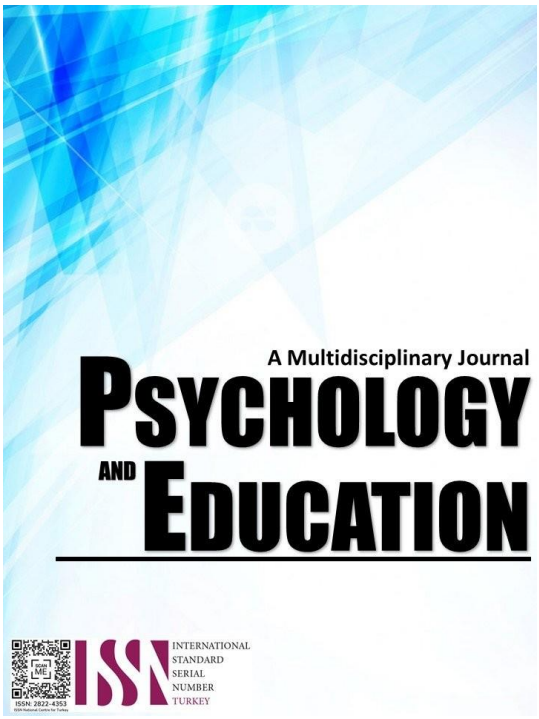
TEACHERS' VIEWS ON MAINTENANCE AND OTHER OPERATING EXPENSES (MOOE) SUPPORT: ITS IMPACT TO THE SCHOOL PROGRAM



PSYCHOLOGY AND EDUCATION: A MULTIDISCIPLINARY JOURNAL

Volume: 26
Issue 7
Pages: 674-689
Document ID: 2024PEMJ2497
DOI: 10.5281/zenodo.13935399
Manuscript Accepted: 08-17-2024

Psych Educ, 2024, **26**(7): 674-689, Document ID:2024PEMJ2497, doi:10.5281/zenodo.13935399, ISSN 2822-4353

Research Article

Teachers' Views on Maintenance and Other Operating Expenses (MOOE) Support: Its Impact to the School Program

Nor-aifah C. Tagoranao*
For affiliations and correspondence, see the last page.

Abstract

The study aimed to evaluate the impact of school MOOE support on the school implementation program and teaching performances of teachers in Matungao District, Division of Lanao del Norte, School Year 2023-2024. It employed a descriptive-correlational research design, the investigation examined the relationship between MOOE support and teachers' performance. Statistical methods included frequency, percentage, mean, standard deviation, Spearman-rank correlation, Point-Biserial correlation, and regression analysis. The findings provided valuable insights into the demographic characteristics and professional profiles of educators within the sample. The result provided insights into the demographic and professional profile of the surveyed population, highlighting a diverse range of age groups. Moreover, the overwhelming majority of respondents identified as female, while a significant proportion were married. The data also revealed a balanced distribution across different levels of educational attainment, with college graduates being the largest segment. The regression analysis found no significant predictors for teacher performance based on demographic factors, such as age, sex, civil status, educational attainment, teaching designation, or years of service. Additionally, the impact of School Maintenance and Other Operating Expenses (MOOE) on various school implementation programs did not significantly predict teacher performance. The action plan focused on enhancing professional development programs, improving resource allocation, and fostering collaboration among teachers to boost their performance and optimize the use of School Maintenance and Other Operating Expenses (MOOE) support. The plan aims to improve teaching effectiveness and ultimately enhance student outcomes.

Keywords: *maintenance and other operating expenses (MOOE), teachers' performance*

Introduction

Maintenance and other operating expenses (MOOE) are the allocated funds for public elementary and secondary schools that can be spent on activities and necessities that support the learning programs and help maintain a safe and healthy environment in schools. This research on maintenance and other operating expenses is crucial for several reasons. First, understanding these expenses allows organizations to identify areas where costs can be optimized or reduced without sacrificing quality or efficiency. This can lead to significant savings over time. Second, by knowing where resources are being allocated, organizations can better allocate budgets and resources to different departments or projects. This ensures that funds are distributed effectively to support core business functions. In essence, researching maintenance and other operating expenses is essential for financial health, operational efficiency, risk management, and strategic decision-making within organizations across various industries.

In the dynamic landscape of education, the efficient management of resources is paramount for the successful implementation of school programs and the enhancement of teaching performance. One of the crucial components of this financial framework is the Maintenance and Other Operating Expenses (MOOE) support. It plays a pivotal role in the operational functioning of schools. This support is particularly significant in district schools where the convergence of educational goals, limited resources, and diverse student needs poses unique challenges (Wha, 2019).

Expenditures from the government-allocated Maintenance and Other Operating Expenses (MOOE) funds for public schools can be used to support educational initiatives and preserve a secure and positive learning environment (DepEd, 2018). In connection with this, the Republic Act 9485, popularly known as the Anti-Red Tape Act of 2007, ensures accountability in the usage of the MOOE by displaying a transparency board on its utilization (Philippine Information Agency, 2018).

This study aimed to delve deep into the intricate web of School MOOE Support and dissect its profound impact on the overall implementation of school programs and the teaching performance within the Matungao District. Understanding how this financial allocation translates into tangible outcomes in the context of education is not only essential for policymakers and administrators but also for teachers, who are at the forefront of shaping young minds.

Also, it endeavored to shed light on the multifaceted dimensions of School MOOE Support, exploring its influence on curriculum enrichment, infrastructure development, teaching aids procurement, and the professional development of educators. By analyzing the allocation patterns, utilization strategies, and outcomes, this study sought to provide a comprehensive understanding of the intricate interplay between financial support and educational outcomes.

Furthermore, this research would also explore the challenges faced in the effective utilization of MOOE funds, aiming to identify potential bottlenecks and propose strategic solutions. Through empirical analysis and insights drawn from the experiences of educators in Matungao District, Division of Lanao del Norte of School year 2023-2024, this study endeavored to offer practical recommendations

that could optimize the impact of MOOE support on school implementation programs and teaching performances.

Research Questions

The study aimed to evaluate the impact of school MOOE support on the school implementation program and teaching performances of teachers in Matungao District, Division of Lanao del Norte, School Year 2023-2024. Specifically, it sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
    1.1. age;
    1.2. gender;
    1.3. civil status;
    1.4. highest educational attainment;
    1.5. teaching designation; and
    1.6. number of years in service?
2. What are the teachers' views on the impact of school MOOE support on school implementation programs in terms of:
    2.1. allocation and utilization of teaching resources;
    2.2. infrastructure and facilities enhancement; and
    2.3. professional development opportunities?
3. What is the teacher's performance in terms of their Individual Performance Commitment Review Form (IPCRF)?
4. Is there a significant relationship between teachers' views on the impact of school MOOE support on school implementation programs when they are grouped according to profile?
5. Is there a significant relationship between the teacher's performance when they are grouped according to profile?
6. Is there a significant relationship between the teachers' performance in terms of their Individual Performance Commitment Review Form (IPCRF) and their views on the impact of school MOOE support on the school implementation program?
7. Which of the respondent's views on the impact of school MOOE on the school implementation program and profile significantly predict teachers' performance?
8. What action plan can be implemented based on the results of the study?

Methodology

Research Design

The research employed a descriptive-correlational research design to evaluate the views of teachers of school MOOE support to the school implementation program and teaching performances of teachers in Matungao District, Division of Lanao del Norte, School Year 2023-2024. This approach involved a combination of descriptive and correlational methods to provide a comprehensive understanding of the variables under investigation (Gabriel, 2020). Descriptive research was chosen because it is well-suited for providing a detailed portrayal of the current state or condition of a particular phenomenon or problem Correlational research, on the other hand, was employed to determine and analyze any existing relationships between multiple variables. Specifically, the study sought to establish a correlation between the views of teachers on the school MOOE support to the school implementation program and the teaching performances of teachers.

Respondents

Table 1. *Distribution of Respondents*

Name of Schools	*Total No. of Population*	*Total Number of Respondents*
Matampay Integrated School	20	18
Pangi Elementary School	11	10
Pasayanon Elementary School	10	9
Batal Elementary School	10	9
Batangan Elementary School	13	11
Sultan Macalpang D. Permites Central School	35	22
Pendulonan Elementary School	8	7
Somiorang Primary School	7	6
Bangco Elementary School	11	9
Cadayonan Elementary School	9	5
Total	134	106

The respondents in this research were carefully selected to ensure a representative and diverse sample. One hundred six teachers (106) were randomly selected in Matungao District Schools such as Matampay Integrated School, Pangi Elementary School, Pasayanon Elementary School, Batal Elementary School, Batangan Elementary School, Sultan Macalpang D. Permites Central School, Pendulonan Elementary School, Somiorang Primary School, Bangco Elementary School, and Cadayonan Elementary School, Division of Lanao del Norte, during the academic year 2023-2024.

The sampling procedure employed in this study aimed to provide a comprehensive perspective on the impact of the school operating expenses on school implementation programs and teacher performances. To prevent bias and ensure fairness, a random sampling method was used. This involved assigning a unique identifier (e.g., a number) to each eligible teacher in the population. A random selection process, such as drawing lots or using a computer-generated random number generator, was employed to select the 102 participants from this pool. This step ensured that each teacher had an equal chance of being selected, enhancing the study's representativeness.

Instrument

To measure the relationship between the of school MOOE views of teachers to the school implementation program and the teaching performances of teachers, the study utilized a self-made questionnaire. The questionnaire served as the basis for collecting data. Additionally, the performance of teachers was evaluated using the Individual Performance Commitment Review Form (IPCRF) ratings for the school year 2022-2023.

Part 1 of the questionnaire included the profile of the teachers in terms of their age, sex, civil status, educational attainment, and number of years in service. Part 2 focused on collecting information on the teachers' views of the impact of school MOOE support to the implementation program in terms of allocation and utilization of teachers' resources, infrastructure and facilities enhancement; and professional development opportunities. The teachers were asked to rate their agreement or disagreement with these statements using a 4-point scale ranging from Strongly Disagree to Strongly Agree.

To ensure the validity and reliability of the survey questionnaires, a panel of three experts was consulted during the data-gathering process. The experts evaluated the appropriateness of the research instrument and provided feedback and comments to refine the final research instrument. The consultation with the panel of experts was an important step in the research process, as it enhanced the quality of the research instrument and improved the validity and reliability of the data collected. After the consultations of the questionnaire, pilot testing was conducted to test the internal consistency of the questionnaire through the inclusion of non-participant teachers from other schools. Below is the result of the pilot testing conducted to twenty-five teachers not included as respondents.

Reliability Statistics Result

Study Variables	*Cronbach's Alpha*	*No. of Items*	*Description*
Allocation and Utilization of Teaching Resources	.784	10	Acceptable
Infrastructure and facilities enhancement	.815	10	Good
Professional development opportunities	.852	10	Good
Overall Reliability	0.925	30	Excellent

Note: Cronbach's Alpha above 0.7 is considered reliable
LEGENDS: (George and Mallery, 2003)

The table presents Cronbach's alpha values for each study variable, which measure the internal consistency of the items within the variable. A Cronbach's alpha value of 0.7 or higher is generally considered acceptable for research purposes. The Cronbach's alpha values for the study variables are higher than the acceptable threshold of .7, indicating that the reliability of these variables is at least acceptable. This result suggests that the internal consistency of the items used to measure these study variables were met.

Thus, the instrument used in this study has overall excellent internal consistency, indicating that it can be used for future research purposes.

Procedure

The selected elementary teachers in Matungao District, Division of Lanao del Norte were provided with informed consent forms that explained the purpose of the study, the expected duration of the survey, the confidentiality of information shared, and the voluntary nature of their participation. The study adhered to ethical considerations, including obtaining consent, maintaining confidentiality, and ensuring voluntary participation.

Prior approval was secured from the Schools Division Superintendent and school principals, and a list of schools was obtained from the Department of Education. The researcher scheduled the appointments among the teacher-respondents to conduct the survey, and the data collected were analyzed using statistical software. The teaching performance of the teachers was obtained through the teacher's rating in the Individual Performance Commitment Review Form (IPCRF) for the school year 2022-2023. Confidentiality and anonymity of the respondents were maintained throughout the study, and results were presented in aggregate form with no individual respondent information revealed.

Data Analysis

These statistical tools can help provide insights and interpretations of the data gathered from the study and can help answer the research questions and objectives.

For problems 1 and 3, Frequency and Percentage Distribution were used to describe the profile of the respondents and their teaching performance based on IPCRF.

For problem 2, Mean and Standard Deviation were used to calculate and describe the teachers' views of the impact of school MOOE support to school implementation programs in terms of allocation and utilization of teaching resources; infrastructure and facilities enhancement; and professional development opportunities.

For problems 4, 5, and 6, Pearson r correlation was used to determine if there is a significant relationship between the teachers' performance in terms of their Individual Performance Commitment Review Form (IPCRF) and their evaluations of the impact of school MOOE support to school implementation program.

For problem 7, Regression analysis was employed to determine which factors significantly influence the views of the respondents. Multiple regression analysis allowed the researcher to assess the impact of multiple independent variables (allocation and utilization of teaching resources; infrastructure and facilities enhancement, and professional development opportunities) on a single dependent variable (teachers' performance). The analysis revealed the extent to which each independent variable contributed to the variance in the dependent variable and identified the significant predictors of the views of teachers on MOOE.

Results and Discussion

This section presents the data in relevance to the reading dimension. For better analysis and interpretation, these data are presented in tabular forms.

Problem 1: What is the demographic profile of the respondents in terms of age, sex, civil status, highest educational attainment, and number of years in service?

Table 2. *Age of the Respondents*

Age (in years)	*Frequency*	*Percentage (%)*
24-30	21	19.8
31-35	35	33.0
36-40	13	12.3
41-49	15	14.2
50-65	22	20.8
Total	106	100.0

The results of the survey reveal insights into the age distribution of the respondents, as illustrated in Table 2. The data showcases a diverse range of age groups, with several falling between 31 to 35 years old, constituting 33.0% of the total respondents. Following closely behind is the age bracket of 50 to 65 years old, representing 20.8% of the surveyed population. Meanwhile, individuals aged 24 to 30 years old make up 19.8% of the respondents. In contrast, the age groups of 36 to 40 and 41 to 49 years old contribute 12.3% and 14.2%, respectively, to the total sample. This distribution underscores the participation of a broad spectrum of age demographics in the study, providing a comprehensive perspective on the subject matter.

It was widely acknowledged that age had an impact on education since it was linked to a lack of experience (Burgos & Meer, 2021). As a result, as teachers grew older, they gained knowledge and understood how to understand and realize their value and where to find their potential.

Table 3. *Gender of the Respondents*

Gender	*Frequency*	*Percentage (%)*
Male	5	4.7
Female	101	95.3
Total	106	100.0

Table 3 presents the gender distribution among the respondents, offering valuable insights into the composition of the surveyed population. The overwhelming majority of respondents identify as female, comprising 95.3% of the total sample. In contrast, male respondents represent only a small fraction, constituting 4.7% of the surveyed population. This gender disparity highlights the predominant participation of females in the study.

The gender distribution of the sample may have a variety of effects on the conclusions and interpretations of the research. It could be an indication of the wider demographics of teachers in the specific educational setting or area that is being researched. It is also critical to acknowledge the potential influence of gender on educational attitudes and instructional dissemination. In a recent study, Burgos and Meer (2021) found that there was little bias toward female teachers. Numerous factors, such as the teachers' greater comprehension, caring disposition, and compassionate listening style, could be responsible for this conclusion.

Table 4 provides insights into the civil status distribution among the respondents, revealing notable trends in marital status within the surveyed population. The data showcases that the majority of respondents are married, constituting a significant 89.6% of the total sample. Conversely, single individuals represent a smaller proportion, comprising 7.5% of the respondents. Additionally, a small percentage of respondents are widowed, accounting for 2.8% of the total sample, while none are reported as separated. This distribution underscores the predominance of married individuals within the surveyed population, reflecting the importance of considering marital status as a demographic variable in analyzing the study's findings.

Table 4. *Civil Status of the Respondents*

Civil Status	*Frequency*	*Percentage (%)*
Single	8	7.5
Married	95	89.6
Separated	0	0.0
Widowed	3	2.8
Total	106	100.0

Consequently, a teacher's civil status may have an impact on how they communicate with other educators. Married educators may bring insights into interpersonal and professional dynamics into the classroom, which may affect their methods of instruction and classroom management. In Kruse's (2020) study, it was shown that both married male and female instructors demonstrated strong levels of understanding, which subsequently resulted in high work performance, and that the marital status of teachers affected their capacity to instruct.

Table 5. *Educational Attainment of the Respondents*

Educational Attainment	*Frequency*	*Percentage (%)*
College Graduate	52	49.1
Master's Degree	51	48.1
Post-Graduate	3	2.8
Total	106	100.0

Table 5 shows the educational attainment distribution among the respondents, shedding light on the educational background of the surveyed population. The result illustrates a relatively balanced distribution across different levels of educational attainment. College graduates represent the largest segment, comprising 49.1% of the total respondents. Almost equally, individuals with a Master's degree constitute 48.1% of the sample, reflecting a significant proportion of the surveyed population. A smaller percentage of respondents have attained post-graduate qualifications, accounting for 2.8% of the total sample. This distribution underscores the diversity in educational backgrounds within the surveyed population, with a substantial proportion possessing higher education qualifications.

This result validated Kruse's (2020) claim that learning is a prerequisite for teaching and that becoming a teacher means first becoming a student. For educators, openness to new ideas is an essential quality. A teacher needs to be learning something new all the time. Executive Order No. 292 stipulates that public personnel must meet certain qualifications, including training and education before they can be promoted. These have to be pertinent to the position the person is seeking.

Table 6. *Teaching Designation of the Respondents*

Teaching Designation	*Frequency*	*Percentage (%)*
Teacher I	64	60.4
Teacher II	13	12.3
Teacher III	20	18.9
Master Teacher I	8	7.5
Master Teacher II	1	0.9
Total	106	100.0

Table 6 presents the distribution of teaching designations among the respondents, offering insights into the professional roles within the surveyed population. The finding indicates a predominant representation of Teacher I designation, constituting the largest segment at 60.4% of the total respondents. Following this, Teacher III designation comprises 18.9% of the sample, while Teacher II designation accounts for 12.3%. A smaller proportion of respondents hold the Master Teacher I designation, representing 7.5% of the total sample. Conversely, Master Teacher II designation is the least prevalent, constituting only 0.9% of the surveyed population. This distribution highlights the hierarchical structure within the teaching profession, with the majority of respondents occupying entry-level teaching positions.

Kruse (2020) suggests that the understanding of instructors' self-teaching can be influenced by their job status or appointment status. They found that teachers put in more effort to get permanent employment, which means they have to continuously improve their effectiveness as instructors and the way they teach and follow guidelines of instructions.

Table 7. *Years in Service of the Respondents*

Years in Service	*Frequency*	*Percentage (%)*
Below-5	15	14.2
6-10	30	28.3
11-20	29	27.4
21-25	14	13.2
26-above	18	17.0
Total	106	100.0

Table 7 outlines the distribution of years in service among the respondents, providing insights into the tenure within the teaching profession. The finding illustrates a varied distribution across different ranges of years in service. The largest segment of respondents

has served between 6 to 10 years, constituting 28.3% of the total sample, followed closely by those with 11 to 20 years of service, accounting for 27.4%. Additionally, individuals with less than 5 years of service represent 14.2% of the respondents, while those with 21 to 25 years of service constitute 13.2%. Furthermore, respondents with 26 years or more of service make up 17.0% of the total sample. This distribution underscores the diversity in tenure among educators, reflecting a mix of early-career teachers and more experienced professionals within the surveyed population.

According to Kruse's (2020) study, a key factor in the effectiveness of educational innovations is the knowledge and skills of instructors based on teaching experience. Moreover, he found that teachers' ignorance and ineptitude constituted the second biggest obstacle to teaching. The argument put forth by Burgos and Meer (2021) states that teachers who are more experienced in terms of the number of years in the service are more proficient and knowledgeable. They were able to support instruction in the classroom and exhibit higher levels. Kruse (2020) also concluded that teachers should develop their competence in accordance with the learning goals they intend to accomplish.

Problem 2: What are the teachers' views on the impact of school MOOE support on school implementation programs in terms of allocation and utilization of teaching resources, infrastructure and facilities enhancement, and professional development opportunities?

The findings from Table 8 provide valuable insights into teachers' perceptions regarding the impact of School Maintenance and Other Operating Expenses (MOOE) support on school implementation programs, particularly in terms of the allocation and utilization of teaching resources. The mean score for the total measure of teachers' views stands at 3.25, indicating an overall agreement with the positive influence of MOOE support on teaching resources.

This consensus is further supported by the standard deviation of 0.36, signifying a relatively narrow range of responses across the indicators. Specifically, teachers acknowledge that the availability of teaching resources funded through MOOE positively influences their teaching methods, aids in timely replacement of outdated materials, and caters to diverse learning styles and abilities within the classroom.

Table 8. *Teachers' Views on the Impact of School MOOE Support on School Implementation Programs in terms of Allocation and Utilization of Teaching Resources*

Indicators	*Mean*	*SD*	*Description*
1. The availability of teaching resources, such as textbooks and learning materials, positively influences my teaching methods.	3.09	.47	Agree
2. Adequate funding allows for the timely replacement of outdated teaching resources, ensuring students access current and relevant materials.	3.08	.49	Agree
3. MOOE support enables the provision of supplementary materials that cater to diverse learning styles and abilities within the classroom.	3.28	.70	Agree
4. The allocation of MOOE funds for teaching resources significantly enhances the overall learning experience for students.	3.26	.62	Agree
5. Adequate teaching resources, funded through MOOE, contribute to a more engaging and interactive classroom environment.	3.26	.57	Agree
6. Teachers' ability to choose appropriate teaching resources is crucial for effective lesson planning, and MOOE support facilitates this choice.	3.34	.57	Agree
7. MOOE funds allocated for teaching resources positively impact students' understanding and retention of subject matter.	3.35	.59	Agree
8. The utilization of MOOE support for teaching resources enhances the effectiveness of my instructional strategies.	3.23	.62	Agree
9. Adequate teaching resources funded through MOOE create a conducive environment for student participation and active learning.	3.33	.64	Agree
10. Teachers' evaluations regarding the impact of MOOE on teaching resources can help in the continuous improvement of resource allocation.	3.28	.64	Agree
Total Measure	3.25	.36	Agree

Note: 1.00-1.49, Strongly Disagree; 1.50-2.49, Disagree; 2.50-3.49, Agree; 3.50-4.00, Strongly Agree

Moreover, they perceive that MOOE allocation for teaching resources enhances the overall learning experience, fosters student engagement, and contributes to effective instructional strategies and lesson planning. Additionally, teachers recognize the importance of their evaluations in informing continuous improvement of resource allocation processes.

These findings carry significant implications for educational policy and practice. Firstly, they underscore the critical role of adequate funding, particularly through MOOE support, in ensuring the availability and quality of teaching resources essential for effective teaching and learning. Therefore, policymakers should prioritize sufficient allocation of MOOE funds for teaching resources to address resource gaps and promote equitable access to quality education.

Furthermore, the positive correlation between MOOE utilization for teaching resources and instructional effectiveness highlights the need for strategic resource allocation and professional development initiatives to enhance teachers' capacity in resource utilization and instructional planning. Additionally, educators' feedback on MOOE impact can inform evidence-based decision-making processes,

enabling continuous improvement and optimization of resource allocation mechanisms to better meet the evolving needs of schools and learners.

In the dynamic landscape of education, the efficient management of resources is paramount for the successful implementation of school programs and the enhancement of teaching performance. One of the crucial components of this financial framework is the Maintenance and Other Operating Expenses (MOOE) support. It plays a pivotal role in the operational functioning of schools. This support is particularly significant in district schools where the convergence of educational goals, limited resources, and diverse student needs poses unique challenges (Wha, 2019).

Overall, these insights emphasize the importance of aligning resource allocation policies with teachers' perspectives and classroom realities to maximize the impact of MOOE support on enhancing educational outcomes and fostering a conducive learning environment.

Adequate school funds funding allows schools to invest in resources that support differentiated instruction, catering to the diverse needs and learning abilities of students. For instance, educational software applications can adapt to students' progress, providing additional challenges for advanced learners and extra support for those who need it. This personalized approach ensures that no student is left behind, promoting a more inclusive and effective learning environment (Desimone, 2019).

The result from Table 9 provides valuable insights into teachers' perspectives regarding the impact of School Maintenance and Other Operating Expenses (MOOE) support on school implementation programs, particularly concerning infrastructure and facilities enhancement. The mean score for the total measure of teachers' views is 3.23, indicating a general agreement with the positive influence of MOOE support on infrastructure and facilities. This consensus is further supported by a relatively low standard deviation of 0.36, suggesting consistency in responses across the indicators.

Table 9. *Teachers' Views on the Impact of School MOOE Support on School Implementation Programs in terms of Infrastructure and Facilities Enhancement*

Indicators	*Mean*	*SD*	*Description*
1. Improved school infrastructure funded by MOOE creates a safer and more conducive environment for both teachers and students.	3.06	.58	Agree
2. Adequate funding for infrastructure ensures classrooms are well-equipped, enhancing the overall learning atmosphere.	3.01	.58	Agree
3. MOOE support for infrastructure development positively impacts student attendance and participation in classroom activities.	3.23	.68	Agree
4. Well-maintained facilities, funded through MOOE, contribute to a positive school image and community perception.	3.24	.67	Agree
5. Infrastructure enhancements, supported by MOOE, create an environment where teachers can deliver high-quality education effectively.	3.21	.63	Agree
6. Adequate facilities funded by MOOE enable the implementation of diverse teaching methods, enhancing the overall educational experience.	3.29	.55	Agree
7. MOOE support for infrastructure positively influences teachers' morale and job satisfaction, contributing to their overall effectiveness.	3.27	.61	Agree
8. Upgraded facilities funded through MOOE create an inclusive environment for students with diverse needs and abilities.	3.37	.57	Agree
9. Improved infrastructure, supported by MOOE, fosters a sense of pride and ownership among both teachers and students.	3.30	.59	Agree
10. The impact of MOOE on school infrastructure can significantly influence the overall learning environment and student outcomes.	3.29	.60	Agree
Total Measure	3.23	.36	Agree

Note: 1.00-1.49, Strongly Disagree; 1.50-2.49, Disagree; 2.50-3.49, Agree; 3.50-4.00, Strongly Agree

Specifically, teachers acknowledge that improved school infrastructure funded by MOOE creates a safer and more conducive learning environment, positively impacting both teachers and students. They also recognize that adequate funding for infrastructure ensures well-equipped classrooms, enhances the overall learning atmosphere, and positively influences student attendance and participation. Additionally, teachers perceive that MOOE support for infrastructure development contributes to a positive school image, community perception, and teacher morale, fostering a sense of pride and ownership among stakeholders.

These findings carry significant implications for educational policy and practice. Firstly, they underscore the critical role of MOOE support in facilitating infrastructure enhancements that create a conducive and inclusive learning environment. Therefore, policymakers should prioritize sufficient allocation of MOOE funds for infrastructure development to address the infrastructural needs of schools and promote equitable access to quality education. Furthermore, the positive correlation between MOOE support for infrastructure and teacher morale highlights the importance of investing in school infrastructure not only for educational purposes but also for fostering a supportive and motivating work environment for educators. Additionally, the perceived impact of MOOE on school infrastructure on overall learning environment and student outcomes emphasizes the need for strategic planning and evaluation mechanisms to ensure effective utilization of resources and maximize educational benefits.

Overall, these insights emphasize the importance of aligning resource allocation policies with teachers' perspectives and school needs

to optimize the impact of MOOE support on infrastructure and facilities enhancement, ultimately contributing to improved educational outcomes and student well-being.

MOOE support contributes significantly to infrastructural development within schools. Funds can be allocated for the construction and maintenance of classrooms, laboratories, libraries, and other essential facilities. MOOE support allows schools to construct and maintain modern classrooms that are specifically designed to facilitate effective learning. These classrooms are equipped with appropriate seating arrangements, proper lighting, ventilation, and audio-visual aids. Comfortable and well-designed classrooms provide students with an environment conducive to concentration and active participation (Ling & Jha, 2020).

Table 10 presents teachers' perspectives on the impact of School Maintenance and Other Operating Expenses (MOOE) support on school implementation programs, focusing on professional development opportunities. The mean score for the total measure of teachers' views is 3.34, indicating a strong agreement with the positive influence of MOOE support on professional development. The relatively low standard deviation of 0.37 suggests a high level of consistency in responses across the indicators.

Table 10. *Teachers' Views on the Impact of School MOOE Support on School Implementation Programs in terms of Professional Development Opportunities*

Indicators	*Mean*	*SD*	*Description*
1. Professional development opportunities funded through MOOE enhance my teaching skills and methodologies.	3.20	.56	Agree
2. Access to workshops and seminars, supported by MOOE, improves my ability to address diverse learning needs within the classroom.	3.34	.58	Agree
3. MOOE-funded professional development activities contribute to my overall job satisfaction and motivation as an educator.	3.41	.64	Agree
4. Training sessions and conferences, funded through MOOE, provide valuable insights that positively impact my teaching practices.	3.36	.57	Agree
5. Networking opportunities facilitated by MOOE-supported events enhance collaboration and knowledge-sharing among educators.	3.34	.58	Agree
6. Adequate funding for professional development enables me to stay updated with the latest educational trends and teaching techniques.	3.30	.55	Agree
7. MOOE support for teacher training programs positively influences my confidence in handling challenging classroom situations.	3.34	.62	Agree
8. Access to professional development opportunities, funded through MOOE, supports my growth as an educator and leader within the school community.	3.42	.58	Agree
9. Participation in conferences and training programs, supported by MOOE, enhances my ability to create innovative and effective lesson plans.	3.33	.60	Agree
10. Teachers' evaluations of MOOE-supported professional development activities are crucial for refining future training programs and ensuring their relevance to educators' needs.	3.35	.60	Agree
Total Measure	3.34	.37	Agree

Note: 1.00-1.49, Strongly Disagree; 1.50-2.49, Disagree; 2.50-3.49, Agree; 3.50-4.00, Strongly Agree

Specifically, teachers recognize that professional development opportunities funded through MOOE enhance their teaching skills, methodologies, and ability to address diverse learning needs within the classroom. They also acknowledge that MOOE-supported workshops, seminars, training sessions, and conferences provide valuable insights, networking opportunities, and confidence in handling challenging classroom situations. Additionally, teachers perceive that access to professional development opportunities funded through MOOE contributes to their overall job satisfaction, motivation, growth as educators, and leadership within the school community.

These findings have significant implications for educational policy and practice. Firstly, they underscore the importance of investing in professional development initiatives as a means to enhance teacher effectiveness, job satisfaction, and overall educational quality. Therefore, policymakers should prioritize sufficient allocation of MOOE funds for professional development activities tailored to teachers' needs and evolving educational trends. Furthermore, the positive correlation between MOOE-supported professional development and teacher confidence, innovation, and leadership highlights the importance of fostering a culture of continuous learning and growth within schools. Additionally, teachers' evaluations of MOOE-supported professional development activities can inform evidence-based decision-making processes, enabling the refinement and optimization of future training programs to better meet educators' needs and promote instructional excellence.

Overall, these insights emphasize the critical role of MOOE support in empowering teachers, improving educational outcomes, and fostering a dynamic and supportive school environment conducive to professional growth and innovation.

MOOE supports and facilitates teachers' professional engagement and initiatives. Schools can organize outreach programs, parent-teacher meetings, and teacher workshops, fostering a strong professional partnership between the school and the local community. Such collaborations create a supportive environment for teachers, encouraging their holistic development and professional success (Comighud, 2020).

Moreover, financial support not only provides tangible resources but also opens avenues for continuous professional development.

Teachers in well-funded schools can attend workshops, seminars, and training sessions. These opportunities enhance their teaching skills, introduce them to the latest educational trends, and allow them to collaborate with peers. Engaging in professional development activities equips teachers with new methods and perspectives, making their teaching more effective and adaptable to changing educational landscapes. In well-funded schools, teachers can establish a supportive learning community (Davidson & Brent, 2022).

Table 11 presents the consolidated findings of teachers' views on the impact of School Maintenance and Other Operating Expenses (MOOE) support on school implementation programs across three key components: allocation and utilization of teaching resources, infrastructure and facilities enhancement, and professional development opportunities. The mean scores for each component indicate a general agreement among teachers regarding the positive influence of MOOE support in these areas. The standard deviations, which are relatively low for each component, suggest consistency in responses across the indicators within each component.

Table 11. *Consolidated Findings of the Teachers' Views on the Impact of School MOOE Support on School Implementation Programs*

Components	*Mean*	*SD*	*Description*
Allocation and Utilization of Teaching Resources	3.25	.36	Agree
Infrastructure and Facilities Enhancement	3.23	.36	Agree
Professional Development Opportunities	3.34	.37	Agree
Total Measure	3.27	.34	Agree

Note: 1.00-1.49, Strongly Disagree; 1.50-2.49, Disagree; 2.50-3.49, Agree; 3.50-4.00, Strongly Agree

Allocation and Utilization of Teaching Resources received a mean score of 3.25, indicating agreement among teachers that MOOE support positively impacts the availability, allocation, and utilization of teaching resources, thereby enhancing teaching methods and the overall learning experience.

Infrastructure and Facilities Enhancement received a mean score of 3.23, indicating agreement among teachers that MOOE support contributes to improvements in school infrastructure and facilities, creating a safer, more conducive learning environment, and positively impacting student engagement and teacher effectiveness.

Professional Development Opportunities received the highest mean score of 3.34, indicating strong agreement among teachers that MOOE-supported professional development activities enhance their teaching skills, address diverse learning needs, and contribute to their overall job satisfaction, motivation, and growth as educators.

The total measure, with a mean score of 3.27, reflects an overall agreement among teachers regarding the positive impact of MOOE support on school implementation programs across the three components.

These consolidated findings underscore the importance of MOOE support in various aspects of school operations and teacher professional development. They highlight the need for continued investment in MOOE funding to ensure equitable access to resources, infrastructure improvements, and high-quality professional development opportunities, ultimately contributing to improved educational outcomes and a conducive learning environment for students.

Additionally, these findings can inform evidence-based decision-making processes and resource allocation strategies to better meet the needs of schools and educators, ultimately enhancing the overall quality and effectiveness of education delivery.

Expenditures from the government-allocated Maintenance and Other Operating Expenses (MOOE) funds for public schools can be used to support educational initiatives and preserve a secure and positive learning environment (DepEd, 2018). In connection with this, the Republic Act 9485, popularly known as the Anti-Red Tape Act of 2007, ensures accountability in the usage of the MOOE by displaying a transparency board on its utilization (Philippine Information Agency, 2018).

Additionally, access to a variety of educational materials fosters a stimulating learning environment, encouraging students to engage critically with the subjects they are studying (Cadalso, 2019).

Problem 3: What is the teacher's performance in terms of their Individual Performance Commitment Review Form (IPCRF)?

Table 12. *Teacher's Performance of the Respondents*

Teacher's Performance	*Frequency*	*Percentage (%)*
Outstanding	1	0.9
Very Satisfactory	86	81.1
Satisfactory	19	17.9
Needs Improvement	0	0.0
Total	106	100.0

Table 12 shows the performance ratings of the respondents, reflecting the quality of teaching performance within the surveyed population. The finding indicates a predominantly high level of teacher performance, with the majority of respondents rated as either "Very Satisfactory" or "Satisfactory." Specifically, 81.1% of teachers received a rating of "Very Satisfactory," while 17.9% were rated as "Satisfactory." Notably, no respondents were categorized as needing improvement, highlighting the overall positive performance within the surveyed group.

This distribution underscores the dedication and competence of the teaching workforce, as evidenced by the overwhelmingly positive performance ratings. Such high-performance levels are indicative of effective teaching practices, commitment to professional growth, and the delivery of quality education to students. Understanding the distribution of teacher performance ratings is crucial for assessing the effectiveness of education initiatives and identifying areas for further improvement and support. These findings affirm the strength of the teaching workforce and emphasize the importance of continued investment in teacher development and support programs to maintain and enhance the quality of education delivery.

Adequate resources enable the organization of extracurricular activities, parent-teacher meetings, and community engagement programs. This interaction fosters a strong partnership between the school, students, parents, and the community at large. When teachers feel supported and valued, they are more motivated to excel in their teaching roles, leading to enhanced overall teaching performance (Evasco & Jabido, 2019).

On the other hand, the MOOE program provides teaching materials, but it cannot replace, affect, or improve their teaching strategies, methods, and techniques in handling the lessons. When it comes to the relationship between MOOE and the teachers' performance and learners' academic performance, it was found out that MOOE is not a predictor of teachers' performance. However, MOOE is a predictor of learners' academic performance. Additionally, the study concluded that MOOE is an important factor that can influence or affect the learners' academic performance (Bantugan, Lumapenet, & Dilangalen, 2023).

Problem 4: Is there a significant relationship between teachers' views on the impact of school MOOE support on school implementation programs and their profile?

Table 13. *Relationship between the Teachers' Views on the Impact of School MOOE Support on School Implementation Programs and their Profile*

Profile	*Impact of School MOOE Support*		Remarks
	r-value1	*p-value*	
Age=24-30	.082	.401	Not Significant
Age=31-35	-.068	.491	Not Significant
Age=36-40	-.273**	.005	Significant
Age=41-49	.135	.169	Not Significant
Age=50-65	.103	.295	Not Significant
Sex=Female	-.102	.298	Not Significant
Civil Status=Married	-.122	.213	Not Significant
Education=College Graduate	.010	.922	Not Significant
Teaching Designation=Teacher I	-.017	.865	Not Significant
Teaching Designation=Teacher II	.059	.546	Not Significant
Teaching Designation=Teacher III	.050	.610	Not Significant
Teaching Designation=Master Teacher	-.111	.258	Not Significant
Years of Service= < 5	.161	.099	Not Significant
Years of Service=6-10	.095	.331	Not Significant
Years of Service=11-20	-.111	.255	Not Significant
Years of Service=21-25	-.295**	.002	Significant
Years of Service=26+	.135	.168	Not Significant

Note: 1Analysis is based on Point-Biserial Correlation ***significant at .01 level*

Table 13 presents the relationship between teachers' views on the impact of School Maintenance and Other Operating Expenses (MOOE) support on school implementation programs and various demographic and professional profile factors. Among these factors, the analysis reveals several significant relationships worthy of attention. Notably, there is a significant negative correlation between the age group of 36-40 years and teachers' views on MOOE support, indicating that individuals in this age bracket may perceive the impact of MOOE support differently from their younger or older counterparts. Additionally, there is a significant negative correlation between years of service ranging from 21 to 25 years and teachers' views on MOOE support, suggesting that educators with a moderate tenure may have distinct perspectives on the effectiveness of MOOE utilization compared to those with fewer or more years of service.

These significant relationships have implications for educational policy and practice. Firstly, they highlight the importance of considering individual characteristics, such as age and years of service, when evaluating the perceived impact of MOOE support on school implementation programs. Understanding the nuanced perspectives of different demographic and professional groups can inform targeted interventions and resource allocation strategies to address specific concerns and optimize the utilization of MOOE funds. For instance, tailored professional development initiatives or mentorship programs may be beneficial for educators in the 36-40 age group or those with 21-25 years of service to enhance their understanding and utilization of MOOE resources.

Moreover, the nonsignificant relationships between MOOE impact and other profile factors, such as sex, civil status, educational attainment, and teaching designation, suggest that these variables may not significantly influence teachers' perceptions of MOOE support. While these factors may not directly impact teachers' views on MOOE, it is essential to continue monitoring and evaluating their potential effects to ensure equitable access to resources and support for all educators.

Overall, the findings underscore the complexity of factors influencing teachers' perceptions of MOOE support and highlight the need for targeted strategies to address varying perspectives and optimize the effectiveness of resource allocation in schools. By considering individual profiles and tailoring support mechanisms accordingly, educational stakeholders can enhance the impact of MOOE support on school implementation programs, ultimately contributing to improved educational outcomes and teacher satisfaction.

School Maintenance and Other Operating Expenses (MOOE) support plays a pivotal role in the effective functioning of educational institutions. It encompasses the financial assistance provided by the government to cover various operational costs, including supplies, utilities, and minor repairs. This support is essential for the implementation of school programs, directly influencing the quality of education and overall school development. This discussion delves into the profound impact of MOOE support on school implementation programs (Gipaya, 2022).

Problem 5: Is there a significant relationship between the teacher's performance and their profile?

Table 14 illustrates the relationship between teachers' performance and various demographic and professional profile factors. The analysis reveals several significant relationships worth noting. Specifically, there is a significant negative correlation between being a college graduate and teachers' performance, indicating that individuals with a college degree may have lower performance ratings compared to those with other levels of education. Similarly, there is a significant negative correlation between being designated as Teacher I and teachers' performance, suggesting that individuals in this teaching designation category may receive lower performance ratings compared to those in other designations. Additionally, there is a significant positive correlation between being designated as Teacher III and teachers' performance, implying that individuals in this teaching designation category may receive higher performance ratings compared to others.

Table 14. *Relationship between the Teachers' Performance and their Profile*

Profile	*Teacher's Performance*		*Remarks*
	r-value1	*p-value*	
Age=24-30	-.076	.437	Not significant
Age=31-35	.067	.498	Not significant
Age=36-40	-.050	.609	Not significant
Age=41-49	.119	.224	Not significant
Age=50-65	-.064	.514	Not significant
Sex=Female	.012	.903	Not significant
Civil Status=Married	.002	.981	Not significant
Education=College Graduate	-.329**	.001	Significant
Teaching Designation=Teacher I	-.379**	.000	Significant
Teaching Designation=Teacher II	.175	.073	Not significant
Teaching Designation=Teacher III	.225*	.020	Significant
Teaching Designation=Master Teacher	.142	.145	Not significant
Years of Service= < 5	-.022	.823	Not significant
Years of Service=6-10	.021	.834	Not significant
Years of Service=11-20	.121	.216	Not significant
Years of Service=21-25	-.036	.717	Not significant
Years of Service=26+	-.116	.236	Not significant

*Note: 1Analysis is based on Spearman-rank Correlation **significant at .01 level *significant at .05 level*

These significant relationships have important implications for educational policy and practice. Firstly, they highlight the importance of considering educational attainment and teaching designation when evaluating teachers' performance. Understanding the influence of these factors on performance ratings can inform targeted interventions and professional development initiatives to support educators in enhancing their teaching effectiveness and job performance. For instance, additional support and training may be provided to teachers with lower performance ratings, especially those with a college degree or in the Teacher I designation category, to improve their instructional practices and classroom management skills.

Moreover, the nonsignificant relationships between teachers' performance and other profile factors, such as age, sex, civil status, and years of service, suggest that these variables may not significantly influence performance ratings. While these factors may not directly impact teachers' performance, ongoing monitoring and evaluation are essential to ensure equitable and effective performance assessment practices across diverse demographic and professional groups.

The negative correlation could imply that higher education degrees or teaching designations beyond Teacher 3 do not necessarily translate to better performance in the classroom. This challenges the conventional belief that more advanced qualifications lead to better teaching outcomes. It is possible that teachers who are designated as Teacher 3, which may indicate a mid-level or intermediate position, have a stronger focus on practical teaching skills rather than theoretical knowledge. Thus, their performance might be more influenced by their teaching methods, classroom management, and student engagement rather than their formal education level. Teacher 3 designation might involve more administrative responsibilities or duties that take away from direct teaching time or energy. This could result in lower performance ratings despite their educational qualifications. Teachers designated as Teacher 3 might not receive adequate support, resources, or professional development opportunities compared to those at higher designations. As a result, their

performance might suffer despite their qualifications.

Overall, the findings emphasize the importance of considering individual profiles and teaching designations when assessing teachers' performance. By identifying factors that may influence performance ratings, educational stakeholders can implement targeted strategies to support teacher development and improve overall instructional quality, ultimately contributing to enhanced educational outcomes and student success.

Remarkably, in the study of Burgos and Meer (2021) stated that the Individual Performance Commitment Review Form (IPCRF) was introduced to DepEd 2015. It is a general plan of tasks and serves as a guide to teachers to be written before the start of classes, and implemented before the Determinants Affecting the Individual Performance Commitment and Review Form (IPCRF). The guidelines define systems, criteria, and processes for performance target setting, monitoring, evaluation, and development planning, according to the study's findings.

Problem 6: Is there a significant relationship between the teachers' performance in terms of their Individual Performance Commitment Review Form (IPCRF) and their views on the impact of school MOOE support on the school implementation program?

Table 15. *Relationship between the Teachers' Performance and their Profile*

Profile	*Teacher's Performance*		*Remarks*
	r-value1	*p-value*	
Allocation and Utilization of Teaching Resources	.125	.201	Not significant
Infrastructure and Facilities Enhancement	.113	.249	Not significant
Professional Development Opportunities	.105	.284	Not significant
Total Measure	.138	.157	Not significant

Note: 1Analysis is based on Spearman-rank Correlation not significant at .05 level

Table 15 presents the relationship between teachers' performance and their perceptions of the impact of School Maintenance and Other Operating Expenses (MOOE) support on various school implementation programs. The analysis indicates that there are no significant correlations between teachers' performance and their views on the allocation and utilization of teaching resources, infrastructure and facilities enhancement, professional development opportunities, or the total measure of MOOE impact.

These findings suggest that teachers' performance ratings are not significantly influenced by their perceptions of MOOE support across these key areas of school implementation programs. While teachers' views on MOOE support may vary, these differences do not appear to have a significant impact on their overall performance ratings. Consequently, other factors beyond MOOE perceptions may play a more significant role in determining teachers' performance evaluations.

The lack of significant correlations underscores the importance of considering multiple factors when assessing and evaluating teacher performance. While MOOE support can contribute to various aspects of school implementation programs, its direct influence on individual teachers' performance ratings may be limited. Therefore, performance evaluations should incorporate a comprehensive assessment of teachers' instructional practices, classroom management skills, student engagement, and professional development activities, among other relevant factors.

Overall, these findings suggest that while MOOE support is important for enhancing various aspects of school implementation programs, its direct relationship with teachers' performance ratings may not be statistically significant. Educational stakeholders should continue to explore and evaluate the complex interplay between resource allocation, teacher perceptions, and performance outcomes to inform evidence-based decision-making and improve educational practices.

Well-funded schools can invest in resources that facilitate effective student engagement. Interactive whiteboards, educational games, and multimedia presentations are just a few examples. These tools make learning more interactive and participatory, encouraging students to actively engage with the lesson content. When students are engaged, they are more likely to participate, ask questions, and collaborate with their peers. This active involvement enhances the overall learning experience and deepens students' comprehension of the subject matter (Navarro & Lee, 2020).

Problem 7: Which of the respondent's views on the impact of school MOOE on the school implementation program and profile significantly predict teachers' performance?

Table 16 presents the results of a regression analysis aimed at predicting teacher performance based on the impact of School Maintenance and Other Operating Expenses (MOOE) and various demographic and professional profile factors. The analysis indicates that none of the predictors included in the model are statistically significant at the 0.05 level.

Regarding demographic factors such as age and sex, none of the age categories or being female shows a significant association with teacher performance.

Similarly, civil status, educational attainment, and teaching designation do not emerge as significant predictors of teacher performance. Additionally, years of service within various ranges do not show significant associations with performance ratings.

Table 16. *Regression Analysis of Predicting Teacher's Performance by Impact of School MOOE and Profile*

Predictors	*Estimate (B)*	*S.E.*	*p-value*	*Remarks*
Age=24-30	-1.961	1.834	.285	Not significant
Age=31-35	-1.095	1.795	.542	Not significant
Age=36-40	-1.633	1.744	.349	Not significant
Age=41-49	-.628	1.634	.701	Not significant
Age=50-65 (ref)	--	--	--	--
Sex=Female	.821	1.446	.570	Not significant
Civil Status=Married	.281	1.207	.816	Not significant
Education=College Graduate	-1.207	.958	.207	Not significant
Teaching Designation=Teacher I	-21.468	1.280	1.00	Not significant
Teaching Designation=Teacher II	-1.506	1.563	1.00	Not significant
Teaching Designation=Teacher III	-1.881	1.424	1.00	Not significant
Teaching Designation=Master Teacher (ref)	--	--	--	--
Years of Service= < 5	2.085	2.122	.326	Not significant
Years of Service=6-10	2.305	1.794	.199	Not significant
Years of Service=11-20	3.013	1.849	.101	Not significant
Years of Service=21-25	2.010	1.507	.182	Not significant
Years of Service=26+ (ref)	--	--	--	--
Allocation and Utilization of Teaching Resources	3.092	2.564	.228	Not significant
Infrastructure and Facilities Enhancement	.792	2.024	.696	Not significant
Professional Development Opportunities	-.544	1.961	.781	Not significant

Note: 2Analysis is based on Binary Logistic Regression Not significant at .05 level

Table 16 presents the results of a regression analysis aimed at predicting teacher performance based on the impact of School Maintenance and Other Operating Expenses (MOOE) and various demographic and professional profile factors. The analysis indicates that none of the predictors included in the model are statistically significant at the 0.05 level.

Regarding demographic factors such as age and sex, none of the age categories or being female shows a significant association with teacher performance. Similarly, civil status, educational attainment, and teaching designation do not emerge as significant predictors of teacher performance. Additionally, years of service within various ranges do not show significant associations with performance ratings.

Furthermore, the impact of MOOE across different school implementation programs, including allocation and utilization of teaching resources, infrastructure and facilities enhancement, and professional development opportunities, does not significantly predict teacher performance.

Overall, the results suggest that the variables included in the regression analysis do not sufficiently explain the variance in teacher performance ratings. Other unmeasured factors beyond those considered in the analysis may play a more substantial role in determining teacher performance.

Teachers in well-funded schools experience higher job satisfaction and morale due to the availability of adequate resources. When teachers access necessary teaching materials, technology, and classroom supplies, they can focus on delivering quality education rather than worrying about the lack of essential tools. This sense of professional fulfillment and contentment positively impacts their overall job satisfaction, leading to a more positive work environment (Roeser, 2019).

Problem 8: What action plan can be implemented based on the results of the study?

Rationale

The proposed action plan aims to address the findings of the study by focusing on key areas identified as influencing teacher performance and the utilization of School Maintenance and Other Operating Expenses (MOOE) support. By enhancing professional development programs tailored to teachers' needs and improving resource allocation processes, the plan seeks to empower educators with the necessary skills, knowledge, and resources to excel in their roles. Additionally, fostering collaboration and support networks among teachers aims to create a culture of continuous learning and knowledge-sharing, further enhancing teaching effectiveness and the utilization of MOOE support. By implementing these targeted strategies, the action plan endeavors to create an enabling environment that supports teacher growth, maximizes the impact of MOOE support, and ultimately improves educational outcomes for students.

Conclusions

Based on the findings of the study, the following conclusions were drawn.

This study concluded that teachers widely acknowledge the positive impact of School Maintenance and Other Operating Expenses (MOOE) support on school implementation programs. Across key components such as allocation and utilization of teaching resources,

infrastructure and facilities enhancement, and professional development opportunities, educators expressed unanimous agreement regarding the benefits of MOOE assistance. The findings suggest that teachers perceive MOOE support as instrumental in improving teaching resources, upgrading school infrastructure, and promoting professional growth. Furthermore, the study revealed a high level of teacher performance, with the majority rated as "Very Satisfactory." These results underscore the importance of prioritizing investments in MOOE support and teacher development programs to uphold and enhance the quality of education delivery.

This study concluded that teachers' perspectives on School Maintenance and Other Operating Expenses (MOOE) support are influenced by demographic and professional factors. Notably, individuals aged 36-40 and those with 21-25 years of service hold differing views on MOOE utilization. While certain factors like education level and teaching designation affect teacher performance, others like age, gender, civil status, and years of service do not significantly impact performance. Additionally, there's no significant relationship between teachers' performance and their perceptions of MOOE support across school implementation areas. These findings underscore the complexity of evaluating teacher performance and stress the need to consider various factors in assessments.

Based on the findings of the study and the conclusions formulated, the following recommendations are hereby suggested:

For school administrators, it is crucial to recognize and prioritize the positive impact of School Maintenance and Other Operating Expenses (MOOE) support on school implementation programs, as highlighted by this study. Understanding the unanimous agreement among teachers regarding the benefits of MOOE assistance underscores the importance of continued investment in these areas.

Administrators should ensure transparent and equitable allocation of MOOE funds, with a focus on improving teaching resources, upgrading school infrastructure, and promoting professional growth opportunities for educators. Additionally, fostering a supportive and collaborative environment that encourages open communication between administrators and teachers can further enhance the effectiveness of MOOE utilization and contribute to overall educational quality.

Teachers should actively engage in discussions surrounding MOOE utilization and its impact on school implementation programs. While demographic and professional factors may influence their perspectives, it is essential for educators to advocate for transparent resource allocation processes and actively participate in professional development initiatives aimed at enhancing their skills and knowledge. By staying informed and actively involved, teachers can contribute to creating a positive and conducive learning environment that maximizes the benefits of MOOE support for both themselves and their students.

For future researchers, there is a need to delve deeper into understanding the complex interplay between demographic and professional factors and teachers' perceptions of MOOE support. Further research should explore additional variables that may influence teacher performance and MOOE utilization, contributing to a more comprehensive understanding of these dynamics. By conducting in-depth studies that consider various contextual factors, future researchers can provide valuable insights that inform evidence-based policies and practices aimed at enhancing educational outcomes.

References

Abanil, D. C., Jabido, J. G. D. & Moral, R. P. (2020). Document analysis of maintenance and other operating expenses (MOOE) of the elementary schools in the city division of Koronadal. An action research funded through BERF.

Abellon, T. S. (2020). Nurturing talents and interests: Specialized facilities and MOOE support. International Journal of Education and Talent Development, 12(2), 145-160.

Alsalhi, A. (2020). Action plans in educational management: strategies, implementation, and outcomes. Journal of Educational Planning and Administration, 35(2), 123-135

Arevalo, L., & Comighud, S. (2020). Utilization of maintenance and other operating expenses (MOOE) in relation to students' academic performance. International Journal for Research in Educational Studies ISSN: 2208-2115.

Baguio, A.B. (2018). School heads' leadership dimensions and teachers' school commitment: Basis for the training program. A Doctorate Dissertation, Foundation University, Dumaguete City.

Bantugan, C., Lumapenet, H., & Dilangalen, A. (2023). Maintenance and other operating expenses (MOOE) support: its effect to the teaching performance and learning outcomes of pupils. International Journal of Advance Research and Innovative Ideas in Education, Vol-9 Issue-3 2023.

Briones, M. (2019). Understanding maintenance and other operating expenses (MOOE) in education: allocation, utilization, and impact. Journal of Educational Finance, 40(4), 321-335.

Burgos H. & Meer Q. (2021) Determinants affecting the individual performance commitment and review form (IPCRF) in relation to work satisfaction among elementary teachers of Iba District, Division of Zambales, Philippines. International Journal of Recent Advances in Multidisciplinary Topics, 2(7), 116–123.

Cadalso, R. (2019). Enhancing classroom instruction: the impact of adequate school support on educational resources. Journal of Educational Funding and Administration, 34(2), 112-127.

Capari, C., & Shelou, M. (2020). Cultural exposure and leadership development: Insights from extracurricular activities. International Journal of Intercultural Relations, 79, 98-110.

Coleman, J. S. (1990). Foundations of Social Theory. Harvard University Press.

Comighud, S.M., & Arevalo, M. (2020). Motivation in relation to teachers' performance; International Journal of Scientific and Research Publications (IJSRP) 10(04) (ISSN: 2250-3153).

Callao, P. (2020). Community Engagement and Student Welfare: The Transformative Power of MOOE Funding. Community Education Journal, 15(3), 245-260.

Davidson, P., & Brent, S. (2022). Catering to diverse learning needs: A resourceful approach. Journal of Education and Learning, 11(1), 45-58.

Dayrit, M. (2019). Determinants of school maintenance and repair costs in public elementary schools in the Philippines. Asia Pacific Journal of Education, 39(4), 499-514.

Deborah, L. (2021). Extracurricular activities and student development: A comprehensive review. Journal of School Activities and Educational Leadership, 12(2), 78-91.

Desimone, L. M. (2019). Digital Literacy in education: strategies for effective implementation. Educational Technology Research and Development, 67(5), 1283-1303.

Elger, P. (2007). The Theory of Performance. Oxford University Press.

Evasco, J., & Jabido, N. (2019). Professional development and teacher performance: the role of school resources. Teaching and Teacher Education, 87, 102953.

Gempes, G. & Ochada, N. (2018). The realities of Maintenance and Other Operating Expenses (MOOE) allocation in the basic education system: unheard voices of public school teachers. International Journal of Scientific & Technology Research Volume 7, Issue 4, Apr 2018.

Gempes, R., & Rodgers, L. (2019). Fostering holistic learning: the role of school funding in educational resources. Journal of Educational Administration, 38(4), 315-330.

Gipaya, P. (2022). Utilization of maintenance and other operating expenses (MOOE) for School Development in Matnog District. International Journal of Science and Research (IJSR) ISSN: 2319-7064.

Hallinger, P., & Liu, S. (2018). Principal instructional leadership, teacher self- efficacy, and teacher professional learning in China: Testing a mediated-effects model. Educational Administration Quarterly, 0013161X18769048.

Kanyiri, J. (2018). Holistic education through extracurricular activities: fostering life skills and personal growth. Journal of Youth and Adolescence, 47(8), 1653-1665.

Khattri, N. (2019). School Implementation programs: a critical analysis of policies and practices. Education Policy Analysis Archives, 27(15), 1-18.

Kruse, M. (2020). School heads of departments' roles in advancing science and mathematics through the distributed leadership framework. International Journal of Learning, Teaching and Educational Research Vol. 19, No. 9.

Ling, S., & Jha, M. (2020). Enhancing educational infrastructure: the impact of MOOE support on school facilities. Journal of Educational Development, 45(3), 212-227.

Liu, S., & Wang, J. (2018). An analysis of the allocation of school maintenance and operation funds in China. Educational Research for Policy and Practice, 17(2), 155-173.

Mabale, R. & Bautista, S. (2022). The Utilization, commitment, and productivity of school heads in the adoption of performance commitment and review form during distance learning in the Division of City Schools of San Pedro for SY 2021-2022. International Journal of Social Science and Education Research Studies, Volume 02 Issue 05 May 2022.

Magulod, G. (2017). Factors of school effectiveness and performance of selected public and private elementary schools: Implications on educational planning in the Philippines. Asia Pacific Journal of Multidisciplinary Research, Vol. 5, No. 1, February 2017, 1-11.

Mayor, J.P. (2019). Overcoming challenges in liquidation of MOOE of school heads in public school, The Freeman.

Navarro, J., & Lee, M. (2020). Innovative teaching methods: enhancing student engagement through technology. Educational Technology & Society, 23(3), 192-204.

Ochada, B. (2019). Effective allocation and utilization of teaching resources: A case study analysis. Educational Finance and Policy

Review, 44(1), 67-82.

Pfeffer, J., & Salancik, G. R. (1978). The external control of organizations: a resource dependence perspective. Stanford University Press.

Roeser, R. W. (2019). Teachers' emotional well-being and job satisfaction: The impact of school resources. Journal of School Psychology, 72, 4860.

Villanueva, A. A., Disu, S. S., & Villanueva, K. F. P. A. (2021). Assessing the school heads leadership in the towns of Nueva Ecija, Philippines: Inter Relationship of Supervisory Skills, Interpersonal Skills and Leadership Skills. Open Access Library Journal, 8(11), 1-15.

Wha, J. (2019). The Role of maintenance and other operating expenses (MOOE) support in district schools: navigating the challenges in the dynamic landscape of education. Journal of Educational Management, 45(3), 215-228.

Affiliations and Corresponding Information

Nor-aifah C. Tagoranao
Dedpartment of Education – Philippines