

The Implementation of the Rationalization Program in Selected Schools Division Offices in Ilocos Sur

Marlette E. Tongson
Dep. Ed Division Office

Joselito D. Dela Rosa
University of Northern Philippines

ABSTRACT

Evaluating the performances on the implementation of reform is very significant in the attainment of quality and excellence in Education. This study assessed the rationalization program's implementation in selected Schools Division Offices (SDO) in Ilocos Sur. It used descriptive-correlational method. Questionnaire checklist was the tool in gathering data to 391 respondents. Ethical protocols were considered in the conduct of the research. Frequency and percentage, weighted mean, and multiple regression were used to analyze the data gathered. Results show that respondents perceived an outstanding level of organizational change along vision/mission statement and structure; the level of administrative capability of the selected Schools Division Offices was very high; the level of implementation of the rationalization program in the selected Schools Division Offices in Ilocos Sur was high; the quality of service was outstanding; Change in vision/mission statement influenced the level of implementation of the rationalization program; leadership, personnel, and financial capabilities were found to be significant predictors of the level of implementation of the rationalization program; hiring, recruitment and promotion of personnel, education plans and policies, provision of instructional supervision, provision of technical assistance, allocation of equitable distribution of resources, and establishment of networks and linkages had a significant influence on the quality of service. Training may be implemented to sustain the outstanding level of administrative capability of personnel. Benchmarking with other offices' best practices is encouraged. Personnel of the Schools Division Offices are encouraged to attend in-service training and are advised to avail the various graduate degree programs offered by SEAMEO INNOTECH, and Centers for Excellence in Teacher Education Institutions.

Keywords: *quality education, sustainable development goals, strategic review*

INTRODUCTION

The provision of quality and inclusive education is the Department of Education's primary mandate to improve people's lives and promote sustainable development. The mandate is in harmony with the United Nations' Sustainable Development Goals (SDG), particularly # 4 "ensures inclusive and quality education

for all and promotes lifelong learning." This goal mandates the completion of free primary and secondary schooling of all girls and boys by 2030.

In support of the SDG, the Department of Education is called upon to establish, maintain, and support a complete, adequate, and integrated primary education system in the Philippines. In consonance with the proposition of the human capital theory that economic development is a function of the quality of a nation's education, DepEd has the singular mission of educating people as they are considered the nation's most important resource. However, the main issue which had continually hounded the Department is the declining quality of education in the Philippines. The performance of the Philippines in terms of education has lagged behind her counterparts in the region.

On top of low-quality education is the underspending in education by the government and the Philippines' poorly managed education system. The Department's main challenge is living up to its mandate of providing quality primary education to all Filipinos. The Department is plagued by problems of providing quality education and making education accessible. The Department must also address the challenges that beset its organizational structure and component units. The overlapping of functions is apparent across levels, i.e., from the Central Office down to the Division level. There seems to be an unclear and confusing delineation of functions among the Central Office, the Regional Offices, and the Division Offices.

One public sector reform assumption is that the government or the bureaucracy has become very inefficient and ineffective because of its size. Others would contend that it has become bloated with so many personnel. This has led to the reduction of the size of the bureaucracy by abolishing structures or units that are seen to be non-functional in terms of the vision and mission of the organization; by merging offices or units to avoid duplication of functions and thus reduce cost; or by creating units or offices that would cater mainly to specific concerns and needs of the clients.

Besides, the growing scarcity of resources and the public's increasing dissatisfaction with the government's services have spurred the need for reform. The benefits of immediate implementation of performance improvement interventions must be undertaken.

To address these issues is Executive Order (EO) No. 366 entitled "Directing a Strategic Review of the Operations and Organizations of the Executive Branch and Providing Options and Incentives for Employees Who May be Affected by the Rationalization of the Functions and Agencies of the Executive Branch." President Gloria Macapagal Arroyo issued the EO in October 2004 to streamline the bureaucracy and improve service delivery.

In December 2011, DepEd embarked on the review and revision of its Rationalization Plan in light of long-term reforms needed in the education sector, notwithstanding the local and global environment's fast-changing demands. Primarily, the operations' strategic review aims to focus government efforts and resources on its vital/core services and improve the quality and efficiency of government services delivery by eliminating/minimizing overlaps and duplication and improving agency performance through the rationalization of service delivery and support systems and organization structure and staffing pattern, as contained in DepEd Order No. 53, Series of 2013, otherwise known as the Approval and Implementation of the 2013 DepEd Rationalization Program. The order outlines the full implementation of the DepEd's rationalization map in two phases: Phase I includes the mandate, functions, and proposed organizational structure for the agency, and Phase II includes the placement of employees into the new staffing pattern and the names and positions of employees which will be affected by the rationalization effort of the organization. Upon approval by the Department of Budget and Management (DBM), DepEd is given four months to carry out the two-phase plans and place the employees and positions in the new staffing pattern.

Based on the order, affected employees (non-teaching Division Personnel) are given two options. The first option is to remain in the Department under Co-Terminus with the Incumbent (CTI), wherein the employee may express his/her intention to apply for the newly created position (following the placement process-provided that it may be within the same job group, or up to three (3) salary grade higher only) if they qualify. The second option is to avail of retirement/separation with the additional incentive of not less than Php 50,000 under EO 366 aside from the regular benefits they can get from the Government Service Insurance System (GSIS) and other regular terminal leave benefits. The new set-up also effectively abolishes contractual and casual employees whose employment shall not go beyond December 15, 2013.

With the rationalization program, the so-called Division Office was renamed to Schools Division Office (SDO) with three functional divisions, which are the Office of the Schools Division Superintendent (OSDS), the Curriculum Implementation Division (CID), and the Schools Governance and Operations Division (SGOD). These functional divisions are then comprised of sections and under such are units/teams. Each of the divisions has specific functions to perform in improving the agency's performance (DepEd Rationalization Program Implementation Guidelines).

The English Oxford Living Dictionary (2000) defined rationalization as reorganizing a process or system to make it more logical and consistent. Furthermore, Wordnik Society Incorporated (2009) defined rationalization as the reorganization of a company or organization to improve its efficiency.

The study of Martinez (2008) found that the DAR provincial management strictly complied with the rationalization program. However, the retirees exhibited a greater extent of compliance than the employees. On the other hand, David and Pascua (2004) mentioned in the DBM manual that during the Rationalization Plan (RP) formulation and implementation, the Technology and Livelihood Resource Center (TLRC) experienced varied reactions among its employees. The work atmosphere was challenging for the people who were retained.

On the contrary, Legaspi (2004), in her study revealed that the changes in the organizational structure and the systems and procedures in the National Statistics Office (NSO) had produced both positive and negative effects on their works such as: work performance of the employees; work accomplishments; work morale; and their level of job satisfaction.

Consequently, Jutila (2007) discovered in her study that organizational change brought about several good issues such as better salaries, permanent posts, HR benefits, clearer administration, better support services in legal, financial, and HR issues, and more contacts with the municipalities.

McHugh (1998), in his study, also revealed that many issues associated with the process of rationalization and change were of concern to employees and that the process of organizational change is stressful for employees.

Furthermore, in her study, Wandera (2013) discovered that retrenchment/ downsizing had negative effects on employees currently serving the Kenya Tea Development Agency Limited (KTDA Ltd.). Staff rightsizing may not necessarily be worse, but how the whole exercise is handled determines its failure or success.

Any organization's administrative capability plays a significant role in implementing any rationalization program to spell its failure or success. Administrative capability is a dynamic art that takes the human and physical resources available in the system and blends them to achieve the goal. The science of administration's fundamental objective is accomplishing the current task with the least expense in human and material resources (Banan, 2003 as cited by Leeyayoova, 2006). There are three general areas suggested for assessing administrative capability. These are leadership capability, personnel capability, and financial capability.

Banan (2003) as cited by Manit (2007), stated that leadership plays a vital role in any organization. To function effectively, an organization needs a leader to direct it in accomplishing its goals. Leadership is a process of influencing the activities of an organized group in its tasks of goal achievement. Further, it occurs when one person influences another and convinces him/her to do a thing to achieve something. The leader is expected to perform certain composite activities like setting the principles of managing and supervising them, motivating employees,

assisting them in identifying their goals and developing their awareness of behavior consequences.

One of the critical factors in the success of any organization is its human resources. The organization's effectiveness depends on the competence and capability of its personnel. The personnel is responsible for implementing its policies and programs and delivering goods and services to its clientele.

The study of Chulakanista (2009) found that the Department of Promotion's administrative capability in Thailand and personnel capability is high. Likewise, Buechoom (2006) found in his study that the personnel capacity of the Petroleum Authority of Thailand's implementers is very high.

On the contrary, Chantaworn (2008) found out that the police officers' personnel capacity in Nakhon Pathom Province, Thailand is moderate. Chantaworn considered the following items in determining police officers' personnel capability: manpower is sufficient; work operation is well planned; work cooperation among colleagues is well established; putting the right man in the right job; career development is suitably provided through promotion or training. All the enumerated items were rated moderate except for "work cooperation among colleagues is well established," rated as high.

Financial capability is a broad concept, encompassing people's knowledge and skills to understand their financial circumstances, along with the motivation to take action.

Banan (2003), as cited by Manit (2007), refers to financial capability as an organization's ability to generate funds for development and efficiently utilize these fiscal resources. It implies generating revenues, allocating or utilizing financial resources, and creating additional income sources. Financial management capability aims to ensure maximum output from available financial resources.

With the SDO's new set up of organization, the researchers made a study to determine the implementation of the rationalization program in selected Schools Division Offices in Ilocos Sur as the very basis of DepEd and other government agencies for public administration and legislation. Furthermore, the study determined the effect of implementing the rationalization program in the delivery of services.

The result of this study is beneficial to selected Schools Division Offices in Ilocos Sur as this would give the division offices the importance of evaluating their performances regarding the implementation of the reform. Also, students are the direct beneficiaries of this undertaking. They would be better equipped with the necessary knowledge, skills, attitudes, and values due to the curriculum and instruction improvement that would enable them to function as globally

competitive individuals. To the community, this study's result on the implementation of the rationalization program, which affects the agency's quality of service, could bring out the best in officials and personnel of the school's division offices who would structure the learning environment into a conducive and healthy learning experience of the students. For future researchers, this would serve as a spark for other studies similar to this, for they would gain better insights from the information revealed in this study.

METHODOLOGY

This study used the descriptive- correlational method of research. It used a survey questionnaire adapted from Gammad (2014) and Leelayoova (2006) to gather the needed data.

The two sets of respondents in this study are the 100 officials and personnel of the selected Schools Division Offices in Ilocos Sur. The second group comprises 291 school officials and personnel. Complete enumeration was employed for the officials and personnel of the selected Schools Division Offices. At the same time, Lynch et al. formula was used in determining the number of sample school officials and personnel respondents. After determining the sample size, stratified systematic sampling was utilized to select the school officials and personnel-respondents.

Frequency and percentage, weighted mean, and multiple regression were used to analyze the data gathered.

Ethical protocols were considered in the conduct of the research. There was no conflict of interest between the researcher and the respondents. Codes were used to identify the respondents in the questionnaire.

Respondents were informed and requested to provide data in the questionnaires without undue pressure and coercion. In terms of vulnerability, most of the respondents are adults who are in a stable and mature position to participate. Answered questionnaires were kept in a locked steel cabinet. After one year, they were shredded and disposed of.

RESULTS AND DISCUSSION

Level of Organizational Change in Selected Schools Division Offices in Ilocos Sur along with Change in Vision/Mission Statement and Change in Structure

Table 1 presents the organizational change level along with a) change in vision/mission statement and b) change in structure as perceived by the respondents.

The level of organizational change as perceived by the respondents has an overall mean rating of 4.35, described as "Outstanding." This signifies that the

Table 1
Level of organizational change

Items	\bar{x}	DR
A. Change in Vision/Mission	4.49	VH
B. Change in Structure	4.21	VH
Overall Mean Rating	4.35	O

Norm

<u>Mean Range</u>	<u>Item Descriptive Rating</u>	<u>Overall Descriptive Rating</u>
4.21 – 5.00	Very High (VH)	Outstanding (O)
3.41 – 4.20	High (H)	Very Satisfactory (VS)
2.61 – 3.40	Moderate (Mo)	Satisfactory (S)
1.81 – 2.60	Low (L)	Fair (F)
1.00 – 1.80	Very Low (VL)	Poor (P)

respondents are very much aware of the changes taking place in the Department, particularly along with the vision/mission statement and structure. The rationalization has been observed to have created an agile, efficient, and digital organization that is able to address the Department's changing needs, its management, employees, and stakeholders.

This finding runs counter to Nyasha's (2011) study, which noted that many staff members indicated a lack of clarity over the organizational direction and did not have confidence in the senior management team to make sensible decisions for the future. Nonetheless, the findings have similarity with that of Jonczyk et al. (2012), who found that the structural changes in the hospital were accompanied by changes in the methods and techniques of management, which led to the expected results, i.e., improved quality of services, streamlined and optimized management processes and increased operational efficiency.

Level of administrative capability of selected schools division offices in Ilocos Sur along Leadership Capability, Personnel Capability and Financial Capability

The result shows that the overall mean rating of 4.40, interpreted as "Very High," implies that the Schools Division Offices take pride in the existence of adequate leadership, personnel skills, and aptitude, and financial know-how and potential. The finding supports Martinez's (2008) study, which revealed that DAR's level of administrative capability had been evaluated to be "Very High", being the frontline implementer of the Comprehensive Agrarian Reform Program for almost 20 years.

Among the three dimensions of administrative capability, leadership capability got the highest sub-mean rating of 4.41, interpreted as "Very High." This means that the respondents perceived that the selected Schools Division Offices' officials could lead, inspire, direct, and bring out the best in others within the organization.

Table 2
Level of the administrative capability of the selected schools division offices

Items	\bar{x}	DR
A. Leadership Capability (SDO Superintendent/ Asst. Superintendent/ SDO Division Heads)	4.41	VC
B. Personnel Capability- The personnel/employees :	4.32	VC
C. Financial Capability- The SDO:	4.47	VC
Overall Mean Rating	4.40	VH

Norm:

<u>Mean Range</u>	<u>Item Descriptive Rating</u>	<u>Overall Descriptive Rating</u>
4.21 – 5.00	<i>Very Capable (VC)</i>	<i>Very High (VH)</i>
3.41 – 4.20	<i>Capable (C)</i>	<i>High (H)</i>
2.61 – 3.40	<i>Fair (F)</i>	<i>Moderate (Mo)</i>
1.81 – 2.60	<i>Poor (P)</i>	<i>Low (L)</i>
1.00 – 1.80	<i>Not Capable (NC)</i>	<i>Very Low (VL)</i>

The findings are similar to that of Martinez (2008) who found that the DAR's leadership capability was "Very High". The results are also similar to that of Casila (2014), showing that LGU Sta Maria leaders generally have a "Very High" level of leadership capability. These findings corroborate the results of this study which may imply that officials of selected Schools Division Offices demonstrate effective leadership.

Level of Implementation of the Rationalization Program in Selected Schools Division Offices

As seen in table 3, the overall mean rating of 4.35, interpreted as "Outstanding," signifies a very high level of implementation of the rationalization program along the dimensions cited. This means that the selected Schools Division Offices in Ilocos Sur are practically responsive to the Department's reform initiative in the current situation of the primary education to align the core functions to the Department of Education mandates.

Table 3
Level of implementation of the rationalization program

Items	\bar{x}	DR
A. Hiring, Recruitment and Promotion	4.30	VH
B. Education Plans and Policies	4.40	VH
C. Management of Curriculum	4.41	VH
D. Provision of Instructional Supervision	4.41	VH
E. Provision of Technical Assistance	4.24	VH
F. Allocation of Equitable Distribution of Resources	4.36	VH
G. Establishment of Networks and Linkages	4.37	VH
Overall Mean Rating	4.35	O

Furthermore, the respondents gave the highest mean rating ($\bar{x}=4.41$) to the variables, management of curriculum and provision of instructional supervision. The indicator with the lowest mean rating ($\bar{x}=4.24$) is given to the variable, provision of technical assistance. This implies that the Department's reform initiative is focused on achieving the primary mandate of providing quality education to its clientele. The Department considers the curriculum's effective and efficient delivery by boosting the totality of teachers' potential, aptitude, and competence.

Level of the Quality of Service in Selected Schools Division Offices in Ilocos Sur

Presented in Table 4 is the level of the quality of service in the Schools Division Offices in Ilocos Sur along with a) timeliness, b) reliability, c) relevance, d) assurance, and e) equity.

The result shows that service quality in the selected Schools Division Offices is "Outstanding" with an overall mean rating of 4.33. This implies that the Department strives to deliver quality services to the people it seeks to serve.

The finding supports the study of Gammad (2014) that there is a "Very High" quality of service being provided by the LGU of Narvacan, Ilocos Sur. However, it is contrary to Manit's (2007) study as he noted that respondents are not satisfied with the quality of services provided by the LGUs in Chonburi, Thailand.

Furthermore, the result shows that the respondents gave the variable assurance with the highest mean rating ($\bar{x}=4.40$). In contrast, they gave the lowest rating ($\bar{x}=4.28$) to the variable, relevance. This could mean that the Department warrants delivering quality service to its clientele through its highly proficient and trustworthy personnel.

Table 4
Level of quality of service of the selected schools' division offices

Items	\bar{x}	DR
A. Timeliness	4.33	VH
B. Reliability	4.29	VH
C. Relevance	4.28	VH
D. Assurance	4.40	VH
E. Equity	4.37	VH
Overall Mean Rating	4.33	O

Regression of the Level of Organizational Change on the Level of Implementation of the Rationalization Program

Table 5 shows the result of the multiple linear regression analysis of the influence of organizational change on implementing the rationalization program.

The result shows a statistically significant regression ($H_a: \beta_i \neq 0$) supported by an F-value of 121.51 with a probability level of less than 0.05, which means that at least one of the beta values is significant, but in this case, the two independent variables were found to be significant at 0.05 level. Hence, the change in vision/mission ($t=5.2863$; $p=0.00$) and change in structure ($t=8.4359$; $p=0.00$) as the two indicators of organizational change influenced the implementation level of the rationalization program.

The change in vision/mission in the Department was observed to influence the level of implementation significantly. This can be attributed to personnel having perplexity or the so-called resistance to change. Personnel may have difficulty adjusting to the alteration and familiarization with it, causing them to react indifferently. Wandera (2013) mentioned that feelings of uncertainty and a state of apathy are experienced by the personnel when changes occur.

Moreover, change in structure as a predictor of the rationalization program's implementation can be attributed to how changed leadership could lead to it, unlike the priority list. Dissimilar concerns of educational leaders could also create drastic measures that may affect the attainment of goals and objectives.

Furthermore, the multiple correlation coefficient obtained was 0.62, which indicated a significant positive relationship between the combined effects of the independent variables and the dependent variable. Also, the coefficient of determination (R Sq) of 0.3851 showed that only 38.51 percent was accounted for by the organizational change indicators on the level of implementation while 61.49 percent can be explained by other variables not considered in the regression.

Table 5
Summary of the regression of the level of implementation of the rationalization program on the level of organizational change

Variables	Beta	t-value	p-value
Change in Vision/Mission	0.2556	5.2863	0.00*
Change in Structure	0.3648	8.4359	0.00*

*Significant at .05 level

Mult R = 0.62 F-value = 121.51; $p<.05$ R Sq = 0.3851

Regression of the Level of Administrative Capability on the Level of Implementation of the Rationalization Program

The regression result led to the rejection of the null hypothesis ($H_0: \beta_i = 0$), supported by an F-value of 374.73 with a probability level of less than 0.05, which means that any of the beta values are significant. The findings indicate that administrative capability as leadership ($t=5.9017$; $p=0.00$), personnel ($t=7.5637$; $p=0.00$), and financial ($t=8.6337$; $p=0.00$) influenced the level of implementation of the rationalization program.

Leadership capability was observed as a predictor in the level of implementation of the rationalization program. Personnel need to possess the ability to deliver the quality of leadership necessary to meet challenges – the type of leadership that can fully engage with and get the most out of their leadership roles. Similarly, personnel capability emerged to influence significantly the level of implementation of the education reform. An up-to-date literacy and strong personnel capabilities are becoming of comparable importance in the implementation of educational policies. Personnel need to become servant who have the capabilities necessary to carry out their functions and assignments effectively.

Furthermore, the financial capability significantly influenced the level of implementation of the rationalization program. Financial capability can be attributed to the requisite knowledge, attitudes, skills, and personnel behaviours concerning managing resources and understanding, selecting, and making use of financial services that fit their needs. The availability of adequate funds to effectively implement the rationalization program is of great importance. Financial capability is also pegged on the administration's ability to source out funds to implement the rationalization program.

The result also showed that when the independent variables were combined and correlated to the dependent variable, a correlation coefficient (Mult R) of 0.86 was obtained, which corresponds to a high positive relationship. This means that as administrative capability is high, the implementation level also tends to go high.

Table 6
Summary of the regression on the level of administrative capability on the level of implementation in the rationalization program

Variables	Beta	t-value	p-value
Leadership Capability	0.2435	5.9017	0.00*
Personnel Capability	0.3118	7.5637	0.00*
Financial Capability	0.3638	8.6337	0.00*

*Significant at .05 level

Mult R = 0.86

F-value = 374.73; $p < .05$

R Sq = 0.7439

Another important finding was that the coefficient of determination (R Sq) of 0.7459 means that 74.59 percent could be attributed to administrative capability as one salient factor of the implementation level. In comparison, 25.61percent could be attributed to variables that are not considered in this study. This can be explained by the high regard for administrative capability along leadership, personnel, and financial resources. This means that the Schools Division Offices are capable in implementing the rationalization program. They also have healthy and well oriented workforce who are willing to serve their clientele, and sufficient logistical support and firm adherence to the program's provision. Wandera (2013) stated that administrators should be able to implement their programs and nourish their people as well in all aspects.

Regression of the Level of Implementation of the Rationalization Program on the Level of Quality Service

The null hypothesis $H_0: \beta_i = 0$ was rejected as supported by the F-value of 176.95 with a probability level of less than 0.05, which indicates a statistically significant regression. At least one of the beta values was significant. The results of the regression shows that six out of seven indicators of the implementation level significantly influenced the level of quality service. These were: hiring, recruitment and promotion (t=4.9596; p=0.00), education plans and policies (t=3.0476; p=0.00), provision of instructional supervision (t=2.0410; p=0.02), provision of technical assistance (t=3.0382; p=0.00), allocation of equitable distribution of resources (t=4.5700; p=0.00), and establishment of networks and linkages (t=2.7896; p=0.01).

All the variables except management of curriculum were found to significantly influence the quality of service. Among the seven variables, allocation

Table 7
Summary of the regression of the level of quality service on the level of implementation of the rationalization program

Variables	Beta	t-value	p-value
Hiring, Recruitment, & Promotion	0.1793	4.9596	0.00*
Education Plans & Policies	0.1406	3.0476	0.00*
Management of Curriculum	-0.0640	-1.2013	0.23
Provision of Instructional Supervision	0.1353	2.4100	0.02*
Provision of Technical Assistance	0.1422	3.0382	0.00*
Allocation of Equitable Distribution of Resources	0.2409	4.5700	0.00*
Establishments of Networks & Linkages	0.1339	2.7896	0.01*

*Significant at .05 level

Mult R = 0.87 F-value = 176.95; p<.05 R Sq = 0.7638

of equitable distribution of resources is the best predictor of quality of service as indicated by the beta value of 0.2409. It may imply that the judicious allocation and distribution of resources contribute to a great extent to the timeliness, reliability, relevance, assurance and equity of service. On hiring, recruitment and promotion, it may be implied that when proper procedures in filling up vacant positions in the department are implemented, schedules are met on time, the personnel in charge can be depended and relied on. It can also be inferred that observance of proper procedures and transparency in filling up vacant positions in the Department allows personnel to participate in the implementation of the reform initiative and own the program. Chulakanista (2009) revealed that promotion is well implemented to deserving personnel in Thailand. On the other hand, educational plans and policies were also predictors of the quality of service. This indicates a call for a sustained adherence to the processes of dissemination, monitoring, and implementation of orders, memos, letters, and other issuances. Conceivably, this would bring about a constructive change in the delivery of service.

Furthermore, the provision of instructional supervision and technical assistance also significantly influenced the service quality. It is but likely that when these are consistently afforded to personnel, quality service delivery is without fail. When supervision and technical assistance aims to improve performance, teaching and non-teaching personnel get habituated to a high level of service quality.

The establishment of networks and linkages also appeared to significantly influence the level of quality of service, and this can be elucidated by the idea that partnerships and agreements have specific contributions to the attainment of goals and objectives. When there is a provision of updated lists of partners, it may be expected that there would be more programs and projects that are subsidized and implemented, and hence, the quality of service is amplified. Arora and Narula (2018) mentioned that customer linkage, service quality and customer satisfaction came out with direct and indirect effects.

Meanwhile, management of curriculum ($t=-1.2013$; $p=0.23$) was not significant. This could be attributed to the fact that a well-managed and relevant curriculum is implemented to sustain a high level of quality service. This tends to prove that the Department is devoted to its mandate of imparting its clientele apt and relevant knowledge, skills, and values as evident in the curriculum.

Further, when all the indicators of the implementation level were combined and correlated to the level of quality service, a correlation coefficient (Mult R) of 0.87 was obtained that corresponds to a high positive relationship. This means that as the level of implementation increase, the level of quality service will also go high.

Moreover, the coefficient of determination (R^2) of 0.7638 indicated that 76.38 percent was accounted for by the variation of the level of implementation of

the rationalization program on the level of quality service, which can be used as a mathematical model for a certain period to predict the level of quality service given the level of implementation. The mathematical model is:

X5 is the mean level of implementation along with the provision of technical assistance.

X6 is the mean level of implementation along with the allocation of equitable distribution of resources.

X7 is the mean level of implementation along with the establishment of networks and linkages.

CONCLUSIONS

Personnel of the Schools Division Offices have high regard for the organizational changes in the Department. The Schools Division Offices have capable leaders, personnel, and adequate financial resources to implement the rationalization program. Personnel in the selected schools division offices performed their task with maximum competence in implementing the rationalization program. They are responsive in delivering quality service characterized by timeliness, reliability, relevance, assurance, and equity. All the organizational change parameters influenced the implementation of the rationalization program: retain capability and the quality of service rendered in the selected Schools Division Offices in Ilocos Sur.

RECOMMENDATIONS

This study recommends for the development of a sustainable program to routinely orient and revitalize personnel to an even stronger commitment to the Department's goal, thrust and objectives. Schools Division Offices through their Human Resource Department are encouraged to conceptualize and implement training programs like induction programs, orientation programs, professional/technical/scientific programs, employee development programs, and middle management development programs, to sustain the outstanding administrative level capability of personnel. Schools Division Offices may develop new strategies and innovations in the implementation through benchmarking with other offices' best practices to further raise their performance and respond to the needs of the people and the Department's mandate. A copy of this research output may be given to the Schools Division Offices as a reference in the Department's future rationalization efforts. Hence, the office may be guided on the good practices for sustainability and concerns that need improvement.

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