

## Career stages of professional development along Philippine professional standards for school heads

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### Abstract

This research was undertaken to identify the school heads' career stages of professional growth along the Philippine Professional Standards for School Heads (PPSSH) and their reasons for attaining the highest and lowest career stages. In addition, it evaluated their deficiencies based on quantitative and qualitative replies and provided a professional development learning package. The study used mixed research methodologies, especially the Explanatory Sequential Mixed Methods Approach, to get a comprehensive understanding of the data received from school head respondents. It was discovered that the highest career stage for school administrators is on PPSSH Domain 2, Managing School Operations and Resources. This is due to their competence, trainings attended, actual job experiences, positive attitude, financial transparency, democratic leadership, and cooperation with others. Simultaneously, their lowest score is on Domain 1--Leading Strategically, which was linked to a lack of or absence of information, a negative attitude, complacency, reluctance to change, the absence of strategies, and the absence of essential tools and forms for completing certain duties. In addition, the gleaned data revealed three common weaknesses among school administrators, namely a lack of or absence of knowledge of standard practices, the absence of strategies for streamlining processes and being efficient in performing diverse responsibilities, and the absence of tools or forms for required assignments. Therefore, a manual was suggested to assist school administrators. It includes instructions, essential templates, and recommended tactics for maximizing productivity at work.

**Keywords:** school head; career stages; standards; development needs; professional development

## **Career stages of professional development along Philippine professional standards for school heads**

### **1. Introduction**

School heads play a pivotal role in providing quality basic education. As defined by Republic Act No. 9155 or the Governance of Basic Education Act of 2001, Section 4, they are responsible for administrative and instructional supervision. Specifically, their duties and standards of performance are stipulated in the Philippine Professional Standards for School Heads (PPSSH), to wit, leading strategically, managing school operations and resources, focusing on teaching and learning, developing self and others, and building partnerships. These are guided by principles that are learner-centered, inclusive, and promoting the development of school heads and teachers. The PPSSH also states expectations on school heads, which will guide and support their professional learning and development. They are expected to progress in the career stages of professional development along with their practices as school leaders and managers.

Aspiring school heads or newly installed school heads belong to the first stage, which is Career Stage 1 where they only acquired the prerequisite qualifications for the position or basic knowledge of standard practices. In Career Stage 2, school heads apply the required knowledge and understanding of the authority, responsibility, and accountability expected of them as described in the PPSSH. Career Stage 3 describes school heads who consistently display advanced skills, in-depth knowledge, and understanding of the authority, responsibility, and accountability expected of them as described in the PPSSH. In the highest end, in Career Stage 4, school heads are expected to consistently exhibit mastery in their application of the authority, responsibility, and accountability expected of them as described in the PPSSH. In addition, they model the highest standards of practice in performing their functions as instructional leaders and administrative managers (DepEd, 2020).

However, DepEd has no clear specifications on how we classify or group our present school heads on the given four career stages. Hence, this study customized instruments to self-assess and primarily determine the career stages of school heads in light of PPSSH. This will make school heads aware of their current practices and strengths and weaknesses, so that they can be aware of what to enhance in their job performance. This is where this study hoped to contribute to determine their career stages along PPSSH, and to develop professional development interventions, programs, or activities to guide them to measure up to the standards set by the Department. Moreover, this study is first for this purpose in the locale.

It has been said that quality learning is contingent upon quality teachers who are supported by quality school heads. As cited unequivocally in international research, teacher quality is vital in raising learner achievement but, teachers alone cannot cause significant progress without effective leadership (Organization for Economic Co-operation and Development, 2018).

#### *1.1 Research Questions*

The study was conducted to determine the career stages of school heads and consequently, their development needs to serve as bases in designing a professional development intervention. Specifically, it sought to answer the following questions:

1. What are the school heads' self-assessed career stage of professional development on the following domains of Philippine Professional Standards for School Heads: Leading strategically; managing school operations and resources; focusing on teaching and learning; developing self and others; and building connections.
2. On what domains did the school heads obtain the highest career stage of professional development?

3. On what domains did the school heads obtain the lowest career stage of professional development?
4. What are the reasons of school heads for obtaining the highest career stage of professional development on particular domain?
5. What are the reasons of school heads for obtaining the lowest career stage of professional development on particular domain?
6. What are the weaknesses of the school heads based on self-assessed career stages of professional development along PPSSH domains?
7. What can be proposed to help School Heads address their prevalent weaknesses in order to progress from current career stage to another?

## 1.2 Scope and Limitations

This study was conducted within the scope of DepEd Schools Division of Masbate Province. In particular, the respondents are the Head Teachers and Teachers-in-Charge who have signified their intention to take the National Qualifying Examination for School Heads (NQESH) 2022. The NQESH passers who are not Principals yet are also included. Private elementary and secondary school heads in the locale of the study will not be included. Teachers and other qualified personnel will not be included since the result of the examination is not yet certain and because they are not practicing yet school leadership and management.

The present study encompassed self-observation of school heads along their practices and behaviors in the SY 2020-2021 after the implementation of DepEd Order No. 24, s. 2020, also known as the National Adoption and Implementation of the Philippine Professional Standards for School Heads. The main objective of this study was to determine the perceived career stages of the school heads Masbate and gather sufficient data for analysis to craft an intervention to help the school heads in leading and managing a school.

## 2. Methodology

Mixed Methods Research which is a combination of quantitative and qualitative research methods was employed in this study. (Bryman, 2008) Specifically, this study followed the Explanatory Sequential Mixed Methods Approach which involves a two-phase project in which a researcher collects quantitative data in the first phase, analyzes the results, and then uses the results to plan or directly build on the second, the qualitative phase (Creswell, 2014). The quantitative results typically inform the types of participants to be purposefully selected for the qualitative phase and the types of questions that will be asked of the participants.

The researcher first looked into the quantitative self-rating of school heads on their career stage through a customized self-assessment tool. Then, school heads with the lowest career stage in a particular domain were purposively interviewed to gain more details on their self-assessment, such as collecting qualitative data. Below is a diagram to explain more comprehensively the design as taken from the book of Creswell (2014):

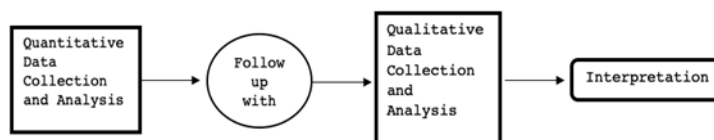


Figure 1. Explanatory Sequential Mixed Methods Design

The researcher sought permission from the Office of the Schools Division Superintendent to conduct the study among school heads in the Division. In particular, those pre-registered school heads by the Human Resource Development Section for NQESH 2022 were selected. It was made clear that their participation would

be voluntary, and all the information obtained from the study would be treated with the utmost confidentiality in compliance with the Data Privacy Law.

The numerical results from the research instruments were tabulated, analyzed, and interpreted using statistical methods. Then, the highest and lowest career stage of respondents among the five (5) domains of PPSSH were identified. They were purposively selected to respond to a Follow Up Interview in written form. They were asked about the reasons or factors that made them obtain their highest and lowest career stage in a particular domain. The notes that were obtained from follow-up interviews were analyzed using Thematic Analysis (TA). This method emphasizes pinpointing, examining, and recording patterns (or "themes") within data. Themes are patterns across data sets that are important to the description of a phenomenon and are associated with a specific research question. The data were also utilized as the basis for the development of professional development intervention.

It was also noted that the data gathered from the identified respondents were based on their self-perception or opinion of themselves in light of practicing the Philippine professional standards. Intentional falsification, unintentional errors in responses, and incorrect responses are beyond the control of the researcher.

### 3. Results and Discussions

#### 3.1 School heads' self-assessed career stage of professional development along PPSSH

The table below shows the career stages of 127 school heads in five (5) domains of PPSSH, by average.

**Table 1a**

*Domain 1: Leading strategically*

Strands	Average Rating	Career Stage
Vision, Mission and Core Values	2.61	Career Stage 3
School Planning and Implementation	2.50	Career Stage 3
Policy Implementation and Review	2.33	Career Stage 2
Research and Innovation	1.69	Career Stage 1
Program Design and Implementation	2.33	Career Stage 2
Learner Voice	2.51	Career Stage 3
Monitoring and Evaluation Processes and Tools	2.35	Career Stage 2
<b>Average</b>	2.33	Career Stage 2

In *Leading Strategically* domain, school heads are expected to be adept at setting the direction of the school, establishing the goals and objectives, and ensuring that these are comprehensively communicated to the stakeholders. Moreover, the stakeholders should be encouraged to embrace the vision. As cited by Cabardo (2016) in his research, community, and parental (stakeholders) attachment is support to school-based management which can improve schools and the quality of education that the children attained. Thus, this will test the strategic ways of the school heads in line with the institutional goals. They are also to utilize relevant sources of information such as laws, policies, research, feedback, and contexts. School heads should also have a full grasp of the school's current situation and desired outcome, and support in implementing programs, projects, and activities to respond to the needs of schools. However, the data shown imply that school heads, who are on Career Stage 2 in this domain, simply meet their expectations of themselves. They just apply their knowledge with immediate school personnel and maintain school and people effectiveness, making this the domain they are least skillful at.

In Managing School Operations and Resources domain, it implies that school heads in Masbate do not simply apply their knowledge but exhibit advanced knowledge and skills in this domain. They also established shared governance with the wider school community in the implementation of programs. In this domain, school heads need to ensure efficiency, effectiveness, and fairness in managing systems and processes in schools to attain organizational health. Moreover, they ought to execute and reinforce the laws, policies, guidelines, and

issuances relating to human resource, financial, and material management. They should be one with the government in strengthening a culture of transparency and accountability in providing basic education services.

**Table 1b**

*Domain 2: Managing school operations and resources*

Strands	Average Rating	Career Stage
Records Management	2.57	Career Stage 3
Financial Management	2.67	Career Stage 3
School Facilities and Equipment	2.52	Career Stage 3
Management of Staff	2.71	Career Stage 3
School Safety for Disaster Preparedness, Mitigation and Resiliency	2.43	Career Stage 2
Emerging Opportunities and Challenges	2.34	Career Stage 2
<b>Average</b>	2.54	Career Stage 3

**Table 1c**

*Domain 3: Focusing teaching and learning*

Strands	Average Rating	Career Stage
School-based Review, Contextualization and Implementation of Learning Standards	2.31	Career Stage 2
Teaching Standards and Pedagogies	2.39	Career Stage 2
Teacher Performance Feedback	2.52	Career Stage 3
Learner Achievement and Other Performance Indicators	2.50	Career Stage 3
Learning Assessment	2.53	Career Stage 3
Learning Environment	2.69	Career Stage 3
Career Awareness and Opportunities	2.26	Career Stage 2
Learner Discipline	2.52	Career Stage 3
<b>Average</b>	2.46	Career Stage 2

Here, the school heads are in Career Stage 2 in terms of Focusing Teaching and Learning domain. This can be interpreted that the school heads ordinarily apply their knowledge in this domain with the help of school personnel without external stakeholders. They are independent in performing their duties and responsibilities such as providing technical assistance on instruction relating to the curriculum. They are also able to create a learner-centered environment that opens the door for learners to enter an inclusive, quality, equitable, relevant, and liberating education. The data imply that school heads do not exhibit yet advanced skills or practice in providing instructional leadership towards improving competence among teachers and learning outcomes of learners.

**Table 1d**

*Domain 4: Developing self and others*

Strands	Average Rating	Career Stage
Personal and Professional Development	2.51	Career Stage 3
Professional Reflection and Learning	2.32	Career Stage 2
Professional Networks	2.29	Career Stage 2
Performance Management	2.43	Career Stage 2
Professional Development of School Personnel	2.48	Career Stage 2
Leadership Development in Individuals and Teams	2.35	Career Stage 2
General Welfare of Human Resources	2.35	Career Stage 2
Rewards and Recognition Mechanism	2.39	Career Stage 2
<b>Average</b>	2.39	Career Stage 2

School heads are also on Career Stage 2 in Domain 4 which is Developing Self and Others. Similar to the previous description, school heads simply apply their knowledge in this domain. This domain expects them to nurture themselves and others, particularly their school personnel only. This career stage does not go beyond borders to a wider community. Moreover, it is assumed that school heads are able to reflect on their own practice in leading and developing people as they support their personnel's professional development and welfare. They

must be able to create learning opportunities for teachers or non-teaching personnel to progress in their profession.

**Table 1e**

*Domain 5: Building connections*

<b>Strands</b>	<b>Average Rating</b>	<b>Career Stage</b>
Management of Diverse Relationships	2.34	Career Stage 2
Management of School Organizations	2.46	Career Stage 2
Inclusive Practice	2.20	Career Stage 2
Communication	2.53	Career Stage 3
Community Engagement	2.61	Career Stage 3
<b>Average</b>	2.41	Career Stage 2

Table 1e shows that school heads attained Career Stage 2 in the *Building Connections* domain of PPSSH. The data imply that school heads of Masbate are yet to develop in-depth and advanced knowledge and skills in this domain, to go beyond school-wide practices since this domain emphasizes the capability of school heads in engaging stakeholders to thrusts in improving school communities—inside and outside the school environment. They must be able to inculcate that education is the responsibility of teachers, the community, and other stakeholders. In addition, school heads must have the skills in building healthy relationships with people to establish linkage between school and individuals or organizations. All these should be grounded on mutual trust, honesty, openness, respect, and commitment toward vision and mission.

**Table 2**

*Self-assessed career stages of professional development*

<b>PPSSH Domain</b>	<b>Average Rating</b>	<b>Career Stage</b>
Managing School Operations and Resources	2.54	Career Stage 3
Focusing Teaching and Learning	2.46	Career Stage 2
Building Connections	2.41	Career Stage 2
Developing Self and Others	2.39	Career Stage 2
Leading Strategically	2.33	Career Stage 2

The school heads in the Division of Masbate have the highest rating of 2.54 for Managing School Operations and Resources, 2.46 for Focusing Teaching and Learning, 2.41 for Building Connections, 2.39 for Developing Self and Others, and a rating of 2.33 for Leading Strategically as the lowest.

### *3.2 School heads' highest and lowest career stage of professional development*

With the same data presented in Table 2, it was shown that school heads belong to Career Stage 3 of professional development on Domain 2 with a rating of 2.54, the highest among other domains. This domain is on Managing School Operations and Resources which centers on records management, financial management, school facilities and equipment, management of staff, school safety for disaster preparedness, mitigation and resiliency, and emerging opportunities and challenges.

On the other hand, Domain 1 – Leading Strategically of the PPSSH is where school heads on Career Stage 2 got their lowest average of 2.33 when compared to other domains. This domain centers on the DepEd Vision, Mission, and Core Values (VMC), school planning, policy implementation, policy review, research, innovation, program design, and implementation, learners' voice, and monitoring and evaluation tools and processes.

### *3.3 Reasons for obtaining the highest career stage of professional development on a particular domain*

To better understand the quantitative data in this research, interviews were conducted with the respondents. They were asked about the personal factors that caused them to obtain their highest career stage, their effective strategies or practices in school in a particular domain, the resources that helped them, external factors, and how those factors contributed to their current career stage.

Based on the results presented in Table 2, school heads who responded to the interview saw monitoring, evaluation, and adjustment tools as the most helpful in school management. These tools were used in record keeping from learners' data to school governance data, and in collecting information by which the school head can base their decisions for school improvement. In managing school operations and resources, tools or forms, and issuances are attached to ensure efficiency and accountability.

A number of the school heads believed that they manage school operations and resources because of their own experiences and learnings from various trainings. These learning opportunities enable them to be effective and efficient in the actual scenario of work in school management. Indeed, investigative researchers like Lingam & Lingam (2014) affirmed that trainings on leadership and management are important in developing outstanding school leadership practices.

There were also external factors that helped school heads in their professional development. Some of these factors were the policies, processes, superiors, colleagues, and situations. In the interview conducted, some school heads collectively responded that their superiors, fellow school heads, and subordinates were big factors. According to them, they were motivated by the constant encouragement of their superiors as they conduct monitoring in schools to provide technical assistance and pieces of advice. Their fellow school heads were also encouraged to move forward because they can relate with one another and that sense of togetherness boosted their motivation. Moreover, teachers who are supportive and cooperative are said to be a considerable force to push the school heads to be better at managing the school.

When interviewed regarding effective strategies or practices, the school heads affirmed that cooperation of teachers, democratic leadership, and transparency are great contributions to progress in managing school operations and resources.

Working collaboratively in school has become an essential component of school-based management principles. Collaboration is the center of school improvement initiatives and processes to thrive (Spillane & Seashore, 2002). School heads are not obliged to implement all the PPAs cascaded to schools by themselves alone. Teachers are designated on PPAs to spearhead the implementation. In relation to Domain 2, there is a teacher assigned as planning officer, bookkeeper designate, school property custodian, DRRM coordinator, and others. They function as managers of the programs and projects. Without their cooperation and faithful implementation of their task, the goals of the Department in the school will be impossible. Thus, it is essential for a school head to ensure cooperation through encouragement and good practice. As Slater (2004) stated in her study on shared governance, collaboration is a means to achieve school improvement. Additionally, according to school heads highest in this domain, they have the right attitude towards work particularly on implementing the programs and projects of DepEd. They follow the guidelines and policies in the implementation and in decision-making when challenges and opportunities emerge despite knowing that people are naturally resistant to change. Thus, it is imperative and beneficial if a school head knows how to go along with changes. Their incapability or refusal to execute would mean the failure of the programs.

Leadership is a practice that may make or break the school. In this study, the respondents resorted to democratic leadership to improve on Domain 2. Democratic leadership is a way of leadership that allows the members of the organization to participate in the decision-making process (Kendra, 2022). It empowers the members to perform certain tasks for professional growth. According to the respondents, in staff management, specifically in giving workloads, teachers and even non-teaching personnel were asked for their opinions and suggestions so the decision will be as fair as possible. There are challenges and opportunities that may emerge and the school has to address them head-on. It is when personnel is gathered to brainstorm and decide on solutions to challenges, and stewardship of opportunities.

With the advent of technology, everything in the organization is becoming fast-paced. The processes are expected to be streamlined and executed efficiently, with less or no wastage of resources. School heads responded that resources helped them be on Career Stage 3 in Domain 2. These are laptop, internet connection,

monitoring, evaluation and adjustment tools, and the latest issuances, policies, or memoranda.

Lastly, school heads responded that the practice of transparency helped them achieve their career stage on Domain 2. Transparency ensures that records or any information are made known to concerned individuals, teachers, or parents. Information can also be the basis to gauge the school head's performance and prevent any possibility of misusing power or abusing authority. Thus, transparency serves to achieve accountability. A school head may receive due trust and support from the teachers and community. It can be implied from the data that respondents now reaped the harvest of being transparent, especially in MOOE utilization. They are able to ensure the participation and cooperation of teachers in doing varied tasks in program implementations. When a school head is not transparent about school expenditures, mistrust will kick in and teachers will refuse to take part in the school operations. According to Cassano (2017), rules work and arbitrary behavior decreases in a transparent organization.

### *3.4 Reasons for obtaining the lowest career stage of professional development on particular domains*

This research also sought to better understand the reasons behind quantitative data on why school heads are on Career Stage 2 on Domain 1 Leading Strategically. They are on the same stage on Domains 3, 4, and 5, but they are lowest on Domain 1 based on numerical rating. They were asked about the personal factors, strategies or practices, tools or resources, and external factors that contributed to their attainment of the lowest career stage of professional development along PPSSH domains.

According to school heads, they lack and sometimes do not have the necessary tools or templates in doing specific tasks under Domain 1. For instance, in conducting basic or action research, there is no Division Memorandum contextualizing and customizing the guidelines for easy comprehension. Researchers are referred to a DepEd Order governing the conduct of such with several pages which made it difficult for school heads to digest. Although there are trainings about conducting research and supplemental materials, these are not offered for free to the schools since most are organized by private organizations. Another is a lack of memoranda on PPAs under leading strategically such as program implementation and review, listening to learners' voice, etc. According to them, they are not aware that there are memoranda enough to cover the strands to guide them. For instance, they are not guided on knowing the learners' voice.

School heads also lack knowledge and experience in their strands, as revealed by the school heads. Some are newly promoted to handle a school. Hence, it is understandable if many things are still unclear to implement. Mostly, lack of knowledge and experience falls on conducting research and crafting an innovation. DepEd Order No. 16, s. 2017 set the guidelines for conducting basic and action research.

They also admitted having no strategies at all in the discharge of their functions effectively and efficiently. Strategies are meant to streamline things to be efficient. As a result, there is a lack of coordination and collaboration between the school head and persons responsible for the implementation of PPAs or for doing assigned tasks. Apparently, this discord can be attributed to having no strategy in handling these responsibilities in leading strategically, which caused school heads to be lowest in Leading Strategically.

There are also external factors mentioned by the school heads that hinder them to perform better in leading strategically. One factor cited by the school heads is the location of the school to and from their residence, the road, and when the school is situated within armed conflict. These geographical challenges prohibit the school heads to have easy transportation and access to all necessary resources in the school community. The distance usually eats up a lot of time and energy from school heads and teachers which results to a lack of time especially when piles of reports are due for submission.

The people around the school heads apparently are big factors that affect their performance. While in some cases the colleagues and stakeholders are supportive and helped school heads progress in their career stage of professional development, however, it is the lack of support that hamper school heads to advance. Moreover,

based on the responses, parents throw negative feedback on implementing PPAs and teachers are indifferent especially on research and innovation. This domain is a crucial component in school management, and without cooperative colleagues alongside school heads to set the direction of the school, it would be difficult to meet the targets of the school.

Complacency likewise surfaced among the reasons of school heads. It is a feeling of satisfaction with one's capabilities that prevents him or her from doing better and learning more. It is sometimes associated with passivity. Some school heads admitted to falling short in Domain 1 because they became content with their current practice, continuing it without considering doing it more efficiently and effectively. In Domain 1, there are specific tasks that are modified and added to the regular tasks of school heads to which they were not used to. This complacent attitude defeats the vision statement of DepEd which is to continuously improve itself to better serve its stakeholders.

### *3.5 Weaknesses of the school heads based on self-assessed career stages of professional development*

In this study, weaknesses refer to the development needs of the school heads in line with the performance expected of them based on PPSSH. Their responses were grouped thematically and analyzed. Common weaknesses that can be addressed immediately were identified.

Throughout the domains of PPSSH where school heads are on their lowest career stage, they admitted that they lack and sometimes have no knowledge at all about a specific strand in PPSSH domain. Knowledge is insufficient due to inadequate information dissemination, poor internet connection, or no training orientations on how to accomplish every task in the PPSSH using a prescribed template. Moreover, school heads were also unable to receive or read the policies and instructions either by neglect or by no means at all.

They also admitted that due to a lot of simultaneous tasks, they do not strategize to streamline things. When activities are overlapping in school and tons of workload are inevitable, school heads should employ strategies to do all things as much as possible using material and human resources. It would be exhausting if they carry out all the tasks, working hard but not working smart. Strategizing also involves cutting insignificant processes, irrelevant forms, and programs that have no impact. They can modify some guidelines, contextualize, design learning resources, or establish a system in school.

Lastly, school heads also lack or have no tools, forms, or templates needed for some tasks. For example, they were not able to record the learner voice simply because they do not have the templates on how to do it. Insufficient support of stakeholders can be attributed to the lack of partnership tools and no knowledge of it at all. Schools do not handle emerging challenges and opportunities because they are not guided by what appropriate tools can be used on these matters. School heads do not know how to provide technical assistance to teachers in developing contextualized learning materials because they are not given with learning resource tools such as evaluation tools. In addition, not all school heads have fine skills in communication, whether verbal or written. Having no communication templates makes it more difficult for school heads which may negatively affect their effectiveness in community engagement.

### *3.6 Proposed intervention to address the school heads' prevalent development need*

Upon the analysis of the gleaned quantitative and qualitative data, it was logical to propose a School Head's Handbook. Cambridge English Dictionary defines as a book that contains instructions about how to do something. This will address the needs of the school heads for having a lack or no knowledge of the PPSSH and the absence of tools, forms, or templates on their desks.

The proposed handbook encompasses all strands of Domain 1 only. The discussion per strand is divided into three parts. First, *What to Know*. This part will give a brief discussion on the strands of Domain 1 Leading Strategically by laying down the corresponding tasks or reports for every strand. The second is *What to Use*.

Embedded in this part are the DepEd-prescribed templates, forms or tools to be used in every task. In the absence of such, approved customized or suggested templates, forms or tools shall be provided. Lastly, *What to Do*. The handbook will recommend strategies on how to streamline processes or tools in order to be efficient despite the multiple tasks at hand.

#### 4. Conclusions

In light of the findings of this study, the following conclusions were deduced after analysis of the quantitative and qualitative data:

1. The self-assessed career stages of school heads' PPSSH Domains do not deviate much from each other. They are on Career Stage 3, the highest, on Domain 2 Managing School Operations and Resources. Although they are all on Career Stage 2 for the rest of the Domains, numerical results showed that they are lowest on Domain 1 Leading Strategically. These can be attributed to varied factors that affected the school's leadership and management.
2. The reasons behind the attainment of the school heads' highest career stage of professional development are deemed to be their personal traits, exposure, and colleagues. School heads claimed that their competence, trainings attended, actual experiences on the job, positive attitude towards work, transparency of school resource operations, and democratic leadership pushed them to higher career stages. It can also be noted that people around the school heads, especially school personnel, have immensely contributed to their good performance.
3. On the other side, school heads identified some reasons that can be associated with their lowest career stage in PPSSH Domain 1 Leading Strategically. They lack or have no knowledge of the standard practices because they are newly promoted to their current position and there were no trainings on PPSSH. Personal attitudes also played a negative role in their career. They became complacent and resistant to changes and new policies in the organization. School heads also admitted that they employ no strategies to be efficient in the discharge of changing and varied duties. Lastly, they hold no copies of important tools, forms, or templates for doing required tasks or reports.
4. Based on the gleaned quantitative data and thematically analyzed qualitative responses, three common weaknesses among school heads were identified. They lack or have no knowledge of standard practices set in PPSSH; they do not strategize on how to streamline processes and be efficient in carrying out varied and changing duties; and they lack or have no tools, forms, or templates for accomplishing required tasks and reports.
5. A school head's handbook is deemed to be logical and appropriate intervention material. This will fill the gaps of school heads for lacking or having no knowledge of the PPSSH, no strategies for doing the job, and the absence of tools, forms, or templates on their desks.

##### 4.1 Recommendations

Consistent with the findings and conclusions, the following recommendations are proposed:

1. The school heads and Schools Division should establish a clear interpretation of the PPSSH. A training orientation may be conducted to provide guidance on the correct processes and How-Tos of the tasks spelled out in the PPSSH.
2. There should be an in-charge in the school to secure the necessary tools, forms, and templates for the tasks and reports. The PSDS can be a channel of all instructions and policies cascaded by the Division Office, then the in-charge personnel will compile all tools, forms, and templates necessary for school heads. It will lessen their burdens and help them focus on more important matters.

3. Aside from moral and usual support given to school heads, the PSDS or school personnel should also brainstorm to create strategies to streamline processes and be efficient despite the changing varied needs of the school.
4. School personnel should regularly cultivate a positive attitude towards work. Learning Action Cell Sessions may be an avenue to address disobedience, complacency, or any negative attitude that would hinder effective and efficient school operations and governance.
5. Based on low self-assessment results, school heads need to religiously and regularly conduct a performance review, policy review, and monitoring and evaluation to ensure continuous improvement.
6. Conduct Basic or Action Research to identify pressing needs in the school and develop appropriate action or intervention.
7. The proposed intervention material of this study should be disseminated to all schools in the Division. The Offices should have a printed copy and soft copy for the teachers to guide them as well in doing their duties and responsibilities in line with the PPSSH, particularly in working on the MOVs for Office Performance.

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