

# Leadership practices, administrative disposition, and readiness of public secondary schools in SAMARICA, Occidental Mindoro

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## ***Abstract***

In the Philippines, the quick spread of the COVID-19 pandemic resulted in an unprecedented surprise to the education system and has introduced challenges, especially in the education sector and the aspect of leadership in schools. The researcher conducted this study to shed light on the leadership practices of school heads and their administrative dispositions, as well as the readiness of schools. This study assessed the school heads' leadership practices, administrative disposition, and readiness of the thirty-five public secondary school heads of SAMARICA, Occidental Mindoro. The researcher used the descriptive-correlational research design and researcher-made questionnaire to assess and measure the independent and dependent variables under study. The statistical tools used to analyze the data gathered were mean, standard deviation, and Pearson Product Moment of Correlation. The findings of the study showed that the level of school heads' leadership practices in the new normal was often practiced. In addition, the level of administrative disposition of the school head was highly evident. On the other hand, the schools' readiness level for the new normal education was very much ready. The school heads' leadership practices and administrative disposition significantly predicted the readiness of the public secondary high schools in San Jose, Magsaysay, Rizal, and Calintaan (SAMARICA), Occidental Mindoro. The findings also showed that there is a significant relationship between the school heads' level of leadership practices and their level of administrative disposition. Thus, the schools should also prioritize the readiness of schools for the new normal education in terms of platform and support, governance, assessment, teachers, learners, and parents.

***Keywords:*** leadership practices, administrative disposition, readiness of school, new normal education, school heads

## **Leadership practices, administrative disposition, and readiness of public secondary schools in SAMARICA, Occidental Mindoro**

### **1. Introduction**

The COVID-19 pandemic carried with it varied disturbances to our lives in a way never perceived before our eyes. There were many questions that came to our minds; challenges that were mandated to face. However, these matters could create opportunities, outlooks, and prospects that could generate inspiration and new visions for our lives and community. Believing in such chances need both positive attitudes that see the silver lining in this history-defining moment (Buheji, 2020). From January 3, 2020, to May 3, 2023, there were 4,092,158 confirmed cases of COVID-19 in the Philippines, with 66,444 fatalities reported to WHO (2023). This number indeed made a huge impact on our education. Looking back over the last three years and the devastating effects of the pandemic that continues to this day, it is clear that one of the most impacted sectors was and is education. Neither the world nor educational institutions were prepared to embrace the rapid shift to online platforms (“How the COVID-19 pandemic transformed and affected education”, 2021). The coronavirus pandemic (COVID-19) has put society to the test all over the world.

In the Philippines, the quick spread of the COVID-19 pandemic resulted in an unprecedented surprise to the education system (Cordeiro et al., 2021). School administrators in our nation have faced levels of adversity that were unexpected and unavoidable. Numerous difficulties and obstacles confront them. Education leaders have been pushed to their limits, school responsibilities have evolved, and teaching and learning methodologies have undergone tremendous change. Basic human services, especially education, cannot be interrupted in spite of this. It must continue to carry out its obligation to educate youth. The entry of the Coronavirus Disease 2019 into our lives changed how we function daily. As mentioned by Tadesse and Muluye (2020) in their study, this pandemic affects the education system in the world. Universities, colleges, and schools were shut down to stop the coronavirus from spreading. Students, teachers, and parents all experience challenges while schools are closed.

One of the most essential parts of our lives, especially for the youth, is going to school. To raise these skills, the best public policy tool available is going to school; a place where students can have fun and raise social awareness and social skills. The main intention of being in school is that it enriches the ability of the child. Spending a relatively short period in school increases skills and ability. On the other side missing school or not attending school will hurt the skill growth of the students (Tarkar, 2020). Education is an integral part of human society, and its importance in life cannot be ignored as lack of education gives birth to numerous social problems like poor health, internal conflict, poor living standards, and many more, education helps people to find a better solution to their problems. People can become the foundation of society by realizing the true value of their contributions through education. Only when people are knowledgeable enough to use various technology can innovation and creativity arise. According to Toquero (2020), educational countermeasures are taken to continue educating the students despite the COVID-19 difficulties. As stated by Jena (2020), the sector of education has been battling to live through the crises with a different approach to wash away the threat of the pandemic.

Korkmaz and Toraman (2020) mentioned in their study that it is without a doubt that one of the most affected issues by this pandemic is the educational system, specifically its leadership practices. At all levels of education, educators and school heads have forced themselves to adapt to different learning modalities and platforms in a very short period. This simply states that this pandemic pushed everyone to adapt and evolve because it is essential. COVID-19 provides many prospects to assess, learn, and analyze leadership (Allen, 2020). Schools were not in the same traditional way where students meet their teachers face-to-face. According to the Department of Education’s Planning System (2022), schools went through different Learning Delivery Modalities (LDM) such as Modular Distance Learning (MDL), Online Distance Learning (ODL), and/or TV/radio-Based Instruction. These modalities can also be done in two or more which is called Blended Learning.

Whether schools have gone remote or operated in a blended type of learning, these sudden alterations have changed how schools have operated throughout the pandemic (Harris & Jones, 2020). All of these have caught everybody by surprise. Nobody had been prepared to get into these dynamics of change so abruptly and radically.

As reported in the survey of the World Bank in partnership with the Department of Social Welfare and Development (2021) with regard to the effectiveness of the current distance learning compared to face-to-face schooling, 0% of those surveyed concurred that the current modality was just 20–50% effective, although 28–50% of people regarded it to be efficient. One-fourth of the respondents discovered that less than 20% of students found distance learning useful. The three main worries about distance learning were: learning losses or a general decline in knowledge and skills (45%); limited or no learning support from family members (36%); and limited or no access to gadgets or devices for learning like mobile phones, tablets, and laptops. Additionally, social and emotional difficulties in students were identified, including psychological stress (21%) and lack of or infrequent physical contact with friends (17%). One of the biggest issues faced by IPs was that their neighborhoods had little to no access to internet service (37%).

This crisis leads school leaders to quickly cope with these changes and make and/or engage in different methods. Procedures and practices have been produced and implemented. Most school administrators have developed a variety of leadership philosophies to aid in their preparation for this new norm in education. Leadership is widely regarded as central to the effective running of an institution (Curry et al., 2012). Leadership has a range of definitions, but at its simplest, it is concerned with the ability to influence others to achieve goals. The process and qualities required to effectively influence others are crucial to an understanding of leadership (Hughes, 2009). In addition, the management practices and managerial temperament of school heads are keys to success in leading initiatives by establishing a common vision for the school community and implementing successful instructional processes that include teachers and stakeholders in decision-making. However, most school leaders have little or no training in this kind of leadership crisis, nor have they dealt with a crisis of this size and this setting for this long (McLoead & Dulsky, 2021). To deal with the pandemic and other times of speedy changes, school heads must quickly build relevant knowledge and skills (Wilson, 2020). Netolicky (2020) emphasized, “We are in a time of adaptation and evolution, by necessity”.

As stated by Yadav and Moon (2022) in their World Health Organization-Philippines article, the pandemic is not over yet. As COVID-19 continues, evolves, and affects schools, it would be vital to recognize the experiences and practices of school leaders as they navigate the crisis. The prospects of institutional change in teaching and learning are slim without effective leadership. And it is within this perspective that the researcher saw the gap that placed the whole educational system in a quandary to quickly respond to the earnest need of the people, specifically the children and their communities. The pandemic has introduced many challenges, especially in the education sector and the aspect of leadership in schools. The researcher conducted this study to shed light on the leadership practices of school heads and their administrative dispositions, as well as the readiness of schools. The findings of the study will help the school heads to identify the relationship of their practices and disposition to the readiness of the school. Also, the data and information can be a basis or reference if the pandemic goes on in the school years ahead or if other challenges will occur.

### *1.1 Statement of the Problem*

The study aimed to determine the relationship of school heads' leadership, administrative disposition, and readiness of public secondary schools in SAMARICA, Occidental Mindoro. Specifically, it sought to answer the following questions: (1) What is the level of school heads' leadership practices in terms of instructional directives, management of conflicts, establishing effective functional teams, and resilience in stress management? (2) What is the level of the school heads' administrative disposition in terms of commitment, accommodation, empathy, tolerance, and honesty? (3) What is the level of the school's readiness in the new normal education under study in terms of platform and support, governance, assessment, teachers, learners, and parents? (4) Do the

school heads' leadership practices significantly predict the schools' readiness for the new normal education? (5) Do school heads' administrative disposition significantly predict the schools' readiness in the new normal education?

### *1.2 Significance of the Study*

The findings of the study shed light on the following: This study is used by the heads of the schools as a basis for future adjustments that may help in the successful implementation of administrative practices and procedures in managing the school in times of major challenges like the COVID-19 Pandemic. The novelty of the crisis that affected schools presents an opportunity for research where perceived gaps within educational systems can be addressed by future researchers. The community and parents gained ample data from this study as the schools' stakeholders together with their children for they also got affected by the pandemic. They could determine if the schools of their children are ready or not for the new normal education of schooling. This study helped teachers to cope with the new normal education situation. Since they are the front liners in school, all necessary precautions should be done by them. Teachers are the implementers of policies and rules regarding the school's readiness for the new normal education due to the COVID-19 pandemic. All necessary preparations, support, and assessment as to the readiness of the schools for the new normal education geared towards the protection of youths. Students should be aware too of their health and defense at this point in time that following rules and policies of the schools with regard to COVID-19 responsiveness is very essential for their own good. This office located at San Jose Pilot Elementary School, San Jose, Occidental Mindoro may use this paper as a reference for current and future endeavors, especially in relation to COVID-19 responsiveness. This study can be of use as a reference when dealing with calamities and other unpredicted circumstances in schools like pandemics, power interruptions, fire outbreaks, and floodings. The results of this study may help future researchers that may wish to study the same field. Additionally, the results of this study may serve and provide new variables that may open another avenue for research. The current study gave the researcher sufficient information regarding how the schools managed and handled challenges that helped understood the dynamics of change.

### *1.3 Scope and Delimitation of the Study*

This study focused on the different leadership practices, administrative disposition, and readiness of public secondary schools in Occidental Mindoro, specifically in San Jose, Magsaysay, Rizal, and Calintaan (SAMARICA). This study only sought to answer questions directly related to the school heads' leadership practices, administrative disposition, and readiness of public secondary school from the school year 2020-2021 to the school year 2022-2023. Anything unrelated to instructional directives, management of conflicts, establishing effective functional teams, and resilience in stress management of school heads' leadership practices were not included in this study. Likewise, the study tackled only commitment, accommodation, empathy, tolerance, and honesty as to the school heads' administrative disposition. Regarding school heads' readiness in the new normal education, it concentrated only on platform and support, governance, assessment, teachers, learners, and parents.

## **2. Methodology**

**Research Design** - The research is quantitative and utilized the descriptive-correlational design to test the relationship between the independent and dependent variables. This research design was used because it identified the level of leadership practices, and the administrative disposition of the school heads, and the readiness of public secondary schools in SAMARICA, Occidental Mindoro. This descriptive method was utilized to determine the leadership practices of the school heads, such as instructional directives, establishing effective functional teams, management of conflicts, and resilience in stress management, and their administrative disposition and the public secondary schools' readiness. The correlational method identified the significant relationship between leadership practices, administrative dispositions of school heads, and the

readiness of the public secondary schools of SAMARICA, Occidental Mindoro in the new normal education.

**Respondents of the Study** - The respondents of the study were the public secondary school heads from Occidental Mindoro, specifically in San Jose, Magsaysay, Rizal, and Calintaan (SAMARICA) namely: (1) San Jose District: San Jose North, San Jose West, and San Jose South; (2) Magsaysay District; (3) Rizal District; and (4) Calintaan District. There are 35 selected secondary school heads as respondents of this study.

**Research Instrument** - The main instrument of this study was a blended set of a researcher-made questionnaire and adopted from Villar, et al. (2021). The questionnaire was based on the related studies under the review of related literature and Studies. It was about (1) the level of school heads' leadership practices in terms of instructional directives, management of conflicts, establishing effective functional teams, and resilience in stress management, (2) the level of school heads' administrative disposition in terms of commitment, accommodation, empathy, tolerance, and honesty, and (3) level of schools' readiness in terms of platform and support, governance, assessment, teachers, learners, and parents. For validity testing, suggestions from research experts in the field were sought. Based on their given suggestions, the researcher constructed the final copy of the validated questionnaire. Reliability is a measure of the consistency of the responses once the same type of test has been administered to different groups of respondents (Calmorin & Calmorin, 2007). The reliability of the instrument was done using the internal consistency method. The questionnaire was administered to thirty-five (35) elementary public school heads. The summation of the individuals' Cronbach's alpha reliability coefficients was obtained to get the overall reliability value of the entire questionnaire. The internal consistency of the items brings out the following results.

**Table 1**

*Reliability Analysis Results*

| Items                         | Reliability Coefficients | Interpretation   |
|-------------------------------|--------------------------|------------------|
| A. Leadership Practices       | 0.888                    | High Reliability |
| B. Administrative Disposition | 0.929                    | High Reliability |
| C. Readiness                  | 0.970                    | High Reliability |

The analysis above reveals a largely high consistency of the items with the reliability coefficients ranging from 0.888 to 0.970. The questionnaire is acceptable to be administered to the final group of public secondary school heads.

**Data Gathering Procedure** - The proposed study, after having been properly examined and approved for conduct by the research panel, was prepared for reproduction. After this, necessary permits were secured from the Public Schools District Supervisors (PSDS) of the 35 respondents' secondary school heads of San Jose, Magsaysay, Rizal, and Calintaan (SAMARICA) in Occidental Mindoro. The reliability of the prepared questionnaire was, likewise, determined by administering the questionnaire to the secondary school heads of the extension secondary high schools as preliminary respondents and not as the actual respondents of the research. Administration of the questionnaire followed after the reliability of the instrument was determined and the necessary permits were taken from each of the Public Schools District Supervisors. Permits to conduct the study were attached to this manuscript. Since the study only employed the use of a questionnaire throughout its conduct, the researcher personally distributed and administered the questionnaire to the respondents themselves to explain completely the purpose of this study to, avoid misinterpretations. During the administration of the questionnaire, the respondents were informed that their anonymity and privacy would be treated with utmost confidentiality.

**Statistical Treatment of the Data** - This study used both descriptive and inferential statistics. The SPSS version 26 program was used to process the statistical calculations to describe the respondents' practices, administrative disposition, and readiness of public secondary schools in SAMARICA, Occidental Mindoro. WarpPLS version 7's Partial Least Squares-Structural Equation Modeling (PLS-SEM) was used to test the hypotheses and to resolve the inferential issues. Pearson Product Moment of Correlation was also used to

determine the relationship between the school heads' leadership practices and administrative disposition to the readiness of the public secondary schools in SAMARICA, Occidental Mindoro. The weighted means were computed to describe the level of school heads' leadership practices, their administrative disposition, and the level of readiness of the schools in the new normal education. The statistical computations for the descriptive problems were processed by the SPSS version 26. To test the hypotheses and to answer the inferential problems the Partial Least Squares-Structural Equation Modeling (PLS-SEM) using WarpPLS version 7 was used. All computations were based on the 0.05 significance level.

**Ethical Considerations** - The researcher applied the principles of ethical considerations developed by Bryman and Bell (2007). The respondents were not subjected to harm in any way. Preceding to this study, full consent was obtained from the respondents, the public secondary school heads of Occidental Mindoro, specifically San Jose, Magsaysay, Rizal, and Calintaan (SAMARICA). In addition, the protection and the privacy of research respondents were ensured. The voluntary participation of the respondents in the research was treated with importance. Furthermore, the respondents were told that they have the right to withdraw from the study anytime they wish to. In handling data, an adequate level of confidentiality was observed. Any form of misleading information, as well as the representation of primary data findings in a biased way, was avoided. Furthermore, the maintenance of the highest level of objectivity in discussions and analysis through the research was considered. Lastly, any type of communication in this research was done with honesty and transparency.

### 3. Results and Discussions

**Table 2**

*Mean Level of School Heads' Leadership Practices*

| School Heads' Leadership Practices      | Composite Mean | Verbal Description |
|---|----------------|--------------------|
| Instructional Directives                | 4.73           | Always Practiced   |
| Management of Conflicts                 | 4.45           | Often Practiced    |
| Establishing Effective Functional Teams | 4.79           | Always Practiced   |
| Resilience in Stress Management         | 3.80           | Often Practiced    |

*Scale: 4.50-5.00 - Always Practiced; 3.50-4.49 - Often Practiced; 2.50-3.49 - Sometimes Practiced; 1.50-2.49 - Rarely Practiced; 1.00-1.49 - Not Practiced*

Table 2 shows the mean level of the four indicators under the school heads' leadership practices. These include instructional directives, management of conflicts, establishing effective functional teams, and resilience in stress management. The computation yields a composite mean of 4.73 (AP), 4.45 (OP), 4.79 (AP), and 3.80 (OP) respectively. In terms of instructional directives, Barredo (2020) discussed that the instructional directive of the school head is related to the teaching efficacy of the teachers in terms of student engagement, instructional strategies, and classroom management. If leaders give appropriate instructions, the school will succeed. The position of school principals has been critical in motivating teachers to be productive and attentive to their student's academic success (Villar et al., 2021). Moreover, with the average mean of 4.45, the respondents obtained an "often practiced" interpretation for the school heads' leadership practices in terms of management of conflict. According to the study of Ubongen and Revuelta (2022) school heads play a huge role in a school, and each role has its corresponding duties and responsibilities. Schools are required to have an effective approach in managing the conflicts faced to increase the effectiveness and achievement of the school (Larasati and Raharja, 2019). Additionally, if a school has good conflict management by the school, it will have a good influence on the sustainability of the school and can help in attaining its goals and can improve its performance, can help make conflict resolution decisions through consideration based on various information thinking and perspectives. In addition, strong teams within a school are crucial to retaining and sustaining teachers.

As stated by Leustig (2020), to make collaboration and team development the most effective, it is critical to proactively think about challenges and have supporting processes in place. An aspect that should be stressed in the management of a school is establishing a working team that is active and able to work and collaborate to achieve goals (Don and Raman, 2019). Lastly, stress can have adverse effects on psychological functioning

(Ward et al., 2021). It can affect the performance of school heads and their subordinates. Lagat's (2021) study revealed that differences in resilience may influence how a person responds to negative experiences. Also, job stress and emotional exhaustion are positively associated. This result is verified by Ozdemir and Kerse's (2020) study, which revealed that COVID-19. Related job stress and emotional tiredness are significantly associated.

**Table 3**

*Mean Level of Adaptation to Distance Learning Modalities*

| <b>Administrative Disposition of School Heads</b> | <b>Composite Mean</b> | <b>Verbal Description</b> |
|---|-----------------------|---------------------------|
| Commitment  | 4.38                  | Highly Evident            |
| Accommodation                                     | 4.70                  | Very Highly Evident       |
| Empathy   | 4.59                  | Very Highly Evident       |
| Tolerance   | 4.11                  | Highly Evident            |
| Honesty   | 4.69                  | Very Highly Evident       |

*Scale: 4.50-5.00 - Very Highly Evident; 3.50-4.49 - Highly Evident; 2.50-3.49 – Moderately Evident; 1.50-2.49 – Least Evident; 1.00-1.49 - Not Evident*

The respondents' level of administrative disposition in terms of commitment, accommodation, empathy, tolerance, and honesty was shown in Table 3. With an average mean of 4.38, the respondents obtained a highly evident interpretation of the school heads' administrative disposition in terms of commitment. Commitment is well-thought-out to be a primary motivational variable, with a powerful influence on relationship affects, cognition, and motivation (Agnew, 2009). The findings above can be supported by Ingay's (2018) study which shows that work commitment can affect the teachers' morale and workplace. Commitment is also considered as an awareness of a school head to fully bring in his/her strength, skills, knowledge, and even resources in the interest of organizational set goals (Onukwu, 2021). With an average mean of 4.70, the respondents obtained a very highly evident interpretation of the school heads' administrative disposition in terms of accommodation. The data above was supported by the study of Rivera (2016) which states that making accommodations is critical to making certain that all learners receive educational fairness and equality among all peers. In this context, subordinates received fairness and equality among peers.

In addition, in terms of empathy, it got an average mean of 4.59, the respondents obtained a very highly evident. Based on the study of Etherton (2017), empathy is the action of comprehending and sharing the feelings of another and can be a great instrument which assists school heads to realize their ability if it is consistently evident. Empathy from the side of the leader makes the situation more understandable as the school head would effectively take over the same state of mind as teachers to reach their concerns, doubts, and act upon those (Basiouny, 2020). The respondents obtained a highly evident interpretation for the school heads' administrative disposition in terms of tolerance. School heads have an important role in the process of the schools' development and have to take advantage of opportunities and tackle the challenges in promoting tolerance (Cetin & Perumal, 2019). Lastly, with an average mean of 4.69, the respondents obtained a very highly evident interpretation for the school heads' administrative disposition in terms of honesty. According to Juetten (2019), honesty is the first and foremost quality expected from a leader. These data are corroborated by the study of Mineo (2014). The researcher states that the trust that leaders place in those they lead lets both the leader and the subordinates excel. Along the way leaders, like their followers, will make mistakes; however, an honest and caring attitude will allow those mistakes to be overcome.

**Table 4**

*Mean Level of Readiness of the Schools in the New Normal Education*

| <b>Readiness of the Schools in the New Normal Education</b> | <b>Composite Mean</b> | <b>Interpretation</b> |
|---|-----------------------|-----------------------|
| Platform and Support  | 4.74                  | Very Much Ready       |
| Governance  | 4.51                  | Very Much Ready       |
| Assessment  | 4.70                  | Very Much Ready       |
| Teachers  | 4.68                  | Very Much Ready       |
| Learners  | 4.44                  | Much Ready            |
| Parents   | 4.42                  | Much Ready            |

*Scale: 4.50-5.00 - Very Much Ready; 3.50-4.49 – Much Ready; 2.50-3.49 – Almost Ready; 1.50-2.49 – Less Ready; 1.00-1.49 - Not Ready*

The respondents' level of readiness of schools in the new normal education in terms of platform and support, governance, assessment, teachers, learners, and parents have been assessed. The data show that the schools led by the respondents felt the support of their employees, teachers, and parents, and had contingency plans for facing the New Normal Education from SY 2020-2021 to 2022-2023. With an average mean of 4.74, the respondents obtained a very much ready interpretation of the level of readiness of schools in the new normal in terms of platform and support. According to Pelayo (2018), stakeholders play a vital role in managing schools. They are the affiliates of the school helpful to teaching and learning. The results above can be supported by the study of Villar et al. (2021). As stated in the study of Gichohi (2014), stakeholder participation means working with individuals by means of the resources they are and helping them to work together to realize agreed ends and goals. In terms of governance, the items got an average mean of 4.51, obtained a very much ready. Schools are very essential that their work is of the highest quality, that they are well led, and very significantly, that they are well-governed (Balarin et al., 2008).

Good governance can be perceived as full respect for human rights, participation of people in decision-making, transparency and accountability, resources management, equity, access to knowledge, and the likes that promote accountability toward the fulfillment of goals and objectives (Kadir, 2019). With an average mean of 4.70, the respondents obtained a very much ready in terms of assessment. The data above are supported by Villar et al.'s study (2021). Assessment is a crucial pillar and backbone of the back-to-school process. The reopening of schools will come with uncertainty among teachers and learners about how to go back to normal instruction. In addition, in terms of teacher indicators, the data above are supported by Villar et al.'s study (2021). Teachers met numerous challenges posed by the COVID-19 outbreak (Pentang et al., 2022). They also have narratives during the pandemic. Education in the new normal requires a lot of changes since teachers were not well-equipped when the pandemic came (Boholano, 2021). Moreover, in terms of learners, the study of Sewang and Aswa (2021) supports the data above. The results of their study showed that the respondents' answers to several question items, meant that most parents consider that they and their children are ready for face-to-face learning for the 2020-2021 academic year in the new normal period, for the learners and parents to know how to prepare very well how learning will take place amidst pandemic. Lastly, in terms of parents, they have a huge responsibility to support the readiness of the learners (Tallada, 2021). When parents are involved in the learners' education, the learners will be more interested in their schoolwork, stay in school longer, and achieve better learning outcomes.

#### **4. Conclusions and Recommendation**

Based on the findings, the following conclusions are drawn: the level of school heads' leadership practices in terms of instructional directives, management of conflicts, establishing effective functional teams, and resilience in stress management was often practiced. The level of administrative disposition of the school heads in terms of commitment, accommodation, empathy, tolerance, and honesty was highly evident. The schools' level of readiness for the new normal in terms of platform and support, governance, assessment, teachers, learners, and parents were very much ready. The level of readiness of the schools for the new normal education in terms of platform and support, governance, assessment, teachers, learners, and parents was very much ready. The school heads' leadership practices significantly predicted the readiness of the schools for the new normal education in terms of instructional directives, management of conflicts, the establishment of effective functional teams, and resilience in stress management all with platform and support, governance, assessment, teachers, learners, and parents. The school heads' administrative disposition significantly predicted the readiness of the schools for the new normal education in terms of commitment, accommodation, empathy, and effective functional teams all with platform and support, governance, assessment, teachers, learners, and parents. There was a significant relationship between the school heads' level of leadership practices and their level of administrative disposition. An action plan was made to strengthen further the leadership practices and administrative disposition of school heads, and the readiness of public secondary schools.



Given the foregoing findings and conclusions, the following recommendations are hereby suggested: The school heads' leadership practices are significant predictors of the readiness of the schools for the new normal education. Therefore, the public secondary school heads of SAMARICA, Occidental Mindoro should continue practicing instructional directives, management of conflicts, establishing effective functional teams, and resilience in stress management. The school heads' administrative disposition is a significant predictor of the readiness of the school for the new normal education. Therefore, the public secondary school heads of SAMARICA, Occidental Mindoro should continue to show commitment, accommodation, empathy, tolerance, and honesty. The schools should also prioritize the readiness of schools for the new normal education in terms of platform and support, governance, assessment, teachers, learners, and parents. Since this study is focused on public secondary school heads, it is recommended to future researchers conduct a study on public elementary school heads. A recommendation for future researchers is to conduct a study regarding education in the new normal education.

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