



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Implementation of Competency-Based Merit Selection Plan (MSP) on School Administration Positions and Performance

Leoner D. Dellava*¹, Nathaniel D. Naanep, PhD²

^{1, 2} Sultan Kudarat State University

*Corresponding Author email: leoner.dellava@deped.gov.ph

Received: 10 March 2025

Revised: 12 April 2025

Accepted: 14 April 2025

Available Online: 16 April 2025

Volume IV (2025), Issue 2, P-ISSN – 2984-7567; E-ISSN - 2945-3577

<https://doi.org/10.63498/nxz2st270>

Abstract

Aim: This study aimed to assess the level of implementation of the Merit Selection Plan (MSP) in school administration selection and performance.

Methodology: A descriptive research design was utilized, employing survey questionnaire to gather data from school administrators and teachers. Statistical analyses included frequency, percentage, ranking, mean, and standard deviation.

Results: Findings revealed that most school administrators had attended extensive training and had significant experience in leadership roles. Their competency levels were rated high, particularly in applying education, demonstrating outstanding accomplishments, and engaging in continuous learning and development. However, inconsistencies in the application of learning and development highlighted the need for more structured training programs to ensure leadership preparedness. The study also revealed a structured yet challenging promotion process, with lower promotion rates at entry-level leadership positions, indicating barriers in career advancement. Regarding performance, school administrators exhibited strong competencies in utilizing technology, managing school operations, and handling fiscal responsibilities.

Conclusion: School administrators have undergone relevant training and accumulated experience, contributing to their high competency levels in leadership roles. While the merit-based selection process is structured and effective, inconsistencies in applying learning and development highlight the need for more standardized training. Despite the system's strengths, challenges such as low promotion rates, delayed results, and procedural difficulties remain significant concerns.

Keywords: Merit Selection Plan, school administration, leadership competencies, career advancement, professional development, promotion process, human resource policies.

INTRODUCTION

Employment by means of recruitment, selection, and promotion is essential to running a successful school management. To enhance school performance success and foster a pleasant and supportive learning environment, the department ensured that all positions are filled immediately with the right staff once these become vacant or available. If they fail to do so, school achievement, teacher effectiveness, and administrative responsibilities may all suffer and may negatively affect the delivery of quality education in schools.

In various countries, anecdotal evidence indicates that public institutions often struggle with effective recruitment and selection practices. For example, Adu-Darkoh (2019) noted that some Human Resource Divisions (HRDs) give applicants only two days' notice via phone call for an interview, which presents a significant challenge. Despite the importance of recruitment in education, there is limited literature exploring these practices within educational institutions. As such, examining recruitment and selection processes in public education sectors across different countries is both relevant and necessary (Otoo et al., 2018).



ETCOR

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE

Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

In the Philippines, the Department of Education (DepEd) addressed this issue by releasing DepEd Order No. 019, s. 2022. This order outlines the guidelines for the selection, hiring, appointment, and promotion of individuals in teaching, school leadership, and both teaching-related and non-teaching roles across DepEd offices and schools (DepEd, 2022). The policy emphasizes the principles of merit, competence, fitness, accountability, transparency, and equal opportunity. It also aligns DepEd's internal processes with the Civil Service Commission's (CSC) Omnibus Rules on Appointments and Other Human Resource Actions (ORAOHRA) (DepEd, 2023).

While the competency-based merit selection system is designed to help DepEd identify and appoint highly qualified school administrators, concerns have emerged regarding its implementation. Feedback from applicants shared on social media platforms highlights issues within the recruitment and selection process (Reyes, 2023). Moreover, the performance of school leaders is influenced by their qualifications—such as academic background, professional training, years of experience, and how they apply their learning and development. These aspects are crucial and are typically considered in the ranking of candidates for administrative roles (Dayuha, 2024; Peregrino et al., 2021).

Another pressing concern is the recurring delay in filling vacant positions—a problem observed not only in individual schools but also throughout entire divisions. These delays often lead to overcrowded classrooms and heavier workloads for existing staff (Enad & Pabalan, 2023). Despite the introduction of the updated merit selection policy, there remains a lack of research on its actual impact. Particularly in the South Cotabato Division, few studies have examined how DepEd Order No. 019, s. 2022, influences recruitment and selection practices, making this an important area for further investigation.

The effectiveness of new merit selection plan (MSP) for school administration position was not determined due to lack of scientific evidences. Hence, no studies have been conducted. Likewise, the new merit selection plan is difficult to achieve because of the supporting documents that need to be accomplish.

It is imperative for the school administrators equipped themselves with necessary skills and performance in running their schools and merit that quality education are met. Thus, this study is vital to meet and achieve the qualifications and competence in school administration position. The researcher aimed to conduct this study to ensure that research gaps were answered through the implementation of competency-based merit selection plan (MSP) on school administration positions and performance.

Theoretical and Conceptual Framework

This research is drawn upon several foundational theories to support the investigation of the competency-based Merit Selection Plan (MSP) and its influence on school administrators' appointments and performance. The theoretical framework includes Organizational Behavior Theory, Motivation Theory, and Competence Theory (Lawson, 2004).

Organizational Behavior Theory provides insights into how individuals in charge of selection, recruitment, and promotion processes are expected to demonstrate fair and ethical conduct. Their behavior significantly affects the credibility of the selection process, especially in how they evaluate and rate applicants. Motivation Theory, on the other hand, explains how school leaders are encouraged to pursue administrative positions due to the aspiration for growth and advancement.

The MSP process involves dynamic interactions among stakeholders, where perceptions of fairness and integrity—both in outcomes (distributive justice) and procedures (procedural justice)—are essential and must be upheld. Motivation Theory also emphasizes that participants' perceptions and understanding of the selection process can directly influence their performance. To realize the full potential of the system, enhancing motivational resources through effective leadership and management within the selection committee is vital.

Competence Theory underlines the significance of school heads recognizing the direct link between competencies and job performance. In particular, the "Managing Change" competency involves the ability to adapt to evolving conditions, seek innovative solutions, and prioritize the needs of stakeholders. These are key traits in improving educational leadership.

Additionally, Organizational Behavior Theory, as discussed by Pfeffer (2020), highlights that merit selection systems function within broader social contexts. They are shaped by the behaviors and expectations of other individuals or authorities. Almaaitah et al. (2020) support this view, noting that these systems often reflect social norms and are influenced by the desire to maintain legitimacy by aligning with established standards and practices.

Motivation plays a crucial role in generating strong passion and drive to meet desired goals, which can be achieved by addressing individual needs (Ahmed et al., 2020). Haque et al. (2019) emphasize that leaders at higher



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

levels of an organization are responsible for ensuring that tasks and roles are carried out effectively by their staff. To achieve this, management must ensure they have a skilled and professional team capable of hiring the best candidates for the job (Yahya et al., 2020).

Additionally, Competence Theory (Lawson, 2004) offers guidance for institutional leaders, highlighting the importance of coordinated strategies to meet professional development challenges, as their future success depends on these efforts (Lawson et al., 2020). These various factors collectively influence the performance of school heads (the dependent variable), particularly in areas such as strategic leadership, managing school operations and resources, focusing on teaching and learning, fostering self and professional development, and building strong relationships (Naidoo, 2019).

The independent variables in this study consist of two main components: the evaluative assessment of school administration positions and the implementation of Competency-Based Merit Selection Plan (MSP) mechanisms. The evaluative assessment focuses on factors such as the school administrators' notable achievements, educational qualifications, and the application of learning and professional development. On the other hand, the implementation of MSP mechanisms includes key indicators related to the recruitment, selection, and promotion processes.

The dependent variable in the study is the performance of school administrators. This performance is evaluated based on aspects such as school management operations, fiscal management, and the integration of technology into performance management systems. Additionally, the competency profile of school administrators is assessed, including their experience and the training they have undergone.

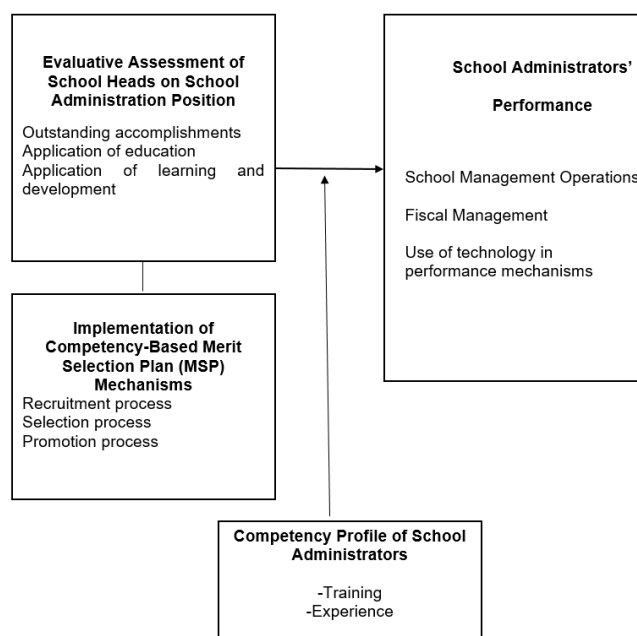


Figure 1. Research Framework

Objectives

This study aimed to determine the implementation of competency-based merit selection plan (MSP) on school administration positions and performance in Tboli Districts.

Specifically, this study sought to answer the following questions:

1. What is the competency profile of school administrator on school administration position based on the following criteria:
 - 1.1 training; and
 - 1.2 experience?



ETCOR
INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE

Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

2. What is the level of evaluative assessment of school administrator in school administration position based on the following criteria:
 - 2.1 outstanding accomplishments;
 - 2.2 application of education; and
 - 2.3 application of learning and development?
3. What is the extent of implementation of competency-based merit selection plan (MSP) mechanisms on school administration positions in terms of:
 - 3.1 recruitment process;
 - 3.2 selection process; and
 - 3.3 promotion process?
4. What is the level of school administrators' performance relative to?
 - 4.1 school management operations;
 - 4.2 fiscal management; and
 - 4.3 use of technology in performance mechanisms?
5. What are the issues and concern in the implementation of competency-based merit selection plan (MSP)?

Methods

Research Design

The researchers utilized a quantitative design employing a descriptive method. The descriptive method was applied to determine the implementation of the competency-based merit selection plan (MSP) on school administration positions and performance. In this study, the researcher employed a descriptive research design, which was used to focus on outlining the existing conditions without manipulating any variables. The approach aimed to describe and explore the phenomenon, providing forecasts and insights based on data collected from teachers and school administrators.

Population and Sampling

The researchers engaged two categories of participants: school leaders and educators. The school administrators were categorized as Teachers-in-Charge in a Teacher III role, Head Teachers I through III, and Principals I. The teacher respondents were permanent teachers who were allocated to various schools. The researcher eliminated schools led by a Teacher-in-Charge and those with Teacher I to II in plantilla roles.

In choosing the teacher-respondents, the researcher considered all regular permanent teachers in a Teacher I role who have under two years of teaching experience. Furthermore, the researcher involved teachers who occupy Teacher II and III roles. A total of twenty-six (26) school leaders and four hundred twenty-eight (428) educators took part in this study.

This study employed total population sampling to identify the number of respondents among school administrators and teachers. Total population sampling is a purposive sampling technique where the researcher selects the entire population of school administrators and teachers who meet specific criteria or possess particular characteristics.

A complete count of all participants was conducted because the total number was fewer than 500 (Aubry, 2023). The researcher used total enumeration sampling as a systematic approach to comprehensively analyze a specific population. It involves listing every potential participant or unit within the target group, allowing for an in-depth review and evaluation of the entire population. This method provides accurate estimates and averages for various parameters (Reyes & Laura, 2020). The study's limited number of school administrators and teachers made this approach appropriate.

Instruments

This study utilized a survey questionnaire on the implementation of competency-based merit selection plan (MSP) on school administration positions and performance which composed of 4 parts.

Part 1 focused on the competency profile of school administrators. Part 2 involves evaluating the school heads in their administrative roles. Part 3 aims to gather data on the implementation of the competency-based merit selection plan (MSP) mechanisms for school administration positions. Part 4 collects information on the performance of school administrators.



ETCOR

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE

Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

In Part 1, data was gathered on the training and experience of school administrators. The checklist included items measuring years of service for experience and the number of hours spent on training.

Part 2 assessed school heads' performance in school administration positions, considering factors such as their training, years of experience, notable accomplishments, application of education, and ongoing professional development. The data collection tool was adapted from DepEd Order No. 7, series of 2023, which outlines guidelines for recruitment, selection, and appointment. The indicators for training and experience were measured using a checklist, where respondents selected items that corresponded to their training, experience, accomplishments, and application of education and development. For outstanding accomplishments, application of education, and professional development, a 5-point Likert scale was used to assess respondents' agreement with various statements in the survey.

Part 3 collected data on the implementation of the competency-based merit selection plan (MSP) mechanisms for school administration positions, with a specific focus on the recruitment, selection, and promotion processes. The researcher gathered secondary data from the Division Office, particularly from the Human Resource Management Office.

Part 4 focused on collecting data related to the performance of school administrators, specifically in areas such as school management operations, fiscal management, and the use of technology in performance mechanisms. The survey questionnaire used in this part was adapted from Dayuha's (2024) study. However, the researcher revised the questions to ensure clarity and simplicity for both readers and respondents.

Data Collection

The researchers adhered to a methodical data-collection process to guarantee alignment with the research guidelines. Upon establishing the validity and reliability of the research tool, the investigator obtained permission from the Graduate School to conduct the study. The College of Graduate Studies approved the study and then sent a request letter to the Schools Division Superintendent for consent.

With the approval of the Schools Division Superintendent, a comparable letter was prepared and forwarded to the District Supervisor for her recommendation and endorsement of the data-collection procedure under her oversight. The District Supervisor approved the letter request and then handed the research tool to the participants.

The researchers individually handed out the survey questionnaire to every school, aiming for efficiency while managing data collection alongside job duties to prevent any disruption to his work. The researchers collected the research tool immediately after the respondents completed all survey questionnaire questions. After all quantitative data had been gathered and organized, analysis and interpretation were performed as the concluding steps of the data collection process.

Treatment of Data

The collected data was promptly encoded, processed, and examined utilizing suitable statistical methods. Calculations were performed to guarantee precise understanding of the results.

Frequency, percentage, and rank were employed to analyze the data regarding school heads' evaluations in administrative roles, particularly concerning training, years of experience, and the application of competency-based merit selection plan (MSP) methods in school administration positions.

Additionally, mean and standard deviation were employed to examine the evaluative assessment of school leaders in administrative roles regarding their notable achievements, implementation of education, and application of learning and development.

Ethical Considerations

This study adhered to ethical research principles to ensure the integrity, confidentiality, and protection of all participants. Prior to data collection, informed consent was obtained from all respondents, ensuring their voluntary participation. Participants were informed about the purpose of the study, their rights to withdraw at any time without consequence, and the measures taken to protect their anonymity.

Moreover, the survey responses were kept strictly confidential, with data stored securely and accessible only to authorized researchers. The study also ensured fairness and objectivity in data collection, analysis, and interpretation. Additionally, all research procedures complied with institutional and regulatory guidelines to uphold academic and ethical standards. No harm, coercion, or bias was present in any stage of the research process.



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines
Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

RESULTS and DISCUSSION

Competency Profile of School Administrator. As shown in Table 1, there are 18 or 69.23% of the respondents have earned relevant trainings of more than 81 hours. Seemingly, 7 or 26.92% of the respondents have 71-80 hours of trainings. On the other hand, one school administrator has relevant trainings of 40-50 hours. This means that majority of the school heads have already earned more than the minimum requirements on the relevant trainings as required in the merit selection plan. The result implies that school administrators have attended several trainings needed to apply for school administration position.

Table 1. Competency Profile of School Administrator in terms of Training

Training	Frequency	Percentage
8-39 hours	0	0
40-50 hours	1	3.85%
51-60 hours	0	0
61-70hours	0	0
71-80 hours	7	26.92%
over 81 hours	18	69.23%
Total	26	100%

Table 2 presents the competency profile of school administrator in terms of experience. As indicated, there are 16 (61.54%) of the respondents has experience of 9 years and above. Likewise, this followed by 4 (15.39%) of them has 5 to 6 years of experience. On the other hand, there are 2 (7.69%) of the respondents have work experience each of 1 to 2 years, 3 to 4 years and 7 to 8 years of work experience related in the position being applied for.

This means that the school heads have accumulated more than 9 years of related work experience in school administration. The result can be concluded that experience related to present position being applied for is part of the competency merit-based assessment measured on the number of years earned by each candidate for promotion.

Table 2. Competency Profile of School Administrator in terms of Experience

Experience	Frequency	Percentage
0-11 months	0	0
1-2 Years	2	7.69
3-4 Years	2	7.69
5-6 years	4	15.39
7-8 Years	2	7.69
9 years over	16	61.54
Total	26	100%

Evaluative Assessment of School Administrator in School Administration Position. Table 3 revealed the evaluative assessment of school administrator. As shown, the overall evaluative assessment of school heads is observed to be high ($\bar{x}=3.84$, $SD=0.93$). This means that school heads are qualified in the position being applied because they meet the basic requirements as reflected the results. Seemingly, application of education ($\bar{x}=4.05$, $SD=0.85$), outstanding accomplishments ($\bar{x}=3.79$, $SD=0.83$) and application of learning and development ($\bar{x}=3.67$, $SD=1.11$) are rated high. The school administrators believe possessing the higher application of education compared to other guidelines of competency-based merit selection plan is important.

In like manner, the findings imply that school administrators' evaluation and assessment based on the three criteria manifest the qualification to the certain school administration position that possessed high expectations leadership and management performance.



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
 Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

Table 3. Evaluative Assessment of School Administrator in School Administration Position

Indicators	Mean	SD	Verbal Description
Outstanding Accomplishments	3.79	0.83	High
Application of Education	4.05	0.85	High
Application of Learning and Development	3.67	1.11	High
Overall Mean	3.84	0.93	High

Implementation of Competency-Based Merit Selection Plan (MSP) Mechanisms on School Administration Position. The implementation of Competency-Based Merit Selection Plan (MSP) mechanisms on school administration position in terms of recruitment and selection processes shown that the entire division has accumulated 113 (100%) recruited applicants in school administration position. Moreover, there are 113 (100%) undergone the selection process.

Moreover, the highest number of applicants and selections occurred at the transition from Teacher III to Head Teacher I (66 applicants, 58.40%). This indicates that the initial leadership position of Head Teacher I is the most sought-after and accessible administrative role for teachers aiming for career administration track. The percentage significantly drops for promotions beyond Head Teacher I, with Head Teacher I to Head Teacher II at 22.12%, indicating that fewer candidates qualify or apply for mid-level school administration positions.

The data implies that early career promotions (Teacher III to Head Teacher I) are more frequent, but as the rank increases, promotion opportunities become more competitive and limited. The merit-based selection process ensures that only the most qualified applicants are promoted, but the decreasing number of applicants in higher-level positions may indicate challenges in career mobility, professional development, or administrative qualifications.

The result can be concluded that aspirants for school administration positions have meet the minimum requirements and criteria based on the Competency-Based Merit Selection Plan (MSP) mechanisms. Additionally, the systematic process for evaluating and choosing aspiring school administrators based on their relative suitability and ability to carry out the obligations and tasks of the role in accordance of the DepEd guidelines was adhered.

Table 4. Implementation of Competency-Based Merit Selection Plan (MSP) Mechanisms on School Administration Position in terms of Recruitment and Selection Process

Current Position of Applicants	Item Applied	Recruitment (F)	Selection (F)	%
Teacher III	Head Teacher I	66	66	58.40%
Head Teacher I	Head Teacher II	25	25	22.12%
Head Teacher II	Head Teacher III	7	7	6.19%
School Principal I	Principal II	7	7	6.19%
School Principal III	Principal IV	8	8	7.08%
Total		113	113	100%

The o implementation of the Competency-Based Merit Selection Plan (MSP) in terms of promotion for various school administration positions indicated that the overall promotion success rate out of 113 applicants, 23 were promoted, resulting in an overall promotion rate of 20.35%. This indicates that while many applicants undergo the selection process, only a fraction successfully advance to the next administrative position. The relatively low promotion rate indicates that while recruitment and selection are open to many, actual promotion is more competitive and selective.



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

On the other hand, the lowest promotion rate is at the Teacher III to Head Teacher I level (18.18%), even though this stage has the highest number of applicants (66). This suggests that many teachers aspire to leadership roles, but few meet the criteria for promotion. Principal-level promotions (Principal III to Principal IV) remain selective, with only 2 out of 8 applicants (25%) being promoted. This suggests that high-level leadership roles remain highly competitive and may have stricter qualifications or limited vacancies.

The result implies that The Competency-Based Merit Selection Plan (MSP) ensures a highly selective promotion process, maintaining the quality of school leadership. While many aspirants apply, only a small fraction got promoted. The most challenging transition is from Teacher III to Head Teacher I, while higher-level promotions (Head Teacher III and Principal roles) show slightly higher success rates but remain competitive. Enhancing leadership training, revising policies, and supporting career mobility helped increase the number of qualified applicants advancing in their careers.

Table 5. Implementation of Competency-Based Merit Selection Plan (MSP) Mechanisms on School Administration Position in terms of Promotion

Current Position of Applicants	Item Applied	Selection Process (F)	Promotion Process (F)	%
Teacher III	Head Teacher I	66	12	18.18%
Head Teacher I	Head Teacher II	25	5	20.00%
Head Teacher II	Head Teacher III	7	2	28.57%
School Principal I	Principal II	7	2	28.57%
School Principal III	Principal IV	8	2	25.00%
Total		113	23	20.35%

School Administrators' Performance. The school administrators' performance has an overall mean of 3.70 (SD=0.91) indicated that school administrators possess high level of their performance. This means that they have good reflection of their job embodied in the responsibilities and functions of being school administrators. When taken singly, using of technology in performance mechanisms ($\bar{x}=3.74$, SD=0.88), school management operations ($\bar{x}=3.69$, SD=0.91) and fiscal management ($\bar{x}=3.67$, SD=0.93) are all high. Furthermore, using technology is important for the school administrator to perform effectively and efficiently.

The result implies that the school administrators possessed high expectations on their performance in assessing how tasks, duties, and responsibilities are carried out or accomplished based on the pillars of performance management system.

Table 6. Summary of School Administrators' Performance

Indicators	Mean	SD	Verbal Description
Using of Technology in Performance Mechanisms	3.74	.88	High
School Management Operations	3.69	.91	High
Fiscal Management	3.67	.93	High
Overall Mean	3.70	.91	High

Issues and Concern in the Implementation of Competency-Based Merit Selection Plan (MSP). the issues and concern in the implementation of Competency-Based Merit Selection Plan (MSP) revealed that there were 115 of the respondents believe that their most issues and concern is about the timeline on the releasing of promotional results. Moreover, the second rank observes on long procedure in the application for promotion with 122 frequencies. The rank 3 was observe on needing skills, perseverance, and patience in complying with the policies and



ETCOR Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

requirements of the HRM which obtain the total frequencies of 124. This means that most respondents have common issues about promotional procedures and results.

Seemingly, delay in receiving information on when one is due has lowest rank which obtained the frequency of 239. This followed by the issues and concern on inadequate knowledge about upgrading/ promotion issues with 212. Likewise, difficulty in getting a slot for promotion is observe to have 189. This means that the respondents give less emphasis on the information given to the field, knowledge about the process of promotion and difficulty in getting the promotion.

The findings concluded that the ambiguity around the timing of promotional results dissemination, prolonged procedure in the promotion application process and requiring expertise, determination, and patience in adhering to the policies and procedures of the HRMO are top most issues and concern among school heads.

Table 7. Issues and Concern in the Implementation of Competency-Based Merit Selection Plan (MSP)

Issues and Concern	CF	Rank
Uncertainty in the time of releasing promotional results	115	1
Long procedure in the application process for promotion	122	2
Needing skills, perseverance, and patience in complying with the policies and requirements of the HRMO	124	3
Irregular and untimely announcement of promotion time	133	4
Numerous requirements to be complied with	144	5
Too many requirements to meet prior to applying for promotion	151	6
Finding difficulty in meeting the criteria for selection and recruitment	158	7
Lack of information about the provisions and policies of the MSP to prospective applicants for job positions and promotions.	156	8
Unhelpful attitude of promotion and selection board	164	9
Difficulty in getting a slot for promotion	189	10
Inadequate knowledge about upgrading/ promotion issues	212	11
Delay in receiving information on when one is due	239	12

Conclusion

The school administrators have attended trainings to have a grasp of knowledge in school administration position and the experience pertinent to the current post for which one is applying constitutes a component of the competency merit-based evaluation, quantified by the years of experience accrued by each candidate seeking promotion.

As concluded, school heads and teachers demonstrate high competency levels in terms of outstanding accomplishments, education application, and learning development, supporting the effectiveness of the merit-based selection process. However, the variability in applying learning and development concludes the need for more structured training programs to ensure consistent leadership preparedness among candidates.

Furthermore, the Competency-Based Merit Selection Plan (MSP) ensures a structured selection process; promotion rates remain low, particularly at entry-level leadership positions, indicating challenges in career advancement.

The school administrators held elevated expectations regarding their performance in evaluating the execution of tasks, obligations, and responsibilities in accordance with the principles of the performance management system.

Finally, the uncertainty over the date of promotional results distribution, the extended duration of the promotion application process, and the necessity for competence, determination, and patience in complying with the policies and procedures of the HRMO are the primary concerns among school heads.

Recommendations

1. There are some school administrators have only accrued few number of hours in trainings, therefore it may suggest that they may attend additional trainings and seminars relevant to the position being applied.



ETCOR

INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE

Educational Research Center Inc.
SEC Reg. No. 2024020137294-00

Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

2. It is recommended that school administrators may strengthen their documents on the application of education that could contribute to the workplace and improve their knowledge, skills and competence in the field of leadership and management.
3. The Department of Education may enhance leadership training programs and mentorship initiatives to better equip aspiring school administrators with the competencies required for promotion. Additionally, streamlining the promotion process and ensuring transparency in selection criteria may help improve career mobility and encourage more qualified candidates to advance in leadership roles.
4. It is also suggested the DepEd higher officials may strengthen the fiscal management of the school administrators by providing adequate preparation in the maintenance and replacement of school assets and properties
5. The school administrator may enhance their documents needed in the evaluation of school administration position, vis a-vis their performance integration.
6. It is also recommended that the DepEd HRMO unit may fast track the timelines on the releasing of promotional results, procedure in the application process for promotion may shorten and utmost perseverance, and patience may be encouraged.

REFERENCES

- Adu-Darkoh, M. (2020). *Employee recruitment and selection practices in the construction industry in Ashanti Region*. [Thesis, Kwame Nkrumah University of Science and Technology].
- Ahmed, S., Islam, R., & Asheq, A. A. (2020). Analysis of employee motivation in the service and manufacturing organisations: the case of a developing economy. *International Journal of Business and Systems Research*, 17(3), 309-325. <https://www.inderscienceonline.com>
- Almaaitah, F. M., Harada, Y., Sakdan, M., & Almaaitah, A. (2020). Integrating Herzberg and social exchange theories to underpinned human resource practices, leadership style and employee retention in health sector. *World Journal of Business and Management*, 3(1), 16- 34. <http://dx.doi.org/10.5296/wjbm.v3i1.10880>
- Aubry, P. (2023). On univariate optimal partitioning by complete enumeration. *MethodsX*, 10, 102154. <https://www.sciencedirect.com>
- Dayuha, M. (2024). Management competence of school heads and the academic performance of secondary schools in Eastern Visayas. *Psychology and Education: A Multidisciplinary Journal*, 16(9), 1-1. <https://www.ejournals.ph/article.php?id=23350>
- DepEd. (2022, April 22). *The department of education merit selection plan*. www.deped.gov.ph
- DepEd. (2023, March 2). *Guidelines for recruitment, selection, and appointment of personnel: prioritizing merit and competence for quality education*. www.deped.gov.ph
- Enad, Fernando, and Asuncion P. Pabalan. (2023). Employment management in the public schools: a proposed recruitment, selection, and placement system. *Psych Educ* 13, 618-625. <https://papers.ssrn.com>
- Haque, M. F., Haque, M. A., & Islam, S., (2019). Motivational theories – a critical analysis. *ASA University Review*, 8(1), 61- 68. <https://www.researchgate.net/publication>
- Lawson, H. A., Kirk, D., & MacPhail, A. (2004). The professional challenge: Achieving desirable outcomes for students, teachers, and teacher educators. In *School physical education and teacher education*, 41-152. Routledge. <https://www.taylorfrancis.com/books>
- Lawson, C. (2004). Competence theories. *Critical realist applications in organisation and management studies*, 234-252. <https://books.google.com>



ETCOR
INTERNATIONAL
MULTIDISCIPLINARY
RESEARCH CONFERENCE

Educational Research Center Inc.
SEC Reg. No. 2024020137294-00
Sta. Ana, Pampanga, Philippines



Website: <https://etcor.org>



iJOINED ETCOR
P - ISSN 2984-7567
E - ISSN 2945-3577



The Exigency
P - ISSN 2984-7842
E - ISSN 1908-3181

- Naidoo, P. (2019). Perceptions of teachers and school management teams of the leadership roles of public school principals. *South African Journal of Education*, 39(2). <https://doi.org/10.15700/saje.v39n2a1534>
- Otoo, I. C., Assuming, J., & Mensah Agyei, P. (2018). Effectiveness of recruitment and selection practices in public sector higher education institutions: Evidence from Ghana. *European Scientific Journal*, 14(13). <http://dx.doi.org/10.19044/esj.2018.v14n13p199>
- Peregrino, L. P., Caballes, D. G., Necio, C. R., & Pasion, R. V. (2021). School heads competence and qualifications: its influence on the school performance. *CIIT International Journal of Data Mining and Knowledge Engineering*, 13(1). <https://www.researchgate.net/>
- Pfeffer, J. (2020). Human Resources from an Organizational Behavior Perspective: Some Paradoxes Explained. *Journal of Economic Perspectives*, 21(4), 115-134. <https://www.aeaweb.org/articles?id=10.1257/jep.21.4.115>
- Reyes, S. J., Stephens, P., & Laura, J. (2020). An evaluation of sampling and full enumeration strategies for Fisher Jenks classification in big data settings. *Transactions in GIS*, 21(4), 796-810. <https://www.tandfonline.com>
- Yahya, K., Tan, F. & Tay, L. (2020), The power of ability-motivation-opportunity enhancing human resource management practices on organizational ethical climate, *International Journal of Business and Society*, 18(3), 547-562. View publication. <https://www.researchgate.net/>