The Utilization, Commitment, and Productivity of School Heads in the Adoption of Performance Commitment and Review form During Distance Learning in the Division of City Schools of San Pedro for SY 2021-2022

Rosalie M. Mabale, Lpt PhD[2], Susan C. Bautista, Lpt EdD[2]

[1,2]University of Perpetual Help System-Laguna

ABSTRACT   [*]**Published Online: 28 May 2022**

The study aimed to determining the school heads level of utilization, commitment, and productivity in the adoption of Performance Commitment and Review Form during distance learning. Utilizing a measuring tool that is suitable in the present environment is imperative. With the shift in the delivery of learning caused by pandemic, quality programs, projects, and services is a non-negotiable endeavor among school leaders. Descriptive-correlational design was employed. The study revealed that the higher the level of utilization of the adoption of PCRF during distance learning, the higher the level of commitment in its adoption.The higher the level of utilization of the adoption of PCRF during distance learning, the higher is the level of productivity in its adoption. The higher the level of commitment in the adoption of PCRF during distance learning, the higher is the level of productivity in its adoption. There is a need to implement an action plan to maintain the high level of utilization, commitment and level of productivity of school heads in the adoption of PCRF during distance learning.

Keywords: Descriptive correlational study, Souhteast Asia, Quantitative Research. Teacher Education.

INTRODUCTION

In response to the Covid-19 pandemic, the Department of Education underwent adjustment, re-planning, and re-strategizing to ensure that the agency's program, systems, and processes remain relevant to address the needs of the stakeholders and to guarantee unhampered delivery of basic education services through the adoption of the Basic Education Learning Continuity Plan (DepEd Memo 2021-1300). Consistent with the commitment of Department to ensure the continued delivery of services, program and projects, the monitoring and evaluation of each office and individual performance of personnel remain crucial as it contributes to organizational and individual effectiveness. (DepEd Order No. 11, s. 2020)

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In view of the ongoing pandemic and the fast-changing circumstances calibrating the objectives is necessary to continue and sustain priority improvement programs in achieving the target performance of the school. Utilizing a measuring tool that is suitable in the present environment is imperative. Tansiongco and Ibarra (2020) explained that in this world today where administrators undertake multifaceted tasks it becomes more important to use an assessment to determine the level of performance of a school head. They suggested the Office Performance Commitment and Review Form (OPCRF) as a measuring tool to monitor school targets and accomplishments. Providing the objectives made by each school head provides the verifiable basis for rating and ranking the performance.

This study look into determining the school heads level of utilization, commitment, and productivity in the adoption of Performance Commitment and Review Form during distance learning. Furthermore, the investigation addressed certain issues as research gaps that had been identified during the conduct of the study which may serve as first-hand evidence for the improvement of the quality schools. In core, the results of

the investigation may certainly guide the Schools Division of City of San Pedro particularly the performance of the school heads that are geared towards quality education and instruction.

From the above-mentioned premises, the delineation to cope and maintain the quality of delivered educational programs, projects, and services during distance learning, the Department of Education (DepEd) issued Memorandum DM-HROD-2021-0054 quoting DepEd Order No. 2, s. 2015 entitled Guidelines on the Establishment and Implementation of the Results-based Performance Management System (RPMS) in the Department of Education, Section 35.

Considering thereof, the Performance Commitment and Review Form can be associated in the word of Prusty (as cited in Natividad, 2019) as the processes which ensure the quality of an organizational member's performance is essentially conducted for the benefit of the organization itself. Unfortunately, Imperial, Halili, and Vargas (2021) found out, with regards to School Performance, that the majority of the schools in their study got Level 1 on their school performance which is described as developing.

Remarkably, in the study of Burgos & Meer (2021) stated that Individual Performance Commitment Review Form (IPCRF) was introduced to DepEd 2015. It is a general plan of task and serves as guide to teachers to be written before the start of classes, implemented before the Determinants Affecting the Individual Performance Commitment and Review Form (IPCRF). The guidelines define systems, criteria, and processes for performance target setting, monitoring, evaluation, and development planning, according to the study's findings. The DepEd uses the RPMS to guarantee that work activities are directed toward accomplishing the department's vision, mission, values, and strategic priorities in providing quality educational services to Filipino students. This Individual Performance Commitment and Review Form (IPCRF) for teachers is equal to Office Performance Commitment and Review Form (OPCRF) for school heads that serves as guide for school heads in managing the school. With this, it is suggested that there is a need to implement action plan to maintain the high level of utilization, level commitment, and level of productivity of School heads in the adoption of Performance Commitment and Review Form.

METHODS

The study used a descriptive-correlational research design. Through this research design, this study gives emphasis on determining the school heads' level of utilization, level of commitment, and level of productivity in the Adoption of Performance Commitment and Review Form during distance learning in the Division of City Schools of San Pedro which will

serve as the dependent and independent variables of the study. The data acquired from the sample taken from the population will be used to investigate the population in a descriptive research design. The information will be acquired through the respondents' responses from the research questionnaires. A correlation design, on the other hand, determined whether or not there was a relationship between the variables under research. According to Curtis, Comiskey, and Dempsey (2016), correlational research design can be performed to investigate the prevalence of variables and their correlations. Out of 565 actual sample of 229 was computed using the Raosoft Calculator and will be chosenrough the random sampling method (Rahi, 2017) with a confidence level of 95% and margin of error of 5%. Stratified sampling technique was used in the study.

A researcher-made questionnaire was utilized to acquire the necessary primary data for the study. To rate and promote convenience in responding the questions, a four-point (4-point) Likert scale was used. The instrument was divided into three (3) parts. Part 1 dealt with the school heads' level of Utilization in the adoption of PCRF during the distance learning. Part 2 pertained to the school heads' level of commitment in the adoption of PCRF during the distance learning. Part 3 covered the school heads' level of productivity in the adoption of PCRF during the distance learning.

The questionnaire was subjected to face validation by a 3-member panel consisting of experts in research, statistics, and the topic. Relying solely on their expertise and experience, the panel critiqued and evaluated the tool. Construct validation with the adviser was done as the researcher continuously consulted her during the construction of the instrument.

Furthermore, the study's reliability was contingent on the statistician's ability to comprehend the adequacy of the scale in order to determine whether the expected result will be applied to a statistical formula once the data was gathered. Prior to the release of the questionnaire, their ideas and criticisms were adopted. Thereafter, the instrument was statistically subjected to a content validation process using Cronbach Alpha. The computed Cronbach's alpha coefficient for the level of utilization was .976 level of commitment was 0.971; level of productivity was 0.956 which means that the data of the researcher were valid and reliable.

Notably, the researcher personally wrote a letter addressed to the Schools Division Superintendent of Schools Division of City Schools of San Pedro for her approval for the conduct of the study. Prior and informed consent were accomplished by the respondents to ensure compliance to the ethical standards of conducting research. After gaining the permission,

inquiry on the organizational structure of the school as well as its respective numbers of teaching personnel were conducted, the information from which facilitated computation of the sample size and scheduling of the administration of the questionnaires. The researcher used google sheet for the questionnaire.

After the questionnaires were floated and organized, the collected data were then subjected to statistical treatments. With the personal computer, complex computations were easily accomplished. When all the statistical treatments to research data were completed, then the final draft of the research manuscript was written. To make sure that the data gathered were precisely treated; Weighted mean was used to describe the co-terminus employees' a) level of utilization in the adoption of PCRF b) level of commitment in the adoption of PCRF and c) level of productivity in the adoption of PCRF during distance learning. Pearson r Moment Correlation Coefficient was used to determine the relationship between the a) level of utilization and level of commitment in the adoption of PCRF b) level of utilization and level of productivity in the adoption of PCRF during distance learning and c) level of commitment and level of productivity in the adoption of PCRF during distance learning.

RESULTS AND DISCUSSIONS

Discussion of on the level of utilization, commitment and productivity of School Head in the adoption of PCRF during distance learning presented in the succeeding tables and textual presentations:

1. Level of Utilization in the Adoption of PCRF During Distance Learning

Table 1. Level of Utilization in the Adoption of PCRF During Distance Learning

Indicators The school head	Weighted Mean	Verbal Interpretation	Rank
1. engages the school community in the development and implementation of school plans aligned with the institutional goals and policies	3.77	Very High	1
2. capacitates school personnel in managing school data and information using technology, including ICT, to ensure efficient and effective school operations	3.75	Very High	3.5
3. works with the wider school community in managing school safety for disaster preparedness, mitigation, and resiliency to ensure continuous delivery of instruction	3.75	Very High	3.5
4. engages the wider school community in developing data-based interventions to maintain learner achievements and in the attainment of different performance indicators	3.71	Very High	9
5. works with personnel involved in evaluating teachers by using assessment tools, strategies, and results consistent with curriculum requirements to ensure accountability in achieving higher learning outcomes	3.75	Very High	3.5
6. designs and implements needs-based programs in the school that support the development of learners	3.76	Very High	2
7. monitors and evaluate with school personnel in the implementation of performance management system with a team to support the career advancement of school personnel, and to improve office performance	3.74	Very High	6

8. capacitate individuals and teams to effectively perform leadership roles and responsibility in fostering shared governance and accountability	3.72	Very High	8
9. support school personnel in strengthening relationships with authorities, colleagues, parents and other stakeholders to foster enabling and supportive environment for learners	3.73	Very High	7
10. conduct and utilize relevant research findings from reliable sources in facilitating data-driven and evidence-based innovations to improve school performance	3.65	Very High	10
Average Weighted Mean	**3.73**	**Very High**	

As presented in Table 1, the Respondents' Level of Utilization in the Adoption of PCRF During Distance Learning was Very High with an average weighted mean of 3.73. This means that the respondents had a very high level of utilization in the adoption of PCRF.

Specifically, their level of utilization in the adoption of PCRF is "very high" in the following indicators: Indicator 1 "engages the school community in the development and implementation of school plans aligned with the institutional goals and policies" with a weighted mean of 3.77 (Rank 1). Indicator 6 "designs and implements needs-based programs in the school that support the development of learners" with a weighted mean of 3.76 (Rank 2) Indicator 2 "capacitates school personnel in managing school data and information using technology, including ICT, to ensure efficient and effective school operations, Indicator 3 "works with the wider school community in managing school safety for disaster preparedness, mitigation, and resiliency to ensure continuous delivery of instruction and Indicator # 5" works with personnel involved in evaluating teachers by using assessment tools, strategies, and results consistent with curriculum requirements to ensure accountability in achieving higher learning outcomes" (Rank 3.5). Indicator 7" monitors and evaluate with school personnel in the implementation of performance management system with a team to support the career advancement of school personnel, and to improve office performance" with a weighted mean of 3.74 (Rank 6). Indicator 9" support school personnel in strengthening relationships with authorities, colleagues, parents and other stakeholders to foster enabling and supportive environment for learners with a weighted mean of 3.73 (Rank 7). Indicator #8 "capacitate individuals and teams to effectively perform leadership roles and responsibility in fostering shared governance and accountability" with a weighted mean of 3.72 (Rank 8) Indicator #4" engages the wider school community in developing data-based interventions to maintain learner achievements and in the attainment of different performance

indicators with a weighted mean of 3.71 (Rank 9). Lastly Indicator # 10" conduct and utilize relevant research findings from reliable sources in facilitating data-driven and evidence-based innovations to improve school performance" with a weighted mean of 3.65 (Rank 10).

The result implies that most respondents consider the PCRF to be a design and implementation of needs-based school programs that support student development, supervision and evaluation with school staff in implementing a performance management system with a career support team. improve school staff and improve office performance. The result is further reinforced by the study of Ostrowski (2018) stated that the results show a correlation to the objective of the PCRF stating that heads of the school should engage the wider school community in promoting inclusive practices, such as gender sensitivity, physical and mental health awareness, and culture responsive to strengthen awareness, acceptance, and respect.

To add, Dopson (2019) cited that during times of increasingly scarce financial and human resources, heads are further challenged to equity manage their units, ensuring that programs and personnel are adequately supported. In this way, heads face increasing demands for competency across all aspects of their job duties at the same time the problems they face become more difficult. The study supported the PCRF Assessment Tool stated that school head should engage actively in professional networks within and across schools to advance knowledge, skills, and practices.

Moreover, Ridho, S. (2020) analyzed the adaptation of distance learning that forces the world of education in the context of serving the right to a proper education for students, continues to be cultivated and developed. Improved teacher performance in implementing pandemic learning can be improved through academic supervision by the principal. The study pointed out that the objectives behind the PCRF stated that principal should work with personnel involved in evaluating teachers in using assessment tools, strategies and

results consistent with curriculum requirements to ensure accountability in achieving higher learning outcomes.

2. Level of Commitment in the Adoption of PCRF During Distance Learning

Table 2. Level of Commitment in the Adoption of PCRF During Distance Learning

Indicators The school head	Weighted Mean	Verbal Interpretation	Rank
1. create an atmosphere of work environment that encourages each person to show high performance in line with the high organizational commitment.	3.71	Very High	4
2. Improve school and student performance based on agreed-upon standards and targets.	3.74	Very High	2
3. regular classroom visitation to provide an opportunity to interact with teachers to know what exactly goes on in the classroom and ensured teachers performed instructional delivery activities as expected	3.73	Very High	6.5
4. encourage the development and use of innovative instructional methods focused on the improvement of learning outcomes	3.74	Very High	2.5
5. monitor the instructional delivery of my teachers to offer assistance when necessary	3.71	Very High	9.5
6. ensure teachers' punctuality and effective use of instructional time	3.75	Very High	1
7. spend enormous energy playing "COVID police," monitoring social distancing and cleanliness practices to keep everyone safe inside the school campus	3.74	Very High	2.5
8. develop, support, and cooperate with the working relationship with all stakeholders.	3.74	Very High	2.5
9. demonstrate ongoing school and community relationships towards collaborative problem solving on educational needs and opportunities.	3.73	Very High	6.5
10. assume responsibility for the school environment's comfort and order and the school's residents	3.70	Very High	10
Average Weighted Mean	**3.73**	**Very High**	

Table 2 revealed the Respondents' Level of Commitment in the Adoption of PCRF During Distance Learning was" Very High" with an average weighted mean of 3.73. This means that the respondents had a very high level of utilization in the adoption of PCRF.

Specifically, their perception of the Level of Commitment in the adoption of PCRF was very high in the following indicators: Indicator #6 "ensure teachers' punctuality and effective use of instructional time" with a weighted mean of 3.75 (Rank 1). Indicator 2 "Improve school and student

performance based on agreed-upon standards and targets, Indicator 4 "encourage the development and use of innovative instructional methods focused on the improvement of learning outcomes, Indicator 7 "spend enormous energy playing "COVID police," monitoring social distancing and cleanliness practices to keep everyone safe inside the school campus and Indicator 8" develop, support, and cooperate with the working relationship with all stakeholders" with a weighted mean of 3.74 (Rank 2.5). Indicator #3 "regular classroom visitation to provide an opportunity to interact with teachers to know what

exactly goes on in the classroom and ensured teachers performed instructional delivery activities as expected and Indicator # 9 "demonstrate ongoing school and community relationships towards collaborative problem solving on educational needs and opportunities. With a weighted mean of 3.73 (Rank 6.5). Indicator # 1" create an atmosphere of work environment that encourages each person to show high performance in line with the high organizational commitment and Indicator # 5 "monitor the instructional delivery of my teachers to offer assistance, when necessary, with a weighted mean of 3.71 (Rank 9.5) Lastly, Indicator #10 "assume

responsibility for the school environment's comfort and order and the school's residents with a weighted mean of 3.70 (Rank 10).

The finding of this study denotes that the commitment in Adoption of PCRF During Distance Learning create an atmosphere of work environment that encourages each person to show high performance in line with the high organizational commitment and encourage the development and use of innovative instructional methods focused on the improvement of learning outcomes.

1. Level of Productivity in the Adoption of PCRF During Distance Learning

Table 3. Level of Productivity in the Adoption of PCRF During Distance Learning

Indicators The school head	Weighted Mean	Verbal Interpretation	Rank
1. used the vision of the school as a focal point for high academic expectations.	3.75	Very High	2.5
2. created authentic relationships with parents and other stakeholders	3.74	Very High	7.5
3. uphold values and place student achievement and well-being as the priority in all decisions.	3.75	Very High	2.5
4. develop and use a wide range of different styles of leadership to suit different circumstances and needs	3.66	Very High	10
5. serve the communities and promotes community participation and collaboration	3.74	Very High	7.5
6. improve the teaching and learning environment for teachers to be productive.	3.77	Very High	1
7. implement policies in education effectively and efficiently for teachers to be productive	3.74	Very High	7.5
8. maximize resources to implement the preventive maintenance program source out from the local school board fund.	3.71	Very High	9
9. Administers and manages the financial resources of the school.	3.74	Very High	7.5
10. Execute the annual school budget with efficiency and cost-effectiveness.	3.73	Very High	8
Average Weighted Mean	**3.73**	**Very High**	

As gleaned in Table 3, in terms of respondent's Level of Productivity in the Adoption of PCRF During Distance Learning was "Very High" with an average mean of 3.73. This means that the respondents had a very high level of productivity in the adoption of PCRF.

Specifically, their level of productivity in the adoption of PCRF was 'very high' in the following indicators:

Indicator 6 improve the teaching and learning environment for teachers to be productive with a weighted mean of 3.77 (Rank 1). Indicator 1 used the vision of the school as a focal point for high academic expectations and Indicator 3 "uphold values and place student achievement and well-being as the priority in all decisions." with a weighted mean of 3.75 (Rank 2.5). Indicator #2 "created authentic relationships with parents and other

stakeholders" Indicator # 5 serves the communities and promotes community participation and collaboration, Indicator # 6 "implement policies in education effectively and efficiently for teachers to be productive, Indicator # 7" implement policies in education effectively and efficiently for teachers to be productive" and Indicator # 9 "Administers and manages the financial resources of the school " with a weighted mean of 3.74 (Rank 7.5). Indicator #10 "Execute the annual school budget with efficiency and cost-effectiveness." with a weighted mean of 3.73 (Rank 8). Indicator # maximize resources to implement the preventive maintenance program source out from the local school board fund "with a weighted mean of 3.71 (Rank 9) Lastly Indicator #4 "develop and use a wide range of different styles of leadership to suit different circumstances and needs "with a weighted mean of 3.66 (Rank 10).

The result of this study discerned that respondents realized that productivity in implementing a PCRF during distance learning improves the learning and teaching environment for teachers to be productive, and effectively and efficiently implements education policy to be productive.

An analysis of Hughes et al., (2018) believes that development planning is vital if organizational excellence is to achieve in schools. It focuses the attention of the administration, board of education, teachers, students and community members, and helps determine where the school should be going and how to get there. It helps identify are over the short-term. Without planning the operational and functional performance of the school will be less than optimal and the objectives and goals of the division will be difficult, at best to achieve. When defining the critical success factors that best fit the leadership role and are in line with the schools' strategic goals, analyze what impacts them positively so we can devise the growth strategy. For example, one of the KRAs that is common to all is building a good team. Many leaders face challenges finding the right fit for their teams. They prioritize

this task and conduct interviews, shortlist the right candidates, and finally place them in key positions.

Furthermore, Kennedy (2018) reminds the leadership of schools that when professional development is built on teamwork and collaboration, the capacity of the teachers become advanced and they become innovators through their collective expertise. The role of the principal in successful PCRF involves a significant shift in thinking and approach. The shift is away from principals as supervisors who see their main role as giving instructions. The shift is towards the notion of principals as educational, human and visionary leaders in addition to being efficient and effective managers of schools. With this, the researchers suggested that the principal must lead the school to develop its values and associated behaviour expectations for students, staff and parents. Furthermore, the principal must then be committed to upholding these values and place student achievement and well-being as the first priority in all decisions. The principal plays a key role in leading the school community to develop vision, mission, goals and planning. The principal is a key figure in gathering the views of the community and drawing consensus views from stakeholders. These views cover all aspects of school management including teaching, student wellbeing and behaviour, finance and facilities.

In addition, the principal is the key leader in improving curriculum, teaching and learning. With the move to local school management, decision making patterns of school administration, leadership and management have changed (Bayhaqi as cited in Ikhfan, 2018). It is a useful basis for schools to discuss their own progress in the evolution of leadership and management in their workplace.

2. Relationship Between the Level of Utilization and Level of Commitment in the Adoption of PCRF During Distance Learning

Table 4. Relationship Between the Level of Utilization and Level of Commitment in the Adoption of PCRF During Distance Learning

Variables	Statistical Treatment	p-value	Decision	Interpretation
Utilization and commitment	r=.948 (very strong relationship)	.000	Null Hypothesis Rejected	Significant
Significant @ 0.05				

Table 4 presents the relationship between the level of utilization and level of commitment in the adoption PCRF during distance learning. The computed Pearson r value of .948 was obtained with a qualitative description of a very strong

relationship since its computed P-values of .000 was lower than the test of significance at 0.05 that led to the rejection of the null hypothesis, indicating a significant relationship between the variables. The findings of the study reveal that the higher the

level of utilization of the adoption of PCRF during distance learning, the higher is the level of commitment in its adoption.

This identified the respondent is somehow analogous to the discussion of Robinson (2018) further explain that by centering on organizational learning and its role in facilitating schools' ability to successfully respond to environmental uncertainty, a school leader's key role is to create conditions to support individual and collective learning. In particular, scholars focused on schools as learning organizations often call upon school and district leaders to attend to ensure school structures, systems and culture facilitate learning. Additionally, a clear compelling vision, theory of action (Paraschiva, 2019) and means of effectively communicating information across the organization all support learning, particularly in times of uncertainty and crisis. The study found a significant relationship to the objective of the PCRF stating to engage actively in professional networks within and across schools to advance knowledge, skills, and practices.

This finding is aligned with the statement of Syahri (2020) Principal's work commitment is the principal's emotional attachment to the work for which he is responsible. Work commitment is measured based on aspects of affective commitment, continuous commitment (continuous) and normative commitment. Affective commitment is related to emotional attachment, identification and involvement of the principal in his work in the organization. Principals who have a strong affective commitment will continue to work in the organization because they really want to do the work. Continuous (ongoing) commitment is related to the consideration of profit and loss in the principal to keep working or leave work. Principals who work based on ongoing commitment will continue to work in the organization to carry out work because they want (need to) to do the thing or work because there is no other choice. While normative commitment is related to feeling obligated to remain (eternal) work in the organization. Principals who have high normative commitment feel that they are obliged (ought to) to work, because by working they can meet their needs

3. Relationship Between the Level of Utilization and Level of Productivity in the Adoption of PCRF During Distance Learning

Table 5. Relationship Between the Level of Utilization and Level of Productivity in the Adoption of PCRF During Distance Learning

Variables	Statistical Treatment	p-value	Decision	Interpretation
Utilization and productivity	r=.922 (very strong relationship)	.000	Null Hypothesis Rejected	Significant
Significant @ 0.05				

Table 5 presents the relationship between the level of utilization and level of productivity in the PCRF during distance learning, the computed Pearson r value of .922 was obtained with a qualitative description of very strong relationship since its computed P-values of .000 was lower than the test of significance at .01 that led to the rejection of the null hypothesis, indicating a significant relationship between the variables. The findings of the study reveal that This means that the higher the level of utilization of the adoption of PCRF during distance learning, the higher is the level of productivity in its adoption.

The findings of the study are much related to Robinson (2017) explains that school leaders need to use relevant knowledge for solving complex educational problems while building relationships of trust with those involved to solve them. Leaders need to be in a position to reconsider their views and to do so as "not a matter of mere perfunctory listening to contrary opinions but an authentic readiness to revise or even abandon one's views in light of new objections or counter-

evidence". This requires leaders to enhance their cognitive and affective capacities so that they can manipulate exchange and in doing so, decipher troubles shortly and create stipulations to construct.

Moreover, Ostrowski (2018) the results show a correlation to the objective of the PCRF stating that heads of the school should engage the wider school community in promoting inclusive practices, such as gender sensitivity, physical and mental health awareness, and culture responsive to strengthen awareness, acceptance, and respect.

Data presented also conforms with the suggestion of Hughes et al., (2018) believe that development planning is vital if organizational excellence is to achieve in schools. It focuses the attention of the administration, board of education, teachers, students and community members, and helps determine where the school should be going and how to get there. It helps identify are over the short-term. Without planning the operational and functional performance of the school will be less than optimal

and the objectives and goals of the division will be difficult, at best to achieve.

4. Relationship Between the Level of Commitment and Level of Productivity in the Adoption of PCRF During Distance Learning

Table 6. Relationship Between the Level of Commitment and Level of Productivity in the Adoption of PCRF During Distance Learning

Variables	Statistical Treatment	p-value	Decision	Interpretation
Commitment and productivity	r=.938 (very strong relationship)	.000	Null Hypothesis Rejected	Significant
Significant @ 0.01				

Table 6 presents the relationship between the Level of Commitment and Level of Productivity in the Adoption of PCRF During Distance Learning, the computed Pearson r value of .938 was obtained with a qualitative description of a very strong relationship. since its computed P-values of .000 was lower than the test of significance at .01 that led to the rejection of the null hypothesis, indicating a significant relationship between the variables. The findings of the study reveal that the higher the level of commitment in the adoption of PCRF during distance learning, the higher is the level of productivity in its adoption.

The findings support the study made by According to the findings of a study conducted by Oladinan and Uziak, cited in Yango et al., (2019), using technology as part of a teaching strategy can improve learning and understanding of course materials by allowing students to receive useful feedback on their assignments, resulting in proper interaction between students and teachers. Teaching and learning in public schools may also increase the use of technology, particularly now that distant learning is available.

Mastery of the topic master is one of the characteristics used to determine whether or not a teacher is effective. To have successful learning, Ornstein and Lunenburg (as cited by Olivo, 2017) noted that the teacher must have a comprehensive understanding of the subject he teaches. A well-trained and certified instructor will demonstrate command of the subject topic. A teacher with a thorough understanding of the subject area may design and give the class, emphasizing the important points and clarifying any knowledge misconceptions (Tahadlangit, 2019). Teachers from the Philippine Department of Education (DepEd) stressed the relevance of the constructivism approach in helping students understand the lesson.

Constructivism, according to Jerome Bruner, as stated in Pabilario (2018), is a philosophy in which students "build"

their own understanding of the lesson based on their own experiences or interactions with their surroundings. The teaching-learning process is centered on the learner in this technique, which we call a learner-centric approach. The teacher will take on the role of facilitator, guiding the students through what they need to do and allowing them to explore the essential principles of the lesson on their own. There will be no learning on a silver platter.

Action Plan for improving the utilization, commitment and the productivity of principals in adoption of PCRF During Distance Learning

RATIONALE

The principal, as the school's leader, has the authority and responsibility to guarantee that students receive quality education. The school principal is the primary person in charge of effectively communicating the desired quality educational programs, projects, and future achievement in the obstacles that he or she may be experiencing. He or she also has the task of motivating teachers to take action, as the school principal has the most influence over them.

The transition of in-person education delivery to alternative learning modalities is one of the main issues that school leaders have confronted. The majority of schools have switched to online delivery. In view of the ongoing pandemic and the fast-changing circumstances both in the external and internal environment of the Department, all offices and personnel in the Central Office, Regional Office, and Schools Division Office shall be allowed to calibrate their respective Office Performance Commitment Review Form (OPCRF) and Individual Performance Commitment Review Form (IPCRF) for CY 2021, provided that the adjustments to be made shall fall under the Changes/adjustments on the strategic directions and/or reprioritization of programs, activities, projects anchored on and in support to the implementation of the Basic Education

Learning Continuity Plan (BE-LCP), as approved by the Head of Office.

It is with these thoughts that this action plan is conceptualized to maintain the school heads level of utilization, commitment and the productivity of principals in adoption of

PCRF During Distance Learning in during distance learning in the Division of City Schools of San Pedro SY 2021-2022.

Table 7-Action Plan for Sustaining the utilization, commitment and the productivity of principals in PCRF During Distance Learning in during distance learning in the Division of City Schools of San Pedro SY 2021-2022.

Table 7. Action Plan for improving the utilization, commitment and the productivity of principals in adoption of PCRF during distance learning

Objectives	Time Frame	Persons Involved	Expected Outcomes	Budget Allocation	Sources of Fund	Success Indicators
To conduct a meeting regarding the plan for utilization, commitment and productivity of principals in adoption of OPCRF	Sep.2021	School Principal, Coordinator, and other principals	The principals will be informed about the plan and ideas will be solicited from the principals.	1000 pesos	stakeholder	100% of the principal attended the meeting
To plan regarding activities to be done	Sep.2021	School Principal,	The letter of request will be rendered for the approval of activities to be done	500 pesos	MOOE/LSB fund	95% of the plan were finalized
To prepare the activities to be implemented	Sep. 2021	Coordinator and Team member	The plan regarding the activities for the enhancement of utilization of OPCRF	500 pesos	MOOE/Donation from the stakeholder	95% of the activities to be implemented were prepared.

To prepare the activities to be implemented	Sep. 2021	Coordinator and Team member	The plan regarding the activities for the enhancement of utilization of OPCRF	500 pesos	MOOE/Donation from the stakeholder	95% of the activities to be implemented were prepared.
To prepare to contextualize learning modules	October 2021	Principals	Contextualized learning modules will be checked and monitored by the principal	5000 pesos	stakeholder	95% of the instructional materials were crafted.
To assess the principal's utilization of OPCRF	October 2021	Principals		500 pesos	MOOE/LSB fund	100% of the school heads had been assessed

To evaluate the efficacy of the plan through the results of assessments.	June 2022	Principals	The plan will be evaluated through assessment result	500 pesos	stake	95% of the plan was successfully evaluated.

FUTURE DIRECTIONS

The investigation, however, has some limitations particularly on the sample size which was used in the study since it was only limited to 229 teachers and the main focus of the study was to determine the school head's level of utilization, commitment, and productivity in the adoption of Performance Commitment and Review Form during the distance learning in the Division of City Schools of San Pedro SY 2021-2022..To have a better generalization of the study, it is recommended to future researchers to conduct similar study considering a larger number of respondents.

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