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**COMMON PRACTICES IN THE IMPLEMENTATION OF PROJECT WE  
ADVOCATE TIME CONSCIOUSNESS AND HONESTY (W.A.T.C.H.)  
IN THE SCHOOLS DIVISION OF LEGAZPI CITY:  
A BASIS OF A SUSTAINABILITY PLAN**

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**ABSTRACT**

This study investigates the implementation of Project We Advocate Time Consciousness and Honesty (W.A.T.C.H.) at Legazpi City's Department of Education (DepEd) public schools. It studies prevalent habits, identifies problems, and suggests a strategy for long-term viability. Recognizing the importance of punctuality and honesty for personal and professional growth, the research underlines the need to instill these values in early childhood education. While active, Project W.A.T.C.H. suffers challenges owing to resource constraints, organizational problems, insufficient training, and insufficient monitoring and evaluation. The paper reviews practices and recommends a sustainable plan to solve these concerns using thematic and content analysis.

The findings emphasize Legazpi City schools' attempts to improve time awareness and honesty, while flagging resource restrictions and organizational concerns as obstacles. The research underlines the significance of smart financial management, defined duties, regular training, and periodic assessments to ensure Project W.A.T.C.H.'s long-term success.

This research adds to the body of data in the field of values-based programs, character development, and positive behavior support. It is presented as a practical guide with tangible answers, and it provides insights into overcoming problems and ensuring the long-term success

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of Project W.A.T.C.H. in Legazpi City public schools. The research finishes with proactive recommendations for preserving and strengthening divisional practices.

**Keywords:** *Project W.A.T.C.H., implementation, common practices, challenges, sustainability plan*

## INTRODUCTION

Honesty and promptness are essential qualities in the workplace and school. Developing and applying these traits allow positive progression among individuals in both settings.

At school, honesty is one of the most essential characteristics to instill in learners. This can be done by demonstrating honesty, establishing honesty-related expectations, and providing opportunities for honest discussion and reflection. Punctuality in school life paves the way for students' success by allowing them to plan, create an efficient routine, and be prepared for their assignments. A punctual student is better prepared to deal with day-to-day work than someone who waits until the last minute (Podar Education Network, 2021).

On the other hand, punctuality demonstrates professionalism and distinguishes one as a dependable and competent employee. It makes no difference how brilliant, skilled, or knowledgeable an employee is. Being consistently late, whether to work or on deadlines, risks tarnishing one's professional reputation. It is not civility; it is a requirement at work. Punctuality exhibits one's commitment to his job (Nuque, n.d.). In the workplace, being honest is also essential for developing trust, upholding moral principles, encouraging transparency, supporting open communication, encouraging accountability, boosting productivity, developing a positive reputation, and assisting in effective conflict resolution. It produces an office atmosphere that promotes achievement, teamwork, and the general well-being of workers and the company as a

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whole.

The development of people, organizations, and communities depends on effective time management and an ethical approach to honesty. In educational environments, imparting these principles early on helps students develop their character and gives them the skills they need for both their personal and professional lives.

Recognizing the importance of these principles, the Philippine Government has started rolling out Project We Advocate Time Consciousness and Honesty (W.A.T.C.H.) throughout its various agencies. This is an advocacy program of the Philippine Government as mandated through Proclamation No. 1782, signed by President Gloria Macapagal-Arroyo in the City of Manila, dated May 21, 2009. The major goal of Project W.A.T.C.H. is to push forward the recognition of punctuality and honesty as two core values in promoting national renewal and development.

The Department of Education (DepEd), an enjoining party in this proclamation, mandates each public school nationwide to implement Project W.A.T.C.H. to observe the values of punctuality and honesty among the school personnel and the students. The DepEd Memorandum No. 410 series of 2019 titled, Guidelines on the Establishment of a W.A.T.C.H. School, was released to formally implement the program in the Philippine public schools. This aims for the school community to know and understand the value of punctuality in the context of the development of a better Filipino character, to cherish and value punctuality as an integral part of a true Filipino, and to identify concrete strategies that will assist an individual in the actualization of the value of punctuality and honesty in one's life.

Schools are vital institutions in a community. Their mere existence, even more, its success, and efficiency are important facets for achieving the ideals of the locale. The Department of Education Schools Division of Legazpi City public schools are active participants in this project. Activities in line with the project are being conducted yearly. There are also year-round initiatives being observed. Therefore, the potential improvement of Project W.A.T.C.H. implementation through this study has a consequential positive effect on the community. The promotion of the

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values of punctuality and honesty may also manifest beyond the scope of the school and its neighboring areas. Moreover, punctuality and honesty have always been core values taught at schools. As primary or integrated content, these are recognized as important values for all sectors of society. Conducting this study is deemed to strengthen the aims of Project W.A.T.C.H., which would positively benefit the education sector. Avoiding late comings for learners would help them maximize their learning at school. From another perspective, teachers who are on time would get more time to prepare themselves before facing their learners and avoid procrastination.

Despite the aforementioned public schools' adherence efforts, latecomers among the school personnel and the students are still noted. Surely, certain factors are causing this observation. Therefore, this study aims to investigate the implementation of the project in the public schools.

The study centers on the delineation of project implementation for possible replication relative to the formulation of a sustainability plan. A sustainability plan is a strategic framework or roadmap that describes how a community or organization intends to advance environmental stewardship and sustainable development. It acts as a road map that outlines objectives, targets, and procedures for advancing long-term social, economic, and environmental sustainability. A sustainability plan adopts a long-term viewpoint, taking into account the project's lifecycle and effects beyond adoption. It nudges project managers to think past short-term objectives and take the project's legacy into account. The long-term planning aspect of the plan assures that the project will continue to succeed and be sustainable even after the implementation phase is through. According to the International Training Centre of the International Labour Organization (2018), practitioners from the private and public sectors tasked with implementing development projects and programs must be able to implement projects effectively.

Connectively, for several reasons, it is vital to identify the challenges to project implementation. Assessing potential risks that can occur during project implementation is made easier by identifying difficulties. Project managers can effectively manage risks by developing

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appropriate risk management methods by having a clear awareness of the difficulties upfront. The project's chances of success are increased, and negative effects are reduced thanks to this proactive strategy. In addition, project implementation difficulties may have an impact on material, financial, and human resources. Early detection of these issues allows project managers to deploy resources appropriately, ensuring that there are enough resources on hand to overcome hurdles and maintain the project's course. Furthermore, identifying project execution difficulties offers a chance for education and ongoing development. Project managers can find patterns, create best practices, and apply lessons gained to future projects by investigating past difficulties and their causes. This method of project management is iterative and improves organizational knowledge, effectiveness, and efficiency (Ranjan et al., 2016).

In this study's case, an in-depth depiction of the common practices and the challenges the schools encounter in implementing the project was done to determine specific steps for its improvement. The practices observed by the teachers, students, and nonteaching personnel of the target public schools in the city are focused on by the present research. The sustainability plan devised is proposed in line with this objective.

## METHODOLOGY

The details of the research methodology are presented in this section. This discusses the research design, instrument, data gathering procedures, respondents of the study, sampling technique, study site, and the data analysis plan.

### Research Design

The research takes on a descriptive-qualitative approach to depict the current implementation situation of Project W.A.T.C.H. as well as identify the challenges with the current practices in the respective public schools in the Legazpi City Schools. The paper opted for this design because it enables the researcher to explore the narratives on the project implementation

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through the first-hand experiences of the implementers regardless of any causality or other hypotheses.

## Research Instrument

The research used two methods to identify the common practices, and challenges encountered, and possible solutions for Project W.A.T.C.H, considering the availability of the target respondents. In particular, the data were gathered through written and oral in-person semi-structured interviews. Both methods followed the two parts parallel to the study objectives. Part 1 asks for the schools' common practices. Several practices were predetermined in the questionnaires Then, Part 2 required answers on the challenges the implementers encountered. A checklist was provided for ease of answering but a space for additional answers was provided. The choices were based on Palo's (2022) findings regarding the Department of Education's challenges encountered in implementing the project.

Meanwhile, the possible solutions for the identified challenges were determined using content analysis. These were used to develop a sustainability plan for the project.

## Data Gathering Procedure

Upon the approval of the research proposal, a letter was sent to the Department of Education Schools Division of Legazpi City Superintendent for permission to conduct the study's data-gathering procedures. Letters of consent for the research respondents were also prepared, informing them of the aims of the study and requesting their cooperation. With the concerned individuals' permission, the study commenced with the interviews. The Project W.A.T.C.H. coordinators or the school heads of selected schools were asked to participate in the study. The nature and objectives of the study were explained and inquiries on clarifications were entertained. During the in-person visit of the researcher, both methods of data collection were administered:

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written interview guides were provided, and follow-up questions were posed. After the interviews, the recorded data were consolidated for analysis.

## Respondents of the Study

The respondents of the study were Project W.A.T.C.H. coordinators and school heads of selected public schools in the Department of Education Schools Division of Legazpi City. A total of 10 school districts comprise the division. Excluding the Alternative Learning System (ALS), nine districts were covered in the study. One school represented each district, except District 9 which comprised all the secondary schools in the division. From the representative schools, one Project W.A.T.C.H. coordinator or school head was asked for an interview for the study.

The selection between the school head and the project coordinator was based on the personnel's availability and discretion. Meanwhile, the schools that represented each district were chosen randomly.

## Data Analysis Plan

The study analyzed the consolidated data using thematic analysis. Thematic analysis allowed the researcher to systematically identify, analyze, and report patterns within the data related to the common practices, challenges thematic analysis, and potential sustainability plan, providing a rich and detailed account of the experiences and perspectives of the participants. This method is well-suited for uncovering the underlying themes and patterns in the data, which was essential for meeting the objectives of the study.

In addition, content analysis was employed in the study. It was utilized to design the sustainability plan from the identified challenges, with consideration to the common practices in implementing the project.

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## RESULTS AND DISCUSSIONS

The research aimed to identify the common practices in implementing Project W.A.T.C.H. in the Department of Education Schools Division of Legazpi City Public Schools. It sought to determine these practices, identify the challenges faced by various stakeholders, and propose a sustainability plan for the project. The results and discussions of the consolidated data are presented as follows.

### Common Practices in the Implementation of Project W.A.T.C.H.

Several themes emerged in the consolidation of the interview responses on the common practices in the implementation of Project W.A.T.C.H. These were derived from the identified specific practices. In particular, these were: the integration of W.A.T.C.H. concepts and goals in subjects with point of entry like *Edukasyon sa Pagpapakatao*, posting of updates and information campaigns in School Bulletin/Transparency Board in School, posting of updates and information campaigns in the School Website or Facebook Page, regular special column in the school paper featuring students, teachers and non-teaching personnel who are exemplifying time consciousness and honesty, involvement of other sectors and stakeholders in W.A.T.C.H. implementation, information dissemination during SPTA meetings, engaging students in poster/slogan making contest, the inclusion of the project in the in-service training for teachers, school learning action cells, and/or regular monthly meetings, training to W.A.T.C.H. core trainers/leaders, continuous conduct of orientation about the project to teaching and non-teaching employees, parents, and students, coordination with government organizations (GOs) and non-government organizations (NGOs) in supporting participation in seminars and workshops on W.A.T.C.H., collaboration with the division office and regional W.A.T.C.H. implementers, organization of W.A.T.C.H. Club under the advisory of W.A.T.C.H. Coordinator. The aforementioned practices were predetermined in the interview guide provided by the researcher.

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These were based on the general aspects of implementation as defined in the Department of Education Memorandum No. 410 series of 2009. Generally, these Project W.A.T.C.H. implementation practices can be consolidated into three themes: curriculum and instruction, learning and development, and advocacy campaigns.

### ***Curriculum and Instruction Practices***

Under curriculum and instruction, the study findings suggest that the implementation of Project W.A.T.C.H. in the Schools Division of Legazpi City Public School involved the integration of W.A.T.C.H. concepts and goals in subjects, posting of updates and information campaigns, regular special columns in the school paper, and involvement of other sectors and stakeholders in W.A.T.C.H. implementation.

### ***Learning and Development Practices***

The project's learning and development processes are another trend that emerges from the combined data. It was discovered that it is customary to incorporate W.A.T.C.H. programs—which emphasize ongoing professional development—into teacher training sessions (INSET, SLAC, and regular monthly meetings). Moreover, although not uniformly throughout all districts, training sessions for W.A.T.C.H. core trainers/leaders are documented. Moreover, it is common practice to continuously conduct W.A.T.C.H. orientation for parents/PTA, students, and teaching and non-teaching staff. This helps to promote a holistic approach to learning and development.

### ***Advocacy Campaign Practices***

Limited engagement has been observed in the meantime regarding the cooperation with government organizations (GOs) and non-government organizations (NGOs) to encourage participation in seminars and workshops on W.A.T.C.H. Working together with the division office and local W.A.T.C.H. implementers is a prominent motif that demonstrates a group effort to

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promote honesty and time consciousness. Furthermore, WATCH Coordinators regularly oversee the formation of W.A.T.C.H. Clubs, highlighting the significance of student participation in advocacy initiatives. Under the project's advocacy campaign component, these school implementation initiatives were considered to be conceptually related.

### ***Other Project W.A.T.C.H. Implementation Practices***

Unique practices were also noted from the schools such as the biometrics attendance system, an "honesty store", lost and found management, poster and slogan making contest, and monitoring and evaluation. These were shared by the Project W.A.T.C.H. coordinator and school head participants in the conducted interview.

Consolidating the responses, it was found that there were several commonalities in the practices of the different schools from each district. The biometrics system, the implementation of an Honesty Store, as well as the quarterly awarding proved to be common practices.

Overall, the analysis indicates that Legazpi City Public Schools are actively implementing Project W.A.T.C.H. through a range of strategies and activities. The commitment to promoting time consciousness and honesty is evident in the various practices adopted by schools across the city.

### **Challenges Encountered in the Implementation of Project W.A.T.C.H.**

The thematic analysis of the challenges encountered in Project W.A.T.C.H. reveals four major themes: resource constraints, organizational challenges, lack of training and support, and issues with monitoring and evaluation. These themes are extensively discussed to present their implications in the present study. These were also derived from the shared experiences of the participants of the study.

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## **Resource Constraints**

First off, Project W.A.T.C.H.'s inability to get funding seriously impedes its capacity to obtain resources and carry out operations. This implies a lack of understanding of the project's significance or of how to prioritize tasks.

## **Organizational Challenges**

The challenges in starting and maintaining a W.A.T.C.H. Club within Project W.A.T.C.H. point to possible problems with leadership, involvement, or recruitment, with emphasis on the club's crucial role in energizing stakeholders and propelling project execution.

## **Lack of Training and Support**

The absence of training and orientation on Project W.A.T.C.H. presents a critical challenge, depriving key personnel, especially W.A.

## **Monitoring and Evaluation**

The inconsistent evaluation of Project W.A.T.C.H. implementation is a major concern, limiting the capacity to measure progress, identify problems, and make required modifications for enhanced efficacy.

Generally, the results highlight the need for strategic financial management, adaptable organizational structures, continuous learning cultures, and rigorous performance assessment in effective project execution. This means tackling these fundamental concerns necessitates a multifaceted strategy. Moreover, the findings contribute to the literature on public administration and nonprofit management by stressing the significance of these characteristics in attaining project goals in an efficient and transparent manner. Furthermore, advocating for budget allocation, improving organizational structures, investing in training and development, and developing a strong monitoring and evaluation system are all important components of a complete approach to overcoming implementation problems and achieving project goals.

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## Sustainability Plan

The study proposes a sustainability plan in the form of a brochure. The brochure is in a pamphlet format with three-fold frames. It follows the Project W.A.T.C.H. logo color palate to make sure that the brochure itself advocates for the project. The aesthetic aspects of the output considered objects representing the values of honesty and punctuality, the values advocated by the project.

The sustainability plan encompasses a comprehensive examination of the project, providing a detailed overview of its key components. This involves a thorough exploration of the study's findings, specifically focusing on the prevailing practices and challenges encountered during the implementation of the advocacy project. The document not only sheds light on the existing state of affairs but also delves into an insightful analysis of the encountered challenges.

Moreover, the sustainability plan takes a proactive approach by offering valuable recommendations aimed at ensuring the enduring success of the advocacy project. These recommendations are rooted in a strategic assessment of the identified challenges, seeking to address them effectively. By determining and proposing practical solutions, the plan strives to fortify the project's foundations and enhance its long-term impact.

The sustainability plan serves as a roadmap for the continued success of the project. It goes beyond acknowledging current practices and challenges, extending its reach to provide actionable insights that can guide stakeholders in overcoming obstacles and fostering sustained positive outcomes. Figure 3 shows the brochure which is deemed a means of study results dissemination.

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## CONCLUSIONS

The major goal of this research was to identify common practices in implementing Project We Advocate Time Consciousness and Honesty (W.A.T.C.H.) in the Legazpi City Public Schools Department of Education Schools Division. The research attempted to identify these practices, analyze obstacles encountered by diverse stakeholders, and offer a project sustainability strategy.

1. The study's key findings indicated a complete knowledge of Project W.A.T.C.H.'s implementation techniques, which were divided into three themes: Curriculum and Instruction techniques, Learning and Development Practices, and Advocacy Campaign Practices. Various tactics were discovered in the study, including incorporating W.A.T.C.H. principles into topics, performing frequent updates and information campaigns, contacting external groups, and creating W.A.T.C.H. Clubs. The findings of the study highlight the active implementation of Project W.A.T.C.H. in Legazpi City Public Schools, with a dedication to cultivating time consciousness and honesty reflected in the different activities implemented.
2. The study highlighted challenges with resource allocation, organizational structures, training and assistance, and monitoring and evaluation. The highlighted problems, such as resource restrictions, organizational concerns, a lack of training, and inconsistent evaluation, put light on crucial areas that need to be addressed for long-term success.
3. The proposed sustainability plan, presented in the form of a brochure, provides practical recommendations for overcoming challenges and ensuring Project W.A.T.C.H.'s long-term success. The insights provided can inform future research, guide educational practices, and contribute to the ongoing discussion about character education and values-based initiatives in school settings.

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