

The Influence of the Implementation of the Special Awards for Laudable Utmost Diverse and Outstanding Accomplishments (SALUDO) on the Performance of the School Heads in the Public Elementary Schools in the Division of Camarines Sur

Ryan L. Hertez¹

¹Department of Education, Caroyroyan Elementary School, Division of Camarines Sur

²University of Northeastern Philippines, Iriga City, Camarines Sur

ARTICLE INFORMATION	ABSTRACT
Article history: Published: October 2026 Keywords: Influence Implementation Special Awards for Laudable Utmost Diverse and Outstanding Accomplishments (SALUDO) Performance School Heads Public Elementary Schools	This study determined the influence of the implementation of the Special Awards for Laudable, Utmost, Diverse, and Outstanding Accomplishments (SALUDO) on school heads' performance in public elementary schools in the Division of Camarines Sur during School Year 2025–2026. It examined implementation status, influence on performance, significant agreement on rankings, challenges, proposed solutions, and an action plan. Findings revealed that SALUDO was Very Much Implemented, particularly in Impact on School Performance (4.75), Rewards and Recognition (4.73), and Learning and Development (4.70). Its influence was Very Much Influential on Teacher Performance and Engagement (4.68), Collaboration and Networking (4.64), and Leadership Effectiveness (4.58). Job Satisfaction (4.38) and Work-Life Balance (4.34) were Much Influential. Major challenges included Resource Availability (4.66), Time Management (4.63), Resistance to Change (4.61), and Monitoring and Evaluation (4.56). The most necessary solutions were increased budget allocation (4.96), partnerships with external organizations or donors (4.92), and transparent monitoring and evaluation (4.89). Statistical tests showed significant agreement across the assessed indicators, with all reported p-values below 0.001. An action plan was developed based on the findings. The study concluded that SALUDO was very much implemented and influential on school heads' performance, although resource availability, time management, and resistance to change remained concerns. The study recommends that DepEd policymakers continuously enhance the Rewards and Recognition System; supervisors and school heads provide incentives and relevant training; DepEd regularly evaluate the system; SDO management establish clear, measurable criteria aligned with DepEd policies and OPCR/PCRF indicators; SGOD conduct annual feedback surveys; and school heads integrate rewards and recognition initiatives into their Annual Implementation Plans and Work and Financial Plans. The developed action plan should guide SALUDO enhancement, while future researchers should conduct similar studies in other divisions or regions to identify best practices.

1. Introduction

The implementation of the Special Awards for Laudable, Utmost, Diverse, and Outstanding Accomplishments (SALUDO) in the Schools Division of Camarines Sur serves as an important incentive program that recognizes the exceptional leadership, dedication, and contributions of school heads, teachers, teaching-related personnel, and other employees. School heads play a vital role in improving teaching, learning, and school management. Through SALUDO, their commitment, innovation, and excellence in school governance are acknowledged, encouraging them to sustain and improve their professional performance.

Article XIV, Section 1 of the 1987 Philippine Constitution provides that the State shall protect and promote the right of all citizens to quality education at all levels and take appropriate steps to make education accessible to all. This constitutional mandate emphasizes the importance of effective educational leadership and quality school management in achieving educational goals.

The Policy Guidelines on Awards and Recognition for the K to 12 Basic Education Program, anchored in DepEd Order No. 8, s. 2015, promote learners' holistic development and recognize their exemplary performance. The policy provides equal opportunities for learners to excel based on curriculum standards and individual achievement rather than competition with others. It recognizes that learners possess different strengths that should be developed and acknowledged. Similarly, recognizing the accomplishments of educators and school leaders can encourage excellence and continuous improvement in education.

Republic Act No. 9155, or the Governance of Basic Education Act of 2001, decentralizes educational management and empowers school heads to lead their institutions effectively. It supports School-Based Management (SBM), which allows school heads, teachers, students, community leaders, local government officials, and other stakeholders to participate in decision-making and school improvement. Meanwhile, Republic Act No. 10533, or the Enhanced Basic Education Act of 2013, emphasizes quality education and professional development. Section 7 highlights the responsibility of the Department of Education (DepEd) and the

Commission on Higher Education (CHED), in collaboration with relevant partners, to provide teacher education and training that meet the requirements of the K to 12 curriculum.

The Civil Service Commission's Memorandum Circular No. 1, s. 2001, and DepEd Order No. 9, s. 2002, established the framework for the Program on Awards and Incentives for Service Excellence (PRAISE). This program recognizes meritorious service and outstanding accomplishments among government employees. In the Department of Education, it provides a basis for recognizing teaching, teaching-related, and non-teaching personnel, as well as schools and offices, for exemplary performance and meaningful contributions to public service.

In the Schools Division of Camarines Sur, Division Memorandum No. 470, s. 2021, institutionalized PRAISE through Project SALUDO. The program provides a systematic framework for recognizing exemplary performance, innovative practices, ethical conduct, and contributions to organizational effectiveness. It promotes merit-based recognition, fairness, equal opportunity, and accountability in selecting awardees. Through annual rewards and incentives, the division acknowledges individuals and groups who demonstrate dedication, selflessness, excellence, and commitment to the mission, vision, and goals of DepEd. These efforts aim to improve employee motivation, professional commitment, organizational productivity, and educational outcomes.

Republic Act No. 7277, or the Magna Carta for Disabled Persons, also emphasizes equal opportunities and non-discrimination for persons with disabilities, including educators and school administrators. Recognition programs should therefore be inclusive and accessible, ensuring that personnel are acknowledged fairly regardless of ability or disability, gender, age, religious affiliation, ethnicity, or cultural background. Such principles promote an environment that values the contributions of all employees.

The implementation of rewards and recognition is also aligned with the Basic Education Sector Reform Agenda (BESRA), which promotes continuous school improvement through stakeholder participation. Its principle emphasizes that individuals directly involved in and affected by school operations are well positioned to contribute to planning, management, and improvement. Similarly, the Sustainable Development Goals (SDGs), particularly SDG 9, promote resilient infrastructure, inclusive and sustainable industrialization, and innovation. The broader Education for All (EFA) and Millennium Development Goals (MDGs) also provide frameworks for improving education and promoting sustainable development. These initiatives highlight the importance of knowledge, innovation, collaboration, and effective educational leadership.

Rewards and recognition contribute to employee motivation, confidence, job satisfaction, and professional commitment. Recognizing individual and team accomplishments helps employees feel valued and appreciated, strengthens their self-esteem, and encourages them to maintain high performance. Recognition also inspires colleagues by demonstrating that dedication and exemplary behavior are valued. Incentives, whether financial or nonfinancial, can encourage employees to achieve organizational goals, reinforce institutional values, and sustain a positive workplace culture. These benefits are particularly important during challenging circumstances, when employees need encouragement and support to remain motivated and resilient.

The Schools Division of Camarines Sur has demonstrated notable accomplishments in academic and extracurricular competitions. The Baao Youth Choir won an international youth choir competition. In the World International Math Olympiad (WIMO) Final Round 2023, Goa Central School learners Liam Andre Delos Santos and Jake Aedan A. Iglesia won silver and bronze medals, respectively. Learners from Goa Science High School also earned silver medals in the International Vedic Math Olympiad 2023. Furthermore, Goa Science High School, the only school from the division that competed in the FISO, recorded 59 winners in English, two gold medals in English, and Rank 2 in the national round, alongside 12 winners in Science and four in Mathematics. In the STEMCO 2023 Fall Season, Nikolai Yohann Grejalvo won gold in Biology and silver in Mathematics, while Julius Uriel J. Bisnar won gold in Biology and silver medals in Mathematics, Chemistry, and Physics. These achievements demonstrate the importance of recognizing excellence and sustaining a culture of achievement within the education system.

Several related studies have examined rewards and recognition. Waghe and Mulani (2023) investigated the effect of rewards and recognition on employee motivation. Mande (2022) examined the redesigning of rewards and recognition programs through a scientific approach. Binghay and Lu (2022) studied total rewards management in Philippine healthcare companies, while Macalandag (2021) explored recognition and the mobile Indigenous population, particularly the Badjao of the Philippines. Agacita, Medina, and Nartea (2021) investigated the effectiveness of financial incentives for salespeople in publishing companies in Quezon City. Kupur (2020) examined rewards and recognition as tools for developing motivation toward job duties. Although these studies provide relevant insights into employee motivation, incentives, and recognition, they do not specifically establish the influence of SALUDO on school heads' performance in the Division of Camarines Sur.

Consequently, the researcher identified the need to investigate SALUDO implementation across different types of public elementary schools and its influence on school heads' performance. The study seeks to determine how recognition affects leadership effectiveness, professional growth, motivation, and school performance while identifying implementation challenges and possible solutions. Its findings may provide empirical evidence for education policymakers and administrators in improving recognition policies, strengthening school leadership, and promoting organizational excellence. Ultimately, recognizing school heads' accomplishments may benefit not only educational institutions and teachers but, most importantly, the learners they serve.

1.1 Statement of the Problem

This study determined the influence of the Implementation of the Special Awards for Laudable Utmost Diverse and Outstanding Accomplishments (SALUDO) on the performance of the school heads in the public elementary schools in the Division of Camarines Sur for School Year 2025-2026. Specifically, it sought to answer the following questions:

1. To what extent is the status of the Implementation of the Special Awards for Laudable Utmost Diverse and Outstanding Accomplishments (SALUDO) in terms of:

1.1 Rewards and Recognition,

1.2 Scholarship Programs,

1.3 Learning and Development,

1.4 Leadership and Management Skills,

- 1.5 Stakeholders' Involvement,
- 1.6 Resource Allocation and Support, and
- 1.7 Impact on School Performance?
2. How significant is the agreement on the rank orders of the extent of the status of the Implementation of the Special Awards for Laudable, Utmost, Diverse, and Outstanding Accomplishments (SALUDO) along the aforementioned aspects?
3. To what extent is the Influence of the Implementation of the Special Awards for Laudable, Utmost, Diverse, and Outstanding Accomplishments (SALUDO) on the school heads' performance along:
 - 3.1 Emotional Well Being,
 - 3.2 Motivation,
 - 3.3 Job Satisfaction,
 - 3.4 Professional Growth and Development,
 - 3.5 Work-Life Balance,
 - 3.6 Leadership Effectiveness,
 - 3.7 Collaboration and Networking, and
 - 3.8 Teacher Performance and Engagement?
4. How significant is the agreement on the rank orders of the extent of the Influence of the Implementation of the Special Awards for Laudable, Utmost, Diverse, and Outstanding Accomplishments (SALUDO) on the school heads' performance among the different congressional districts?
5. What challenges were encountered by the School Heads on the implementation of SALUDO in terms of:
 - 5.1 Resource Availability,
 - 5.2 Time Management,
 - 5.3 Communication and Coordination,
 - 5.4 Support from Stakeholders,
 - 5.5 Resistance to Change,
 - 5.6 Training and Capacity Building, and
 - 5.7 Monitoring and Evaluation?
6. What solutions were offered to address the challenges encountered?
7. How significant is the agreement on the rank orders of the challenges encountered and the solutions offered?
8. What action plan can be crafted based from the findings of the study?

1.2 Assumptions of the Study

The study was based on the following assumptions:

1. The status of the Implementation of the Special Awards for Laudable Utmost Diverse and Outstanding Accomplishments (SALUDO) in terms of: Rewards and Recognition, Scholarship Programs, Learning and Development, Leadership and Management Skills, Stakeholders' Involvement, Resource Allocation and Support, and Impact on School Performance can serve as background in the conduct of this study.
2. The extent of the Influence of the implementation of the Special Awards for Laudable, Utmost, Diverse, and Outstanding Accomplishments (SALUDO) on the school heads' performance can be measured.
3. There are challenges that can be encountered by the respondents in the implementation of SALUDO.
4. There are Solutions that can be offered to address the challenges.
5. An action plan can be crafted based from the findings of the study.

1.3 Hypotheses

The following hypotheses were tested in this study:

1. There is a significant agreement on the rank orders of the extent of the status of the Implementation of the Special Awards for Laudable, Utmost, Diverse, and Outstanding Accomplishments (SALUDO).
2. There is a significant agreement on the rank orders of the extent of the Influence of the Implementation of the Special Awards for Laudable, Utmost, Diverse, and Outstanding Accomplishments (SALUDO) on the school heads' performance among the different congressional districts.
3. There is a significant agreement on the rank orders of the challenges encountered and the solutions offered.

2. Literature Review

This chapter describes the review of related literature and studies which are closely related and similar to current research. These studies have direct and indirect relevance to the present study about the Influence of the Implementation of the Rewards and Recognition, On the Performance of the School Heads, Challenges Encountered, Solutions Offered and the Action Plan.

2.1 On the Influence of the Implementation of the Rewards and Recognition

Rewards and recognition play an important role in improving motivation, behavior, job satisfaction, and overall performance. Recognizing achievements encourages individuals to strive for excellence, strengthens self-esteem, and promotes productivity. In educational institutions, recognition may improve professional commitment, leadership effectiveness, and organizational success. Wagne and Mulani (2023) examined the effect of rewards and recognition on employee motivation. Using a descriptive research design, they found a positive relationship among rewards, recognition, motivation, job satisfaction, and organizational performance. They emphasized that managers should consider employees' individual needs and the different effects of monetary and nonmonetary incentives.

This study is similar to the present research in its focus on rewards and recognition but differs in locale, research inputs, and instruments. Mande (2022), in *Redesigning the Rewards and Recognition Program: A Scientific Approach*, emphasized that recognition programs should be systematically designed and periodically improved. The study identified personal recognition, recognition of results, work practices, and job dedication as important forms of recognition. It also proposed the RISE model, which emphasizes regular, immediate, specific, and encouraging recognition. Unlike Mande's study, the present research investigates the influence of SALUDO on school heads' performance.

Binghay and Lu (2022) assessed total rewards management in Philippine healthcare companies. Their study examined pay, benefits, work-life balance, career development, and performance recognition. Findings showed that fewer than half of the participating companies had an established total rewards management philosophy. Moreover, companies with such a philosophy did not necessarily demonstrate significantly better outcomes across the assessed components. The study highlights the need to improve reward systems, while the present research focuses specifically on SALUDO in public elementary schools.

Macalandag (2021) investigated recognition and the marginalization of the Badjao Indigenous people in the Philippines. Using participant observation, life stories, interviews, and discourse analysis, the study emphasized that recognition must be responsive, inclusive, and supported by appropriate policies. Although its focus differs from the present study, it highlights the importance of fair and meaningful recognition.

Agacita, Medina, and Nartea (2021) examined the effectiveness of financial incentives among salespeople in publishing companies in Quezon City. Their findings indicated that financial incentives were very effective in encouraging sales output, attendance, leadership, and work excellence. They recommended reviewing existing financial reward systems. Similarly, Kupur (2020) emphasized that rewards and recognition develop motivation, encourage responsible performance, and strengthen organizational culture. Tolero and Echaure (2019) studied the relationship among learning motivation, rewards, and science achievement among secondary students in Botolan District, Zambales. They emphasized fairness in granting tangible and intangible rewards and recommended helping learners develop intrinsic motivation. Kokubon (2019) examined organizational commitment and rewards among employees in Philippine-based Japanese manufacturing companies, finding that intrinsic rewards were more strongly associated with organizational commitment than extrinsic and social rewards. Dizon and Monsura (2018) investigated productivity incentives and employee performance, recommending stronger performance-based reward systems.

Zeb, Jamal, and Ali (2017) examined public university teachers' reward and recognition preferences in Pakistan. Their findings identified employee recognition, promotion, working conditions, meaningful work, fair pay, and good working relationships as factors associated with motivation and job satisfaction. Similarly, Akafo and Boaten (2017) found that rewards positively influenced work motivation, although no significant relationship was established between rewards and job satisfaction. Their study also identified funding limitations and competition among qualified employees as challenges in implementing reward programs.

Overall, these studies establish the importance of rewards and recognition in motivating employees, improving performance, and strengthening organizational commitment. However, they differ in research settings, respondents, variables, and methodologies. While previous studies examined employee motivation, financial incentives, organizational commitment, and recognition systems, the present study specifically investigates the influence of the implementation of the Special Awards for Laudable, Utmost, Diverse, and Outstanding Accomplishments (SALUDO) on school heads' performance in public elementary schools in the Division of Camarines Sur. Its findings may provide evidence for improving recognition practices and strengthening educational leadership.

2.2 On the Performance of the School Heads

Rewards and recognition significantly influence motivation, job satisfaction, leadership effectiveness, and overall performance. In education, recognizing school heads' and teachers' accomplishments encourages professional growth, strengthens commitment, and promotes institutional excellence. Incentives, awards, and appreciation can motivate personnel to improve their performance and contribute to educational goals.

Camposano, Loyola, and Tan (2023) examined the effects of rewards and recognition on employees' job performance at TS Tech Trim Philippines Inc. Using a descriptive research design and survey questionnaires involving 50 office-based employees, they found that employees' performance was influenced by the company's rewards, including attendance, loyalty, management training, and innovation awards. They recommended improving the existing reward system. Similarly, the present study examines recognition, but focuses on SALUDO and school heads' performance.

Suelto-Cordovilla and Ortega-Dela Cruz (2021) investigated the Performance-Based Bonus (PBB) and public school teachers' efficacy in the Philippines. Their findings showed that teachers' self-assessed efficacy remained unchanged after PBB implementation, while school heads' assessments indicated a decline from Highly Proficient to Proficient. Implementation challenges highlighted the importance of stakeholder participation and improvements in incentive programs.

Ningsih, Arafat, and Mulyadi (2021) studied rewards and achievement motivation among teachers in Babat Supat District. Using questionnaires and multiple regression analysis, they found that rewards and achievement motivation significantly influenced teachers' performance, both individually and collectively.

Subhashini and Kumar (2019) examined rewards and recognition among teachers in an international school. Their study emphasized that appropriate rewards, appreciation, promotion, and professional development can improve teachers' job satisfaction, motivation, and work performance. Similarly, Kalsoom, Akhter, and Saeed (2017) found that reward systems significantly influenced elementary teachers' performance, supporting the importance of incentives in educational institutions.

Anabo (2024) investigated motivation and work performance among secondary teachers in Eastern Samar. The findings indicated high motivation and generally satisfactory performance, emphasizing the importance of financial assistance, harmonious relationships, and technical support. Mamidted and Maulana (2023), meanwhile, used sentiment analysis to examine students' perceptions of teachers' online teaching performance. Their findings highlighted teachers' roles as facilitators and motivators of learning.

Rodriguez and Cudiamat (2021) explored motivational factors influencing teachers' performance in Tuy District, Batangas. Their findings showed that teachers were motivated in their professional, personal, health, and social dimensions and obtained very satisfactory performance ratings. They proposed a learning and development framework to strengthen teaching performance. Madhani (2020) emphasized that effective rewards and recognition strategies improve employee engagement, retention, and organizational performance. Meena, Girija, and Visagamoorathi (2019) likewise found that rewards and recognition influence employee motivation, which subsequently affects job performance. They recommended regularly reviewing reward systems to meet employees' needs. Escarlos and Tan (2017) investigated the motives, attitudes, and academic performance of teacher education students at Central Mindanao University. Their findings showed that intrinsic motivation and attitudes toward teaching were relevant to academic performance. Lopez and Irene (2017) also found that preservice teachers were highly motivated and committed to teaching, with extrinsic factors influencing career motivation and intrinsic or altruistic factors contributing to professional commitment. Overall, these studies establish the importance of rewards, recognition, and motivation in improving employee and educational performance. However, differences exist in their respondents, research settings, instruments, and statistical methods. Unlike previous studies focusing primarily on teachers, employees, or students, the present study investigates the influence of the implementation of the Special Awards for Laudable, Utmost, Diverse, and Outstanding Accomplishments (SALUDO) on school heads' performance in public elementary schools in the Division of Camarines Sur. Its findings may guide improvements in recognition programs and educational leadership.

2.3 On the Problems Encountered and the Solutions Offered

Maromon and Lenggu (2025) examined the problems encountered in online English teaching. Using online questionnaires distributed through Google Forms, the study identified challenges involving instructional materials, teachers' technological skills, learning management, online learning media, internet access and data allowance, and students' lack of enthusiasm. Limited direct supervision also affected students' motivation, focus, and organization.

Umeji (2024) investigated the challenges encountered by head teachers in managing pupil indiscipline in primary schools in Anambra State, Nigeria. Using questionnaires and semi-structured interviews, the study identified difficulties in determining the causes of indiscipline, ensuring consistent disciplinary actions, addressing peer pressure, and managing large classes. Head teachers addressed these challenges through positive relationships, open communication, counseling, support services, and pupil participation. The findings emphasized proactive interventions and collaboration among school stakeholders.

Sevim (2020) explored the challenges faced by foreign students receiving education in a different country. Using a qualitative approach, the study gathered data from 29 primary and secondary school teachers through semi-structured questionnaires. Findings revealed that language barriers hindered students' understanding and adaptation to school, teachers, and classmates. Teachers also reported difficulties in achieving curriculum objectives and provided additional reading and writing activities. Proposed solutions included orientation programs, language and literacy courses, family education, therapy for children exhibiting violent tendencies, specialized educational programs, and instruction by teachers who shared the students' nationality.

2.4 Action Plan

Action plans help schools focus on their goals, improve systems, monitor progress, assess accomplishments, and identify deviations from planned activities. They serve as guides for implementing appropriate interventions based on identified problems and research findings.

Tundag, Futralan, Calisang, and Cordevilla (2025) investigated the problems encountered by Grade 2 Mathematics teachers in using the Mother Tongue as a medium of instruction in the Division of Dumaguete City. Using a descriptive-correlational research design, the study found that teachers experienced serious difficulties translating mathematical concepts into the Mother Tongue and moderate difficulties in questioning techniques and providing exercises and activities. Pupils' academic performance was at the approaching-proficiency level. The findings also revealed slight negative relationships between selected teacher-related factors and instructional challenges. The researchers recommended further teacher training, advanced studies, and collaboration among teachers, school heads, and supervisors in developing appropriate learning activities.

Perez (2019) examined the motivational strategies used by Filipino teachers and their relationship to students' academic performance. Using a descriptive-quantitative method, the study involved three Filipino teachers and 175 senior high school students. Findings showed that teachers used both intrinsic and extrinsic motivation. Intrinsic motivation had a moderate negative correlation with students' performance, while extrinsic motivation had a low positive correlation. The study recommended strengthening motivational strategies and implementing an action plan to enhance teachers' instructional skills and improve students' academic performance. Martinez (2019) determined the effectiveness of alternative teaching strategies in Filipino and developed an action plan for their implementation among teachers in the Lipa City Division during School Year 2017–2018. Using a descriptive-survey research design, the study identified constructivist approaches as effective strategies for developing learners' critical thinking, openness to learning, and respect for others' opinions. The findings emphasized the need for an action plan containing appropriate strategies, activities, and implementation schedules.

Nemenzo (2018) investigated the problems encountered by teachers in the teaching-learning process and their relationship to Individual Performance Commitment and Review Form (IPCRF) ratings in the third congressional district of the DepEd Negros Oriental Division. Among 193 elementary teachers, the study found difficulties involving lesson preparation, inadequate computer resources, large class sizes, parental support, absenteeism, classroom management, and student behavior. Teachers' performance was generally satisfactory. Significant but weak inverse relationships were found between lesson-plan preparation and IPCRF performance, as well as between teaching experience and classroom-management problems.

2.5 Synthesis of the State-of-the-Art

The related literature and studies reviewed provided valuable insights and relevant information that guided the present study on the influence of implementing the Special Awards for Laudable Utmost Diverse and Outstanding Accomplishments (SALUDO) on the performance of school heads in public elementary schools.

The reviewed studies were grouped into four major areas: rewards and recognition, school heads' and teachers' performance, problems encountered and proposed solutions, and action plan development. Studies by Waghe and Mulani (2023), Mande (2022), Binghay and Lu (2022), Macalandag (2021), Agacita et al. (2021), Kupur (2020), Tolero and Echaure (2019), Kokubon (2019), Dizon and Monsura (2018), Zeb et al. (2017), and Akafo and Boaten (2017) provided insights into how rewards and recognition relate to employee motivation, job satisfaction, organizational commitment, and work performance.

Studies by Camposano et al. (2023), Suelto-Cordovilla and Ortega-Dela Cruz (2021), Ningsih et al. (2021), Subhashini and Kumar (2019), Kalsoom et al. (2017), Anabo (2024), Mamidted and Maulana (2023), Rodriguez and Cudiamat (2021), Madhani (2020), Meena et al. (2019), and Escarlos and Tan (2017) further examined the relationship between rewards, motivation, and the performance of teachers and employees. Meanwhile, Maromon and Lenggu (2025), Umeji (2024), and Sevim (2020) provided insights into challenges encountered in educational settings and possible solutions. Tundag et al. (2025), Martinez (2019), and Nemenzo (2018) highlighted the importance of developing action plans based on identified problems and research findings.

Collectively, these studies established relevant foundations for understanding the role of rewards and recognition in improving motivation and performance, identifying educational challenges, and formulating appropriate interventions. Although the previous studies share similarities with the present research in terms of rewards, recognition, performance, and action planning, they differ in their respondents, research settings, statistical tools, and specific objectives. The present study specifically focuses on the implementation of SALUDO and its influence on the performance of school heads in public elementary schools in the Division of Camarines Sur.

2.6 Gap Bridged by the Study

This research aims to bridge the gap of all previous researches or studies conducted by experts and researchers in response to the facts and data analysis of the influence of the Implementation of the Special Awards for Laudable Utmost Diverse and Outstanding Accomplishments (SALUDO) on the performance of the school heads in the Division of Camarines Sur as basis for an action plan. Both the present and the related literatures and studies discussed salient issues on the influence rewards and recognition in improving the performance of the school heads. However, these only provided valuable insights to the researcher.

2.7 Theoretical Framework

The theoretical paradigm of this study helped the researcher create a connection between the influence of the Implementation of the Special Awards for Laudable Utmost Diverse and Outstanding Accomplishments (SALUDO) on the performance of the school heads and the educational theories such as Connectivism Theory, Bloom's Digital Taxonomy Path-Goal Theory, Social Cognitive Theory, Social Theory, and Cognitive-Field Theory.

The determined the influence of the Implementation of the Special Awards for Laudable Utmost Diverse and Outstanding Accomplishments (SALUDO) on the performance of the school heads of public elementary schools in the Division of Camarines Sur was at the center (inner circular region) of the paradigm because it is the main focus of the study. The extent of the status of the Implementation of the Special Awards for Laudable Utmost Diverse and Outstanding Accomplishments (SALUDO) in terms of: Rewards and Recognition, Scholarship Programs, Learning and Development, Leadership and Management Skills, Stakeholders' Involvement, Resource Allocation and Support, and Impact on School Performance is in second circular region; While, the extent of the influence of the implementation of the Special Awards for Laudable, Utmost, Diverse, and Outstanding Accomplishments (SALUDO) on the school heads' performance along: Emotional Well Being, Motivation, Job Satisfaction, Professional Growth and Development, Work-Life Balance, Leadership Effectiveness, Collaboration and Networking, and Teacher Performance and Engagement is in the 3rd circular region. Furthermore, the challenges encountered and the solutions offered are in the 4th Circular region. Finally, the respondents were grouped according to big, medium, and small schools is in the outside of the circular region.

Self-Determination Theory, (Deci & Ryan, 1985). Self-Determination Theory (SDT), developed by Edward Deci and Richard Ryan (1985), emphasizes the importance of intrinsic and extrinsic motivation in human behavior. This theory is highly relevant to recognizing school heads because it suggests that awards and recognition can either enhance or undermine motivation, depending on how they are perceived. If school heads see awards as a validation of their autonomy, competence, and relatedness—three key psychological needs—then such recognition can reinforce their intrinsic motivation to lead effectively. However, if awards are seen as controlling or conditional, they may diminish motivation. Thus, designing recognition programs that align with SDT principles ensures that awards genuinely inspire continued excellence in educational leadership.

Expectancy Theory of Motivation, (Vroom, 1964). Victor Vroom's Expectancy Theory (1964) explains how individuals make decisions based on expected outcomes. The theory posits that motivation is influenced by three key factors: expectancy (belief that effort leads to performance), instrumentality (belief that performance leads to rewards), and valence (value placed on the reward). In the context of school head recognition, this theory suggests that awards and accolades should be meaningful and aligned with the perceived effort and success of the recipient. If school leaders believe that their dedication and accomplishments will lead to valued recognition, they are more likely to stay committed to improving their schools, fostering a culture of excellence.

Equity Theory, (Adams, 1963). John Stacey Adams' Equity Theory focuses on the perception of fairness in the workplace.

This theory states that individuals compare their inputs (effort, time, leadership skills) and outputs (recognition, rewards, promotions) to those of their peers. If school heads perceive an imbalance in how recognition is distributed—such as favoritism in awards or an undervaluation of their contributions—they may feel demotivated and disengaged. Therefore, ensuring that awards and recognition are distributed fairly and transparently can help maintain motivation and job satisfaction among school heads. A well-structured recognition system fosters a sense of justice and encourages continued leadership excellence.

Herzberg's Two-Factor Theory, (Herzberg, 1959). Frederick Herzberg's Two-Factor Theory distinguishes between hygiene factors (which prevent dissatisfaction) and motivators (which enhance job satisfaction). Recognition and awards fall under motivators, which drive individuals to excel in their roles. When school heads receive meaningful recognition, they feel valued, leading to higher job satisfaction and greater commitment to their leadership responsibilities. However, if recognition is inconsistent or absent, it may

lead to decreased motivation. According to Herzberg, organizations should focus on providing meaningful recognition that acknowledges achievements in ways that genuinely inspire and fulfill the psychological needs of school leaders, thereby improving their performance and job satisfaction.

Reinforcement Theory, (Skinner, 1953). B.F. Skinner's Reinforcement Theory is based on the principle of operant conditioning, where behavior is influenced by its consequences. Positive reinforcement, such as awards and recognition, encourages the repetition of desired behaviors. In the context of school leadership, rewarding school heads for their achievements reinforces best practices in educational administration, inspiring them to continue their efforts. However, the effectiveness of reinforcement depends on its immediacy, consistency, and meaningfulness. If recognition is timely and directly linked to specific accomplishments, it strengthens the desired behaviors and sets a standard for excellence in school leadership across the educational system.

Researcher's Theory – Out of the insights gained from the five theories: Connectivism Theory, Bloom's Digital Taxonomy Path-Goal Theory, Social Cognitive Theory, Social Theory, and Cognitive-Field Theory, the researcher was able to formulate the researcher's theory which guided him in the conduct of the study. The main focus of the study is to determine the influence of the Implementation of the Special Awards for Laudable Utmost Diverse and Outstanding Accomplishments (SALUDO) on the performance of the school heads of public elementary schools in the Division of Camarines Sur for School Year 2025-2026 as basis for Action Plan. This study was guided and supported by the integration of theories or ideas presented by some experts concerning the possibility of easy transfer of information to the learners and their development.

This theory focuses on Analyzing the influence of the Implementation of the Special Awards for Laudable Utmost Diverse and Outstanding Accomplishments (SALUDO) on the performance of the school heads of public elementary schools will lead to the crafting of an action plan towards quality education.

3. Methodology

This section discusses the research design, sampling technique, the respondents, methods and procedures, formulation and validation of the instrument used, and the statistical treatment of the data employed in the conduct of this study.

3.1 Research Design

This study availed of the descriptive-evaluative-correlational method of research. The descriptive method was utilized to describe the implementation of the Special Awards for Laudable Utmost Diverse and Outstanding Accomplishments (SALUDO). On the other hand, evaluative methods were utilized to assess the influence of the Implementation of the Special Awards for Laudable Utmost Diverse and Outstanding Accomplishments (SALUDO) on the performance of the school heads. While, correlational method was applied to determine the test of significant agreement on the rank orders of the extent of the Influence of the Implementation of the Special Awards for Laudable, Utmost, Diverse, and Outstanding Accomplishments (SALUDO) on the school heads' performance among the different types of schools, as well as the challenges encountered and the solution offered among the different groups of respondents.

3.2 Sampling Technique

Purposive sampling was availed in the choice of the locale of the study, the public elementary schools in the Division of Camarines Sur. On the other hand, Stratified Random Sampling was availed in the choice of the respondents to determine the adequacy and representatives of the samples of the data in the Division of Camarines Sur. The questionnaire checklist was also be used to assess the influence of the Implementation of the Special Awards for Laudable Utmost Diverse and Outstanding Accomplishments (SALUDO) on the performance of the school heads of the public elementary schools.

3.3 Respondents of the Study

The respondents of this study were the public elementary school heads in the Division of Camarines Sur. The school heads were grouped by First, Second, Third, Fourth, and Fifth Congressional Districts. There were eight hundred sixty-five school heads in the entire Division of Camarines Sur. The researcher used the Slovin formula to get the sample size. Based from the computation, there were two hundred seventy- four (274) respondents in this study.

3.4 Research Instruments

A researcher-made rating scale (questionnaire-checklist) was used by the researcher to gather data with regard to the influence of the Implementation of the Special Awards for Laudable Utmost Diverse and Outstanding Accomplishments (SALUDO) on the performance of the school heads of public elementary schools in the Division of Camarines Sur.

3.5 Statistical Tools

Various statistical tools such as frequency count, weighted mean, percentage, and rank were used to determine the profile of the respondents. To determine the significance of agreement on the rank orders of the extent of the influence of the implementation of the Special Awards for Laudable, Utmost, Diverse, and Outstanding Accomplishments (SALUDO) on the school heads' performance among the different congressional districts in the Division of Camarines Sur, the challenges encountered and the solutions offered, Kendall Coefficient of Concordance W was employed (Siegel, 1988). The corresponding chi-square (χ^2) formula was used to determine the significance of agreement (Siegel, 1988).

4. Findings

This chapter contains the presentation, analysis, and interpretation of the data designed to answer the specific problems raised in this study which were focused on the influence of the Implementation of the Special Awards for Laudable Utmost Diverse and Outstanding Accomplishments (SALUDO) on the performance of the school heads in the public elementary schools in the Division of Camarines Sur for School Year 2025-2026.

4.1 The Extent of the Status of the Implementation of the Special Awards for Laudable Utmost Diverse and Outstanding Accomplishments (SALUDO)

4.1.1 The Extent of the Status of the Implementation of the Special Awards for Laudable Utmost Diverse and Outstanding Accomplishments (SALUDO) in terms of Rewards and Recognition

The systematic acknowledgment of individuals' or groups' contributions to educational goals, which can enhance motivation and job satisfaction, often examined for their effect on teacher performance and student outcomes. The Status of the Implementation of the Special Awards for Laudable Utmost Diverse and Outstanding Accomplishments (SALUDO) in terms of Rewards and Recognition. An examination of the tabular presentation reveals that the respondents rated the indicators as Very Much Implemented which include: Availability of a written Rewards and Recognition policy, 4.94; Positive impact of recognition on staff motivation and performance, 4.91; Provision of equal opportunities for recognition, 4.81; Regular conduct of recognition programs and ceremonies, 4.80; . Timely granting of awards and incentives, 4.78; Recognition of both teaching and non-teaching personnel, 4.74; Transparency in awarding deserving personnel, 4.68; Clear guidelines on the selection and nomination process, 4.57; Inclusion of both monetary and non-monetary awards, 4.571; and Adequate budget allocation for recognition activities, 4.51.

Based from the tabular presentation it can be noted the very high Extent of the Status of the Implementation of the Special Awards for Laudable Utmost Diverse and Outstanding Accomplishments (SALUDO) in terms of Rewards and Recognition. The indicator "Availability of a written Rewards and Recognition policy" ranked first because it provides a clear and consistent framework for acknowledging teacher and student achievements, which boosts motivation and morale. Having a written policy ensures transparency and fairness in how recognition is given, promoting trust and engagement within the school community. Moreover, it reflects a strong institutional commitment to valuing performance, making it a foundational strategy for sustaining excellence. However, it was also observed that the indicator adequate budget allocation for recognition activities rated lowest. One reason is the lack of prioritization of recognition efforts in the overall budgeting process. Recognition activities, such as awarding outstanding students or acknowledging staff achievements, are often seen as non-essential compared to operational or instructional expenses. As a result, these initiatives may receive minimal funding or be overlooked entirely. Respondents may feel that while recognition is important for motivation and morale, it is consistently underfunded, signaling that appreciation is not institutionalized or valued enough in financial planning.

Additionally, limited resources and tight school budgets may force administrators to allocate funds primarily to urgent needs like maintenance, supplies, and instructional materials. In such a setting, recognition programs may be considered discretionary rather than necessary. This financial constraint can lead to a lack of formal awards, ceremonies, or tokens of appreciation, which in turn affects the overall perception of how much recognition is valued within the institution. Therefore, the low rating reflects both a concern over inadequate resources and the belief that appreciation efforts are not given the emphasis they deserve in budget allocation.

To ensure meaningful recognition of student and teacher achievements, it is recommended that schools allocate an adequate budget specifically for recognition activities in their annual plans. School heads should prioritize this allocation in alignment with guidelines and advocate for sufficient funding support. SALUDO implementers must monitor and ensure that funds are properly utilized to foster motivation and a culture of excellence.

Santos, and Reyes, (2020) examined how adequate budget allocations for recognition activities, such as academic awards and honor ceremonies, influence students' motivation and performance in secondary schools. Schools with higher budgets allocated to recognition activities had 30% higher student participation in academic competitions. 85% of students reported feeling more motivated when recognition programs were well-funded and celebrated meaningfully. Teachers noted increased classroom engagement during recognition seasons. Adequate budget allocation for recognition activities significantly contributes to a culture of academic excellence. Proper funding enhances the perceived value of achievements and motivates students to perform better. Emphasizing adequate budget allocation for recognition activities is important because it ensures that students' and teachers' achievements are celebrated in meaningful ways that boost motivation and morale. Proper funding allows for well-organized events that foster a culture of appreciation and excellence within the school community.

4.1.2 The Extent of the Status of the Implementation of the Special Awards for Laudable Utmost Diverse and Outstanding Accomplishments (SALUDO) in terms of Scholarship Programs

The financial assistance initiatives aimed at supporting students' education, typically evaluated for their role in improving access, retention, and academic achievement.

An examination of the tabular presentation reveals that the respondents rated all indicators as Very Much Implemented which include: Availability of clear guidelines on scholarship programs, 4.83; Dissemination of scholarship information to eligible applicants, 4.76; Accessibility of scholarships to both teaching and non-teaching personnel, 4.70; Monitoring of scholars' academic and performance progress, 4.70; Provision of support services for scholars (e.g., mentoring, counseling), 4.64; Transparency in the selection and screening process, 4.61; and Timely release of scholarship benefits and allowances, 4.54. While the indicators rated Much Implemented were: Inclusion of various fields of study relevant to DepEd's needs, 4.41; and adequate number of scholarship slots available, 4.40.

The results implied that the respondents have high level of Extent of the Status of the Implementation of the Special Awards for Laudable Utmost Diverse and Outstanding Accomplishments (SALUDO) in terms of Scholarship Programs. As indicated base form the results, the indicator "Availability of clear guidelines on scholarship programs" ranked first since it ensures transparency and equal opportunity for all eligible students to access educational support. Clear guidelines eliminate confusion and help students, parents, and teachers understand the qualifications, processes, and benefits involved. This clarity promotes higher participation and trust in the program, reinforcing the school's commitment to academic advancement and inclusivity. However, adequate number of scholarship slots available must be properly distributed across all teachers and non-teaching employees. Respondents have rated the indicator "Adequate number of scholarship slots available" the lowest due to the high demand for financial assistance among students compared to the limited number of scholarship opportunities offered. In many educational institutions, especially in public

schools or low-income communities, a significant portion of the student population relies on financial aid to continue their education. When scholarship slots are few, many deserving and qualified students are left without support, leading to frustration and a sense of inequality. This gap between need and availability contributes to the perception that scholarship programs are insufficient and inaccessible to the majority. Moreover, the process of awarding scholarships is often viewed as competitive and sometimes unclear, which may add to the dissatisfaction among respondents. They may feel that only a select few benefit from these programs while others, who are equally deserving, are excluded due to budget constraints or limited partnerships with external sponsors. This lack of inclusivity and transparency in scholarship allocation reinforces the belief that the system does not do enough to support underprivileged learners, ultimately leading to the low rating of this particular indicator.

To promote equal access to educational opportunities, it is recommended that schools advocate for an increased number of scholarship slots for deserving students. School heads should collaborate with local government units and private partners to secure more scholarship programs. SALUDO implementers must ensure transparency in the selection process and actively support awareness campaigns so all eligible students can apply.

Flores, and Dizon, (2021) study investigated the correlation between the number of scholarship slots and the enrollment rates of students from low-income families in public universities. Universities that increased their scholarship slots by 25% saw a 19% increase in enrollment among students from low-income households. 87% of scholars maintained academic standing above the required GPA. Dropout rates among scholars were 40% lower compared to non-scholars. Providing an adequate number of scholarship slots significantly enhances access to higher education for underprivileged students. It reduces dropout rates and encourages academic persistence.

Having an adequate number of scholarship slots is crucial to providing equal educational opportunities for deserving students, especially those from underprivileged backgrounds. It helps reduce financial barriers, encouraging more learners to pursue and complete their education.

4.1.3 The Extent of the Status of the Implementation of the Special Awards for Laudable Utmost Diverse and Outstanding Accomplishments (SALUDO) in terms of Learning and Development

Involves structured training and professional growth activities designed to improve educators' competencies, often assessed in terms of knowledge acquisition and instructional effectiveness.

An analysis of the tabular data shows that the respondents rated the following indicators as Very Much Implemented, including: Alignment of L&D activities with individual and organizational needs, 4.91; Availability of a comprehensive Learning and Development plan, 4.86; Accessibility of L&D opportunities to all personnel, 4.78; Provision of post-training support and follow-up activities, 4.75; Evaluation of the effectiveness of L&D interventions, 4.68; Recognition of participation and accomplishments in L&D programs, 4.65; Regular conduct of relevant training and development programs, 4.57; Use of Training Needs Assessment (TNA) to design L&D programs, 4.54; and Allocation of sufficient budget and resources for L&D activities, 4.52. The result implied that the respondents have various perception in the Implementation of the Special Awards for Laudable Utmost Diverse and Outstanding Accomplishments (SALUDO) in terms of Learning and Development. Evidently, the indicator "Alignment of L&D activities with individual and organizational needs" ranked first because it ensures that professional development is both relevant and impactful, addressing specific gaps in teacher performance and school goals. When learning and development activities are tailored to actual needs, they lead to more effective teaching and improved student outcomes. This alignment also maximizes the use of resources and fosters a culture of continuous improvement within the organization. While strengthening allocation of sufficient budget and resources for L&D activities must be given attention. Respondents have rated the indicator lowest due to the consistent lack of funding dedicated to professional growth opportunities for teachers and staff. In many educational institutions, priority is often given to infrastructure, instructional materials, and student needs, leaving little room in the budget for capacity-building programs. As a result, opportunities for seminars, workshops, and training are either limited, outdated, or entirely dependent on external sponsors, which undermines the continuous professional development necessary to improve teaching quality and adapt to educational trends.

Another contributing factor is the lack of accessible and relevant resources that align with the actual needs of educators. When training programs are available, they are sometimes generic, lacking focus on specific teaching challenges or current innovations in pedagogy and technology. Additionally, logistical issues such as scheduling conflicts, lack of substitutes during training days, or insufficient materials and venues further discourage participation. Respondents may perceive that even when there is a budget, it is not effectively utilized to ensure impactful and meaningful L&D experiences.

Lastly, this low rating could also reflect a broader concern about the institution's commitment to investing in its human resources. Educators and staff may feel undervalued when there is minimal investment in their growth and professional excellence. Without adequate support for L&D, teachers may struggle to keep up with modern methodologies or new curriculum demands, directly affecting the quality of education delivered to students. Therefore, the low rating signals the need for school leaders to revisit budget priorities and recognize that empowering educators through well-funded and relevant L&D activities is a long-term investment in the success of the entire school community.

Thus, policymakers should prioritize the allocation of sufficient budget and resources for Learning and Development (L&D) activities to enhance teacher competence and student outcomes. DepEd Top Management must ensure these funds are strategically distributed and aligned with the professional growth needs of educators. SALUDO implementers should monitor implementation, evaluate impact, and advocate for continuous support to sustain quality capacity-building initiatives.

De Guzman and Santiago (2021), examined how sufficient budget allocation for Learning and Development activities affects the effectiveness of teacher professional development in public schools. Schools that allocated at least 5% of their MOOE to L&D showed a 28% increase in teacher participation in training programs. Teachers from adequately funded schools scored 20% higher on post-training assessments. Classroom observation reports indicated improved instructional delivery in 74% of trained teachers. Sufficient L&D funding ensures broader teacher participation and higher training quality, ultimately improving teaching performance and student engagement.

Allocating sufficient budget and resources for Learning and Development (L&D) activities is essential to continuously enhance the skills and competencies of teachers and staff. Well-funded L&D programs ensure access to relevant training, updated materials, and expert facilitators, leading to improved teaching practices and learner outcomes. Investing in professional growth fosters a culture of excellence and innovation within the education system.

4.1.4 The Extent of the Status of the Implementation of the Special Awards for Laudable Utmost Diverse and Outstanding Accomplishments (SALUDO) in terms of Leadership and Management Skills

Pertain to the capabilities of school leaders to plan, organize, and guide educational operations, frequently studied for their influence on school climate and academic success.

The Status of the Implementation of the Special Awards for Laudable Utmost Diverse and Outstanding Accomplishments (SALUDO) in terms of Leadership and Management Skills. The indicators considered by the respondents as Very Much Implemented were: Accessibility of management training for current and aspiring leaders, 4.83; Monitoring and evaluation of leadership and management performance, 4.80; Inclusion of leadership training in professional development plans, 4.71; Effective delegation and team management practices, 4.68; Implementation of performance management systems, 4.68; Use of coaching and mentoring to strengthen leadership capacity, 4.59; and Application of strategic planning and decision-making skills, 4.53. While the indicators rated by the respondents as Much Implemented include: Utilization of data in leadership and management decisions, 4.40; and Clear succession planning for key leadership positions, 4.35.

The result suggests that the respondents hold differing perceptions regarding the Extent of the Status of the Implementation of the Special Awards for Laudable Utmost Diverse and Outstanding Accomplishments (SALUDO) in terms of Leadership and Management Skills. Notably, the indicator "Accessibility of management training for current and aspiring leaders" ranked first for it empowers both present and future school leaders with the necessary skills to effectively guide and support their teams. Making such training readily available ensures leadership continuity and strengthens the overall capacity of the school system. This accessibility also encourages career growth and professional development, fostering a motivated and competent leadership pipeline. While, Clear succession planning for key leadership positions rated lowest. Respondents have rated the indicator lowest due to the perceived lack of a structured and transparent system for identifying and preparing future leaders within the organization. In many institutions, leadership transitions are often reactive rather than strategic, with successors being appointed only when a vacancy arises, rather than through a proactive and well-documented plan. This absence of foresight can lead to instability, confusion, and a lack of continuity in leadership, which negatively impacts both staff morale and overall organizational performance.

Another reason for the low rating was the limited opportunities provided for leadership training and mentoring. Potential leaders within the system may feel overlooked or unprepared due to the lack of clear pathways or developmental programs that would enable them to take on higher roles with confidence. Without designated leadership pipelines or regular assessments of leadership potential among staff, the organization risks losing capable individuals or promoting candidates without adequate preparation, resulting in inefficiencies and dissatisfaction.

Ultimately, the low rating reflects a broader concern about long-term planning and sustainability within the institution. Respondents may feel that the absence of clear succession planning indicates a short-term mindset and a failure to invest in the future of the organization. Effective leadership is critical for guiding schools through change, implementing reforms, and maintaining standards, and without a strong succession plan, the institution may struggle to uphold its mission and vision. This feedback highlights the urgent need for leaders to establish and communicate a transparent, inclusive, and strategic approach to leadership development and succession planning. Hence, policymakers should establish a clear succession planning policy to ensure leadership continuity and organizational stability in schools. DepEd Top Management must develop and implement guidelines that identify, mentor, and prepare potential leaders for key positions. School heads should actively participate in nurturing leadership talent within their schools to build a strong pipeline of future leaders.

Pascua, and Villar (2019), examined the readiness of DepEd in implementing a systematic succession planning strategy across leadership levels. Most regions lacked formal succession policies and relied on reactive appointments. Offices with pilot succession planning programs showed better talent retention and shorter vacancy periods (reduced by 45%). Barriers included lack of guidelines, leadership buy-in, and mentorship structures. Formalizing succession planning across all education governance levels can address leadership voids, reduce disruptions, and support long-term strategic planning.

Clear succession planning for key leadership positions is vital to ensure continuity, stability, and sustained progress within an organization or institution. It prepares qualified individuals to step into leadership roles seamlessly, minimizing disruptions during transitions. This proactive approach also fosters leadership development and boosts staff morale by providing clear career pathways.

4.1.5 The Extent of the Status of the Implementation of the Special Awards for Laudable Utmost Diverse and Outstanding Accomplishments (SALUDO) in terms of Stakeholders' Involvement

Encompasses the active participation of parents, community members, and other partners in school affairs, commonly analyzed for its impact on decision-making and educational outcomes.

An examination of the result reveals that the respondents rated the indicators as Very Much Implemented which include: Active participation of parents, LGUs, and NGOs in school programs, 4.74; Stakeholders' involvement in school improvement planning, 4.71; Regular conduct of consultative meetings with stakeholders, 4.64; Inclusion of stakeholders in planning and decision-making processes, 4.58; Availability of communication channels for stakeholder feedback, 4.55; Recognition of stakeholders' contributions to school initiatives, 4.51; and Stakeholders' support in resource mobilization and fundraising efforts, 4.50. While the indicators rated Much Implemented was Partnerships established with private and community organizations, 4.43.

The data implied that the respondents from the different groups have similar perception on the Implementation of the Special Awards for Laudable Utmost Diverse and Outstanding Accomplishments (SALUDO) in terms of Stakeholders' Involvement. The respondents rated the "Active participation of parents, LGUs, and NGOs in school programs" highest among the indicators because

these stakeholders provide essential support that strengthens the implementation and success of educational initiatives. Their involvement fosters a collaborative environment, enhances resource mobilization, and directly contributes to improved learner outcomes and school performance. However, schools should strengthen partnerships established with private and community organizations to ensure supports in the implementation of the program. Teachers in many schools have rated the indicator "Partnerships established with private and community organizations" as the lowest among several aspects of school improvement. This low rating stems from the limited opportunities or support provided to teachers to initiate or maintain these partnerships. Many educators are primarily focused on teaching and administrative responsibilities, leaving them with little time or resources to engage with external organizations. Additionally, there may be a lack of awareness or guidance on how to connect with potential partners, especially in communities where collaboration with private entities is not a common practice.

Another possible reason is the absence of structured programs or frameworks from school leaders or the education department that actively promote community and private sector involvement. Without a clear policy or designated personnel, efforts to build partnerships often rely on individual initiative, which can be inconsistent and unsustainable. Moreover, some schools may face geographic or economic challenges that limit the presence or interest of private organizations in forming collaborations, particularly in remote or underserved areas.

To address this concern, it is recommended that the Department of Education develop a comprehensive policy that institutionalizes school-community and private sector partnerships. This policy should include the designation of partnership coordinators in schools, the creation of a local database of potential partner organizations, and the integration of partnership-building in school improvement plans. Providing training for teachers and school heads on stakeholder engagement, and recognizing successful partnerships through incentives or awards, can further encourage collaboration. By doing so, schools can foster stronger community ties and access additional resources to enhance educational outcomes.

Sanders, and Harvey (2022), examined how a school principal facilitated effective partnerships with local businesses and nonprofits. Leadership played a critical role in sustaining partnerships that led to more extracurricular opportunities, increased student resources, and family engagement. Strong leadership, mutual trust, and shared vision are essential for long-term collaboration between schools and community partners. Partnerships with private and community organizations play a vital role in enhancing educational and social programs by providing additional resources, expertise, and support. These collaborations help address local needs more effectively and promote shared responsibility for community development. Ultimately, such partnerships strengthen networks and create sustainable solutions that benefit everyone involved.

4.1.6 The Extent of the Status of the Implementation of the Special Awards for Laudable Utmost Diverse and Outstanding Accomplishments (SALUDO) in terms of Resource Allocation and Support

Resource Allocation and Support refers to the distribution and effective use of financial, human, and material resources, often evaluated for efficiency and its influence on school functionality.

Looking at the result discloses that the respondents rated the indicators as Very Much Implemented which include: Alignment of resource allocation with the School Improvement Plan (SIP), 4.88; Provision of adequate teaching and learning materials, 4.68; Provision of maintenance and operating expenses (MOOE) support, 4.62; Availability of sufficient ICT tools and infrastructure support, 4.61; and Equitable distribution of resources based on needs and priorities, 4.50. While the indicators rated Much Implemented were: Access to health, safety, and welfare resources for personnel and learners, 4.46; Monitoring and evaluation of resource utilization, 4.44; Transparent reporting of resource allocation and expenditures, 4.38; and Responsive allocation of funds for training and development activities, 4.35.

Based from result it can be noted the high Extent of the Status of the Implementation of the Special Awards for Laudable Utmost Diverse and Outstanding Accomplishments (SALUDO) in terms of Resource Allocation and Support. The result clearly stated that the respondents rated the "Alignment of resource allocation with the School Improvement Plan (SIP)" highest among the indicators since it ensures that funds and resources are used strategically to address the school's prioritized needs. This alignment promotes transparency, accountability, and more effective implementation of programs that directly impact student learning and school development. However, in terms of responsive allocation of funds for training and development activities must be given focus. Though school teachers have identified the "Responsive allocation of funds for training and development activities" as the lowest-rated indicator among various measures of school support. This is due to the mismatch between the actual training needs of teachers and the kind of professional development activities being funded. In many cases, training sessions are conducted without thorough needs assessments, resulting in generic topics that do not address classroom realities or specific subject area gaps. Teachers may feel that these programs are irrelevant or ineffective, leading to dissatisfaction and a perception that funds are not being used responsively. Additionally, limited transparency in how training budgets are allocated can contribute to low ratings. Teachers may not be involved in the decision-making process regarding which training activities are prioritized, who gets to attend, or how the funds are spent. This lack of inclusion and communication can result in the impression that the allocation process is top-down and unresponsive to actual teacher needs. In some cases, logistical issues such as late fund releases or overly centralized approval processes further delay or prevent meaningful training opportunities.

Thus, education policymakers should implement a participatory and needs-based approach to professional development planning. Schools should regularly survey teachers on their training needs and ensure that funds are allocated based on this data. Furthermore, schools must adopt transparent fund utilization mechanisms, where teachers are informed and consulted regarding training priorities. Empowering schools to make timely and relevant training decisions will improve the impact of professional development and increase teacher satisfaction and effectiveness.

Villegas-Reimers, (2023) that the comprehensive review examined global practices in funding and structuring professional development. It found that sustained funding for ongoing training leads to long-term improvements in teacher quality and student learning. Piecemeal or poorly allocated funds, in contrast, had minimal effect. Responsive and strategic allocation of funds—tailored to actual needs—ensures training programs are relevant, sustained, and impactful.

Responsive allocation of funds for training and development ensures that educators and staff receive timely and relevant capacity-building opportunities. This strategic investment leads to improved skills, higher job performance, and better learning outcomes for students. By aligning funding with current needs, institutions can adapt quickly to emerging challenges and promote continuous professional growth.

4.1.7 The Extent of the Status of the Implementation of the Special Awards for Laudable Utmost Diverse and Outstanding Accomplishments (SALUDO) in terms of Impact on School Performance

Impact on school performance signifies the measurable outcomes—such as test scores, graduation rates, or student engagement—that result from educational interventions or policies, forming a central focus in educational research.

A review of the result that the respondents rated all the following indicators as Very Much Implemented, including: Increased teacher performance and instructional quality, 4.91; Improvement in learners' academic achievement and test scores, 4.83; Increased participation and engagement of learners in school activities, 4.80; Improved school-based management practices, 4.76; Effective implementation of curriculum and instruction, 4.72; Reduction in dropout, absenteeism, and tardiness rates, 4.67; Higher completion and graduation rates across grade levels, 4.65; and Enhanced learning environment and school facilities, 4.62.

The tabular presented indicates a high extent in the status of implementation of the Special Awards for Laudable Utmost Diverse and Outstanding Accomplishments (SALUDO), particularly in terms of its impact on school performance. Interestingly, the respondents rated "Increased teacher performance and instructional quality" highest among the indicators because effective teaching directly enhances student learning and overall academic achievement. Improved instructional quality reflects the teachers' dedication to professional growth and their ability to deliver engaging, well-planned lessons that meet students' diverse needs. However, enhancing learning environment and school facilities must be given emphasis. School teachers rated the indicator "Enhanced learning environment and school facilities" the lowest among other areas, highlighting concerns about the physical condition and resources of their schools. Many schools face challenges such as outdated or insufficient classroom furniture, inadequate lighting, poor ventilation, and limited access to learning materials and technology. These deficiencies make it difficult for teachers to create an engaging and comfortable learning space for their students. As a result, teachers feel that the environment does not fully support effective teaching and learning, leading to their low rating of this indicator.

Moreover, the slow pace of repairs and maintenance further exacerbates the problem. Even when facilities are damaged or worn out, budget constraints and bureaucratic procedures often delay necessary upgrades or replacements. This leads to a deteriorating school environment that negatively affects both teacher morale and student motivation. Additionally, some schools may lack safe and functional facilities such as clean restrooms, libraries, or science labs, which are essential for a holistic educational experience. Without these key elements, the overall learning environment remains suboptimal.

To improve this situation, a policy recommendation is to increase the allocation and efficient use of funds specifically earmarked for the enhancement and maintenance of school facilities. Local education authorities should implement a regular facility assessment system to prioritize urgent needs and ensure timely repairs. Furthermore, schools could be encouraged to involve community members and private partners in supporting facility improvements through collaborative programs. By creating safer, more functional, and inviting learning spaces, schools will better support teachers and students, ultimately improving educational outcomes.

Uline and Tschannen-Moran (2018), this research examined how school facility quality influences school climate and academic outcomes. Schools with newer, better-maintained facilities reported higher student engagement and a positive school climate, which contributed to improved achievement scores. Enhancing physical school environments supports psychological well-being and academic success. Facility upgrades should be part of holistic school improvement plans.

An enhanced learning environment and well-maintained school facilities create a safe and motivating space where students can focus and thrive academically. Quality classrooms, libraries, and technology resources support diverse learning styles and foster creativity and collaboration. Ultimately, investing in these improvements contributes to better student engagement, higher achievement, and overall school success.

4.1.8 The Summary of the Extent of the Status of the Implementation of the Special Awards for Laudable Utmost Diverse and Outstanding Accomplishments (SALUDO)

The extent of the status of the implementation of the Special Awards for Laudable Utmost Diverse and Outstanding Accomplishments (SALUDO) is notably high, reflecting the school's commitment to recognizing and celebrating exceptional achievements. This program motivates students and staff to strive for excellence by acknowledging diverse talents and outstanding contributions.

Indicators	1 st Congressional District			2 nd Congressional District			3 rd Congressional District			4 th Congressional District			5 th Congressional District			Average		
	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R
1. Rewards and Recognition	4.77	VMI	1	4.73	VMI	2	4.7	VMI	2	4.77	VMI	1	4.68	VMI	3	4.73	VMI	2
2. Scholarship Programs	4.69	VMI	3	4.60	VMI	5	4.61	VMI	4	4.60	VMI	5	4.61	VMI	4.5	4.62	VMI	4.5
3. Learning and Development	4.67	VMI	4	4.62	VMI	3	4.68	VMI	3	4.73	VMI	2.5	4.78	VMI	1	4.70	VMI	3
4. Leadership and Management Skills	4.64	VMI	5	4.61	VMI	4	4.57	VMI	6.5	4.65	VMI	4	4.61	VMI	4.5	4.62	4	4.5
5. Stakeholders' Involvement	4.58	VMI	6	4.59	VMI	6	4.57	VMI	6.5	4.58	VMI	6	4.57	VMI	6	4.58	VMI	6
6. Resource Allocation and Support	4.53	VMI	7	4.54	VMI	7	4.58	VMI	5	4.55	VMI	7	4.52	VMI	7	4.54	VMI	7
7. Impact on School Performance	4.76	VMI	2	4.74	VMI	1	4.77	VMI	1	4.73	VMI	2.5	4.74	VMI	2	4.75	VMI	1
Average	4.61	VMI		4.59	VMI		4.60	VMI		4.63	VMI		4.64	VMI		4.65	VMI	

A closer look at the tabular value, the indicators rated Very Much Implemented were: Impact on School Performance, 4.75; Rewards and Recognition, 4.73; Learning and Development, 4.70; Scholarship Programs, 4.62; Leadership and Management Skills, 4.62; Stakeholders' Involvement, 4.58; and Resource Allocation and Support, 4.54.

It was clearly communicated that the teacher-respondents perceive a high level in the extent of the status of the implementation of the Special Awards for Laudable Utmost Diverse and Outstanding Accomplishments (SALUDO). The respondents rated the impact on school performance of the SALUDO implementation highest because the reward and recognition system effectively motivates both students and staff to excel in their respective roles. By acknowledging diverse and outstanding accomplishments, SALUDO fosters a positive school culture that encourages continuous improvement and dedication. This recognition not only boosts morale but also drives overall academic and extracurricular success within SDO Camarines Sur. However, greater emphasis must be placed on Resource Allocation and Support. Teachers rated "Resource Allocation and Support in the implementation of SALUDO – Rewards and Recognition System" the lowest among the indicators, likely due to the lack of concrete resources and consistent support to fully implement the program. While the SALUDO system aims to boost teacher motivation by recognizing outstanding performance, many schools struggle to allocate funds or materials to carry out meaningful recognition activities. Without adequate financial support, awards may be limited to simple certificates or verbal acknowledgments, which, though appreciated, may not fully reflect the hard work and achievements of educators.

Another contributing factor is the absence of a clear and consistent implementation framework across schools. Teachers may perceive the rewards system as inconsistent or unfair if the criteria for recognition are vague or if recognition is given based on personal biases rather than objective accomplishments. Furthermore, if only a few individuals are regularly acknowledged due to limited resources, others may feel overlooked, reducing the overall morale and impact of the program. This inconsistency contributes to the perception that the system lacks true support and proper resource backing.

Hence, a specific policy should be introduced to standardize the implementation of the SALUDO system, including dedicated funding in the annual school budget for rewards and recognition activities. Clear guidelines on fair and inclusive recognition criteria must be established and communicated to all staff. Additionally, schools should be encouraged to partner with local stakeholders or alumni associations for sponsorships to enhance recognition efforts. With proper support and transparency, SALUDO can become a more effective tool in promoting excellence and motivating teachers.

Palingcod, (2022) on his "Implementation of DepEd Support Programs: Basis for an Enhanced Monitoring and Evaluation Mechanism" the study assessed the implementation of support programs in public secondary schools and the efficiency of existing monitoring and evaluation mechanisms. Findings indicated disparities in the implementation and monitoring of programs, with some receiving more attention and resources than others. The study concluded that an enhanced monitoring and evaluation tool is necessary to ensure equitable resource allocation and effective implementation of support programs, including rewards and recognition systems.

Proper resource allocation and support are essential for the successful implementation of the SALUDO-rewards and recognition system, as they ensure that outstanding performance is acknowledged meaningfully and consistently. This system boosts staff morale, motivation, and a culture of excellence within the organization.

4.1.9 The Test of Significant Agreement on the Rank Orders of the Extent of the Status of the Implementation of the Special Awards for Laudable, Utmost, Diverse, and Outstanding Accomplishments (SALUDO)

The extent of the status of the implementation of the Special Awards for Laudable, Utmost, Diverse, and Outstanding Accomplishments (SALUDO) is perceived to be highly effective by the respondents. This reflects the strong commitment of the school community to recognize and reward excellence, which contributes to enhanced motivation and overall school performance.

The Coefficient of Concordance W and the computed chi square value resulted to: Rewards and Recognition, 0.88 and 39.60, ($p < 0.001$); Scholarship Programs, 0.83 and 33.20, ($p < 0.001$); Learning and Development, 0.89 and 35.60, ($p < 0.001$); Leadership and Management Skills, 0.82 and 32.80, ($p < 0.001$); Stakeholders' Involvement, 0.81 and 28.35, ($p < 0.001$); Resource Allocation and Support, 0.89 and 35.60, ($p < 0.001$); and Impact on School Performance, 0.87 and 30.45, ($p < 0.001$). Thus, the alternative hypothesis was accepted.

Indicators	Rewards and Recognition	Scholarship Programs	Learning and Development	Leadership and Management Skills	Stakeholders' Involvement	Resource Allocation and Support	Impact on School Performance
Sum of the squared deviation from the difference (d^2)	1806.50	1240.50	1339	1234	851.50	1327.50	908.50
Number of Groups	5	5	5	5	5	5	5
Number of Indicators	10	9	9	9	8	9	8
Coefficient of Concordance (W)	0.88	0.83	0.89	0.82	0.81	0.89	0.91
Computed Chi Square (χ^2)	39.60	33.20	35.60	32.80	28.35	35.60	30.45
Degree of Freedom	9	8	8	8	7	8	7
Tabular χ^2 Value with							
0.05	16.92	15.51	15.51	15.51	14.07	15.51	14.07
0.025	19.68	18.17	18.17	18.17	16.62	18.17	16.62
0.01	21.67	20.09	20.09	20.09	18.48	20.09	18.48
0.005	23.59	21.95	21.95	21.95	20.28	21.95	20.28
0.001	27.88	26.12	26.12	26.12	24.32	26.12	24.32
Decision on Alternative Hypothesis (H_1)	Accepted	Accepted	Accepted	Accepted	Accepted	Accepted	Accepted
Significance of Agreement	0.001	0.001	0.001	0.001	0.001	0.001	0.001

The data imply that the different types of respondents in the Public Elementary Schools in the Division of Camarines Sur has high extent of the status of the implementation of the Special Awards for Laudable, Utmost, Diverse, and Outstanding Accomplishments (SALUDO). This further implied that the different group of respondents agreed on the high extent of the status of the implementation of the Special Awards for Laudable, Utmost, Diverse, and Outstanding Accomplishments (SALUDO) as reflected in their ratings 99.999% along all indicators.

The Significant Agreement on the Rank Orders of the Extent of the Status of the Implementation of the Special Awards for Laudable, Utmost, Diverse, and Outstanding Accomplishments (SALUDO) along various aspects suggests a shared perception among stakeholders about how well the program has been executed. This agreement highlights consistency in how the SALUDO initiative is viewed, whether in terms of recognition, fairness, criteria, or impact. When stakeholders such as administrators, teachers, and other personnel arrive at a similar ranking, it indicates a common understanding of priorities and a unified interpretation of program implementation standards.

This uniformity in rank orders implies a certain level of transparency and coherence in the execution of the SALUDO awards. It suggests that guidelines may have been clearly communicated and that the evaluative benchmarks used to assess accomplishments were understood and accepted by the evaluators. As a result, the perceived fairness and integrity of the program are enhanced, which strengthens trust in the system and encourages further participation. When staff feel that achievements are properly recognized and consistently valued, motivation and morale within the organization are likely to improve.

Ultimately, the significant agreement across various aspects of SALUDO's implementation serves as a foundation for continuous improvement. With a shared evaluation of which elements are effectively carried out and which need refinement, educational leaders and policymakers can focus efforts on sustaining strengths and addressing identified gaps. This alignment fosters a collaborative culture that not only honors outstanding performance but also promotes a cycle of growth, excellence, and innovation within the institution.

Baldonado, R. P. (2018) study investigated the PRAISE program's implementation in a school division office in Mindanao. Employees were more engaged and loyal when PRAISE was actively implemented. PRAISE is a cost-effective method of boosting morale and promoting positive work ethics. Institutionalize PRAISE committees in every school and regularly update reward criteria. Likewise, Herzberg's Two-Factor Theory of Motivation (1959) explains that employee motivation is influenced by two key factors: motivators and hygiene factors. In the context of the Department of Education (DepEd), rewards and recognition fall under motivator factors that lead to job satisfaction and increased performance. When teachers are acknowledged through programs like PRAISE or SALUDO, they feel valued and more committed to their roles. This recognition satisfies their need for achievement, personal growth, and professional development. However, if these recognition systems are poorly implemented or absent, teachers may feel unappreciated, leading to low morale. Therefore, consistent and fair recognition programs in DepEd are essential to sustaining teacher motivation and educational quality.

The significant agreement on the rank orders of the extent of the status of the implementation of the SALUDO awards reflects a unified perception among stakeholders on how the program is carried out. This consensus suggests that the criteria and processes for recognizing outstanding accomplishments are clear, fair, and consistently applied. Such alignment reinforces trust in the system and encourages greater participation and motivation among personnel. Ultimately, it strengthens the credibility of the SALUDO program and supports a culture of excellence within the institution.

4.2 The Extent of the Influence of the Implementation of the Special Awards for Laudable, Utmost, Diverse, and Outstanding Accomplishments (SALUDO) on the School Heads' Performance

4.2.1 The Extent of the Influence of the Implementation of the Special Awards for Laudable, Utmost, Diverse, and Outstanding Accomplishments (SALUDO) on the School Heads' Performance along Emotional Well Being

Emotional well-being refers to an individual's ability to manage emotions, cope with stress, and maintain a positive outlook. It is essential for maintaining mental health and sustaining productive personal and professional relationships.

The respondents identified the following indicators as being Very Much Influential: Enhanced motivation to perform leadership duties, 4.69; stronger sense of purpose and fulfillment in their role, 4.69; increased sense of job satisfaction, 4.61; Improved emotional resilience during challenges, 4.58; Greater sense of belonging and acceptance in the school community, 4.56; Increased enthusiasm towards school leadership responsibilities, 4.55; and Boost in self-esteem and professional confidence, 4.50. While the indicators rated indicators Much Influential were: Strengthened emotional connection with staff and stakeholders, 4.38; Lower incidence of emotional fatigue or demoralization, 4.29; and reduced feelings of stress and burnout, 4.16.

The results implied that the respondents have varied perception on the extent of the Influence of the Implementation of the Special Awards for Laudable, Utmost, Diverse, and Outstanding Accomplishments (SALUDO) on the school heads' performance along Emotional Well Being. The respondents rated "Enhanced motivation to perform leadership duties" highest among the indicators for the reason that recognition through programs like SALUDO affirms the value of their efforts and encourages continued excellence. This acknowledgment boosts their confidence and drive to fulfill their responsibilities with greater commitment and effectiveness. However, teachers rated lowest the indicator reduced feelings of stress and burnout. One major reason for this is the increasing workload placed on educators—ranging from lesson planning and classroom management to administrative tasks and extracurricular responsibilities. The pressure to meet performance standards, adapt to new teaching methods, and attend to students' diverse needs can lead to physical and emotional exhaustion. Without adequate time for rest and self-care, teachers often feel overwhelmed, which explains the low rating on this indicator.

In addition, limited institutional support contributes significantly to teacher stress. Many educators feel that their concerns are not acknowledged, and that there are few, if any, mental health or wellness programs specifically designed for school staff. A lack of supportive leadership, insufficient recognition of their efforts, and minimal access to counseling or professional support systems deepen the sense of burnout. The absence of proactive measures to manage stress signals to teachers that their well-being is not being prioritized.

Therefore, the education sector should implement a comprehensive teacher wellness policy that includes regular mental health check-ins, access to counseling services, and designated wellness days. Schools should also promote a positive work culture by

reducing unnecessary paperwork and encouraging a healthy work-life balance. Providing time for collaboration, peer support, and professional growth can also help teachers feel more valued and less isolated. Prioritizing teacher well-being is essential not just for staff retention, but also for sustaining a high-quality learning environment for students.

Emerson et al. (2017) on their study relative to “Mindfulness-Based Interventions for Teachers: A Meta-Analysis”, assessed how mindfulness training impacts teacher stress and well-being. Mindfulness interventions led to significant reductions in teacher stress, anxiety, and emotional exhaustion, and improvements in self-compassion. Regular mindfulness practice is a practical and effective strategy for reducing teacher burnout.

Reducing feelings of stress and burnout is crucial for maintaining the mental health and overall well-being of individuals, especially in demanding work or learning environments. When stress is managed effectively, productivity, focus, and job satisfaction significantly improve. A supportive atmosphere that prioritizes balance and wellness leads to healthier, more resilient communities.

4.2.2 The Extent of the Influence of the Implementation of the Special Awards for Laudable, Utmost, Diverse, and Outstanding Accomplishments (SALUDO) on the School Heads' Performance along Motivation

Motivation is the internal drive that compels individuals to take action and pursue goals. It influences the level of effort, persistence, and enthusiasm a person applies to tasks. The extent of the Influence of the Implementation of the Special Awards for Laudable, Utmost, Diverse, and Outstanding Accomplishments (SALUDO) on the school heads' performance along Motivation.

A thorough analysis of the data reveals that the respondents perceived the following indicators as Very Much Influential which include: Consistent pursuit of professional excellence, 4.63; and heightened commitment to school improvement initiatives, 4.62. While the indicators rated Much Influential were: Increased effort in fostering a positive school culture, 4.49; stronger focus on meeting performance targets, 4.41; Increased drive to achieve school goals, 4.34; Willingness to go beyond basic responsibilities, 4.27; Greater initiative in implementing innovative practices, 4.21; and Enhanced dedication to staff development and mentorship, 4.15.

The aforementioned data implied that the participants have different perception on the extent of the Influence of the Implementation of the Special Awards for Laudable, Utmost, Diverse, and Outstanding Accomplishments (SALUDO) on the school heads' performance along Motivation. The respondents rated highest the influence of SALUDO implementation on school heads' performance along the indicator "Consistent pursuit of professional excellence" because the recognition program encourages school leaders to maintain high standards in their work. SALUDO serves as both a motivational tool and a benchmark for excellence, inspiring school heads to continuously improve their leadership practices. This consistent drive for professional growth ultimately contributes to better school management and improved educational outcomes. However, school heads should enhanced dedication to staff development and mentorship. Teachers rated “Enhanced dedication to staff development and mentorship” the lowest among the given indicators, possibly due to the lack of structured and continuous professional development programs in their schools. Many educators experience minimal opportunities for growth beyond mandatory seminars or trainings, which are often generic and not tailored to their specific needs or subject areas. This can create a sense that staff development is more of a compliance requirement than a meaningful investment in their professional growth, leading to frustration and disconnection from the learning process.

Another reason is the absence of strong mentorship systems within schools. New or less experienced teachers often lack proper guidance or support from senior colleagues due to time constraints, lack of formal programs, or insufficient recognition for mentoring roles. Without a culture that values knowledge-sharing and peer support, professional learning becomes isolated and inconsistent. This situation may leave many teachers feeling unsupported in their development, contributing to their perception that the school has low dedication to staff development and mentorship.

Thus, schools should implement a formal mentorship and coaching framework, supported by clear policies and adequate resources. Senior teachers should be encouraged and incentivized to serve as mentors, while all staff should be given regular, relevant training opportunities based on assessed needs. By promoting a collaborative culture focused on continuous learning and shared growth, schools can boost teacher morale, improve instructional quality, and ensure that staff development is a visible and valued priority.

Irby et al. (2017) editorial discusses mentoring as a form of professional development across various educational settings. Mentoring was found to retain teachers, improve performance, increase commitment, and effectively integrate new teachers into programs. Mentoring serves as a vital component of professional development, fostering human capacity and program improvement in educational institutions.

Enhanced dedication to staff development and mentorship fosters a culture of continuous learning, skill improvement, and professional growth. Through mentorship, experienced staff can guide and inspire others, strengthening teamwork and leadership across the organization. This commitment not only boosts individual confidence and performance but also drives long-term success and innovation.

4.2.3 The Extent of the Influence of the Implementation of the Special Awards for Laudable, Utmost, Diverse, and Outstanding Accomplishments (SALUDO) on the School Heads' Performance along Job Satisfaction

Job satisfaction is the level of contentment employees feel toward their work, roles, and work environment. It impacts morale, productivity, and retention in the workplace. An in-depth examination of the data indicates that the respondents rated the following indicators as Very Much Influential, including: Greater sense of accomplishment in meeting professional goals, 4.68; Improved sense of appreciation from staff and the community, 4.66; and Enhanced relationships with colleagues and stakeholders, 4.53. While the indicators rated Much Influential were: Increased confidence in the value of their leadership, 4.46; increased satisfaction with leadership responsibilities, 4.34; Strengthened sense of pride in the school's achievements, 4.32; Enhanced contentment with the recognition of efforts, 4.25; Increased job security and stability due to recognition of performance, 4.23; and Greater alignment between personal goals and school objectives, 3.94.

The results implied that the respondents have differ perception on the extent of the Influence of the Implementation of the Special Awards for Laudable, Utmost, Diverse, and Outstanding Accomplishments (SALUDO) on the school heads' performance along Job Satisfaction. Nonetheless, greater alignment between personal goals and school objectives must be given focus. The implementation of the Special Awards for Laudable, Utmost, Diverse, and Outstanding Accomplishments (SALUDO) program was designed to

recognize and reward the exceptional performance of school heads. However, among its key indicators, "Greater alignment between personal goals and school objectives" received the lowest rating from school teachers. One significant reason for this is the perceived disconnect between what teachers observe in day-to-day leadership practices and the actual alignment of school heads' personal ambitions with the collective goals of the institution.

Many teachers feel that school heads, while performing administrative tasks and fulfilling requirements for recognition, often prioritize activities that enhance their personal accolades over initiatives that directly benefit the teaching and learning environment. This leads to a sentiment that school objectives are sometimes overshadowed by the desire for individual recognition. As a result, teachers may be less convinced that SALUDO has significantly encouraged school heads to align their goals with those of the school. Another reason is the lack of visible collaboration or shared decision-making in schools. Teachers are frontlines in the implementation of school programs, and when they are not engaged in the goal-setting process, they might perceive the objectives as being driven solely by administrative ambition. This top-down approach creates a barrier that hinders genuine alignment and may result in teachers rating this indicator lower due to limited involvement or buy-in.

Finally, while the SALUDO program promotes excellence, its criteria might not fully capture the nuanced, everyday efforts that contribute to the school's mission. Teachers may believe that the awards focus more on measurable outputs or high-profile accomplishments, rather than on consistent, value-driven leadership that reflects shared school goals. Therefore, unless school heads clearly demonstrate that their efforts under the SALUDO framework genuinely promote collective growth, the alignment between personal and school goals will continue to be rated low by their staff.

Zhou and Wang, (2023) analyzed data from China and the U.S. to explore how students' personal achievement motives interact with school goal structures to influence learning outcomes. Both competitiveness and work mastery motives positively influenced reading self-concept. Competitive goal structures affected reading achievement, with cross-level interactions observed in the Chinese sample. Aligning students' personal achievement motives with supportive school goal structures can enhance learning outcomes.

Greater alignment between personal goals and school objectives creates a unified direction that enhances motivation, accountability, and purpose among staff. When individuals see their aspirations reflected in the institution's mission, they become more engaged and committed to their roles. This harmony leads to improved collaboration, productivity, and overall school success.

4.2.4 The Extent of the Influence of the Implementation of the Special Awards for Laudable, Utmost, Diverse, and Outstanding Accomplishments (SALUDO) on the School Heads' Performance along Professional Growth and Development

Professional growth and development involve continuous learning and skill enhancement to improve job performance and career advancement. It includes training, mentorship, and reflective practices. This display the extent of the Influence of the Implementation of the Special Awards for Laudable, Utmost, Diverse, and Outstanding Accomplishments (SALUDO) on the school heads' performance along Professional Growth and Development.

A comprehensive analysis of the tabular data shows that the respondents regarded the following indicators as Very Much Influential, including: Enhanced engagement in leadership training programs, 4.72; Enhanced ability to apply new knowledge and skills in leadership practices, 4.68; Increased participation in professional development opportunities, 4.61; Increased focus on mentoring and coaching others, 4.55; and Strengthened desire for continuous learning and self-improvement, 4.53. While the indicators rated Much Influential, were: Increased openness to receiving feedback for professional growth, 4.49; stronger commitment to staying updated with educational trends, 4.49; and Greater pursuit of advanced leadership qualifications, 4.42.

The findings revealed varying perceptions regarding the influence of SALUDO implementation on school heads' professional growth and development. Enhanced engagement in leadership training programs received the highest rating, suggesting that recognition encourages school heads to participate in professional development activities and strengthen their leadership competencies. In contrast, greater pursuit of advanced leadership qualifications received the lowest rating from teachers, indicating that the connection between SALUDO recognition and further academic or professional advancement may not be clearly demonstrated. This perception may be attributed to limited communication about school heads' development efforts, time constraints, and insufficient institutional support. Therefore, SALUDO implementation should be linked to structured professional development opportunities, such as advanced leadership courses, mentoring, and continuous learning initiatives. School heads should also communicate their professional development goals and accomplishments to promote transparency and accountability. Consistent with Albandari (2020), structured leadership development programs can strengthen transformational leadership, foster innovation, and improve organizational performance. Pursuing advanced leadership qualifications is therefore essential in equipping school heads with updated knowledge, strategic skills, and innovative practices for effective school management and instructional supervision.

4.2.5 The Extent of the Influence of the Implementation of the Special Awards for Laudable, Utmost, Diverse, and Outstanding Accomplishments (SALUDO) on the School Heads' Performance along Work-Life Balance

Work-life balance is the ability to effectively manage professional responsibilities alongside personal life and commitments. It promotes overall well-being and prevents burnout.

The results revealed that the respondents perceived the implementation of the Special Awards for Laudable, Utmost, Diverse, and Outstanding Accomplishments (SALUDO) as influential on school heads' work-life balance. Increased flexibility in scheduling work and personal commitments obtained the highest weighted mean of 4.60, interpreted as Very Much Influential, followed by enhanced quality of personal time due to work-related recognition with a weighted mean of 4.54, also interpreted as Very Much Influential. Meanwhile, the indicators rated Much Influential were improved capacity to delegate tasks effectively (4.41), greater fulfillment in balancing leadership and personal roles (4.38), strengthened mental and emotional well-being outside work (4.37), enhanced physical health due to reduced work-related stress (4.26), reduced work-related stress and pressure (4.23), better ability to maintain personal boundaries in the workplace (4.18), and increased ability to recharge and prevent burnout (4.11). The lowest rating

suggests that although SALUDO may help school heads manage their professional and personal commitments, its influence on preventing burnout remains limited.

These findings indicate that recognition alone may not sufficiently address the heavy workload, stress, and emotional demands associated with school leadership. Therefore, SALUDO implementation should be complemented by wellness initiatives, stress-management coaching, effective task delegation, and policies that promote sustainable leadership and work-life balance. School heads should also be encouraged to prioritize self-care and establish healthy boundaries between work and personal life. Supporting this perspective, Bretland and Thorsteinsson (2015) found that cardiovascular and resistance exercises significantly reduced workplace stress and burnout. Providing school heads with opportunities to rest, recover, and maintain their physical and mental well-being is essential to sustaining motivation, creativity, and resilience. Integrating these practices into recognition programs can help ensure that SALUDO promotes not only professional accomplishments but also the overall well-being and long-term effectiveness of school leaders.

4.2.6 The Extent of the Influence of the Implementation of the Special Awards for Laudable, Utmost, Diverse, and Outstanding Accomplishments (SALUDO) on the School Heads' Performance along Leadership Effectiveness

The implementation of the Special Awards for Laudable, Utmost, Diverse, and Outstanding Accomplishments (SALUDO) was perceived as influential on school heads' leadership effectiveness. Greater clarity in setting and communicating school goals received the highest weighted mean of 4.89, followed by enhanced ability to inspire and motivate staff (4.87), improved decision-making skills (4.78), improved ability to provide constructive feedback (4.70), increased capacity to resolve conflicts (4.62), more effective delegation of tasks and responsibilities (4.59), and greater influence in promoting school values and culture (4.54), all interpreted as Very Much Influential. Meanwhile, enhanced communication and interpersonal skills with staff and stakeholders (4.53), strengthened ability to lead by example (4.23), and increased trust and respect from teachers and staff (4.03) were rated Much Influential. These findings indicate that SALUDO may encourage school heads to establish clear goals, motivate personnel, and improve decision-making. However, the lowest rating for trust and respect suggests that recognition alone may not guarantee strong relationships between school heads and their staff.

The findings emphasize the importance of complementing SALUDO recognition with leadership practices that promote transparency, fairness, collaboration, and genuine concern for teachers' welfare. Schools may strengthen the program by involving teachers in the nomination and evaluation process and recognizing leadership behaviors such as active listening, participative decision-making, and consistent support for staff. These practices can help ensure that recognition reflects not only achievements but also the quality of school heads' relationships with their personnel. Supporting this perspective, Bryk and Schneider (2022) highlighted the importance of relational trust between teachers and principals in successful school improvement efforts. Strong trust promotes collaboration, shared responsibility, and a more supportive school environment. Thus, building trust and respect is essential for strengthening teamwork, improving staff morale, and achieving school goals.

4.2.7 The Extent of the Influence of the Implementation of the Special Awards for Laudable, Utmost, Diverse, and Outstanding Accomplishments (SALUDO) on the School Heads' Performance along Collaboration and Networking

Collaboration and networking involve working with others and building professional relationships to achieve shared objectives. These practices enhance innovation, problem-solving, and the sharing of best practices.

The findings revealed that the implementation of the Special Awards for Laudable, Utmost, Diverse, and Outstanding Accomplishments (SALUDO) was perceived as influential on school heads' collaboration and networking. Building partnerships with external organizations received the highest weighted mean of 4.85, followed by opportunities for peer-to-peer learning and knowledge exchange (4.80), collaboration with teachers and staff (4.73), participation in collaborative school initiatives (4.69), connections with community stakeholders and parents (4.63), productive team meetings and discussions (4.60), and willingness to share best practices with peers (4.52), all interpreted as Very Much Influential. Meanwhile, involvement in professional networks and associations (4.46) and representation of the school in local or national educational events (4.44) were rated Much Influential. These results suggest that SALUDO may encourage school heads to strengthen partnerships and promote collaboration, although its influence on broader professional engagement and school representation may be more limited.

The lowest rating for school representation in educational events suggests that recognition alone may not sufficiently motivate school heads to promote their schools in wider educational forums. Limited funding, heavy workloads, logistical constraints, and inadequate institutional support may hinder their participation in regional or national activities. Moreover, without clear incentives linking SALUDO to school promotion and professional engagement, school heads may prioritize other administrative responsibilities. To address these concerns, the program could include initiatives that encourage participation in educational conferences, fairs, and professional networks. Providing financial and logistical assistance and involving teachers in preparing presentations or showcasing school accomplishments may increase participation, strengthen collective pride, and enhance the school's visibility. These efforts would help transform individual recognition into opportunities for institutional development.

Lopez and Ramirez (2020) reported that participation in local educational fairs was associated with increased school visibility, stronger parental involvement, and a 12% rise in enrollment in the following academic year. This finding highlights the potential benefits of representing schools in educational events. Such participation allows school heads and teachers to share achievements, exchange effective practices, establish professional connections, and gain ideas that can improve school programs. It may also strengthen relationships with parents and community stakeholders and open opportunities for additional support and resources. Therefore, integrating collaboration and networking opportunities into SALUDO may help extend the benefits of recognition beyond individual accomplishments and contribute to stronger partnerships, improved school reputation, and continued school development.

4.2.8 The Extent of the Influence of the Implementation of the Special Awards for Laudable, Utmost, Diverse, and Outstanding Accomplishments (SALUDO) on the School Heads' Performance along Teacher Performance and Engagement

Teacher performance and engagement refer to the quality of instruction and the level of commitment a teacher demonstrates in delivering education. High engagement leads to better student outcomes and continuous professional improvement.

Notably, the indicators deemed by the respondents as Very Much Influential were: Enhanced teacher commitment to professional development, 4.74; Strengthened teacher-student relationships as a result of leadership support, 4.71; improved teacher morale and enthusiasm for teaching, 4.64; Increased motivation of teachers to meet performance expectations, 4.58; Increased teacher collaboration and sharing of best practices, 4.55; Improved teacher retention and reduced turnover, 4.51; and Greater engagement in continuous improvement initiatives by teachers, 4.50. While the indicator rated Much Influential was Enhanced teacher satisfaction with their work environment, 4.43.

The result implied that the respondents partly agreed on the high extent of the Influence of the Implementation of the Special Awards for Laudable, Utmost, Diverse, and Outstanding Accomplishments (SALUDO) on the school heads' performance along Teacher Performance and Engagement. The respondents rated highest the influence of SALUDO implementation on school heads' performance along the indicator "Enhanced teacher commitment to professional development" because strong leadership under the SALUDO framework inspires teachers to pursue continuous growth. By recognizing excellence and setting high expectations, school heads create a culture where professional development is valued and actively supported. This environment motivates teachers to improve their skills, which in turn leads to better teaching practices and student outcomes. Conversely, enhancing teacher satisfaction with their work environment must be given importance. Teachers rated lowest the influence of the SALUDO

program on enhancing their satisfaction with the work environment, likely because the recognition system is seen as focusing primarily on the accomplishments of school heads rather than on tangible improvements in teachers' daily experiences. While awards may celebrate leadership excellence, they do not necessarily address issues such as classroom conditions, workload distribution, access to teaching resources, or the overall school climate—factors that heavily impact teacher satisfaction.

Another contributing factor could be a perceived disconnect between the recognition of school heads and actual support felt by teachers. Teachers may feel that while administrators receive awards for their performance, their own concerns and contributions are often overlooked. If the recognition does not translate into increased support for staff, fairer policies, or improved communication, the perceived impact on the work environment remains minimal, prompting low ratings from teachers.

To bridge this gap, the SALUDO program should be aligned more closely with inclusive school development goals that directly affect teachers' well-being and satisfaction. Recognizing school heads for creating positive, empowering environments and promoting shared leadership could help make the program more relevant to teachers. Involving teachers in the evaluation of school leadership for SALUDO awards may also encourage a more participatory and reflective recognition system that truly enhances the school culture.

Kraft, Blazar, and Hogan (2018) reviewed over 60 studies on instructional coaching to determine how support in the work environment affects teacher satisfaction and performance. Teachers who received regular coaching reported increased job satisfaction, reduced stress, and improved instructional quality. Supportive professional environments—including mentoring and coaching—positively impact teacher satisfaction and reduce attrition.

Enhanced teacher satisfaction with their work environment is essential for maintaining high levels of motivation, commitment, and productivity. When teachers feel valued, supported, and comfortable in their surroundings, they are more likely to deliver quality instruction and remain in the profession long-term.

4.2.9 The Summary of the Extent of the Influence of the Implementation of the Special Awards for Laudable, Utmost, Diverse, and Outstanding Accomplishments (SALUDO) on the School Heads' Performance

The implementation of the Special Awards for Laudable, Utmost, Diverse, and Outstanding Accomplishments (SALUDO) has positively influenced school heads' performance by motivating them to exceed expectations and pursue excellence in leadership and management. This recognition program fosters a culture of merit and accountability, encouraging school leaders to innovate, collaborate, and continuously improve their practices for better educational outcomes.

Indicators	1 st Congressional District			2 nd Congressional District			3 rd Congressional District			4 th Congressional District			5 th Congressional District			Average		
	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R
1. Emotional Well Being	4.49	MI	5	4.46	MI	5	4.50	VMI	5	4.56	VMI	3.5	4.50	VMI	5	4.50	VMI	5
2. Motivation	4.44	MI	6	4.34	MI	6	4.37	MI	7	4.36	MI	7	4.46	MI	6	4.39	MI	6
3. Job Satisfaction	4.43	MI	7	4.33	MI	7	4.40	MI	6	4.32	MI	8	4.42	MI	7	4.38	MI	7
4. Professional Growth and Development	4.57	VMI	3	4.52	VMI	3.5	4.58	VMI	4	4.56	VMI	3.5	4.58	VMI	4	4.56	VMI	4
5. Work-Life Balance	4.42	MI	8	4.29	MI	8	4.32	MI	8	4.42	MI	6	4.26	MI	8	4.34	MI	8
6. Leadership Effectiveness	4.53	VMI	4	4.52	VMI	3.5	4.60	VMI	3	4.54	VMI	5	4.71	VMI	1	4.58	VMI	3
7. Collaboration and Networking	4.68	VMI	1	4.62	VMI	3	4.63	VMI	2	4.60	VMI	2	4.66	VMI	3	4.64	VMI	2
8. Teacher Performance and Engagement	4.67	VMI	2	4.69	VMI	2	4.67	VMI	1	4.68	VMI	1	4.68	VMI	2	4.68	VMI	1
Average	4.53	VMI		4.47	MI		4.51	VMI		4.50	VMI		4.53	VMI		4.51	VMI	

The Summary of the Extent of the Influence of the Implementation of the Special Awards for Laudable, Utmost, Diverse, and Outstanding Accomplishments (SALUDO) on the School Heads' Performance. Significantly, the indicators identified by the respondents as Very Much Influential include: Teacher Performance and Engagement, 4.68; Collaboration and Networking, 4.64;

Leadership Effectiveness, 4.58; Professional Growth and Development, 4.56; and Emotional Well Being, 4.50. While the indicator rated Much Influential were: Job Satisfaction, 4.38; and Work-Life Balance, 4.34.

Significantly, the data implied that the respondents have varied perception on the Extent of the Influence of the Implementation of the Special Awards for Laudable, Utmost, Diverse, and Outstanding Accomplishments (SALUDO) on the School Heads' Performance. The respondents rated highest the influence of SALUDO implementation on school heads' performance along the indicator "Teacher Performance and Engagement" because effective leadership recognition promotes a supportive and motivating work environment. School heads, empowered by the SALUDO program, are more likely to implement strategies that boost teacher morale and encourage active participation in school initiatives. As a result, teachers become more engaged and committed, leading to improved instructional quality and learner outcomes. While, school teachers rated the influence of the SALUDO awards on school heads' work-life balance the lowest, possibly because the recognition system primarily highlights achievements and accomplishments without addressing the personal well-being of school leaders. While SALUDO honors outstanding performance, it does not necessarily create conditions that allow school heads to balance their professional responsibilities with their personal lives. Teachers may observe their school leaders continuously burdened with administrative tasks, limiting their ability to rest and recharge.

Another reason for the low rating could be that the demands placed on school heads remain high despite recognition, making it difficult for them to achieve a healthy work-life balance. The pressures of managing school operations, handling emergencies, and ensuring compliance with educational policies often require long hours and constant availability. As a result, teachers might see that receiving awards does not reduce stress or workload for their principals, which may lead them to view SALUDO as disconnected from the real challenges of leadership well-being.

To improve the impact of SALUDO on work-life balance, policies could integrate support mechanisms that promote sustainable leadership practices. This might include providing opportunities for school heads to attend wellness programs, granting them leave or lighter duties after receiving recognition, or encouraging time management and delegation skills. By linking awards with the promotion of healthier work habits, the SALUDO program could help foster a leadership culture that values both excellence and personal well-being.

Greenhaus and Allen, (2021) determined the comprehensive review analyzes how individuals manage the boundaries between work and family life, emphasizing the role of organizational support and personal coping strategies. Work-life balance is positively influenced by flexible work arrangements, social support, and job autonomy, which reduce work-family conflict and improve well-being. Organizations promoting work-life balance through supportive policies enhance employee satisfaction, reduce stress, and improve retention.

Work-life balance is crucial for maintaining both the physical and mental health of educators, allowing them to perform their duties effectively without feeling overwhelmed. When teachers and school leaders achieve a healthy balance, they experience less stress and greater job satisfaction, which positively impacts their teaching quality and relationships with students. Ultimately, work-life balance supports sustained professional growth and a more positive, productive school environment.

4.2.10 The Test of Significant Agreement on the Rank Orders of the Extent of the Influence of the Implementation of the Special Awards for Laudable, Utmost, Diverse, and Outstanding Accomplishments (SALUDO) on the School Heads' Performance among the Different Congressional Districts

The significant agreement on the rank orders regarding the extent of the influence of SALUDO implementation on school heads' performance indicates a shared understanding of its positive impact. This consensus highlights the program's effectiveness in motivating school leaders and promoting excellence in their roles.

The Coefficient of Concordance W and the computed chi square value resulted to: Emotional Well Being, 0.90 and 40.50, ($p < 0.001$); Motivation, 0.76 and 26.60, ($p < 0.001$); Job Satisfaction, 0.83 and 32.20, ($p < 0.001$); Professional Growth and Development, 0.82 and 28.70, ($p < 0.001$); Work-Life Balance, 0.81 and 32.40, ($p < 0.001$); Leadership Effectiveness, 0.87 and 39.15, ($p < 0.001$); Collaboration and Networking, 0.83 and 32.20, ($p < 0.001$); and Teacher Performance and Engagement, 0.81 and 28.35, ($p < 0.001$). Thus, the alternative hypothesis was accepted.

The data imply that the different types of respondents in the Public Elementary Schools in the Division of Camarines Sur has high Extent of the Influence of the Implementation of the Special Awards for Laudable, Utmost, Diverse, and Outstanding Accomplishments (SALUDO) on the School Heads' Performance. This further implied that the different group of respondents agreed on the high Extent of the Influence of the Implementation of the Special Awards for Laudable, Utmost, Diverse, and Outstanding Accomplishments (SALUDO) on the School Heads' Performance as reflected in their ratings 99.999% along all indicators. The significant agreement on the rank orders of the extent of the influence of the SALUDO (Special Awards for Laudable, Utmost, Diverse, and Outstanding Accomplishments) implementation on school heads' performance across different types of schools suggests a shared perspective among respondents, regardless of school classification. Whether from urban or rural schools, large or small institutions, the alignment in rankings indicates that the benefits of the SALUDO program are perceived consistently. This consensus emphasizes the widespread recognition of the program's value in encouraging and reinforcing exemplary leadership practices among school heads.

One key implication of this agreement is that SALUDO is seen as an effective motivational tool across varied educational contexts. School heads, regardless of the type of school they manage, appear to respond positively to structured and meaningful recognition. This supports the idea that recognition, when implemented equitably and transparently, can serve as a strong driver of improved performance, professionalism, and innovation.

Moreover, this uniform perception helps DepEd and local education leaders confidently scale and standardize the program, knowing it is well-received across different settings.

Furthermore, the significant agreement also suggests that the influence of the SALUDO program may transcend situational differences such as resource availability, learner demographics, or geographic location. This could mean that the intrinsic value of being recognized for outstanding accomplishments is a universal motivator. It also implies that the criteria and implementation

mechanisms of the SALUDO program are flexible enough to accommodate differences among schools while maintaining their intended impact. Such versatility is crucial in a diverse educational landscape like that of the Philippines.

Lastly, this finding has policy implications. If the SALUDO program is confirmed to have a consistently positive influence on school heads across various school types, it strengthens the case for sustained support and enhancement of the initiative. Policymakers and DepEd officials may be encouraged to invest more in recognition programs, integrate them more closely into performance evaluation systems, and ensure that best practices are shared across regions. Ultimately, this alignment in perception affirms SALUDO as a strategic tool for promoting accountability, excellence, and morale in educational leadership.

Vroom's Expectancy Theory of Motivation (1964) explains that individuals are driven to perform when they believe their effort will lead to desirable outcomes. In the context of the SALUDO program, school heads are more likely to demonstrate high performance if they perceive that their dedication and accomplishments will be recognized through the award system. The theory emphasizes that motivation increases when the reward is valuable (valence), the effort leads to performance (expectancy), and performance leads to the reward (instrumentality). Therefore, the consistent and fair implementation of SALUDO can significantly enhance school heads' motivation by reinforcing the belief that excellence in leadership will be acknowledged and rewarded.

The implementation of the Special Awards for Laudable, Utmost, Diverse, and Outstanding Accomplishments (SALUDO) plays a vital role in enhancing the performance of school heads by recognizing their leadership, dedication, and achievements. Such recognition not only boosts their morale but also reinforces a culture of excellence and accountability within the school system. By valuing and rewarding exemplary performance, SALUDO encourages school heads to continuously strive for improvement, innovation, and quality education delivery.

4.3 The Challenges Encountered by the School Heads on the Implementation of SALUDO

4.3.1 The Challenges Encountered by the School Heads on the Implementation of SALUDO in terms of Resource Availability

Resource availability refers to the presence and accessibility of necessary materials, funds, personnel, and tools required to implement programs or projects effectively. Inadequate resources can hinder the smooth execution and sustainability of initiatives. An examination of the tabular presentation reveals that the respondents rated all indicators as Very Much Challenging which include: Inability to secure high-quality, meaningful prizes or incentives, 4.81; Difficulty in sustaining rewards programs due to fluctuating school budgets, 4.81; Limited access to external funding or sponsorships for recognition activities, 4.75; Limited availability of venues for recognition events, 4.67; Insufficient technology or digital tools to facilitate recognition programs, 4.62; Insufficient financial resources for rewards and recognition programs, 4.54; Inadequate budget allocation for reward-related events or ceremonies, 4.53; and Lack of effective partnerships with external organizations to support rewards, 4.53.

The result implied that the respondents agreed on the high extent of the challenges encountered by the School Heads on the implementation of SALUDO in terms of Resource Availability. The respondents rated "Inability to secure high-quality, meaningful prizes or incentives" as the highest among the challenges encountered by school heads in the implementation of SALUDO because limited resources often hinder the provision of rewards that truly reflect the value of the accomplishments being recognized. Without adequate funding or external support, school heads struggle to maintain the motivational impact of the program. This challenge affects the overall effectiveness of SALUDO, as meaningful recognition plays a critical role in sustaining enthusiasm and participation among stakeholders. While, respondents rated the challenge of "lack of effective partnerships with external organizations to support rewards" the lowest among the indicators, possibly because most schools have grown accustomed to relying solely on internal resources for their recognition programs. Teachers and stakeholders may not view the absence of external partnerships as a significant barrier since many of the rewards under SALUDO can still be implemented with support from school funds or local initiatives. As a result, the lack of external engagement may not be perceived as a pressing issue.

Additionally, school heads may not actively seek out partnerships due to time constraints, bureaucratic processes, or lack of guidance on how to build sustainable collaborations with private or civic organizations. However, because the core implementation of SALUDO can proceed without these partnerships, the challenge may appear less critical compared to other issues like funding limitations or unclear criteria for recognition. Teachers and staff may thus see the absence of external support as a missed opportunity, but not an immediate obstacle.

To strengthen the SALUDO program, efforts should be made to encourage school leaders to establish partnerships with NGOs, businesses, or alumni networks that can enhance the quality and reach of rewards and recognition. Training and policy support from the division level can help empower school heads to seek these collaborations. With external involvement, SALUDO can become more meaningful, diversified, and sustainable in honoring excellence in the school community.

Stegh fer et al. (2018) discusses the involvement of external stakeholders in academic project courses and the challenges that arise. The study finds that without clear communication and alignment of expectations, involving external stakeholders can lead to frustration and suboptimal outcomes. Successful stakeholder involvement requires structured planning, clear communication, and alignment of goals between all parties.

The lack of effective partnerships with external organizations to support rewards limits the resources and recognition available to motivate school leaders and teachers. Without these collaborations, schools may struggle to sustain meaningful incentive programs that acknowledge outstanding performance. Strengthening such partnerships is essential to enhance support systems, promote excellence, and build a culture of appreciation within the education sector.

4.3.2 The Challenges Encountered by the School Heads on the Implementation of SALUDO in terms of Time Management

Time management is the ability to plan and control how much time to spend on specific activities to increase efficiency and productivity. Effective time management helps prioritize tasks and meet deadlines within limited schedules.

A review of the tabular data indicates that the respondents rated the following indicators as Very Much Challenging, including: Difficulty in coordinating the timing of recognition events with academic calendars, 4.90; Inability to allocate enough time for staff

to plan and execute recognition activities, 4.89; Time constraints in identifying and evaluating deserving individuals for recognition, 4.76; Time-consuming processes for collecting and processing nominations or feedback, 4.73; Overlapping administrative tasks that delay reward program preparations, 4.68; and Short notice for organizing recognition events due to last-minute planning, 4.57. While the indicators rated as Much Challenging were: Lack of dedicated time for staff to participate in recognition programs, 4.40; Limited time for School Heads to follow up with the reward recipients, 4.40; and Conflicting schedules between reward programs and regular school activities, 4.32. It could be noted on the abovementioned data that the different group of respondents have diverse perceptions on the challenges encountered by the School Heads on the implementation of SALUDO in terms of Time Management. The respondents rated the challenge of coordinating the timing of recognition events with academic calendars as the highest because it directly affects the smooth flow of school activities. School heads often struggle to align SALUDO ceremonies with pre-planned academic schedules, which are already packed with instructional and administrative tasks. This misalignment can lead to conflicts, rescheduling, or reduced participation, affecting the program's effectiveness.

As a result, this difficulty stands out as the most pressing challenge in implementing SALUDO. The respondents rated "conflicting schedules between reward programs and regular school activities" the lowest among the challenges in SALUDO implementation, possibly because most schools have learned to effectively integrate recognition programs into their existing calendar. School events such as flag ceremonies, culminating activities, or faculty meetings often serve as venues for conducting simple recognition efforts, minimizing the need for separate schedules. As a result, scheduling conflicts may not be perceived as a major obstacle. Moreover, the organization of reward programs under SALUDO typically does not require extensive time away from instruction or administration. Compared to more pressing issues like lack of funding or unclear implementation guidelines, scheduling concerns are easier to manage and adjust. School heads and teachers may have developed flexible systems to accommodate these activities, making this challenge seem relatively minor in practice.

To further reduce even minimal conflicts, schools can formalize recognition activities within their annual improvement plans or school calendars. Ensuring that SALUDO activities are aligned with key school events and communicated in advance will help maintain smooth operations. By treating recognition as a part of the school culture rather than an extra task, schools can continue to celebrate achievements without disrupting core educational activities.

The Tattler Editorial Board, (2022) article discusses pervasive scheduling issues at Ithaca High School, highlighting how overlapping classes and forced early periods lead to significant student stress. A survey revealed that 73.3% of students experienced at least one scheduling conflict, leading to course drops or switches. The high incidence of scheduling conflicts underscores the need for better planning and communication to minimize disruptions to students' academic paths.

Conflicting schedules between reward programs and regular school activities can hinder participation and reduce the overall effectiveness of recognition efforts. When these programs clash with essential academic responsibilities, teachers and school heads may feel overwhelmed or forced to choose between priorities. Ensuring better scheduling alignment is crucial to maximize engagement, uphold instructional quality, and preserve the intended impact of reward initiatives.

4.3.4 The Challenges Encountered by the School Heads on the Implementation of SALUDO in terms of Communication and Coordination Communication and coordination involve the clear exchange of information and the organized alignment of efforts among individuals or teams to achieve common goals. Poor communication can lead to misunderstandings, while lack of coordination may result in duplicated efforts or missed responsibilities.

The findings revealed that school heads encountered varying levels of challenges in implementing SALUDO in terms of communication and coordination. The highest-rated challenges were insufficient follow-up communication with staff regarding recognition nominations (4.63), difficulty aligning award announcements with school activities and schedules (4.62), and ensuring that teachers, students, and parents were informed about the program (4.52), all interpreted as Very Much Challenging. Meanwhile, misunderstandings about award criteria (4.45), transparency in the selection process (4.35), inconsistent dissemination of information (4.33), coordination among school departments (4.28), communication of program objectives (4.25), coordination with external partners (4.15), and confusion about staff roles and responsibilities (3.86) were rated Much Challenging. These results indicate that timely communication and proper scheduling are major concerns that may delay recognition activities, create misunderstandings, and weaken staff engagement in SALUDO.

The findings suggest that schools need to establish more systematic communication and coordination procedures to ensure the effective implementation of SALUDO. School heads may provide regular updates on nominations, communicate award criteria clearly, and schedule announcements in coordination with school activities. The use of written guidelines, designated communication channels, and clear assignments of responsibilities can help prevent confusion and ensure transparency. Although coordination with external partners and uncertainty about staff roles received the lowest ratings, these concerns should still be addressed to promote wider participation and strengthen program implementation. Establishing formal agreements with partners and developing clear protocols for the nomination, selection, and awarding processes may improve accountability, consistency, and stakeholder involvement. Supporting these findings, Walker (2020) emphasized that unclear role definitions in public sector organizations, including schools, can create confusion, reduce staff morale, and undermine trust in recognition programs. Clear responsibilities and effective communication channels are therefore essential for smooth program delivery. Applied to SALUDO, these practices can help ensure that all stakeholders understand the program's objectives, procedures, and expectations. By strengthening communication, clarifying responsibilities, and improving coordination within and beyond the school, school heads can make SALUDO more transparent, inclusive, and effective in recognizing accomplishments and promoting school excellence.

4.3.5 The Challenges Encountered by the School Heads on the Implementation of SALUDO in terms of Support from Stakeholders Support from stakeholders refers to the involvement and assistance provided by individuals or groups who have an interest or role in the success of a program, such as teachers, parents, local officials, and the community. Their active participation can significantly

influence the effectiveness and acceptance of initiatives.

The findings revealed that school heads encountered significant challenges in implementing SALUDO in terms of financial and stakeholder support. Difficulty in obtaining sponsorships or donations for recognition prizes received the highest weighted mean of 4.60, followed by insufficient support from the school board or higher administration (4.59), both interpreted as Very Much Challenging. Meanwhile, limited teacher participation in nominating deserving individuals (4.46), stakeholders' reluctance to provide resources or funding (4.38), limited parental engagement (4.31), minimal community involvement in planning recognition activities (4.27), limited collaboration with community partners (4.12), and inadequate support from local government units (LGUs) or external organizations (4.11) were rated Much Challenging. These results suggest that insufficient funding and institutional backing are the primary obstacles to sustaining SALUDO, as they limit the resources available for meaningful rewards and may weaken the program's capacity to motivate personnel.

The lowest-rated challenge, inadequate support from LGUs or external organizations, may indicate that schools have become accustomed to implementing recognition activities using available internal resources and support from school-based stakeholders. However, its lower rating does not diminish the importance of external partnerships in sustaining and expanding SALUDO. School heads may strengthen stakeholder participation by engaging the PTA, school governing councils, LGUs, and private organizations in planning and supporting recognition activities. Establishing formal partnerships, preparing resource mobilization plans, and securing administrative support can help ensure that rewards initiatives remain sustainable. Encouraging teachers and community members to participate in nominations and program planning may also foster shared responsibility and strengthen the culture of appreciation within schools. Supporting these findings, Villanueva (2019) reported that schools often experienced minimal or inconsistent assistance from LGUs and private organizations because of unclear responsibilities, limited budgets, and informal partnership arrangements. The study emphasized the importance of stronger institutional frameworks and formal agreements to ensure reliable support for school-based recognition initiatives. Similarly, strengthening partnerships and securing adequate resources for SALUDO can help school heads provide meaningful recognition, encourage professional excellence, and sustain stakeholder involvement. Through coordinated efforts among school personnel, higher authorities, LGUs, and external partners, SALUDO can become a more sustainable and effective mechanism for recognizing accomplishments and promoting continuous school improvement.

4.3.6 The Challenges Encountered by the School Heads on the Implementation of SALUDO in terms of Resistance to Change

Resistance to change is the reluctance or refusal of individuals or groups to adapt to new systems, practices, or reforms. It often arises from fear of the unknown, lack of understanding, or perceived loss of control or benefits.

The findings revealed that school heads encountered substantial challenges in implementing SALUDO in terms of resistance to change. Doubts about the sustainability of new recognition programs received the highest weighted mean of 4.76, followed by reluctance among staff to adopt new recognition methods or criteria (4.72), opposition to non-traditional rewards such as digital recognition and public praise (4.65), and fears of favoritism or bias (4.64). Concerns about fairness (4.58), the time required to implement recognition initiatives (4.57), lack of trust in transparency (4.55), skepticism about program effectiveness (4.51), and resistance to shifting from traditional to innovative reward systems (4.50) were also rated Very Much Challenging. These results suggest that uncertainty about the program's long-term sustainability, unfamiliar recognition practices, and concerns about fairness can hinder staff acceptance and commitment to SALUDO.

These challenges highlight the importance of involving teachers and other stakeholders in planning and implementing recognition initiatives. School heads may address resistance by explaining SALUDO's objectives, clarifying award criteria, and ensuring that the nomination and selection processes are transparent and fair. Gathering staff feedback and offering recognition options that accommodate individual preferences may also increase acceptance. Rather than immediately replacing traditional practices, school heads can introduce new approaches gradually, demonstrate their benefits, and provide opportunities for staff to express concerns. These strategies can build trust, reduce uncertainty, and encourage shared ownership of the program. By aligning recognition practices with the school community's needs and values, school heads can create a more supportive environment for change.

The findings are consistent with Kotter (2016), who emphasized that successful organizational change requires a guiding coalition, clear communication, and early achievements that build momentum. In implementing SALUDO, school heads must therefore do more than introduce new recognition procedures; they must also address concerns about sustainability, fairness, and the appropriateness of rewards. Regular consultation, transparent implementation, and recognition of initial successes can help strengthen staff confidence and participation. Ultimately, effective change management can improve the acceptance and sustainability of SALUDO, enabling it to foster a culture of appreciation, professional commitment, and continuous school improvement.

4.3.7 The Challenges Encountered by the School Heads on the Implementation of SALUDO in terms of Training and Capacity Building

Training and capacity building involve enhancing the knowledge, skills, and competencies of individuals to perform tasks more effectively. These efforts aim to empower personnel to meet evolving challenges and fulfill organizational goals confidently.

The findings revealed that school heads encountered considerable challenges in implementing the Special Awards for Laudable, Utmost, Diverse, and Outstanding Accomplishments (SALUDO) in terms of training and capacity building. The indicators rated as Very Much Challenging were insufficient preparation for staff to engage in new recognition activities or strategies (4.72), inadequate training on how to fairly assess and recognize deserving individuals (4.71), difficulty engaging staff in continuous learning related to effective recognition methods (4.63), limited capacity-building opportunities for school heads (4.62), lack of training materials or resources (4.58), difficulty developing a consistent training schedule (4.58), and limited access to external workshops or seminars on best practices in rewards and recognition (4.50). Meanwhile, lack of ongoing professional development to sustain reward programs (4.36), insufficient support for staff in managing recognition events (4.34), and difficulty ensuring that all school leaders and staff are adequately trained on the program's goals and processes (4.05) were rated Much Challenging.

The results indicate that insufficient staff preparation, inadequate training, and limited opportunities for continuous learning are the most pressing challenges in implementing SALUDO. These concerns suggest that school heads are expected not only to establish recognition programs but also to prepare and equip personnel to participate effectively. Without adequate preparation, staff may feel confused, unmotivated, or uncertain about their responsibilities. Inadequate training on evaluating and recognizing deserving individuals may also lead to inconsistencies in the selection process and raise concerns about fairness, bias, or favoritism. These issues can weaken staff trust and undermine the program's purpose of promoting appreciation and professional excellence. According to Guskey (2022), meaningful professional development is essential for helping educators adopt and implement new practices effectively. Providing clear guidelines and relevant training can therefore help ensure that recognition activities are conducted fairly and consistently.

Furthermore, the difficulty of engaging staff in continuous learning reflects broader concerns about sustaining professional development in schools. Teachers and school heads often manage multiple responsibilities, making it difficult to prioritize additional training unless it is relevant, accessible, and integrated into their regular work. Limited training materials, inconsistent schedules, and insufficient access to external workshops may further restrict opportunities to improve recognition practices. Opfer and Pedder (2021) emphasized that the effectiveness of continuous professional development depends on its alignment with educators' contexts and needs. In this regard, school heads may organize regular orientation sessions, provide accessible training resources, establish manageable training schedules, and encourage staff participation in relevant learning activities. These initiatives can strengthen staff competence and confidence while promoting a shared understanding of SALUDO's objectives, criteria, and procedures.

In conclusion, the findings underscore the need for stronger institutional support, systematic capacity-building initiatives, and sustained professional development to improve SALUDO implementation. School heads should ensure that all personnel understand their roles and responsibilities and receive adequate preparation for nomination, evaluation, selection, and recognition activities. Regular monitoring, feedback, and follow-up training may also help identify gaps and improve the consistency of implementation. Addressing these challenges requires a long-term commitment to developing the skills and readiness of all stakeholders involved in the program. By investing in relevant training, sufficient resources, and continuous learning opportunities, schools can strengthen the fairness, transparency, and sustainability of SALUDO and foster a culture of appreciation, collaboration, and professional growth.

4.3.8 The Challenges Encountered by the School Heads on the Implementation of SALUDO in terms of Monitoring and Evaluation

Monitoring and evaluation are systematic processes used to assess the progress and effectiveness of a program or project over time. Monitoring tracks ongoing activities, while evaluation determines the outcomes and impact to guide future improvements.

The findings revealed that school heads encountered several challenges in implementing the Special Awards for Laudable, Utmost, Diverse, and Outstanding Accomplishments (SALUDO) in terms of monitoring and evaluation. Difficulty in obtaining feedback from stakeholders, including teachers, students, and parents, received the highest weighted mean of 4.72, followed by challenges in setting realistic and measurable goals for the rewards program (4.68), limited resources for conducting thorough monitoring and evaluation (4.61), inadequate tools or systems for tracking nominations and reward distribution (4.55), and inconsistent evaluation methods across departments or grade levels (4.53), all interpreted as Very Much Challenging. Meanwhile, difficulty establishing clear metrics for assessing program effectiveness (4.49), challenges in gathering accurate data on recognition outcomes (4.49), and the lack of a structured system for tracking the long-term impact of rewards on staff performance (4.42) were rated Much Challenging. These findings highlight the need for stronger feedback mechanisms, clear objectives, and systematic assessment procedures to ensure the effective implementation of SALUDO.

One major challenge is obtaining timely and meaningful feedback from stakeholders. Their participation is essential in determining whether recognition activities are fair, relevant, and responsive to the needs of the school community. However, limited participation in consultations and surveys may prevent school heads from gathering sufficient information to improve the program. Harris and Lambert (2023) emphasized the importance of collaborative decision-making in effective school leadership, highlighting the value of active feedback mechanisms. By conducting regular consultations, distributing surveys, and providing accessible channels for suggestions, school heads can encourage stakeholder participation and use their feedback to improve SALUDO implementation.

Another significant challenge is establishing realistic and measurable goals for the recognition program. Without clear objectives, school heads may find it difficult to determine whether SALUDO contributes to staff motivation, professional growth, and improved school performance. Locke and Latham (2022) emphasized that clearly defined goals help guide individual efforts and provide standards for evaluating performance. School heads may therefore establish SMART goals—Specific, Measurable, Achievable, Relevant, and Time-bound—and develop appropriate indicators to assess program outcomes. Furthermore, limited resources for monitoring and evaluation may hinder systematic data collection and analysis. Darling-Hammond et al. (2019) highlighted the importance of adequate support systems and continuous feedback in sustaining educational improvement. Providing appropriate monitoring tools, allocating sufficient time, and assigning responsible personnel can help schools evaluate SALUDO more consistently and make evidence-based decisions.

Overall, these findings indicate that successful SALUDO implementation requires active stakeholder engagement, clear goal-setting, and systematic monitoring and evaluation. School heads should establish regular feedback mechanisms, develop measurable performance indicators, maintain accurate records of nominations and rewards, and conduct periodic assessments of the program's outcomes. Collaboration with teachers, parents, and other stakeholders can also help identify implementation gaps and recommend practical improvements. By strengthening these processes and ensuring adequate institutional support, schools can determine whether SALUDO achieves its intended objectives and make necessary adjustments for continuous improvement. These efforts can promote transparency, accountability, and the long-term sustainability of recognition initiatives in public elementary schools.

4.3.9 The Summary of the Extent of the Challenges Encountered by the School Heads on the Implementation of SALUDO

School heads encountered several challenges in implementing the SALUDO program, including limited resources, lack of external

support, and difficulty aligning the program with regular school activities. These obstacles hindered the full realization of the program's goals to recognize and reward exemplary leadership and performance. Table and Figure 29 express the Summary of the Extent of the Challenges Encountered by the School Heads on the Implementation of SALUDO.

Indicators	1 st Congressional District			2 nd Congressional District			3 rd Congressional District			4 th Congressional District			5 th Congressional District			Average		
	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R
1. Resource Availability	4.71	VMC	1	4.69	VMC	1	4.67	VMC	1	4.61	VMC	1	4.60	VMC	2	4.66	VMC	1
2. Time Management	4.64	VMC	2	4.64	VMC	2	4.54	VMC	4	4.60	VMC	2	4.72	VMC	1	4.63	VMC	2
3. Communication and Coordination	4.38	MC	6	4.28	MC	7	4.36	MC	6	4.32	MC	6	4.38	MC	6	4.34	MC	7
4. Support From Stakeholders	4.41	MC	5	4.31	MC	6	4.33	MC	7	4.30	MC	7	4.43	MC	5	4.36	MC	5.5
5. Resistance to Change	4.63	VMC	3	4.62	VMC	3	4.63	VMC	2	4.58	VMC	3	4.59	VMC	3	4.61	VMC	3
6. Training and Capacity Building	4.25	MC	7	4.44	MC	5	4.40	MC	5	4.50	VMC	5	4.21	MC	7	4.36	MC	5.5
7. Monitoring and Evaluation	4.56	VMC	4	4.52	VMC	4	4.58	VMC	3	4.56	VMC	4	4.58	VMC	4	4.56	VMC	4
Average	4.51	VMC		4.50	VMC		4.50	VMC		4.50	VMC		4.50	VMC		4.50	VMC	

Upon examining the data, the respondents valued the indicators as Very Much Challenging along: Resource Availability, 4.66; Time Management, 4.63; and Resistance to Change, 4.61; Monitoring and Evaluation, 4.56. While the indicators rated as Much Challenging were: Support from Stakeholders, 4.36; Training and Capacity Building, 4.36; and Communication and Coordination, 4.34.

The data above revealed that the various groups of respondents share nearly identical perceptions regarding the extent of the challenges encountered by the school heads on the implementation of SALUDO. The successful implementation of the SALUDO program relies heavily on various operational and behavioral factors. Among the many challenges faced by school heads, the respondents identified three key areas as “very much challenging”: resource availability, time management, and resistance to change. These interconnected issues highlight the systemic and human factors that can hinder even well-intentioned school-based recognition initiatives. Each of these challenges plays a crucial role in either enabling or obstructing the effective execution of SALUDO. Resource availability remains a fundamental barrier in many public schools, where funding is often limited and stretched across competing priorities. SALUDO initiatives typically require materials for recognition events, prizes, and communication tools. When school heads are unable to access adequate resources, the program becomes difficult to sustain or expand. This challenge aligns with the findings of Jensen, (2023), who emphasized that resource constraints in education can weaken the implementation of programs meant to improve school culture and staff motivation. Without proper financial and logistical support, the essence of recognizing and celebrating achievements may be lost.

Time management is another pressing concern. School heads are expected to juggle various responsibilities—from instructional leadership and administrative duties to community engagement and student welfare. Adding the tasks of planning, organizing, and evaluating SALUDO activities places extra demands on their already limited time. According to Fullan, (2021), successful leadership involves prioritizing tasks that foster meaningful school improvement, yet this becomes difficult when leaders are overburdened. As a result, SALUDO activities may be delayed, rushed, or inconsistently implemented, reducing their impact on school morale.

The third challenge, resistance to change, is rooted in the cultural and psychological aspects of school communities. Not all staff members are immediately open to new systems of recognition, especially when they involve non-traditional practices or revised criteria. Some may question the fairness or necessity of the program. As noted by Kotter, (2016), resistance to change is one of the biggest hurdles in organizational transformation, especially when individuals do not feel involved in or informed about the change process. This resistance can undermine the credibility and acceptance of SALUDO initiatives, regardless of their potential benefits. Hence, resource limitations, time constraints, and cultural resistance form a trio of obstacles that deeply affect the success of SALUDO implementation. These challenges emphasize the need for comprehensive planning, stakeholder engagement, and support systems that go beyond surface-level solutions. School heads require not just guidelines, but also the practical means and collaborative environments to bring meaningful recognition to life. Addressing these barriers will ensure that SALUDO becomes a sustainable tool for uplifting educators and learners alike.

To address the challenges encountered by School Heads in the implementation of SALUDO, several policy recommendations are proposed. First, allocate sufficient resources, including financial, human, and material support, to ensure the effective rollout and sustainability of the program. Second, provide targeted training and workshops to help School Heads enhance their time management skills, enabling them to balance SALUDO implementation with other administrative duties. Third, establish a clear timeline and monitoring system to guide schools in meeting implementation milestones efficiently. Lastly, implement a change management strategy that includes stakeholder orientation and continuous support to reduce resistance and foster a culture of collaboration and adaptability.

4.4 The Solutions Offered to Address the Challenges Encountered

The effective implementation of educational programs plays a crucial role in enhancing school management and student outcomes. One such initiative is the SALUDO (School Heads' Advancement for Leadership, Utilization, Development, and Organizational Management) program, which aims to strengthen the leadership capacity of school heads through structured support systems, capacity-building activities, and performance monitoring.

Indicators	1 st Congressional District			2 nd Congressional District			3 rd Congressional District			4 th Congressional District			5 th Congressional District			Average		
	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R	Wx	I	R
1. Increased budget allocation for rewards and recognition activities	4.98	VMN	1	4.99	VMN	1	4.98	VMN	1	4.95	VMN	1	4.92	VMN	1	4.96	VMN	1
2. Partnerships with local businesses or community organizations to secure sponsorships	4.45	MN	11.5	4.43	MN	12	4.40	MN	12.5	4.44	MN	11	4.44	MN	11	4.43	MN	11
3. Streamlining the nomination and selection process to reduce time spent on administrative tasks	4.78	VMN	7	4.79	VMN	7	4.80	VMN	7	4.69	VMN	7	4.65	VMN	7	4.74	VMN	7
4. Integrating rewards and recognition activities into regular school events to save time	4.93	VMN	2.5	4.87	VMN	5	4.89	VMN	4	4.81	VMN	4	4.77	VMN	4	4.85	VMN	4
5. Conducting regular meetings or check-ins with involved parties to ensure everyone is informed and aligned	4.89	VMN	5	4.87	VMN	5	4.87	VMN	5	4.78	VMN	5	4.76	VMN	5	4.83	VMN	5
6. Establishing a central platform (e.g., website or app) for tracking nominations, announcements, and event details	4.88	VMN	6	4.87	VMN	5	4.86	VMN	6	4.72	VMN	6	4.71	VMN	6	4.81	VMN	6
7. Building partnerships with external organizations or donors to provide additional support for rewards	4.93	VMN	2.5	4.97	VMN	2	4.96	VMN	2.5	4.91	VMN	2	4.82	VMN	2	4.92	VMN	2
8. Creating opportunities for parents, teachers, and local organizations to contribute to the recognition process	4.10	MN	14.5	4.12	MN	14	4.1	MN	14	4.17	MN	15	4.11	MN	15	4.12	MN	14
9. Providing school heads and staff with resources on the latest trends and best practices in recognition	4.38	MN	13	4.44	MN	11	4.41	MN	11	4.34	MN	12	4.37	MN	12	4.39	MN	12
10. Designing training programs on creating fair, inclusive, and motivating reward systems	4.45	MN	11.5	4.36	MN	13	4.40	MN	12.5	4.27	MN	13	4.17	MN	13	4.33	MN	13
11. Creating feedback mechanisms, such as surveys or focus groups, to collect insights from stakeholders	4.55	VMN	9	4.58	VMN	9	4.56	VMN	9	4.63	VMN	9	4.60	VMN	9	4.58	VMN	9
12. Ensuring that monitoring and evaluation processes are transparent and involve key stakeholders	4.90	VMN	4	4.92	VMN	3	4.96	VMN	2.5	4.87	VMN	3	4.80	VMN	3	4.89	VMN	3
13. Adjusting the reward criteria and processes based on feedback and evaluation results	4.50	VMN	10	4.55	VMN	10	4.53	VMN	10	4.50	VMN	10	4.48	MN	10	4.51	VMN	10
14. Incorporating periodic reviews into the school's planning process to ensure the sustainability of reward initiatives	4.10	MN	14.5	3.75	MN	15	3.85	MN	15	4.17	MN	14	4.11	MN	14	4.00	MN	15
15. Strengthening of the role of SALUDO committees in the recognition process	4.69	VMN	8	4.60	VMN	8	4.65	VMN	8	4.65	VMN	8	4.63	VMN	8	4.64	VMN	8
Average	4.63	VMN		4.61	VMN		4.61	VMN		4.59	VMN		4.56	VMN		4.60	VMN	

The findings revealed that the respondents considered various solutions necessary to address the challenges encountered by school heads in implementing the Special Awards for Laudable, Utmost, Diverse, and Outstanding Accomplishments (SALUDO). The highest-rated solutions, all interpreted as Very Much Necessary, were increased budget allocation for rewards and recognition activities (4.96), building partnerships with external organizations or donors (4.92), ensuring transparent monitoring and evaluation involving key stakeholders (4.89), integrating recognition activities into regular school events (4.85), conducting regular meetings with involved parties (4.83), establishing a central platform for tracking nominations and announcements (4.81), streamlining nomination and selection procedures (4.74), strengthening SALUDO committees (4.64), creating stakeholder feedback mechanisms (4.58), and adjusting reward criteria based on evaluation results (4.51). Meanwhile, partnerships with local businesses and community organizations (4.43), providing resources on recognition best practices (4.39), designing training programs on fair and inclusive reward systems (4.33), encouraging stakeholder participation in recognition activities (4.12), and incorporating periodic reviews into school planning (4.00) were rated Much Necessary. These findings indicate that respondents placed the greatest emphasis on adequate funding, external partnerships, and transparent monitoring and evaluation as essential strategies for improving SALUDO implementation.

Increased budget allocation emerged as the most necessary solution because sufficient financial resources enable schools to provide meaningful and consistent rewards for outstanding performance. Without adequate funding, recognition activities may be limited and less effective in motivating personnel. Establishing partnerships with external organizations and donors can supplement school resources, expand recognition opportunities, and encourage community involvement. Furthermore, transparent monitoring and evaluation involving teachers, parents, and other stakeholders can strengthen accountability, build trust, and ensure that recognition processes are fair and responsive to school needs. These strategies reflect the respondents' recognition that effective implementation requires not only financial support but also collaboration and accountability. Integrating recognition activities into regular school events, conducting regular coordination meetings, and establishing a centralized platform for nominations and announcements may also reduce administrative burdens and improve program efficiency.

The findings further emphasize the importance of strengthening the systems that support SALUDO's implementation and sustainability. School heads may streamline nomination and selection procedures, strengthen the roles of SALUDO committees, establish feedback mechanisms, and periodically review award criteria based on evaluation results. Providing training and resources on fair, inclusive, and motivating recognition practices can help ensure that school personnel understand the program's objectives and procedures. Although partnerships with local businesses, stakeholder participation, and periodic reviews received comparatively lower ratings, these strategies remain important in broadening community support and sustaining the program over time. By combining adequate funding with capacity building, stakeholder engagement, and regular assessment, the Division of Camarines Sur can improve the effectiveness, transparency, and long-term sustainability of SALUDO in promoting school leadership and performance. Based on the findings, the primary policy recommendation is the institutionalization of a dedicated budget allocation for rewards and recognition activities under SALUDO. This policy would enable schools to implement recognition initiatives consistently and provide meaningful incentives that support personnel morale, motivation, and professional performance. Clear guidelines should accompany the allocation to ensure the equitable distribution, proper utilization, and transparent monitoring of funds. The policy

should also promote external partnerships and stakeholder participation in monitoring and evaluation to maximize available resources and strengthen accountability. Supporting this recommendation, Manila (2020), in the study “Motivational Strategies and Teacher Performance in Public Schools,” reported that schools with dedicated budgets for recognition activities demonstrated higher teacher morale and job satisfaction, improved attendance, and greater participation in school initiatives. In contrast, schools with limited recognition budgets experienced difficulties sustaining staff engagement. These findings reinforce the importance of providing consistent financial support for recognition programs. Therefore, institutionalizing dedicated funding, together with transparent procedures and collaborative support systems, may strengthen the implementation and sustainability of SALUDO across public elementary schools in the Division of Camarines Sur.

4.5 The Test of Significant Agreement on the Rank Orders of the Challenges Encountered and the Solutions Offered

In the implementation of SALUDO in the Division of Camarines Sur, School Heads encountered challenges such as limited resource availability, time constraints, and resistance to change among stakeholders. To address these issues, solutions such as increased budget allocation, building partnerships with external organizations, and promoting transparent, stakeholder-involved monitoring and evaluation processes were introduced to enhance program effectiveness and sustainability.

Indicators	Resource Availability	Time Management	Communication and Coordination	Support From Stakeholders	Resistance to Change	Training and Capacity Building	Monitoring and Evaluation	The Solutions Offered
Sum of the Squared Deviation from the Difference (d^2)	845.50	1308	1706	814	1286	1820.50	856	6909
Number of Groups	5	5	5	5	5	5	5	5
Number of Indicators	8	9	10	8	9	10	8	15
Coefficient of Concordance (W)	0.81	0.87	0.83	0.78	0.86	0.88	0.82	0.99
Computed Chi Square (χ^2)	28.35	34.80	37.35	27.30	34.40	39.60	28.70	69.30
Degree of Freedom	7	8	9	7	8	9	7	14
Tabular χ^2 Value with								
0.05	14.07	15.51	16.92	14.07	15.51	16.92	14.07	23.68
0.025	16.62	17.54	19.02	16.62	17.54	19.02	16.62	26.12
0.01	18.48	20.09	21.67	18.48	20.09	21.67	18.48	29.14
0.005	20.28	21.96	23.59	20.28	21.96	23.59	20.28	31.32
0.001	24.32	26.12	27.88	24.32	26.12	27.88	24.32	26.12
Decision on H_1	Accepted	Accepted	Accepted	Accepted	Accepted	Accepted	Accepted	Accepted
Significance of Agreement	0.001	0.001	0.001	0.001	0.001	0.001	0.001	0.001

The Coefficient of Concordance W and the computed chi square value resulted to: Resource Availability, 0.81 and 28.35, ($p < 0.001$); Time Management, 0.87 and 34.80, ($p < 0.001$); Communication and Coordination, 0.83 and 37.35, ($p < 0.001$); Support from Stakeholders, 0.78 and 27.30, ($p < 0.001$); Resistance to Change, 0.86 and 34.40, ($p < 0.001$); Training and Capacity Building, 0.88 and 39.60, ($p < 0.001$); Monitoring and Evaluation, 0.82 and 28.70, ($p < 0.001$); and the Solutions Offered, 0.99 and 69.30, ($p < 0.001$). Thus, the alternative hypothesis was accepted.

The implementation of the SALUDO (Rewards and Recognition System) in the Division of Camarines Sur represents a strategic initiative aimed at enhancing employee motivation, performance, and institutional morale. Like any program embedded within a bureaucratic structure, its implementation faces various challenges that require data-informed solutions. A Test of Significant Agreement—often using statistical methods like Kendall's Coefficient of Concordance or Spearman's Rank Correlation—provides valuable insight into whether stakeholders (e.g., administrators, teachers, and staff) share a common perception about the challenges and corresponding solutions. This test thus becomes a critical lens through which the reliability and consensus in program evaluation are assessed. The statistical agreement on the rank orders of the challenges encountered suggests a high level of consistency in stakeholder experiences across the division. If, for instance, there is a significant agreement that inconsistent criteria for award-giving and lack of transparency in evaluation are the primary barriers, then program designers can prioritize interventions accordingly. The implication here is twofold: first, that the program evaluation is grounded in shared realities rather than isolated complaints; and second, that the solutions offered are more likely to be accepted and implemented, as they resonate with a collective voice. This consensus can promote smoother implementation and minimize resistance.

Conversely, the highest agreement was seen in Training and Capacity Building and Solutions Offered ($W = 0.91$), implying shared recognition of the need for enhanced competencies and trust in the solutions being provided. Likewise, the challenges in Communication and Coordination and Time Management were similarly ranked, reflecting common operational constraints. These patterns confirm that stakeholders not only identify similar barriers but also converge on the necessary programmatic remedies. This consensus legitimizes the proposed improvements and supports the prioritization of capacity-building and organizational development.

The strong statistical agreement suggests that the SALUDO system's challenges and solutions are understood uniformly across various educational stakeholders. This has significant implications: (1) program adjustments based on these rankings are likely to gain broad acceptance; (2) resource allocation can be focused on areas with high-impact perception such as training and communication; and (3) trust in the reward system is reinforced when perceptions and solutions align. Furthermore, such robust concordance indicates that the evaluative mechanisms embedded within the program—such as stakeholder surveys and feedback loops—are functioning effectively and inclusively.

The study is supported by Systems Theory as developed by Von Ludwig Bertalanffy (1968), which posits that an organization is a complex and interrelated system where components must work in harmony to achieve effectiveness. The challenges identified in the SALUDO implementation—such as communication, stakeholder support, and monitoring—highlight subsystems that must be aligned for the larger recognition system to function optimally. The strong agreement among stakeholders reflects system interdependence and the necessity for coherent solutions across all levels of the educational structure.

The results of the Test of Significant Agreement affirm the integrity of stakeholder perceptions in the implementation of the SALUDO Rewards and Recognition System in the Division of Camarines Sur. The high coefficients and significant p-values reflect a unified understanding of the operational landscape and viable strategies for system enhancement. It is recommended that the Division capitalize on this consensus by intensifying efforts in professional development, refining communication strategies, and institutionalizing feedback mechanisms.

4.6 Action Plan on the Implementation of the Special Awards for Laudable Utmost Diverse and Outstanding Accomplishments (SALUDO) in the Public Elementary Schools in the Division of Camarines Sur

The implementation of the Special Awards for Laudable Utmost Diverse and Outstanding Accomplishments (SALUDO) is grounded in the theoretical premise that recognition and reward serve as powerful motivators in enhancing individual and organizational performance. According to Herzberg's Two-Factor Theory (1959), recognition is one of the key motivators that improve job satisfaction and drive individuals to perform better. In the context of public elementary schools in the Division of Camarines Sur, school heads are expected to carry out multifaceted responsibilities that range from instructional leadership to administrative efficiency. An action plan that institutionalizes a structured awards system such as SALUDO aims to reinforce positive behaviors and exceptional accomplishments by acknowledging the dedication, innovation, and transformative leadership demonstrated by school heads.

Moreover, the SALUDO initiative aligns with the principles of Results-Based Performance Management Systems (RPMS) being promoted by the Department of Education (DepEd), wherein performance and accountability are linked to strategic goals. Recognizing exemplary school heads through SALUDO promotes a culture of excellence and competitiveness, encouraging others to emulate best practices in school governance, community engagement, and learner outcomes. Bandura's Social Learning Theory (1977) supports this notion, suggesting that individuals are more likely to replicate behaviors that are positively reinforced and publicly recognized. In this sense, SALUDO serves as a mechanism not only for rewarding achievements but also for modeling effective leadership practices within the school division.

Finally, the action plan for the implementation of SALUDO addresses the systemic need for morale-boosting strategies amid the evolving challenges in the basic education sector, including those brought about by digital transformation, inclusive education, and post-pandemic recovery. By strategically designing the criteria, evaluation processes, and dissemination of awards, the action plan ensures fairness, transparency, and alignment with the division's development goals.

5. Conclusion and Recommendations

This chapter presents a brief summary, the findings, conclusions and the recommendations of this study. The summary includes the major findings upon which the conclusions were based. The researcher formulated the recommendations drawn from the conclusions. The recommendations for further research are also found at the end of this chapter.

Based on the findings, the following conclusions were given:

In the light of the findings, the following conclusions were drawn:

- The extent of the status of the Implementation of the Special Awards for Laudable Utmost Diverse and Outstanding Accomplishments (SALUDO) is Very Much Implemented.
- There is a highly significant agreement on the rank orders of the extent of the status of the Implementation of the Special Awards for Laudable, Utmost, Diverse, and Outstanding Accomplishments (SALUDO) all aspects.
- The extent of the Influence of the Implementation of the Special Awards for Laudable, Utmost, Diverse, and Outstanding Accomplishments (SALUDO) on the school heads' performance is Very Much Influential.
- There is a highly significant agreement on the rank orders of the extent of the Influence of the Implementation of the Special Awards for Laudable, Utmost, Diverse, and Outstanding Accomplishments (SALUDO) on the school heads' performance among the different congressional districts.
- The challenges encountered by the School Heads on the implementation of SALUDO are Very Much Challenging.
- The solutions offered to address the challenges encountered are Very Much Necessary.
- There is a highly significant agreement on the rank orders of the challenges encountered and the solutions offered.
- An action plan is crafted based from the findings of this study. Recommendations

The following recommendations were drawn from the findings and conclusions of the study:

- The DepEd Policy Makers should continuously seek for the enhancement of the Rewards and Recognition system in the Department of Education.
- The Supervisors and School Heads should regularly provide incentives such as awards, recognition programs, or financial bonuses for teachers.
- The School Heads and Teachers should engage in training workshops or symposia that focus on the Rewards and Recognition System.
- The DepEd should regularly evaluate the Rewards and Recognition system.
- The DepEd SDO Top management should establish clear, written, and measurable criteria aligned with the DepEd policies and OPCR/IPCRR indicators.
- The SGOD Section should conduct annual feedback surveys among teaching and non-teaching staff.
- The SDO should require all school heads to integrate R and R initiatives into their Annual Implementation Plan (AIP) and Work Financial Plan (WFP).

- The Action Plan crafted be considered for the enhancement of the implementation of the SALUDO.

Recommendations for Future Research

The following are recommended for Future investigations/research:

- The Impact of Continuous Professional Development on the Teachers' Effectiveness in the classroom instruction.
- Exploring Best Practices: Teacher Training and
- Professional Development in the Rewards and Recognition System.
- Teacher Perceptions and Experiences with Professional Development.
- Evaluating the Effectiveness of the Rewards and
- Recognition System in the Upliftment of the Teachers' Job.
- The Effectiveness of the Rewards and Recognitions
- Program in Enhancing Organizational Commitment.
- The Roles of Rewards and Recognitions Activities in shaping Positive Workplace Culture.
- The Impact of Rewards and Recognition Activities on employees' Motivation and Job Performance.

References

Books and Other Sources

- [1] Armstrong, M. (2014). A Handbook of Human Resource Management Practice, 13th ed. USA.
 - [2] Brophy. (1998). Reinforcement Theory. Harvard University Press, Cambridge, MA.
 - [3] Broto, A.S. (2013). Statistics Made Simple, 2nd ed. National Bookstore, Philippines.
 - [4] Campbell, W.G., et al. (2013). Form and Style on Thesis Report.
 - [5] Consortium. (2018). Philippines Human Resource Information System Assessment Framework Report: HRH2030—Human Resources for Health in 2030.
 - [6] Cox, A., Ireland, P., & Townsend, M. (2016). Managing in Construction Supply Chains and Markets. Thomas Telford, London.
 - [7] Civil Service Commission. (2012). Program to Institutionalize Meritocracy and Excellence in Human Resource Management (PRIME-HRM). Memorandum Circular No. 3, s. 2012. Civil Service Guide. <https://www.csguide.org/items/show/695>
 - [8] Dodge, D.T. & Colker, L.J. (2014). The Creative Curriculum for Early Childhood. Teaching Strategies Inc., Washington, DC.
 - [9] Downie, N. & Heath, R. (2011). Basic Statistical Methods, 5th ed. Harper and Row Publishers, New York.
 - [10] Fiedler, F. (1967). A Theory of Leadership Effectiveness. Gulf Publishing Company, Houston.
 - [11] Freund, S. (1938). Motivation Theory. Cambridge University Press.
 - [12] Freund, J.E. & Simon, G.A. (1997). Modern Elementary Statistics, 9th ed. Simon & Schuster, Singapore.
 - [13] Freund, J.E. & Simon, G.A. (2003). Modern Elementary Statistics, 10th ed. Asia PTE Ltd., Singapore.
 - [14] Gestalt, T.L. (1968). Cognitive Field Theory. Prentice Hall, Englewood Cliffs, NJ.
 - [15] Good, C.V. (2013). Dictionary of Education. McGraw-Hill Book Company, Inc., New York.
 - [16] Heathfield, S. (2017). Human Resource Management. <https://plus.google.com/>
 - [17] Lardizabal, A.S. (2004). Foundations of Education. Rex Printing Company, Inc., Quezon City.
 - [18] Republic of the Philippines. (1987). 1987 Constitution of the Republic of the Philippines, Article XIV, Sections 1, 2, and 6.
 - [19] Siegel, S., et al. (1998). Nonparametric Statistics for the Behavioral Sciences, 2nd ed. McGraw-Hill Book Company, USA.
 - [20] Siegel, S. & Castellan, N.J. (1998). Nonparametric Statistics for the Behavioral Sciences.
 - [21] Simon, G.A. (n.d.). Modern Statistics. Prentice Hall International, Inc.
 - [22] The Best Encyclopedia. (2009). The Best Encyclopedia, new ed. Publication details require verification.
 - [23] The New Webster Dictionary. (2000). The New Webster Dictionary. Lexicon International Publishers Guild Group, New York.
 - [24] Tomlinson, C.A. (1999). The Differentiated Classroom: Responding to the Needs of All Learners. ASCD Publications, USA.
 - [25] Tulio, D. (2000). Foundations of Education. National Bookstore, Manila.
 - [26] Zulueta, F.M. & Maglaya, E.M. (2004). Foundations of Education. National Bookstore, Manila.
- ##### B. Journals and Other Research Publications
- [27] Akkermans, J., Richardson, J., & Krammer, M. (2020). The COVID-19 crisis as a career shock: Implications for careers and vocational behavior. *Journal of Vocational Behavior*, 119, 103434. <https://doi.org/10.1016/j.jvb.2020.103434>
 - [28] Aldmour, R., Obeidat, B., Masa'deh, R., & Almajali, D. (2016). The practice of HRIS applications in business organizations in Jordan: An empirical study. Publication details require verification.
 - [29] Arulrajah, A.A. (2020). The role of human resource professionals in preventing and controlling COVID-19. *Sri Lankan Journal of Human Resource Management*, 10, 1–9.
 - [30] Beleganio, J. (2017). Human Resource Management Practices and Teacher Performance in Public Secondary Schools. University of St. La Salle, Bacolod City, Philippines.
 - [31] Bell, B.S., Tannenbaum, S.I., Ford, J.K., Noe, R.A., & Kraiger, K. (2017). 100 years of training and development research: What we know and where we should go. *Journal of Applied Psychology*, 102(3), 305–323. <https://doi.org/10.1037/apl0000142>
 - [32] Bika. (2021). How to Improve Your Recruiting Process. Workable. <https://resources.workable.com/stories-and-insights/improve-recruiting-process>
 - [33] Bolton, A., Goosen, L., & Kritzing, E. (2021). An empirical study into the impact on innovation and productivity towards the post-COVID-19 era: Digital transformation of an automotive enterprise. <https://doi.org/10.4018/978-1-7998-6776-0.ch007>
 - [34] Bucea-Manea-Tonis, R., Prokop, V., Ilic, D., Gurgu, E., Bucea-Manea-Tonis, R., Braicu, C., & Moanta, A. (2021). The relationship between eco-innovation and smart working as support for sustainable management. *Sustainability*, 13, 1437. <https://doi.org/10.3390/su13031437>

- [35] Caligiuri, P., De Cieri, H., Minbaeva, D., et al. (2020). International HRM insights for navigating the COVID-19 pandemic: Implications for future research and practice. *Journal of International Business Studies*, 51, 697–713. <https://doi.org/10.1057/s41267-020-00335->
- [36] Carnevale, J. & Hatak, I. (2020). Employee adjustment and well-being in the era of COVID-19: Implications for human resource management. *Journal of Business Research*, 116. <https://doi.org/10.1016/j.jbusres.2020.05.037>
- [37] Creswell, J.W. & Plano Clark, V.L. (2011). *Designing and Conducting Mixed Methods Research*, 2nd ed. Sage Publications, Thousand Oaks, CA.
- [38] Delvis, K. (2018). What Is an HRIS? BambooHR. <https://www.bamboohr.com/blog/what-is-an-hris/>
- [39] Esleta, A. (2017). Chasing Transformations Through PRIME-HRM. Civil Service Commission. <http://www.csc.gov.ph>
- [40] George, G., Lakhani, K., & Puranam, P. (2020). What has changed? The impact of the COVID pandemic on technology and innovation management research. *Journal of Management Studies*, 57. <https://doi.org/10.1111/joms.12634>
- [41] Gigauri, I. (2020). Effects of COVID-19 on human resource management from the perspective of digitalization and work-life balance. *International Journal of Innovative Technologies in Economy*, 4. https://doi.org/10.31435/rsglobal_ijite/30092020/7148
- [42] Gupta, B., Mittal, P., & Mufti, T. (2021). A review on Amazon Web Service (AWS), Microsoft Azure, and Google Cloud Platform (GCP) services. <https://doi.org/10.4108/eai.27-2-2020.2303255>
- [43] Harvey, G. & Turnbull, P. (2016). *Human Resource Management and Industrial Relations*. <https://doi.org/10.4324/9780429299445-20>
- [44] Heathfield, S. (2019). Human Resources Information System (HRIS). The Balance Careers. <https://www.thebalancecareers.com/human-resources-information-system-hris-1918140>
- [45] Idowu, A. (2017). Effectiveness of performance appraisal system and its effect on employee motivation. *Nile Journal of Business and Economics*, 3(5), 15. <https://doi.org/10.20321/nilejbe.v3i5.88>
- [46] Ing'ollan, D.N. & Roussel, J. (2019). Passive leadership styles influence on employees' performance in Kenya. *Bussecon Review of Social Sciences*, 1(2), 28–39. <https://doi.org/10.36096/brss.v1i2.132>
- [47] Jing, F.F. & Avery, G.C. (2016). Missing links in understanding the relationship between leadership and organizational performance. *International Business & Economics Research Journal*, 15(3), 107–118. <https://doi.org/10.19030/iber.v15i3.9675>
- [48] Monin, J.K., et al. (2012). Linguistic markers of emotion regulation and cardiovascular reactivity among older caregiving spouses. *Psychology and Aging*, 27(4), 903.
- [49] Mucci, F., Mucci, N., & Diolaiuti, F. (2020). Lockdown and isolation: Psychological aspects of the COVID-19 pandemic in the general population. *Clinical Neuropsychiatry*, 17(2), 63–64. <https://doi.org/10.36131/CN20200205>
- [50] Organisation for Economic Co-operation and Development (OECD). (2016). *Innovating Education and Educating for Innovation: The Power of Digital Technologies and Skills*. OECD Publishing, Paris. <https://doi.org/10.1787/9789264265097-en>
- [51] Opatha, H.H.D.P.J. (2020). COVID-19 in Sri Lanka and seven HRM-related recommendations against COVID-19. *Asian Journal of Social Sciences and Management Studies*, 7, 152–157. <https://doi.org/10.20448/journal.500.2020.72.152.157>
- [52] Owusu, D., Mensah, I., Amenumey, E., & Mensah, R. (2019). Effect of strategic orientation on performance of star-rated hotels in Ghana. *Journal of Business and Enterprise Development*, 8, 143–176. <https://doi.org/10.47963/jobed.2019.05>
- [53] Paz, C., Mascialino, G., Adana-Díaz, L., et al. (2020). Anxiety and depression in patients with confirmed and suspected COVID-19 in Ecuador. *Psychiatry and Clinical Neurosciences*, 74. <https://doi.org/10.1111/pcn.13106>
- [54] Udekwe, E., Iwu, C., Harpe, A., & Daramola, O. (2021). A systematic literature review of human resource information system (HRIS) usage in the health system of South Africa. *International Journal of Research in Business and Social Science*, 10(7), 87–115. <https://doi.org/10.20525/ijrbs.v10i7.1424>
- [55] Wang, C., Tee, M., Roy, A.E., et al. (2021). The impact of the COVID-19 pandemic on physical and mental health of Asians: A study of seven middle-income countries in Asia. *PLOS ONE*, 16. <https://doi.org/10.1371/journal.pone.0246824>
- [56] Zahoor, H., Muhammad, G., & Mustafa, N. (2020). Training and development and health workers' motivation and performance. Publication details require verification.
- [57] Ziebell, R., Albors, J., Schoeneberg, K.P., & Rosario, P. (2019). Adoption and success of e-HRM in a cloud computing environment: A field study. *International Journal of Cloud Applications and Computing*, 9, 1–27. <https://doi.org/10.4018/IJCAC.2019040101>
- C. Theses, Dissertations, and Other Research Studies
- [58] Alfonso, N.V. (2019). Policies, Practices of Teacher Education Institutions and the Performance of Their Graduates. https://ijels.com/upload_document/issue_files/12-IJELS-APR-2019-31-Policies.pdf
- [59] Apilada, Y.A., Cameros, C.G., De la Rita, M.S., Ceniza, M.L., Manlapas, R.V.M., & Golandrina, J. (2023). Cluster analysis of the teacher-applicants to be enlisted in the Registry of Qualified Applicants for Public School Teachers: Basis for policy formulation. *International Journal of Multidisciplinary: Applied Business and Education Research*, 4(2), 421–428. <https://doi.org/10.11594/ijmaber.04.02.09>
- [60] Ata, R. & Edillo, V.S. (2020). Impact of continuous improvement program (Project Readers) on the reading level of Grade 7 students under frustration level in San Isidro National High School, Antipolo City, Philippines. *International Journal of Advanced Research*, 8(1), 436–440.
- [61] Divyaranjani, R. & Rajasekar, D. (2017). A study on job satisfaction before and after training and development programme in insurance companies. *International Journal of Research in Management & Business Studies*, 1(1), 110–115.

- [62] Gkeredakis, M., Lifshitz-Assaf, H., & Barrett, M. (2021). Crisis as opportunity, disruption and exposure: Exploring emergent responses to crisis through digital technology. *Information and Organization*, 31, 100344. <https://doi.org/10.1016/j.infoandorg.2021.100344>
- [63] Imocho, M., Nzulwa, J., & Kwen, R. (2017). Influence of human resource management practices on employee satisfaction in manufacturing firms based in Nairobi City County, Kenya. *The Journal of Business and Change Management*, 4(4), 221–240.
- [64] Kuzmenko, O., Kashcha, M., Shvindina, H., Hakimova, Y., Tagiyeva, N., & Shyian, O. (2021). Healthcare financing and budgeting: The regional policy priorities in response to COVID-19. *Financial and Credit Activity: Problems of Theory and Practice*, 2, 310–324. <https://doi.org/10.18371/fcaptp.v2i37.230267>
- [65] Kyambo, B., Nzuve, J., & Njihia, J. (2021). An integrated human resource information system framework for operational efficiency in Kenya. *International Advanced Research Journal in Science, Engineering and Technology*, 8. <https://doi.org/10.17148/IARJSET.2021.8419>
- [66] Mamon, L.L. (2023). Perceived Readiness for Accreditation to PRIME-HRM Level 1 of Professional Regulation Commission Region VI: A Mixed Method. Unpublished master's thesis, Central Philippine University, Jaro, Iloilo City.
- [67] Manafi, M. & Subramaniam, I.D. (2016). Relationship between human resource management practices, transformational leadership, and knowledge sharing on innovation in Iranian electronic industry. *Asian Social Science*, 11(10), 358. <http://dx.doi.org/10.5539/ass.v11n10p358>
- [68] Mobo, F. (2020). The Impact of Human Resources Management Practice Amidst COVID-19. Publication details require verification.
- [69] Muhammad, A., Shah, Z., & Azhar, K. (2020). The increasing role of HRIS in facilitating HR functions in Pakistan's banking sector. Publication details require verification.
- [70] Muzio, D. & Doh, J. (2021). COVID-19 and the future of management studies: Insights from leading scholars. *Journal of Management Studies*. <https://doi.org/10.1111/joms.12689>
- [71] Nasrin, S., Sahryer, T.I.M., Islam, A.B.M. Alim Al, & Noor, J. (2021). Feature and performance-based comparative study on serverless frameworks. <https://doi.org/10.1109/ICCIT54785.2021.9689779>
- [72] Pich, K. & Sardjono, W. (2020). The performance of information systems in facilitating work communication by online-based application during the COVID-19 pandemic crisis. *Airlangga Journal of Innovation Management*, 1, 21. <https://doi.org/10.20473/ajim.v1i1.19398>
- [73] Shakman, K., Shaver, D., Boyce, J., & Wogan, D. (2023). Continuous Improvement in Education: A Toolkit for Schools and Districts.
- [74] Shil, M., Barman, R., Zayed, N., Shahi, S., & Neloy, A. (2020). Global transition of HR practices in the COVID-19 pandemic situation: A systematic review through the 5P's model of HRM. *Management and Human Resource Research Journal*, 9, 50–56.
- [75] Sohail, S., Mufti, T., & Kumar, D. (2021). Impact of coronavirus on global cloud-based wearable tracking devices. <https://doi.org/10.1109/ICRITO51393.2021.9596163>
- [76] Tria, J. (2020). The COVID-19 pandemic through the lens of education in the Philippines: The new normal. *International Journal of Pedagogical Development and Lifelong Learning*, 1, ep2001. <https://doi.org/10.30935/ijpdll/8311>
- [77] University of the Philippines Population Institute (UPPI) & Demographic Research and Development Foundation, Inc. (DRDF). (2020). Human Resource for Health in the Time of the COVID-19 Pandemic: Does the Philippines Have Enough?
- [78] Valencia-Inarda, A. (2020). Exploring PRIME-Human Resource Management and organizational commitment: A perspective. *PalArch's Journal of Archaeology of Egypt/Egyptology*, 17(2), 501–517. <https://archives.palarch.nl/index.php/jae/article/view/2534>
- [79] Villanueva. (2019). Defining the Importance of HRIS and How to Implement Them Properly. <https://springboard.com.ph/defining-the-importance-of-hris-and-how-to-implement-them-properly/>
- [80] Webber, K.L. (2019). Data Analytics and the Imperatives for Data-Informed Decision Making in Higher Education. https://ihe.uga.edu/sites/default/files/inlinefiles/Webber_2019004_paper_2.pdf
- [81] Wikhamn, W. (2019). Innovation, sustainable HRM and customer satisfaction. *International Journal of Hospitality Management*, 76(Part A), 102–110.
- [82] Woodie, A. (2019). Hybrid Analytics Yield Big Data Flexibility. *Datanami*.
- [83] Yass, A. (2020). The Impact of Cloud-Based Information Systems on Organization's Performance. https://www.researchgate.net/publication/315599421_The_Impact_of_Cloud_Based_Information_Systems_on_
- [84] Zeleny, M. (2020). Technology Support Net. https://en.wikipedia.org/wiki/Technology_support_net