

**Exploring the graduate school inclination of liberal arts graduates:
Trends and influences**

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ABSTRACT

This study determined the extent of Mind Education Training and its relationship to organizational development among school leaders, teaching personnel, and non-teaching personnel who participated in the 2025 International Mind Education Training on Character Education Development. Specifically, it assessed the respondents' profile, the level of Mind Education Training, the level of organizational development, the challenges encountered in applying the training, and the support and activities needed to strengthen its implementation. A quantitative descriptive-correlational research design was employed using a researcher-made questionnaire administered to 32 respondents through total enumeration. Frequency count, percentage, weighted mean, Independent-Samples t-test, One-Way Analysis of Variance (ANOVA), and Pearson Product-Moment Correlation Coefficient were the statistical tools utilized. The findings revealed that the respondents strongly agreed that Mind Education Training enhanced their competencies, particularly in leadership and teamwork, values formation, communication skills, and positive mindset and resilience. Likewise, organizational development was generally assessed as evident, with innovation and continuous improvement and organizational commitment obtaining the highest ratings. The respondents also agreed that challenges such as limited time, heavy workload, resistance to change, inadequate follow-up activities, and limited resources affected the application of the training. Qualitative responses highlighted the importance of collaboration, continuous learning, coaching, leadership support, and values formation in sustaining Mind Education practices. Based on the findings, a comprehensive Organizational Development Program was proposed to institutionalize Mind Education and strengthen organizational effectiveness in public schools.

Keywords: Mind education, organizational development, character education, leadership, public schools, professional development.

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INTRODUCTION

Educational institutions today are challenged to develop professionals who possess not only technical competence but also strong character, emotional intelligence, ethical leadership, and resilience. Schools operate in increasingly dynamic environments where collaboration,

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innovation, and organizational commitment are essential to achieving educational goals. Consequently, professional development has evolved from focusing solely on instructional competence toward holistic approaches that strengthen both professional and personal capacities.

Mind Education is an educational approach that develops positive thinking, self-awareness, emotional regulation, empathy, communication, leadership, teamwork, and resilience. It emphasizes behavioral transformation through reflective and experiential learning, enabling participants to improve relationships and contribute positively to organizational development.

Recognizing the importance of character education, the Department of Education continues to strengthen values-based education through the MATATAG Agenda and Republic Act No. 10533. In support of these initiatives, the 2025 International Mind Education Training on Character Education Development was conducted to enhance the competencies of school leaders, teaching personnel, and non-teaching personnel.

Statement of the problem

Despite numerous professional development initiatives, schools continue to experience organizational challenges related to communication, collaboration, employee engagement, workload, and organizational commitment. These concerns prompted the researcher to determine the extent to which Mind Education Training contributes to organizational development and to formulate an Organizational Development Program based on empirical evidence.

METHODOLOGY

This study employed the quantitative descriptive-correlational research design, wherein the descriptive method was used to determine the profile of the respondents and to assess the levels of Mind Education Training and organizational development, while the correlational approach was used to determine the relationship between these two major variables, namely Mind Education Training and organizational development.

The respondents of the study consisted of 32 participants of the Mind Education Trainings, composed of 24 Female respondents and 8 Male respondents. The respondents included school heads, teachers, administrative personnel, and non-teaching personnel. Total enumeration sampling was employed in this study, meaning that all 32 members of the population were included as respondents.

To gather the necessary data, a researcher-made questionnaire composed of five parts was utilized. The first part covered the profile of respondents, the second part covered Mind Education Training, the third part covered Organizational Development, the fourth part covered Challenges Encountered, and the fifth part consisted of open-ended questions. Prior to its administration, the questionnaire underwent expert validation and reliability testing to ensure that it was appropriate and consistent in measuring the variables under study.

In gathering the data, permission was first secured from the appropriate authorities before the conduct of the study. After the questionnaire had undergone validation and pilot testing, the researcher proceeded to administer the instrument to the respondents. The accomplished questionnaires were then retrieved, encoded, tabulated, analyzed, and interpreted accordingly.

To treat the data statistically, the following statistical tools were used: Frequency Count, Percentage, Weighted Mean, Ranking, Independent Samples t-test, One-Way ANOVA, and Pearson Product-Moment Correlation.

Throughout the conduct of the study, the researcher adhered to the fundamental ethical principles governing educational research to ensure the protection of the rights, dignity, privacy, and welfare of all respondents. Ethical standards were strictly observed throughout the planning, data collection, analysis, interpretation, and reporting of the study.

RESULTS AND DISCUSSION

This section presents the results and discussion drawn from the data gathered among female and male respondents composed of teaching and administrative personnel, examined in relation to their profile, their assessment of Mind Education Training, the extent of organizational development, the challenges encountered in implementation, and the qualitative insights shared regarding their experiences. The discussion is grounded strictly in the data gathered through the study and is interpreted in direct relation to the objectives of the study, integrating descriptive findings with analytical interpretation to present a coherent narrative of the results.

In terms of the profile of respondents, most female respondents belonged to the 46 to 50 years age bracket, while most male respondents belonged to the 36 to 40 years age bracket, indicating that female personnel in the study tended to be more senior in age compared to their male counterparts. Among female respondents, Teacher II comprised the largest group, whereas among male respondents, Administrative Personnel dominated, suggesting a distinct distribution of roles across the two groups. Most respondents possessed graduate education, had rendered 11 to 15 years of service, and had attended one Mind Education Training, which reflects a respondent population that is generally experienced and has had at least an initial exposure to the intervention under study.

With respect to Mind Education Training, respondents across both sexes strongly agreed that the training significantly enhanced their competencies, as reflected in a female grand mean of 4.59 and a male grand mean of 4.66, both verbally interpreted as Strongly Agree. Among all the dimensions assessed, Leadership and Teamwork obtained the highest ratings, with a mean of 4.92 for female respondents and 4.83 for male respondents. This finding indicates that Mind Education effectively strengthened collaborative leadership, interpersonal competence, and organizational responsibility among the respondents, suggesting that the training was particularly effective in cultivating relational and leadership capacities that extend beyond individual skill development into collective organizational functioning.

Organizational Development, on the other hand, was generally assessed as evident, with a female grand mean of 4.15 and a male grand mean of 4.11, both verbally interpreted as Agree. Female respondents rated Innovation and Continuous Improvement highest among the dimensions of organizational development, while male respondents rated Organizational Commitment highest. These findings suggest that Mind Education positively contributes to organizational effectiveness, although the difference in the highest rated dimension between female and male respondents implies that the training may resonate differently across sexes, with female personnel placing greater value on innovation and improvement processes and male personnel placing greater value on commitment to the organization.

Despite these favorable assessments, respondents agreed that several implementation challenges remain. The major concerns identified included limited time to apply training concepts, resistance to change, heavy workload, lack of follow up activities, inadequate monitoring, and limited resources. These findings indicate that sustaining Mind Education requires stronger institutional support, as the presence of these operational constraints suggests

that the benefits of the training, although strongly perceived by respondents, may not be fully translated into sustained practice without deliberate organizational reinforcement.

The qualitative findings further enriched the quantitative results by revealing the lived experiences of the respondents. Respondents emphasized several important lessons learned from the training, namely positive workplace values, teamwork, collaboration, positive thinking, and continuous learning. They also reported that Mind Education improved workplace relationships through open communication, emotional intelligence, collaboration, mutual respect, and resilience. In addition, respondents recommended that future Organizational Development Programs should include team building, leadership development, coaching, workshops, mental health programs, gender and development activities, wellness initiatives, and values formation. These recommendations reflect a recognition among respondents that the gains achieved through Mind Education Training should be reinforced through a broader and more sustained range of organizational interventions.

Taken together, the findings demonstrate that Mind Education Training effectively enhanced respondents' personal and professional competencies. Leadership and teamwork emerged as the strongest dimension, suggesting that the training successfully developed collaborative leadership, interpersonal relationships, and shared responsibility among the respondents. Similarly, organizational development received favorable assessments, particularly in innovation, continuous improvement, and organizational commitment, indicating that participants perceive Mind Education as contributing positively to school effectiveness. These results support Bandura's Social Learning Theory, which explains that positive behaviors develop through observation and interaction, and they affirm Kolb's Experiential Learning Theory, which emphasizes that reflective experiences facilitate personal transformation. Likewise, the findings are consistent with Beckhard's Organizational Development Theory, which supports the conclusion that character development contributes to organizational effectiveness through stronger leadership, communication, teamwork, and employee commitment. Although the respondents highly appreciated the training, they likewise identified operational constraints that limit its application, and these findings suggest that organizational interventions should not end after training but must include continuous coaching, monitoring, administrative support, and institutionalization. Overall, the study confirms that Mind Education serves as an effective strategy for strengthening both individual competencies and organizational development in public schools, and these findings provide a substantive basis for the recommendations and conclusions presented in the succeeding chapter.

CONCLUSION

The study concludes that Mind Education Training significantly strengthens the competencies of school leaders, teaching personnel, and non-teaching personnel in terms of leadership, teamwork, values formation, communication, resilience, and emotional development. The respondents also perceived that organizational development is evident within their schools, particularly in innovation, continuous improvement, and organizational commitment.

However, organizational constraints such as heavy workload, limited implementation time, inadequate follow-up activities, and insufficient monitoring continue to affect the sustained application of Mind Education principles.

The findings further demonstrate that Mind Education contributes positively to organizational effectiveness by promoting collaboration, ethical behavior, communication, leadership, resilience, and employee commitment. Consequently, institutionalizing Mind

Education through a structured Organizational Development Program is recommended to sustain its positive impact on school organizations.

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