



STRATEGIC LEADERSHIP PERFORMANCE OF THE SCHOOL HEADS IN DEPED MASBATE CITY DIVISION

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ABSTRACT

Strategic leadership highlights the role of school heads in setting the direction, goals, and objectives of schools, and in ensuring that these are understood and embraced by all stakeholders. It encompasses the school heads' commitment to a strategic course of action consistent with institutional goals towards maximizing organizational performance.

A descriptive-quantitative study was conducted to investigate the strategic leadership of the school heads in Masbate city as respondents. Leading strategically were evaluated as highly performed in terms of vision, mission, and core values, school planning and implementation, policy implementation and review, research and innovation, programs design and implementation, and learners' voice.

However, monitoring and evaluation processes and tools were assessed as the least performed strand as it is recommended to conduct trainings specifically on the system for engaging the stakeholders.

Chapter I

INTRODUCTION

Background of the Study

The Department of Education upholds that quality student learning is contingent upon quality teachers, who are supported by quality school leaders. However, the changes brought about by various national and global frameworks such as the K to 12 Basic Education Program, ASEAN Integration, globalization, and the changing character of 21st century learners necessitate a call for the rethinking of the National Competency-Based Standards for School Heads. (DepEd order no. 24, s 2020). School heads, as key leaders in the country's education system, are indispensable in achieving the government's aim to provide quality basic education. Republic Act No. 9155 (Section 4), or the Governance of Basic Education Act of 2001, defines a school head as "a person responsible for administrative and instructional supervision of a school or cluster of schools".

Philippine Professional Standards for School Heads (PPSSH), as defined in DepEd order no. 24, s. 2020, is a public statement of professional accountability for school heads to reflect on and assess their own practice as they aspire for and pursue professional development. It aims to set out clear expectations of school heads along well-defined career stages of professional development from beginning to exemplary practice. It also seeks to engage school heads to actively embrace a continuing effort to attain high levels of proficiency and provide support for professional learning and development, help identify development needs and facilitate uniform assessment of performance. There are five leadership areas that school leaders must embody to demonstrate the characteristics of a school leader in the twenty-first century. These include strategic leadership, overseeing school operations and finances, concentrating on teaching and learning, improving self and others, and building professional networks.

Strategic leadership is the highlight of the role of school heads in setting the direction, goals, and objectives of schools, and in ensuring that these are understood and embraced by all stakeholders. It also

encompasses the school heads' commitment to a strategic course of action consistent with institutional goals towards maximizing organizational performance.

Under PPSSH, school heads are expected to lead strategically by identifying and comprehending relevant sources of information such as existing laws, policies, research, feedback, and contexts, and establish their connections and alignment. School heads should have a complete understanding of schools' current and desired states. They should support in executing various collaborative strategies with stakeholders to respond appropriately to the dynamic and rapidly evolving needs of schools. Leading Strategically includes seven strands namely Vision, Mission and Core Values, School planning and implementation, Vision, Mission and Core Values, School planning and implementation, Policy Implementation and Review, Research and Innovation, Programs Design and Implementation, Learner's voice, and Monitoring and evaluation processes and tools.

According to the Study Development of the Competency Framework for Southeast Asian School Heads (2014 Edition): A Journey into Excellent School Leadership (Chao, et al 2015), among the five competency domains, Leading Strategically has been ranked as the most important and the competency for which training was most needed. However, it was ranked 5th as the least frequently performed competency.

It was on this premise why this study decided to focus on the performance of the school heads, particularly in leading strategically in this difficult period. Knowing the important role that these management competencies in the continuous implementation of the curriculum, it is imperative that school heads be allowed to reflect and to determine their practices relative to their knowledge, skills, and attitude on the said domain.

Statement of the Problem

The main purpose of this study is to investigate the performance of the school heads in strategic leadership in Masbate city.

Specifically, the study aims to determine the following:

1. What is the extent of performance of the school heads of Masbate City in strategic leadership along:
 - a. Vision, Mission, and Core Values;
 - b. School planning and implementation;
 - c. Policy Implementation and Review;
 - d. Research and Innovation;
 - e. Programs Design and Implementation;
 - f. Learner's voice; and
 - g. Monitoring and evaluation processes and tools?
2. What is the least performed strand of the school heads in strategic leadership?
3. What possible intervention may be imposed to improve the performance of the school heads in leading strategically?

Assumptions

1. School leaders in the division of Masbate city highly performs strategic leadership along vision, mission, and core values; school planning and implementation; policy implementation and review; research and innovation; programs design and implementation; learner's voice; and, monitoring and evaluation processes and tools.
2. The extent of performance of the strands varies.
3. There is a possible intervention to improve the performance of the school heads.

Significance of the Study

Philippine Professional Standards for School Heads defines leading strategically as a highlight of the role of school heads in setting the direction, goals, and objectives of schools, and in ensuring that these are understood and embraced by all stakeholders.

The researcher considers this study to be of great importance for the following:

School Heads. This research guides the school administrator in contributing productively to the delivery of quality, accessible, relevant, and liberating basic education.

Teachers. This study helps the teachers in assisting and understanding in performing the expectations from their school head as the person responsible for administrative and supervision of the schools.

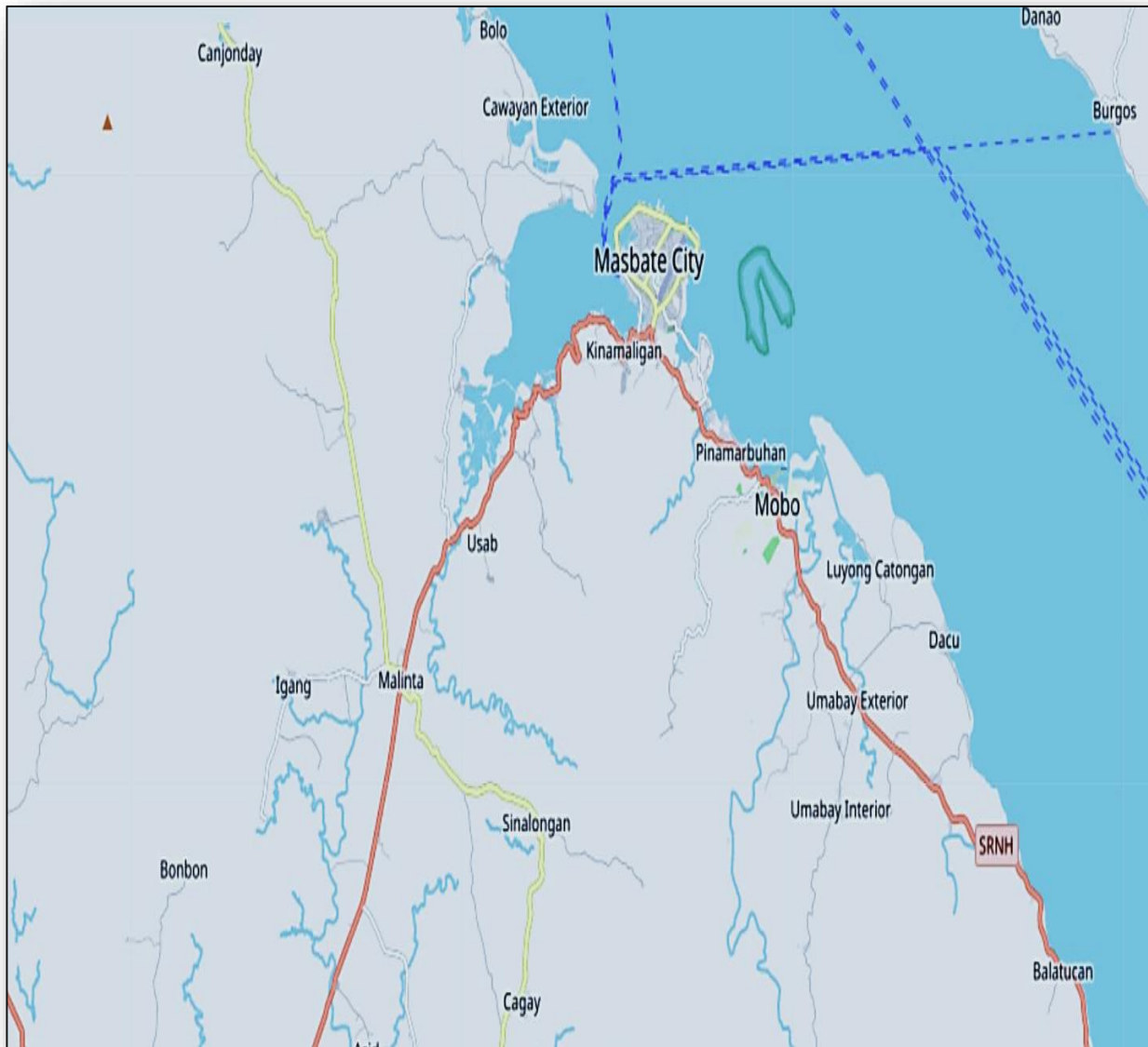
School Governance Operations Division. This study helps the SGOD of the department in crafting the trainings they will provide to school heads and potential teachers in the Division.

Researchers. This research will be in assistance to the future researchers who will conduct related studies. The readily available data and figures derived and presented in this study may serve as a guide to other researchers in conceptualizing, framing and designing their own study, and at the same time, encourage them to conduct their own development of this study.

Locale of the Study

Masbate City is the capital of the province. It is located at the center of the Philippine archipelago. It is bounded on the northeast by Masbate Pass, on the southeast by Tugbo River and the Municipality of Mobo; on the southwest by the Municipality of Milagros; and on the northwest by a portion of Asid River and the municipalities of Milagros and Baleno. The City is politically subdivided into 30 barangays comprising of 8 coastal barangays Urban has 11 barangays while rural has 19 barangays. Of the 19 rural barangays, 8 are coastal barangays while 11 are upland barangays

Among the 30 barangays, 42 schools are built as of present. This study was conducted to the School Heads of the public elementary schools and secondary schools in the Division of Masbate City.



Source: <https://www.openstreetmap.org/#map=12/12.3364/123.6024>

Fig. 1. Geographical Location of the Public Elementary Schools in the Division of Masbate City

Scope and Delimitation

This study analyzed the performance of the School Heads in terms of strategic leadership in the lens of the Philippine Professional Standards for School Heads (PPSSH). The researcher delimits the investigation on leading strategically due to the findings presented in the Study Development of the Competency Framework for Southeast Asian School Heads (2014 Edition): A Journey into Excellent School Leadership (Chao, et al 2015), in which among the five competency domains, Leading Strategically has been ranked as the most important and the competency for which training was most needed.

The aspects of this study would be the school heads' self-assessed performance before and during the onset of the pandemic, which were validated through the teachers with their designated function as follows: planning officer, Teachers' Association President, SPG Adviser and Research Coordinator.

While this number of in-depth information holds a generous data source, it will not permit generalization of the School Heads outside the study nor the whole population of the School Heads. Besides drawing general conclusion, the group will not represent the diversity of school heads' performance.

Definition of Terms

For purposes of this study, the terms below are defined operationally as:

Strategic Leadership. This involves decision-making aimed at shaping the direction of the organization. It also deals with identifying challenges and areas of need, establishing goals and a plan to achieve them, and bringing the school community along. Under the Philippine Professional Standards for School Heads (PSSH), Strategic leadership highlights the role of the school heads in setting the direction, goals, and objectives of schools. It consists of 7 strands namely vision, mission and core values, school planning and evaluation, policy implementation and review, research and innovation, program design and implementation, Learners' voice and monitoring and evaluation process and tools.

Performance. Undertakings of the school head along the implementation of programs, projects and activities in the school set out by the Department of Education.

Development Needs. Indicators that are not/less performed by the school heads along leading strategically.

Vision, Mission, and Core Values. As used in this document, it refers to the demonstration of knowledge and fostering shared knowledge and understanding and alignment of school policies, programs, projects, and activities.

School Planning and Evaluation. The development and implementation of school plans aligned with institutional goals and policies.

Policy Implementation. The process of following the mechanisms, procedures and undertaking activities, progress monitoring and evaluation to carry out a policy.

Policy Review. The evaluation of a policy to ascertain its impact with regards to the issue it sought to address.

Research and Innovation. As used in DepEd Order no. 24, s. 2020, these refers to process of systematic and reflective inquiry such as, but not limited to, SIP, CI projects, and Impact Studies to improve educational practices and school performance and resolve problems.

Program Design and Implementation. Needs-based programs in the school to support the development of the learners.

Learners' Voice. As used in this document, pertains to the feelings, views, and/or opinions to inform policy development and decision making towards school improvement.

Theoretical Framework

The study hinges on three theories, which the researcher believed, have practical applications to the present study.

Strategic leadership tends to focus either upon describing the personal traits and behaviors associated with effective leadership, or upon the planning and organizing role that underpins effective implementation of strategy. It is argued however in the paper of Lesley (2000), he stated that strategic leadership occurs when the leader is able to integrate insights into the strategic choices available to an organization with those interpersonal skills which promote the development of others' competencies and capacities for leadership. Strategic leaders are information seekers and relationship builders, but they are also keenly aware of the internal and external context.

More than the personal characteristics, school leaders must observe and interpret the actual and potential environment within which the school operates, they become fully aware of their organization's human and technological competencies, and they build structures, processes and relationships that will serve to maximize the current effectiveness and future adaptability of the organization.

The concept of leading strategically is hinged on the theory Strategic leadership which predominantly involves decision-making aimed at shaping the direction of the organization. In a school, creating strategy takes time, three to five years and beyond. Strategy also includes considering broader core issues and themes for development in the school, instead of day-to-day issues. Strategic planning is held to be one among several development approaches. While strategy can be a framework to set future direction and action, it can also be used to judge current activities. A strategically focused school is educationally effective in the short term, but also has a clear set of processes to translate the core purpose and vision into an excellent educational provision that is sustainable over time. Through strategic leadership, this broad activity is linked to shorter-term operational planning, responses to immediate events, and the long-term strategic direction, and it defines the vision and moral purpose of the school and translates them into the desired action.

In their analysis of data from interviews with leaders possessing high-level strategic skills, Davies, Davies, and Ellison (2005) split their research findings into two categories – what strategic leaders do and what characteristics they possess. Empirical and conceptual studies have shown that strategic leadership actions significantly influence performance (Quigley & Graffin, 2017; Ireland & Hitt, 1999). Unfortunately, other studies conclude that their actions are impeded by situational constraints, inertia or random effects, such that they don't have much leeway over performance (Fitza, 2017; Haveman, 1992). These divergent findings indicate either a lack of evidence in establishing a direct association between strategic leadership and performance or of the many confounding variables that make it difficult to demonstrate a clear cause and effect (Knies et al., 2016). Hambrick & Quigley (2014) point out that scholars are yet to agree on the conceptualization and operationalization of contextual conditions strategic leaders encounter.

Transformational Leadership Theory creates a high-performance workforce has become increasingly important and to do so business leaders must be able to inspire organizational members to go beyond their task requirements. As a result, new concepts of leadership have emerged - transformational leadership being one of them. (Prachi Juneja, n.d.) It may be found at all levels of the organization: teams, departments, divisions, and the organization. Such leaders are visionary, inspiring, daring, risk-takers, and thoughtful thinkers. For bringing major changes, transformational leaders must exhibit the following four factors: Inspirational Motivation: The

foundation of transformational leadership is the promotion of consistent vision, mission, and a set of values to the members. Their vision is so compelling that they know what they want from every interaction. Transformational leaders guide followers by providing them with a sense of meaning and challenge. They work enthusiastically and optimistically to foster the spirit of teamwork and commitment. Intellectual Stimulation: Such leaders encourage their followers to be innovative and creative. They encourage new ideas from their followers and never criticize them publicly for the mistakes committed by them. The leaders focus on the “what” in problems and do not focus on the blaming part of it. They have no hesitation in discarding an old practice set by them if it is found ineffective. Idealized Influence: They believe in the philosophy that a leader can influence followers only when he practices what he preaches. The leaders act as role models that followers seek to emulate. Such leaders always win the trust and respect of their followers through their action. They typically place their followers needs over their own, sacrifice their personal gains for them, and demonstrate high standards of ethical conduct. The use of power by such leaders is aimed at influencing them to strive for the common goals of the organization. Individualized Consideration: Leaders act as mentors to their followers and reward them for creativity and innovation. The followers are treated differently according to their talents and knowledge. They are empowered to make decisions and are always provided with the needed support to implement their decisions.

Transformation leadership theory is hinged in the context of leading strategically for it demonstrates the role of transformational leadership in organizational innovation, leaders facilitate the generation of new knowledge and ideas through applying research-based stimulation to approach organizational challenges in a more novel technique. The extent to which a leader is transformational, is measured first, in terms of his influence on the followers. The followers of such a leader feel trust, admiration, loyalty and respect for the leader and because of the qualities of the transformational leader are willing to work harder than originally expected. These outcomes occur because the transformational leader provide followers with an inspiring mission and vision and give them an identity. The leader transforms and motivates followers through his or her idealized influence intellectual stimulation and individual consideration.

The theory supports the proposition in constituency in reviewing, creating, and implementing the vision, mission, values and goals and translates these into agreed objectives and operational plan that promote and sustain school improvement. Similarly, under transformational leadership, the school heads encourage teachers to come up with new and unique ways to challenge the status quo and to alter the environment to support school development.

Lastly, In the 1980s, Ken Blanchard and Paul Hershey developed a theory on how the adaptation of a leadership style to an employee's potential is more effective than trying to adapt employees to fixed leadership styles. Based on their work, the two men identified four leadership styles that can be matched to an employee's ability and commitment.

The four situational leadership styles developed by Blanchard and Hershey are: Telling and directing (S1): In this style of leadership, the leader provides support, specific guidance, and close supervision. Telling and directing leaders make decisions and direct actions through communication and interaction. These leaders are closely involved and use a top-down approach, meaning employees follow the directions that have been given to them. Selling and coaching (S2): Considered the explaining and persuading style, selling, and coaching leaders accept input from group members and encourage them to submit their own ideas and suggestions. These leaders effectively sell their concept to the group and aim to recruit their cooperation through debate and collaboration, although the final decision belongs to the leader. Participating and supporting (S3): Participating and supporting leaders offer less direction and leave the decisions to others. Although they may oversee operations, participating leaders trust the group or member's ability and expect them to make the appropriate choices. And, delegating (S4): These leaders tend to limit participation and leave most of the responsibilities to the group. Delegating leaders may be consulted now and then, but they primarily pass decision-making and project direction to the group members.

Different theories have been developed that recognize the various aspects of leadership. Each theory attempts to provide its own analysis of how leadership can be most successful in various situations.

In educational settings, leadership flexibility and mobility are essential factor for leadership readiness. This incorporates both factors concerning the situational needs and followership situational readiness. According to Rajbhandari (2014), leadership in education require multi facet dimensional approaches that enables the educational leaders to fill in the gaps and reduces the mismatch between the situational need, individual teacher demands and students' development. Leadership is distributed and is everywhere that enables the educational leaders to remain proactively ready to meet all kinds of situational variations existing within and outside the educational settings. This paper produce insight for educational leadership readiness for flexibility and mobility to fill in the gaps to enrich situational leadership theory. It maintains 4 different behavioral pattern considering followers readiness of maturity level. This paper provides the 4th dimensional leadership behavioral pattern incorporating both the situational need and follower's readiness which offers 16 different leadership situational behavioral pattern in tuned with different variations in situations and followership offering the holistic realm of leadership readiness for flexibility and mobility.

The dimension of situational leadership enables the leaders to exhibit different behavioral pattern at various situational leadership styles with the follower's readiness behavioral pattern connecting the leadership elasticity and producing leadership equilibrium of high and low on task and relations. This theory involves leading strategically as it requires the readiness of the school head for flexibility which is essential to contribute the multi facet dimensional approaches of leadership. This promotes equilibrium to address the contextual immediate variations.

Strategic leadership theory, Transformational leadership theory and Situational leadership theory are mutually intertwined to articulate school leadership quality relative to leading strategically. As school heads set the direction, goals and objectives of the school and ensure that these are understood and embraced by all stakeholders, they identify and comprehend relevant sources of information such as existing laws, policies, research, feedback, and contexts, and establish their connections and alignment. They manifest complete understanding of the school's current and desired states and execute various collaborative strategies with stakeholders to respond appropriately to the dynamic and rapidly evolving needs of the school. They are

committed to a strategic course of action consistent with institutional goals towards maximizing organizational performance.

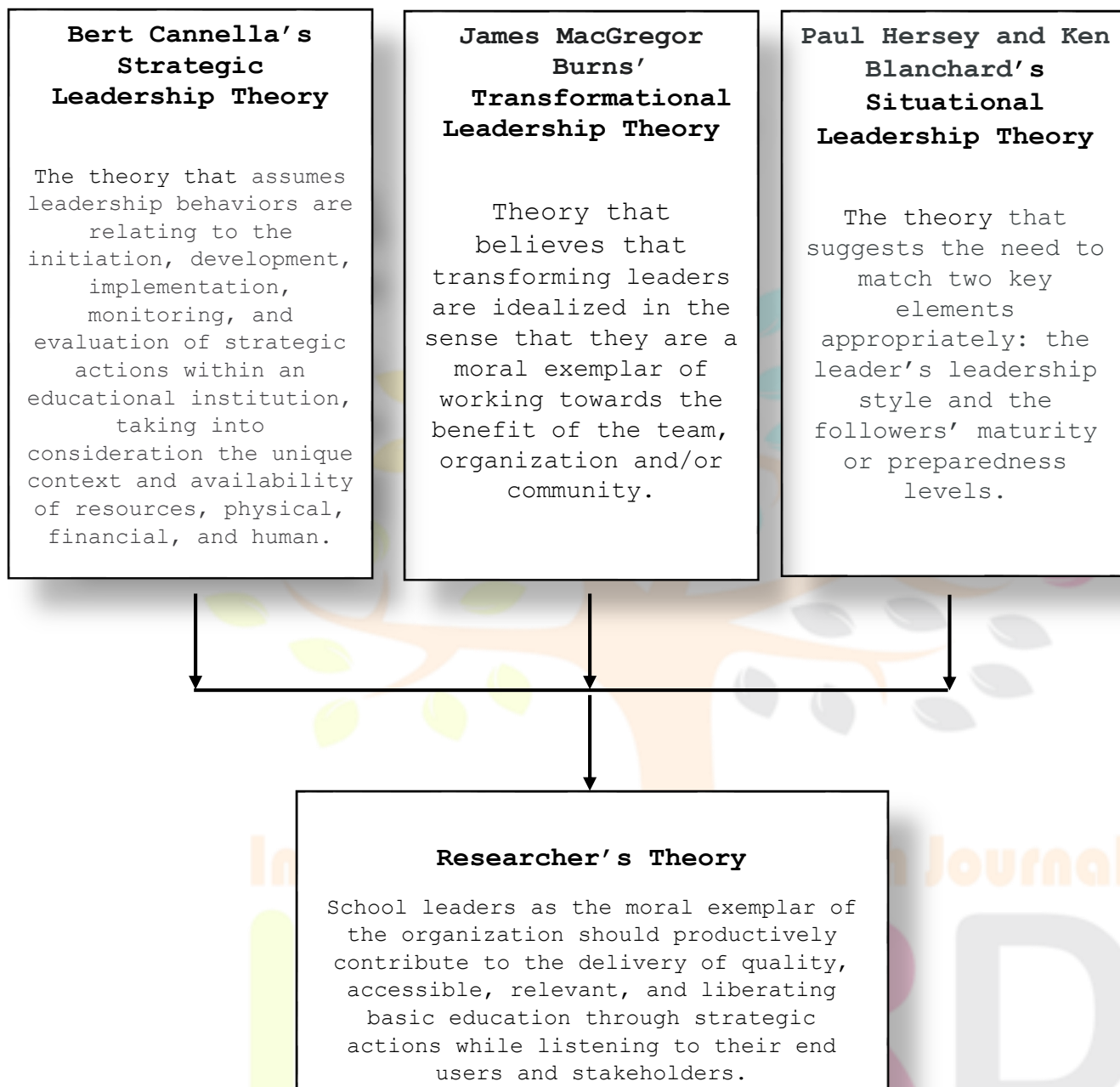


Fig 2. Theoretical Framework

Conceptual Framework

In determining the extent of performance of the school heads in strategic leadership along vision, mission and core values, school planning and implementation, research to improve school performance, programs, projects, and activities, learner's voice, and monitoring and evaluation processes and tools the researcher conducted a survey- interview to the respondents.

A Survey-Interview utilizing the adapted and modified questionnaire based from DO 24, s. 2020 was distributed. Upon employing the statistical interpretation and analysis of the data, the information has served as the basis to determine the performance of the school heads in Masbate city. As a result, a capacity building for school heads was crafted.

The paradigm of the conceptual framework presented serves as the main thrust of the study. It functioned as a guide in conducting the research. The Input-Process-Output model was used to depict in a more vivid manner what the conceptual framework is trying to convey.

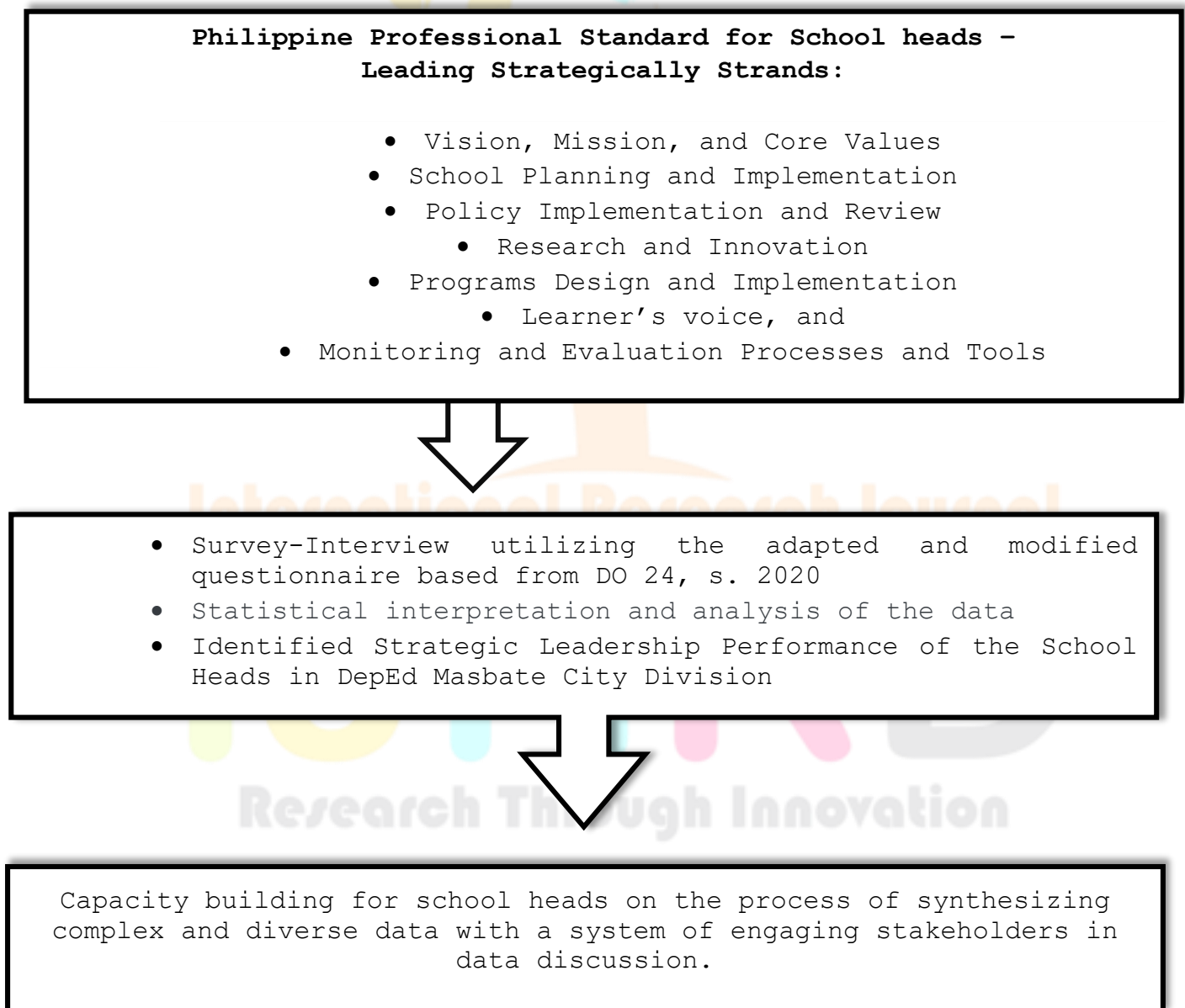


Fig 3. Conceptual Framework

Notes

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Chapter II

REVIEW OF LITERATURE AND STUDIES

The discussion of facts and principles to which this study is related is found in this chapter. Foreign and local literatures from different sources and previously conducted studies from which the researcher derived insights on the topic under study included in this section are of great help in making in-depth analysis of this study.

The researcher gathered information from internet, theses, and other printed materials to complete the related readings which are presented in a topical manner based on the statements of the problem.

Strategic Leadership Performance of School Heads

In the field of crisis response and educational leadership study by McCarty which assessed principals' and assistant principals' crisis leadership preparation and perceived familiarity with the competencies. The overall results of this exploratory study indicated that building level administrators appear to have varying levels of familiarity with limited formal training in crisis leadership. Further research utilizing the crisis competencies and survey measurement tool developed in this initial research study could provide valuable knowledge and support for the future professional preparation of educational leaders.

Williams (2015) conducted a study on emotional and Social Competencies which are considered important to school leadership because it is believed that they can help to build trusting relationships with staff and improve organizational capacity within the school. Overall findings suggest a high correlation between principal ESCs and the trusting relationships necessary to build school capacity. In short, not only are strong principal ESCs, trust, and organizational capacity highly correlated in this school, but there is theoretical reason to suggest causal relationships: if ESCs are conducive to building trust, and trust is conducive to building school capacity, then principal emotional and social competencies are likely to be critical for effective school

improvement leadership. Williams suggested that emotional and social competencies relate to effective school leadership.

Strategy is inextricably tied to common functional roles of leadership and, by implication, is a rationally planned outcome controlled by the leader. Handscombe and Norman (1989) claim that the role of the strategic leader is to develop within the organization a deep sense of strategic mission, the close integration of operational and strategic management, high levels of strategic and management competence in the leadership team, and strategic alliances with customers. In a similar vein, Hitt et al. (1998), Hagan and Hassan (1998) and Ireland and Hitt (1999) emphasize the strategic leader's role in ensuring the development of core competences, the building of 'human capital', the effective use of new technology, appropriate strategic action, and the development of new organizational structures and culture. Research over the past 30 years has found that effective principals can significantly improve various components of student achievement and learning (Copeland et al, 2021). In addition, there are few examples of improving student achievement that were not led by an effective principal.

Research has also identified the need for the change to be systemic or comprehensive in the school turnaround process to ensure sustainability. Results of the paper addresses the essential competencies and actions of the turnaround principal. Identifying competencies and actions exhibited by the turnaround principal is crucial to guiding development of effective future leaders. It may help districts to improve their capacity to identify and select the best leaders for their schools. Competencies and actions of existing leaders could be compared to those identified in research, allowing methods for developing, supporting, and evaluating turnaround principals to be refined.

Furthermore, a study which employed a multilevel modeling approach to examine the impact of principal instructional leadership on teacher efficacy and the mediating role played by faculty trust in that process. The results indicate that instructional leadership, in terms of

developing a positive learning climate, directly and positively affects teacher efficacy. Instructional leadership practices that define the school's mission, manage the instructional program, and develop positive school learning climate, positively affect faculty trust. The results underscore the fact that specific instructional leadership

practices have more indirect than direct impacts on teacher efficacy through faculty trust in the principal. The areas of significance identified by this study may guide policy makers and practitioners for informed decisions and interventions targeting to build up teacher efficacy.

Performance of School Heads along Leading Strategically

According to a study of Brooks and Sutherland (2014), historically, principals have been characterized as change agents who work with a limited and constantly evolving sphere of influence—they are at once leaders, administrators and middle managers who mediate tensions between policy-as-designed and policies-as-implemented. Principals face challenges of increasing complexity and frequency as they fulfill their functions and provide direction and support while seeking to influence conditions related to teaching and learning times where uncertainty is the norm and reform is often implemented from unstable footing. Principals operate precariously in between these internal and external worlds, and the relative lack of success of school reform efforts is evidence of the breadth and depth of the challenge they face daily.

Assessment of principal effectiveness is a complex process due to the multidimensional nature of their job. Historically, a disproportionate significance has been placed on standardized assessment scores when evaluating school leaders, therefore states are beginning to emphasize other factors such as school climate to increase employee retention. Singh et al (2020) claimed that there is a significant correlation between leadership effectiveness, staff perception of school climate and employee engagement across the district with varied levels of agreement at the elementary, middle school and high school levels. Implications for leadership preparation programs and redundancy in school leader evaluation systems are noted.

Ma et al, (2021) indicates that instructional leadership, in terms of developing a positive learning climate, directly and positively affects teacher efficacy. Instructional leadership practices that define the school's mission, manage the instructional program, and develop positive school learning climate, positively affect faculty trust. The results underscore the fact that specific instructional leadership practices have more indirect than direct impacts on teacher efficacy through faculty trust in the principal. The areas of significance identified by this study may guide policy makers and practitioners for informed decisions and interventions targeting to build up teacher efficacy.

Vision, Mission, and Core Values

Balyer (2016) suggests, the scopes of instructional leadership are identifying school's mission, supervising instructional program, and maintaining positive and progressive learning environment. In this regard, schools should function towards improvement of student outcomes. Moreover, organizational development is important because principals can see teachers' works which can help them establish important processes and relationships that can promote growth and change in school.

Hence the school leaders should have a thorough understanding, appreciation and acceptance of the Vision, Mission, and Core Values for it promotes unity among the governance levels in the Department, and thus communicate it wholeheartedly to the school community.

School Planning and Implementation

Schools' performance is highly relative to strategic planning. Study also manifested the combination process of the SECI knowledge-creation model predicts strategic planning capacity, while a collaborative culture enables the process of knowledge externalization and combination. In response to the international debate on culture and context-dependent issues in using Nonaka's SECI model for knowledge creation, this study reaffirms that the SECI model is largely dependent on Japanese collaborative culture. The study also brings theories of knowledge management into discussion of strategic management in the school context. To enhance school planning capacity, school leaders should cultivate a collaborative culture to support the alignment of different departments in the knowledge combination process to craft strategies for development planning.

Evidence suggests that leaders have already explicit mental vision of their desired organization and outcomes, and that these are probably shaped by the leader's personality, history, and early managerial experiences (Hellgren & Melin 1993; Leavy & Wilson 1994). As Hellgren and Melin (1993) observed in their case study of the strategic thinking which finding indicates the need for a truly strategic leader to involve others in strategic thinking — and not just like-minded colleagues at the top — to overcome the constraints upon action imposed by group think and unconscious mental models. The strategic leader therefore needs not only the ability

to exercise effective functional leadership strategy and to manage organizational culture, but s/he must also possess the openness and interpersonal skills necessary for utilization of potential strategic leadership capabilities throughout organization.

Leaders who understand that strategy-making is happening everywhere in their organization can encourage initiative-taking that is aligned with strategic goals, defuse efforts that are truly at odds with the chosen strategic direction, and find ways to incorporate newly evolving strategies into the business's plans. In the study The Profile of Professional Standards for Secondary School Principals in Vietnam (Trinh, et al., 2019) results indicated that there were certain socio-cultural factors that conditioned the practices of Vietnamese school leaders, including demanding them to be politically, ethically, and professionally fit, and to assume many peripheral roles. School principals in Vietnam generally met state standards in terms of qualifications and management expertise and were perceived to have adequate competencies in handling school management, especially in promoting teachers' teaching capacity and ensuring educational quality. However, Vietnamese school principals found it challenging to manage school resources and assets and to instruct teachers on leadership; areas that they have hitherto received little training in.

The principals scored their leadership resources remarkably high in the former normality and maintained proactivity at a similar level during the crisis. However, other resources scored lower during the same period. As a direct result, there was a high degree of adaptation to this situation from the principals. The results indicate that principals do not lead in the same manner in times of crisis as in normal times. Age, experience, and type of school influence the results only in former normal situations but not in times of crisis.

Policy Implementation and Review

The findings from the study of Turner et. al (2019) revealed how leadership buy-in is crucial for the implementation of policies and practices in schools. Approaches that are embedded within school systems, such as communities of practice and coaching from school champions, have potential for improving implementation. Providing information about the importance of school and district leadership are suggested for more widespread implementation.

Blannin et. al (2020) agrees that strong leadership is seen as necessary to successfully engage teachers in embedded research within schools. The role of a school leader or lead teacher in nurturing, developing, and setting the culture and structures that engender practitioner-led research is well documented. A powerful way to promote such a culture is the school leader carrying out research and modelling the process of learning and enquiring (Godfrey, 2016)

Research and Innovation

A systematic, sustained effort aimed at change in learning conditions and other related internal conditions in one or more schools, with the goal of accomplishing educational goals more effectively. (Velzen, Wim G. Van et al. as cited in Dalin, 1998, p.95). Research shows that this is best achieved when schools extend their own capacity for development. Within the context of school improvement, capacity is the ability to enable all students to reach higher standards. Capacity may be built by improving the performance of teachers, adding more resources, materials or technology and by restructuring how tasks are undertaken. Most capacity building strategies in schools focus on individual teachers. As Sergiovanni (in Harris, 2002) points out, teachers count in helping schools to be effective. Building capacity among teachers and focusing that capacity on students and their learning is the crucial factor.

Programs Design and Implementation

The study Instructional leadership: The role of heads of schools in managing the instructional program (Manaseh, A.M. 2016) supports the result as he concludes that without an effective management of the instructional program in favor of promoting teachers' classroom instruction and students' learning, efforts to that effect are doomed to fail.

Planning and implementation is linked with the VMV strand, Hopkins et al. (2002) as it is an approach to educational change that has the twin purposes of enhancing students' achievement and strengthening the schools' capacity for change. Generally, as indicated above, the ultimate goal of school improvement is to enhance student's progress and achievement. In a study by Ganaden (2020) he presented findings which suggest

that the respondents agreed that the principal's managerial leadership functions and competencies focused more on following appropriate direction for the school/department systems and procedures, the promotion of sustainable school-based programs and projects and the promotion staff/personnel needs and performances.

Learner's Voice

According to the study of Fleming (2015), in positioning student voice within the education policy discourse it is imperative that this emergent and complex concept of students' voice is explored and theorized in the context of its definition and motivation. Student voice can then be positioned and critiqued as it emerged within education policy initially emerging in from a rights-based and democratic citizenship perspective, the student council became the principal construct for student voice in Irish post-primary schools. Relatively, School leaders must express commitment in knowing and responding to learner through learner-centered initiatives.

This can be done if schools would really give value to the learner's voice in school by listing down important feedback from them and identifying more steps to respond positively to the feedback. Leaders should distinguish what the learners need and want. As a result, they can craft various policy, program or project which is more responsive to the dynamic needs of school when customers' viewpoints and preferences.

Monitoring and Evaluation Processes and Tools

According to UNESCO 2016, one of the main purposes of M&E in education is to ensure that equitable and good-quality education is being provided to all of the population and at all levels. Thus, it is vital to synthesize diverse data presented by the results of M and E. Monitoring and evaluation (M&E) play a pivotal role in any type of programs, projects and activities implemented in all governance level of the Department of Education. It helps to assess if progress desired is being achieved especially in the attainment of the Key performance Indicators set by the Department that leads towards organizational effectiveness.

School heads, as stewards of schools, play a crucial role in ensuring an enabling and supportive environment for effective teaching and learning. Through their quality leadership and management, the Department of Education (DepEd) can develop quality teachers and "holistic learners who are steeped in values,

equipped with 21st century skills, and able to propel the country to development and progress" (DepEd Order No. 42, s. 2017).

The School Monitoring, Evaluation, and Adjustment System is a mechanism that provides information and insights on several aspects of the school system (Kusek & Rist, 2004). Its main objective is to provide the school heads with the necessary information and insights on the status, progress, and results of the delivery of basic education in schools concerning access, quality, and governance. This also allows the school heads to meet the information, reporting and documentation requirements of the Department of Education as well as provide key information to the Schools Division Office and Regional Offices for its provision of technical assistance. The enactment of Republic Act No. 9155, also known as the "Governance of Basic Education Act of 2001," strengthened the Department of Education's adherence to the principle of shared governance which recognizes the particular role, task, and responsibility of every unit in the education bureaucracy. It is this Act that stipulates the roles inherent to each office and for which it is principally accountable for outcomes. (Section 5(a), R.A. No. 9155).

With the principle of shared governance, the establishment of a good feedback mechanism is very important to ensure coordination and open communication of the central office with the regional, division and school levels (Section 5(b), R.A. No. 9155). It is for this reason that the Department of Education seeks to continuously improve its feedback mechanism to monitor and evaluate learning outcomes starting from the school level.

Strategic Leadership and Developmental Needs

The Southeast Asian Ministers of Education Organization Center for Educational Innovation and Technology (SEAMEO INNOTECH) developed a competency framework for school heads in Southeast Asia intended to serve as a basis for designing and implementing school head learning programs. Although SEAMEO INNOTECH has developed one in 2003, a decade had passed and SEAMEO INNOTECH saw the need to update it or even develop a new one so that the framework would continue to be relevant in providing guidance to school

heads and in complementing existing competency frameworks developed by the governments of the countries in SEA.

Towards this goal, SEAMEO INNOTECH conducted focus group discussions and consultative workshops using the Appreciative Inquiry approach in nine out of 11 SEAMEO member countries participated by a total of 225 school heads and stakeholders. The goal was to capture school head competencies common among high-performing school leaders and managers in the region. The use of AI as an approach brought the school heads and stakeholders back to a journey in time when they were at their best in leading the school towards high performance. The same approach enabled them to determine what competencies they wish excellent school heads would continue to demonstrate to keep the schools moving forward successfully.

The output was a revised Competency Framework comprised of five competency domains, 16 general competencies, 42 enabling competencies, and 170 indicators. The five general competencies were ranked by the participants in terms of their importance, frequency of performance, and amount of training school heads would need the most as follows: (1) Strategic Thinking and Innovation, (2) Managerial Leadership, (3) Instructional Leadership, (4) Personal Excellence, (5) Stakeholder Engagement.

Whereas in the study of Simmons, Brandon Dean (2015) The Professional Development Needs of School-Based Leadership in Preparation for a District-Wide One-to-One Initiative in a Large Urban School District, the results showed that the recruitment and retainment of public private partnerships, leading an online meeting, establishing long-term technology refresh plans, and updating school budgets as areas of professional development need for school leaders. The district leaders suggested that school districts in preparation for one-to-one initiative should ensure that every school had a full-time instructional technology facilitator. District leaders also suggested that school districts should provide professional development to school leaders via blended learning models where school leaders

would attend face-to-face trainings during summer break or on dedicated teacher workdays followed by extensive online follow-up trainings, and mandatory professional learning team participation. These challenges are the similar to the issues encountered by the school leaders in our setting.

PPSSH raises a climate of accountability and transparency to school heads thereby leading to school improvement. Principals are dealing with unceasing demands to implement new educational reforms. The study of Acton, K (2021) investigated the perceptions of experienced elementary principals on whether they felt prepared to be effective change agents. Findings showed that principals felt they had received very little professional development on how to be a leader of change. Instead, their professional learning as change agents occurred through on the job experience and networking with trusted colleagues. This resulted in knowledge gaps in principals' understanding of the change process. School leaders bear the responsibility of implementing change, yet principals suggest that reforms would see increased success if they were a shared responsibility with district leaders. Insights from experienced principals may help guide improved professional learning practices to provide educational leaders with the necessary skills to lead effective school improvement.

School heads from the Philippines and around the globe are currently affronted by unexpected levels of adversities. They are facing threats, and which have been perennial to many, if not all, school organizations. This study assessed the relationship between the school heads' leadership practices, administrative disposition, and readiness of the public schools among school principals in the City Schools Divisions in Laguna for the school year 2020-2021. Two hundred five (205) public school principals were the respondents of the study. The researcher utilized the descriptive-correlational research design and self-made questionnaire to assess and measure the variables under study. The statistical tools used to analyze the data gathered were Mean, standard deviation, Pearson r and Multiple Linear Regression Analysis. Findings revealed that the school heads' leadership practices and the administrative disposition were highly practiced during the new normal in the education system. In terms of the readiness of the public schools, the results revealed that the schools are much ready. The school heads' leadership practices in terms of resiliency in stress management and the administrative disposition in terms of inclusivity and accommodative significantly predicted the readiness of the public schools in the five City

Schools Divisions in Laguna. The research contributed to the school's governance operations and contingency plan that were used by the five city schools in the division of Laguna.

A study conducted to assess the proficiency of school heads and teachers' performance in the Division of Cavite as basis for proposed professional development program of the school heads determined the level of school heads' proficiency, teachers' performance and the relationship that exist between the school heads' level of proficiency and level of performance of teachers in the Division of Cavite Province and proposed professional development plan in order to enhance the school heads' proficiency level. The seven domains of the school heads' level of proficiency were assessed in which results show that there were no significant differences in the assessment of the three groups of respondents as to the level of proficiency of school heads which implies that they agree on the seven domains being practiced by the school heads in their respective school area. Finally, there is a significant relationship between the level of proficiency of school heads and the level of performance of teachers which was manifested by very high correlation coefficient between them. This investigation is a manifestation that there was a deeper and serious sense of responsibilities on part of the school leaders, and it is just proper to support their ideas in terms of school projects and programs for the benefit of the school and the learners.

On similar research, a study assessed the instructional leadership performed by school heads in the Municipality of Gen. E. Aguinaldo during the school year 2018-2019. The proposed intervention plan in instructional leadership consists of varied activities/strategies/programs which focuses on the instructional leadership performed by the school heads. The school heads utilize assessment results to improve learning, manage the introduction of curriculum initiatives in line with Department of Education policies, enrich curricular offerings based on local needs, and prepare and implement an instructional supervisory plan.

Additionally, the school heads conduct instructional supervision using appropriate strategies, evaluate lesson plans as well as classroom and learning management, provide in a collegial manner timely, accurate and specific feedback to teachers regarding their performance, and use proposed intervention plans in instructional leadership consisting of additional programs/activities/strategies.

Further study described the performance of school heads in accordance to National Competency-Based Standards for School Heads (NCBSSH). The issues and concerns encountered by school heads as to the implementation of NCBSSH were also included. As a result, a competency-based management program contains the project descriptions, competencies that need enhancement, objectives, strategies, and activities based on domains important in NCBSSH was proposed to enhance the performance of school heads. The National Competency-Based Standards for School Heads (NCBSSH) is a mechanism to systematically determine the training and development needs of school heads to support improved practices as effective school leaders. It is deemed necessary for school heads to organize a research-based school program. An intervention plan in instructional leadership may be crafted to serve as a guide for the improvement of the school heads in handling the institutions

The guiding Principles in the Framing of the National Competency-Based Standards for School Heads were Function – based, responsive, impartial, coherent and valid. The competencies are based on school head functions as stated in RA 9155, related laws and DepEd policies. The school heads are competent, committed, and accountable in providing access to quality and relevant education for all all through transformational leadership and high degree of professionalism. This study is relatively consistent with the first domain of the NCB-SH, School Leadership. The domain includes developing and Communicating Vision, Mission, Goals, and Objectives (VMGO), Data-Based Strategic Planning, Problem Solving, Building High Performance Team, coordinating with others and Leading and Managing Change. It was also agreed in the study of Ganaden (2020) who found that there was a need for principals to improve in strategic thinking and innovation and managerial leadership competency aspects. The study found a no significant difference on the perceived attributes of managerial competency when the respondents are grouped according to sex. Moreover, the analysis of variance result established a difference on the perceived principals' personal excellence and managerial leadership competencies when grouped according to respondents' highest educational attainment. The study suggested that the State Universities and Colleges in Region III may design and pursue activities that can help improve the strategic thinking and innovation and managerial leadership competency aspects of principals aimed to

adequately address the growing expectations and demands of the students and other stakeholders of the laboratory high schools.

In research conducted by Cunningham and Cordeiro (2015), they believe that the "leader needs to be prepared to deal with the inevitable social, cultural, economic, technological, bureaucratic, and political obstacles that can block improvements efforts" (p. 137). On the contrary, Greenfield (2016) disagreed that an effective administration is not possible without efficient and effective leadership, and if school leadership is to be successful, it must deal with the five demands: moral, social, instructional, managerial, and political. Researchers concluded that effective schools hinge on the performance of the principal (Aitken, 2015). Finally, Napire (2019) discussed in his study that the functions of the quality management skills of the principals' leadership practices are instructional directives, resiliency in stress management, management of conflicts, and establishing effective functional teams. The school leaders must practice these skills.

This paper is related to the study of Napire (2019) and Perez (2015), in which they both deal with the Administrative Disposition of the School Head. The aim of this analysis was to gather information, analyze it, and address it in a way that would assist school principals and policymakers in developing new strategies and making appropriate decisions for the good of the school district and students. Some tend to be so cynical about changes that they overlook development opportunities. But a leader who pays attention to relevant data recognizes both opportunities threats. Such a leader monitors signals of flagging resilience in his or her organization and shores resilience up (Allison, 2016).

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Chapter III

METHODS AND PROCEDURES

This chapter presents the methodologies which were employed in the conduct of this study. It includes the research method, data gathering procedure, respondents, and the statistical tools used in the interpretation of data.

Research Design

This paper utilized a descriptive-quantitative research design. The researcher described the strategic leadership performance of the school leaders based on the Philippine Professional Standards for School Heads. A survey questionnaire using the 5-point Likert scale was employed to quantitatively interpret the data. After respondents answered the interview questions, the researcher described the responses given. In order for the survey to be both reliable and valid, questions were constructed and validated properly.

Respondents

The respondents of this study were 44 School Heads both from public elementary and public secondary schools in the division of Masbate city. Thirty-four (34) of which are full pledged principals, 7 head teachers and 3 teachers-in-charge (TIC). To validate the responses of the school heads, 132 teachers who were the designated Planning Officers, Research Coordinators, President of the teachers' Association and Supreme Pupils/Students Advisers were included.

Table 1
Distribution of Respondents

School Heads in the Division of Masbate City	Frequency
• Principal	34
• Head Teacher	7
• Teacher-in-Charge	3
Total	44

Research Instrument

This study used a survey questionnaire adopted and modified from DepEd order no. 24, 2020, which describes the extent of performance of the school heads in leading strategically in terms of the strands of the second domain, which is specified in the Philippine Professional Standards for School heads.

They were statements per competency/performance which are descriptions of the school heads' knowledge, skills, and practices in leading strategically. Statements under strand 1.1 Vision, mission and core values focuses on the demonstration of knowledge of the DepEd vision, mission, and core values to foster shared understanding. and alignment of school policies, programs, projects and activities. Statements for strand 1.2 School planning and implementation emphasizes the demonstration of knowledge and understanding of the phases of development and implementation of school plans aligned with institutional goals and policies. In strand 1.3 Policy implementation and review, the demonstration of knowledge and understanding of policy implementation and review to ensure that school operations are consistent with national and local laws, regulations and issuances were identified. Strands 1.4 Research and innovation is on the concept of identifying

relevant research findings from reliable sources in facilitating data-driven and evidence-based innovations to improve school performance. Strand 1.5 Program design and implementation is focused on displaying understanding of the implementation of programs in the school that support the development of learners. Strand 1.6 Learner voice gives emphasis on the demonstration of knowledge and understanding of utilizing learner voice to inform policy development and decision-making towards school improvement.

Lastly, Strand 1.7 Monitoring and evaluation processes and tools statements is anchored on the display of knowledge and understanding of monitoring and evaluation processes and tools to promote learner achievement. A modified questionnaire was given to the set of teachers which were used for the validation.

Data Gathering Procedure

A communication letter was submitted to the School's Division Superintendent, as prior signed by the dean of the graduate schools. Upon the approval of the letter, the researcher forwarded the approved letter to the schools and administered the adopted questionnaire to the respondents. The respondents were informed before the collection of the data using the permission letters containing important information about this research and the importance of their participation in the study. The researcher sought for their consent, ensured voluntary participation and provision of information. Furthermore, the schools and participants in the entire study were kept anonymous and were subjected to the strictest confidentiality. The researcher utilized Google Forms for the survey questionnaire and the link was sent to the respondents. The responses were downloaded through spreadsheet.

The survey-interview questionnaire was distributed to the forty-four school heads and 132 teachers by the researcher through office visitations and/or electronic forms. The survey questionnaire was retrieved accordingly thereafter.

Statistical tool

After the survey, the following statistical treatment were utilized to analyze their responses; Weighted mean were used to determine the school heads' performance along leading strategically. The mean result was ranked to determine the least performed strand among, School planning and implementation, Policy

Implementation and Review, Research and Innovation, Programs Design and Implementation, Learner's voice, and Monitoring and evaluation processes and tools.

School heads were asked to rate the extent of their performance while the teacher-designates were asked to rate the extent of their school heads performance on a 5-point Likert scale with corresponding interpretation shown below.

Weighted Mean:

$$W = \frac{\sum_{i=1}^n w_i X_i}{\sum_{i=1}^n w_i}$$

Scale	Interpretation
4.21-5.00	Highly Performed
3.41-4.20	Often Performed
2.61-3.40	Sometimes Performed
1.81-2.60	Less Performed
1.00-1.80	Not Performed

Notes

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CHAPTER IV

PRESENTATION, ANALYSIS, AND INTERPRETATION OF DATA

This chapter presents the discussion of the findings of the study generated from the data gathered. Data were treated using appropriate statistical measures.

The extent of performance of the school heads in leading strategically along Vision, Mission and Core Values, School planning and implementation, Policy Implementation and Review, Research and Innovation, Programs Design and Implementation, Learner's voice, and Monitoring and evaluation processes and tools were interpreted. It also includes analyses of the data presented in tabular and textual forms for clarity of presentation.

Strategic Leadership along Vision, Mission, and Core Values

Table 2 shows the evaluation of the school head's performance as to Vision, Mission and Core Values as presented in Domain 1 of Philippine Professional Standards for School Heads - Leading Strategically.

Table 2a
Strategic Leadership Performance of the school heads along Vision, Mission, and Core Values

	Mean	Interpretation
1. I demonstrate knowledge and understanding in strategic planning process.	4.20	Often Performed
2. I build constituency in reviewing, creating, and implementing the vision, mission, values and goals and translates these into agreed objectives and operational plan that promote and sustain school improvement	4.44	Highly Performed
3. I ensure that the strategic plan promotes inclusion, diversity of learners, and values and experiences of the school community	4.38	Highly Performed
4. I ensure that the strategic plan contributes to school effectiveness and continuous improvement of learners' performance	4.49	Highly Performed
5. I provide ongoing and effective communication for stakeholders to own the plan and carry it forward	4.26	Highly Performed
6. I ensure that my decision making, and implementation strategies are based on a shared vision and understanding of the school culture	4.49	Highly Performed
7. I work with stakeholders to create shared values and positive school culture	4.49	Highly Performed
8. I hold myself and the school staff accountable for aligning actions and words to the school vision and values	4.41	Highly Performed
Composite Mean:	4.39	
Adjectival Rating:		Highly Performed

Table 2 depicts that with the composite mean of 4.39, interpreted as often performed, implies that the school heads in Masbate City demonstrates knowledge in fostering shared understanding and communicates the vision mission and core values of the department. Appendix H shows that the performance of the school heads as verified by their respective teachers, with the composite mean 4.43 as compared to 4.51, both interpreted as highly performed. The data confirms that the practices of the school heads of Masbate City reflect and demonstrate their understanding of the DepEd's VMV.

As Balyer (2016) suggests, the scopes of instructional leadership are identifying school's mission, supervising instructional program, and maintaining positive and progressive learning environment. Schools should function towards improvement of student outcomes. Moreover, organizational development is important

because principals can see teachers' works which can help them establish important processes and relationships that can promote growth and change in school.

Strategic Leadership along Planning and Implementation

Table 2b shows the evaluation of the school head's performance as to School Planning and Implementation.

Table 2b

Strategic Leadership Performance of the school heads along School Planning and Implementation

	Mean	Interpretation
1. I lead in identifying and gathering useful sources of information and utilizing additional information	4.36	Highly Performed
2. I analyze multiple forms of data/information and uses the findings for strategic planning	4.20	Often Performed
3. I resolve problems in early stages of plan implementation and develop realistic alternative solutions	4.41	Highly Performed
4. I assess the importance, urgency and risk associated with each component of the school plan and takes actions which are timely and in the best interests of the school	4.41	Highly Performed
Composite Mean:	4.36	
Adjectival Rating:	Highly Performed	

Table 2b presents that the respondents attained the composite mean of 4.36 with the adjectival rating of often performed. Among the statements, leading in identifying and gathering useful sources of information and utilizing additional information; and analyzing multiple forms of data/information and uses the findings for strategic planning got the least mean of 4.30. The result depicts that the school heads know the importance of the components of the school plan and takes actions in the best interests of the school.

Planning and implementation is linked with the VMV strand, Hopkins et al. (2002) as it is an approach to educational change that has the twin purposes of enhancing students' achievement and strengthening the schools' capacity for change. Generally, as indicated above, the ultimate goal of school improvement is to enhance student's progress and achievement. In a study by Ganaden (2020) he presented findings which suggest

that the respondents agreed that the principal's managerial leadership functions and competencies focused more on following appropriate direction for the school/department systems and procedures, the promotion of sustainable school-based programs and projects and the promotion staff/personnel needs and performances.

Appendix H manifests that the performance of the school heads is validated through their teachers, with the composite mean 4.36 in close comparison to the mean 4.45, both with the adjectival rating of highly performed. The result supports that school heads craft their school plan with substantial and analyzed information and assesses the challenges along the stages of its implementation.

Schools improve their basic teaching and learning process aiming at helping and improving all students to raise their broad outcomes through school improvement program. A systematic, sustained effort aimed at change in learning conditions and other related internal conditions in one or more schools, with the goal of accomplishing educational goals more effectively. (Velzen, Wim G.Van et al. as cited in Dalin, 1998, p.95).

Research shows that this is best achieved when schools extend their own capacity for development. Within the context of school improvement, capacity is the ability to enable all students to reach higher standards. Capacity may be built by improving the performance of teachers, adding more resources, materials or technology and by restructuring how tasks are undertaken. Most capacity building strategies in schools focus on individual teachers. As Sergiovanni (in Harris, 2002) points out, teachers count in helping schools to be effective. Building capacity among teachers and focusing that capacity on students and their learning is the crucial factor.

Strategic Leadership along Policy Implementation and Review

Table 2c shows the evaluation of the school head's performance as to Policy and Implementation Review as presented in the first domain of PPSSH.

Table 2c
Strategic Leadership Performance of the school heads in Policy Implementation and Review

	Mean	Interpretation
1. I assess local, national, and global challenges and trends in education and their implications for the school	4.10	Often Performed
2. I assess forces that promote and inhibit change and innovation and utilizes results	4.08	Often Performed
3. I facilitate change and promote innovation consistent with current and future school community needs	4.21	Highly Performed
4. I empower and support school staff to design programs for change and innovation that demonstrate problem-solving and creative learning process	4.56	Highly Performed
5. I lead the school in responding to uncertain and ambiguous environments	4.46	Highly Performed
Composite Mean	4.28	
Adjectival Rating	Highly Performed	

The table presents with the composite mean of 4.28 described as highly performed, the school heads of Masbate city possess relative knowledge and understanding of policy implementation and review that school operations are consistent with national and local laws, regulations, and issuances. Statement no. 2, I assess forces that promote and inhibit change and innovation and utilizes results has the least mean among the 5.

DO 13, S. 2015 establishes a policy development process that provides for systematic, evidence-based, and participatory mechanisms and procedures for the formulation, adoption and review of policies issued by the DepEd Central Office. However, to complete the role played by the policies - from formulation to implementation and finally monitoring and evaluation. studies have identified several issues with the implementation of the Department's Policies.

The findings from the study of Turner et. A

l (2019) revealed how leadership buy-in is crucial for the implementation of policies and practices in schools. Approaches that are embedded within school systems, such as communities of practice and coaching from school champions, have potential for improving implementation. Providing information about the importance of school and district leadership are suggested for more widespread implementation.

Appendix H shows that the performance of the school heads is validated through their teachers, with the composite mean 4.28 in close comparison to the mean 4.40, both with the adjectival rating of often performed. The result supports that school heads implement the policies and review processes and be able to implement properly at the school level policies and guidelines of the department. Therefore, school operations should always be consistent with national and local laws, regulations, and issuances. School leaders must use of evidence-based implementation to ensure that interventions are designed to maximize implementation at the classroom level.

Strategic Leadership along Research and Innovation

Table 2d shows the evaluation of the school head's performance as to Research and Innovation as presented in the first domain of PPSSH.

Table 2d
Strategic Leadership Performance of School Heads in Research and Innovation

	Mean	Interpretation
1. I maintain open mind to ideas to reach creative solutions to problems in education	4.69	Highly Performed
2. I facilitate change and promote innovation consistent with current and future school community needs	4.15	Often Performed
3. I demonstrate willingness to act against the way things have traditionally been done when tradition impedes change and innovation for performance improvement	4.21	Highly Performed
4. I evaluate impact of change and innovations on current and future scenario	4.23	Highly Performed
5. I facilitate institutionalization of change and innovation	4.18	Often Performed
Composite Mean	4.29	
Adjectival Rating	Highly Performed	

The table above presents that with the composite mean of 4.29, described as highly performed, the school heads of Masbate City demonstrates that they acknowledge and performs their responsibility of using research as a way of responding to school problems. The statement with the least mean of 4.15 is facilitating change and promote innovation consistent with current and future school community needs.

Blannin et. al (2020) agrees that strong leadership is seen as necessary to successfully engage teachers in embedded research within schools. The role of a school leader or lead teacher in nurturing, developing, and setting the culture and structures that engender practitioner-led research is well documented. A powerful way to promote such a culture is the school leader carrying out research and modelling the process of learning and enquiring (Godfrey, 2016)

As shown in Appendix H the teachers assessed the performance of the school heads (4.40) with higher mean as compared to the self-assessment of the school heads (4.21). With the highest mean of 4.41, the teachers view their school heads as leaders who facilitate the institutionalization of innovation and change in their respective schools. Research and innovation assist the school heads in the realization that research-based policies will directly address the root of the issues and concerns in their schools.

Strategic Leadership along

Program Design and Implementation

Table 2e shows the evaluation of the school head's performance as to Program Design and Implementation Review as presented in the first domain of PPSSH.

Table 2e

Strategic Leadership Performance of School Heads in Program Design and Implementation

	Mean	Interpretation
1. I lead in gathering multiple data in plan implementation and utilizes these in appropriate situations	4.33	Highly performed
2. I analyze a wide range of data to determine progress towards achieving goals and objectives of the plan	4.13	Often performed
3. I resolve problems in early stages of plan implementation and develops realistic alternative solutions	4.31	Highly performed
Composite Mean	4.26	
Adjectival Rating	Highly Performed	

The table shows that the school heads analyze a wide range of data to determine progress towards achieving goals and objectives of the plan and lead in gathering multiple data in plan implementation and utilizes these in appropriate situations with the composite mean of 4.26 interpreted as highly performed. While analyzing a wide range of data to determine progress towards achieving goals and objectives of the plan received the least mean of 4.13. School heads are expected to display understanding of the implementation of programs in the school to support the development of learners and implement its proposed plans with commitment.

Appendix H depicts that the teachers perceive the performance of the school heads with the mean 4.41 which is relatively higher to 4.26 in comparison to the response of the school heads. The teacher-respondents recognizes the performance of the school heads' leadership in crafting program design and its implementation. School heads should design needs-based programs in supporting the development of the learners likewise, program must have appropriate analysis of assessment results regularly as performed by the respondents.

The study Instructional leadership: The role of heads of schools in managing the instructional program (Manaseh, A.M. 2016) supports the result as he concludes that an effective management of the instructional program are in favor of promoting teachers and students' learning.

Strategic Leadership along

Learners' Voice

Table 2f shows the evaluation of the school head's performance as to Learners' Voice as presented in the first domain of PPSSH.

Table 2f
Strategic Leadership Performance of the school heads along Learners' Voice

	Mean	Interpretation
1. I collaborate with teachers in analyzing student work to address learning needs	4.51	Highly Performed
2. I ensure that the learners are involved in planning and crafting the school activities towards school improvement	4.28	Highly Performed
3. I listen to the needs of learners and responds appropriately	4.51	Highly Performed
4. I utilize the learners' views and opinions to inform policy development and decision-making towards school improvement	4.28	Highly Performed
Composite Mean	4.40	
Adjectival Rating	Highly Performed	

Table 2f shows the composite mean of 4.40 describes that the school heads often performed listening to the learners' voice whereas the statement "I utilize the learners' views and opinions to make informed policy development and decision-making towards school improvement" has the least mean of 4.26. The results shown in Appendix H is comparable to table 6 which validates the assessment of the school heads, in a close composite mean of 4.40 and 4.35.

Ensuring that the learners are involved in planning and crafting the school activities towards school improvement are evidently mandated in various programs such as SIP formulation, DRRM contingency planning, continuous improvement (CI) projects. In these programs, the learners are asked to give their aspirations for the school and are encouraged to give feedback to the programs implemented. The establishment of federations of Supreme Student Government/Council which aims to lay the groundwork for unity and cooperation among students and by providing them a venue where they can improve their leadership abilities.

According to the study of Fleming (2015), in positioning student voice within the education policy discourse it is imperative that this emergent and complex concept of students' voice is explored and theorized in the context of its definition and motivation. Student voice can then be positioned and critiqued as it emerged within education policy initially emerging in from a rights-based and democratic citizenship perspective, the student council became the principal construct for student voice in Irish post-primary schools.

The positive findings in the study of Fleming (2015) shows that School leaders express commitment in knowing and responding to learner through learner-centered initiatives. As a result, they were able to craft various policy, program or project which is more responsive to the dynamic needs of school when customers' viewpoints and preferences.

Strategic Leadership along Monitoring and Evaluation Processes and Tools

Table 2g shows the evaluation of the school head's performance as to Monitoring and Evaluation Processes and Tools as presented in the first domain of PPSSH.

Table 2g
Strategic Leadership Performance of the School Heads along Monitoring and Evaluation Processes and Tools

	Mean	Interpretation
1. I lead in identifying and gathering useful sources of information and utilizing additional information	4.23	Highly performed
2. I analyze multiple forms of data/information and uses the findings for strategic planning	4.21	Highly performed
3. I synthesize complex and diverse data and create systems for engaging stakeholders in data discussions	3.92	Often performed
4. I ensure that adequate and relevant data are available to influence school staff to improve practice	4.41	Highly performed
Composite Mean	4.19	
Adjectival Rating		Often Performed

Table 2g presents that Monitoring and Evaluation Processes and Tools are often performed by the school heads with the composite mean of 4.19. While the act of synthesizing complex and diverse data and create systems for engaging stakeholders in data discussions received 3.92, the least average mean among the statements described as sometimes performed. Appendix H depicts that the teachers perceive the performance of the school heads with the mean 4.19 which is relatively higher to 4.38 in comparison to the response of the school heads, although both interpreted as often performed. However, the observation to the practice with the least mean which is I synthesize complex and diverse data and create systems for engaging stakeholders in data discussion is similar to the school heads response.

According to UNESCO 2016, one of the main purposes of M&E in education is to ensure that equitable and good-quality education is being provided to all of the population and at all levels (UNESCO, 2016: 116).

Thus, it is vital to synthesize diverse data presented by the results of M and E. Monitoring and evaluation (M&E) play a pivotal role in any type of programs, projects and activities implemented in all governance level of the Department of Education. It helps to assess if progress desired is being achieved especially in the attainment of the Key performance Indicators set by the Department that leads towards organizational effectiveness.

In contrary to the study of Flores (2019), which revealed that have proven to have high and very high level of stakeholders' involvement. It was also observed that there are good practices that are beneficial on a particular school; common practices, practices that are just part of the guidelines and distinct practices on specific schools. A high and a very high extent of participation were observed on the practices presented.

However in the study of Ganaden (2020), findings denote that although the analysis showed high levels of implementation, the qualitative analysis showed gaps in the validity and reliability of results. It was further revealed that sense of ownership among the stakeholders as an indicator of commitment building were among the issues of accountability.

Least Performed Strand of the School Heads along Leading Strategically

Table 3 depicts the evaluation of the school head's least performed strand of the school heads along leading strategically.

Table 3
Least performed strand of the school heads along leading strategically

Strand	Mean	Rank
1. Vision, Mission and Core Values	4.39	1
2. School Planning and Implementation	4.36	3
3. Policy Implementation and Review	4.28	5
4. Research and Innovation	4.26	6
5. Program Design and Implementation	4.29	4
6. Learners' Voice	4.40	2

7. Monitoring and Evaluation Processes and tools	4.19	7
Composite Mean	4.31	
Adjectival Rating	Highly Performed	

Table 3 presents the result of evaluation and ranking wherein among the 7 strands of PPSSH Domain 1:

Leading Strategically, the strand Monitoring and Evaluation Processes and tools received the least mean with 4.19.

The research on school monitoring and evaluation and adjustments by Paragoso et. al., the challenges posed in the conduct of M and E were lack of Ownership of Indicators, Time Consuming Questionnaires, and Compliance Instead of Accountability In general, the respondents agree on the importance of the SMEA system and its benefits in improving learning outcomes. However, during interviews, the majority of the respondents said that the cumbersome data is useless in the sense that it did not contribute anything to the progress of the school.

Intervention that may be Imposed to strengthen

Monitoring and Evaluation Processes and Tools

The processes of planning, monitoring and evaluation is intended to aid decision-making towards explicit goals. Planning helps to focus on results that matter, while M&E facilitates learning from past successes and challenges and those encountered during implementation. Results of the M and E are often sent directly to the requesting office once accomplished. Some are embedded in the programs for the purpose of compliance to the requirements.

As compared to the results of the other strands in this study, school heads only “often perform” the synthesis of complex and diverse data and create systems for engaging stakeholders in data discussions. However, if there is a designed report management mechanism that effectively passes the information among the school leaders, project owners, and other stakeholders linked to the project process, this may lead getting honest feedback directly rather than centralizing the M and E results at one level. Hence, the researcher crafted a learning and development plan to strengthen Monitoring and Evaluation Processes and Tools.

LEARNING AND DEVELOPMENT PLAN

<i>Learning and Development Needs (LDN)</i>	<i>Workplace Objective</i>	<i>Content</i>	<i>Methodologies</i>	<i>Program Management Team</i>	<i>Source of Fund</i>	<i>Target Time</i>	<i>Target Participants</i>
<i>Display knowledge and understanding of monitoring and evaluation processes and tools to promote learner achievement</i>	To continuously upskill and reskill teachers and school leaders that will result in better learning outcomes, (DM No. 50, s.2020) To promote the continuing professional development and advancement of school heads based on the principles of career-long learning to produce quality school leaders, (DO No. 24, s.2020)	Rationale and Importance of M&E Stages and Components of M&E system monitoring and evaluation in the successful implementation of school PPAs Integration of M&E principles in the implementation of PPAs	Division Training/ Workshop	SDS, CID Chief, EPS, SGOD Chief– M and E Specialist	Division Fund	October 2022	School Heads School M and E Coordinator
Lead in the institutionalization of effective monitoring and evaluation processes and tools to promote learner achievement (DO No. 24, s.2020)		Developing an M&E result framework based on organizational activities. How to develop M&E program indicators? <ul style="list-style-type: none"> • What are the ways to use M&E for program planning, management, and improvement? • Recognizing the various threats to complex and diverse data quality and know how to manage them • Designing an M&E Plan for an activity in the organization • Craft a simple M&E tool to be utilized in 	Division Training/Workshop	SDS, CID Chief, EPS, SGOD Chief– M and E Specialist	Division Fund	December 2022	School Heads School M and E Coordinator

		PPA evaluation						
<ul style="list-style-type: none"> Exhibit exemplary skills in effectively using validated feedback obtained from learners, parents and other stakeholders to help teachers improve their performance 		<ul style="list-style-type: none"> What is teacher performance feedback? Using feedbacks effectively: Strategies and Recommendations How does teacher feedback fit into the teacher development? Impact and importance of teacher performance feedback Implementation and cost considerations 	Division Training/Workshop	SDS, CID Chief, EPS, SGOD Chief– M and E Specialist	Division Fund	October 2023	<ul style="list-style-type: none"> School Heads School M and E Coordinator 	
Lead concerted synthesizing complex and diverse data and create systems for engaging stakeholders in		•					•	

data discussions							
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Notes

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CHAPTER V

SUMMARY, CONCLUSION AND RECOMMENDATION

This chapter presents the summary of the study, the conclusions and recommendations given by the researcher considering the result of the study.

Summary

The study was conducted to investigate the performance of school heads in leading strategically in Masbate city along Vision, Mission and Core Values, School planning and implementation, Policy Implementation and Review, Research and Innovation, Programs Design and Implementation, Learner's voice, and Monitoring and evaluation processes and tools.

It further presents the least performed strand of the school heads and the interventions that may be imposed to strengthen their level of performance.

Findings:

1. The school heads in Masbate City demonstrates knowledge in fostering shared understanding and communicates the Vision Mission and Core values of the department with the composite mean of 4.39.

Among the statements, leading in identifying and gathering useful sources of information and utilizing additional information; and analyzing multiple forms of data/information and uses the findings for strategic planning got the least mean of 4.36.

The school heads of Masbate City possess relative knowledge and understanding of policy implementation and review that school operations are consistent with national and local laws, regulations and issuances with the composite mean of 4.28. Statement no. 2, I assess forces that promote and inhibit change and innovation and utilizes results has the least mean among the 5.

The school heads of Masbate City demonstrates that they acknowledge and performs their responsibility of using research as a way of responding to school problems with a mean result of 4.26. The statement with the least mean of 4.0 is facilitating change and promote innovation consistent with current and future school community needs.

School heads analyze a wide range of data to determine progress towards achieving goals and objectives of the plan and lead in gathering multiple data in plan implementation and utilizes these in appropriate situations with the composite mean of 4.29 interpreted as often performed. While analyzing a wide range of data to determine progress towards achieving goals and objectives of the plan received the least mean of 4.11.

Receiving a composite mean of 4.40 school heads often performed listening to the learners' voice whereas the statement "I utilize the learners' views and opinions to make informed policy development and decision-making towards school improvement" has the least mean of 4.26.

Monitoring and Evaluation Processes and Tools are often performed by the school heads with the composite mean of 4.19. While the act of synthesizing complex and diverse data and create systems for engaging stakeholders in data discussions received 3.92, the least average mean among the statements described as sometimes performed.

2. Among the 7 strands of PPSSH Domain 1: Leading Strategically, the strand Monitoring and Evaluation Processes and tools received the least mean with 4.19.

3. The respondents may undergo a capacity building on Monitoring and Evaluation tools with emphasis on synthesizing complex and diverse data with the system of engaging stakeholders in data discussion as a possible intervention to accelerate career growth of the school heads.

Conclusion

Based on the statistical results of the study, the following conclusions were drawn:

1. The school heads in Masbate City highly performed the demonstration of knowledge in fostering shared understanding and communicates the Vision Mission and Core values of the department.

The respondents highly performed the development and implement the school plans aligned with the institutional goals and policies.

The school heads highly performed the undertaking of policy implementation and review in the school to ensure the operations are consistent with national, local laws, regulations, and issuances.

The respondents highly performed the utilization relevant research findings from reliable sources in facilitating data-driven and evidence-based innovations to improve performance.

School heads highly performed the implementation of programs for the development of the learners.

The respondents highly performed the use of learner's voice such as feelings, views and opinions to inform policy development.

School leaders of Masbate City often performed the demonstration of understanding of monitoring tools and evaluation processes and tools to promote learner achievement.

2. Monitoring and Evaluation Processes and tools received is the least performed strand in leading strategically.

3. Capacity building on Monitoring and Evaluation tools with emphasis on synthesizing complex and diverse data with the system of engaging stakeholders in data discussion may be a possible intervention to accelerate career growth of the school heads.

Recommendation

In the light of the foregoing findings and conclusions, it is recommended to capacitate school heads on the process of synthesizing complex and diverse data with a system of engaging stakeholders in data discussion.



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APPENDICES

Appendix A

STATEMENT OF DEBESMSCAT IP POLICY DEBESMSCAT Policy on Patents, Copyrights and other Intellectual Property

Publications

The College research activities are an integral part of the total educational program, and much of it forms the basis for articles in professional Journals, seminar reports, presentations at professional society meetings, and student dissertations and thesis.

To fulfill the College obligations as a publicly aided educational Institution, College research should serve a public rather than a private purpose, and the results should be disseminated on a non-discriminatory basis. The College encourages whose results can be freely published.

The College recognizes that the legitimate proprietary concerns of private research sponsors and the effective commercialization of research outcomes may require limited delays in publication. Where appropriate, publications can be deferred for a negotiated period of time in order to protect patent rights. Similarly, on those occasions where the College has accepted a sponsor's proprietary information as necessary background data for a research project, the sponsor may review proposed publications In order to identify any inadvertent disclosure of those specific data.

Patent and Copyrights

The College policy with regard to inventions and creations resulting from research reflects the view that a college by its nature has an obligation to serve the public interest by ensuring that inventions and other intellectual property are developed to the point of maximum utilization and availability to the public. The College, therefore generally assigns to the DEBSMSCAT Research and Development Services title to inventions

and creations made under its sponsored programs with the understanding that it will license them in the public interest under an active inventions/creations management program, managed by an IPR Coordinator, in which licensing of industrial research sponsors is an important part. The College and the inventor share in the proceeds of royalty-bearing licenses.

Use of Names

Research sponsors may not use the College's name in advertising or other product promotion activities without the College's prior written approval. Similarly, the College will not use the name of the sponsor in publicity releases without the sponsor's approval.

Appendix B

STATEMENT OF DISCLOSURE

It is all understood that all discoveries, inventions, and other intellectual property made or conceived in performance of work on this project will be property of DEBESMSCAT or in accordance with the contract terms for this project; College policies are designed to assure that interests of the inventor, the College, and the sponsor are taken into consideration; and the Principal Investigator(s) will furnish prompt and full disclosure of inventions/findings made during performance of this project to the Research and Development Services Office.

CHINKY MAE G. PALADIO
Researcher

Appendix C

LETTER OF REQUEST SENT TO THE OFFICE OF THE SCHOOLS DIVISION SUPERINTENDENT

March 2, 2022

FATIMA D. BUEN, CESO VI
OIC - Schools Division Superintendent
Masbate City Division
Jolly T. Fernandez Avenue Masbate City

Madam:

Greetings of peace!

I am Chinky Mae G. Paladio, a teacher from Rene T. Malvar Elementary School and I am currently enrolled at Dr. Emilio B. Espinosa Sr. Memorial State College of Agriculture and Technology (DEBESMSCAT) taking up Doctor of Education major in Educational Leadership. I am working on my dissertation writing and will be conducting a study entitled "Comparative Performance of The School Heads in Leading Strategically on The Old and New Normal in Masbate City Division".


In connection to this, may I humbly ask permission from your office to allow me to distribute my structured survey questionnaire online to the respondents. Rest assured that the responses of the teachers that will serve as data will be kept confidential and used exclusively for the research following the Data Privacy Act.


Your helpful response to this letter will aid the consolidation of the needed data necessary for the completion of this research.

Attached herewith is the letter from the dean of the Graduate School and the sample questionnaire.

Thank you for the warm support that will be extended to make this study successful.

Respectfully,


CHINKY MAE GEMINO PALADIO
Researcher

Noted: 
RAIZA M. PADASAS EdD
Adviser

APPROVED:

FATIMA D. BUEN, CESO VI
OIC-Schools Division Superintendent

IJNRD
Research Through Innovation



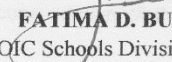
Republic of the Philippines
Department of Education
REGION V
SCHOOLS DIVISION OF MASBATE CITY

1st Endorsement
March 9, 2022

Respectfully returned to Chinky Mae Genimo Paladio through the Dean of Dr. Emilio B. Espinosa, Sr. Memorial State College of Agriculture and Technology (DEBESMCAT) Graduate School, the herein approved request to conduct a study entitled "Comparative Performance of The School Heads in Leading Strategically on The Old and New Normal in Masbate City Division".

However, the following suggestions should be observed, to wit:

1. Since the topic of the study is about Leading Strategically which is one of the Domains under the PPSSH, the researcher should give a copy of her dissertation after the completion of her study for future reference and policy recommendation.
2. The result of the study should be widely disseminated to all concerned.


FATIMA D. BUEN, CESO VI
OIC Schools Division Superintendent



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☎: (056) 3336142, 09388657680, 09508860381
✉: masbate.city@deped.gov.ph
🌐: <http://www.depedmasbatecity.com>

Appendix D

LETTER OF REQUEST SENT TO THE DEAN OF GRADUATE SCHOOL

March 2, 2022

DR. MILAGROS A. CELEDONIO
Dean, Graduate School
This College

Madam:

I am humbly asking permission from your good office to grant me permission to start conducting my study entitled "**Comparative Performance of The School Heads in Leading Strategically On The Old And New Normal In Masbate City Division**" which was presented during the virtual proposal defense and approved by the panel of evaluators last December 23, 2021.

I have considered all the panel members' suggestions and recommendations and I will follow the policies, guidelines, and protocols in the conduct of the study.

Thank you and God Bless!

Respectfully yours,

Paladio
CHINKY MAE GEMINO PALADIO
Researcher

Noted:

Padasas
RAIZA M. PADASAS, EdD
Adviser

APPROVED:

Miledonio
MILAGROS A. CELEDONIO, PhD
Dean, Graduate School

IJNRD
Research Through Innovation

Appendix E

RAW DATA OF THE STUDY

Column1	Column2	Column3	Column4
Timestamp	Name:	School:	1. I demonstrate knowle
4/8/2022 18:04:59	Divina B. Llarena	Nicolas Danso Element	Often Performed
4/10/2022 9:25:29	Rosa O. Cañezal	Gov. Rafael Letada ME	Often Performed
4/21/2022 9:17:34	Edwin A. Manacho	N. Delos Santos Eleme	Often Performed
4/21/2022 9:21:13	Albin John A. Lagaluna	Cawayan Exterior Elen	Often Performed
4/21/2022 9:53:01		ANAS Elementary Sch	Often Performed
4/25/2022 14:33:27	SOPHIA M. SALVACIO	USAB ELEM SCHOOL	Often Performed
4/25/2022 22:25:27	Alicia A. Vinas	ANAS ES	Highly Performed
4/25/2022 22:31:08	Remy Ann R. Concepc	Asid Elementary Schoo	Highly Performed
4/25/2022 23:24:12		BATUHAN EAST ES	Sometimes Performed
4/26/2022 0:05:20		St. Anthony Heights El	Highly Performed
4/26/2022 2:12:05	EMILY B. LUBATON	Tuhbo Elementary Sch	Often Performed
4/26/2022 3:04:18	Abundio A. Dela Pena	Alejandro Delos Reyee	Highly Performed
4/26/2022 3:51:38	ELVIRA CABUG	Jose Zurbito Sr Elemer	Highly Performed
4/26/2022 6:16:26	Erwin A. Abaja	Julian V. Antonio ES	Often Performed
4/26/2022 9:02:35	Cyril Delavin	Enrique Legaspi Sr. El	Often Performed
4/26/2022 12:39:30	FERMIN B. AMONTOS	Bayombon High School	Highly Performed
4/26/2022 16:53:11	Ramar Torres	Gutusan ES	Often Performed
4/26/2022 21:45:20	Loida C. Valenzuela	Mayngaran Elementary	Often Performed
4/30/2022 15:38:49	Ronaldo D. Returan	Gutusan Elementary S	Often Performed
5/3/2022 15:22:36	Michael Cabataña	CALOLOD ELEMENTA	Often Performed
5/8/2022 9:12:29		Bantigue Elementary S	Often Performed
5/8/2022 16:47:44		A Dela Rosa	Often Performed
5/10/2022 19:58:25	JOMACRIS R. ROMAN	Electo T. Verano Eleme	Highly Performed
5/10/2022 20:07:47	Alfredo R. Sese Jr	Nursery ES	Often Performed
5/10/2022 20:15:18	RENIE C. TUMBLD	Mapiña Elementary sch	Sometimes Performed
5/10/2022 20:17:52	Elena L. Bien	Biyong Elementary Sch	Often Performed
5/10/2022 20:26:59	Teresa F. Espinosa	Timoteo T. Buncaras E	Often Performed
5/10/2022 21:09:24	Jerry C. Torres Sr.	Bantigue High School	Often Performed
5/10/2022 21:58:39	LEAH M.ROMBLON	USAB HIGH SCHOOL	Often Performed
5/11/2022 4:03:30	Era Deocariza	Bolo National High Sch	Often Performed
5/11/2022 4:39:24	Renil T. Maravilla	Kinamaligan Elementa	Often Performed
5/11/2022 9:15:51	Aida R. Legaspi	Capitolina O. LEGASPI	Often Performed
5/11/2022 10:17:55	Michael D. Tumbaga	Igang Elementary Sch	Highly Performed
5/11/2022 10:20:04	Michael D. Tumbaga	Igang Elementary Sch	Highly Performed
5/11/2022 10:24:54	Eva Z. Eser	Sinalongan Elementary	Often Performed
5/11/2022 18:24:50	Vina C. Lim	Restituta Z. Medina Ele	Often Performed
5/11/2022 23:41:55	ROLLY R. GARBO	ESPINOSA ES	Highly Performed
5/12/2022 9:02:10	MARIBEL TUALLA	Bagumbayan Elements	Often Performed
5/19/2022 9:30:44	Sofronio D. Arizala Jr.	Nursery Higj School	Often Performed

Column9	Column10	Column11	Column12
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Research Through Innovation

Column17	Column18	Column19	Column20
14. I assess forces that	15. I facilitate change s	16. I empower and sup	17. I lead the school in
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Column25	Column26	Column27	Column28
22. I facilitate change s	23. I demonstrate willin	24. I evaluate impact of	25. I facilitate institution
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Column33	Column34	Column35	Column36
30. I lead in identifying	31. I analyze multiple	32. I synthesize complex	33. I ensure that ad
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Column21	Column22	Column23	Column24
18. I lead in gathering r	19. I analyze a wide ra	20. I resolve problems	21. I maintain open min
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Column29	Column30	Column31	Column32
26. I collaborate with the learners	27. I ensure that the learners	28. I listen to the needs of the learners	29. I utilize the learners' experiences
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Research Through Innovation

Appendix F

RESEARCH INSTRUMENT FOR SCHOOL HEADS

Greetings of Peace!

Please complete this questionnaire by checking (/) the box corresponding to your response. Your answer were used for **RESEARCH PURPOSES ONLY**. Your answers to this survey were treated with **strictest confidentiality**.

The statements below are the indicators of the strands under Domain 1: Leading Strategically of the Philippine Professional Standards for School Heads (D.O. 24, s.2020). Please indicate your responses by checking whether you have not Performed, less Performed, Performed, often Performed, or highly Performed.

EXTENT OF PERFORMANCE

Vision, Mission and Core Values

	Not Performed (1)	Less Performed (2)	Sometimes Performed (3)	Often Performed (4)	Highly Performed (5)
1. I demonstrate knowledge and understanding in strategic planning process.					
2. I build constituency in reviewing, creating, and implementing the vision, mission, values and goals and translates these into agreed objectives and operational plan that promote and sustain school improvement					
3. I ensure that the strategic plan promotes inclusion, diversity of learners, and values and experiences of the school community					
4. I ensure that the strategic plan contributes to school effectiveness and continuous improvement of learners' performance					

5. I provide ongoing and effective communication for stakeholders to own the plan and carry it forward					
6. I ensure that my decision making and implementation strategies are based on a shared vision and understanding of the school culture					
7. I work with stakeholders to create shared values and positive school culture					
8. I hold myself and the school staff accountable for aligning actions and words to the school vision and values					

School Planning and implementation

	Not Performed (1)	Less Performed (2)	Sometimes Performed (3)	Often Performed (4)	Highly Performed (5)
I lead in identifying and using useful sources of information and utilizing additional information					
I analyze multiple forms of information and uses the findings in strategic planning					
I synthesize complex and diverse data and creates systems for involving stakeholders in data decisions					
I ensure that adequate and relevant data are available to influence staff to improve practice					
I resolve problems in early stages of plan implementation and develops realistic alternative solutions					
I assess the importance, urgency and risk associated with each component of school plan and takes actions that are timely and in the best interests of school					

Policy, Implementation and Review

	Not Performed	Less Performed	Sometimes Performed	Often Performed	Highly Performed
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	(1)	(2)	(3)	(4)	(5)
I assess local, national and international challenges and trends in education and their implications for the school					
I maintain open mind to ideas to develop creative solutions to problems in education					
I facilitate change and promotes innovation consistent with current and future school community needs					
I empower and supports school staff to design programs for change and innovation that demonstrate problem-solving and creative learning process					
I lead the school in responding to uncertain and ambiguous environments					

Program design and implementation

	Not Performed (1)	Less Performed (2)	Sometimes Performed (3)	Often Performed (4)	Highly Performed (5)
1. I lead in gathering multiple data in plan implementation and utilizes these in appropriate situations					
2. I analyze a wide range of data to determine progress towards achieving goals and objectives of the plan					
3. I resolve problems in early stages of plan implementation and develops realistic alternative solutions					

4. I assess the importance, urgency and risk associated with each component of the school plan and takes actions which are timely and in the best interests of the school					
---	--	--	--	--	--

Research and Innovation

	Not Performed (1)	Less Performed (2)	Sometimes Performed (3)	Often Performed (4)	Highly Performed (5)
1. I assess local, national, and global challenges and trends in education and their implications for the school					
2. I maintain open mind to ideas to reach creative solutions to problems in education					
3. I assess forces that promote and inhibit change and innovation and utilizes results					
4. I facilitate change and promotes innovation consistent with current and future school community needs					
5. I empower and support school staff to design programs for change and innovation that demonstrate problem-solving and creative learning process					
6. I lead the school in responding to uncertain and ambiguous environments					
7. I demonstrate willingness to act against the way things have traditionally been done when tradition impedes change and innovation for performance improvement					

8. I evaluate impact of change and innovations on current and future scenario					
9. I facilitate institutionalization of change and innovation					

Learners' voice

	Not Performed (1)	Less Performed (2)	Sometimes Performed (3)	Often Performed (4)	Highly Performed (5)
1. I collaborate with teachers in analyzing student work to address learning needs					
2. I ensure that the learners are involved in planning and crafting the school activities towards school improvement					
3. I listen to the needs of learners and responds appropriately					
4. I utilize the learners' views and opinions to inform policy development and decision-making towards school improvement					

Monitoring and evaluation processes and tools

	Not Performed (1)	Less Performed (2)	Sometimes Performed (3)	Often Performed (4)	Highly Performed (5)
1. I lead in identifying and gathering useful sources of information and utilizing additional information					
2. I analyze multiple forms of data/information and uses the findings for strategic planning					
3. I synthesize complex and diverse data and creates systems for engaging stakeholders in data discussions					
4. I ensure that adequate and relevant data are available to influence school staff to improve practice					

Appendix G

RESEARCH INSTRUMENT FOR TEACHERS

Greetings of Peace!

Please complete this questionnaire by checking (/) the box corresponding to your response. Your answer were used for **RESEARCH PURPOSES ONLY**. Your answers to this survey were treated with **strictest confidentiality**.

The Researcher .

The statements below are the indicators of the strands under Domain 1: Leading Strategically of the Philippine Professional Standards for School Heads (D.O. 24, s.2020). Please indicate your responses by checking whether your school head have not Performed, less Performed, Performed, often Performed, or highly Performed the indicators.

EXTENT OF PERFORMANCE

Vision, Mission and Core Values

	Not Performed	Less Performed	Sometimes Performed	Often Performed	Highly Performed
1. He/She demonstrates knowledge and understanding in strategic planning process.					
2. He/She builds constituency in reviewing, creating, and implementing the vision, mission, values and goals and translates these into agreed objectives and operational plan that promote and sustain school improvement					
3. He/She ensures that the strategic plan promotes inclusion, diversity of learners, and values and experiences of the school community					
4. He/She ensures that the strategic plan contributes to school effectiveness and continuous improvement of learners' performance					

5. He/She provides ongoing and effective communication for stakeholders to own the plan and carry it forward					
6. He/She ensures that my decision making, and implementation strategies are based on a shared vision and understanding of the school culture					
7. He/She works with stakeholders to create shared values and positive school culture					
8. He/She holds himself/herself and the school staff accountable for aligning actions and words to the school vision and values					

School Planning and implementation

	Not Performed	Less Performed	Sometimes Performed	Often Performed	Highly Performed
1. He/She leads in identifying and gathering useful sources of information and utilizing additional information					
2. He/She analyzes multiple forms of data/information and uses the findings for strategic planning					
3. He/She synthesizes complex and diverse data and creates systems for engaging stakeholders in data discussions					
4. He/She ensures that adequate and relevant data are available to influence school staff to improve practice					
5. He/She resolves problems in early stages of plan implementation and develops realistic alternative solutions					
6. He/She assesses the importance, urgency and risk associated with each component of the school plan and takes actions which are timely and in the best interests of the school					

Policy, Implementation and Review

	Not Performed	Less Performed	Sometimes Performed	Often Performed	Highly Performed
1. He/She assesses local, national and global challenges and trends in education and their implications for the school					
2. He/She maintains open mind to ideas to reach creative solutions to problems in education					
3. He/She assesses forces that promote and inhibit change and innovation and utilizes results					
4. He/She facilitates change and promotes innovation consistent with current and future school community needs					
5. He/She empowers and supports school staff to design programs for change and innovation that demonstrate problem-solving and creative learning process					
6. He/She leads the school in responding to uncertain and ambiguous environments					

Program design and implementation

	Not Performed	Less Performed	Sometimes Performed	Often Performed	Highly Performed
1. He/She leads in gathering multiple data in plan implementation and utilizes these in appropriate situations					
2. He/She analyzes a wide range of data to determine progress towards achieving goals and objectives of the plan					
3. He/She resolves problems in early stages of plan implementation and develops realistic alternative solutions					
4. He/She assesses the importance, urgency and risk associated with each component of the school plan and takes actions which are					

timely and in the best interests of the school					
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Research and Innovation

	Not Performed	Less Performed	Sometimes Performed	Often Performed	Highly Performed
1. He/She assesses local, national, and global challenges and trends in education and their implications for the school					
2.He/She maintains open mind to ideas to reach creative solutions to problems in education					
3.He/She assesses forces that promote and inhibit change and innovation and utilizes results					
4.He/She facilitates change and promotes innovation consistent with current and future school community needs					
5.He/She empowers and supports school staff to design programs for change and innovation that demonstrate problem-solving and creative learning process					
6.He/She leads the school in responding to uncertain and ambiguous environments					
7.He/She demonstrates willingness to act against the way things have traditionally been done when tradition impedes change and innovation for performance improvement					
8.He/She evaluates impact of change and innovations on current and future scenario					
9.He/She facilitates institutionalization of change and innovation					

Learners' voice

	Not Performed	Less Performed	Sometimes Performed	Often Performed	Highly Performed
1. He/She collaborates with teachers in analyzing student work to address learning needs					
2. He/She ensures that the learners are involved in planning and crafting the school activities towards school improvement					
3. He/She listens to the needs of learners and responds appropriately					
4. He/She utilizes the learners' views and opinions to inform policy development and decision-making towards school improvement					

Monitoring and evaluation processes and tools

	Not Performed	Less Performed	Sometimes Performed	Often Performed	Highly Performed
1. He/She leads in identifying and gathering useful sources of information and utilizing additional information					
2. He/She analyzes multiple forms of data/information and uses the findings for strategic planning					
3. He/She synthesizes complex and diverse data and creates systems for engaging stakeholders in data discussions					
4. He/She ensures that adequate and relevant data are available to influence school staff to improve practice					

Appendix H

TEACHER-RESPONDENTS' VALIDATION

Table 2a

Strategic Leadership Performance of the school heads as to validated by the teacher-respondents

	Mean	Interpretation
1. He/She demonstrate knowledge and understanding in strategic planning process.	4.48	0.73
2. He/She build constituency in reviewing, creating, and implementing the vision, mission, values and goals and translates these into agreed objectives and operational plan that promote and sustain school improvement	4.41	0.73
3. He/She ensure that the strategic plan promotes inclusion, diversity of learners, and values and experiences of the school community	4.43	0.73
4. He/She ensure that the strategic plan contributes to school effectiveness and continuous improvement of learners' performance	4.43	0.73
5. He/She provide ongoing and effective communication for stakeholders to own the plan and carry it forward	4.32	0.72
6. He/She ensure that my decision making, and implementation strategies are based on a shared vision and understanding of the school culture	4.50	0.73
7. He/She work with stakeholders to create shared values and positive school culture	4.43	0.73
8. He/She hold himself/herself and the school staff accountable for aligning actions and words to the school vision and values	4.45	0.73
Composite Mean:	4.43	
Adjectival Rating:	Often Performed	

Table 2b

Strategic Leadership Performance of the school heads School Planning and Implementation validated by the teacher-respondents

	Mean	Interpretation
1. He/She leads in identifying and gathering useful sources of information and utilizing additional information	4.50	0.73
2. He/She analyzes multiple forms of data/information and uses the findings for strategic planning	4.43	0.73

3. He/She resolves problems in early stages of plan implementation and develop realistic alternative solutions	4.41	0.73
4. He/She assesses the importance, urgency and risk associated with each component of the school plan and takes actions which are timely and in the best interests of the school	4.45	0.73
Composite Mean:	4.45	
Adjectival Rating:	Often Performed	

Table 2c

Strategic Leadership Performance of the school heads in Policy Implementation Review validated by the teacher-respondents

	Mean	Interpretation
1. He/She assesses local, national and global challenges and trends in education and their implications for the school	4.34	0.72
2. He/She assesses forces that promote and inhibit change and innovation and utilizes results	4.36	0.72
3. He/She facilitates change and promote innovation consistent with current and future school community needs	4.45	0.73
4. He/She empowers and support school staff to design programs for change and innovation that demonstrate problem-solving and creative learning process	4.39	0.73
5. He/She leads the school in responding to uncertain and ambiguous environments	4.43	0.73
Composite Mean:	4.40	
Adjectival Rating:	Often Performed	

Research Through Innovation

Table 2d**Strategic Leadership Performance of School Heads in Research and Innovation validated by the Teacher-Respondents**

	Mean	Interpretation
1. I maintain open mind to ideas to reach creative solutions to problems in education	4.43	0.73
2. I facilitate change and promote innovation consistent with current and future school community needs	4.39	0.73
3. I demonstrate willingness to act against the way things have traditionally been done when tradition impedes change and innovation for performance improvement	4.43	0.73
4. I evaluate impact of change and innovations on current and future scenario	4.39	0.73
5. I facilitate institutionalization of change and innovation	4.41	0.73
Composite Mean	4.40	
Adjectival Rating	Often Performed	

Table 2e**Strategic Leadership Performance of School Heads Program Design and Implementation as validated by the Teacher-Respondents**

	Mean	Interpretation
1. He/She leads in gathering multiple data in plan implementation and utilizes these in appropriate situations	4.41	0.73
2. He/She analyzes a wide range of data to determine progress towards achieving goals and objectives of the plan	4.45	0.73
3. He/She resolves problems in early stages of plan implementation and develops realistic alternative solutions	4.36	0.72
Composite Mean	4.41	
Adjectival Rating	Often Performed	

Table 2f**Strategic Leadership Performance of the School Heads in Learners' Voice validated by the Teacher-Respondents**

	Mean	Interpretation
1. I collaborate with teachers in analyzing student work to address learning needs	4.30	0.72
2. I ensure that the learners are involved in planning and crafting the school activities towards school improvement	4.32	0.72
3. I listen to the needs of learners and responds appropriately	4.39	0.73
4. I utilize the learners' views and opinions to inform policy development and decision-making towards school improvement	4.41	0.73
Composite Mean	4.35	
Adjectival Rating	Often Performed	

Table 2g**Strategic Leadership Performance of the School Heads in Learners' Voice validated by the Teacher-Respondents**

	Mean	INTERPRETATION
1. He/She leads in identifying and gathering useful sources of information and utilizing additional information	4.36	0.72
2. He/She analyzes multiple forms of data/information and uses the findings for strategic planning	4.43	0.73
3. He/She synthesizes complex and diverse data and create systems for engaging stakeholders in data discussions	4.30	0.72
4. He/She ensures that adequate and relevant data are available to influence school staff to improve practice	4.41	0.73
Composite Mean	4.38	
Adjectival Rating	Often Performed	

CURRICULUM VITAE**CHINKY MAE GEMINO PALADIO**

ENGR. LIM RD., BRGY. NURSERY, MASBATE CITY

09150371644

Chinkymae.paladio@deped.gov.ph

PERSONAL INFORMATION

Date of Birth: AUGUST 12, 1994
 Birthplace: MILAGROS, MASBATE
 Civil Status: SINGLE
 Religion: ROMAN CATHOLIC
 Citizenship: FILIPINO
 Name of Spouse: N/A
 Father's Name: HYRIE ALCANTARA PALADIO
 Mother's Name: ALONA CLORES GEMINO

EDUCATIONAL BACKGROUND

Elementary: School Name JOSE ZURBITO SR. ELEMENTARY SCHOOL
 Address QUEZON ST., MASBTAE CITY
 Inclusive Years 2000-2006
 Secondary: School Name MASBATE NATIONAL COMPREHENSIVE HIGH SCHOOL
 Address QUEZON ST., MASBTAE CITY
 Inclusive Year 2006-2010
 Tertiary: School Name OSMENA COLLEGES
 Address: OSMENA ST., MASBATE CITY
 Course BACHELOR OF ELEMENTARY EDUCATION
 Inclusive Years 2010-2014
 Graduate Studies:
 Master's Degree School Name DR. EMILIO B. ESPINOSA SR. MEMORIAL STATE COLLEGE OF AGRICULTURE AND TECHNOLOGY (DEBESMSCAT)
 Course: MASTER OF ARTS IN EDUCATION MAJOR IN ADMINISTRATION AND SUPERVISION
 Inclusive Years 2015-2019

Doctor of Education

School Name

DR. EMILIO B. ESPINOSA SR. MEMORIAL STATE
COLLEGE OF AGRICULTURE AND TECHNOLOGY
(DEBESMSCAT)

Course:

DOCTOR OF EDUCATION
MAJOR IN EDUCATIONAL LEADERSHIP

Inclusive Years

2019-2022

WORK EXPERIENCES

JUNE 2, 2014 – MARCH 29, 2019 TEACHER

OSMEÑA COLLEGES
OSMEÑA ST., MASBATE CITY

JUNE 1, 2015 – PRESENT

TEACHER – III

RENE T. MALVAR ELEMENTARY SCHOOL
SITIO SAMPALOC, BRGY. MALINTA, MASBATE
CITY

TRAININGS/SEMINARS ATTENDED

Gender and Sensitivity Training for Professionals
Sacro Costato School, Masbate City
November 9, 2020

School based In-Service Training
Rene T. Malvar Elementary School, Sitio Sampaloc, Brgy. Malinta, Masbate City
October 21- 25, 2019

Division Siyensaya Fun and Fair
MNCHS Auditorium, Masbate City
October 10-11, 2019

Orientation training on Conducting Science investigatory Project
MNCHS, Masbate City
October 1, 2019

Division Science Fair and Congress
INTERPRETATIONO Conference Hall, City of Masbate
October 1, 2019

Seminar Training in Selected Sports
RZMES, Ibingay St., Masbate City
September 18-20, 2019

Reorientation on PPST-based RPMS
MNCHS Student Center
May 30-31, 2019

Writeshop on crafting the Division Contextualized Curriculum Matrix (DCCM)

Division office Conference Hall, DepEd, Masbate City Division
May 22-25, 2019

Reorientation workshop on crafting the Division Contextualized Curriculum Matrix (DCCM)
Division office Conference Hall, DepEd, Masbate City Division
November 29 – 31, 2018

Division Contextualized Curriculum Matrix held
Division office Conference Hall, DepEd, Masbate City Division
October 29 – 31, 2018.

School based In-Service Training
Rene T. Malvar Elementary School, Sitio Sampaloc, Brgy. Malinta, Masbate City
October 22- 26, 2018.

Division Roll Out for Results-Based Performance Management System for Teachers and School Heads
Freshco Beach Resort, Jessie Robredo road, Boulevard Extension Masbate City
October 2-4, 2018.

Division Training-Workshop of School Paper Advisers
Unica Hija Hotel and Restaurant, Jessie Robredo road, Boulevard Ext'n. Masbate City
September 18-21, 2018.

Division Share-A-Skill Training-Workshop
Nursery Elementary School, Nursery Street, Masbate City
September 12- 14, 2018.

First Masbate City Division Research Conference
Division office Conference Hall, DepEd, Masbate City Division
August 23 – 24, 2018.

Science Teacher Academy for the Regions (STAR)
Bicol University College of Arts and Letters, Legazpi City, Albay
August 7-9, 2018.

Writeshop for ASCEND 2.0
Division office Conference Hall, DepEd, Masbate City Division
July 31 – August 4, 2018 at 2018.

Roll-Out Orientation Seminar in Establishing School Library 2018
Division office Conference Hall, DepEd, Masbate City Division
March 30, 2017.

Orientation in the Creation of School Personnel Account in EHRIS
Division office Conference Hall, DepEd, Masbate City Division
March 24, 2017.

Third Masbate Provincial Research Conference
Bituon Beach Resort, Mobo, Masbate
November 25-28, 2016.

Division ICT Literacy Training of Trainers

Division office Conference Hall, DepEd, Masbate City Division
June 2-7, 2016.

International Seminar on Teacher Education
GV Hotel, Cebu City
May 13-15, 2016.

Training on DepEd Computerization Program Batch 24
F. Magallanes Elementary School
February 1-2, 2016.

Division Training Workshop on Curriculum Contextualization, Localization and Indigenization
Division office Conference Hall, DepEd, Masbate City Division
November 19-20, 2015.

School based In-Service Training
Mayngaran Elementary School, Maynaran, Masbate City
October 20- 26, 2015.

Second Masbate Provincial Research Conference
Bituon Beach Resort, Mobo, Masbate
October 17-19, 2015.

Division Data Management and Information Technology Workshop 2015
Division office Conference Hall, DepEd, Masbate City Division
June 14-15, 2015.

Personal Computer Operations and Basic Computer Maintenance
Aroroy, Municipal Hall, Aroroy, Masbate
April 11- May 30, 2015.

Computer Literacy Training Course
Rosero St., Masbate City
April 6 – 18, 2015.

