the knowledge base of different members of the organization. Specifically, structured training and development in the workplace is very important. These trainings are contextualized to what the members will do, whatever their functions are and will ensure that they deliver based on certain quality standards set.

Theme 2: Experiences Lapses in Management of Resources

The next set of experiences that the PSDSs shared had something to do with their experiences in communications management. Communications management is the control of communication; how, and what is being communicated by the sender to the recipient of the message (Calderon, 2015). There are four important elements in communications management: the sender, the message, the channel, and the receiver. If there are lapses in any of the four elements, the communication is bound to fail, leading to miscommunication.

One point of consideration in communications management is the channel. There may be one or several channels that messages may pass through before reaching the

intended receiver. The more channels there are, the more likely that the message is altered until such a point that it is not anymore similar to the original message. This is exactly what happened to the PSDSs communications with the ASDS and the SDS even with the institution of the CID and SGOD chiefs after the Rationalization Program. Here are the experiences of the PSDSs.

“Queries to the Chief of CID not promptly addressed unlike if there is no chief, we can go directly to the ASDS, or the SDS” (PSDS 1).

“Need to ask permission from the chief, ASDS, SDS if cannot report in the DO but will address issues and concerns in the district” (PSDS 1).

PSDS 4 quoted the same situation:

“It was also hard when we needed to consult the ASDS or SDS we needed to pass through the chief first” (PSDS 4).

PSDS 8 argued about this function as underscored by this statement:

The Chief SGOD is the one signing the travel documents of the principals when in fact she doesn't really know if what she is signing is true or not because we are in the field, we are the ones who knew the whereabouts of the principals because we are in the field, and she is not (PSDS 8).

This clearly poses challenges on the part of the PSDSs on the conduct of their functions. An extra layer of communication will not help especially if important and urgently needed documents like travel documents are of concern.

Aside from extra communication channels, PSDSs also experience failed communication channels. If not extra bosses to communicate to, sometimes, the channels

that they use for communication, especially in real time are the ones that give them hard times in their tasks and activities. As what PSDS 8 deplored,

“There are times I can’t receive communication because the school I have to monitor is located in a dead spot location; hence, in case there is an emergency meeting I can’t report right away in the DO.”

While this may seem to be a technical issue, there are other experiences that prove otherwise. The field functions of the PSDSs are really quite hard to conduct especially if they will be called for meetings in the division office. This is also true on the other way around. If it were not for failed communication channels, they could have done field work some other time so they will be available for these meetings or vice versa. The PSDSs have these to share:

Conflicting schedule when we need to report at the DO then there is an urgent concern in the field and then LGU also has concerns. Though we can still use cell phones, it’s difficult to address issues if not face to face (PSDS 5).

“I experienced a delay in providing technical assistance because we need to report to the DO” (PSDS 6).

Even the problem on delay of notice is captured on the response of PSDS 9: We’ve experienced the feeling of having only a short notice to attend meeting at the SDO while being at a far-flung area where our district is situated, where in fact we have plans already approved by the CID chief and SDS, then all of a sudden, we will be called for a meeting, and we are given short notice (PSDS 9).

Other sources of channel issues in communication are the ways and means these are done. Some are just verbal communication which is quite hard to pass on to the schools and some are just indirectly given orders.

“Giving verbal orders which were quite difficult to disseminate in the field (PSDS 8).”

In consonance with the aforementioned, PSDS 9 and PSDS 8 highlighted these statements:

“I have often received instructions from SDS verbally only, especially when I need to perform admin functions, I usually ask for a memo so that when there will be problems, I will not be the one to be blamed” (PSDS 9).

“Most of our work is indirectly given to us by the SDS or the chiefs” (PSDS 8).

Lastly, other stakeholders seem to not know that the Rationalization Program is already in effect and that the PSDSs report to the division office. Specifically, the LGUs do not know where to find these PSDSs and understandably, they will look for them in the district office only to find out that they are no longer there. This will result in time wastage. If the Rationalization Program was divulged to the stakeholders, this could have been avoided.

“Even LGUS, DSWD, COMELEC and other Gov’t units look for the PSDSs in the district office so when we report at the Division Office, they have a hard time communicating with us” (PSDS 10).

Especially during this pandemic, our linkages to the LGUs is of much importance since we are bridging the communications from the field to the

LGU in reporting the needs of each school and on what help may the LGU extend to schools, especially the RISO machines granted to us (PSDS 10).

The PSDS-participants also have interesting experiences when it comes to how clear the orders are from the top management. Sometimes, what has been said is not being seen in schools. These are what the PSDSs have to say:

“When the SDS ordered the principals to take charge of the learning area coordinatorship, it was not implemented in the district, it was on paper only, still the teachers were the ones who performed their duties and functions” (PSDS 2).

“When the SDS ordered the replacement of teacher-coordinator with principals, it was not practical and successful because it’s still the teacher who has done the job. The principals did not know how to perform the work of the coordinators" (PSDS 4).

Sometimes, functions taken away from these PSDSs after the Rationalization Program has been implemented are still being assigned to them.

Whether we like it or not we are forced to perform administrative functions if not should all administrative functions be thrown at the DO? Can the ASDS or SDS cater to all 500+ school heads? How about the queries of the thousands of teachers? The DO must have clear written order on that matter (PSDS 4).

Based on how the expositions went, these PSDSs are amenable to the fact that their stripped-off administrative functions will still be their tasks but not officially anymore. However, as what PSDS 4 demanded, they should be protected by some sort of a black and white. This is because sometimes, there are mismatching responses from different offices when they refer to concerns. As what PSDS shared,

“There are times when I refer concerns to the SGOD and CID chiefs and ASDS their responses do not match” (PSDS 5).

Lastly, in terms of communications management, since these PSDSs seem to have power stripped off them after the implementation of the Rationalization Program, they are being by-passed. However, when problems arise, they are the ones to troubleshoot. Not quite a pleasant experience. As what the PSDSs lamented,

“EPSs issue memos and instructions directly to the coordinators but when there are problems or delay of reports, they seek the help of the PSDSs” (PSDS 2).

“They give directly to the field the directive to submit reports but when they can’t gather the data on time, we are the ones being tasked to consolidate and submit the report” (PSDS 8).

Before the Rationalization Program, the PSDSs had their own “D.O” which stands for District Office. They are the leaders there and they accomplish their tasks there. However, after the Rationalization Program, they were required to report to the Division Office. They see this as quite a waste of time. PSDS 1 has this to say.

“Time spent in the Division Office should be used in doing work in the district office.”

Aside from this, the PSDSs see traveling as non-essential. It is not beneficial for their health and at the same time, a hassle. As what PSDSs had shared,

“Reporting in the DO is not beneficial to our health due to the time spent in traveling wherein the DO is quite far from the district office” (PSDS 2).

“[I have trouble] traveling to the DO which is quite far from my residence and the fare is very costly. It takes one hour to reach the DO whereas in the district office only 20-30 minutes” (PSDS 5).

Lastly, their experiences when it comes to where they should be are not those good experiences. Their attention is always divided, and they find reporting to the division office useless.

“Attention and focus were divided because we need to report at the DO; hence, we can’t address concerns and issues in the field right away” (PSDS 6).

The problem on doing simultaneous work that they cannot attend is given attention by PSDS 8 PSDS 1, and PSDS 10

“While monitoring in the field then there is an emergency meeting in the DO it’s quite difficult for us to attend it especially if the school is not accessible to transportation” (PSDS 8).

“It’s useless to report to the SDO while the field really needs us, and we can be of much help and can perform our duties well if we are at the District Office” (PSDS 10).

“I feel I am more productive in the district than in the DO” (PSDS 1).

Vast majority of unfulfilling experiences that the PSDSs encounter had something to do with the feeling of not being productive anymore. Based on the qualitative data gathered, almost all experiences have a connection to these PSDSs, being stripped off their District Offices. As PSDS 2 lamented,

I felt I was not productive in the DO. Most of the time if we were not able to bring paper works, the whole day all we did there was to daydream or

talk to each other. Whereas, if we are in the field we can perform much of our mandates.

Similar experiences have been shared by the other PSDSs. Here are their experiences:

I feel useless whenever we report at the DO because I feel that we are wasting our time there. I thought before that they will give us instructions on what to do in the DO but until now there is no instruction so whenever I report at the DO I feel imbecile because we are doing nothing (PSDS 3).

Even PSDS 4 also had the same experience:

I felt I was not productive in the DO because the work of the PSDS is in the field. That's why our position title is District Supervisor so we must be in the field where our work is not in the DO (PSDS 4).

Aside from the feeling of being unproductive in the division office, these PSDSs miss the feeling of having a place they can call their own. They were used to having their own offices where they can work and be a manager. The PSDSs had these to share:

“When the District Offices were dismantled, I felt so demoralized. I did not know where I should stay. I even experienced eating in a carinderia because I have nowhere to go” (PSDS 3).

“Demoralized for not having a district office. I stay and have lunch wherever. Whenever the LGU has a letter for me I go to the central school and pick it up from the principal” (PSDS 5).

The feeling of demoralization on their part is found also in the responses of PSDS 8:

“Felt demoralized with self-pity because we had no district office to go to after monitoring so I brought home my paper works, files, etc.” (PSDS 8).

According to Payne (2022), collaboration is the primary reason for having office spaces. This is the place where employees work together for the attainment of set goals and objectives of the organization. While office spaces are important for collaboration, this is important for managers in the context of having a place to call their own. A place where they can lead and be able to nurture the values that they think fits the organization. These PSDSs were leaders of their own offices. However, these district offices were taken away from them and it is unfulfilling on their part.

To add to the exposition, there are certain inclusion in their functions that call for privacy. With the absence of a district office, they were reduced to being office borrowers. As what PSDS 5 complained,

“Whenever a principal or teacher wants to consult with me, I ask them to see me in the school where I was currently monitoring. There was no privacy. I just borrow the principal's office while talking with him/her.”

Before the implementation of the Rationalization Program, these PSDSs were authority figures as well. They were in line with the supervisors in terms of authority and influence. However, after the Rationalization Program was implemented, they were not authority figures anymore and how they used to carry themselves, as well as their functions have changed. Following these changes, the principals, as well as other leader figures in school, even the teachers, have changed their ways of communicating and respecting these PSDSs. A PSDS's experience with a principal is representative of this.

One principal insisted that PSDSs are no longer indispensable in the schools, even without them the school can still operate but majority of the principals still seek the help and assistance of the PSDSs, even teachers are clamoring for the presence of the PSDSs especially if their principal is remised of her work (PSDS 2).

“That principal indeed is a troublemaker for she reported to the ASDS every action of the PSDS” (PSDS 2).

These principals have had this idea that the PSDSs are now just mere members of the division office as well and not the leaders they used to be. This resulted in unfulfilling experiences on the part of the PSDSs. As what PSDS 3 shared,

We were greatly affected in the implementation of the RAT Program. We were misplaced. Principals looked down on us because our previous functions which were administrative in nature were no longer included in our mandate as announced in the field verbally.

Other PSDSs seconded this lamentation. Here are their testimonials:

“I felt the resistance of some principals to my presence in their schools” (PSDS 4).

“There were many hardheaded principals in private schools who didn't accept us in their school. They just acknowledge us only when they need our signature” (PSDS 4).

The situation on dealing with school heads is also found on the responses of PSDS 5 and PSDS 7:

“Encountering hardheaded principals who don't want to submit reports on time. They give me a hard time and will tell me in my face that I have no administrative authority over them” (PSDS 5).

“Principals decide on their own in doing everything but when there are problems, I was the one being called to look into the problems” (PSDS 7).

Part of unfulfilling experiences by the PSDSs are related to their being troubleshooters of problems they have no knowledge about. As what some PSDSs shared,

“All of the problems committed by the teachers and principals we were unaware of, but we are the ones asked to address them” (PSDS 8).

I did not feel that I am the extension arm of the SDS as she used to tell us.

There were a lot of issues and concerns in the field, mainly administrative in nature, which were not addressed because we were prohibited from performing administrative functions (PSDS 3).

Not only the principals from public schools cause unfulfilling experiences. As PSDS also lamented not feeling welcome in private schools. Here is what PSDS shared:

“I felt not welcome by the private schools because the former SDS told them that I must limit my visit to private schools” (PSDS 7).

Apart from professional relationships and the power struggle, unfulfilling experiences also include PSDSs hesitation to do their functions. They are being limited as to what they can do. This may be viewed as the results of the previously discussed reasons of other unfulfilling experiences. Here are what the PSDSs said:

“I felt there was a limitation of my functions that I want to implement in the district” (PSDS 3).

“I felt doubtful of my actions. I always thought that I might commit mistakes since I was not aware of my mandates” (PSDS 3).

PSDS 8 also has the same sentiment:

“[I] felt the job was lessened because we used to perform a lot of functions which were not our mandate” (PSDS 8).

Speaking of mandates, as much as these are confusing to the PSDSs, these also give them unfulfilling experiences. These PSDSs were used to perform administrative functions before the Rationalization Program was implemented. These times are very different.

“We were not anymore allowed to perform administrative functions” (PSDS 5).

“Due to School-Based Management, PSDS’s administrative function was removed” (PSDS 8).

It is very difficult for these PSDSs to adjust to not performing administrative functions as these comprise their everyday activities before the Rationalization Program was implemented.

“[I] felt difficulty not doing administrative functions which I was used to [doing]” (PSDS 5).

There is, however, a gap between the loss of their administrative functions and what is happening in the workplace.

“We just perform administrative duties when delegated or all these changes would trim down as our mandates” (PSDS 5).

They lost their administrative functions when the Rationalization Program was implemented but when assigned to them, they can perform these functions. This is unfulfilling on the part of the PSDSs as their functions are not consistent with what they are really supposed to do. In terms of what they are supposed to do, they are being left with too little to do in schools.

“In terms of management, it is more on giving technical assistance, professional advice, or guidance to the school heads but still if they insist on their decisions, they will still follow it” (PSDS 5).

In terms of supervision, nothing more has changed but is still limited to giving technical assistance to enhance the competence of our school heads in providing technical assistance to their teachers, but we cannot directly give technical assistance to teachers (PSDS 5).

After the Rationalization Program was implemented, there were unfulfilling experiences that the PSDSs had. They felt more productive in the district office and since there is no more district office, they feel unproductive in the division office. There seems to be a power struggle as they are no longer viewed as authority figures. They are hesitant to perform their functions even if these tasks are assigned to them. Lastly, they do not have a place to call their own.

Theme 3: Fulfilling Experiences

If there are lots of unfulfilling experiences, these PSDSs have also had fulfilling experiences after the Rationalization Program was implemented. They still felt relevant at times when some principals showed respect to them.

“Still felt the respect of the principals though it’s school-based management already they still relied on the PSDSs in their decision making and implementation of different programs and projects” (PSDS 2).

The respect is in the context of still being relevant. Some principals still refer to the PSDSs in the conduct of certain tasks like giving technical assistance in post conferences.

The principals still invited me to join them during class observations despite the verbal order of the SDS not to observe classes. They wanted me to actually see the teaching-learning process. They relied on the PSDSs for technical assistance and post conferences (PSDS 2).

Not only on these tasks, but some principals also seek advice from the PSDSs, and it is fulfilling on their part.

“There are still school heads, who still seek our advice, they still follow our instructions and what we say always matters to them, although we remind ourselves that it is beyond our mandate” (PSDS 9).

Whenever principals seek our advice, we always accommodate them; we always make it a point these are just pieces of advice and it’s up to them to decide and do whatever they would like to do what they would think is best for their schools (PSDS 9).

Even if they do not show up, it is still fulfilling on their part when they are asked to monitor the schools if certain EPSs failed to do their tasks.

There are still secondary principals who invite me to go to their school because they say that the EPS in-charge does not monitor them often and they need TA from me (unlike us) because we are in the field we can easily monitor and provide TA to them. But since they are handled by the EPS even if they invite me, I don’t go there to avoid conflict with the EPS (PSDS 5).

Lastly, there are some administrative functions being delegated to them again. It is fulfilling to have some of these again.

“With the present SDS I can feel gradually that I am indeed a PSDS. Administrative functions were once again delegated to us like the ranking of teachers” (PSDS 3).

Although the majority of the experiences of the PSDSs after the implementation of the Rationalization Program was negative, there are positive experiences as well. Their help and pieces of advice are still sought after. They are also still relevant as some principals still show their respect through consultations. Lastly, some of their administrative functions are being delegated to them again by some SDSs and it is fulfilling on their part.

On a general note, the experiences of the PSDSs are not quite pleasant after the Rationalization Program was implemented.

Their experiences were confusing.

There are gaps in the written and verbal orders from top management. As much as possible, it is better if formal means of communication is to be done when assigning tasks. According to Calin (2019), these types of communication leave a paper-trail. This paper-trail can be in physical or digital form and therefore, if confusion arises, one can go back and refresh what was communicated.

There were big changes in their duties and functions, and it is quite confusing for these PSDSs. As big as the changes were, there was not enough change management. According to Pratt (2019), change management is a systematic approach to dealing with the transition or transformation of an organization's goals, processes, or technologies. The purpose of change management is to implement strategies for effecting change, controlling change, and helping people to adapt to change. First, change management is a systematic approach. There should be an identification of the most meaningful means for generating

optimum results. Also, the focus is on the transition and transformation of certain things in the organization. Lastly, people should be helped in adapting to the said changes. These were all non-existent in practice when the Rationalization Program was implemented.

Another reason for the confusing experiences by the PSDSs is the overlapping duties between them and the Education Program Supervisors. According to Espinheira (2019), this is called overlapping responsibilities. It refers to a situation when more than one individual is responsible for the same activity. This is the case for the EPSs and the PSDSs as they quite share the same qualification standards. The tasks have very little to no demarcation as to how to be conducted in the field. Espinheira added that people waste time doing the work that they should not be doing if responsibilities overlap. It will also be particularly difficult to develop skills if responsibilities always overlap.

2. What challenges did the participant-PSDSs experience in the implementation of the Rationalization Program and how are these challenges addressed?

As much as the functions of the PSDSs are spelled out in DO 24 s. 2005, there are challenges presented to these PSDSs upon its implementation. There are concerns to how they are going to perform after these changes have taken effect and the challenges that these PSDSs experienced are as follows:

Theme 1: Conflict on Time between Monitoring Schools and Staying in the Division Office

The very first challenge that these PSDSs encountered after the implementation of the Rationalization Program has something to do with time. There seems to be a wastage of time on their part and this results in a lack of time for other more important tasks to accomplish. This time wastage is a result of travel time to the division office which seems

to be farther from the residences of the PSDSs than their previous district offices. As what the PSDSs lamented,

“Spending much time traveling to the DO which should have been spent doing work in the district” (PSDS 1).

Once a week reporting in the DO instead of twice a week was attained due to appeal to the SDS and much better if only half day not whole day so that we still can perform other works in the district office (PSDS 1).

Even PSDS 4 see the time to travel as a challenge based on these statements:

“Traveling to DO takes much time instead of spending it working in the district” (PSDS 4).

“By adjusting to my traveling time. I need to wake up earlier and leave early so as not to be late in reporting at the DO” (PSDS 4).

Time disutility in traveling leads to its waste. However, according to Keseru et al. (2015), this disutility can be reduced if people attach enjoyable and useful activities to travel. This can solve the issue of lack of time on the part of the PSDSs. They could probably incorporate some work into their travel and this challenge is already taken care of. However, probing deeper into the research by Keseru et al. (2015), the mode of transportation plays a big part in the utilization of travel time for work. It is a major determinant of the type of activities that travelers can do while in transit. According to the Asian Development Bank (2012), road based vehicles such as jeepneys, taxis, buses, and the like are the main modes of transportation in the Philippines. While according to Keseru et al. (2015), public modes of transportation are better for more useful activities while traveling, it is important to note that the modes of transportation in the Philippines do not

support the same. Lastly, the study concluded that most activities done while traveling are on the enjoyable passive side like listening to music, and some conversation with companions.

To sum everything up, lengthy and improper time in traveling is really time wasted. This is especially true for these PSDSs who only travel from their homes to the division office with no real purpose. They lament that this travel time could have been used for the accomplishment of other tasks on the field or even travel to another site that needs attention. Basically, not the general concept of travel time is being pointed out here. They feel that the travel time from their homes to the division office is unnecessary and therefore a waste. Pettit (2020) identified ten benefits of good time management. Good time management can result in less stress because one has more control over his/her time. Because of this, there are no backlogs and stressful situations are reduced. A better work-life balance is also a result and a benefit of good time management. This means a good balance between work and personal life. When one has a good work-life balance, he/she tends to be more productive. More time freedom is also a benefit of proper time management. Because of this, one has the time to do the things that matter to him/her the most. Great time management also increases focus and productivity. Because of proper time management, one is less likely to procrastinate. This is because you have more control of your workload. Effective time management skills make things simple and easy. When you take control of your time, you are more confident and capable. Good time management ensures you feel clear and confident about how to use your time. As a result, you stop feeling overwhelmed, stressed, and frustrated. Effective time management eliminates distractions and boosts concentration. Distraction impacts your time management and lowers your productivity.

Good time management skills help you manage your energy and productivity levels. One of the most important benefits of time management is greater energy. Increased energy helps you focus on your most important work. Lastly, effective time management strategies give you more to think and plan. Here are some proper time management styles that the respondent PSDSs did:

Time management is important to the PSDSs as their functions are very much tasking. These range from office work to field work. They have to deal with, and work with other members of the division office from different divisions, and also they have to deal with, and work with schools.

Theme 2: Misunderstanding due to Communication Gaps and Culture Differences

There are various ways and means for formal communication. Nowadays, physical and digital paper trails are important as these serve as traces of what was really communicated in black and white. According to Jain (2021), the main purpose of formal communication is to give orders and instructions in order to achieve a certain set of goals and objectives in an organization. In the field of education, memos are common means of formal communication. However, there are instances when these are not present, and people are still being tasked to do certain activities. These PSDSs are not new to this setup. Here is what a respondent PSDS shared:

“It was so difficult to perform the task being implemented by the DO without issuing a memo in the field” (PSDS 3).

If not the absence of such communication means, there are certain additions and changes right after these memos were issued. This will be quite confusing as proper communication means were done but still, there were certain immediate alterations.

“Most of the time the SDS issues verbal orders or if there is a Division Memorandum it is being followed immediately with addendum or corrigendum. Quite confusing which to follow” (PSDS 1).

It should be taken into consideration that such communication means are formal but yet take time to reach the intended recipients. There will be a lack of proper communication if immediately after the issuance of a memorandum, an addendum or corrigendum is already issued.

As much as communication means or the so called media or channels are important in the communication process, the messages are of equal importance if not more important. If there is no communication to supposedly recipients, there will be misinformation or even people, uninformed. This is what happens to these PSDSs regarding certain things in the district and the division.

“Became unaware of activities in the district. Teachers and school heads transferred and promoted without my knowledge. I am surprised whenever I monitor them and meet a new principal and teacher in the school” (PSDS 2).

Time to travel is wasted as captured in the response of PSDS 3:

“While monitoring in far schools you’ll be called to report at the DO for an emergency meeting which after the meeting you will realize that the agenda was not important” (PSDS 3).

These things need to be communicated to the PSDSs. They should not be uninformed about such matters. For one, they are in charge of coordinating and facilitating the conduct of orientation/ induction programs for all newly hired teachers on their roles and responsibilities. Optimal facilitation is not possible if there will be changes in the

teachers, principals even – transfers and hires without their knowledge. Moreover, these PSDSs need to be informed about what the meetings are all about. As they have functions that need field work, it will be particularly difficult for them to attend urgent meetings and if these can be skipped, they need to be informed so that they are able to focus on the more important things.

Another challenge is that these PSDSs always need to explain themselves in the conduct of their functions. This happens most especially when the SGOD asked them to do some administrative functions. As what was made clear before, the PSDSs are under the CID but sometimes, they interface with some offices under the SGOD. These tasks are being assigned to them, without communicating with the schools. Hence, the schools are understandably hesitant to take part.

Every now and then I need to explain to school heads why I still need to perform administrative functions as requested by the SGOD. It was so difficult to convince them that we are just asked to do the job (PSDS 3).

Also, it is included in the duties and responsibilities of the PSDSs to monitor and evaluate private schools through ocular inspection of required documents to determine adherence to set standards as regards to permitting to operate renewal of operation, permit for recognition, GASTPE implementation, accreditation. However, they are having a difficult time dealing with these private schools. This is what PSDS 8 lamented:

“It is so difficult to get a response from private schools.”

As much as these PSDSs want to just do their jobs, it will be difficult for them to do so if they just come to these private schools without the knowledge that they are under these PSDSs’ wings. The difficulty in getting a response from them is a challenge in

communication in itself. It might be a byproduct of a lack of communication from the division office.

“Having an open line of communication and cooperation with each other” (PSDS 1).

Miller (2022) discussed how important are open communication lines in an organization. First, open communication expresses the job that needs to be done. It is easy to not meet the objectives set in the organization when communication lines are not open. Through open communication lines, the managers can explain the roles of the members, and this will pave the way for an understanding of each member’s activities.

“By collaborating with the SHs in defining and identifying their duties and functions” (PSDS 4).

“By conducting interfacing with the DO personnel” (PSDS 4).

Second, through open communication lines, members learn how to be accountable. Research suggests that accountability meetings with another person increase the likelihood of fulfilling individual goals by ninety-five percent (95%). This translates to the accomplishment of goals through the discussion of progress and potential setbacks.

This is captured in the lines of PSDS 2 and PSDS 3:

“I mediated with the principals and coordinators; thus, they helped the principals do the work of the coordinators” (PSDS 2).

“I consult the School Heads whenever there is a program or project to be implemented. We collaborate with each other” (PSDS 3).

Third importance of open communication lines is that it forms stronger relationships between and among the members of the organization. When leaders open communication lines among them and the members, it increases trust, and the relationship

grows stronger. However, when communication becomes closed, the opposite happens. Employees begin perceiving their leaders as emotionally unintelligent, daunting, demanding, intimidating, and critical. As a result, engagement and employee retention levels decrease. This is underscored by PSDS 8:

“I tried to get to know each school head” (PSDS 8).

“Conducted an open forum” (PSDS 8).

PSDS 6 also reiterated the experience:

“By having an open communication with the principals” (PSDS 6).

If communication lines are open, the problems stop worsening. With communication lines open, leaders are receptive to information that will help the organization reach its set goals and objectives. Some other things that the PSDSs did to open communication lines are:

“Made the LGU recognize that there are 3 districts in the municipality, not two” (PSDS 1).

“Consulted senior PSDSs like you whenever the chief does not answer my queries right away” (PSDS 1).

“Formal introduction and orientation of the ASDS paved the way in courteous and harmonious relationship with the secondary school principals” (PSDS 1).

“By always reminding the principals that what we do in the field is our mandate and beyond that we are just being asked to do it” (PSDS 1).

“Whenever the LGU is looking for me, I instruct them to see me in the school where I was currently monitoring” (PSDS 1).

The actual experience is the same with PSDS 4 who stated that:

“If I can’t get a matched response from the chiefs and ASDS I go directly to the SDS” (PSDS 4).

“I made a lot of adjustments. If I heard that an EPS just came to monitor a school then I won’t go to that school anymore so as not to burden that school” (PSDS 4).

“I have explained to the high school and private schools that it is our mandate to monitor them” (PSDS 4).

Moreover, PSDS 8 had the same position:

“I told them whenever they leave the school without telling me that I could not defend them if they ask me about them” (PSDS 8).

“I tell them that I need to monitor announced and unannounced to see the real scenario in their schools” (PSDS 8).

By opening communication lines, these PSDSs were able to communicate not just the activities that they are going to do and the processes that are to be undertaken but also the reasons behind the accomplishment of these tasks. In addition, by opening communication lines, not only are they able to communicate better from their end but also receive relevant and meaningful information for the betterment of their tasks and activities.

One of the functions of PSDSs is to monitor and evaluate private schools through ocular inspection of required documents to determine adherence to set standards as regards to permitting to operate renewal of operation, permit for recognition, GASTPE implementation and accreditation. However, it has become a challenge for them since the culture in private schools is very much different. Here are their experiences:

“New experience of monitoring the high school and private schools which I haven’t done before. I need to know their culture first” (PSDS 5).

“Private schools have a different culture from the public schools. It is difficult to get reports from them” (PSDS 7).

As much as there will be challenges, this is something that the PSDSs need to accept. This will always be a challenge but there will be things that can be done to respond to this.

The challenges that the PSDSs experienced after the Rationalization Program are related to different aspects that influence the accomplishment of their tasks. The very challenge is time related. Travel time from their homes to the division office could have been used on more important tasks. In addition, there are times when they are sent to the field and then called for certain meetings in the division only to find out that these meetings could have come in different forms of information dissemination. The travel time from the field to the division office is considered wasted time. Another challenge that the PSDSs encounter is the lack of resources. After the Rationalization Program, the PSDSs were transferred from the district offices to the division offices but there are no materials and equipment for them to use. Furthermore, part of their functions is on monitoring, and they have travel allowances. However, this travel allowance does not suffice the need. An additional challenge for the PSDSs after the implementation of the Rationalization Program is about a lack of clear understanding. First, the PSDSs cannot seem to wrap their minds around the concept of interfacing tasks between the CID and the SGOD. As per mandate, these PSDSs are under the CID but there are certain tasks that they have to interface with the SGOD such that they can accomplish as their own tasks. In addition, there is a lack of

clear understanding about their functions because these seem to overlap with the functions of the EPSs. An added challenge for the PSDSs is the lack of proper communication. There are times that they are uninformed of the activities that happen in the district. Also, their activities are not being communicated to the field. Because of this, they always need to explain themselves to the schools as to why they are conducting certain tasks like monitoring and the like. Likewise, it is hard to get responses from the private schools because they are not informed that these PSDSs need to conduct certain tasks. These PSDSs are used to having their own office that they manage. After the Rationalization Program, they were asked to report to the division office and therefore, were technically kicked out of their offices. The lack of office has formed one of the challenges for the PSDSs. As a result of this, they seem to experience a lack of respect from the schools. There are difficult members who seem to not appreciate them being around and they feel demoralized. They are not recognized as leaders because they lost their administrative functions. One more challenge that these PSDSs experienced after the Rationalization Program was implemented was the lack of training. It is understandable that these PSDSs, after the Rationalization Program was implemented, expected some sort of training and capacity building seminars for them to properly conduct their functions. It is through these seminars that they will know if the activities that they do are aligned with their functions and mandates as PSDSs. Lastly, there are cultural differences between the schools that these PSDSs monitor. The PSDSs are unsure on how the secondary and private schools will accept them and appreciate the tasks that they do.

The ways and means by which the PSDSs addressed the challenges that they encountered are responsive to the challenges that they see as the most important to address.

They seem to have prioritized the challenges that have direct impacts to their activities and tasks, and they accomplished these based on what they need to do.

Theme 3: Insufficient Preparation on Change and Transition

Any change that should be implemented requires preparation and transition. This is also needed on Rationalization of DepEd.

According to Rosser (2021), an understanding of reluctance to accept change, or resistance to change is the first step to actually positively accepting change. Also, the ways and means to accept change are the following: (1) Face your fears, (2) see opportunities, (3) be flexible, and (4) get involved. Here are what the respondent PSDSs did to accept the changes brought about by the Rationalization Program:

“I bring some of my work in the DO even if it’s difficult to carry them in the DO, [for me] not to feel unproductive” (PSDS 2).

PSDS 1 and PSDS see that they need to adjust to the situation as shown by the following lines:

“By adjusting myself to the present set-up and accepting the changes” (PSDS 1).

“By accepting and adapting the changes in the DepEd” (PSDS 4).

The changes that the Rationalization Program brought to the PSDSs are very impactful and abrupt. Their functions were changed a lot and there are lots of alterations on the other aspects of their work. Because of this, challenges became regular parts of their daily work. They needed to extend themselves to address these challenges. They needed to do their own capacity building in relation to the lack of understanding as this is the main concern on how they are going to function. Since they will be working with and for people, they need to open communication lines so they can communicate things from their end and

receive meaningful information as well. To address the challenge of lack of resources, they involved the stakeholders, and they managed their time properly. Through all this, they were able to accept the changes.

O'Neill, E. (2020) discussed the importance of training for an organization. For one, it is a way for the people to keep up with the standards of the organization. It is also a critical part of the relationship between the organization and the employee as the employees have positive feelings when the organization wants them to professionally grow through training. The list of the importance of training goes on a long, long way and it cannot be further stressed that it is one crucial part to be considered in the performance of the employees.

However, the Rationalization Program seemed to be implemented with little training if not the absence of which. This is a challenge for the PSDSs as they have new functions to do, new tasks to accomplish, and even a new place to work in.

“My experience during the first two-year implementation of the Rationalization Program was challenging because there was no training/seminar then, they just implemented it. The mandates were not clear” (PSDS 3).

“In the absence of training, I was not sure if what I am doing is aligned with the RAT Program” (PSDS 3).

It is seconded by the PSDS 5 indicating that it is not easy:

“Challenge of learning by ourselves the new duties and functions of PSDSs under the RAT Program” (PSDS 5).

There are lots of changes after the implementation of the Rationalization Program. Also, there are certain expectations on these PSDSs. The lack of training is truly a challenge.

“By believing that I should have a wider and deeper understanding in all aspects, and that I should stand firmly on what is right and opposed what is wrong” (PSDS 10).

The University of Memphis (2019) discussed different benefits of capacity building. These are: (1) Capacity building approaches purposefully minimize an over-reliance on outside experts as sources of knowledge, resources, and solutions to community issues. By preventing a dependency relationship on outsiders from forming, capacity building encourages local people to act on local issues themselves; (2) capacity building fosters a sense of ownership and empowerment, so that community partners gain greater control over their own future development; (3) strengthened confidence, skills, knowledge, and resources that increase from capacity building efforts on one project may enhance a community partner's ability to envision and take action on other projects; (4) capacity building efforts are sensitive to the particularities of local culture and context, and, as a result, often lead to more feasible and appropriate community solutions than approaches that lack a capacity building focus; and (5) capacity building approaches to community work acknowledge that growth, learning, and change occur reciprocally; that is, both you and your community partner are expected to be different at the end of your collaborative community work. Ideally, your community partner will be more effective and successful in addressing community issues, and you will learn about working with community partners more effectively and respectfully.

The PSDSs, having appreciated the aforementioned benefits of capacity building, shared the following ways and means that they do capacity building for themselves and for others.

“Invited EPS for capacity building of the newly appointed coordinators” (PSDS 1).

“Orientation and training addressed the issue on interfacing” (PSDS 1).

PSDS 4 also pointed out the same option:

“By attending training and seminars on Rationalization Program wherein issues and concerns were clarified” (PSDS 4).

Capacity building is important not only for the management but also for the members. This way, the gaps between the understanding of the members and the intended tasks and activities are bridged.

According to Kamarulzaman et al. (2011), physical environments affect the well-being of employees. It also affects their work performance and productivity. This highlights the importance of a physical office for workers and managers in an organization.

Before the Rationalization Program, these PSDSs had their own offices that they could oversee. They are considered as the managers in these offices and as they describe, these district offices are their kingdoms, and they are the rulers. They have been used to being top level managers in an office, but when the Rationalization Program was implemented and the district offices were ordered to be closed. They felt like rulers with no kingdoms.

“During the first years, when we were told to report at the Division office and that the district offices will be closed, then those Central School Principals who have conflict with their PSDS literally closed the District Office” (PSDS 9).

Since these PSDSs are so used to having their own office to manage, and their own physical office to maintain, they felt demoralized, and this was a challenge for them. These are their lamentations:

“In the absence of the district office, I need to walk so far just to ride a tricycle and have my lunch because I have no place to stay in the school” (PSDS 7).

“Since I have nowhere to go, I just go home, and they come to my home if they need my signature” (PSDS 7).

The same situation is seconded by PSDS 5:

Difficult in adjusting to the present situation without a district office after monitoring I have nowhere to go (PSDS 5).

There is a gap on how this concern was handled. As there was rationalization on the functions of different members of the division office, was it really necessary to close the district offices? These are nearer to schools and the PSDSs can work and be more productive there than in the division office. This also gives them a certain level of respect as they are seen as authority figures in their respective offices. Because they are booted out of their old physical offices, they seem to have lost this power and even respect from the schools.

Theme 4: Unable to Voice Out Needs and Feedbacks

After the Rationalization Program, together with all confusion, misunderstandings, and lack of proper communication, the respect that has always been given to these PSDSs also took certain blows. They seem to be unrecognized as leaders anymore. Here are some of their experiences:

“Solicited the assistance of the PTA in putting up my new office” (PSDS 1).

“I appealed from the LGU to help in the repair of a room which I put up as the district office” (PSDS 1).

“Even the principals realized how difficult it was for them not to have a district office where to submit reports for consolidation, so they themselves helped in putting up the district office” (PSDS 1).

The appreciation that the PSDS did not feel is aired by PSDS 2 and PSDS 8:

“Felt not appreciated despite exerted efforts by the CID chief” (PSDS 2).

Unproductive in the DO, we were asked to report there but we were not given tasks to perform. All we do is talk with one another there unless we bring our own work, laptop, printer, which we can do in the district office.

What’s the point of reporting at the DO (PSDS 8).

This can be addressed by giving a place to stay for the PSDS as noted by PSDS 4:

“Requested the central school principal to provide a spare classroom to be used as district office” (PSDS 4).

It cannot be stressed further that these were leaders of their own offices before the Rationalization Program was implemented. Now, they are reduced to some sort of clerical or call center work. Aside from the lack of respect in terms of the drastic change in their daily tasks when in the division office, there seems to be a lack of trust when choosing between them and the EPSs.

“The feeling of being incapable since some of our works were not entrusted to us but given to EPSs” (PSDS 10).

It was previously discussed that there are functions that seem to be similar, overlapping even, between the PSDSs and the EPSs. This opens a window for the

disrespect on the PSDSs where some of supposedly their works are given to the EPSs. They feel like their capabilities are being underestimated.

As a result, they seem to be unheard in certain avenues when they can supposedly voice their opinions and concerns. A total lack of respect in their office as PSDSs.

We were not allowed to speak during MANCOM because of the reason that we are one with the SDO so we need not to speak on behalf of the schools, which I really don't agree because that could be part of feedbacking mechanism because we knew what is happening in the field (PSDS 10).

If this is happening at the management level, the disrespect that the PSDSs experience in the field is as much of a challenge if not more challenging. The principals seem to be difficult towards the PSDSs. Here are the experiences of the respondent PSDSs:

“Experienced principals usually are doubtful of the TA I am providing them. They don't trust me” (PSDS 1).

“Having difficulty encouraging the principals and teachers to submit reports promptly because of overlapping activities and reports being asked of them. It is as if the PSDSs are the ones directly asking for the reports” (PSDS 2).

Same encounter is experienced by the PSDS 3:

“Had a struggle in controlling/advising the principals who became wild, thinking that under the RAT program they can do whatever they want to do and the PSDS has no authority over them anymore” (PSDS 3).

The feeling of demoralization is underscored by PSDS 5 and PSDS 7:

“Encountered principals telling us we don't need the PSDS anymore” (PSDS 5).

“Felt so demoralized by the principals” (PSDS 7).

PSDS 8 centered on not following the suggestions that they give to the principals:

“Principals who answer yes with your suggestions and agreement of follow up instructional supervision but do not follow the agreement maybe they don’t obey us because we are not the ones who’s rating their performance” (PSDS 8).

“When conducting unannounced monitoring to see the actual scenario in school, the principal will question why we go to school without telling them” (PSDS 8).

The lack of respect by the principals towards the PSDSs can be attributed, on a macro level, to how the division treats the PSDSs after the Rationalization Program was implemented. They may have clearly lost administrative functions, having been reassigned to the curriculum implementation division. However, if they are interfacing some tasks with the SGOD, there should be some sort of authority that could be given to them, for them to effectively carry out these tasks.

3. Based on the findings of the study, what policy enhancement may be proposed in relation to the Rationalization Program?

Making updates and enhancements to policies is crucial for any organization who wants to be seen as the pioneer of fruitful change in the industry (Rosengarten, 2018). While the work of Rosengarten (2018) focused on cyber insurance, the importance of policy enhancements in any sector should not be taken for granted. Things that are increasingly necessary as time passes by that the current policy seem to not respond to needs to be addressed. This is of course, through research that these updates need to come from. Management, not only on the top level, but on all levels, need to ensure the organization that it is moving forward and that changes and enhancements to policies will be made if such a need arises. This is the exact case for the PSDSs and their roles, as well as their

experiences with regard to the Rationalization Program. Below are the challenges that these PSDSs encountered:

Table 1

Summary of challenges under each domain

PPSS Domain as per DO 25 s. 2020	Challenges	Description
Domain 1: Supporting Curriculum Management and Implementation	Insufficient Preparation on Change and Transition	There were no capacity building seminars after the Rationalization Program was implemented.
Domain 2: Strengthening Shared Accountability	<i>Unable to Voice Out Needs and Feedbacks</i>	There is no clear demarcation on the functions between and among the supervisors. Difficulty interfacing work between the CID and the SGOD.
Domain 3: Fostering a Culture of Continuous Improvement	<i>Conflict on Time between Monitoring Schools and Staying in the Division Office</i>	There are no materials for the PSDSs to use in the division office and the travel allowance is insufficient considering the amount of travel that they do. Travel time from the division office to the schools consumes most of the day on certain days.
Domain 4: Developing self and others	<i>Misunderstanding due to Communication Gaps and Culture Differences</i>	There is difficulty on part of these PSDSs when it comes to dealing with secondary and private schools because they are not used to dealing with them before the implementation of the Rationalization Program.

Activities at the school level are not properly informed to the PSDSs.

The functions and tasks of the PSDSs are not well communicated to schools.

DO 25 s. 2020, otherwise known as the National Adoption and Implementation of the Philippine Professional Standards for Supervisors is the policy that the supervisors refer to when their functions are being expounded on after the Rationalization Program was implemented. This policy institutionalizes the Philippine Professional Standards for Supervisors (PPSS) as a public statement of professional accountability for supervisors to reflect on and assess their own practice as they aspire for and pursue professional development. This is, on some level, the ways and means that their practices, activities, and tasks are being evaluated after the Rationalization Program. The PPSS aims to: (1) set out clear expectations of supervisors along well-defined career stages of professional development from beginning to exemplary practice, (2) engage supervisors to actively embrace a continuing effort to attain high levels of proficiency, and (3) provide support for professional learning and development, help identify development needs and facilitate uniform assessment of performance.

After the implementation of the Rationalization Program, the PPSS is the approach to which the performance of the supervisors is evaluated and this is divided into four domains: (1) Supporting Curriculum Management and Implementation, (2) Strengthening Shared Accountability, (3) Fostering a Culture of Continuous Improvement, and (4) Developing self and others. The policy enhancement inputs are based on these four

domains. It is also important to note that there are no clear demarcation between and among supervisors in the said department order.

Domain 1: Supporting Curriculum Management and Implementation

Domain 1, supporting curriculum management and implementation, focuses on supervisors' leadership and management abilities in providing proactive curriculum management and implementation support to divisions, districts, schools, and learning centers. Supervisors are expected to help with curricular innovations, learning resources, and assessment of learning outcomes in this domain.

Under this domain, there are six strands to which the activities should be parallel to. These are: (1) Curriculum implementation, (2) curriculum innovation, (3) curriculum contextualization, (4) learning resource development, (5) learning resource management, and (6) learning outcomes assessment. Each career stage defines where the supervisors are at the time of evaluation. The ideal is that the supervisors are able to lead in designing and managing responsive support for curriculum implementation through efficient and effective programs, projects, and activities aligned with curriculum standards. They should exhibit and share research-based exemplary practice in intensifying support for curriculum innovation within and across regions or divisions. Leading colleagues in innovating strategies to support curriculum contextualization is also expected of them. Furthermore, to lead colleagues in designing and implementing activities that support learning resource development in divisions, districts, schools, and learning centers is aligned to this domain. To model exemplary practices in providing support for learning resource management in divisions, districts, schools, and learning centers is also expected of them. Lastly in this domain, showing exemplary leadership skills in applying a wide range of intervention

strategies based on the results of learning outcomes assessment to support divisions, districts, schools, and learning areas.

Common activities in this domain include providing school leaders with guidance and instructional supervision by monitoring and collecting data on their strengths and growth needs, and then coaching them toward better instructional leadership practices, observing and collecting data on teachers' strengths and competency development needs, and advising school leaders on ways to improve teachers' KSA in teaching-learning delivery, identifying steps needed to provide an enabling environment for School Heads and Teachers to deliver quality basic education by assessing the state of schools and learning centers, monitoring and evaluating the school's execution of the localized curriculum in order to provide input to management so that the curriculum can be improved further, gathering assessment report results by district and school, as well as by subject area, and analyze performance gaps to identify causes and potential remedies, and developing policy suggestions based on the findings of studies and reports to improve learning outcomes.

Challenges

The challenges that the respondent PSDSs encountered in relation to Domain 1 is Insufficient Preparation on Change and Transition. Based on the analysis of qualitative data, there were no capacity building seminars after the Rationalization Program was implemented. In addition, the travel time from the division office to the schools where they are going to conduct monitoring and evaluation consumes most of the day on certain days and lastly, there are no clear demarcations between and among the supervisors specifically, between the PSDSs and the EPSs.

Enhancements

While according to DepEd Order 53 s. 2013, Phase I of the Rationalization Program includes the mandate, functions, and proposed organizational structure of the agency and shows indicative staffing and costing for the proposed structure vis-à-vis the 2005 level, the succeeding DepEd Orders, which are supposed to expound on this failed to clearly illustrate the mandates and functions of the supervisors. DepEd Order 25 s. 2020 did not put clear differences between and among the supervisors. Since this is just a means of performance assessment which zooms in on the specific activities of the supervisors, capacity building training will be of help to address two out of the three challenges that the PSDSs encountered under this domain.

Through capacity building training, these vague demarcations between and among the mandates and functions of the supervisors may be addressed. Below is an example of how close the activities of the PSDSs and the EPSs are composed.

It will be particularly easier to make these activities more specific as to what the EPSs and PSDSs really need to do but that would take a lot of time and will have to involve the central office once again for the polishing of the mandates and functions and the terminologies used.

As per DepEd Order 53 s. 2013, there should be an orientation of all personnel in the Office about the DepEd Rationalization Program (RP step by step process, p.2). The orientation included the background, implications of the Rationalization Program on plantilla items, implications of the plantilla to the personnel, options of affected personnel, and the presence of the helpdesk. An orientation and capacity building on approved functions were not included. However, there was an inclusion of this on the preparatory

work portion of the RP step by step process (p.1). This could have been considered in the orientation to shed light on the demarcations. Since there seems to be a lack of clear understanding regarding this in the field, capacity building seminars are needed.

Phase II of the Rationalization Program includes the placement of employees into the new staffing pattern and the names and positions of employees which will be affected by the rationalization effort of the organization. Section V of the implementing rules and regulations (IRR) discusses the guidelines on actions on plantilla items and options of personnel. Discussed in this section of the IRR are the options for the personnel affected by the Rationalization Program. This is all in relation to their service and office but did not specify the need to abolish already established offices like the district office to be handled by the PSDSs. Since there is still the presence of the PSDS in the Division, the district offices should not have been abolished. This will respond to the lack of time that these PSDSs encounter during some of their visits to the schools that they monitor. If there are physical district offices, they can save time and use their time on more necessary things.

Domain 2: Strengthening Shared Accountability

Domain 2 highlights supervisors' abilities to lead and collaborate in operationalizing educational development programs, offering technical assistance, assessing, and recommending policies, and supporting disaster preparedness, mitigation, and recovery. Supervisors, in this area, are expected to give unified, needs-based support to division officials, school heads, and other field implementers in order to inform future planning and decision-making.

There are four strands under this domain. These are: (1) Educational development plan operationalization, (2) technical assistance provision, (3) policy review and

recommendation, and (4) disaster preparedness, mitigation, and resiliency support. Supervisors should ideally model exemplary skills in the evaluation of programs, projects, and activities aligned with the educational development plan using evidence-based approaches, and model exemplary skills in the provision of technical assistance by designing and implementing responsive interventions based on quality assurance, as well as monitoring and evaluating results. They should also lead colleagues in developing strategies for efficient and effective review and recommendation of national, regional, and/or division policies to ensure their relevance to the improvement of divisions, districts, schools, and/or learning centers, such as forming a review committee, conducting focus group discussions (FGDs), and holding roundtable discussions and to assure the delivery of basic education, share best practices in the provision of expanded support in the management of disaster preparedness, mitigation, and resiliency in divisions/districts/schools and/or learning centers.

To successfully accomplish the set objectives in this domain, the activities of the PSDSs include holding workshops, giving follow-up coaching, and providing appraisal and feedback on their draft plans, all schools can have approved plans as a basis for budgeting and resourcing, monitoring and analyzing the school's plan implementation and reporting to the Schools Division management team for comments, coaching and encouraging schools in his or her designated district to successfully implement their programs and initiatives and achieve their goals, planning and organizing orientation/induction workshops for all newly recruited teachers to learn about their roles and duties, collecting and evaluating school principals' achievement reports in order to

monitor and follow up on the correct and timely implementation of school plans and programs, as well as providing technical assistance as necessary, and many more.

Challenges

In this domain, the challenge that the respondent PSDSs encountered is being unable to voice out needs and feedbacks. Also, there is a lack of proper communication as activities at the school level are not properly informed to the PSDSs and their functions and tasks are not well-communicated to the schools.

Enhancement

As what was exposed multiple times in this study, there seems to be an overlap in the functions of the PSDSs and the EPSs and this has something to do with how their duties and responsibilities are composed. This opens an avenue for different interpretations on the specific activities that they can do as part of their mandates. Below is an example for Domain 2:

For the PSDS in the technical assistance in school management KRA:

Provides technical assistance in the formulation of school plans (e.g., SIP) and its adjustments by conducting workshops, doing follow-through coaching and providing appraisal and feedback on their draft plans, so that all schools can have approved plans as a basis for budgeting and resourcing.

For the EPS in the technical assistance KRA:

Assesses the situation and analyzes the needs of assigned schools to identify the appropriate and relevant actions and interventions in their assigned learning area.

Again, according to DepEd Order 53 s. 2013, all employees in the office should be informed about the DepEd Rationalization Program (RP step by step process, p.2). The

background, consequences of the Rationalization Program on plantilla items, implications of the plantilla on staff, options for affected personnel, and the presence of the helpdesk were all covered during the orientation. There was no orientation or capacity building on approved functions. This was, however, included in the preliminary work section of the RP step-by-step approach (p.1). This may have been considered in the orientation to clarify the demarcations. Capacity building workshops are required because there appears to be a lack of clear awareness on the ground.

Furthermore, there is an already established placement of personnel in the RP step by step process (p.2). Attachment 4 expounds on this through the mechanism for the placement of the affected personnel. Through this, the PSDSs who agreed to continue their service and did not take the retirement exit were placed under the CID. This should be honored as this is what the organizational structure in Phase 1 dictates. The very reason why there is an interfacing between the two offices is that there are documentary requirements that the SGOD should provide the PSDSs for them to perform their duties that they cannot provide and hence, the PSDSs are forced to interface with them such that they can perform their duties and responsibilities. This is not a matter of enhancing the policy in this context. This is a matter of communicating and implementing the policy.

However, in the RP step by step process, there is a need to communicate to personnel. There are orientations about certain concerns like the context, the Rationalization Program's effects on plantilla items, the plantilla's effects on staff, affected personnel's alternatives, and the presence of the helpdesk. As much as this is very much helpful to the personnel, an enhancement should be made on this as there should be an inclusion of the mandates and functions of each supervisor to be communicated in schools.

This could be done on the division level, given that there is an existing DepEd order for uniformity of communication.

Domain 3: Fostering a Culture of Continuous Improvement

Domain 3, Fostering a Culture of Continuous Improvement, supports supervisors' organizational and technical abilities in providing support for instructional leadership, technology-based innovation, such as ICT, a research culture, communities of practice, and the use of communication platforms. Supervisors are supposed to assist in the creation of an atmosphere that ensures the efficient and successful delivery of basic education services in this domain.

There are five strands under this domain where the activities of the supervisors should be parallel to. These strands are: (1) Support for instructional leadership, (2) technology-based innovation including ICT, (3) culture of research, (4) communities of practice, and (5) use of communication platforms. Ideally, the supervisors should collaborate with colleagues to create a compendium of effective and efficient instructional leadership support solutions to address the divisions', districts', schools', and/or learning centers' indicated priority needs, demonstrate best practices in the use of technology-based innovations, such as ICT, to increase shared accountability and foster a culture of continuous development, demonstrate how to conduct, use, and communicate research findings in order to enhance practice, demonstrate exceptional abilities in establishing communities of practice to improve the delivery of basic education services, and demonstrate exceptional ability to use a variety of efficient and effective communication platforms to assist divisions, districts, schools, and/or learning centers in improving basic education services.

For the PSDSs to successfully accomplish these, the activities that they normally do incorporate monitoring and evaluating the school's execution of the localized curriculum in order to provide input to management so that the curriculum can be improved further, gathering assessment report results by district and school, as well as by subject area, and analyzing performance gaps to identify causes and potential actions to close the gap, developing policy suggestions based on the findings of studies and reports to improve learning outcomes, and conducting action research on curriculum implementation, needs, and issues, as well as relevant interventions and best practices for the given district, and present results and suggestions to management for action and policy creation.

Challenges

The challenges that the PSDSs encountered that are related to this domain is the conflict on time between monitoring of schools and staying in the Division Office. There are works that the PSDS needs to do in the district but they cannot do it because they stay in the division office.

Enhancement

As there are inclusions in DepEd Order no. 53 s. 2015 about payment of salaries for those affected by the Rationalization Program, this Domain, and the challenges that the PSDSs encountered about the lack of resources are way beyond its scope. However, the lack of office would pose a concern about fostering a culture of continuous improvement. One clearly cannot establish a culture within a district if s/he is not there but rather in the division. The names and positions of employees who will be affected by the organization's rationalization effort are included in Phase II of the Rationalization Program, as well as the

placement of personnel into the new staffing pattern. The instructions for actions on plantilla items and personnel alternatives are discussed in Section V of the implementing rules and regulations (IRR). The choices for the personnel affected by the Rationalization Program are discussed in this section of the IRR. This is all in relation to their service and office, but it does not mention dismantling the existing offices such as the district office, which will be handled by PSDSs. The district offices should not have been eliminated because the PSDS is still present in the Division.

Domain 4: Developing Self and Others

Domain 4, Developing Self and Others, focuses on supervisors' abilities to develop themselves and others through long-term learning and development commitments, professional networks, personal and professional development, professional reflection and learning to improve practice, and support for rewards and recognition. Supervisors are expected to commit to ensuring the effectiveness of their individuals and teams in this domain.

There are five strands in this domain which are bases for the activities that the supervisors will do. These strands are: (1) Learning and development, (2) professional networks, (3) personal and professional development, (4) professional reflection and learning to improve practice, and (5) support for rewards and recognition mechanisms. Preferably, supervisors should support divisions, districts, schools, and/or learning centers by modeling exceptional practices in the delivery of various learning and development interventions, provide an example of how to lead and engage colleagues through professional networks to maximize potential and improve practice, lead changes in boosting personal and professional development programs based on in-depth knowledge

and understanding of the Philippine Professional Standards for Supervisors, provide leadership in critically reflecting on and creating clearly defined targets for professional learning to improve practice inside and across school contexts, and share best practices for enhancing support for the establishment of rewards and recognition methods to recognize exceptional performance of personnel in regions, divisions, districts, schools, and/or learning centers.

For this domain, the activities of the PSDSs include identifying appropriate and relevant activities and interventions by assessing the situation and analyzing the needs of the district's schools, developing a technical support plan for each district in collaboration with the EPS involved, coaching the school principal in the implementation of curricular implementation and instructional delivery initiatives, preparing and submitting periodic reports on the technical help offered to the schools' progress, and writing and submitting reports on the results of technical support as well as policy proposals for consideration by management, among others.

Challenges

As much as this domain is for the development of the competencies of the supervisors and much more of those in the field, it was made difficult by the challenges that the PSDSs encountered. Misunderstanding due to Communication Gaps and Culture Differences is the challenge of PSDSs here. First, there is a lack of respect. The principals became difficult after the implementation of the Rationalization Program. They seem to not see these PSDSs as authority figures anymore. Also, there are cultural differences between the schools that these PSDSs used to monitor and currently monitor. There is difficulty on the part of these PSDSs when it comes to dealing with secondary and private

schools because they are not used to deal with them before the implementation of the Rationalization Program.

Enhancement

To address the challenges that the PSDSs are experiencing with regard to this domain, there should be reiteration on certain inclusions in Phases I and II of the Rationalization Program.

In accordance with DepEd Order 53 s. 2013, the DepEd rationalization initiative should be communicated to all office personnel (RP step by step process, p.2). During the orientation, the background, the effects of the Rationalization Program on plantilla items, the implications of the plantilla on staff, options for affected employees, and the presence of the helpdesk were all discussed. On approved functions, there was no orientation or communication on the school level in context of the functions of the PSDSs, or the supervisors in general. This was, however, included in the RP step-by-step approach's preliminary work part (p.1). This may have been considered in the orientation in order to clarify the functions of the supervisors, the PSDSs specifically, and the accompanying activities. Because there appears to be a lack of clear awareness on the ground, the PSDSs receive disrespect for performing activities that relate to their functions.

The lack of an office, on the other hand, had raised concerns about cultural differences between schools monitored. If one is not in the district but rather in the division, it is obvious that one cannot understand the culture of the schools within the district. Phase II of the Rationalization Program includes the names and positions of employees who will be affected by the organization's rationalization effort, as well as the placement of personnel into the new staffing pattern. Section V of the implementing rules and

regulations discusses the directions for actions on plantilla products and staff alternatives (IRR). This section of the IRR discusses the options available to personnel affected by the rationalization initiative. This is all about their service and office, but it says nothing about the necessity to deconstruct current offices like the district office, which will be handled by PSDSs. The PSDS is still present in the Division; hence, the district offices should not have been disbanded.

Table 2

Summary of policy enhancements suggested per domain in relation to the Rationalization Program

PPSS Domain as per DO 25 s. 2020	Enhancement on the Rationalization Program as per DO 53 s. 2013
Domain 1: Supporting Curriculum Management and Implementation	Phase I • Include more detailed mandates and functions of PSDSs. • Suggest capacity building training on approved functions. It is in the preparatory work of the RP step by step process (p.1) but not in the orientation about the DepEd Rationalization Program (RP step by step process, p.2). Phase II • Reinstitution of the district offices (Section V of the IRR)
Domain 2: Strengthening Shared Accountability	Phase I • Include more detailed mandates and functions of PSDSs. • Suggest orientation on approved functions to clarify the demarcation of functions between and among the supervisors. It is in the preparatory work of the RP step by step process (p.1) but not in the orientation about the DepEd Rationalization Program (RP step by step process, p.2). • Communicate the functions of the PSDSs down to the school level (RP step by step process p.1)

Domain 3: Fostering a Culture of Continuous Improvement	Phase II
	• Reinstitution of the district offices (Section V of the IRR)
Domain 4: Developing self and others	Phase I
	• Communicate the functions of the PSDSs down to the school level (RP step by step process p.1)
	Phase II
	• Reinstitution of the district offices (Section V of the IRR)

The enhancements to DO 53 s. 2013 could be summed up into small changes that could have very big impacts to how the PSDSs conduct their functions. A more detailed presentation of the functions, capacity building orientation and trainings on part of the supervisors on their functions and on part of the schools for proper communication, and what could be the most important thing is the reinstitution of the district offices.

CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter presents the summary of the study and findings, limitations, conclusions and recommendations.

Summary of the Study

The main purpose of the study is to explore the lived experiences of selected public schools district supervisors in the Schools Division of Pampanga in the implementation of the Rationalization Program as Inputs to Policy Enhancement. The researcher looked into the experiences of the PSDSs in the implementation of the Rationalization Program, as well as their challenges in the implementation of the Rationalization Program and how are these challenges addressed.

The researcher applied qualitative-phenomenological design wherein the participants were purposively selected. These PSDSs were requested to participate in semi-structured interview. Data taken from them were analyzed using thematic analysis and these were used to come up with inputs for a proposed policy enhancement in relation to the Rationalization Program.

Summary of Results

Summary of results were as follows:

1. PSDSs experiences in the Rationalization were summarized as follows: Confusing and Challenging Experiences, Experiences Lapses in Management of Resources and Fulfilling Experiences.
2. The challenges of the participants were Conflict on Time between Monitoring Schools and Staying in the Division Office, Misunderstanding due to Communication Gaps and

Culture Differences, Insufficient Preparation on Change and Transition and Unable to Voice Out Needs and Feedbacks. Participants had hard time in managing their times to do both functions in division office and in the district that they were handling. Furthermore, the changes made them feel that some of their functions were not clearly recognized due to inability to have their time to state their needs and feedbacks and having poor communication line or process.

3. Inputs for Policy Enhancement were proposed based on the findings of the study. Experiences and challenges of the participants were used to have the Inputs for Policy Enhancement related to the functions of the PSDSs.

Limitations

1. PSDSs were able to experience both fulfilment and hurdles in the implementation of the Rationalization Program of DepEd. Newly assigned PSDSs may not have the same experiences because they do not yet have expectations on work unlike the seasoned PSDSs.

2. Some of the challenges of the PSDSs may not be applicable for others who are assigned in nearby district offices like the time to travel to the schools. In addition, culture of people are not always the same so experiences may differ from one station to another.

3. Inputs for policy enhancement may need recommendation from higher authorities before they will be considered by DepEd.

Conclusions

After the analysis of qualitative data, the study arrived at the following conclusions:

1. The primary work and functions of the PSDSs become unclear to them during the onset implementation of the Rationalization Program. The overlapping of functions between and

among the supervisors confuses the PSDSs. In addition, the tasks that they should prioritize give them confusing experiences.

2. An Office is needed for PSDSs to have a place for proper communication and smooth performance of their tasks especially in relation to extending professional help and exchanges with teachers, school heads and local government units.

3. Enhanced Rationalization Program helps the PSDSs in performing their functions more effectively and efficiently.

Recommendations

Considering the findings of this study, the following recommendations are hereby suggested:

1. The rich experiences of the PSDSs may be shared with one another especially the newly hired ones through forming an association of the PSDSs.

2. A time for the transition on the functions of the PSDSs may be implemented in a year so every PSDS will have a chance to adjust to them. In addition, they still need to have a place in schools so they will have an area where they can address queries from the teachers, school heads and the local government units.

3. The inputs suggested for policy enhancement may be submitted to the higher authorities for proper action.

4. Further studies on the Rationalization Program may be conducted to have richer understanding of the situation of the PSDSs focusing on effectiveness of Rationalization.

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APPENDICES

Appendix A

Clearance to Proceed

 PHILIPPINE NORMAL UNIVERSITY The National Center for Teacher Education Taft Ave. Cor. Ayala Blvd., Ermita, Manila 1000 Philippines Trunkline: +63-2-317-1768 loc 750/751 epdco@pnu.edu.ph www.pnu.edu.ph	Index No.	PNU-MN-2016-EPR-FM-016
	Issue No.	01
	Rev. No.	01
	Date:	09-24-2018
	Page	1 of 1
	QAC No.	CC-09242018-023
EPR	CLEARANCE TO PROCEED	

BASIC INFORMATION

REC Code:	06212021-149
Research Proposal Title:	The Experiences of Selected Public Schools District Supervisors (PSDs) in the Implementation of the Rationalization Program: Inputs to Policy Enhancement
Researcher / Project Leader and Designation/Affiliation:	Bernabeth B. Manio

The following items [✓] have been received and reviewed in connection with the above study to be conducted by the above researcher.

☐ Research Proposal in prescribed format ☐ Informed Consent Form/s /Assent Form ☐ Data Collection Tools

and hereby approved:

☐ To proceed to the validation of the data gathering tools ☐ To proceed to data collection, organization and write-up

Date of Issuance: **June 21, 2021**


 Secretary
 Research Ethics Committee


 Chair
 Research Ethics Committee

(All documents without the PNU QM Stamp or Control Identifier are uncontrolled)

Appendix B

Recruitment Script



PHILIPPINE NORMAL UNIVERSITY
The National Center for Teacher Education
 College of Graduate Studies and Teacher Education Research
GRADUATE TEACHER EDUCATION FACULTY
 Taft Avenue, Manila



Recruitment Script

Good day!

I am BERNABETH B. MANIO, a doctoral student in the Educational Management doctoral program at Philippine Normal University Graduate School. In partial fulfilment of my degree requirements, I am conducting a study on the lived experiences of public schools district supervisors.

I personally invite you, [REDACTED], to participate in my study as one of the informants. Participation in the study is voluntary and confidentiality and anonymity are maintained to your satisfaction. Your participation in an interview regarding your experiences as public schools district supervisor on the Rationalization Program. As soon as you accept the invitation, questions of the interview will be sent to you along with the consent form. Your participation in this study will be extremely valuable to other public schools district supervisors and DepEd personnel.

I would like to ask if you would be willing to be interviewed as part of this study.

Thank you for your consideration.

Very truly yours,

BERNABETH B. MANIO
Researcher

Appendix C

Consent Form

PHILIPPINE NORMAL UNIVERSITY
The National Center for Teacher Education
 College of Graduate Studies and Teacher Education Research
GRADUATE TEACHER EDUCATION FACULTY
 Taft Avenue, Manila



CONSENT FORM FOR PARTICIPATION IN RESEARCH ACTIVITIES

Date: June 23, 2021

As one of the public schools district supervisors in your division, you are cordially invited to participate in a research study conducted by BERNABETH B. MANIO of the Philippine Normal University, entitled: **THE EXPERIENCES OF SELECTED PUBLIC SCHOOLS DISTRICT SUPERVISORS (PSDSs) IN THE IMPLEMENTATION OF THE RATIONALIZATION PROGRAM: INPUTS TO POLICY ENHANCEMENT**. Your participation is voluntary. You are given all the information about the study for your reference, kindly read. Should there be questions that you do not understand or confused about, feel free to ask for clarification. Please take as much time as you need to read the consent form. You may also decide to discuss participation with your family or friends. You will be given a copy of this form for your records.

PURPOSE OF THE STUDY. The purpose of this study is to inquire into the lived experiences of select Public Schools District Supervisors (PSDSs) in the Division of Pampanga in the implementation of the Rationalization Program as Inputs to Policy Enhancement.

NUMBER OF PARTICIPANTS. The participants in the study are 10 PSDSs with at least five (5) year experience as public schools district supervisor and has been assigned in at least two districts in his career as a public schools district supervisor.

PROCEDURE FOR STUDY . If you are willing to participate in this study, you will be requested to do a recorded in-depth one-on-one face to face interview which will last within 40 to 45 minutes in a comfortable place of your choice but preferably in your district office wherein safety protocols

will be conscientiously observed.

RISKS AND INCONVENIENCES. Rest assured that there is no foreseeable significant risk that will happen to you should you participate in this study considering that safety protocols will be followed and that utmost confidentiality of your identity will be upheld.

SAFEGUARDS. It will be made clear that all information gathered from the study would be treated with utmost confidentiality and your anonymity would be maintained all throughout. It will also be made clear that you have the right to withdraw from the research any time and this should not affect you in any way. A pseudonym will be assigned to each one of you to protect your identity and retain your privacy. During the interview, respect and impartiality will be displayed by the researcher to make you at ease throughout the process.

CONFIDENTIALITY. To retain the confidentiality of the transcripts, data coding will be done. No information about you (e.g. name, address, agency, or any information that could identify them in the transcript) will be disclosed. To avoid being identified, some information, which are included in this manuscript, that could identify you will be marked with "xxxx." To maintain the integrity of the paper and with respect to you all, the researcher will ensure to treat and analyze the data with paramount objectivity and of high regard.]

VOLUNTARY PARTICIPATION. Your autonomy will be respected through the provision in the letter request for participation that you need to make your own decision whether to participate and that there will absolutely be no negative consequence to you if you decide not to participate. You have the right to withdraw from the research any time and this should not affect you in any way.

BENEFITS OF TAKING PART IN THE STUDY. The researcher cannot provide material benefits but as a PSDS you will be one of the beneficiaries of the enhanced policies on the implementation of Rationalization Program.

PAYMENT OR INCENTIVE. Participation in this study will be purely on a voluntary basis. There will be no remuneration to be provided by the researcher only her gratitude on your participation.

CONTACT INFORMATION. This study will be subjected for approval by the PNU-Educational

Policy Research and Development Center (EPRDC) if there is anything else that you want to know, you can contact the researcher through her mobile numbers 09177297545 or 09338138377 or in her email address at bernabeth.manio001@deped.gov.ph or you may inquire to [REDACTED], Secretary, REC, or [REDACTED] the Director of the PNU-EPR who reviewed and approved this study respectively at (632) 5317-1766 loc 750/751.

This study will be submitted as partial fulfillment of the study in Educational Management at the Philippine Normal University.

Very truly yours,



BERNABETH B. MANIO
Researcher

Noted by:

[REDACTED]
Adviser

CONSENT

I understand fully the above information and that I agree to the given opportunity that I may ask questions if in doubt. I agree to participate fully under the condition stated above.

Signed: [REDACTED] Date: June 25, 2021

Contact No. [REDACTED]

Appendix D

Letter to the Schools Division Office of Pampanga

Conduct of Interview



PHILIPPINE NORMAL UNIVERSITY
The National Center for Teacher Education
 College of Graduate Studies and Teacher Education Research
GRADUATE TEACHER EDUCATION FACULTY
 Taft Avenue, Manila



June 9, 2021

████████████████████
 Schools Division Superintendent
 Schools Division of Pampanga
 City of San Fernando (P)

Dear Sir:

The researcher is currently the Public Schools District Supervisor of Floridablanca East District, Schools Division of Pampanga and is presently enrolled in the Doctor of Philosophy in Educational Management at the Philippine Normal University. The researcher is currently working on her dissertation entitled, **"THE EXPERIENCES OF SELECTED PUBLIC SCHOOLS DISTRICT SUPERVISORS (PSDSs) IN THE IMPLEMENTATION OF THE RATIONALIZATION PROGRAM: INPUTS TO POLICY ENHANCEMENT"**.

The introduction of the rationalization program to DepEd opens the path for the public schools district supervisors to have changes in their work. The primary goals and functions of the PSDSs focus now on instructional supervision. With the changes in their work, it is expected that they experience new things that are not familiar with them considering their previous functions. Confusion on the work of the PSDSs is also inevitable. The situation opens the path for the researcher to inquire into the lived experiences of select Public Schools District Supervisors in the Division of Pampanga in the implementation of the Rationalization Program as Inputs to Policy Enhancement.

In this regard, the undersigned requests permission from your good office to conduct interview with selected public schools district supervisors of your division.

The selected public schools district supervisor participants will undergo a series of interview which will be conducted online and or face-to-face, provided the researcher and the participants are following the safety protocols set upon by the Inter-Agency Task Force (IATF) and the Department of Health.

Very truly yours,


BERNABETH B. MANIO
 Researcher

Noted by:

████████████████████
 Adviser

Approved by:

████████████████████
 Schools Division Superintendent, Pampanga

Appendix E

Validated Interview Guide



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GRADUATE TEACHER EDUCATION FACULTY
 Taft Avenue, Manila



VALIDATION FORM

General Instructions: Given the interview guide below, kindly rate each question based on appropriateness level. Please identify whether each item should be accepted, revised, or rejected. Lastly, you may write your qualitative comments on specific items.



Points of Inquiry	Semi-structured interview questions	Please rate each item: 1 – inappropriate 5 – appropriate					Please check one:			Please write your comments here: Comments / Suggestions
		1	2	3	4	5	Accept	Revise	Reject	
Description of experiences of PSDSs in relation to their functions in the implementation of the Rationalization Program	1. How will you describe your experiences in the performance of your duties in the rationalization program?				/		/			use would instead of will
	2. What were the changes that you experienced in your work as a PSDS in the implementation of rationalization program of DepEd?			/				/		Specific categories may be added in the question like changes in 1) office function and 2) job description. Recommended revision: <i>What were the changes that you experienced in your work as a PSDS in the implementation of rationalization program of DepEd in terms of:</i> a) Office function b) Job Description
	3. What is your most significant experience as PSDS when rationalization program was implemented?			/			/			Recommended revision: <i>What do you consider as your most significant experience as PSDS</i>



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										caused by the implementation of the Rationalization Program?
	4. How do you describe your job when the rationalization program was implemented?	/							/	The point of query is relative to the description of the experiences of the respondents and not the description of their job
	5. What were the notable changes that you see in your work in the implementation of the rationalization program?	/							/	This is similar to item no. 2 question
Describe the challenges did the participant-PSDSs experience d in the implementation of the Rationalization Program and how are these challenges are addressed	1. What are the challenges that you experience d in the performance of your functions as PSDS in the implementation of rationalization program?				/			/		What are the challenges that you experienced d in the performance of your functions as PSDS in the implementation of rationalization program?
	2. What makes it difficult for you to do your job as PSDS in the implementation of the rationalization program?				/			/		Recommended revision: What do you consider as the significant factors that makes it difficult for you to do your job as PSDS in the implementation of the Rationalization Program?
	3. Will you please tell me an instance wherein you were not able to do your job effectively as PSDS when the rationalization program was implemented?				/			/		Recommended revision: Would you describe an instance after the rationalization program was implemented when



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										<i>you were not able to do your job effectively as PSDS?</i>
	4. How were you able to address these challenges in your work as PSDS?					/	/			
	5. Considering the challenges that you mentioned in your job as PSDS in the rationalization program, what did you do to ensure that you can still do your job effectively?				/			/		Considering the challenges that you mentioned-experienced in your job as PSDS in the rationalization program, what did you do to ensure that you can still do your job effectively?

If you have other general comments / suggestions / recommendation about the interview guide, please write them below:



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Taft Avenue, Manila



This certifies that I have validated the interview guide for the study titled "*The Experiences of Selected Public Schools District Supervisors in the Implementation of the Rationalization Program: Inputs to Policy Enhancement.*"

2021.06.16 21:47:22
+08'00'

Name of Expert Validator: [REDACTED]
Rank / Position: Assistant Schools Division Superintendent
Affiliation: DepEd – SDO Pampanga
Email Address: [REDACTED]
Date: June 16, 2021

- End of form -

APPENDIX F
IN-CASE ANALYSIS OF QUALITATIVE DATA

1. How do participant-PSDSs describe their experiences in the implementation of the Rationalization Program?			
ID	Key Points	Code	Themes
1PSDS 1 (1a)	<i>Some principals seemed to be testing my capacity and capability as a PSDS</i>	Testing capacity	<i>Confusing and Challenging Experiences</i>
1PSDS 2 (1a)	<i>With the RAT Program comes restructuring of DepEd there was an overlapping of functions of the EPSs and PSDSs and there was a confusion during the interfacing of the SGOD and CID</i>	Overlapping functions	
1PSDS 3 (1a)	<i>There was a big change of the duties and functions that we used to perform. [When] RAT Program [was first implemented], we were confused [about] our mandates</i>	Huge change	
1PSDS 3 (1b)	<i>Overlapping of duties and functions of EPSs and PSDSs and the work of CID and SGOD were overlapping</i>	Overlapping duties	
1PSDS 3 (1c)	<i>My experience during the first two-year implementation of the Rationalization Program was challenging because there was no training/seminar then, they just implemented it. The mandates were not clear</i>	Not clear functions	
1PSDS 3 (1d)	<i>Confusion among the high school because monitoring before was</i>	Causing confusion	

	<i>lodged among PSDSs then it was transferred to the EPSs without consultation. The effort exerted to have rapport with them became useless</i>		
1PSDS 4 (1a)	<i>I felt I have controlled or limited actions in performing my duties and functions</i>	Felt controlled	Confusing and Challenging Experiences
1PSDS 5 (1a)	<i>In my monitoring I often find absentee principals because it was announced that we no longer have administrative function or authority over them, so they do whatever they like, they report and leave the school whenever it pleases them. Then the D.O. will ask us the whereabouts of the principal if they saw him/her somewhere. Their orders are quite contradicting. They make us accountable [for] remised SHs but [announce] to the field that we have no administrative authority over the principals</i>	Hard to understand	
1PSDS 5 (1b)	<i>We are still at a loss, because the situation would always require us to perform the duties and functions [that] we have been used to perform</i>	Still at lost	
1PSDS 5 (1c)	<i>Overlapping functions between PSDSs and EPSs. The EPSs should inform the PSDs of what</i>	EPS or PSDS	

	<i>and where they monitor so that we will not go to the schools they have been through. Besides, EPSs should focus [on] the learning area they are in-charge of</i>		
1PSDS 7 (1a)	<i>When I was newly installed in my district it was written in the stage “Instructional Supervisor” not PSDS during my official installation</i>	New labels	
1PSDS 7 (1b)	<i>Some principals [insist] that I am an Instructional Supervisor and I have no administrative function</i>	Debate on authority	
1PSDS 7 (1c)	<i>I need to prepare myself before going to the high school and private schools for possible questions because they seem to be measuring my abilities</i>	Confused on public and private	Confusing and Challenging Experiences
1PSDS 8 (1a)	<i>Right now, we have no administrative function, but we are the ones assessing the documents [that are] promotable to T2 and T3</i>	Doing other works	
1PSDS 9 (1a)	<i>Feeling confused of our mandates, if where I really belong, what really is my main role now that I am at the division office</i>	Feeling confused	
1PSDS 9 (1b)	<i>We lost the administrative function, but in some cases whenever the SDS would want us to perform certain duties like in the ranking that will just be the time for</i>	Still performing other duties	

	<i>us to perform it (PSDS 9)</i>		
1PSDS 9 (1c)	<i>We are part of the CID and yet, we are performing a lot of functions for SGOD and OSDS</i>	Conflict on functions	
1PSDS 9 (1d)	<i>Confusion in performing our duties as PSDS or how about the EPSs what will their roles be</i>	Confusion on duties	
1PSDS 10 (1a)	<i>I struggled personally during the first 2 years, especially when it comes to some concerns and issues regarding our mandates as PSDS</i>	Struggling	
1PSDS 10 (1b)	<i>In terms of management, we are an extension arm of the Division office, it became broader</i>	Broader scope	Confusing and Challenging Experiences
1PSDS 10 (1c)	<i>We are also representing the Division to our respective LGUs</i>	So many representation	
1PSDS 1 (2a)	<i>Need to ask permission from the chief, ASDS, SDS if cannot report in the DO but will address issues and concerns in the district</i>	Need to ask permission	Experiences Lapses in
1PSDS 1 (2b)	<i>Time spent in the Division Office should be used in doing work in the district office</i>	Wasted time	
1PSDS 2 (2a)	<i>Reporting in the DO is not beneficial to our health due to the time spent in traveling wherein the DO is quite far from the district office</i>	Wasted resources	

1PSDS 3 (2a)	<i>I feel useless whenever we report at the DO because I feel that we are wasting our time there. I thought before that they will give us instructions on what to do in the DO but until now there is no instruction so whenever I report at the DO I feel imbecile because we are doing nothing</i>	Wasting our time	Management of Resources
1PSDS 4 (2a)	<i>It was also hard when we needed to consult the ASDS or SDS we needed to pass through the chief first</i>	No one to consult	
1PSDS 5 (2a)	<i>Conflicting schedule when we need to report at the DO then there is an urgent concern in the field and then LGU also has concerns. Though we can still use cell phones, it's difficult to address issues if not face to face</i>	Need to get schedule	
1PSDS 5 (2b)	<i>There are times when I refer concerns to the SGOD and CID chiefs and ASDS their responses do not match</i>	Not match responses	
1PSDS 6 (2a)	<i>I experienced a delay in providing technical assistance because we need to report to the DO</i>	Delay in work	
1PSDS 8 (2a)	<i>The Chief SGOD is the one signing the travel documents of the principals when in fact she doesn't really know if what she is signing is true or not because we are in the field, we are the ones who knew the</i>	Problem on power management	

	<i>whereabouts of the principals because we are in the field, and she is not</i>		Experiences Lapses in Management of Resources
1PSDS 8 (2b)	<i>There are times I can't receive communication because the school I have to monitor is located in a dead spot location; hence, , in case there is an emergency meeting I can't report right away in the DO</i>	Cannot receive communication	
1PSDS 8 (2c)	<i>Giving verbal orders which were quite difficult to disseminate in the field</i>	Issuing verbal order	
1PSDS 8 (2d)	<i>While monitoring in the field then there is an emergency meeting in the DO it's quite difficult for us to attend it especially if the school is not accessible to transportation</i>	Cannot attend all	
1PSDS 10 (2a)	<i>Queries to the Chief of CID not promptly addressed unlike if there is no chief, we can go directly to the ASDS, or the SDS</i>	Not directly addressed	
1PSDS 10 (2b)	<i>Even LGUS, DSWD, COMELEC and other Gov't units look for the PSDSs in the district office so when we report at the Division Office, they have a hard time communicating with us</i>	Still needed in the field	Experiences Lapses in Management of Resources
1PSDS 2 (3a)	<i>Still felt the respect of the principals though it's school-based management already</i>	Still respected	

	<i>they still relied on the PSDSs in their decision making and implementation of different programs and projects</i>		Fulfilling Experiences
1PSDS 2 (3b)	<i>The principals still invited me to join them during class observations despite the verbal order of the SDS not to observe classes. They wanted me to actually see the teaching-learning process. They relied on the PSDSs for technical assistance and post conferences</i>	Still invited	
1PSDS 5 (3a)	<i>There are still secondary principals who invite me to go to their school because they say that the EPS in-charge does not monitor them often and they need TA from me (unlike us) because we are in the field we can easily monitor and provide TA to them. But since they are handled by the EPS even if they invite me, I don't go there to avoid conflict with the EPS</i>	High regard	
1PSDS 9 (3a)	<i>There are still school heads, who still seek our advice, they still follow our instructions and what we say always matters to them, although we remind ourselves that it is beyond our mandate</i>	Being asked	

2. What challenges did the participant-PSDSs experience in the implementation of the Rationalization Program and how are these challenges addressed?			
ID	Key Points	Code	Theme
2PSDS 1 (1a)	<i>Spending much time traveling to the DO which should have been spent doing work in the district</i>	More time to travel	<i>Conflict on Time between Monitoring Schools and Staying in the Division Office</i>
2PSDS 1 (1a)	<i>Once a week reporting in the DO instead of twice a week was attained due to appeal to the SDS and much better if only half day not whole day so that we still can perform other works in the district office</i>	Not good in time spending	
2PSDS 4 (1a)	<i>Traveling to DO takes much time instead of spending it working in the district</i>	Can save time	
2PSDS 4 (1b)	<i>By adjusting to my traveling time. I need to wake up earlier and leave early so as not to be late in reporting at the DO</i>	Need to adjust time	
2PSDS 1 (2a)	<i>Most of the time the SDS issues verbal orders or if there is a Division Memorandum it is being followed immediately with addendum or corrigendum. Quite confusing which to follow</i>	Verbal orders	<i>Misunderstanding due to Communication Gaps and Culture Differences</i>
2PSDS 1 (2b)	<i>Having an open line of communication and cooperation with each other</i>	Absence of open line	
2PSDS 2 (2a)	<i>Became unaware of activities in the district. Teachers and school heads transferred and promoted without my knowledge. I am surprised whenever I monitor them and meet a new principal and teacher in the school</i>	Unaware of activities	
2PSDS 3 (2a)	<i>It was so difficult to perform the task being implemented by the DO without issuing a memo in the field</i>	Doing task without memo	

2PSDS 3 (2b)	<i>Every now and then I need to explain to school heads why I still need to perform administrative functions as requested by the SGOD. It was so difficult to convince them that we are just asked to do the job</i>	Repeating explanations	
2PSDS 3 (2b)	<i>While monitoring in far schools you'll be called to report at the DO for an emergency meeting which after the meeting you will realize that the agenda was not important</i>	Agenda not important	Misunderstanding due to Communication Gaps and Culture Differences
2PSDS 5 (2a)	<i>New experience of monitoring the high school and private schools which I haven't done before. I need to know their culture first</i>	Knowing the culture	
2PSDS 8 (2a)	<i>It is so difficult to get a response from private schools</i>	Cannot get response	
2PSDS 8 (2b)	<i>I tried to get to know each school head</i>	Knowing people	
2PSDS 1 (3a)	<i>By adjusting myself to the present set-up and accepting the changes</i>	Need adjustments	Insufficient Preparation on Change and Transition
2PSDS 1 (3b)	<i>I bring some of my work in the DO even if it's difficult to carry them in the DO, [for me] not to feel unproductive</i>	Long work	
2PSDS 3 (3a)	<i>My experience during the first two-year implementation of the Rationalization Program was challenging because there was no training/seminar then, they just implemented it. The mandates were not clear</i>	Need to be trained	
2PSDS 5 (3a)	<i>Challenge of learning by ourselves the new duties and functions of PSDSs under the RAT Program</i>	Challenging new functions	
2PSDS 10 (3a)	<i>By believing that I should have a wider and deeper</i>	Understanding work more	

		<i>understanding in all aspects, and that I should stand firmly on what is right and opposed what is wrong</i>		
2PSDS 1 (4a)		<i>I appealed from the LGU to help in the repair of a room which I put up as the district office</i>	Need to ask for others' help	Unable to Voice Out Needs and Feedbacks
2PSDS 2 (4a)		<i>Felt not appreciated despite exerted efforts by the CID chief</i>	Not appreciated	
2PSDS 8 (4a)		<i>Unproductive in the DO, we were asked to report there but we were not given tasks to perform. All we do is talk with one another there unless we bring our own work, laptop, printer, which we can do in the district office. What's the point of reporting at the DO</i>	Cannot voice out	

APPENDIX G
CROSS-CASE ANALYSIS OF QUALITATIVE DATA

AREA	THEME	RESPONSES
Function related experiences	Confusion	• Despite the verbal order of the SDS not to observe classes still there were principals who invited me to observe classes with them and they asked for advice after class observations. • Experienced confusion of mandates of EPSs and PSDSs. Unsure if the PSDSs are under the EPSs. • A bit confused on the diverse verbal order of the former and the latter SDS. The former SDS instructed us to observe the principals on how they provide TA to the teachers and that we should provide TA to the principals only. Then his replacement ordered us not to accompany the principals during class observations and that we should not get inside the classrooms. • Overlapping of duties and functions of EPSs and PSDSs and the work of CID and SGOD were overlapping. • There was a big change of the duties and functions that we used to perform. Comes RAT Program we were confused of our mandates. • I felt I have a controlled or limited actions in performing my duties and functions. • We are still at a loss, because the situation would always require us to perform the duties and functions we have been used to perform. • In terms of management, we are an extension arm of the Division office, it became broader. • We are also representing the Division to our respective LGUs.

		● I struggled personally during the first 2 years, especially when it comes to some concerns and issues regarding our mandates as PSDS. ● Conflict on the ASDS and SDS interpretation, because after the first years we were allowed to go back to our offices when we are in the field, the district offices are Division annex. ● With the RAT Program comes restructuring of DepEd there was an overlapping of functions of the EPSs and PSDSs and there was a confusion during the interfacing of the SGOD and CID. ● There was confusion on the implementation of RAT Program even the SDSs in the different SDOs in the region implement it differently; hence, , there was comparison within the region. ● I was at a lost with my function and uncertain of what to implement in the field because of lack of clear guidance from the SDS. They have different interpretation of RAT Program and K-12 Curriculum, previous SDS did not instruct us to handle the secondary schools, comes the next SDS she instructed us to handle the secondary schools then comes the next SDS he again removed from us the secondary schools and assigned them to the EPSs. ● The changes implemented by the SDS who stayed for one year only in our division had great impact which caused a lot of confusion and chaos. If I were her, I should have not implemented change since she stayed only for one year. We were deeply affected by the changes we were monitoring in the field, so we received all the blame. ● Confusion among the high school because monitoring before was lodged
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		among PSDSs then it was transferred to the EPSs without consultation. The effort exerted to have rapport with them became useless. ● Confusion in monitoring the high school it was assigned to us by the former SDS saying that it should be K to 12 not K to 6 but comes the new SDS it was taken away from us it was assigned to the EPSs. ● In my monitoring I often find absentee principals because it was announced that we no longer have administrative function or authority over them, so they do whatever they like, they report and leave the school whenever it pleases them. Then the DO will ask us the whereabouts of the principal if they saw him/her somewhere. Their orders are quite contradicting. They make us accountable of remised SHs but announced to the field that we have no administrative authority over the principals. ● Overlapping functions between PSDSs and EPSs. The EPSs should inform the PSDs of what and where they monitor so that we will not go to the schools they have been through. Besides, EPSs should focus in the learning area they are in-charge of. ● When I was newly installed in my district it was written in the stage “Instructional Supervisor” not PSDS during my official installation. ● Some principals insisting that I am an Instructional Supervisor and I have no administrative function. ● They say we have no administrative functions but when they need to gather data in the field, they ask us for it. ● Right now, we have no administrative function but we are the ones assessing
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		the documents of promotable to T2 and T3. ● Confusion in the field when they meet us, they give instruction and order which we follow then when they meet the principals, they give different instruction and order. ● One of our mandates is to monitor the principals' utilization of funds but when we inquire or check their reports, they report us to the ASDS, and we are instructed to not question the principals. Quite contradicting. ● When we are in the DO, if we ask for permission to attend a meeting re: School Board we are allowed to attend. Though sometimes we still need to ask permission from the chief, ASDS, and SDS. So many bosses to ask permission from. ● It has great impact in the performance of our duties. ● Always confused in performing administrative functions. ● Confused also if where do we really belong in the National Convention of PSDSs. ● We are part of the CID and yet, we are performing a lot of functions for SGOD and OSDS. ● During this time, some functions are going back to what they are before, including the validation of the school heads OPCRF. ● In terms of providing technical assistance, though it is quite limited since our TA provision is indirect only, since it is the school heads that we are giving technical assistance in terms of instructional supervision. ● We lost the administrative function, but in some cases whenever the SDS would want us to perform certain duties like in
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		the ranking that will just be the time for us to perform it. ● Feeling confused of our mandates, if where really, I belong, what really is my main role now that I am at the division office. ● Confusion on the roles to perform, be it in CID, SGOD or OSDS. ● Confusion in terms of giving TA during class observations whether are we just observing the principal or if are we allowed to give TA as well to teachers. ● Confusion in performing our duties as PSDS or how about the EPSs what will be their roles be? ● Confusion on what to really prioritized in terms of PPAs to accomplish, will it be from CID or SGOD? ● The need to clarify whether the PPAs are our duties to perform which of them should be our priorities, because most of the time the chief CID always tell us to prioritize the PPAs in the CID but most of what we do are PPAs from the SGOD so we don't know where we really belong. ● Superintendents have different interpretations on the rationalization. ● Disappointed in the first few years of RAT Program implementation because of the different ways on the implementation of SDSs in other SDOs.
	Challenging	● Some principals seemed to be testing my capacity and capability as a PSDS. ● My experience during the first two-year implementation of Rationalization Program was challenging because there was no training/seminar then, they just implemented it. The mandates were not clear. ● It was quite difficult to give TA if you really did not observe the actual class observation.

		● I would consider this change as a trying time, because before the implementation of Rationalization Program we were free to lead, manage and supervise all the schools in our district to the best of our ability but now administrative functions were removed. ● I need to prepare myself before going to the high school and private schools for possible questions because they seem to be measuring my abilities.
	Communication problems	● Queries to Chief of CID not promptly addressed unlike if there is no chief, we can go directly to the ASDS or the SDS. ● Need to ask permission from the chief, ASDS, SDS if cannot report in the DO but will address issues and concerns in the district. ● Though we are providing TA to the principals which they should relay to the teachers, yet they were not able to relay exactly the feedback in toto, thus, the teachers are requesting for the presence of the PSDSs during classroom observation and post conference. ● When the SDS ordered the principals to take charge of the learning area coordinatorship, it was not implemented in the district, it was on paper only, still the teachers were the ones who performed their duties and functions. ● EPSs issuing memo and instruction directly to the coordinators but when there are problems or delay of reports, they seek the help of the PSDSs. ● I think the CID Chief doesn't know how to develop her people. She doesn't listen to her people. She doesn't know how to appreciate the accomplishments of her subordinates. She is not sincere in giving praises. She's giving award to her undeserving subordinates.

		• Whether we like it or not we are forced to perform administrative functions if not should all administrative functions be thrown at the DO? Can the ASDS or SDS cater to all 500+ school heads? How about the queries of the thousands of teachers? The DO must have clear written order on that matter. • When the SDS ordered the replacement of teacher-coordinator with principals was not practical and successful because it's still the teacher who have done the job. The principals did not know how to perform the work of the coordinators. • It was also hard when we need to consult the ASDS or SDS we need to pass through the chief first. • There are times when I refer concerns to the SGOD and CID chiefs and ASDS their response do not match. • Conflicting schedule when we need to report at the DO then there is an urgent concern in the field and then LGU also has concerns. Though we can use cellphone still it's difficult to address issues if not face to face. • I experienced delay in providing technical assistance because we need to report to the DO. • Giving verbal orders which were quite difficult to disseminate in the field. • The Chief SGOD is the one signing the travel documents of the principals when in fact she doesn't know really if what she is signing is true or not because we are in the field, we are the ones who knew the whereabouts of the principals because we are in the field, and she is not. • Most of our work are indirectly given to us to by the SDS or the chiefs.
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		• They give directly to the field the directive to submit reports but when they can't gather the data on time, we are the ones being tasked to consolidate and submit the report. • There are times I can't receive communication because the school I have to monitor is located in a dead spot location; hence, , in case there is an emergency meeting I can't report right away in the DO. • We've experienced the feeling of having only a short notice to attend meeting at the SDO while being at a far-flung area where our district is situated, where in fact we have plans already approved by the CID chief and SDS, then all of a sudden, we will be called for a meeting, and we are given short notice • I have experienced that I often received instructions from SDS verbally only especially when I need to perform admin functions, I usually asked for a memo so that when there will be problems, I will not be the one to be blamed. • Even LGUS, DSWD, COMELEC and other Gov't units look for the PSDSs in the district office so when we report at the Division Office, they have a hard time to communicate with us. • Specially during this pandemic, our linkages to the LGUs is much of importance since we are bridging the communications from the field to the LGU in reporting the needs of each school and on what help may the LGU extend to schools, especially the RISO machines granted to us.
	Time management problems	• Time spent in the Division Office should be used in doing work in the district office.

		• Reporting in the DO is not beneficial to our health due to the time spent in traveling wherein the DO is quite far from the district office. • Hassle in traveling to the DO which is quite far from my residence and the fare is very costly. It takes one hour to reach the DO whereas in the district office only 20-30 minutes. • Attention and focus were divided because we need to report at the DO; hence, , we can't address concerns and issues in the field right away. • While monitoring in the field then there is an emergency meeting in the DO it's quite difficult for us to attend it especially if the school is not accessible to transportation. • It's useless to report to the SDO while the field really needs us, and we can be of much help and can perform our duties well if we are at the District Office.
	Nonfulfillment	• I feel I am more productive in the district than in the DO. • I felt I was not productive in the DO. Most of the time if we were not able to bring paper works, the whole day all we do there was to daydream or talk to each other. Whereas, if we are in the field we can perform much of our mandates. • One principal insisted that PSDSs are no longer indispensable in the schools, even without them the school can still operate but majority of the principals still seek the help and assistance of the PSDSs, even teachers are clamoring for the presence of the PSDSs especially if their principal is remised of her work. • That principal indeed is a troublemaker for she reported to the ASDS every action of the PSDS.

		● I felt there was limitation of my functions that I want to implement in the district. ● I felt doubtful of my actions I always thought that I might commit mistakes since I was not aware of my mandates. ● When the District Offices were dismantled, I felt so demoralized. I did not know where I should stay. I even experienced eating in a carinderia because I have nowhere to go. ● We were greatly affected in the implementation of RAT Program. We were misplaced. Principals looked down on us because our previous functions which were administrative in nature were no longer included in our mandate as announced in the field verbally. ● I did not feel that I am the extension arm of the SDS as she used to tell us. There were a lot of issues and concerns in the field mainly administrative in nature in the field which were not addressed because we were prohibited from performing administrative functions. ● I felt useless whenever we report at the DO because I feel that we are wasting our time there. I thought before that they will give us instruction on what to do in the DO but until now there is no instruction so whenever I report at the DO I feel imbecile because we are doing nothing. ● I felt the resistance of some principals on my presence in their schools. ● I felt I was not productive in the DO because the work of the PSDS is in the field that's why our position title is District Supervisor so we must be in the field where our work is not in the DO.
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		• There were many hardheaded principals in private schools who don't accept us in their school. They just acknowledge us only when they need our signature. • A lot of changes occurred, it's more on school-based management, our mandate is limited to just or to the provision of technical assistance to school heads and teachers monitoring the different programs, projects and activities is monitoring the development and implementation of the curriculum and gathering data, issues, and concern. • We were not anymore allowed to perform administrative functions. • We just perform administrative duties when delegated or all these changes would trim down as our mandates. • In terms of management, it is more on giving technical assistance, professional advice, or guidance to the school heads but still if they insist on their decisions, they will still follow it. • In terms of supervision, nothing more has changed but is still limited to giving technical assistance to enhance the competence of our school heads in providing technical assistance to their teachers, but we cannot directly give technical assistance to teachers. • Felt difficulty not doing administrative functions which I was used to do. • Demoralized for not having a district office. I stay and have lunch wherever. Whenever the LGU has a letter for me I go to the central school and pick it up from the principal. • Whenever a principal or teacher wants to consult with me I ask them to see me in the school where I was currently monitoring. There was no privacy I just borrow the office of the principal's office for a while talking with him/her.
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		● Encountering hardheaded principals who don't want to submit reports on time. They give me a hard time and will tell in my face that I have no administrative authority over them. ● Principals deciding on their own in doing everything but when there are problems, I was the one being called to look into the problems. ● They even want to manage the SEF Funds because they say that I am only an Instructional Supervisor. ● I felt not welcome by the private schools because the former SDS told them that I must limit my visit to private schools. ● Due to School-Based Management, PSDS's administrative function was removed. ● Felt the job was lessened because we used to perform a lot of functions which were not our mandate. ● Felt demoralized with self-pity because we had no district office to go to after monitoring so I brought home my paper works, files, etc. ● All of the problems committed by the teachers and principals we were unaware, but we are the ones asked to address them. ● The feeling of being a confused dethroned leader. ● Sometimes, I have this feeling of being an activist whenever there is a new SDS or there will be a change of administration. ● Heard some comments that the little god of the district is out now, quite frustrating. ● Received some complaints also regarding the principals handling subject coordinators then, since principals have a real bulk of work to do, good to hear now that subject
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		coordinatorship was returned to the teachers as it was before. ● Feeling unproductive in the SDO is not an issue, mainly because I am bringing all my necessary undone reports so I may continue them at the SDO.
	Members' reliance on management	● Principals still sought the guidance and assistance and leadership of the PSDSs there are times even in the interpretation of memo still they needed the PSDSs to have a unanimous interpretation of the memo. ● As to the administrative functions unintentionally we were able to perform because most of the time the principals are still asking for our assistance. Like in load assignment of teachers, there are principals who cannot perform this task, also in assigning grade level to teach still we are called to address such issues, also the zoning of classrooms, there were teachers who act as if they own the classroom as if it's their own personal property and that you cannot transfer her to another classroom, in those instance here comes the PSDS to the rescue. ● Principals and teachers request for the presence of a district office because for them unity may be accomplished if there is a place where they can have their meeting, submit their reports, where they can go if they have problems. ● School Heads still depended on me. They still referred administrative matters to me though I tell them that since it is SBM now I will not meddle in their school affairs unless they will ask for my TA.
	Fulfillment	● Still felt the respect of the principals though it's school-based management already they still relied on the PSDSs in

		their decision making and implementation of different programs and projects. • The principals still invited me to join them during class observations despite the verbal order of the SDS not to observe classes. They wanted me to actually see the teaching-learning process. They relied on the PSDSs for technical and post conference. • With the present SDS I can feel gradually that I am indeed a PSDS. Administrative functions were once again delegated to us like the ranking of teachers. • There are still secondary principals who invite me to go to their school because they say that the EPS in-charge does not monitor them often and they need TA from me unlike us because we are in the field we can easily monitor and provide TA to them. But since they are handled by the EPS even if they invite me, I don't go there to avoid conflict with the EPS. • There are still school heads, who still seek for our advice, they still follow our instructions and what we say always matters to them, although we remind ourselves that it is beyond our mandate. • Whenever principals seek our advice, we always accommodate them, we always make it a point these are just pieces of advice and it's up to them to decide and do whatever they would like to do what they would think is best for their schools.
Challenges	Lack of time	• Spending much time in traveling to the DO which should have been spent doing work in the district. • While in the DO the ASDS will send you to a far school to address an issue and vice versa while in the district or school we are asked to report to the DO

		for an emergency meeting quite hassle in traveling. ● Challenge in traveling to the DO. The 2,000.00. traveling allowance in monitoring the schools is not enough for one month. ● traveling to DO takes much time instead of spending it working in the district. ● While monitoring the upland schools then we will be called to attend an emergency meeting in the DO. ● The challenge on whenever they want us to be at the SDO or whenever they want us to be at the District office we cannot say no. It's quite difficult to be in two places simultaneously
	Lack of resources	● Due to the implementation of RAT Program a newly redistricted district was assigned to me; hence, , I had a hard time setting up my new office due to lack of facilities and equipment. ● I struggled on how to find resources in putting up the district office. ● Challenge in traveling to the DO. The 2,000.00. traveling allowance in monitoring the schools is not enough for one month. ● How can we work there? There's no computer, printer, internet. ● Insufficient traveling allowance of P2000. Being spent in monitoring like 10-19 schools some schools are in upland and coastal. ● The district office has no budget for utilization, so the PSDS is at the mercy of the central school principal for the needs of the district office. ● Whenever there are issuances from the Supply Officer supposed to be given to us, but our names won't be included they would say that we are under the LGU something like that. And we are

		not entitled in the supply being given in the DO.
	Lack of clear understanding	• The senior PSDS performed most of the tasks. There were no clear boundaries set on our duties and functions due to the delay in the release of official approval of the redistricting. • During meetings we were two PSDSs present. This caused confusion on the part of the principals and teachers. • The senior PSDS made all major decisions. • Caught in the middle during the interfacing of SGOD and CID's functions. Whenever we are instructed to monitor of different programs and projects by the SGOD, the CID chief will say that we must prioritize CID's PPAs not SGOD's. • They say we have no administrative function and yet when there are concerns in the schools even administrative concerns, we are the ones being sent to troubleshoot. • Confused of the order to dismantle the district office because under RA 9155 if there is an existing district office utilize it but comes RAT Program, they say there is no more district office. It is very important to have a district office so that teachers and principals know where to look for the PSDS whenever they have something to consult him/her. • Overlapping of functions of PSDSs and EPSs. The EPSs should focus on their learning area and programs and projects they are implementing. While we are in-charge of both the curriculum and instruction and learning environment, why EPSs are in-charge also of the secondary schools? Why K to 6 only? Not K to 12? Why are they separating the elementary from secondary?

		• There was a time I was reprimanded when I monitored utilization of funds when in fact it is our mandate because I was reported by the principal whom I found with irregularity in spending the MOOE. • Confusion whether the Secondary schools are still under our mandate of monitoring them or are they to be monitored by the EPSs. • Problem on interfacing of work of CID and SGOD. • We became problem solvers and urged to perform admin functions especially when a principal do not what to do administrative functions like publication of items and hiring procedures also. • Performing admin functions is unavoidable especially when the need arises.
	Lack of proper communication	• Most of the time the SDS issue verbal order or if there is a Division Memorandum it is being followed immediately with addendum or corrigendum. Quite confusing which to follow. • Our former SDS was accommodating we have direct access to him. His replacement seldom addresses our concerns. She refers us to the chief most of the time; hence, , issues and concerns were not resolved right away. • Became unaware of activities in the district. Teachers and school heads transferred and promoted without my knowledge. I am surprised whenever I monitor then and meet a new principal and teacher in the school. • Every now and then I need to explain to school heads why I still need to perform administrative functions as requested by the SGOD. It was so difficult to

		convince them that we are just asked to do the job. ● It was so difficult to perform the task being implemented by the DO without issuing a memo in the field. ● Unclear instruction of the chief for the many reports she is asking us to submit. She seldom replies to our text messages which mostly are clarification on her instruction. Though she asked for our reports still what she submits is the reports she wants the region to see not the real scenario in the field. She's playing favorites. ● While monitoring in far schools you'll be called to report at the DO for an emergency meeting which after the meeting you will realize that the agenda was not important. ● So difficult to get a response from private schools. ● I believe they must consult us first before deciding on certain PPAs to implement since we know what is happening in the field. ● Insufficient FGD and consultation of CID and SGOD to us PSDSs.
	Lack of office	● Difficult in adjusting to present situation without district office after monitoring I have nowhere to go. ● In the absence of district office, I need to walk so far just to ride a tricycle and have my lunch because I have no place to stay in the school. ● Since I have nowhere to go, I just go home, and they come to my home if they need my signature. ● During the first years, when we were told to report at the Division office and that the district offices will be closed, then those Central School Principals who have conflict with their PSDS literally closed the District Office.

	Lack of respect	• Experienced principals usually are doubtful of the TA I am providing them. They don't trust me. • Felt not appreciated despite exerted efforts by the CID chief. • Having difficulty encouraging the principals and teachers to submit reports promptly because of overlapping activities and reports being asked of them. It is as if the PSDSs are ones directly asking for the reports. • Had struggle in controlling/advising the principals who became wild, thinking that under RAT program they can do whatever they want to do and the PSDS has no authority over them anymore. • Felt demoralized; hence, , I have applied for a teaching position in college and graduate school to overcome my frustration. • Encountered principals telling we don't need the PSDS anymore. • Felt so demoralized by the principals. • Unproductive in the DO. We were asked to report there but we were not given tasks to perform all we do is talk with one another there unless we bring our own work, laptop, printer, which we can do in the district office. What's the point of reporting at the DO? • We seem to be call center agents while in the DO because we are called in the field by the principals or teachers with a lot of concerns. • Principals who answer yes with your suggestions and agreement of follow up instructional supervision but do not follow the agreement maybe they don't obey us because we are not the ones who's rating their performance. • Overloaded work being cascaded by the DO but since we are the ones following up the reports needed by the DO, the
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		principals and teachers think that we are the ones giving them a hard time. • When conducting unannounced monitoring to see the actual scenario in school, the principal will accuse us why going to school without telling them? • I was really demoralized, that was my biggest challenge, and I would really want to go back to becoming a Principal III again or if I could turn back the time I would just prefer to be Principal IV, or even thought of just accepted the Science EPS if only I knew then that RAT Program will be implemented and we would experience this. • We were not allowed to speak during MANCOM because of the reason that we are one with the SDO so we need not to speak in behalf of the schools, which I really don't agree because that could be part of feedbacking mechanism because we knew what is happening in the field. • The feeling of being incapable of since some of our works were not entrusted to us but given to EPSs.
	Lack of training	• My experience during the first two-year implementation of Rationalization Program was challenging because there was no training/seminar then, they just implemented it. The mandates were not clear. • In the absence of training, I was not sure if what I am doing is aligned with RAT Program. • Challenge of learning by ourselves the new duties and functions of PSDSs under RAT Program.
	Cultural differences between schools monitored	• New experience of monitoring the high school and private schools which I haven't done before. I need to know their culture first.

		• Private schools have different culture from the public schools. It is difficult to get reports from them.
Addressing challenges	Capacity building	• Invited EPS for capacity building of the newly appointed coordinators. • Orientation and trainings addressed the issue on interfacing. • I used my stock knowledge and skills, I read all about Rationalization Program and learned by myself I can't wait the chief to train us. I self-read. • I used my stock knowledge and skills, I read all about Rationalization Program and learned by myself I can't wait the chief to train us. I self-read. • By attending trainings and seminars on Rationalization Program wherein issues and concerns were clarified. • By believing that I should have a wider and deeper understanding in all aspects, and that I should stand firmly on what is right and opposed what is wrong.
	Opening communication lines	• Made the LGU recognize that there are 3 districts in the municipality not two. • Consulted senior PSDSs like you whenever the chief does not answer my queries right away. • Having an open line communication and cooperation with each other. • Formal introduction and orientation of the ASDS paved the way into courteous and harmonious relationship with the secondary school principals. • By always reminding the principals that what we do in the field is our mandate and beyond that we are just being asked to do it. • Whenever the LGU is looking for me, I instruct them to see me in the school where I was currently monitoring. • I mediated with the principals and coordinators; thus, they helped the

		principals do the work of the coordinators. • I consult the School Heads whenever there is a program or project to be implemented. We collaborate with each other. • By collaborating with the SHs in defining and identifying their duties and functions. • By conducting interfacing with the DO personnel • If I can't get matched response from the chiefs and ASDS I go directly to the SDS. • I made a lot of adjustment if I heard that an EPS just came to monitor a school then I won't go to that school anymore so as not to burden that school. • I have explained to the high school and private schools that it is our mandate to monitor them. • By having an open communication with the principals. • I tried to know each school head. • I told them whenever they leave the school without telling me that I could not defend them if they ask me about them. • I tell them that I need to monitor announced and unannounced to see the real scenario in their schools. • Conducted an open forum.
	Involving stakeholders	• Solicited the assistance of the PTA in putting up my new office. • I appealed from the LGU to help in the repair of a room which I put up as the district office. • Even the principals realized how difficult for them not to have a district office where to submit reports for consolidation, so they themselves helped in putting up the district office.

		• Requested the central school principal to provide a spare classroom to be used as district office.
	Proper time management	• Once a week reporting in the DO instead of twice a week was attained due to appeal to the SDS and much better if only half day not whole day so that we still can perform other works in the district office. • By adjusting to my traveling time. I need to wake up earlier and leave early so as not to be late in reporting at the DO.
	Acceptance of change	• By adjusting myself to the present set-up and accepting the changes. • I bring some of my work in the DO even if it's difficult to carry them in the DO so as not feel unproductive. • By accepting and adapting the changes in the DepEd.

APPENDIX H
PARTICIPANTS' QUALITATIVE DATA

RESPONDENT 1

Question	Responses
1. How would you describe your experiences in the performance of your duties in the Rationalization Program in terms of Leadership, Management, and Supervision	• Despite the verbal order of the SDS not to observe classes still there were principals who invited me to observe classes with them and they asked for advice after class observations. • Some principals seemed to be testing my capacity and capability as a PSDS
2. How would you describe your experiences in your job when the Rationalization Program was implemented?	• Queries to Chief of CID not promptly addressed unlike if there is no chief, we can go directly to the ASDS or the SDS. • Time spent in the Division Office should be used in doing work in the district office. • Need to ask permission from the chief, ASDS, SDS if cannot report in the DO but will address issues and concerns in the district. • I feel I am more productive in the district than in the DO.
3. What are the challenges that you experienced in the performance of your functions as Public Schools District Supervisor (PSDS) in the implementation of Rationalization Program?	• Spending much time in traveling to the DO which should have been spent doing work in the district. • Due to the implementation of RAT Program a newly redistricted district was assigned to me; hence, , I had a hard time setting up my new office

	due to lack of facilities and equipment. ● The senior PSDS performed most of the tasks. There were no clear boundaries set on our duties and functions due to the delay in the release of official approval of the redistricting. ● During meetings we were two PSDSs present. This caused confusion on the part of the principals and teachers. ● The senior PSDS made all major decisions. ● There was a comparison of leadership and management styles of the former and the latter PSDS. ● All District Coordinators were left in the old district. I had to appoint all new coordinators and train them. ● Difficult to set the identity of the newly created district always being left out on the trainings and in the municipal programs. ● Most of the time the SDS issue verbal order or if there is a Division Memorandum it is being followed immediately with addendum or corrigendum. Quite confusing which to follow. ● Experienced principals usually are doubtful of the TA I am providing them. They don't trust me.
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	● Our former SDS was accommodating we have direct access to him. His replacement seldom addresses our concerns. She refers us to the chief most of the time; hence, , issues and concerns were not resolved right away.
4. How were you able to address these challenges in your work as PSDS?	● Solicited the assistance of the PTA in putting up my new office. ● Invited EPS for capacity building of the newly appointed coordinators. ● Made the LGU recognize that there are 3 districts in the municipality not two. ● Consulted senior PSDSs like you whenever the chief does not answer my queries right away. ● Our former SDS was accommodating we have direct access to him. His replacement seldom addresses our concerns. She refers us to the chief most of the time. ● Orientation and trainings addressed the issue on interfacing. ● Having an open line communication and cooperation with each other. ● Once a week reporting in the DO instead of twice a week was attained due to appeal to the SDS and much better if only half day not whole day so that we still can perform other works in the district office. ● Formal introduction and orientation of the ASDS paved the way int

	courteous and harmonious relationship with the secondary school principals. ● By adjusting myself to the present set-up and accepting the changes. ● By not reacting or submitting right away whenever the chief is asking for an urgent report. ● By looking and consulting with calm people in the DO like the ASDS. ● By not relying on our chief or else you'll be damned. ● By always reminding the principals that what we do in the field is our mandate and beyond that we are just being asked to do it. ● I appealed from the LGU to help in the repair of a room which I put up as the district office. ● Whenever the LGU is looking for me, I instruct them to see me in the school where I was currently monitoring. ● Even the principals realized how difficult for them not to have a district office where to submit reports for consolidation, so they themselves helped in putting up the district office. ● I used my stock knowledge and skills, I read all about Rationalization Program and learned by myself I can't wait the chief to train us. I self-read.
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	● I've learned to stand on my own and did not wait for the chief, I taught myself not to be emotional so that I won't get affected if she doesn't notice me.
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RESPONDENT 2

Question	Responses
1. How would you describe your experiences in the performance of your duties in the Rationalization Program in terms of Leadership, Management, and Supervision	● Experienced confusion of mandates of EPSs and PSDSs. Unsure if the PSDSs are under the EPSs. ● Had difficulty monitoring the secondary schools because upon the implementation of RAT Program the SDS assigned it to the PSDSs and due to lack of proper instruction and introduction to the school heads of secondary schools. ● Principals still sought the guidance and assistance and leadership of the PSDSs there are times even in the interpretation of memo still they needed the PSDSs to have a unanimous interpretation of the memo. ● Still felt the respect of the principals though it's school-based management already they still relied on the PSDSs in their decision making and implementation of different programs and projects. ● The principals still invited me to join them during class observations despite the verbal order of the SDS

	not to observe classes. They wanted me to actually see the teaching-learning process. They relied on the PSDSs for technical and post conference. ● A bit confused on the diverse verbal order of the former and the latter SDS. The former SDS instructed us to observe the principals on how they provide TA to the teachers and that we should provide TA to the principals only. Then his replacement ordered us not to accompany the principals during class observations and that we should not get inside the classrooms. ● Though we are providing TA to the principals which they should relay to the teachers, yet they were not able to relay exactly the feedback in toto, thus, the teachers are requesting for the presence of the PSDSs during classroom observation and post conference.
2. How would you describe your experiences in your job when the Rationalization Program was implemented?	● Reporting in the DO is not beneficial to our health due to the time spent in traveling wherein the DO is quite far from the district office. ● I felt I was not productive in the DO. Most of the time if we were not able to bring paper works, the whole day all we do there was to daydream or talk to each other. Whereas, if we are in the field we can perform much of our mandates.

	● Teachers and principals can easily reach us if we just stay in the district office because they prefer a face-to-face consultation instead of through cellphone especially if there are problems to be solved. ● As to the administrative functions unintentionally we were able to perform because most of the time the principals are still asking for our assistance. Like in load assignment of teachers, there are principals who cannot perform this task, also in assigning grade level to teach still we are called to address such issues, also the zoning of classrooms, there were teachers who act as if they own the classroom as if it's their own personal property and that you cannot transfer her to another classroom, in those instance here comes the PSDS to the rescue. ● Principals and teachers request for the presence of a district office because for them unity may be accomplished if there is a place where they can have their meeting, submit their reports, where they can go if they have problems. ● One principal insisted that PSDSs are no longer indispensable in the schools, even without them the school can still operate but majority of the principals still seek the help and assistance of the PSDSs, even teachers are clamoring for the presence of the PSDSs especially if
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	their principal is remised of her work. ● That principal indeed is a troublemaker for she reported to the ASDS every action of the PSDS. ● When the SDS ordered the principals to take charge of the learning area coordinatorship, it was not implemented in the district, it was on paper only, still the teachers were the ones who performed their duties and functions. ● With the RAT Program comes restructuring of DepEd there was an overlapping of functions of the EPSs and PSDSs and there was a confusion during the interfacing of the SGOD and CID. ● EPSs issuing memo and instruction directly to the coordinators but when there are problems or delay of reports, they seek the help of the PSDSs.
3. What are the challenges that you experienced in the performance of your functions as Public Schools District Supervisor (PSDS) in the implementation of Rationalization Program?	● Caught in the middle during the interfacing of SGOD and CID's functions. Whenever we are instructed to monitor of different programs and projects by the SGOD, the CID chief will say that we must prioritize CID's PPAs not SGOD's. ● Felt not appreciated despite exerted efforts by the CID chief.

	● Having difficulty encouraging the principals and teachers to submit reports promptly because of overlapping activities and reports being asked of them. It is as if the PSDSs are ones directly asking for the reports. ● CID Chief still requiring us to report to the DO despite pandemic. ● While in the DO the ASDS will send you to a far school to address an issue and vice versa while in the district or school we are asked to report to the DO for an emergency meeting quite hassle in traveling. ● They say we have no administrative function and yet when there are concerns in the schools even administrative concerns, we are the ones being sent to troubleshoot.
4. How were you able to address these challenges in your work as PSDS?	● Just be flexible, know your people. Put your shoes in their shoes to know how they feel. Treat your people as your family. ● I mediated with the principals and coordinators; thus, they helped the principals do the work of the coordinators. ● I bring some of my work in the DO even if it's difficult to carry them in the DO so as not feel unproductive.

RESPONDENT 3

Question	Responses
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1. How would you describe your experiences in the performance of your duties in the Rationalization Program in terms of Leadership, Management, and Supervision	● My experience during the first two-year implementation of Rationalization Program was challenging because there was no training/seminar then, they just implemented it. The mandates were not clear. ● Overlapping of duties and functions of EPSs and PSDSs and the work of CID and SGOD were overlapping. ● I felt there was limitation of my functions that I want to implement in the district. ● There was a big change of the duties and functions that we used to perform. Comes RAT Program we were confused of our mandates. ● I felt doubtful of my actions I always thought that I might commit mistakes since I was not aware of my mandates.
2. How would you describe your experiences in your job when the Rationalization Program was implemented?	● When the District Officers were dismantled, I felt so demoralized. I did not know where I should stay. I even experienced eating in a carindaria because I have nowhere to go. ● There was confusion on the implementation of RAT Program even the SDSs in the different SDOs in the region implement it differently; hence, , there was comparison within the region. ● We were greatly affected in the implementation of RAT Program. We were misplaced. Principals

	looked down on us because our previous functions which were administrative in nature were no longer included in our mandate as announced in the field verbally. ● There were many principals who had problems in their MOOE Liquidation because unlike before we used to counter check their financial utilization but upon implementation of RAT Program, we were prohibited from checking their documents. ● I was at a lost with my function and uncertain of what to implement in the field because of lack of clear guidance from the SDS. They have different interpretation of RAT Program and K-12 Curriculum, previous SDS did not instruct us to handle the secondary schools, comes the next SDS she instructed us to handle the secondary schools then comes the next SDS he again removed from us the secondary schools and assigned them to the EPSs. ● Principals kept reminding me of the present set-up which was different prior the RAT Program. I felt being respected however, majority of them still respect my authority and appreciate the TA I am providing them. ● The changes implemented by the SDS who stayed for one year only in our division had great impact which caused a lot of confusion and
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	chaos. If I were her, I should have not implemented change since she stayed only for one year. We were deeply affected by the changes we were monitoring in the field, so we received all the blame. ● I did not feel that I am the extension arm of the SDS as she used to tell us. There were a lot of issues and concerns in the field mainly administrative in nature in the field which were not addressed because we were prohibited from performing administrative functions. ● With the present SDS I can feel gradually that I am indeed a PSDS. Administrative functions were once again delegated to us like the ranking of teachers. ● Confusion among the high school because monitoring before was lodged among PSDSs then it was transferred to the EPSs without consultation. The effort exerted to have rapport with them became useless. ● I felt useless whenever we report at the DO because I feel that we are wasting our time there. I thought before that they will give us instruction on what to do in the DO but until now there is no instruction so whenever I report at the DO I feel imbecile because we are doing nothing.
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	● I think the CID Chief doesn't know how to develop her people. She doesn't listen to her people. She doesn't know how to appreciate the accomplishments of her subordinates. She is not sincere in giving praises. She's giving award to her undeserving subordinates.
3. What are the challenges that you experienced in the performance of your functions as Public Schools District Supervisor (PSDS) in the implementation of Rationalization Program?	● In the absence of training, I was not sure if what I am doing is aligned with RAT Program. ● Became unaware of activities in the district. Teachers and school heads transferred and promoted without my knowledge. I am surprised whenever I monitor then and meet a new principal and teacher in the school. ● I struggled on how to find resources in putting up the district office. ● Every now and then I need to explain to school heads why I still need to perform administrative functions as requested by the SGOD. It was so difficult to convince them that we are just asked to do the job. ● It was so difficult to perform the task being implemented by the DO without issuing a memo in the field. ● Had struggle in controlling/advising the principals who became wild, thinking that under RAT program they can do whatever they want to do and the PSDS has no authority over them anymore.

	● Felt demoralized; hence, , I have applied for a teaching position in college and graduate school to overcome my frustration. ● Unclear instruction of the chief for the many reports she is asking us to submit. She seldom replies to our text messages which mostly are clarification on her instruction. Though she asked for our reports still what she submits is the reports she wants the region to see not the real scenario in the field. She's playing favorites. ● Challenge in traveling to the DO. The 2,000.00. traveling allowance in monitoring the schools is not enough for one month. ● While monitoring in far schools you'll be called to report at the DO for an emergency meeting which after the meeting you will realize that the agenda was not important.
4. How were you able to address these challenges in your work as PSDS?	● I consult the School Heads whenever there is a program or project to be implemented. We collaborate with each other.

RESPONDENT 4

Question	Responses
1. How would you describe your experiences in the performance of your duties in the Rationalization	● I felt I have a controlled or limited actions in performing my duties and functions.

Program in terms of Leadership, Management, and Supervision	● I felt the resistance of some principals on my presence in their schools.
2. How would you describe your experiences in your job when the Rationalization Program was implemented?	● There were times wherein there was an urgent matter that I need to settle in the district but I am in the DO so I call for a trusted person to pitch in on my behalf but still it's different if I am the one who was there. ● I did not meddle in the school administrative matters but there are still times when the situation warrants it if teachers are asking about the school MOOE so we have no choice but to enlighten the teachers with their queries. ● Whether we like it or not we are forced to perform administrative functions if not should all administrative functions be thrown at the DO? Can the ASDS or SDS cater to all 500+ school heads? How about the queries of the thousands of teachers? The DO must have clear written order on that matter. ● When the SDS ordered the replacement of teacher-coordinator with principals was not practical and successful because it's still the teacher who have done the job. The principals did not know how to perform the work of the coordinators.

	● It was quite difficult to give TA if you really did not observe the actual class observation. ● It was also hard when we need to consult the ASDS or SDS we need to pass through the chief first. ● I felt I was not productive in the DO because the work of the PSDS is in the field that's why our position title is District Supervisor so we must be in the field where our work is not in the DO. ● Confusion in monitoring the high school it was assigned to us by the former SDS saying that it should be K to 12 not K to 6 but comes the new SDS it was taken away from us it was assigned to the EPSs. ● There were many hardheaded principals in private schools who don't accept us in their school. They just acknowledge us only when they need our signature.
3. What are the challenges that you experienced in the performance of your functions as Public Schools District Supervisor (PSDS) in the implementation of Rationalization Program?	● traveling to DO takes much time instead of spending it working in the district. ● Difficult dealing with CID chief until now she is adjusting with her administrative function. I hope that there is also reshuffling among the chiefs not only the ASDSs and SDSs.
4. How were you able to address these challenges in your work as PSDS?	● By attending trainings and seminars on Rationalization

	Program wherein issues and concerns were clarified. ● By collaborating with the SHs in defining and identifying their duties and functions. ● By conducting interfacing with the DO personnel ● By accepting and adapting the changes in the DepEd. ● By adjusting to my traveling time. I need to wake up earlier and leave early so as not to be late in reporting at the DO. ● Bringing paper works in the DO so as not to become idle in the DO the whole day. ● Requested the central school principal to provide a spare classroom to be used as district office. ● If I can't get matched response from the chiefs and ASDS I go directly to the SDS. ● I made a lot of adjustment if I heard that an EPS just came to monitor a school then I won't go to that school anymore so as not to burden that school. ● I have explained to the high school and private schools that it is our mandate to monitor them.
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RESPONDENT 5

Question	Responses
1. How would you describe your experiences in the performance of your duties in the Rationalization Program in terms of Leadership, Management, and Supervision	● I would consider this change as a trying time, because before the implementation of Rationalization Program we were free to lead, manage and supervise all the schools in our district to the best of our ability but now administrative functions were removed. ● We have then the freedom to plan and implement programs, projects and activities based on the needs and context of our learners now we have limited action to implement. ● PSDSs then play very crucial with significant role in leading, managing and supervising the schools in our areas. ● School heads and teachers are very much guided, collaborative effort would always find ways of solving our problems, through our district initiated PPA's school heads, teachers and learners are given the opportunities to enhance leadership teaching and learning competencies for improved learning outcomes. ● A lot of changes occurred, it's more on school-based management, our mandate is limited to just or to the provision of technical assistance to school heads and teachers monitoring the different programs,

	projects and activities is monitoring the development and implementation of the curriculum and gathering data, issues, and concern. • We were not anymore allowed to perform administrative functions. • The process of selection, promotion and transfer of school personnel was performed by the HR but it takes quite a long time; hence, , classes have no teachers for a long time. • We just perform administrative duties when delegated or all these changes would trim down as our mandates. • We are still at a loss, because the situation would always require us to perform the duties and functions we have been used to perform. • In terms of management, it is more on giving technical assistance, professional advice or guidance to the school heads but still if they insist on their decisions, they will still follow it. • In terms of supervision, nothing more has changed but is still limited to giving technical assistance to enhance the competence of our school heads in providing technical assistance to their teachers, but we cannot directly give technical assistance to teachers.
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2. How would you describe your experiences in your job when the Rationalization Program was implemented?	● I was shocked when we were ordered to report at the DO and closed and vacate the district office where I used to perform my duties and functions. ● Hassle in traveling to the DO which is quite far from my residence and the fare is very costly. It takes one hour to reach the DO whereas in the district office only 20-30 minutes. ● Difficult in adjusting to present situation without district office after monitoring I have nowhere to go. ● Felt difficulty not doing administrative functions which I was used to do. ● Apprehensive on how to monitor the high school and private schools. How will I be received by them? ● Demoralized for not having a district office. I stay and have lunch wherever. Whenever the LGU has a letter for me I go to the central school and pick it up from the principal. ● Whenever a principal or teacher wants to consult with me I ask them to see me in the school where I was currently monitoring. There was no privacy I just borrow the office of the principal's office for a while talking with him/her.
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	● Still perform administrative functions like serving as co-chair of the mayor in SEF. Selecting teachers to send to seminars. Choosing venue, schedule and participants whenever there are district activities. Overseeing headless schools. ● In my monitoring I often find absentee principals because it was announced that we no longer have administrative function or authority over them, so they do whatever they like, they report and leave the school whenever it pleases them. Then the DO will ask us the whereabouts of the principal if they saw him/her somewhere. Their orders are quite contradicting. They make us accountable of remised SHs but announced to the field that we have no administrative authority over the principals. ● Encountering hardheaded principals who don't want to submit reports on time. They give me a hard time and will tell in my face that I have no administrative authority over them. ● There are times when I refer concerns to the SGOD and CID chiefs and ASDS their response do not match. ● Conflicting schedule when we need to report at the DO then there is an urgent concern in the field and then LGU also has concerns.
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	Though we can use cellphone still it's difficult to address issues if not face to face. ● Overlapping functions between PSDSs and EPSs. The EPSs should inform the PSDs of what and where they monitor so that we will not go to the schools they have been through. Besides, EPSs should focus in the learning area they are in-charge of. ● There are still secondary principals who invite me to go to their school because they say that the EPS in-charge does not monitor them often and they need TA from me unlike us because we are in the field we can easily monitor and provide TA to them. But since they are handled by the EPS even if they invite me I don't go there to avoid conflict with the EPS.
3. What are the challenges that you experienced in the performance of your functions as Public Schools District Supervisor (PSDS) in the implementation of Rationalization Program?	● Confused of the order to dismantle the district office because under RA 9155 if there is an existing district office utilize it but comes RAT Program, they say there is no more district office. It is very important to have a district office so that teachers and principals know where to look for the PSDS whenever they have something to consult him/her. ● Challenge of learning by ourselves the new duties and functions of PSDSs under RAT Program.

	• New experience of monitoring the high school and private schools which I haven't done before. I need to know their culture first. • Encountered principals telling we don't need the PSDS anymore. • While monitoring the upland schools then we will be called to attend an emergency meeting in the DO.
4. How were you able to address these challenges in your work as PSDS?	• Be true to yourself with honesty and integrity.

RESPONDENT 6

Question	Responses
1. How would you describe your experiences in the performance of your duties in the Rationalization Program in terms of Leadership, Management, and Supervision	• I experienced delay in providing technical assistance because we need to report to the DO. • Attention and focus were divided because we need to report at the DO; hence, , we can't address concerns and issues in the field right away.
2. How would you describe your experiences in your job when the Rationalization Program was implemented?	• I did not adjust much in the implementation of Rationalization Program because I knew about it already. It was my dissertation. • Reporting in the DO was not big deal for me and even if I don't have a district office it is okay with me.

	• Even if I am in the DO when I am called in the district to address an important matter, I just ask permission from the chief and attend to it since my district is quite near to the DO.
3. What are the challenges that you experienced in the performance of your functions as Public Schools District Supervisor (PSDS) in the implementation of Rationalization Program?	• I was politicized. If the LGU doesn't like you, they will not support you no matter how good you are.
4. How were you able to address these challenges in your work as PSDS?	• By following my mandates. • By helping the ASDS to harmonize the PSDSs and the principals • By having an open communication with the principals. • By practicing the saying respect begets respect.

RESPONDENT 7

Question	Responses
1. How would you describe your experiences in the performance of your duties in the Rationalization Program in terms of Leadership, Management, and Supervision	• School Heads still depended on me. They still referred administrative matters to me though I tell them that since it is SBM now I will not meddle in their school affairs unless they will ask for my TA.
2. How would you describe your experiences in your job when the	• Disappointed in the first few years of RAT Program implementation because of the different ways on

Rationalization Program was implemented?	the implementation of SDSs in other SDOs. • When I was newly installed in my district it was written in the stage “Instructional Supervisor” not PSDS during my official installation. • After providing TA I did not know where to go. When someone is looking for me they don’t know where to find me they need to call me first. • Some principals insisting that I am an Instructional Supervisor and I have no administrative function. • Principals deciding on their own in doing everything but when there are problems, I was the one being called to look into the problems. • They even want to manage the SEF Funds because they say that I am only an Instructional Supervisor. • I need to prepare myself before going to the high school and private schools for possible questions because they seem to be measuring my abilities. • I felt not welcome by the private schools because the former SDS told them that I must limit my visit to private schools.
3. What are the challenges that you experienced in the performance of your functions as Public Schools	• Private schools have different culture from the public schools. It

District Supervisor (PSDS) in the implementation of Rationalization Program?	is difficult to get reports from them. • In the absence of district office, I need to walk so far just to ride a tricycle and have my lunch because I have no place to stay in the school. • Felt so demoralized by the principals • Since I have nowhere to go, I just go home and they come to my home if they need my signature.
4. How were you able to address these challenges in your work as PSDS?	• I did my best in performing my duties • I helped them in preparing for their documents for the SBM Validation as a form of TA; hence, half of them were promoted, that is the time when they started to trust and respect me. • Through the help of the former ASDS the district offices were restored and we were allowed to stay there.

RESPONDENT 8

Question	Responses
1. How would you describe your experiences in the performance of your duties in the Rationalization Program in terms of Leadership, Management, and Supervision	• Due to School-Based Management, PSDS's administrative function was removed. • Felt the job was lessened because we used to perform a lot of

	functions which were not our mandate. • It depends on the SDS if he will delegate administrative function to PSDSs or not. • We were not allowed to meet with the SHs because it was administrative in nature. • Former SDS ordered to dismantle district office while the new SDS ordered to retain and call them Division sub-office. • Upon the implementation of RAT Program, the change was abrupt. District offices were ordered to be dismantled and turned over to the central school principals. • Giving verbal orders which were quite difficult to disseminate in the field. • Felt demoralized with self-pity because we had no district office to go to after monitoring so I brought home my paper works, files, etc. • It took 3 years for the RAT Program to be harmonized. • Whenever the LGU want something from me I go to the municipal office instead of them supposedly coming to the district office.
2. How would you describe your experiences in your job when the	• The Chief SGOD is the one signing the travel documents of the principals when in fact she

Rationalization Program was implemented?	doesn't know really if what she is signing is true or not because we are in the field, we are the ones who knew the whereabouts of the principals because we are in the field, and she is not. ● Most of our work are indirectly given to us to by the SDS or the chiefs. ● All of the problems committed by the teachers and principals we were unaware, but we are the ones asked to address them. ● They say we have no administrative functions but when they need to gather data in the field, they ask us for it. ● Right now, we have no administrative function but we are the ones assessing the documents of promotable to T2 and T3. ● They give directly to the field the directive to submit reports but when they can't gather the data on time, we are the ones being tasked to consolidate and submit the report. ● Confusion in the field when they meet us, they give instruction and order which we follow then when they meet the principals, they give different instruction and order. ● One of our mandates is to monitor the principals' utilization of funds but when we inquire or check their reports, they report us to the
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	ASDS, and we are instructed to not question the principals. Quite contradicting. • Despite the order of the SDS to replace the teacher coordinator by the principal, it was still the teacher who performed the work. • When we are in the DO, if we ask for permission to attend a meeting re: School Board we are allowed to attend. Though sometimes we still need to ask permission from the chief, ASDS, and SDS. So many bosses to ask permission from. • While monitoring in the field then there is an emergency meeting in the DO it's quite difficult for us to attend it especially if the school is not accessible to transportation. • There are times I can't receive communication because the school I have to monitor is located in a dead spot location; hence, , in case there is an emergency meeting I can't report right away in the DO. • Undecisive SDS if we were signatory of the class program or not
3. What are the challenges that you experienced in the performance of your functions as Public Schools District Supervisor (PSDS) in the implementation of Rationalization Program?	• So difficult to get a response from private schools. • Overlapping of functions of PSDSs and EPSs. The EPSs should focus on their learning area and programs and projects they are implementing. While we are in-

	charge of both the curriculum and instruction and learning environment, why EPSs are in-charge also of the secondary schools? Why K to 6 only? Not K to 12? Why are they separating the elementary from secondary? ● Unproductive in the DO. We were asked to report there but we were not given tasks to perform all we do is talk with one another there unless we bring our own work, laptop, printer, which we can do in the district office. What's the point of reporting at the DO? ● We seem to be call center agents while in the DO because we are called in the field by the principals or teachers with a lot of concerns. ● How can we work there? There's no computer, printer, internet. ● With or without Rationalization Program it still depends on the SDS on what and how to implement any program and project. ● There was a time I was reprimanded when I monitored utilization of funds when in fact it is our mandate because I was reported by the principal whom I found with irregularity in spending the MOOE. ● Principals who answer yes with your suggestions and agreement of follow up instructional supervision
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	but do not follow the agreement maybe they don't obey us because we are not the ones who's rating their performance. • When you are a strict PSDS then you will be transferred to other district once you are reported by the principals. • Overloaded work being cascaded by the DO but since we are the ones following up the reports needed by the DO, the principals and teachers think that we are the ones giving them a hard time. • Insufficient traveling allowance of P2000. Being spent in monitoring like 10-19 schools some schools are in upland and coastal. • When conducting unannounced monitoring to see the actual scenario in school, the principal will accuse us why going to school without telling them?
4. How were you able to address these challenges in your work as PSDS?	• I won their trust, confidence, and respect by appreciating them. I've learned to accept the fact that I am a PSDS and to just perform my mandates. • I let them feel that I am one of them. • I let them feel that I value them. • I made an effort to know each school head. • I brought my own laptop in the DO so as not to be idle there but

	then you will look different from the rest of the PSDSs because most of the time we do nothing in the DO we are just talking with one another. • I told them whenever they leave the school without telling me that I could not defend them if they ask me about them. • I tell them that I need to monitor announced and unannounced to see the real scenario in their schools. • Conducted an open forum.
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RESPONDENT 9

Question	Responses
1. How would you describe your experiences in the performance of your duties in the Rationalization Program in terms of Leadership, Management, and Supervision	• Observed a principal who just got inside the classroom then gave suggestions to the teacher right away without finishing first the instructional supervision. It just showed that principals really need TA from the PSDSs, or else teachers will be traumatized during class observation. • On the second visit, the principal applied the TA I provided to him.
2. How would you describe your experiences in your job when the Rationalization Program was implemented?	• It has great impact in the performance of our duties. • Always confused in performing administrative functions.

	● Confused also if where do we really belong in the National Convention of PSDSs. ● We are part of the CID and yet, we are performing a lot of functions for SGOD and OSDS. ● In terms of LSB, we still have the freedom to allocated budgets for the needs of each school including ADASs they were removed under the jurisdiction of the PSDS they were moved to the school heads. ● Rating of the school heads is done by the ASDS who indirectly assign it to us compared before they were directly evaluated by us. ● The district office has no budget for utilization, so the PSDS is at the mercy of the central school principal for the needs of the district office. ● During this time, some functions are going back to what they are before, including the validation of the school heads OPCRf. ● There are still school heads, who still seek for our advice, they still follow our instructions and what we say always matters to them, although we remind ourselves that it is beyond our mandate. ● Whenever principals seek our advice, we always accommodate them, we always make it a point these are just pieces of advice and it's up to them to decide and do
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	whatever they would like to do what they would think is best for their schools. ● In terms of providing technical assistance, though it is quite limited since our TA provision is indirect only, since it is the school heads that we are giving technical assistance in terms of instructional supervision. ● One of our lookouts is to ensure that there are improvements after TA though indirectly it will just be channeled also to school heads. ● Rationalization is good for small and medium Division not for a large Division like the Division of Pampanga we have 33 District, how many personnel, the teaching personnel and how many non-teaching personnel. We have more than 500 elementary schools and more than 200 secondary schools. ● In terms of selection and recruitment, if it will be delegated to us we can do it in one day. ● We lost the administrative function, but in some cases whenever the SDS would want us to perform certain duties like in the ranking that will just be the time for us to perform it. ● Feeling confused of our mandates, if where really, I belong, what really is my main role now that I am at the division office.
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	● Confusion on the roles to perform, be it in CID, SGOD or OSDS. ● Hearing comments that the strong leader lost their kingdom. ● The feeling of being a confused dethroned leader ● Sometimes, I have this feeling of being an activist whenever there is a new SDS or there will be a change of administration. ● Even in vaccination procedure, DRRM communicate it to the PSDS who then coordinates with the LGU, these are considered administrative functions. ● Confusion in terms of giving TA during class observations whether are we just observing the principal or if are we allowed to give TA as well to teachers. ● Heard some comments that the little god of the district is out now, quite frustrating. ● Received some complaints also regarding the principals handling subject coordinators then, since principals have a real bulk of work to do, good to hear now that subject coordinatorship was returned to the teachers as it was before. ● Confusion in performing our duties as PSDS or how about the EPSs what will be their roles be?
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	● Confusion on what to really prioritized in terms of PPAs to accomplish, will it be from CID or SGOD? ● The need to clarify whether the PPAs are our duties to perform which of them should be our priorities, because most of the time the chief CID always tell us to prioritize the PPAs in the CID but most of what we do are PPAs from the SGOD so we don't know where we really belong. ● We've experienced the feeling of having only a short notice to attend meeting at the SDO while being at a far-flung area where our district is situated, where in fact we have plans already approved by the CID chief and SDS, then all of a sudden, we will be called for a meeting and we are given short notice. ● I've had trouble in recommending for approval a private school which I believe is not qualified for approval, but since we were instructed not to monitor private schools so how can we recommend that a particular school. ● I have experienced that I often received instructions from SDS verbally only especially when I need to perform admin functions, I usually asked for a memo so that
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	when there will be problems, I will not be the one to be blamed.
3. What are the challenges that you experienced in the performance of your functions as Public Schools District Supervisor (PSDS) in the implementation of Rationalization Program?	• Confusion whether the Secondary schools are still under our mandate of monitoring them or are they to be monitored by the EPSs. • During the first years, when we were told to report at the Division office and that the district offices will be closed, then those Central School Principals who have conflict with their PSDS literally closed the District Office. • I was really demoralized, that was my biggest challenge, and I would really want to go back to becoming a Principal III again or if I could turn back the time I would just prefer to be Principal IV, or even thought of just accepted the Science EPS if only I knew then that RAT Program will be implemented and we would experience this.
4. How were you able to address these challenges in your work as PSDS?	• By appreciating our worth as PSDSs, I believe the field still needs us comparing with the experiences of other divisions having limited supervisors.

RESPONDENT 10

Question	Responses
1. How would you describe your experiences in the performance of your duties in the Rationalization Program in terms of Leadership, Management, and Supervision	● In terms of management, we are an extension arm of the Division office, it became broader. ● We are also representing the Division to our respective LGUs. ● I struggled personally during the first 2 years, especially when it comes to some concerns and issues regarding our mandates as PSDS. ● Superintendents have different interpretations on the rationalization. ● We often reject and say no to our previous Superintendent when we were asked to report to the Division Office, there were times that we had a dialogue and bargained to the SDS to just make it 2 x a week reporting to the SDO, since we believe that the field needs us more. ● It's useless to report to the SDO while the field really needs us, and we can be of much help and can perform our duties well if we are at the District Office. ● Feeling unproductive in the SDO is not an issue, mainly because I am bringing all my necessary undone reports so I may continue them at the SDO. ● I have to fight from a previous ASDS then just to clarify the RA

	9155 and the existence of District Offices and our stay in the offices. ● Conflict on the ASDS and SDS interpretation, because after the first years we were allowed to go back to our offices when we are in the field, the district offices are Division annex. ● Even LGUS, DSWD, COMELEC and other Gov't units look for the PSDSs in the district office so when we report at the Division Office, they have a hard time to communicate with us. ● Specially during this pandemic, our linkages to the LGUs is much of importance since we are bridging the communications from the field to the LGU in reporting the needs of each school and on what help may the LGU extend to schools, especially the RISO machines granted to us.
2. How would you describe your experiences in your job when the Rationalization Program was implemented?	● In terms of affixing signature under ASDS name, we really need to evaluate first before signing like in the OPCRf. ● Travel claims and DIT also must be put back since it's a good practice in monitoring.
3. What are the challenges that you experienced in the performance of your functions as Public Schools District Supervisor (PSDS) in the	● Problem on interfacing of work of CID and SGOD. ● I believe they must consult us first before deciding on certain PPAs to

implementation of Rationalization Program?	implement since we know what is happening in the field. ● Insufficient FGD and consultation of CID and SGOD to us PSDSs ● We became problem solvers and urged to perform admin functions especially when a principal do not what to do administrative functions like publication of items and hiring procedures also. ● Performing admin functions is unavoidable especially when the need arises. ● The challenge on whenever they want us to be at the SDO or whenever they want us to be at the District office we cannot say no. It's quite difficult to be in two places simultaneously ● Whenever there are issuances from the Supply Officer supposed to be given to us, but our names won't be included they would say that we are under the LGU something like that. And we are not entitled in the supply being given in the DO ● We were not allowed to speak during MANCOM because of the reason that we are one with the SDO so we need not to speak in behalf of the schools, which I really don't agree because that could be part of feedbacking mechanism because we knew what is happening in the field.
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	• The feeling of being incapable of since some of our works were not entrusted to us but given to EPSs.
4. How were you able to address these challenges in your work as PSDS?	• Through prayers and discernments, I was able to cope up with these challenges. • By believing that I should have a wider and deeper understanding in all aspects, and that I should stand firmly on what is right and opposed what is wrong. • No point of being at the middle, I should take a side and that is being at the right side. • I seemingly look challenges as just rooms for improvement, especially when you overcame a big challenge, all small problems will just be easy to resolve. • I've learned to balance things especially when you are mad, but we really learn from our mistakes. • I just focused on my mandate providing TA on curriculum and instruction.

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ACCOMPLISHMENTS/ACHIEVEMENTS

- Most Outstanding Public Schools District Supervisor
- Asian Institute of Management (AIM) Alumna 2010
- Language Editor of Modules in English 6
- Most Outstanding School Principal
- School Paper Adviser

RESOURCE SPEAKERSHIP

- Regional Roll-Out of the Training Program on School Leadership and Management (TPSLM) - July-September 2021
- Division Roll-Out of the K-12 Basic Education Program for Grades 1-6 Teachers 2012-2017
- District Seminars

TRAININGS/SEMINARS ATTENDED:

- iFLEX (Innotech Flexible Learning Management System) SEAMEO INNOTECH 2009
- SUPEReXCELS for Supervisors Seameo InnoTech 2021
- National Training of Trainers for the K-12 Basic Education Program National Academy of the Philippines 2012-2017
- Regional Instructional Leadership Development Program for Division and District Supervisors DepEd Region III 2018

EDUCATIONAL ATTAINMENT:

Graduate School: **Philippine Normal University**
 Ermita, Manila
Degree: Doctor of Philosophy in
 Educational Management
 Dissertation Writing - Ongoing

Pampanga Agricultural Colleges
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Degree Received: Master in Professional Studies
 1990-1994

Tertiary: **Philippines Air Force College of Aeronautics**
 Floridablanca, Pampanga
Degree Received: Bachelor in Elementary Education
 1987-1990
Honor Earned: With Distinction

Secondary: **Basa Air Base Barangay High School**
 Floridablanca, Pampanga
 1983-1987

Elementary: **Post West Elementary School**
 Floridablanca, Pampanga
 1977-1983
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WORK HISTORY:

Institution/Company: DepEd Schools Division of Pampanga
 San Fernando, Pampanga
Position/s: Public Schools District Supervisor
Year Employed: November 2013-Present

Institution/Company: DepEd Schools Division of Pampanga
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Position/s: Principal III
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Institution/Company:	DepEd Schools Division of Pampanga
	San Fernando, Pampanga
Position/s:	Principal II
Year Employed:	October 2007-March 2010
Institution/Company:	DepEd Schools Division of Pampanga
	San Fernando, Pampanga
Position/s:	Principal I
Year Employed:	January 2004-October 2007
Institution/Company:	DepEd Schools Division of Pampanga
	San Fernando, Pampanga
Position/s:	Elementary School Head Teacher III
Year Employed:	November 2002-January 2004
Institution/Company:	DepEd Schools Division of Pampanga
	San Fernando, Pampanga
Position/s:	Teacher III
Year Employed:	August 2000-November 2002
Institution/Company:	DepEd Schools Division of Pampanga
	San Fernando, Pampanga
Position/s:	Teacher II
Year Employed:	July 1999-August 2000
Institution/Company:	DepEd Schools Division of Pampanga
	San Fernando, Pampanga
Position/s:	Teacher I
Year Employed:	August 1994-July 1999
Institution/Company:	DepEd - Division of Pasay City
	Pasay City
Position/s:	Teacher I
Year Employed:	March-July 1993
Institution/Company:	Maxon Systems Philippines Inc.
	Mandaluyong City
Position/s:	General Clerk/Buyer
Year Employed:	April 1991-January 1993

Institution/Company: PCI Bank Head Office
Makati City
Position/s: Computer Operator/Clerk
Year Employed: November 1990-April 1991

PERSONAL DATA:

Date of Birth: November 19, 1969
Civil Status: Married
Age: 52
Father's Name: Francisco C. Balajadia Sr.
Mother's Name: Rosadel A. Ramos
Spouse: Edgardo G. Manio
Children: Edeth Mia B. Vergara
Edna Mae B. Manio
Edber John B. Manio

CHARACTER REFERENCES:

Available upon request.

I hereby certify that all the information are true and correct.

BERNABETH B. MANIO

PhD Student