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# THE HABI MODEL IN ACTION: DEVELOPING A SHOCK-RESPONSIVE SCHOOL PROTOCOL FOR ENROLLMENT VOLATILITY AND RESOURCE MANAGEMENT

Maria Janice P. Frias

*Master of Education, Educational Leadership and Management, University of Nueva Caceres, Naga City, Camarines Sur, Philippines*

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## ABSTRACT

This developmental research study designed and validated the HABI Model (Himayin, Ambagan, Buoin, Ipakita) as an innovative solution to enrollment surges in the Department of Education, explicitly linking non-human resource scarcity (classrooms, materials, budgets) and human resource capacity (student-teacher ratio, professional development, administrative support) to teacher readiness and instructional quality. Using the ADDIE framework, data were gathered from 50 novice teachers, school heads, parents, and LGU representatives across five high-enrollment public secondary schools in Masbate Province through surveys, focus group discussions, and expert validation. Findings revealed a dual crisis of resource scarcity, with budget constraints preventing teacher hiring ranking highest (4.52, Very High Scarcity). (Himayin, Ambagan, Buoin, Ipakita) as an innovative solution to enrollment surges in the Department of Education, explicitly linking non-human resource scarcity (classrooms, materials, budgets) and human resource capacity (student-teacher ratio, professional development, administrative support) to teacher readiness and instructional quality. Using the ADDIE framework, data were gathered from 50 novice teachers, school heads, parents, and LGU representatives across five high-enrollment public secondary schools in Masbate Province through surveys, focus group discussions, and expert validation. Findings revealed a dual crisis of resource scarcity, with budget constraints preventing teacher hiring ranking highest (4.52, Very High Scarcity). (Himayin, Ambagan, Buoin, Ipakita) as an innovative solution to enrollment surges in the Department of Education, explicitly linking non-human resource scarcity (classrooms, materials, budgets) and human resource capacity (student-teacher ratio, professional development, administrative support) to teacher readiness and instructional quality. Using the ADDIE framework, data were gathered from 50 novice teachers, school heads, parents, and LGU representatives

across five high-enrollment public secondary schools in Masbate Province through surveys, focus group discussions, and expert validation. Findings revealed a dual crisis of resource scarcity, with budget constraints preventing teacher hiring ranking highest (4.52, Very High Scarcity). The validated School Protocol HABI Model features quantified triggers (20% classroom shortage for rotational shifts; 45-student ratio for roving aides), a 15% MOOE reserve, bi-monthly professional development sessions, and an 85% lesson completion target. The protocol provides a shock-responsive framework for transitioning schools from reactive crisis management to proactive educational governance.

**Keywords:** *HABI Model, enrollment surges, resource scarcity, teacher readiness, instructional quality, adaptive resource management, Department of Education, Masbate Province*

## INTRODUCTION

Education still played a key role in social development, but the education industry around the world still struggled with several hurdles in ensuring the fair and prompt enrollment of students. While many international efforts have been made to make it easier for students to attend schools, the difficulties that some nations face in allowing their children to gain admission into schools continue to pose obstacles for many individuals. However, continuing surges in the number of enrollments caused by several factors, including demographics, policies, and infrastructure, were already creating significant strain on classrooms, teaching materials, budgets, and staffing. Such issues threatened to adversely affect the quality of instruction and learning continuity in geographically isolated and disadvantaged areas. The Philippine government's Department of Education faced increasing pressure to address the rising enrollment numbers amidst infrastructure and human resource constraints. Problems persisted in overcrowded registration centers and delayed procedures and access to the enrollment processes due to lack of infrastructure and access in geographically isolated and disadvantaged areas. Despite the initiatives that DepEd took to resolve these challenges such as digital transformation and enrollment through communities, these reforms were not fully implemented, and the most vulnerable people were denied their rights. In terms of the local government, socio-economic differences, lack of internet access, and human resource issues also hindered the enrollment process, thus, failing to achieve Sustainable Development Goal 4 ("Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all"). Although the current DepEd initiatives (i.e., digital transformation, community based enrollment drives) have increased their outreach, an integrative, evidence-informed framework connecting resource shortage, teacher preparedness, and school-based implementation was missing. While research usually addressed the topics of class size, school infrastructure, and teacher development separately, there is a lack of synthesis into an implementable model for decision-making in case of shock events such as a sudden rise in enrollment. The key deficiency of the management at the central level is the inelasticity of current planning tools with respect to resources. The School Improvement Plan and Basic Education Plan created by DepEd are appropriate for

gradual enrollment changes on multi-year time frames. The Philippine government's Department of Education faced increasing pressure to address rising enrollment numbers amid infrastructure and human resource constraints (Untalan, 2025).

In other words, they rely on relative stability of class sizes, predictability of teacher-learner ratio, and linearity of resource distribution. These tools are not capable of dealing with sudden enrollment spikes like mass transfer of around 350,000 students from private to public schools caused by the pandemic crisis. In 2021, Rizal High School in Pasig City, considered the country's largest public secondary school, has reached its holding capacity with surplus of over a thousand senior high school students causing 1:40 teacher-student ratio which exceeds recommended 1:35 ratio with constant number of teachers since 2016 . According to PIDS' research conducted in 2019, the following quality issues still persist in the education system, namely "unclear standards of assessment, a congested curriculum and inadequate resources," while teachers are often unable to master the content of highly specialized classes due to shortages of staff which leads to "mismatches between teachers' specialization and subjects taught". The definition of the resource elasticity gap is thus as follows: whereas the DepEd planning documents provided for yearly goals for the number of classrooms to be built, the number of teachers hired, and the quantity of materials procured, there were no contingency plans for adjustments to these goals in case enrollment numbers exceeded certain thresholds (10-15% above projections). Without elasticity, public schools reacted to any increase in the number of pupils by unsustainable means, including overcrowded classrooms, multi-grade learning without further assistance, and teacher resourcefulness. A 2021 study found that "public school teachers have made up for the lack of resources with their resourcefulness". According to the recommendations of the Commission on Audit, the government needed to solve the problems with the public school system "rather than using private institutions' resources as a substitute". Funds meant to provide these schools with the resources that would have allowed improving their condition could then be used "to sustain and enhance the basic education services in public schools". In other words, these planning tools rely on relative stability in class size, teacher-learner ratios, and resource allocation, making them less responsive to sudden enrollment increases (Philippine Institute for Development Studies [PIDS], 2019).

To DepEd officials, the study emphasized the importance of evidence-based decision-making and budgeting through measurable targets related to class size, materials availability, teacher professional development, and school administration (Department of Education, 2022).This study proposed and assessed the innovative approach based on the HABI model: Himayin (dissect), Ambagan (contribute), Buoin (build), Ipakita (showcase). It involved using the model to diagnose resource gaps, build consensus among stakeholders, develop integrated solutions and showcase the results as compared to capacity and quality requirements. HABI directly linked resource shortages to the level of teacher readiness and administrative capabilities. Moreover, unlike the yearly planning cycle followed by the SIP and BEP, the HABI model proposed a rapid-cycle diagnosis to identify particular resource inelasticities and prompt immediate interventions within weeks. The implication of the study was the possibility that it might affect different parties within the educational system. To DepEd officials, it stressed the need for evidence-based

decision making and budgeting through well-defined targets related to class size, materials availability, hours of professional development, and administration. For the teachers, the study stressed the advantages of having lower workloads by the assistance of para-teachers, better classroom management techniques for large classes, and focused micro-credentials programs for sustaining their performance.For the students, the study implied the benefit of receiving high-quality instruction even in congested classrooms, as a result of modular classrooms, resource banks, and proper scheduling techniques.

The current research work has come up with a novel approach to address enrollment problems at the Department of Education through the use of HABI Model (Himayin, Ambagan, Buoin, Ipakita) in Curriculum Year 2025–2026. The project examined the impact of enrollment spikes in DepEd, came up with customized approaches to address the existing concerns, and provided innovations. The scope of the investigation was limited to high enrollment public secondary schools within one division cluster, namely Masbate Province, which adopted school cluster management and compact goals to guarantee consistent practices. Mixed methods were used to conduct the study, including teacher questionnaires, classroom observations, and administrative data gathering, all in compliance with DepEd norms to get a complete picture of the education system. Therefore, the findings and implications of the research may not be directly extrapolated to other institutions or locations due to varying educational environments and demands. Furthermore, some constraints have been highlighted in this research as factors that might affect its accuracy and reliability. The budget shortfall precluded extensive expansion of infrastructures and only allowed for modular facilities. Also, timeframes made it impossible to measure learners' academic success beyond the pilot phase. Moreover, problems associated with connection and local purchasing procedures could cause variation in the rapidity of resource distribution. Although the study evaluated the immediate effect of the HABI Model on teachers' preparedness and administrative skills, it did not further investigate its influence on the professional achievements of the involved individuals in their future occupations.

The current section has reviewed the literature on student surges within public education systems, categorizing them into themes ranging from human resource management issues and national investments in education to capacity planning, shortages in infrastructure, coping mechanisms, and policy innovations. From such a review, it emerged clearly that one major problem exists in all these fields, i.e., lack of a framework for adaptive resource management, which would help deal effectively with situations in which student numbers increase unexpectedly. While previous literature touched upon issues like HRM approaches, effects of class size, availability of infrastructure, and pedagogical coping, these areas were entirely unrelated, with HRM approaches considering a constant student number, the latter ignoring the educational setting, the former not connecting infrastructure shortages with teacher preparedness, and the latter being haphazardly developed. Figure 3 illustrates the literature map, wherein the study tackled the identified research gap through the creation of the HABI Model (Himayin, Ambagan, Buoin, Ipakita), which is a diagnostic and intervention process with rapid-cycle implementation that considers non-human resources (facilities, instructional materials,

budget constraints) and human resources (teacher-student ratio, professional development, management support) as determining factors to teacher readiness and effective instruction, hence serving as a holistic approach to dealing with sudden population increases in the DepEd. Strategic Human Resource Management in Education. The importance of human resource management (HRM) practices has been gaining relevance both in theory and practice as they contribute to the development of employees' attitudes and actions (Kooij & Boon, 2018). HRM practices served as mediators between HRM strategies and organizational outcomes, enabling institutions to achieve their goals and objectives. Management was critical in ensuring the implementation of HRM strategies, and the utilization of the HRM strategies impacted the optimal functioning of employees as well as their attaining of maximum capacity (Elrehail et al., 2020). Academicians had been consistently reviewing HRM strategies in order to evaluate their impact on improving the performance of employees and the success of organizations (Rasool et al., 2019). Studies had indicated that employee training, performance evaluation, cooperation, motivation, and compensation formed the core HRM strategies (Pule et al., 2019). Additionally, HRM strategies were acknowledged as an integral part of organizational psychology with empirical evidence indicating that satisfied employees were more inclined towards helping the organizations achieve their goals (Vermeeren et al., 2019). Satisfied employees who resulted from effective HRM strategies displayed commitment to their work, absence from work, low turnover rates, and allegiance to the organizations (Ijigu, 2019). In the educational domain, the involvement of teachers in achieving the objectives of their organizations was positively related to their happiness, which in turn resulted from efficient HRM systems. It has been observed that the existing body of knowledge concerning HRM within the educational domain made assumptions about constant enrollment rates. What has not received much attention in the literature is the reaction of HRM systems to sudden increases in enrollment rates, which led to doubling the ratio of teachers to students.

### Research Objective

This study aimed to develop an innovative solution to enrollment issues in the Department of Education using the HABI Model, the study explicitly linked non-human resource scarcity (classrooms, materials, budgets) and human resource capacity (student–teacher ratio, professional development, administrative support) to teacher readiness and instructional quality.

## METHODOLOGY

The current research design used a developmental Research and Development (R&D) approach, which included the ADDIE model. In particular, the Development stage (Buoin - Build) was adopted to create the HABI Model Protocol as a novel intervention tool to address resource constraints driven by higher enrollments in the Department of Education. Based on theories of constructivist learning and human capital theory, the development stage consisted of the application of the design blueprint, formulated from the stakeholder and system analyses stages (Ambagan-Himayin). In this stage, the

researcher systematically applied the explicit relationship between non-human resources scarcity (e.g., classrooms, learning materials, budget allocation) and human resource capability (e.g., student-to-teacher ratio, professional development, administration). Thus, the development stage involved systematic drafting, revisions, and expert validation of the protocol, as well as refinement of protocols on the mechanism of implementation, such as rotating classroom assignments, creation of learning materials bank, budget allocation for peak enrollment periods, deployment of roaming teaching assistants, and fast-response administrative form. Furthermore, each of the protocols was designed with reference to the baseline constraints revealed at the Analysis phase to ensure that it addresses particular resource inelasticities that were not included in existing DepEd planning tools such as SIP and BEP. Finally, the developed protocol underwent expert evaluation for its content validity (Content Validation Index, CVI), thus concluding the Development Phase (Buoin).

A developmental research design (R&D) was adopted in this study and implemented following the ADDIE procedure, whereby all stages have corresponding data gathering strategies. The Analysis stage involved the use of survey questionnaires (based on DepEd tools) given to teachers in five high-enrollment public secondary schools in Masbate Province, and focus group discussions (FGD) involving school heads, teachers, parents, and LGU officials. These tools provided data regarding class size, teacher-pupil ratio, material shortages, administrative problems, and qualitative information on the effects of high enrollment on the school system. In the Design phase (Ambagan), the use of collaborative planning and stakeholder consultations took place to review results of FGDs, using problem-solution mapping sheets to identify heads, one university researcher, and one stakeholder), who assessed each school protocol for its relevance and clarity with DepEd guidelines. In the Implementation phase (Ipakita), the draft school protocol habi model was shown to the School District Supervisor and other stakeholders for their endorsement. In the Evaluation phase (Ipakita Validation), the Content Validation Index (CVI) questionnaire was utilized, in which expert judges evaluated the entire HABI Model using a 4-point Likert scale. The demographics of the 50 novice teacher-respondents who were included in this study are presented in Table 1. Four criteria served as the bases for presenting the demographics profile of the said respondents: age, gender, level of education, and years of service as a teacher. The knowledge of the profile of the respondents was critical as such factors played important roles in the way they viewed sudden increases in class sizes.

The age distribution of novice teachers revealed that the highest percentage of novice teachers belonged to the age range of 36-40 years and consisted of 18 participants (36.00%). Other groups included the participants who were between the ages of 31-35 and 41-45 years, and each category had 8 respondents (16.00%). Respondents of 46 years of age and above constituted 7 people (14.00%) while respondents of 26-30 years of age had 6 respondents (12.00%). The youngest respondents of 20-25 years had 3 people (6.00%). The age range of 36-40 years indicated that several teachers started their teaching career late in their lives either out of second career preferences or completion of their academic education. Age range was significant for the study because

older novice teachers would cope differently as compared to the younger ones in classroom management.

The gender profile of the respondents was predominantly female teachers, which was evidenced by 38 individuals (76.00%), in comparison to 12 male teachers (24.00%). This was consistent with the overall trend across the nation in the field of basic education teaching in the Philippines, which has traditionally been dominated by females. In light of the above, it is important to recognize the fact that gender can have an impact on how teachers feel about overload, professional development options, and administrative support when dealing with increases in enrollments. Still, the analysis did not involve gender differences. Therefore, in this regard, it is essential to present information on the demographics of the target population, but gender is not considered a comparative variable.

The education levels of the surveyed individuals demonstrated that 42 teachers (84.00%) had Master's Degrees, while only 8 teachers (16.00%) held Bachelor's Degrees. This high number of master's degree holders in the group of novice teachers is worth noting. This is because it indicates that teachers in Masbate Province have traditionally been pursuing higher education at an earlier age, in order to fulfill the professional development obligations required by DepEd, advance their career, or improve their pedagogical competencies. In terms of the current research, such high levels of educational attainment meant that the respondents have theoretical knowledge and strong analytical skills to assess the issues related to enrollment management in practice. At the same time, this factor raises another issue. Namely, having high-level academic degrees does not seem to enable teachers to deal with class overload, lack of resources, and work balance issues. Thus, it becomes clear why the HABI Model should be used to address these problems.

As regards the distribution of the years of experience, 21 respondents (42.00%) had five years of experience in teaching. Moreover, 12 people (24.00%) had four years of experience, while 9 individuals (18.00%) – three years, 4 people (8.00%) – two years, 3 teachers (6.00%) – one year of experience, and finally 1 individual (2.00%) reported zero years of teaching. It means that the majority of the respondents (66.00%) are within 4-5 years since entering the profession. Thus, from a research methodology standpoint, the choice of the sample is beneficial. On the one hand, these respondents have sufficient experience to talk about class enrollment issues because they went through several such periods already. On the other hand, at the same time, these people are still relatively new to teaching because their experiences are limited. Finally, there is even a teacher with zero years of experience, i.e., just started working.

Therefore, based on the provided information, the typical respondent for the research can be identified. This person is a 36-40-year-old female teacher with a Master's Degree and 4 to 5 years of teaching experience. Thus, it became clear that the researcher has collected data from mature, educated novice teachers with sufficient teaching experience to understand the issues, but at the same time, being recent enough to remember the initial struggles. With regard to cognitive aspects, such respondents can analyze the

situation using the HABI Model diagnostic phase and discuss resource gaps. In terms of experience, respondents can discuss multiple enrollment periods and identify what makes novice teachers struggle.

In Phase 1 (Analysis-Himayin), the researcher utilized data gathering procedures consistent with the first phase of ADDIE framework that was applied in creating HABI. Data gathering procedures in Phase 1 include the administration of survey questionnaires in structured format. Survey questionnaires were answered by 50 novice teacher respondents in public secondary schools within Masbate province with regard to the issues of class size, teacher to student ratio, classroom shortage, materials deficiency, budget constraint, and bureaucracy. Furthermore, focus group discussion (FGD) was done to a group of school heads, teachers, parents, and LGU officials. Focus group discussion took place in each FGD session that lasts from 60 to 90 minutes using openended questions on the topics such as their personal experiences with enrollment surges, resource inelasticity, and the difference between SIP, BEP and the reality of school needs.

In Phase 2 (Design-Ambagan), the researcher used the data gathering procedures consistent with the second phase of ADDIE. Data gathering included holding workshops and conducting stakeholder consultations wherein the researcher presented the results of analyzed data from Phase 1 using problem-solution mapping. During the workshop, the participants agreed upon what intervention should be prioritized through the ranking of the resource gaps, that is, classroom shortage, material scarcity, and teacher's workload. During the workshops, data were gathered through the use of workshop documentation sheets and stakeholder input forms where the stakeholders listed the features to be included in the solution. The data gathered helped in coming up with the design of HABI model through consensus.

In Phase 3 (Development-Buoin), data gathering procedures involved the use of expert panel review and prototyping sessions. The expert panel comprised of five education experts, which consists of three school heads experienced with enrollment surges, one master teacher knowledgeable in educational policies, and one DepEd stakeholder. Expert panelists independently reviewed draft HABI Model school protocol using the Content Validation Instrument which is based on 4-point Likert scale with regards to the issues of relevance, clarity, scalability and sustainability of the draft school protocol. At the same time, qualitative comments were made on the protocol components about ambiguous language, lack of implementation threshold or inconsistencies with the current DepEd policies. These data were collected through structured content validation forms.

In Phase 4 (Implementation-Ipakita Pilot), data gathering consisted of pilot implementation documentation. The researcher used data gathering techniques involving open-forum documentation wherein the HABI Model school protocol was explained to the school administrators, parent-teacher association, and students. Open forum documentation lasted during the General Parent-Teacher Association (GPTA) meeting where verbatim data were gathered with regards to comments, questions, and suggestions made during the presentation. The pilot implementation was done in selected

schools wherein data were collected using structured observation checklist, administration capacity log, and teacher reflection journal. The data collected include student's engagement, teacher-student interaction, classroom materials use, class size management, timeliness of resource deployment, budget utilization rate, para-teacher attendance, and teacher's experience on implementing HABI.

In Phase 5 (Evaluation-Ipakita Validation), the researcher employed a data gathering technique involving administration of final Content Validation Index questionnaire to the same expert panelists using 4-point Likert scale. Ethical data gathering was strictly enforced at every phase of data gathering procedures. Specifically, all data were gathered through informed consent, anonymity, voluntary participation, and confidentiality of data. That is, the name was excluded from the questionnaire and survey forms, the participants gave their consent to participate in the research, no data was collected from unwilling participants, and all data gathered are saved into the protected computer drive.

**Table 1**

***Respondents' Profile***

| **Novice Teacher** | | |
|---|---|---|
| Age | Frequency | Percentage |
| 20-25 | 3 | 6.00 |
| 26-30 | 6 | 12.00 |
| 31-35 | 8 | 16.00 |
| 36-40 | 18 | 36.00 |
| 41-45 | 8 | 16.00 |
| 46-above | 7 | 14.00 |
| Total | 50 | 100.00 |
| **Gender** | | |
| Male | 12 | 24.00 |
| Female | 38 | 76.00 |
| Total | 50 | 100.00 |
| **Educational Attainment** | | |
| Bachelor's Degree | 8 | 16.00 |
| Master's Degree | 42 | 84.00 |
| Total | 50 | 100.00 |
| **No. of Years in Teaching/Service** | | |
| 0 | 1 | 2.00 |
| 1 | 3 | 6.00 |
| 2 | 4 | 8.00 |
| 3 | 9 | 18.00 |
| 4 | 12 | 24.00 |

| | | | |
|---|---|---|---|
| 5 | | 21 | 42.00 |
| Total | | 50 | 100.00 |

## RESULTS

Analysis (Himayin), which is the diagnostic step in the HABI Model, was the first stage in which data collection took place. Data were systematically gathered from relevant education stakeholders, namely Teachers, School Heads, Parents, and Local Government Units (LGUs). Validated data-gathering tools such as surveys adapted from DepEd and FGD guides were used for the purpose. In the Analysis phase, the focus was to build an empirical base by gathering data on certain variables pertaining to enrollment increases, particularly class sizes, student-teacher ratio, shortages of resources, and perceptions about overcrowding. The meticulous analysis of the problem ensured that later steps in the ADDIE model would proceed based on factual systemic conditions. Table 2 summarizes the perception of the impact of enrollment increases on the shortage of non-human resources within the DepEd organization. The table shows that the combination of these factors produced an overall weighted mean of 4.08, with all items falling in the category of high scarcity. Budget Allocation had the highest mean score of 4.20, making it the top concern among the various aspects being measured. Coming second is the Instructional Classroom with a weighted mean score of 4.05, followed by the other aspects.

**Table 2**

***Upsurge of Enrolment in DepEd in terms of Scarcity of Non-Human Resources***

| Aspects | Weighted Mean | Interpretation | Rank |
|---|---|---|---|
| Instructional Classrooms | 4.05 | High Scarcity | 2 |
| Teaching and Learning Materials/ Resources | 3.99 | High Scarcity | 3 |
| Budget Allocation | 4.20 | High Scarcity | 1 |
| Overall | 4.08 | High Scarcity | |

**Legend:**
4.21-5.00- Very High Scarcity (VHS)
3.41- 4.20- High Scarcity (HS)
2.61-3.40-Far Scarcity (FS)
1.81-2.60-With Litle Scarcity (WLS)
1.00-1.80-No Scarcity (NS)

The analysis of these findings reveals that there is a great burden placed on the physical and financial infrastructures of the participating schools. In addition to being the main reason behind the non-human resource scarcity, the top ranking of budget insufficiency

clearly shows that the main problem is financial, meaning that money allocated to these institutions is insufficient to manage the quick growth in numbers of enrolled students. Indeed, the lack of sufficient funds affects the following factors – physical space and instructional tools. Hence, the conclusion can be drawn that despite the increase in the number of students, the "non-human" support stays the same and does not adapt. This leads to a situation when all resources are used inefficiently, meaning that they cannot fulfill their tasks properly. According to High Scarcity ratings in all the categories mentioned above, the whole educational infrastructure is unprepared for dealing with such a situation. Therefore, the "Overall" mean of 4.08 proves that this scarcity is present everywhere, in all areas of schooling, and cannot be considered an isolated problem. As soon as there is no room left in classrooms and materials necessary for education are missing, the process of instruction will deteriorate. Such a level of scarcity means that the institution's administration is most probably dealing with the problem in survival mode.

As it can be seen, the results provided in Table 2 prove completely that the"Adaptive Resource Management Gap" described in literature is a real issue. Despite being highly promoted by such reputable sources as UNESCO (2017) and the World Bank (2017), the education as an essential investment into a country's future requires much more than just an increase in enrollment, as warned by Burns (2019). The high value of budget insufficiency mean confirms the systemic strain noted by Nada & Otieno (2022). The funding provided does not correspond to the changes in the number of students (shocks); hence, there occurs physical overload, which is described in detail in the class size debate by Bedard et al. (2019). Ultimately, the change in resource status from "High Scarcity" to "Functional Decay" proves that there is a clear need for the HABI model suggested by Rumberger (2018) and the Philippine Institute for Development Studies (2019) in order to overcome such a problem. In light of the above, it is suggested that the HABI (Himayin, Ambagan, Buoin, Ipakita) School Protocol Model be utilized in addressing the issues. In particular, the Analysis (Himayin) component should include a real-time tracking system capable of forecasting shortages before they reach a level of "High Scarcity". Moreover, the Design (Ambagan) part of the process requires focusing on the establishment of "Resource Sharing Networks" with local communities aimed at making up for material shortages by procuring resources from external sources.

Table 3 contains more specific indicators related to instructional classrooms caused by enrollment increase. It can be observed that the category includes a highly acute need for additional classrooms (indicator one) scoring 4.38 (Very High Scarcity). Second, the impact of congestion on teaching/learning effectiveness (indicator two) is scored with an average value of 4.24 (Very High Scarcity). Third, the shortage of classrooms due to insufficient current capacity (indicator three) ranks alongside the impact of enrollment policy changes (indicator five) and both score 3.92 (High Scarcity). The frequency of students encountering overcrowding (indicator four) is scored lowest at 3.78 (High Scarcity). On the whole, the category is associated with an average weighted mean of 4.05 (High Scarcity). Based on the findings from this dataset, it can be seen that school’s physical facilities constitute the main pain point during peak enrollment periods. The very high mean of “Need for Additional Classrooms” (4.38) clearly shows that it is a question not only about organization but about the availability of space. It is also noteworthy that although overcrowding as a practical problem (3.78) is evaluated a little lower, its

influence on teaching efficiency is much higher (4.24). Thus, teachers see more problems in the deterioration of their learning conditions than in over crowdedness.

**Table 3**

***Upsurge of Enrolment in DepEd in terms of Scarcity on Non-Human Resources along Instructional Classroom***

| Aspects | Weighted Mean | Interpretation | Rank |
|---|---|---|---|
| The current classroom capacity is insufficient to accommodate students. | 3.92 | High Scarcity | 3.5 |
| Students often experience overcrowding during class hours. | 3.78 | High Scarcity | 5 |
| Classroom congestion negatively impacts the quality of learning. | 4.24 | Very High Scarcity | 2 |
| There is a need for additional classrooms to reduce congestion. | 4.38 | Very High Scarcity | 1 |
| There is a need for additional classrooms to reduce congestion. | 3.92 | High Scarcity | 3.5 |
| Overall | 4.05 | High Scarcity | |

**Legend:**
4.21-5.00- Very High Scarcity (VHS)
3.41- 4.20- High Scarcity (HS)
2.61-3.40-Far Scarcity (FS)
1.81-2.60-With Litle Scarcity (WLS)
1.00-1.80-No Scarcity (NS)

As shown in Table 3, these results point toward systemic pedagogical strain. A high-weighted mean value of 4.05 indicates that the overcrowding in classroom has already become a systemic issue, rather than one that merely emerges during peak times of the year. The ranking of "Very High Scarcity" in the top two spots indicates that the educational system in Masbate is under threat of collapse and that its physical infrastructure is actively working against the mission of the Department of Education of providing quality education. It points toward an environment where "capacity" is no longer a definite amount, but an upper boundary that jeopardizes the health and learning of the students.

Indeed, these results corroborate the observations of Bedard et al. (2019) regarding the problem of overcrowded classrooms being primarily about active participation and not just numbers. The high-ranking result of "Very High Scarcity" in the indicator of teaching quality decay confirms the warnings by Edla (2019) and Kwame Duah et al. (2023) about how the enrollment expansion without corresponding investment in infrastructure leads to the "functional decay" when physical conditions undermine educational quality. Also, the results that reflect the "stretching of limits" in the current Masbate schools' conditions correlate with global trends described by Rockoff & Benjamin (2017) whereby population growth often outpaces the government's ability to meet the need. Overall, these results prove that the gap found by the Philippine Institute for Development Studies (2019) regarding lack of necessary educational resources exists and requires adaptive resource management ("Missing Link"). Indeed, proving that the environment itself has already become the third party in education, i.e., a "third teacher" (Bruce, 2016) that is actively undermining education, these results show the need for immediate transition from the survival mode and implementation of the rapid cycle diagnostics of the HABI Model.

To address the presented problem of school congestion, these results will be integrated into the HABI (Himayin, Ambagan, Buoin, Ipakita) School Protocol Model. As part of the Development (Buoin) stage, it is recommended to introduce mandatory protocols for creating the "Alternative Learning Spaces" and "Flexible Scheduling Protocols" to bypass the lack of literal room. During the Implementation (Ipakita) stage, it is essential to create a "Stakeholder Transparency Dashboard" that would leverage data in Table 2a to convince LGUs to invest in temporary learning shelters. Table 4 below depicts the appropriate indicators concerning the shortage of teaching and learning materials due to the increasing number of students registered. From Table 4, it can be seen that the highest weighted mean score is 4.20 in the indicator stating that "the quality of teaching is influenced by the shortage of learning materials" under the High Scarcity indicator group. Next, the indicator stating that "students often do not have access to learning materials needed" follows suit with a mean score of 4.10 (High Scarcity). Nevertheless, the indicator "insufficient budget for teaching and learning materials" obtained the least mean score of 3.72 (High Scarcity). Upon reviewing the data obtained, it is apparent that there is a clear correlation between scarcity of materials and compromising pedagogy.As shown by the highestranking factor regarding the effect on "quality of teaching" at 4.20, material shortages do not just pose a logistical problem but also an impediment to effective teaching. Notably, although material scarcity ranks last at 3.72, the data shows "High Scarcity," implying that even when money is available, it fails to match the number of new students. There seems to be an insufficiency in tangible means for teaching, such as textbooks, laboratory equipment, and technological devices. The explanation of 3.99 average weighted mean implies the existence of "resource dilution." With the rise in enrollment, already existing materials are divided among more students, reducing their per-student access. Hence, the "High Scarcity" interpretation means that both instructors and learners lack some materials for the lesson, which may imply that teachers are trying to invent new ways of teaching, whereas students have to memorize what was stated in class without using physical resources like books. Such scarcity of materials leads to an unequal educational environment since people learn better when they can use different

means to understand concepts. As the first-ranked concern indicates, a lack of materials hinders the quality of education provided at schools (4.20).

**Table 4**

***Upsurge of Enrolment in Deped in terms of Scarcity on Non-Human Resources along Teaching and Learning Materials and Resources***

| Aspects | Weighted Mean | Interpretation | Rank |
|---|---|---|---|
| Teachers lack adequate access to teaching materials to support their lessons. | 4.04 | High Scarcity | 3 |
| Students often lack access to necessary learning resources. | 4.10 | High Scarcity | 2 |
| The quality of teaching is affected by the limited availability of learning materials. | 4.20 | High Scarcity | 1 |
| There is insufficient funding allocated for teaching and learning materials. | 3.72 | High Scarcity | 5 |
| The department fails to regularly update and maintain learning resources. | 3.90 | High Scarcity | 4 |
| Overall | 3.99 | Hig h Scarcity | |

**Legend:**
4.21-5.00- Very High Scarcity (VHS)
3.41- 4.20- High Scarcity (HS)
2.61-3.40-Far Scarcity (FS)
1.81-2.60-With Litle Scarcity (WLS)
1.00-1.80-No Scarcity (NS)

This finding corroborates the pedagogical coping mechanisms described by Eggen and Kauchak (2017) and Emmer (2017): teachers have to adapt in the absence of any material structure. This high level of "scarcity" confirms observations made by Edla (2019), who mentioned that the fast growth of institutions in terms of student enrollment is problematic without any additional facilities. At the same time, this finding corresponds to the "Third Teacher" idea put forward by Bruce (2016), meaning that there is a shortage of physical elements that make it challenging to provide proper education to students.

Another issue of the lack of materials lies in the discrepancy between funding (3.72) and the availability of resources (4.10), proving the problem of adaptive resource management highlighted by the Philippine Institute for Development Studies (2019). In other words, the traditional acquisition process of materials cannot keep up with sudden growths in enrollment; this problem is emphasized by Nada and Otieno (2022), who consider it the key driver of low quality of education in such settings. Using the term "resource dilution" as the reason for "High Scarcity," one can easily connect this research to the HABI model, namely the Ambagan (Collaborate) stage, as it aims to address this gap by creating resource banks, thus preventing the emergence of an unequal educational system (The Commonwealth Institute, 2017).

Thus, to deal with the discovered issue of lack of materials, it is recommended to use the HABI Model as part of school protocols. Specifically, in terms of analysis (Himayin) phase, the identification of specific subjects with high resource-to-student ratios should be done in order to prioritize certain classes. During the design (Ambagan) phase, digital resource curation can be promoted, allowing for the creation of open-source repositories for the lacking physical materials. The severity of financial problems faced by schools as a consequence of increased enrolment is outlined in Table 5 below. The most important problem in this context is that "budget constraints prevent the hiring of additional teachers and staff" which ranks first with a weighted mean of 4.52 (Very High Scarcity).

Next, there is an inadequate budget for infrastructure development in schools with a score of 4.38 (Very High Scarcity), followed by the inability of the school management to prioritize budget allocation to resolve the enrolment problem (4.34, Very High Scarcity). Even the fifth factor on the list – the inability of the current budget allocation to address the enrolment issue – scores above 3.50 which means that it belongs to the category of High Scarcity.

As the analysis of results shows, the problem of "human resource-infrastructure" deadlock should be mentioned first. The highest score of 4.52 confirms that, firstly, the major victim of budget scarcity is, indeed, people because without new budget allocation, schools cannot hire additional staff and, secondly, the growth rate of population is higher than that of infrastructure development (4.38). It is worth noting that the relatively high ranking of "prioritizing spending" (4.34) in the context of "Very High Scarcity" can be explained by the fact that even the most efficient budget distribution becomes virtually impossible under such circumstances.

**Table 5**

***Upsurge of Enrolment in Deped in terms of Scarcity and Non-Human Resources along Budget Allocation***

| Indicators | Weighted Mean | Interpretation | Rank |
|---|---|---|---|
| The current budget allocation is inadequate to address enrollment-related issues. | 3.50 | High Scarcity | 5 |
| Limited funds hinder efforts to improve school facilities and resources. | 4.24 | Very High Scarcity | 4 |
| Budget constraints prevent the hiring of additional teachers and staff. | 4.52 | Very High Scarcity | 1 |
| Funding is insufficient for expanding school infrastructure. | 4.38 | Very High Scarcity | 2 |
| The school **struggles** to prioritize spending to solve enrollment issues. | 4.34 | Very High Scarcity | 3 |
| Overall | 4.20 | High Scarcity | |

**Legend:**
4.21-5.00- Very High Scarcity (VHS)
3.41- 4.20- High Scarcity (HS)
2.61-3.40-Far Scarcity (FS)
1.81-2.60-With Litle Scarcity (WLS)
1.00-1.80-No Scarcity (NS)

Based on the above interpretation, one can assume that the state of fiscal paralysis is taking place. When four out of five factors are categorized as having "Very High Scarcity", it is obvious that the current funding strategy (which seems to be based on outdated statistical data) does not work in practice. The disparity is so significant that "prioritization" amounts to an attempt to choose between competing emergencies rather than working towards improving conditions. The extensive financial paralysis found in this survey – marked by "Very High Scarcity" in both the areas of personnel hiring (4.52) and infrastructure expansion (4.38) – serves as an empirically backed validation of literature surrounding the disconnect between policy and funding.

This survey result corresponds to the "Strategic HRM" warnings of Kooij and Boon (2018) and Elrehail et al. (2020) about the importance of optimizing human resources – which is impossible where budgetary constraints prevent necessary hiring. The findings serve to illustrate the dangers described by Burns (2019) in his observation that enrollment policies driven purely by access can fail due to the lack of "national investment," leading to precisely the "human resource-infrastructure deadlock" described here.In the Analysis

(Himayin) stage, schools must conduct "Budget Impact Assessments" that would give LGUs tangible information regarding the cost of rising enrollments. In the Design (Ambagan) stage, the model must allow "Public-Private Partnerships" (PPP) and "Stakeholder Resource Pledging" to fill up the gaps in terms of infrastructure development. Through the adoption of these measures, the HABI School Protocol Model acts as a powerful tool for converting “Very High Scarcity” into viable resource management. The results for non-human resources and teaching-learning materials, as seen in Table 6, reflect their availability amid rising enrolment numbers.From the data obtained, the highest weighted mean of 4.20 was assigned to the statement "The quality of teaching is affected by the shortage of learning materials," which can be classified as HS and placed first among the indicators. Next is the inability of students to access the resources, which received a mean of 4.10 (HS).

Meanwhile, the availability of resources for teachers and those maintained by the department each garnered a mean of 4.04 and 3.90, respectively, both considered HS. Although it is the last in the ranking, the provision of adequate funding still garnered a mean of 3.72 (HS). The data shows that there is a clear and obvious shortage of educational materials across all the indicators used. The high mean score of 3.99 implies that the number of students that are joining schools has put pressure on the available supply of educational materials. It is also worth noting that the high mean of 4.20 associated the scarcity of educational materials to teaching effectiveness, implying that lack of educational materials is affecting learning processes directly.From the ranking provided, it is evident that though funding is a challenge (ranked fifth), scarcity of educational materials is the greatest challenge facing the education system.From these data, it can be inferred that the school's infrastructure and resource acquisition strategies are ill-equipped for the spike in the number of enrolled students. The "High Scarcity" classification indicates that teachers and learners probably rely heavily on improvisation when utilizing existing resources, which can affect their engagement in learning and instructional speed.

Therefore, there is evidence that the school experiences a "dilution effect" due to the lack of non-human inputs. As the population grows, the quality of teaching declines, indicating that there is an inconsistency between growing enrollment and scaling up the acquisition of learning materials.The current situation reflects the ideas proposed by scholars studying the effects of resources dependency in education. Indeed, according to international educational reports, the rapid increase in the number of students without a proportional rise in instructional inputs often causes "instructional resource gaps." These challenges are consistent with those revealed in scholarly literature focusing on issues related to the application of ADDIE in developing school protocols. For instance, in such frameworks, the analysis of existing problems typically indicates the lack of learning materials as one of the crucial bottlenecks.

**Table 6**

***Upsurge of Enrolment in DepEd in terms of Scarcity and Non-Human Resources along Teaching and Learning Materials***

| Indicators | Weighted Mean | Interpretation | Rank |
|---|---|---|---|
| Teachers lack adequate access to teaching materials to support their lessons. | 4.04 | High Scarcity | 3 |
| Students often lack access to necessary learning resources. | 4.10 | High Scarcity | 2 |
| The quality of teaching is affected by the limited availability of learning materials. | 4.20 | High Scarcity | 1 |
| There is insufficient funding allocated for teaching and learning materials. | 3.72 | High Scarcity | 5 |
| The department fails to regularly update and maintain learning resources. | 3.90 | High Scarcity | 4 |
| Overall | 3.99 | High Scarcity | |

**Legend:**
4.21-5.00- Very High Scarcity (VHS)
3.41- 4.20- High Scarcity (HS)
2.61-3.40-Far Scarcity (FS)
1.81-2.60-With Litle Scarcity (WLS)
1.00-1.80-No Scarcity (NS)

Based on the findings, it is strongly advised that the administration conducts a detailed material audit to discover the specific needs regarding learning and teaching resources. Prioritization must focus on the procurement of critical inputs to ensure the satisfaction of top-ranked concerns – teaching quality. In addition, consideration must be given to adopting school protocols that are based on the "HABI Model" or other local approaches. Finally, help can be sought from Local Government Units (LGU), private investors, and other potential stakeholders in the form of "Adopt-a-School.

Table 7 displays the condition of human resources in the Department of Education in light of an increase in the number of students enrolled. Based on the results presented, the issue of “Lack of Professional Development for Teachers” received the highest weighted mean score of 4.10, with a verbal interpretation of High Scarcity (HS) and first place ranking. This was followed by “High Student-Teacher Ratio” and “Insufficient Number of School Administrators,” with equal weighted mean scores of 4.08, also verbally classified as High Scarcity with a shared ranking of 2.5. As a whole, the human resource dimension had a total weighted mean of 4.09, falling under High Scarcity interpretation.

From the findings, the analysis shows a key challenge to the ability of the workforce to cope with the increasing numbers of students. Professional development receiving first

place (4.10) means that the main issue facing the situation is not only a problem of having adequate numbers of workers, but the capability of the existing employees in adapting to the challenges that come from an increase in the number of students. In addition, an equal ranking of student-teacher ratio and administrative presence (4.08) implies that both the teaching and leadership functions are equally under pressure.

Based on these findings, it is evident that there is no corresponding increase in human capital as far as growth in terms of student population is concerned. This High Scarcity in Professional Development is an indication of a "competency gap," in which case teachers might find themselves in a difficult situation due to their inability to handle large classes without new instructional materials. Moreover, the scarcity of administrators indicates that the governance structure and teachers' support system is under pressure. This will ultimately result in occupational burnout and decreased instructional effectiveness.

**Table 7**

***Upsurge of Enrolment in DepEd in terms of Scarcity of Human Resources aspects***

| Aspects | Weighted Mean | Interpretation | Rank |
|---|---|---|---|
| Student-Teacher Ratio | 4.08 | High Scarcity | 2.5 |
| Professional Development for Teachers | 4.10 | High Scarcity | 1 |
| Number of School Administrators | 4.08 | High Scarcity | 2.5 |
| Overall | 4.09 | High Scarcity | |

**Legend:**
4.21-5.00- Very High Scarcity (VHS)
3.41- 4.20- High Scarcity (HS)
2.61-3.40-Far Scarcity (FS)
1.81-2.60-With Litle Scarcity (WLS)
1.00-1.80-No Scarcity (NS)

These research outcomes directly relate to the topics discussed in relation to the Strategic Human Resource Management (SHRM) and Class Size literature review in chapter two. The information confirms the arguments presented by Kooij and Boon (2018) and Elrehail et al. (2020) regarding the role played by HRM practices such as development opportunities and effective management of workloads in mediating institutional success. The finding of "High Scarcity" concerning teachers' to student ratio supports the views of Bedard et al. (2019) regarding disengagement within large classrooms while the lack of administrative support connects to the "Adaptive Resource Management Gap" as highlighted by the Philippine Institute for Development Studies (2019). This information confirms the inability of the HRM systems in the current situation to safeguard the state of teacher readiness in case of any unexpected "enrollment

shocks." To remedy this personnel related problem it is recommended that the HABI school protocol model be institutionalized. Within the analysis (Himayin) stage, the schools would need to carry out an assessment referred to as "Personnel Load Profiling." This would entail determining particular grades which have the greatest ratio problem in relation to teachers to students. At the design (Ambagan) stage, the protocol would help in creating a solution to the scarcity of professional development through creation of "Peer-to-Peer Professional Learning Communities."

In Table 8, the effects of the increase in enrollment on human resources in terms of student-to-teacher ratios have been presented. According to the information presented above, "the current ratio affects the overall quality of education" is the biggest problem related to this aspect, as the weighted mean of this concern is 4.30, being categorized as Very High Scarcity (VHS). The second biggest problem in this category was "the need for more teachers," whose mean value is 4.22 (VHS). "Excessive work for teachers" and "impact on individual attention to students" are rated as High Scarcity (HS), with the values of 4.16 and 3.90, respectively. Finally, even though the lowest ranked indicator is "ratio higher than required," its mean value is still relatively high – 3.82 (HS).

**Table 8**

***Upsurge of Enrolment in DepEd in terms of Scarcity of Human Resources along Student- Teacher Ratio.***

| Indicators | Weigthed Mean | Interpretation | Rank |
|---|---|---|---|
| The current ratio impacts the overall quality of education. | 4.30 | Very High Scarcity | 1 |
| There is a need to hire more teachers to reduce the student-teacher ratio. | 4.22 | Very High Scarcity | 2 |
| Teacher workload is excessive due to the student-teacher ratio. | 4.16 | Very High Scarcity | 3 |
| A high student-teacher ratio affects individual student attention. | 3.90 | High Scarcity | 4 |
| The student-teacher ratio is higher than the recommended standards. | 3.82 | High Scarcity | 5 |
| Average | 4.08 | High Scarcity | |

**Legend:**
4.21-5.00- Very High Scarcity (VHS)
3.41- 4.20- High Scarcity (HS)
2.61-3.40-Far Scarcity (FS)
1.81-2.60-With Litle Scarcity (WLS)
1.00-1.80-No Scarcity (NS)

The analysis revealed that the high student-teacher ratio has already gone past being merely an administrative matter and has become a source of degradation of the learning experience. Since the highest ranking mean is that of the general "quality of education" at 4.30, the perception of the phenomenon is that this increase is already threatening the school's very objective. "Teacher Workload" is at number two with a 4.16 mean, implying that there is a shortage of teachers being resolved not through new hires but through overworking the current ones. This is one of the early steps towards burnout. It should be noted that the mean deviation from "recommended standards" is at the very bottom of the list with 3.82, yet the resulting impact on "quality" is disproportionately high. Thus, even slight increases in student-teacher ratios have become sources of extreme problems. One could infer that the school has entered a state of "survival" in terms of its instructional delivery. As shown by the Very High Scarcity level in the need for new hires, the present teachers have reached their limits. Therefore, the conclusion that can be drawn is that with such a scarcity of instructors, the school will be forced into a massproduction manner of teaching, foregoing any kind of individualized instruction (Rank 4). Not only does this put great strain on the faculty members but also leaves little room for effective learning for the students, since in such a case, quantity is inversely proportional to quality of instruction.

The findings of this study support the "Organizational Psychology" approach proposed by Vermeeren et al. (2019) and Ijigu (2019). It is evident that due to failures in supporting the faculty members properly, the latter have lost interest in their positions and have grown disillusioned. Moreover, the results align with the warning raised by Bedard et al. (2019) and Uhrain (2021): large-scale class sizes make the educational experience very different. One can say that they confirm the "very high" negative effect on educational quality mentioned in Table 6. As a result, the study offers evidence-based justification of the problem and, therefore, can be used to bridge the gap pointed out by Nada and Otieno (2022) between the infrastructure expansion and the need for elasticity of personnel. To tackle this issue, the implementation of HABI Model in schools is recommended. During the analysis (Himayin) stage, instead of focusing solely on the number of enrollments, the institution will need to assess the Instructional Capacity of its teachers (contact hours). During the development stage (Buoin), it will be necessary to create Emergency Staffing Blueprints and Para-teacher Deployment Schemes together with the Local Government Units.

Table 9 presents the scarcity of human resources relative to the professional development of teachers within the context of an increase in enrollment. "There are not enough opportunities for teachers' professional development in terms of classroom management in large groups" received the highest score of 4.25, classified as Very High Scarcity (VHS) and ranked first. This was followed by the absence of training courses that would be targeted at diverse people (4.18) and inadequate financial allocation for seminar participation (4.12), which are both classified as High Scarcity (HS). Other indicators that fall within the HS category include the effect of enrollment on attendance in training sessions (4.05) and non-localized materials (3.90). The entire subcategory scored 4.10, described verbally as High Scarcity.

From the analysis, it can be observed that although the staffing ratio is a matter of worry, "quality of readiness" is more of a problem. With a high rating of 4.25, the teachers perceive themselves inadequately prepared to address the changes in pedagogy due to the rise in class sizes. Similarly, with funding constraints rated at 4.12, it implies that the shortage of resources does not only include tangible items but financial support. Therefore, the workforce cannot improve their competencies due to a lack of money. In addition, with a mean score of 4.05 on training attendance, the respondents seem to face "time scarcity," whereby the increasing student population makes teaching a hectic exercise.

**Table 9**

***Upsurge of Enrolment in DepEd in terms of Scarcity of Human Resources along Professional Development for Teachers***

| Indicators | Weigthed Mean | Interpretation | Rank |
|---|---|---|---|
| Teachers lack opportunities for professional development focused on large-class management. | 4.25 | Very High Scarcity | 1 |
| There is a shortage of specialized training for managing diverse student populations. | 4.18 | High Scarcity | 2 |
| Funding for teacher seminars and workshops is insufficient. | 4.12 | High Scarcity | 3 |
| The upsurge in enrollment has hindered teachers' ability to attend training sessions. | 4.05 | High Scarcity | 4 |
| There is a lack of localized training materials for professional growth. | 3.90 | High Scarcity | 5 |
| Average | 4.10 | High Scarcity | |

**Legend:**
4.21-5.00- Very High Scarcity (VHS)
3.41- 4.20- High Scarcity (HS)
2.61-3.40-Far Scarcity (FS)
1.81-2.60-With Litle Scarcity (WLS)
1.00-1.80-No Scarcity (NS)

Therefore, it can be deduced that a skills gap exists in the institution. Although an increase in student enrolment leads to an increase in classroom complexity, there has not been any equivalent improvement in professional development, which means the quality of instruction will start declining. Based on the data provided, the increased enrolment has led to a strange occurrence wherein teachers require more training to manage the students in larger classes; however, the pressure of managing such a population prevents them from taking training opportunities. Ultimately, there will be a "shortage of intellectual capital."

The findings affirm the "Missing Link" observed by the Philippine Institute for Development Studies (2019), wherein teachers generally do not have sufficient content knowledge and specialized instructional techniques amid conflicting resources. In addition, the findings align with the recommendations of Nada and Otieno (2022), stressing the necessity for enhanced teacher training to mitigate the adverse effects of the poor quality of education generated by free basic education initiatives. By establishing that effective instruction is the biggest victim of stagnant professional development, the study addresses the gap recognized in literature in which HRM models assume stability within an organization and are unable to provide the "Resource Elasticity" during surges.

In order to address this gap, the study recommends adopting the HABI School Protocol Model. During the Analysis (Himayin) stage, the school administrator must utilize certain indicators of teacher effectiveness to determine their professional development needs. Through the Design (Ambagan) stage, the school protocol model must enable "Collaborative Workshops" among teachers in which they can jointly recognize and disseminate localized strategies to handle crowded classrooms. By applying the "Iterative Prototyping" process of developing new teaching methods in the Development (Buoin) stage, the HABI model ensures that professional development becomes a readily available organizational resource despite enrollment increases.

The effect of the increase in enrollment on human resources, particularly the scarcity of school administrators, is shown in Table 10. From the results, it is seen that the indicator "Shortage of administrators influences the management and decision making process within schools" was assessed to have a very high scarcity value as indicated by its highest weighted mean score of 4.28. This is followed by "Need for more administrators" and "Current number of personnel is not enough to run the operations," which were rated 4.14 and 4.08, respectively, and classified as High Scarcity. The indicators on the necessity of administrative help and difficulty in handling enrollment problems also fall under the HS category with scores of 4.04 and 3.88, respectively.

The data reveals that there is an overload in the administration level of the school. The highest mean of 4.28 shows the extent to which the shortage of employees has moved from being an administrative problem to a factor limiting decision-making. It can be inferred from this that the administrators must be occupied mostly with routine work, hence not having enough time for leadership tasks. Moreover, the higher value in the need for more administrators (4.14) as compared to handling enrollment problems (3.88) proves that although the employees manage the institution, they do it in an inefficient manner.

From this study, one could deduce that the growth in numbers has resulted in a “leadership gap” in the school. The scarcity of administrators is an indicator that the span of control is too broad since every additional student and teacher entering the school makes the workload of the administration escalate rapidly.

**Table 10**

***Upsurge of Enrolment in DepEd in terms of Scarcity of Human Resources along Number of School Administrators***

| Indicators | Weigthed Mean | Interpretation | Rank |
|---|---|---|---|
| A shortage of administrators affects school management and decision-making. | 4.28 | Very high scarcity | 1 |
| Additional administrators are needed to improve school administration. | 4.14 | High Scarcity | 2 |
| The number of school administrators is inadequate to manage school operations. | 4.08 | High Scarcity | 3 |
| Administrative support is a critical factor in managing enrollment | 4.04 | High Scarcity | 4 |
| The current administrative staff struggles to effectively handle enrollment issues. | 3.88 | High Scarcity | 5 |
| | 4.08 | High Scarcity | |

**Legend:**
4.21-5.00- Very High Scarcity (VHS)
3.41- 4.20- High Scarcity (HS)
2.61-3.40-Far Scarcity (FS)
1.81-2.60-With Litle Scarcity (WLS)
1.00-1.80-No Scarcity (NS)

The findings show that, without a parallel growth in the number of school heads and office workers, there will be difficulties in executing intricate systems like the HABI Model or instructional supervision.

The analysis shows that the presence of the "Missing Link" was confirmed as discussed by the Philippine Institute for Development Studies (2019), in relation to the presence of administrative insufficiency leading to inadequate support and supervision. Moreover, the findings confirm what Nada and Otieno (2022) have observed, which is that better management practices are required to sustain education quality amidst unexpected enrollment growth. The results thus prove the assertion of the literature that innovative approaches often fail due to the absence of structural support and leadership capability.
In order to address the issue of poor leadership practices, the use of the HABI (Himayin, Ambagan, Buoin, Ipakita) School Protocol Model needs to be employed for a decentralization process. In this way, during the Analysis (Himayin) stage, the use of the ADDIE based development research will provide a guide on what management activities can be decentralized. The Design (Ambagan) phase will involve conducting Collaborative Workshops that identify the most appropriate priority interventions to alleviate the burden

associated with school administration. In the development (Buoin) phase, an iterative prototyping system will be established.

## DISCUSSION

This section contains an analysis and interpretation of the data obtained during all five steps of the ADDIE process, which was implemented using the HABI framework (Himayin, Ambagan, Buoin, Ipakita). The organization of the section will be in sequential order based on the research methodology, starting with the baseline assessment for enrolling-related problems and ending with the validation of the HABI Model school protocol. Analysis (Himayin), which is the diagnostic step in the HABI Model, was the first stage in which data collection took place. Data were systematically gathered from relevant education stakeholders, namely Teachers, School Heads, Parents, and Local Government Units (LGUs). Validated data-gathering tools such as surveys adapted from DepEd and FGD guides were used for the purpose. In the Analysis phase, the focus was to build an empirical base by gathering data on certain variables pertaining to enrollment increases, particularly class sizes, student-teacher ratio, shortages of resources, and perceptions about overcrowding. The meticulous analysis of the problem ensured that later steps in the ADDIE model would proceed based on factual systemic conditions. Table 3 contains more specific indicators related to instructional classrooms caused by enrollment increase. It can be observed that the category includes a highly acute need for additional classrooms (indicator one) scoring 4.38 (Very High Scarcity). Second, the impact of congestion on teaching/learning effectiveness (indicator two) is scored with an average value of 4.24 (Very High Scarcity). Third, the shortage of classrooms due to insufficient current capacity (indicator three) ranks alongside the impact of enrollment policy changes (indicator five) and both score 3.92 (High Scarcity). The frequency of students encountering overcrowding (indicator four) is scored lowest at 3.78 (High Scarcity). On the whole, the category is associated with an average weighted mean of 4.05 (High Scarcity).It was discovered in the Analysis stage that the influx of students in Masbate Province's government secondary schools generated two-fold problems in terms of nonhuman and human resource shortage, where financial limitations hindered the recruitment of more personnel, which became the most pressing problem (weighted mean of 4.52, Very High Scarcity), while budget shortage for infrastructure growth, requirement for more classrooms, and inadequate professional development leading to poor teaching quality followed at the next ranks (4.38, 4.38, and 4.40, respectively).

### Conclusions

As a result, the lack of quantified decision-making processes in current DepEd planning tools led to administrative uncertainty during times of enrollment shocks, but despite the success of the HABI model in transforming resource deficiencies into operational steps based on expert and stakeholder validation of tangible benchmarks such as a 20% classroom deficit and a ratio of 45 students, first order solutions like rotation scheduling introduced second order complications in the form of a possible decrease in enrollment caused by sibling scheduling problems and child care issues.

## Recommendations

The study recommended that all public secondary schools in Masbate Province fully adopt and institutionalize the School Protocol HABI Model as the standard for managing enrollment surges. It stressed that the model's seven main parts—the Preamble, Non-Human Resource Protocol (which covers the 15% MOOE reserve, a 20% rotational shift trigger, and a digital material bank), Human Resource Protocol (which includes the 45-student ratio trigger, Enrollment Support Focal Persons, and a 48-hour rapid-response form), Professional Development Protocol (with bi-monthly 90-minute HABI sessions), Strategic Linkage Matrix, and Monitoring and Evaluation framework (with an 85% lesson completion target)—should all work together as one system. This approach aims to help schools move from reacting to crises to being prepared for sudden changes, ensuring resources remain stable and teachers are ready to provide quality instruction.

## Compliance with Ethical Standards

The researchers conducted this study in full compliance with ethical research standards and guidelines. Prior to data collection, informed consent was obtained from all participants after clearly explaining the purpose, procedures, and significance of the study. The respondents were informed that their participation was voluntary and that they had the freedom to withdraw from the study at any time without any negative consequences. To protect the identity of the participants, anonymity and confidentiality were strictly maintained throughout the research process. All personal information and collected data were handled in accordance with the provisions of the Data Privacy Act of 2012, ensuring that respondents' privacy and sensitive information were properly safeguarded.

The researchers also prioritized the well-being, dignity, and safety of all participants by ensuring that no harm, discomfort, or coercion occurred during the conduct of the study. The data gathered were used solely for academic and research purposes. No conflict of interest existed in the conduct, analysis, and reporting of this research. Furthermore, plagiarism was strictly avoided through proper citation and acknowledgment of all referenced materials and sources. The researchers ensured objectivity and fairness in the interpretation and presentation of findings, avoiding any form of bias or manipulation of results. In the preparation and refinement of this manuscript, artificial intelligence (AI) tools were used only for language assistance, grammar checking, and formatting support, and such use is fully disclosed for transparency and ethical compliance.

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