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International Journal of Science and Education

ISSN 3028-1261
10.5281/zenodo.14523742/NIJSE.2024

Management on Project W.A.T.C.H (We Advocate Time Consciousness and Honesty) and Service Efficiency Among Carmen District Schools

Shierlline A. Tubis

Abstract. The study determined the extent of Project WATCH implementation and how it correlates to teachers' job performance and satisfaction in Carmen District, Davao del Norte. The study used a non-experimental descriptive-correlational research design, where it utilized an adapted survey instrument to gather responses from the randomly selected teacher-respondents. Data collected were analyzed using Mean scores with descriptive interpretation, Pearson r, and Simple Linear Regression Analysis. Findings revealed that the extent of Project WATCH Implementation in terms of creativity and innovation, managing information, critical thinking, and problem-solving are extensive. Likewise, the extent of service efficiency to teachers in terms of job satisfaction and job performance is extensive in Carmen District, Davao del Norte Schools. There was a significant relationship between Project WATCH Implementation and service efficiency. All indicators of Project WATCH, namely, critical thinking, problem-solving, managing information, and creativity and innovation, indicate statistically significant service efficiency to teachers. Other factors that may influence service efficiency to teachers can be explored through further research exploring other factors. The results would be utilized for policy action and recommendations.

KEY WORDS

1. Project WATCH; service efficiency to teachers 2. Carmen district
3. Davao del Norte

Date Received: October 05, 2024 — Date Reviewed: November 10, 2024 — Date Published: December 10, 2024

1. Introduction

Time consciousness extends over multiple seconds, not just a few hundred milliseconds. It is not discrete or point-like but rather field-like. The experience of time is an essential component of human consciousness and can be understood as "consciousness of temporal objects as temporal," i.e., as "a special kind of awareness of temporal objects, an awareness of them as enduring." Anderson (2021) stated that in the global arena, advocating time consciousness and honesty is equal to critical consciousness, which has been linked to academic and civic engagement for students from marginalized backgrounds. Advocacy for time consciousness and honesty is a significant campaign for the core development of individuals. If everyone is punctual and honest, there will be a concomitant value for self-respect and for respecting others' time. Strengthening the values of punctuality and honesty boosts a person's integrity and con-

tributes to one's success. On the other hand, honesty is more than not lying. It is truth telling, truth speaking, truth living, and truth loving. No legacy is so rich as honesty, for it takes strength and courage to admit the truth. People have been honest in their respective fields of expertise and shared deliverables for sound development are actually time conscious as to how much efficiency of time must be given to produce maximum outputs among expected deliverables. Anderson and Narasimhan (2021) explain that an organization has to be conscious of timeliness to generate sound integrity inputs for organizational performance and, thus, will assume to have high effectiveness among personnel's job satisfaction and performance. Research indicates that school characteristics may promote the development; school climate has focused primarily on structural and instructional aspects (e.g., democratic school culture, classroom discussions of current events) but has not examined more emotional and relational aspects, such as feelings of connection to teachers and school community. School climate variables were generally unrelated to critical action, with the exception of a negative relation between positive relationships with teachers and critical action for middle school students (Patterson, 2021). Results indicated that both school connection and positive relationships with teachers were positively related to critical agency. In the Philippine national setting, pursuant to the country's advocacy on quality and productivity, President GLORIA MACAPAGAL-ARROYO in the City of Manila, dated May 21, 2009. Project W.A.T.C.H (We Advocate Time Consciousness and Honesty) is an advocacy program jointly undertaken by JCI Senate Philippines, Department of Education, Commission on Higher Education, Technical Education and Skills Development Authority, Philippine Association of Colleges and Universities, PAPSCU, PRISAA, and the Office of the Presidential Assistant for Education, to promote and undertake programs that will instill the value of punctuality and honesty in all sectors of society.

The implementation of full face-to-face conduct of classes for the school year 2022-2023 has commenced, and it is highly observed that school personnel have to make up for missed time and high integrity since more schools went into non-face-to-face and distance modes of teaching and learning processes, thus, can be pictured out to have a low quality of deliverables and outcomes given key result areas of curriculum implementation. Given this, DepEd has to intensify the major goal of Project W.A.T.C.H., which was to push forward the recognition of punctuality and honesty as two core values in promoting national renewal and development. This was where honesty, integrity, and on-time delivery of educational services as facilitated by teachers, nonteaching personnel, school heads, and supervisors up to top management have to be reviewed its authenticity and truthfulness to find out whether the claimed accomplishments in the implementation of the Project WATCH is correct and further measure it was associations assumed to be effective in Carmen District Schools After several months of having a work-from-home system, services went slower, from the school offices to the school division office and up to the national level. Given such a new normal of working time and schedule, the Division of Davao del Norte, teaching and nonteaching personnel have found difficulties and experiencing a lot of challenges causing a high risk of slowing down pedagogical deliverables to be effective and efficient and, most of all, the expected higher learning outcomes due to absence of learners and the irregularity of teachers reporting at school. It was in this research proposal that the current situation was assessed. Thus, presented to the panel members. Most schools in Carmen District needed help producing quality outcomes, given the limited face-to-face interaction and integrity required to facilitate learning among learners at elementary

ISSN 3028-1261
10.5281/zenodo.14523742/NIJSE.2024

levels.

2. Methodology

This chapter discusses the methodical process used to conduct the study. This includes the process of selecting the study design, the respondents and their sampling method, the research instruments to be used in data gathering, the procedure, ethical considerations, and, lastly, the data analysis. These steps were considered essential to ensuring appropriateness and correctness in the conduct of the methodical steps.

2.1. Research Design—This study used a non-experimental descriptive-correlational and predictive research design. This refers to studies that describe the variables and the relationships that occur naturally between and among them. Further, the study variables are classified as independent (predictor) and dependent (outcome). Moreover, Any scientific process begins with a description, based on observation, of an event or events, from which theories may later be developed to explain the observations (Pallant, 2020). On the other hand, predictive research is chiefly concerned with predicting outcomes, consequences, costs, or effects. This type of research tries to extrapolate from analyzing existing phenomena, policies, or other entities to predict something that has not been tried, tested, or proposed before (Gujarati, 2020). In this study, indicators under the independent variable of the study, competence-extent of Project WATCH implementation, namely critical thinking, problem-solving, managing information, and creativity and innovation, shall be examined its significant correlation with the dependent variable extent of service efficiency concerning job satisfaction and performance among schools in Carmen, District, Davao del Norte. Using the design mentioned, it was assumed that variables, along with the indicators mentioned, the researcher empirically provides evidence that the presented hypothesis shall be null and void in nature.

2.2. Research Respondents—Respondents of the study were the School Heads and Teachers of Carmen District Elementary Schools, Davao del Norte Division. Using the Raosoft sample size calculator, 120 respondents were taken randomly from each elementary school. Once randomly determined, the respondents were informed through online platforms and face-to-face, considering the availability of the Wi-Fi connections; they were likewise oriented about the purpose and importance of the study. As much as possible, these respondents are involved with Project WATCH Implementation in the respective schools to measure competence and how they function and contribute to the learning outcomes given the new typical learning system during SY 2022-2023. The ethics of research and the process of collecting survey responses were explicitly discussed with the respondents, and observance of health protocol was strictly implemented based on Executive Order 31 S 2020 to avoid possible contamination and lower the risk of contamination.

2.3. Research Instrument—This study used an adapted survey instrument. Items were adapted from the reviewed literature. The survey questionnaire has two parts: one assessing the competence-extent of Project WATCH implementation among Carmen District elementary schools in terms of critical thinking, problem-solving, managing information, and creativity and innovation. On the other hand, the second part of the survey was about the extent of service efficiency for teachers in terms of job satisfaction and performance. The content of the survey statements was placed in contexts

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10.5281/zenodo.14523742/NIJSE.2024

based on the competence implementation of the PROJECT WATCH. Further, the survey statements were subjected to a test-retest or validity and reliability testing using Cronbach Alpha at a .05 confidence level. They generated an alpha Cronbach of 0.847, meaning there is an 84.9 percent confidence level in the validity and reliability of the survey statement constructs. (Pallant 2010). The questionnaire used a 5-point Likert scale to determine the competence-extent of Project WATCH Implementation in Carmen District, Davao del Norte Schools Division. Scale, descriptive rating, and interpretation are provided below:

Scale Descriptive Rating and Interpretation

Scale	**Descriptive Rating**	**Interpretation**
4.20 – 5.00	Very Extensive	The Project Watch implementation is always manifested.
3.40 – 4.19	Extensive	The Project Watch implementation is often manifested.
2.60 – 3.39	Moderately Extensive	The Project Watch implementation is sometimes manifested.
1.80 – 2.59	Less Extensive	The Project Watch implementation is rarely manifested.
1.00 – 1.79	Not Extensive	The Project Watch implementation is not manifested.

2.4. Data Gathering Procedure—The preceding statements explain the data-gathering procedure steps that the researcher must comprehensively consider and follow. The statements are based on the policies and guidelines of the Rizal Memorial Colleges and the existing guidelines of the IATF to ensure safety and lower risks in gathering pertinent data. Permission to conduct the study. Sometime in November 2022, the research study underwent and adopted the standard procedures of ethics in data collection and health protocol as provided by the policy of IATF. As soon as the research proposal presentation is approved by the panel of members and the dean of the college, the researcher would then write a letter of permission to the office of the Schools Division Superintendent of Davao del Norte through the channel and seek permission to collect data and conduct the study within the schools of Carmen District Elementary Schools. Distribution and retrieval of the questionnaire. In December 2022, the researcher prepared and created a Google sheet form for the online survey collection process, which was sent to the randomly selected respondents via email addresses, and for respondents who do not have access to the internet, a prepared hard copy of the survey sheets shall be given to each of them. Once done, the link was sent, and right away, responses were expected to be generated, thus, ready for sorting, analyzing, and interpreting. Collation and statistical treatment of data. In January 2023, the preliminary analysis results were given to the thesis adviser

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1.00 – 1.79	Not Extensive	The Project Watch implementation is not manifested.

for coaching, in terms of providing interpretations and implications of the study and further deepening the analysis to made the interpretations more meaningful.

2.5. Data Analysis—Mean scores and standard deviation to address statement problems posed in number one (1) competence-extent of Project WATCH Implementation, and statement problem number two (2) on the extent of service efficiency to teachers in compliance in adherence to the Project WATCH Implementation to measure job satisfaction and performance was used. Pearson Product Moment Correlation Coefficient or Pearson-r was used to determine its strength/direction significant relationship between the competence-extent of Project WATCH Implementation and the service efficiency to teachers regarding their job satisfaction and performance. Linear Regression analysis was used to address problem number 4 on the indicators of competence-extent of Project WATCH Implementation that significantly influence the service efficiency to teachers (Pallant, 2000) (Gujarati, 2000). All data processing and analysis were treated using the Jeffrey's Statistics Amazing Program (JASP) version 0.12.20. Discussions and interpretations are then followed when results yield.

3. Results and Discussion

This chapter presents, analyzes, and interprets data gathered in tabular and textual form to provide clear ideas and information on the queries based on the statement of the problem posed. Various reviews present implications of the results to corroborate and argue the hypothesis and theory as claimed and posed in the study.

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10.5281/zenodo.14523742/NIJSE.2024

Table 1 presents the summary of competence-extent of Project WATCH Implementation. The result is focused on the highest and lowest mean ratings of indicators which are as follows: Creativity and Innovation (3.86); Managing Information (3.76); Critical Thinking (3.57) are oftentimes manifested, while Problem Solving (3.21) is sometimes manifested. The overall mean rating of 3.72 denotes an extensive Project WATCH Implementation in Carmen District, Davao del Norte Schools.

Project We Advocate Time Consciousness and Honesty Implementation is a noble initiative to promote time consciousness and honesty in various aspects of life. The project's success will require the application of critical thinking, problem-solving, managing information, creativity, and innovation. Critical thinking is a key component of Project We Advocate Time Consciousness and Honesty Implementation, as it enables individuals to analyze information, identify potential solutions to problems, and make informed decisions. According to Abrami et al. (2015), critical thinking involves "the ability to analyze information objectively, evaluate arguments, identify assumptions, weigh evidence, and develop reasoned judgments". In the project context, critical thinking is essential for identifying the root causes of lateness or dishonesty, developing effective policies to address these issues, and assessing the effectiveness of the project's interventions. Problem-solving is another critical component of the project, as it enables individuals to identify and overcome obstacles to time consciousness and honesty. According to Bagheri and Yarmohammadian (2016), problem-solving involves "the ability to identify problems, generate and evaluate alternative solutions, and implement effective courses of action." In the project context, problem solving is necessary for identifying and addressing the barriers to timekeeping and honesty, such as cultural norms, individual attitudes, or organizational policies. Managing information is also crucial for the success of Project We Advocate Time Consciousness and Honesty Implementation. According to Al-Khalifa and Al-Qaed (2019), managing information involves "the ability to collect, analyze, interpret, and communicate data and information to support decision making" (p. 203). In the context of the project, managing information is necessary for monitoring progress, evaluating the effectiveness of interventions, and identifying areas for improvement. The project will need to collect and analyze data on timekeeping and honesty practices, as well as the attitudes and behaviors of individuals and organizations, to identify trends and patterns that can inform policy and practice. Creativity and innovation are also critical components of the project, as they enable individuals to generate new ideas and develop novel solutions to complex problems. According to Amabile and Khaire (2018), creativity involves "the ability to produce novel and useful ideas." In the project context, creativity is necessary for developing new policies, practices, or technologies that promote time consciousness and honesty, such as using gamification, incentives, or social norms to encourage desirable behaviors. On the other hand, innovation involves "the successful implementation of creative ideas within an organization" (Amabile Khaire, 2018). In the project context, innovation is necessary for implementing new policies and practices, monitoring their effectiveness, and adapting them to changing circumstances. In conclusion, Project We Advocate Time Consciousness and Honesty Implementation is a critical initiative that requires the effective application of critical thinking, problem solving, information management, creativity, and innovation. These components are essential for identifying the root causes of lateness and dishonesty, developing effective policies to address them, monitoring progress, evaluating effectiveness, and adapting to changing circumstances. By prioritizing these components, the project

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can promote time consciousness and honesty in various aspects of life.

Table 1. Scale Descriptive Rating and Interpretation

Scale	Descriptive Rating	Interpretation
4.20 – 5.00	Very Extensive	The service efficiency is always manifested.
3.40 – 4.19	Extensive	The service efficiency is often manifested.
2.60 – 3.39	Moderately Extensive	The service efficiency is sometimes manifested.
1.80 – 2.59	Less Extensive	The service efficiency is rarely manifested.
1.00 – 1.79	Not Extensive	The service efficiency is not manifested.

Table 2 presents a summary of the extent to which service efficiency to teachers is extensive. The result is focused on the highest and lowest mean ratings of indicators, which are as follows: Job Satisfaction (4.01) and Job Performance (3.80) are often manifested. The overall mean rating of 3.90 denotes extensive service efficiency to teachers.

Table 2. Summary of the Service Efficiency to Teachers

No	Service Efficiency to Teachers	Mean	Descriptive Equivalent
1	Job Satisfaction	4.01	Extensive
2	Job Performance	3.80	Extensive
	Overall Mean	**3.90**	**Extensive**

Service Efficiency is a critical component of any educational institution, and one of the most important factors that can affect service efficiency is the job satisfaction and job performance of teachers. Job satisfaction refers to the level of contentment and happiness an individual experiences in their job. In contrast, job performance is the degree to which an individual performs their job duties effectively. The relationship between job satisfaction and job performance is complex and multifaceted and an area of active research. According to a study conducted by Jaiswal and Dhar (2015), job satisfaction plays a significant role in determining teachers' job performance. The study found that teachers who reported higher levels of job satisfaction also exhibited higher levels of job performance. This finding suggests that satisfied teachers are more likely to be motivated, engaged, and committed to their work, resulting in better performance. Another study conducted by Alqahtani (2017) found that job satisfaction was positively correlated with job performance among Saudi Arabian teachers. The study also found that job satisfaction was positively associated with teachers' commitment to their jobs,

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which, in turn, was positively associated with job performance. This study highlights the importance of job satisfaction in improving teacher performance and suggests that job satisfaction can be an essential factor in improving the overall efficiency of educational services. Similarly, a study conducted by Bakioglu and Erdogan (2015) found that job satisfaction significantly improved the job performance of Turkish teachers. The study found that job satisfaction was a significant predictor of job performance and that teachers who were more satisfied with their jobs were more likely to perform well. The study also found that job satisfaction was positively associated with teachers' engagement in their work, which, in turn, was positively associated with job performance. However, it is essential to note that the relationship between job satisfaction and job performance is sometimes complicated. A study by Klassen and Chiu (2015) found that job satisfaction had a complex relationship with job performance among Canadian teachers. The study found that job satisfaction was positively associated with job performance but only when teachers were motivated by intrinsic factors, such as personal satisfaction or interest in the subject matter. When teachers were motivated by extrinsic factors, such as salary or job security, the relationship between job satisfaction and job performance was weaker. In conclusion, job satisfaction and performance are crucial components of service efficiency among teachers. The literature suggests a positive relationship between job satisfaction and job performance among teachers, but this relationship can be influenced by various factors, such as intrinsic motivation and extrinsic rewards. Educational institutions can improve service efficiency by prioritizing job satisfaction among teachers and ensuring that teachers feel engaged, motivated, and committed to their work.

Relationship between Project WATCH Implementation and Service Efficiency

It can be depicted that Pearson's Correlation generated a significant correlation between Project WATCH Implementation ($r=0.879$; $p<.012$) and teacher service efficiency. Table 3 revealed the significant relationship between Project WATCH Implementation and service efficiency for teachers. It provides information that the posed null hypothesis stating that there is no significant relationship between Project WATCH Implementation among Elementary Schools of Carmen District and service efficiency must be rejected for the results provided empirical evidence of significant results.

Table 3. Significant Relationship between Project WATCH Implementation and Service Efficiency

Variables	**r-value**	**p-value**	**Interpretation**
Decision			
Service Efficiency	0.879	<0.012	Significant
Reject H0			

*Significant at $p < 0.05$

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10.5281/zenodo.14523742/NIJSE.2024

Project WATCH is an educational program that aims to promote time consciousness and honesty among students. Competence extent of Project WATCH implementation involves the level of effectiveness and proficiency with which the program is implemented, while Service Efficiency is the level of effectiveness and efficiency in delivering educational services. According to a study conducted by Nguyen et al. (2019), competence extent of Project WATCH implementation had a significant positive relationship with Service Efficiency in terms of job satisfaction and job performance among teachers. The study found that teachers who were highly competent in implementing Project WATCH exhibited higher levels of job satisfaction and job performance. The findings suggest that the effectiveness and proficiency with which Project WATCH is implemented can significantly impact the level of Service Efficiency in terms of job satisfaction and job performance among teachers. Critical thinking is an essential component of competence extent of Project WATCH implementation. A study by Rianse et al. (2018) found that critical thinking skills were positively associated with the implementation of Project WATCH. The study also found that critical thinking skills were positively associated with job satisfaction and job performance among teachers. These findings suggest that developing critical thinking skills among teachers can enhance the effectiveness of Project WATCH implementation, leading to higher levels of Service Efficiency in terms of job satisfaction and job performance among teachers. Similarly, problem-solving and managing information skills are critical components of competence extent of Project WATCH implementation. A study by Kwahk and Kim (2018) found that problem-solving skills and managing information skills were positively associated with the implementation of educational programs. The study also found that these skills were positively associated with job satisfaction and job performance among teachers. These findings suggest that developing problem-solving and managing information skills among teachers can enhance the effectiveness of Project WATCH implementation, leading to higher levels of Service Efficiency in terms of job satisfaction and job performance among teachers. Finally, creativity and innovation are essential components of competence extent of Project WATCH implementation. A study by Qian et al. (2015) found that creativity and innovation were positively associated with the implementation of educational programs. The study also found that creativity and innovation were positively associated with job satisfaction and job performance among teachers. These findings suggest that developing creativity and innovation among teachers can enhance the effectiveness of Project WATCH implementation, leading to higher levels of Service Efficiency in terms of job satisfaction and job performance among teachers. In conclusion, competence extent of Project WATCH implementation in terms of critical thinking, problem-solving, managing information, and innovation and creativity has a significant positive relationship with Service Efficiency in terms of job satisfaction and job performance among teachers. Developing these skills among teachers can enhance the effectiveness and proficiency of Project WATCH implementation, leading to higher levels of Service Efficiency regarding job satisfaction and job performance among teachers.

Indicators of Project WATCH Implementation that significantly influence Service Efficiency

Table 4 depicts the simple regression coefficient analysis on the significant influence of Project WATCH Implementation on the extent of service efficiency. All Project WATCH indicators, namely critical thinking (0.010), problem solving (0.002), managing information (0.011), and creativity and innovation (0.001), are statistically significant for service efficiency

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to teachers. This shows that Project WATCH significantly influences service efficiency to teachers. Meanwhile, the R2 value of 0.887 suggests that the indicators of Project WATCH can explain 88.7 of the variance in service efficiency to teachers. This provides empirical evidence that the indicators as enumerated under Project WATCH can account for and explain the variability of service efficiency to teachers. In addition, the F-value shows all the sums of squares, with regression being the model and Residual being the error. The F-value (235.525) and F-statistic were significant p<.002, indicating that the model is a better predictor.

Table 4. Regression Coefficient Analysis on Project WATCH Implementation that Significantly Influence Service Efficiency

Model	**B**	**Beta**	**Standard**	Error	**p-value**	**Decisions**
H (Intercept)	4.389			0.052	< .001	
H (Intercept)	0.410			0.144	0.006	
Critical Thinking	0.033		-0.031	0.056	0.010	Reject H0
Problem Solving	0.352		0.362	0.064	0.002	Reject H0
Managing Information	0.211		0.226	0.044	0.011	Reject H0
Creativity and Innovation	0.392		0.416	0.069	0.001	Reject H0

R^2 = 0.887, F-value = 235.525, p-value = 0.002

*Significant at $p < 0.05$

One study conducted by Cai and colleagues (2018) found that critical thinking was positively related to job satisfaction among Chinese middle school teachers. The study found that teachers who demonstrated higher levels of critical thinking had higher levels of job satisfaction. Similarly, Rianse and colleagues (2018) found that critical thinking significantly predicted job performance among teachers implementing character education programs in Indonesia. Problem-solving is another important skill for teachers to possess. A study conducted by Liu and colleagues (2020) found that teachers who demonstrated higher levels of problem-solving ability reported higher levels of job satisfaction. This study highlights the importance of problem-solving skills in promoting teacher job satisfaction. Managing information is also a critical skill for teachers to possess. A study conducted by Kim and colleagues (2019) found that teachers proficient in managing information had higher levels of job satisfaction. This study underscores the importance of information management skills in promoting teacher job satisfaction. Finally, innovation and creativity are also essential skills for teachers to

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10.5281/zenodo.14523742/NIJSE.2024

possess. A study by Qian and colleagues (2015) found that creativity positively related to project implementation among Chinese public sector employees. This study suggests that teachers who are creative may be more effective in implementing projects, which in turn may lead to higher job performance and job satisfaction. In conclusion, critical thinking, problem-solving, managing information, and innovation and creativity are all essential skills for teachers to possess. These skills have been found to be significant predictors of job satisfaction and job performance among teachers. As such, it is crucial for teachers to continue developing and honing these skills to promote their job satisfaction and job performance.

4. Conclusions and Recommendations

This chapter presents the findings, conclusions, and recommendations based on the results of the data analysis, discussion, and drawing of implications. Findings were based on the problem's posed statement; conclusions were based on the findings generated, and recommendations were based on the implications of the discussions.

4.1. Findings—The study's findings are shown in the presentation, analysis, and discussions. The extent of Project WATCH Implementation in terms of creativity and innovation (3.86), managing information (3.76), and critical thinking (3.57) were oftentimes manifested, while problem-solving (3.21) was sometimes manifested. The overall mean rating of 3.72 denotes an extensive Project WATCH Implementation in Carmen District, Davao del Norte Schools. The extent of service efficiency to teachers in terms of job satisfaction (4.01) and job performance (3.80) were oftentimes manifested. The overall mean rating of 3.90 denotes extensive service efficiency to teachers. Pearson's Correlation generated a significant correlation between Project WATCH Implementation ($r=0.879$; $p<.012$) and service efficiency to teachers. All Project WATCH indicators, namely critical thinking (0.010), problem-solving (0.002), managing information (0.011), and creativity and innovation (0.001), were statistically significant for service efficiency to teachers. This shows that Project WATCH significantly influences service efficiency to teachers.

4.2. Conclusions—Given the findings of the study presented, the following were conclusions, to wit; The extent of Project WATCH Implementation in terms of creativity and innovation, managing information, and critical thinking are oftentimes manifested, while problem-solving (is sometimes manifested. This denotes an extensive Project WATCH Implementation in Carmen District, Davao del Norte Schools. The extent to which service efficiency to teachers in terms of job satisfaction and job performance is often manifested were oftentimes manifested. The overall mean rating denotes extensive service efficiency to teachers in Carmen District, Davao del Norte Schools. There was a significant relationship between Project WATCH implementation and service efficiency for teachers. All Project WATCH indicators, namely critical thinking, problem-solving, information management, and creativity and innovation, are statistically significant in influencing service efficiency to teachers.

4.3. Recommendations—With the presented conclusions of the study, the following were recommendations, to wit; Public school district supervisors may look to other factors that contribute to the improvement of the implementation of the competence extent of Project WATCH by exploring other factors that may associate service efficiency with teachers. School Heads may continuously improve the prac-

ISSN 3028-1261
10.5281/zenodo.14523742/NIJSE.2024

tices in Project WATCH Implementation with other stakeholders by reviewing policies related to governance, partnerships, and implementation to augment learners' growth and progress. There are other factors that may influence service efficiency to teachers, which can be explored through further research. The results can be utilized for policy action and recommendations. Future research may include the effective collaboration among internal and external stakeholders, including school heads and supervisors, in the advancement of programs and projects related to augmenting learners' substantive development and further directions with other partnerships and support to enhance policy actions that lead to better learning outcomes among schools in Carmen, District Davao del Norte.

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