Best Practices and Management Capability of School Heads in Labo East District

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ABSTRACT

This study was conducted in order to determine the level of management capability of school heads including best practices in Labo East District for the school year 2022-2023. There were twenty seven school heads who served as the respondents. The instrument used in data gathering was questionnaires. The statistical tools applied were percentage technique, frequency, median mode, Somer's Delta Correlation and the Contingency Coefficient, and Pearson Product Moment Correlation.

The findings revealed that the respondents were middle-aged, dominated by males, most of them were married, with units in master's degree, who had five years and below experienced in the position with sixteen and more faculty members, preferred to attend trainings in the international level and they were inclined to affiliate in Philippine Elementary School Principals Association (PESPA); the level of management capability of school heads and best practices along the domains of Philippine Professional Standards for School Heads were interpreted as outstanding, very satisfactory and satisfactory; there was no significant relationship between the profile and the management capability and best practices.

Keywords: Best Practices, Management Capability, School Heads

INTRODUCTION

Every Filipino has the right to education which is embodied in Article XIV Section 1 of the 1987 Constitution that "The State shall protect and promote the right of all citizens to quality education at all levels and shall take appropriate steps to make such education accessible to all." As stipulated in DepEd Order 42, s. 2017, school heads as stewards of schools play a crucial role in ensuring an enabling and supportive environment for effective teaching and learning.

The management style of school administrators should adapt to the rapidly changing modernization, lifestyle, and competitiveness in all its forms. In order to empower and equip them to make a difference in the lives of the teachers and students as well, they can learn technology and attend seminars, conferences, forums, and trainings. In order to become effective and efficient school leaders, they require a variety of qualities including educational experience, interpersonal skills, strategic thinking, and a strong commitment to the success of all parties involved in the school community. It is crucial to offer children a safe and engaging learning environment that supports their academic performance and personal growth. Being the center of influence, school heads subordinates and should take negative feedback positively.

Given these data, the researcher was motivated to know why Labo East District won in every contest they participated in and got awards and recognition sponsored by DepEd and other private and/or public institutions. The success of every school lies in the management capability of school heads, and in cooperation with teachers, parents, students, and other stakeholders. It is appropriate to know why and how these schools in Labo East District become a champion in a contest they got into it as well as outstanding in every endeavor. Through the leadership of the heads, schools become on top in terms of academic and non-academic contests. Therefore, the researcher thinks there is a significant need to inform other school heads about the reasons why school heads in the east district in the Schools Division Office of Camarines Norte are recognized as excellent, particularly in OPCRF. In so doing, many public schools in the provinces might also attain the same recognition and reward that these schools in the district have attained. It will contribute a lot to school heads' best practices and management capabilities because the data can be used as a basis for decision-making. Specifically, this study described the profile of the respondents, level of management capability, best practices being implemented, significant relationship between the profile and level of management capability and best practices along the domains of PPSSH. With these perspectives, the researcher decided to conduct this study.

METHODOLOGY

Method of Research

The descriptive-correlational survey method of research was used in this study. Correlational design was also employed to find the significant relationship between best practices and the level of management capability of school heads in Labo East District. The self-rating questionnaire using the profile of the respondents, best practices, and management capability which were lifted from Philippine Professional Standards for School Heads. Further, the researcher administered a dry run to selected school heads in Labo West District to validate the instrument of the study. Moreover, an action plan was developed to enhance the level of management capability of Labo East District school heads.

Description of the Respondents

The study considered the school heads from elementary with ten (10) principals, four (4) head teachers six (6) teachers-in-charge. On the other hand, there were four (4) principals in the secondary school one (1) head teacher and two teachers-in-charge. There were 27 school heads in Labo East District, Division of Camarines Norte who rendered service in the present assignment for the school year 2022 – 2023.

Data Gathering Procedure

The researcher conducted several steps to gather the necessary data and to find answers to the problems of the study. Before the formal conduct of the research, he requested the approval of the Schools Division Superintendent of Schools Division Office of Camarines Norte as well as the Public Schools District Supervisors of Labo East and Labo West and their school heads who are covered in this study. After the preparation and validation of the research instruments, the researcher visited the schools of all the respondents for ocular observation. Based on the set schedule, they were individually given questionnaires for them to answer. The data were carefully analyzed and interpreted which was a great help in the development of the research. Proper protocol was observed, and to protect and respect the respondents' right to privacy, the answers were given with utmost secrecy.

Statistical Treatment of Data

The data obtained from the questionnaires and documents were categorized and tallied as to the nature of the

responses. The percentage technique was used to describe and analyze the profile of the respondents. In order to assess the management capability of school heads and best practices along the following domains in Philippine Professional Standards for School Heads (PPSSH), the percentage, frequency, and median mode were used.

In furtherance of the significant relationship between the profile of the school heads and their level of management, and best practices, Somer's Delta Correlation (d) and the Contingency Coefficient (C) were tested. In order to evaluate the significant relationship between the level of management and the best practices of the school heads along the domains of PPSSH, the Pearson Product Moment Correlation (r) was tested.

RESULTS AND DISCUSSIONS

This part presents the results of the data analysis in response to the problems covered by the study.

Profile of the Respondents

The profiles of the respondents are shown in Tables 1 to 8. The variables explained comprise of age, gender, civil status, educational attainment, number of years as school heads, number of teachers supervised, trainings attended, and membership in organizations.

Age. This profile of the respondents is presented using age brackets. Table 1 shows that out of 27 respondents, 6 or 22.20 percent belong to the age bracket 46 – 50 and 51 – 55 while 1 or 14.80 percent belong to the age bracket 56 – 60.

Table 1 Distribution of Respondents by Age

Age Bracket	Frequency	Percentage %
40 & below	5	18.50
41 – 45	5	18.50
46 – 50	6	22.20
51 – 55	6	22.20
56 – 60	4	14.80
61 – 65	1	3.70
TOTAL	27	100.00

These figures manifest that the respondents are middle-aged and in the agile stage of their careers as school heads. The respondents are middle-aged. Such age bracket denotes the peak of their career where their management capability is more on example setting laying the foundation of effectiveness and efficiency brought by years of experience in work and time pressure. They still have greater opportunities in establishing remarkable accomplishments to prove their worth as school heads and serve as a legacy when they retire from the service.

Gender. The school heads in Labo East District in terms of gender are presented in Table 2. It can be noted that the school heads are mostly males with a total number of sixteen (16) out of 27 or 59.30 percent. Female respondents consist of eleven (11) or 40.70 percent of the group. The result implies that Labo East District, Division of Camarines Norte is outshined by male school heads.

Table 2 Distribution of Respondents by Gender

Age Bracket	Frequency	Percentage %
Male	16	59.30
Female	11	40.70
TOTAL	27	100.00

Labo East District is a male-dominated school head. However, female school heads are now doing the job dominated by males before. This might be because the female school heads are more patient, dedicated, development oriented and high achievers because of their motherly nature and high emotional quotient. Considering the geographical location of schools in the district, there is no gender priority preference in assignment because school head position is non-station specific.

According to Sarical's (2008) research, men are more likely to hold managerial roles. With the fatherly image, they make decisions with more strength and conviction. However, a lot of the females share similar traits and preferences. They like demonstrating that not all men make competent bosses. They aim to dispel the myth that men have more robust personalities than women. It is undeniable that certain women nowadays obtain a greater degree of knowledge, capacity, talent, and ability than men do despite the strong image that men have in society that gives them an advantage over the female sector in gaining the faith and confidence of their subordinates.

Civil Status. Table 3 presents the distribution of respondents in terms of civil status. The data show that out of 27 respondents, 21 or 77.80 percent are married, 4 or 14.80 percent are single, while the rest are widows/widowers, and separated.

Table 3 Distribution of Respondents by Civil Status

Civil Status	Frequency	Percentage %
Single	4	14.80
Married	21	77.80
Widow/widower	1	3.70
Separated	1	3.70
TOTAL	27	100.00

These findings clearly signify that Labo East District is predominantly occupied by school heads who have family responsibilities. The results indicate that the majority of the school heads are married. With that, teachers are closer to the school heads because they are considered as their parents in school where they can communicate or speak freely their views, sentiments, and opinions without any inhibition and reservations. Whenever their own family needs their time, they can ask permission at once because the school understands their status.

According to Sarical (2008), people base effective management or school management on how a married person raised a family because, in their eyes, a married person who manages a family well can benefit a school more. A school is like a family where the administrators and teachers act as the children's parents. Furthermore, she emphasized that a married person often signifies stability and commitment. A married

school head may bring a sense of dedication and long-term commitment to their role. This can contribute to the overall stability of the school leadership and provides a sense of continuity for the staff, students, and parents.

Educational Attainment. Table 4 presents the educational attainment data to provide a clear and organized overview of the level of education achieved by the respondents. The school heads with units in master's degree consist of 10 or 37.00 percent. This group is closely followed by those with units in doctoral with a total of eight 8 or 29.60 percent. There are 5 or 18.50 percent who graduated with a master's degree, and there are 4 or 14.80 percent who are doctorate degree holders. These data pointed out that most of the respondents have desires for their professional development through graduate studies.

Sarical's (2008) study, post-graduate is generally valued because it demonstrates advanced knowledge and expertise in the field of education. Additionally, it helps ensure that the school head has a solid understanding of educational theory, research, and best practices enabling them to effectively lead and make informed decisions.

Table 4 Distribution of Respondents by Educational Attainment

Educational Attainment	Frequency	Percentage %
With units in Master's Program	10	37.00
Master's Degree Holder	5	18.50
With units in Doctorate Program	8	29.60
Doctorate Degree Holder	4	14.80
TOTAL	27	100.00

Number of Years as School Heads. Table 5 shows the distribution of respondents in terms of number of years as school heads. Their experience and insights can guide aspiring leaders and contribute to succession planning within the school system. There are 8 or 29.60 percent of the respondents have served as a school head for 5 years and below, while three 3 or 11.10 percent are 21 and above. It clearly indicates that the majority of the respondents have been in the service as school heads for 5 years and below.

According to Sarical (2008), school administrators tend to become attached to their jobs as their number of years in the position increases. Since they have not served in a while, they need to be trained.

Table 5 Distribution of Respondents by Number of Years as School Heads

No. of Years as School Heads	Frequency	Percentage %
5 & below	8	29.60
6 – 10	5	18.50
11 – 15	5	18.50
16 – 20	6	22.20
21 & above	3	11.10
TOTAL	27	100.00

The number of years as school heads implies only three rendered 21 years of service and above will soon

retire, while those with 16 – 20 will follow because of the mandatory retirement. However, those with 5 and below up to 11 – 15 years are promotion-oriented and may opt to transfer to some district due to promotion and other reasons that suits their prerogative.

The results conform with the findings of Sarical (2008) that the school type depends on the number of teachers supervised by a school head. It was found that the number of teachers is dependent on the number of pupils enrolled in each school.

Number of Teachers Supervised. Table 6 shows the distribution of respondents in terms of teachers supervised. Findings showed that 13 or 48.10 percent of respondents supervised teachers from 16 and above and 3 or 11.10 percent of them supervised 5 & below. The number of teachers supervised depends on the school size in terms of the students' population. In Labo East District, there are thirteen (13) large schools with sixteen (16) above teachers, and 6 to 10, and 11 to 15 teachers are considered medium schools while the 5 and below are combination schools.

The results conform with the findings of Sarical (2008) that the school type depends on the number of teachers supervised by a school head. It was found that the number of teachers is dependent on the number of pupils enrolled in each school.

Table 6 Distribution of Respondents by Teachers Supervised

No. of Teachers Supervised	Frequency	Percentage %
5 & below	3	11.10
6 – 10	7	25.90
11 – 15	4	14.80
16 & above	13	48.10
TOTAL	27	100.00

Trainings Attended. Table 7 shows the distribution of respondents by trainings attended.

Table 7 Distribution of Respondents by Trainings Attended

Trainings Attended	Frequency	Percentage %
Regional	3	11.10
National	3	11.10
International	21	77. 80
TOTAL	27	100.00

There are 21 or 77.80 percent who attended trainings in international, and 3 or 11.10 percent attended whichever regional and national level. Training's priority of school heads focuses on the international level because of the points they will be earning for promotion aside from the experience they will have on the kind of accommodation, place to reach, and quality of training the organizer will give to them. It offers also numerous benefits including a global perspective, professional development, networking opportunities,

cultural understanding, innovation, and enhanced global competence for students. It is an investment in personal and professional growth that can positively impact the entire school community.

The said circumstances according to Sarical (2008) imply that trainings in school head are considered a must because it is one of the requirements for promotion. Insights, skills, abilities, approaches, and attitudes may be adapted by teachers and learners when they make a re-echoing of what they have learned.

Membership in Organization. Table 8 shows the distribution of respondents by membership in an organization. There are 11 or 40.70 percent who are inclined to the Philippine Elementary School Principals Association (PESPA), followed by PPSTA with 10 or 37.00 percent, NAPSSPHIL with 5 or 18.50 percent, and 1 or 3.70 percent of school head is an active member of Alliance of Concerned Teachers (ACT).

Table 8 Distribution of Respondents by Membership in Organization

Membership in Organization	Frequency	Percentage %
Alliance of Concerned Teachers	1	3.70
Philippine Elementary School Principals Association (PESPA)	11	40.70
Philippine Public School Teachers Association (PPSTA)	10	37.00
National Association of Public Secondary Schools of the Philippines, Inc. (NAPSSPHIL)	5	18.50
TOTAL	27	100.00

School heads' membership in an organization is also an important tool that can help them in their management of the school. This happens when the organization they are affiliated with conducts trainings, symposia, or seminar workshops. Furthermore, membership in educational organizations offers access to professional development opportunities, networking and collaboration platforms, advocacy channels, valuable resources, recognition, and support systems. It provides a platform for continuous learning, growth, and professional recognition, contributing to their effectiveness as educational leaders and their ability to positively impact their schools and the broader education community.

The said condition are parallel to the study of Panol (2020) that the professional reputation and credibility of school heads. Being affiliated with a recognized organization demonstrates their commitment to professional growth and staying updated with the latest trends and practices in educational management. This membership can enhance their credibility among colleagues, stakeholders, and the broader education community, leading to increased trust and confidence in their management capabilities.

Level of Management Capability of School Heads in Labo East District along the Domains of Philippine Professional Standards for School Heads (PPSSH)

The management capability of school heads is shown in Tables 9 to 13. The variables explained along Philippine Professional Standards for School Heads (PPSSH) domains comprise of leading strategically, managing school operations and resources, focusing on teaching and learning, developing self and others, and building connections.

Leading Strategically. Table 9 shows the level of management capability of Labo East District school heads in terms of leading strategically.

Table 9 Level of Management Capability of Labo East District along the Domains of PPSSH in terms of Leading Strategically

Indicators	Outstanding		Very Satisfactory		Satisfactory		Unsatisfactory	
	f	%	f	%	f	%	f	%
1. Vision, mission, and core values	18	66.70	9	33.33				
2. School planning and implementation	16	59.30	10	37.00	1	3.70		
3. Policy implementation and review	16	59.30	10	37.00	1	3.70		
4. Research and innovation	10	37.00	12	44.40	5	18.50		
5. Program design and implementation	12	44.40	11	40.80	4	14.80		
6. Learner's voice	16	59.30	11	40.70				
7. Monitoring and evaluation process and tools	14	51.90	12	44.40	1	3.70		

f – frequency ; % – percentage

It can be noted that in research and innovation, respondents obtained 5 or 18.50 percent which is satisfactory while 10 or 37 percent which is is outstanding. However, vision, mission, and core values got 18 or 66.70 percent equivalent to outstanding while 9 or 33.33 percent is very satisfactory. School, planning and implementation got 16 or 59.30 percent equivalent to outstanding while 1 or 3.70 percent falls under satisfactory. In policy implementation and review, they got 16 or 59.30 percent which is outstanding while 1 or 3.70 percent is satisfactory. In program design and implementation, they got 12 or 44.40 percent which is outstanding while 4 or 14.80 percent which is satisfactory. In learner's voice, they got 16 or 59.30 percent equivalent to outstanding while 11 or 40.70 percent which is very satisfactory. When it comes to monitoring and evaluation process and tools, they got 14 or 51.90 percent which is outstanding while 1 or 3.70 percent which is satisfactory.

The data revealed that there are responses satisfactory in research and innovation which means some school heads are focused on administrative works which are typically responsible for managing various administrative tasks such as budgeting, curriculum development, staffing, and student discipline and often prioritized addressing immediate issues and challenges within their schools such as improving academic performance, managing student behavior, or dealing with infrastructure issues.

These pressing concerns can take precedence over long-term research and innovation efforts. It is important to note that not all school heads are low in research and innovation. There are many educational leaders who actively promote and engage in research to improve educational practices. However, the reasons mentioned above can contribute to a perception that some school heads are less involved in research and innovation.

It is further mentioned by Hallinger (2011) in his study that there were factors that may hinder school leaders from engaging in research and innovation activities. He pointed out also that the organizational culture within a school or educational system may not prioritize research and innovation if there is a lack of support or recognition for research activities; hence, school heads may be less motivated to engage in such endeavors.

Apparently, there can be several reasons why school heads may be perceived as low in program design and implementation such as lack of expertise, time constraints, lack of support, resource limitations, and focus on immediate priorities which are also associated with research and innovation. It is important to note that

while these factors may contribute to the perception of school heads being low in program design and implementation, not all school heads face these challenges. Addressing these barriers requires a combination of training, support, resources, and a shift in priorities to foster a culture of program design and implementation within schools. In Labo East district, the school administrators may have a thorough understanding of the goal and current status of schools. In order to effectively handle the dynamic and quickly evolving needs of schools, they should promote the execution of numerous collaborative efforts with stakeholders.

Managing School Operations and Resources. Table 10 shows the level of management capability of Labo East District school heads in terms of managing school operations and resources.

Table 10 Level of Management Capability of Labo East District along the Domains of PPSSH in terms of Managing School Operations and Resources

Indicators	Outstanding		Very Satisfactory		Satisfactory		Unsatisfactory	
	F	%	f	%	f	%	f	%
1. Records management	22	81.50	4	14.80	1	3.70		
2. Financial management	22	81.50	5	18.50				
3. School facilities and equipment	21	77.8	6	22.20				
4. Management of staff	23	85.20	4	14.80				
5. School safety for disaster preparedness,mitigation, and resiliency	18	66.70	5	18.50	4	14.80		
6. Emerging opportunities and challenges	19	70.40	8	29.60				

f – frequency ; % – percentage

Under this category, it can be noted that school heads in terms of school safety for disaster preparedness, mitigation, and resiliency got 4 or 14.80 percent which is satisfactory while 18 or 66.70 percent which is outstanding. When it comes to records management, 22 or 81.50 percent is equivalent to outstanding, and 1 or 3.70 percent is satisfactory while in financial management, 22 or 81.50 percent, and 5 or 18.50 percent which are very satisfactory. In school facilities and equipment, 21 or 77.80 percent is outstanding while 6 or 22.20 percent falls under very satisfactory. In the management of staff, 23 or 85.20 percent is outstanding while 4 or 14.80 is very satisfactory. When it talks about emerging opportunities and challenges, 19 or 70.40 percent is outstanding while 8 or 29.60 percent is very satisfactory.

The data revealed that "satisfactory" got four responses in school safety for disaster, preparedness, mitigation, and resiliency. The perceived low involvement of school heads in school safety for disaster preparedness, mitigation, and resiliency can be attributed to several factors such as limited training and expertise, resource constraints, focus on academic priorities, coordination challenges, and lack of awareness or complacency.

In the study of Alkalash (2023), it emphasized that the perceived knowledge regarding disaster preparedness among secondary school heads in the western region of Saudi Arabia was fair with a high level of positive attitude toward it. School heads may underestimate the potential risks or fail to recognize the importance of investing in disaster preparedness. Thus, a lack of awareness or complacency can lead to a lower emphasis on safety measures. Addressing these challenges and improving school safety for disaster preparedness,

mitigation, and resiliency requires a multi-faceted approach.

<u>Focusing on Teaching and Learning</u>. Table 11 shows the level of management capability of Labo East District school heads in terms of focusing on teaching and learning.

Table 11 Level of Management Capability of Labo East District along the Domains of PPSSH in terms of Focusingon Teaching and Learning

Indicators	Outstanding		Very Satisfactory		Satisfactory		Unsatisfactory	
	f	%	f	%	f	%	f	%
1. Scholar-based review, contextualization andimplementation of learning standards	15	55.60	11	40.70	1	3.70		
2. Teaching standards and pedagogies	19	70.40	8	29.60				
3. Teacher performance feedback	17	63.00	10	37.00				
4. Learner achievement and other performanceindicator	18	66.70	9	33.30				
5. Learning assessment	19	70.40	7	25.90	1	3.70		
6. Learning environment	22	81.50	5	18.50				
7. Career awareness and opportunities	16	59.30	11	40.70				
8. Learner discipline	19	70.40	7	25.90	1	3.70		

f – frequency; % – percentage

In this part, out of 27 respondents, 3 obtained satisfactory in scholar-based review, learning assessment, and learner discipline. For scholar-based review, contextualization, and implementation of learning standards 15 or 55.60 percent is outstanding, and 1 or 3.70 percent is satisfactory. For teaching standards and pedagogies, 19 or 70.40 percent is outstanding and 8 or 29.60 percent is very satisfactory. On the other hand, for teacher's performance feedback, 17 or 63.00 percent is outstanding while 10 or 37.00 percent is very satisfactory. For learner achievement, and other performance indicator, 18 or 66.70% is outstanding while 9 or 33.30 percent is very satisfactory. For learning assessment, 19 or 70.40 percent is outstanding while 1 or 3.70 percent is satisfactory. For the learning environment, 22 or 81.50 is outstanding while 5 or 18.50 percent is very satisfactory. For career awareness and opportunities, 16 or 59.30 percent is outstanding while 11 or 40.70 percent is very satisfactory. Finally, for learner discipline, 19 or 70.40 percent is outstanding, while 1 or 3.70 percent is satisfactory.

As the table suggests, there are three responses with satisfactory in terms of focusing on teaching and learning. These are scholar-based review, contextualization, implementation of learning standards, learning assessment, and learner discipline. Poor scholar-based review, contextualization, and implementation of learning standards may occur when educational institutions lack the necessary expertise and resources to effectively engage scholars in the process. Limited access to subject matter experts or insufficient funding for collaborations with scholars can hinder the quality and depth of the review, contextualization, and implementation efforts. Poor learning assessment is a significant concern in education.

The results conform with the findings of Popham (2011) that lack of assessment literacy among educators and its impact on the quality of learning assessments has been overlooked. Here, the alignment between

disciplinary policies and learner discipline in actual practices within schools investigates the extent to which disciplinary policies might be ineffectively communicated, inconsistently enforced, and or aligned with research-based in management of school heads for promoting positive learner discipline.

Technical support for teaching that pertains to curriculum, practice, and performance is expected from school heads of Labo East district. Additionally, they ought to develop a learning environment that promotes access to an outstanding education that is freeing, excellent, relevant, and inclusive.

Developing Self and Others. Table 12 shows the level of management capability of Labo East District school heads in terms of developing self and others.

Table 12 Level of Management Capability of Labo East District along the Domains of PPSSH in terms of Developing Self and Others

Indicators	Outstanding		Very Satisfactory		Satisfactory		Unsatisfactory	
	f	%	f	%	f	%	f	%
1. Personal and professional development	17	63.00	10	37.00				
2. Professional reflection and learning	16	59.30	11	40.70				
3. Professional networks	18	66.70	9	33.30				
4. Performance management	21	77.80	6	22.20				
5. Professional development of school personnel	20	74.10	7	25.90				
6. Leadership development in individuals and teams	17	63.00	10	37.00				
7. General welfare of human resources	20	74.10	7	25.90				
8.Rewards and recognition mechanisms	22	81.50	5	18.50				

f – frequency; % – percentage

The respondents performed exceptionally well across all indicators for having outstanding and very satisfactory in this spot. For professional and personal development, 17 or 63.00 percent is outstanding while 10 or 37.00 percent is very satisfactory. For professional reflection and learning, 16 or 59.30 percent is outstanding while 11 or 40.70 percent is very satisfactory. In terms of professional networks, 18 or 66.70 percent is outstanding while 9 or 33.30 percent is very satisfactory. As far as performance management is concerned, 21 or 77.80 percent is outstanding while 6 or 22.20 percent is very satisfactory. Across professional development of school personnel, 20 or 74.10 percent is outstanding and 7 or 25.90 percent is very satisfactory while in leadership development for individuals and teams 17 or 63.00 percent is outstanding and 10 or 37.00 percent is very satisfactory. In general, the welfare of human resources is 20 or 74.10 percent outstanding while 7 or 25.90 percent is very satisfactory. With regard to rewards and recognition mechanisms, 22 or 81.50 percent is outstanding while 5 or 18.50 percent is very satisfactory.

Hargreaves (2001) stressed in his study "The Significance of Professional Development and Learning

Communities for Educational Improvement" that school leaders can engage in meaningful professional learning experiences, collaborate with colleagues, and continuously develop their skills and knowledge. His work emphasizes the importance of context-specific, inquiry-based, and job-embedded professional development. Thus, responses from the school heads signify personal and professional development and others in their utmost perspective.

As they promote the professional development and welfare of their staff, school administrators of Labo East district are expected to reflect on their own personal and professional growth in order to improve their leadership and development practices. They ought to offer additional opportunities for growth such as chances to study, think, take charge, and advance in their field.

Building Connections. Table 13 shows the level of management capability of Labo East District school heads in terms of building connections.

Table 13 Level of Management Capability of Labo East District along the Domains of PPSSH in terms of Building Connections

Indicators	Outstanding		Very Satisfactory		Satisfactory		Unsatisfactory	
	F	%	f	%	f	%	f	%
1. Management of diverse relationships	21	77.80	6	22.20				
2. Management of school organizations	20	74.10	7	25.90				
3. Inclusive practice	18	66.70	9	33.30				
4. Communication	22	81.60	5	18.50				
5. Community engagement	20	74.10	7	25.90				

f – frequency; % – percentage

In this category, respondents manifested outstanding and very satisfactory performance. They got 21 or 77.80 percent outstanding and 6 or 22.20 percent very satisfactory for management of diverse relationships. As to the management of school organizations, 20 or 74.10 percent is outstanding while 7 or 25.90 percent is very satisfactory while for inclusive practice 18 or 66.70 percent is outstanding while 9 or 33.30 percent is very satisfactory. For communication, 22 or 81.60 percent is outstanding while 5 or 18.50 percent is very satisfactory; and for community engagement, 20 or 74.10 percent is outstanding while 7 or 25.90 percent is very satisfactory.

Furthermore, the findings of Leithwood (2019) showed that successful schools are the results of competent governance demonstrated by the school heads in collaborative partnerships with relevant stakeholders. The dedication of the school administrators in Labo East district in promoting the idea that creating connections is everyone's duty. They ought to be able to relate to, interact with, and establish relationships with people. They should establish connections with people and organizations that are based on respect, honesty, openness, and a shared commitment to realizing institutional objectives.

The school head must be a director, a planner, and a judgment-maker. He/she would use collaboration and connections as a working technique by establishing teams and smaller units of team members to examine proposals or tactics.

Best Practices being Implemented by Labo East district along the following domains of Philippine Professional Standards for School Heads (PPSSH):

The best practices implemented in Labo East District in this study are shown in Tables 14 to 18. The variables are leading strategically, managing school operations and resources, focusing on teaching and learning, developing self and others, and building connections are presented in this study.

Leading Strategically. Table 14 presents the best practices being implemented by Labo East District school heads in terms of leading strategically.

Table 14 Best Practices being Implemented of Labo East District along the Domains of PPSSH in terms of Leading Strategically

Indicators	Outstanding		Very Satisfactory		Satisfactory		Unsatisfactory	
	F	%	f	%	f	%	f	%
1. Serve as a role model in the school and the wider school community in embodying the DepEd vision,mission and core values to sustain shared understanding and alignment of school policies, programs, projects and activities.	18	66.70	9	33.30				
2. Share with fellow school heads best practice in the development and implementation of school plans aligned with institutional goals and policies.	17	63.00	10	37.00				
3. Recommend to higher authorities the enhancement of policies relevant to school operations based on implementation and review.	15	55.60	11	40.70	1	3.70		
4. Promote a culture of research to facilitate data-driven and evidence-based innovations to improve school performance and foster continuous improvement.	11	40.70	15	55.60	1	3.70		
5. Lead and empower school personnel in designing and implementing needs based programs in the school that support the development of learners.	16	59.30	11	40.70				
6. Systematize processes in utilizing learner voice, such as feelings, views and/or opinions to inform policy development and decision-making towards school improvement.	15	55.60	12	44.40				
7. Lead the institutionalization of effective monitoring and evaluation process and tools to promote learner achievement	14	51.90	13	48.10				

f – frequency; % – percentage

Data showed that the respondents obtained 11 or 40.70 percent is outstanding, 15 or 55.60 percent is very satisfactory, and 1 or 3.70 percent satisfactory for the promotion of research, and innovations. As to policy implementation and review, 15 or 55.60 percent is outstanding, 11 or 40.70 percent is very satisfactory while 1 or 3. 70 percent is satisfactory. In embodying DepEd's vision, mission, and core values, 18 or 66.70 percent is outstanding while 9 or 33.30 percent is very satisfactory. In terms of school planning and implementation, 17 or 63.00 percent is outstanding and 10 or 37.00 percent is very satisfactory. In program design and implementation, 16 or 59.30 percent is outstanding, and 11 or 40.70 percent is very satisfactory.

In terms of learner voice, 15 or 55.60 percent is outstanding and 12 or 44.40 percent is very satisfactory, and for monitoring and evaluation processes and tools, 14 or 51.90 percent, and 13 or 48.10 percent is very satisfactory.

There are two respondents who answered "satisfactory" in this particular practice of research and innovations and program implementation that coincide with the performance under management capability. School heads are busy in managerial functions which is why they do not have enough time to focus on that matter.

In the study of Hallinger (2011), he mentioned that the school or educational system not prioritizing research and innovation most likely may be less motivated to engage in such activities.

Managing School Operations and Resources. Table 15 presents best practices being implemented by Labo East District school heads in terms of managing school operations and resources.

Table 15 Best Practices being Implemented of Labo East District along the Domains of PPSSH in terms of Managing School Operations and Resources

Indicators	Outstanding		Very Satisfactory		Satisfactory		Unsatisfactory	
	f	%	f	%	f	%	f	%
1. Exhibit best practice in managing school data and information using technology, including ICT, to ensure efficient and effectiveschool operations.	16	59.30	11	40.70				
2. Share with fellow school heads best practice in the developmentand implementation of school plans aligned with institutional goals and policies.	17	63.00	10	37.00				
3.Systematize processes in managing school facilities and equipment in adherence to policies, guidelines and issuances on acquisition, recording, utilization, repair and maintenance, storageand disposal.	16	59.30	11	40.70				
4.Empower school personnel in sustaining effective managementof staff in adherence to laws, policies, guidelines and issuances based on the needs of the school.	19	70.40	8	29.60				
5.Institutionalize the effective management of school safety fordisaster preparedness, mitigation and resiliency to sustain continuous delivery of instruction.	21	77.80	6	22.20				
6. Empower school personnel in managing emerging opportunitiesand challenges to ensure equality and equity in addressing the needs of learners, school personnel and other stakeholders.	22	81.50	5	18.50				

f – frequency; % – percentage

Under these practices, school heads effectively managed their school operations and resources as manifested in this table. When it comes to records management, 16 or 59.30 percent is outstanding, and 40.70 percent is very satisfactory. In terms of financial management, 17 or 63.00 percent outstanding and 10 or 37.00 percent is very satisfactory. As to school facilities and equipment, 16 or 59.30 percent is outstanding, and 11 or 40.70 percent is very satisfactory. With respect to the management of staff, 19 or 70.40 percent is

outstanding, and 8 or 29.60 percent is very satisfactory. With regard to school safety for disaster preparedness, mitigation and resiliency, 21 or 77.80 percent is outstanding and 6 or 22.20 percent is very satisfactory. Concerning emerging opportunities and challenges, 22 or 81.50 percent is outstanding and 5 or 18.50 percent falls under very satisfactory.

The Labo East districts school administrators are knowledgeable, and compliant with the laws, regulations, directives, and orders governing the administration of human, financial, and material resources. They ought to encourage the growth of a culture that constantly prioritizes openness and responsibility in the delivery of essential educational services.

Focusing on Teaching and Learning. Table 16 presents best practices being implemented in Labo East District school heads in terms of focusing on teaching and learning.

Table 16 Best Practices being Implemented of Labo East District along the Domains of PPSSH in terms of Focusing on Teaching and Learning

Indicators	Outstanding		Very Satisfactory		Satisfactory		Unsatisfactory	
	F	%	f	%	f	%	f	%
1. Share exemplary practice in the review, contextualization and implementation of learning standards to effectively assist teachers in making the curriculum relevant for learners.	20	74.10	7	25.90				
2. Exhibit best practice in providing technical assistance to teachers for them to develop exemplary practices consistent with teaching standards and pedagogies within and across learning areas.	14	51.90	13	48.10				
3. Exhibit exemplary skills in effectively using validated feedback obtained from learners, parents and other stakeholders to help teachers improve their performance.	18	66.70	9	33.30				
4. Mentor fellow school heads in sustaining learner achievement and in attaining other performance indicators to promote accountability within and beyond school contexts.	18	66.70	8	29.60	1	3.70		
5. Lead initiatives on the innovative use of learning assessment tools, strategies and results consistent with curriculum requirements to ensure accountability in achieving higher learning outcomes.	19	70.40	8	29.60				
6. Empower the wider school community in promoting and sustaining a learner-friendly, inclusive and healthy learning environment.	22	81.50	5	18.50				
7. Institutionalize integration of career awareness and opportunities into the school curriculum and all other learning experiences.	19	70.40	7	25.90	1	3.70		
8. Lead concerted efforts among stakeholders to develop and implement effective learner discipline policies to support student growth and whole school improvements.	17	63.00	9	33.30	1	3.70		

f – frequency; % – percentage

As manifested in the table for school-based review, contextualization, and implementation of learning standards, 20 or 74.10 percent is outstanding while 7 or 25.90 percent is very satisfactory. In teaching standards and pedagogies, 14 or 51.90 percent is outstanding and 13 or 48.10 percent is very satisfactory. Under teacher performance feedback, 18 or 66.70 percent is outstanding and 9 or 33.30 percent is very satisfactory. In view of learner achievement and other performance indicators, 18 or 66.70 percent is outstanding, 8 or 29.60 percent is very satisfactory while 1 or 3.70 percent is satisfactory. On the matter of learning environment, 22 or 81.50 percent is outstanding and 5 or 18.50 percent is very satisfactory. As to career awareness and opportunities, 19 or 70.40 percent is outstanding, 7 or 25.90 percent is very satisfactory while 1 or 3.70 percent is satisfactory. As for learner discipline, 17 or 63.00 percent is outstanding, 9 or 33.30 percent is very satisfactory while 1 or 3.70 percent is satisfactory.

As mentioned in the study of Smith et al. (2018) that effective school leaders establish a climate that supports high-quality instruction, encourages continuous improvement, and ultimately results in enhanced student achievement, and success by focusing on teaching and learning. In Labo East District, school administrators are supposed to offer technical support for teaching that relates to curriculum, practice, and performance. Additionally, they need to develop a learner-centered atmosphere that guarantees access to great, excellently relevant, and freeing education.

Developing Self and Others. Table 17 presents best practices being implemented in Labo East District school heads in terms of developing self and others.

Table 17 Best Practices being Implemented of Labo East District along the Domains of PPSSH in terms of Developing Self and Others

Indicators	Outstanding		Very Satisfactory		Satisfactory		Unsatisfactory	
	f	%	f	%	f	%	f	%
1. Serve as a learning resource to fellow school heads in upgrading personal and professional competencies aligned with the Philippine Professional Standards for School Heads.	21	77.80	4	14.80	2	7.40		
2. Model exemplary leadership practices within and beyond school contexts in critically evaluating practice and setting clearly defined targets for professional development.	22	81.50	3	11.10	2	7.40		
3. Lead in organizing professional networks to provide colleagues opportunities to maximize their potential.	16	59.30	10	37.00	1	3.70		
4. Exhibit exemplary practice in the efficient and effective implementation of the performance management system to ensure career advancement for individual school personnel.	16	59.30	10	37.00	1	3.70		
5. Model exemplary practice in the implementation of professional development initiatives to enhance strengths and address performance gaps among school personnel.	16	59.30	11	40.70				
6. Empower individuals and teams to consistently and effectively perform leadership roles and responsibilities in achieving school goals.	19	70.40	7	25.90	1	3.70		

7. Advocate the general welfare of school personnel by gaining support from the wider school community in strengthening the implementation of relevant local and national policies	20	74.10	6	22.20	1	3.70	
8. Institutionalize the implementation of the school rewards system with support from the wider school community in recognizing learners, school personnel and other stakeholders for sustained exemplary performance and/or continued support.	19	70.40	7	25.90	1	3.70	

f – frequency; % – percentage

It is clearly evident in this table that on personal and professional development of school heads, 21 or 77.80 percent is outstanding, and 2 or 7.40 percent is satisfactory. Under professional reflection and learning, 22 or 81.50 percent is outstanding, and 2 or 7.40 percent is satisfactory. With respect to professional networks, 16 or 59.30 percent is outstanding, and 1 or 3.70 percent is satisfactory. As far as performance management is concerned, 16 or 59.30 percent is outstanding and 1 or 3.70 percent is satisfactory. In line with professional development of school personnel, 16 or 59.30 percent is outstanding, and 11 or 40.70 percent is very satisfactory. As to leadership development in individuals and teams, 19 or 70.40 percent is outstanding while 1 or 3.70 percent satisfactory. In terms of general welfare of human resources, 20 or 74.10 percent is outstanding, and 1 or satisfactory. Finally, in rewards and recognition mechanism, 19 or 70.40 percent is outstanding while 1 or 3. 70 percent is satisfactory.

Almost all the indicators in developing self and others have a response of satisfactory, meaning ineffective communication and limited collaboration with teachers, staffs and stakeholders can hinder school heads' ability to understand their own development needs and effectively support the development of others.

This can result in a lack of alignment, shared vision, and collective effort towards professional growth. School heads often have demanding workloads and limited resources which can make it challenging to dedicate sufficient time and resources to their own development and the development of others.

Time constraints and competing priorities may hinder their ability to engage in professional development activities. Lack of a learning culture that does not prioritize continuous learning and professional growth can hinder the development of self and others among school heads. If there is a lack of support, recognition, and resources for professional development, it can undermine efforts to enhance their skills and support the growth of their staff. It is important to note that these factors may vary across contexts, and the specific reasons for low performance in developing self and others can be influenced by a combination of multiple factors.

According to Smith et al. (2018), school heads can engage in to develop themselves as effective leaders. It provides valuable information for school leaders, educational policymakers, and professional development providers on the significance of self-reflection and continuous learning for enhancing leadership capacity in school contexts.

Building Connections. Table 18 presents the best practices being implemented in Labo East District school heads in terms of building connections. Effective school heads build relationships with all stakeholders by engaging with them in various contexts.

As reflected in this table, with regard to management of diverse relationships, 17 or 63.00 percent is outstanding while 10 or 37.00 percent is very satisfactory. As to management of school organizations, 21 or 77.80 percent is outstanding, 5 or 18.50 percent is very satisfactory while 1 or 3.70 percent is satisfactory. In

the context of inclusive practice, 19 or 70.40 percent is outstanding while 8 or 29.60 percent is very satisfactory. As far as communication is concerned, 18 or 66.70 percent is outstanding while 9 or 33.30 percent is very satisfactory. In terms of community engagement, 18 or 66.70 percent is outstanding while 9 or 33.30 percent is very satisfactory.

The Labo East District's school administrators are in responsibility of making sure that pertinent organizations fully understand the school's vision, mission, and core values. They are skilled in connecting with others, engaging in conversation, and forging bonds with them. They build connections with both internal and external stakeholders based on reciprocal trust, honesty, openness, respect, and dedication in order to accomplish institutional goals.

According to Tsavdaridis (2022), building connections as a school head requires genuine effort, effective communication, and a commitment to fostering positive relationships. By creating a connected and supportive school community, school heads can enhance collaboration, engagement, and overall school success.

Table 18 Best Practices being Implemented of Labo East District along the Domains of PPSSH in terms of Building Connections

Indicators	Outstanding		Very Satisfactory		Satisfactory		Unsatisfactory	
	f	%	f	%	f	%	f	%
1. Exhibit exemplary skills in strengthening relationships with authorities, colleagues, parents and other stakeholders to sustain an enabling and supportive environment for learners.	17	63.00	10	37.00				
2. Exhibit exemplary practice in managing school organizations, such as learner organizations, faculty clubs and parent- teacher associations, to support the attainment of institutional goals.	21	77.80	5	18.50	1	3.70		
3..Create a culture of inclusivity in the school and the community through practices, such as gender sensitivity, physical and mental health awareness, and culture responsiveness, to promote and strengthen awareness, acceptance and respect.	19	70.40	8	29.60				
4..Exhibit exemplary skills in communicating effectively in speaking and in writing to teachers, learners, parents and other stakeholders to facilitate information sharing, collaboration and support, and to ensure positive use of communication platforms within and beyond the school.	18	66.70	9	33.30				
5..Lead the community, including parents, alumni, authorities, industries and other stakeholders, in creating collaborative actions in solving complex issues on learner development, as well as school and community improvement.	18	66.70	9	33.30				

f – frequency; % – percentage

Significant Relationship Between the Profile of the School Heads and their Level of Management and Best Practices along the Domains of PPSSH

The test for significant relationship between the profile of the school heads and their level of management

and best practices along the Philippine Professional Standards for School Heads were delved into this study, and these were tested using the Somer's Delta Correlation (d) and the Contingency coefficient (c).

<u>Level of Management.</u> Table 19-A shows that along leading strategically as one of the domains in PPST, only the number of years as school head (d=.316, p-value=.002) and the number of teachers being supervised (d=.313, p-value=.028), significant relationships of the variables considered exist. Other profiles have no significant relationship on leading strategically as domain of PPSSH.

Likewise, civil status profile and managing school operations and resources obtained significant relationship with d=.572 and p-value<.05. This means that being married may lead to a better performance when it comes to managing school operations and resources. The experiences of the school heads being married may be used to run and manage their respective schools effectively. On the other hand, the rest of the profiles obtained insignificant relationship. This means that regardless of age, gender, educational attainment, number of years as school head, number of teachers being supervised, trainings attended and membership in any organizations, the school heads can manage school effectively.

Table 19-A Test for Significant Relationship Between the Profile of the School Heads and their Level of Management along the Domains of PPSSH

Profile	Leading Strategically		Managing School Operations and Resources		Focusing on Teaching and Learning		Developing Self and Others		Building Connections	
	Test Statistics	p-value	Test Statistics	p-value	Test Statistics	p-value	Test Statistics	p-value	Test Statistics	p-value
Age	.166	.167	.078	.262	.057	.634	.047	.639	.047	.639
Gender	.043	.824	.053	.782	.166	.681	.078	.683	.132	.488
Civil Status	.382	.202	.572*	.004	.186	.987	.444	.085	.157	.878
Educational Attainment	-.046	.781	-.023	.826	.092	.327	.000	1.0	.153	.144
Number of Years as School Head	.316*	.002	.088	.180	.105	.116	.175*	.040	.056	.517
Number of Teachers Supervised	.313*	.028	.041	.705	.222	.060	.156	.201	.156	.201
Trainings Attended	.044	.827	.089	.507	.267	.164	.222	.265	.222	.265
Membership in Organization	.256	.596	.275	.529	.419	.453	.360	.259	.324	.368

Significant at 0.05 level

Moreover, focusing on teaching and learning did not obtain any significant relationship along the profiles considered. Thus, the school head's profile has nothing to do when it comes to focusing on teaching and learning as one of the domains of PPSSH. Again, regardless of their profile, the school heads can manage

their schools effectively along the aforementioned domain.

Similarly, the domain along developing self and others obtained insignificant relationship along the profiles of the respondents except for number of years as school heads (d=.175, p-value<.05). This means that their level of management along developing self and others is affected by the number of years being a school head but not with the other profiles. School heads who have been in their role for a longer period of time may have more experiences and knowledge in supervising a school which can be a good reason to understand the needs of the teachers and other staff.

Finally, the domain along building connections did not obtain any significant relationship along the profile of the school heads. The profile of the respondents are not predictors of their level of management along this domain. Regardless of the profile of the school heads, their level of management along building connections is not affected on how they managed the school.

In general, the profile of the school head has nothing to do with their level of management along the domains of PPSSH. Thus, the null hypothesis will be accepted. The profile of respondents can influence management capability but it is not the sole determinant. Management capability is a complex combination of various factors including innate skills, acquired knowledge, and practical experience. Additionally, the effectiveness of a school head also depends on the specific context of the school, the support systems in place, and the ongoing professional development opportunities available.

This result was parallel to the study of Peregrino et al. (2021) that substantiates what affects most to management capability of the school which is the organizational commitment of the school heads. It was highlighted in her study that school heads, as the driving force of school institutions must have a commitment, the determination, and the ability to accept the existence of the school as his own life. This is evident from the willingness to work hard, has a sense of responsibility, has loyalty and sense of pride in the work and concern to the teachers and employees, and most importantly to the learners.

Best Practices. The test for significant relationship between the profile of the school heads and their level of perception on best practices along the domains of PPSSH were also tested using Somer's Delta Coefficient and Contingency Coefficient.

Table 19-B shows the results of the tests. It can be observed on the table that the domains along PPSSH such as leading strategically, managing school operations and resources, focusing on teaching and learning and developing self and others did not obtain any significant relationship. Thus, the profiles are not predictors of the said variables.

Table 19-B Test for Significant Relationship Between the Profile of the School Heads and their Best Practices along the Domains of PPSSH

Profile	Leading Strategically		Managing School Operations and Resources		Focusing on Teaching and Learning		Developing Self and Others		Building Connections	
	Test Statistics	p-value	Test Statistics	p-value	Test Statistics	p-value	Test Statistics	p-value	Test Statistics	p-value
Age	.125	.183	.119	.120	.010	.923	.010	.923	.207	.089
Gender	.080	.675	.053	.782	.007	.970	.007	.970	.106	.580
Civil Status	.356	.270	.197	.781	.413	.136	.413	.136	.298	.453

Educational Attainment	-.176	.240	.088	.344	-.088	.528	-.088	.528	.008	.959
Number of Years as School Head	.063	.517	-.011	.872	.161	.070	.161	.070	.382*	.000
Number of Teachers Supervised	.041	.769	.099	.396	.099	.456	.099	.456	.099	.456
Trainings Attended	.133	.508	.267	.180	.178	.375	.178	.375	.000	1.0
Membership in Organization	.217	.721	.236	.660	.400	.163	.400	.167	.535*	.013

On the other hand, the domain along building connections obtained significant relationship in the profile in terms of the number of years as school head (d= .382, p-value=.000) and membership in any organization (C=.535, p-value=.013). This could mean that the school leaders who have been in the role for a longer period of time may have had more opportunities to build relationship with stakeholders such as parents, community members, and local organizations. They may have established trust and credibility with these groups over time which can make it easier for them to engage in effective communication and collaboration.

Additionally, school heads who are more effective in building connections with stakeholders and other organizations are more likely to be a member of organizations giving them a chance to access a wider network of contacts and resources. Other profile of the school heads and this domain did not obtain significant relationship, too. In general, the profile of the respondents has no significant relationship to their best practices along the domains of PPSSH. Thus, the null hypothesis is not rejected.

Significant Relationship Between the Level of Management and Best Practices of the School Heads along the Domains of PPSSH

The test for significant relationship between the level of management and the best practices of the school heads along the domains of PPSSH was tested using the Pearson Product moment Correlation (r). Table 20 shows that the level of management and best practices of the school heads along its domains such as leading strategically (r=.608, p-value<.05); managing school operations and resources (r=.561, p-value<.05); focusing on teaching and learning (r= .840, p-value<.05); developing self and others (r=.932, p-value<.05); and building connections (r=.511, p-value<.05) show moderate to very strong significant relationships along the variables considered.

Thus, there is a significant relationship between the level of management and best practices of the school heads. Consequently, the null hypothesis was rejected. This means that school head with higher level of management has the tendency to be more skilled at effectively managing resources and personnel.

Table 20 Test for Significant Relationship between the Level of Management and Best Practices of the School Heads along the PPSSH Domains

Best Practices	Level of Management		
	r	p-value	Remarks
Leading Strategically	.608**	.001	Strong

Managing School Operations and Resources	.561**	.002	Moderate
Focusing on Teaching and Learning	.840**	.000	Very Strong
Developing Self and Others	.932**	.000	Very Strong
Building Connections	.511**	.002	Moderate

**Correltion is significant @0.01 level (2-tailed)

Generally, the significant relationship between the level of management and best practices of school heads along the domains of PPSSH suggests that improving the capacity of school leaders and providing them with the necessary resources and support can have a positive impact and improve the quality of education for students.

Management capability can significantly influence the implementation of best practices. It is important to note that the reverse is also true. Implementing best practices can enhance a school head's management capability by providing practical experience, improving skills, and expanding knowledge in various areas of school management.

Proposed Plan of Action

The proposed plan of action was based on low score obtained by the respondents in PPSSH domains which is focused on best practices and management capability of school heads that enhanced their skills to further improve and sustain their managerial competence.

The main features of the proposed action plan are the Focus of Concern, Objectives, Strategies/Activities, Time Frame, Persons Involved, Materials Needed, and Expected Outputs.

Along leading strategically domain, the focus of concern are the research and innovations, as well as program design and implementation. In order to attain these, the researcher proposed to conduct research and innovations on leadership development programs on management capability, and at the same time, implement programs, projects, and activities in the school that support the development of school heads.

When it comes to managing school operations and resources domain, the focus of concern are engaging opportunities and challenges, as well as school safety for disaster preparedness, mitigation and resiliency. The materials needed in these aspects are ICT equipment, internet connectivity, action plan, activity proposals, and DRRM plans. Under focusing on teaching and learning domain, the focus of concern are scholar-based review, contextualization and implementation of learning standards; likewise, career awareness and opportunities, as well as learner discipline. The persons involved are the school administrators, head teachers, master teachers, teachers, pupils or students.

As to developing the self and others domain, the focus of concern is professional reflection and learning. The activity or strategy is to organize regular workshops and training sessions on various topics relevant to teaching, leadership, and professional growth. When it comes to building connection domain, it is concerned with inclusive practice whereby the objective is to initiate a partnership with the community such as parents, alumni, authorities, industries, and other stakeholders to strengthen support for learner development as well as school and community involvement.

Putting into action the proposed plan will surely help to remind concerned persons on their functions, roles, and responsibilities. Concentrating on the focus of concern will redound in better accomplishment. Keeping track of the time frame means an updated record of activities undertaken. Employing or adopting the strategies or activities will guide them in the right direction, and if it did not work out well depending on their different personnel preferences, setting, situations, and outlook, they can devise another strategy

adaptable and acceptable to them.

FINDINGS

The study arrived at the following findings:

1. The respondents are middle-aged, 46-55 years old. In terms of gender, they are dominated by males, and most of them are married, with units in a master's degree. As to the number of years as school heads, those who are 5 years and below are new in the position. With regard to the number of teachers supervised, they have 16 or more faculty members. Relative to the trainings, they prefer to attend at the international level. In relation to membership in an organization, they are inclined to affiliate with Philippine Elementary School Principals Association (PESPA).

2. The level of management capability of school heads along the domains of PPSSH on leading strategically got 15 or 54.00 percent which is interpreted as outstanding, 11 or 40 percent as very satisfactory, and 1 or 6.00 percent as satisfactory. In managing school operations and resources, there is 21 or 77 percent which is outstanding, 5 or 20 percent is very satisfactory, and 1 or 6 percent is satisfactory. In terms of focusing on teaching and learning, there is 18 or 67 percent which is outstanding, 8 or 31 percent is satisfactory, and 1 or 1 percent satisfactory. As to developing self and others, 19 or 70 percent is outstanding, and 8 or 30 percent is very satisfactory while in building connections, there is 20 or 75 percent equivalent to outstanding, and 7 or 25 percent is very satisfactory.

3. The best practice being implemented along the domains of PPSSH on leading strategically got 15 or 56 percent interpreted as outstanding, 12 or 43 percent as very satisfactory, and 1 or 1 percent as satisfactory. In managing school operations and resources, there are 19 or 69 percent interpreted as outstanding, and 8 or 31 percent as very satisfactory. In terms of focusing on teaching and learning, there is 18 or 68 percent which falls under outstanding, 8 or 31 percent as very satisfactory, and 1 or 1 percent as satisfactory. As to developing self and others, 19 or 69 percent which is equivalent to outstanding, 7 or 27 percent as very satisfactory, and 1 or 4 percent as satisfactory. In building connections, there are 19 or 69 percent outstanding, 7 or 30 percent as very satisfactory, and 1 or 1 percent as satisfactory.

4. Under significant relationship between the profile of school heads in terms of the level of management capability along the domains in PPSSH, only the number of years as school head (d=.316, p-value=.002) and the number of teachers being supervised (d=.313, p-value=.028) where significant relationships of the variables considered exist. Other profiles have no significant relationship with leading strategically as the domain of PPSSH. Likewise, civil status profile and managing school operations and resources obtained a significant relationship with d=.572 and p-value<.05. On the other hand, the rest of the profile obtained an insignificant relationship. This means that regardless of age, gender, educational attainment, number of years as school head, number of teachers being supervised, trainings attended, and membership in any organizations, the school heads can manage the school effectively. Moreover, focusing on teaching and learning did not obtain any significant relationship along the profiles considered. Thus, the school head's profile has nothing to do when it comes to focusing on teaching and learning as one of the domains of PPSSH. Again, regardless of their profile, the school heads can manage their schools effectively along the aforementioned domain. Similarly, the domain along developing self and others obtained insignificant relationships along the profiles of the respondents except for the number of years as school heads (d=.175, p-value<.05). Finally, the domain along building connections did not obtain any significant relationship along the profile of the school heads. The profiles of the respondents are not predictors of their level of management in this domain. Regardless of the profile of the school heads, their level of management with building connections is not affected by how they managed the school. In general, the profile of the school head has nothing to do with their level of management along the domains of

PPSSH. Thus, the null hypothesis is not rejected.

Regarding the significant relationship between the profile of the school heads and their level of perception of best practices along the domains of PPSSH such as leading strategically, managing school operations and resources, focusing on teaching and learning, and developing self and others did not obtain any significant relationship. Thus, the profiles are not predictors of the said variables. On the other hand, the domain with building connections obtained a significant relationship in the profile in terms of the number of years as school head (d= .382, p-value=.000) and membership in any organization (C=.535, p-value=.013). Other profiles of the school heads and this domain did not obtain significant relationships, too. In general, the profile of the respondents has no significant relationship to their best practices along the domains ofPPSSH. Thus, the null hypothesis is not rejected.

5. Relative to a significant relationship between the level of management and the best practices of the school heads along the domains of PPSSH, the leading strategically (r=.608, p-value<.05); managing school operations and resources (r=.561, p-value<.05); focusing on teaching and learning (r= .840, p-value<.05); developing self and others (r=.932, p-value<.05); and building connections (r=.511, p-value<.05) show moderate to very strong significant relationships along the variables considered. Thus, there is a significant relationship between the level of management and the best practices of the school heads. Consequently, the null hypothesis is rejected. Generally, the significant relationship between the level of management and best practices of school heads along the domains of PPSSH suggests that improving the capacity of school leaders and providing them with the necessary resources and support can have a positive impact and improve the quality of education for students.

6. A plan of action is formulated to improve the best practices and management capability of school heads.

CONCLUSIONS

After the thorough analysis of the findings, the researcher has drawn the following conclusions:

1. The respondents in Labo East District, Schools Division of Camarines Norte belong to the age brackets 46-50 and 51-55 years old, males, married, with units in a master's degree, with 5 years and below experience as school heads, have sixteen and above teachers supervised, attended trainings in the international level, and an active member of Philippine Elementary School Principals Association.

2. In terms of the level of management capability along leading strategically, it can be noted that in research and innovation, respondents obtained the highest number of school heads with satisfactory ratings, followed by program design and implementation which were satisfactory also. School planning and implementation; policy implementation and review; and monitoring and evaluation process and tools got one response each with a satisfactory rating. While the vision, mission, and core values as well as the learner voice got a rating of very satisfactory and outstanding.

   As to managing school operations and resources, four respondents obtained a satisfactory rating in the indicator school safety for disaster preparedness, mitigation, and resiliency and one in records management. The rest of the indicators were very satisfactory and outstanding. As far as focusing on the teaching and learning domain in indicator scholar-based review, contextualization, and implementation of learning standards; learning assessment; and learner discipline got one respondent each obtaining a satisfactory rating while the rest of the indicators were very satisfactory and outstanding. As to developing self and others and building connections domains, the respondents obtained very satisfactory and outstanding performance.

3. As far as best practices being implemented are concerned under leading strategically domain, research and innovation as well as program design and implementation has one respondent each who

performed satisfactorily while the rest of the indicators were very satisfactory and outstanding performance. Based on managing school operations and resources domain, the respondents got very satisfactory and outstanding in all indicators. In accordance with focusing on the teaching and learning domain, learner achievement and other performance indicators; career awareness and opportunities; and learner discipline were the indicators whereby respondents has satisfactory ratings while the other indicators were very satisfactory and outstanding performance. With regard to developing self and others domain, only professional development of school personnel was very satisfactory and outstanding performance, and for the rest of the indicators, the respondents obtained satisfactory ratings. Regarding building connections domain, the management of the school organization has a rating of satisfactory while in the other indicators, the respondents got very satisfactory and outstanding performance.

4. There is no significant relationship between the profile of the school head in terms of the level of management capabilities and best practices along the domains of PPSSH.
5. There is a significant relationship between the level of management capability of school heads and their best practices along the domains of PPSSH.
6. Significant relationship between the above-cited variables justifies the formulation of an action plan designed for the improvement of the management capability of the school heads.

RECOMMENDATIONS

On the basis of the findings and conclusions of the study, the researcher formulated the following recommendations:

1. As to the profile of the school heads, the trainings attended is noteworthy in management capability considering attendance in international training helps them grow professionally, broaden their perspectives, establish wider connections, and acquire new ideas and skills to enhance the quality of education in their institution thus, it is imperative for them to have trainings attended internationally. Likewise, school heads' educational attainment whereby their desire for professional development through graduate studies enhances their leadership skills, expands their knowledge base, builds professional networks, advances their careers, and promotes evidence-informed practices within their school must be sustained.
2. School administrators may devote time to undertaking research and innovation in order to raise the standard of instruction, handle problems, stay current with issues, encourage a culture of learning, encourage teamwork, and make choices based on facts. They may contribute to the overall growth and achievement of their institutions and the students they serve by doing this.
3. School heads may never forget that management capability must endure in all aspects. Maintaining managerial skills is essential for organizational agility, sound judgment, employee engagement, and achieving targeted outcomes. It makes it possible for the school community to adapt to change, allocate resources efficiently, promote performance, and develop a solid pipeline of future leaders.
4. School heads may commence ways where they can enhance their practices towards the attainment of their programs, projects, and activities.
5. The Department of Education may provide management training for school leaders to further hone their skills. To conduct trainings and seminar workshops, an appropriate budget must be set aside.
6. The formulated action plan may be adopted and modified by the school heads and other authorities favorable for the improvement of their clientele.
7. Further research is advised for an in-depth study on the other districts that may affect the level of best practices and management capability of school heads.

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