

Exploring the Professional Development Needs of Principals and Head Teachers: Basis for an Extension Program

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ABSTRACT

The success of schools in the modern period necessitates ever-increasing efforts from their leaders. Professional growth is vital for allowing people to operate in various situations and cope with conflicting, complicated, and unprecedented difficulties and concerns. The current study investigates principals' professional growth and its link to their responsibilities and the issues they confront. This quantitative research described the profile of the respondents, marked the professional development needs of school heads based on the Philippine Professional Standards for School Heads (PPSSH); and determined if there is a significant difference in the professional needs of the respondents when grouped according to profile. The study observed the professional growth of school heads, focusing on their responsibilities and the issues they face. The research revealed that 75% of school heads are female, 25% are male, and 45% are aged 49-56. The proficiency levels of respondents were high in Domain 4, Developing Self and Others, Domain 3, Teaching and Learning, and Domain 5, Building Connections. Domain 2, Managing School Operations and Resources, and Domain 1, Leading Strategically, also showed high proficiency. There were no significant differences in professional development needs among school heads based on sex, age group, or position. The mean scores across all domains were similar across all age groups, suggesting that the professional development needs of school heads are consistent regardless of age. Both married and single school heads share similar professional development requirements across all domains. In Leading Strategically, married respondents scored 4.01, while single respondents scored 4.04, indicating no significant difference based on civil status. In Managing School Operations and Resources, married respondents scored 4.09 compared to single respondents, while in Focusing on Teaching and Learning, married respondents scored 4.08 and single respondents scored 4.20. There were no significant differences in professional development needs by position (Head Teacher vs. Principal), suggesting that professional needs do not vary significantly according to their position. This supports the idea of developing professional development programs that cater to both Head Teachers and Principals collectively.

Keywords: Building Connections; Leading Strategically; Managing School Operations and Resources; Philippine Professional Standards for School Heads (PPSSH); Teaching and Learning

INTRODUCTION

The success of schools in the modern period necessitates ever-increasing efforts from their leaders. Professional growth is vital for allowing people to operate in various situations and cope with conflicting, complicated, and unprecedented difficulties and concerns. The current study investigates principals' professional growth and its link to their responsibilities and the issues they confront.

Moreover, effective instructional supervision is essential for the success of educational systems worldwide, ensuring that teaching standards remain high and that learning outcomes are optimized. Globally, educational

reforms have increasingly highlighted the importance of robust instructional supervision, emphasizing continuous professional development and accountability as key drivers of educational quality. Despite these global trends, challenges such as inadequate training, insufficient resources, and administrative overload often hinder the effective execution of supervisory responsibilities.

Sustainable Development Goal (SDG 4), Quality Education, established by the United Nations (UN), emphasizes the need for inclusive, equitable, and quality education for all. A key aspect of this goal is ensuring that educational leaders, including school principals, are well-equipped to lead effectively. Research focused on the professional development of principals aligns with SDG 4 by enhancing their leadership skills, instructional capacity, and school management practices. Strengthening principal development leads to improved teacher performance and student learning outcomes. By supporting the growth of competent school leaders, such research directly contributes to the UN's vision of building resilient and high-quality education systems worldwide (United Nations, 2015).

Research conducted in various international contexts underscores the importance of instructional supervision and the professional development of school leaders. For instance, the study by Neustroev, Fedorchuk, and Arinushkina (2018) on the professional development of heads of schools in the Russian Federation, published in SHS Web of Conferences, highlights the critical need for clear directions in professional growth and continuous development for educational leaders. This research emphasizes that without targeted professional development, the ability of school leaders to effectively supervise instructional practices is compromised.

Similarly, the study "Implementing Instructional Supervisory Responsibilities in Tanzanian Public Secondary Schools: To What Extent Do Head of Schools Perform their Duty" by Chiwamba and Sumbizi (2024), published in the Asian Journal of Education and Social Studies, explores the performance of heads of schools in their supervisory roles. It provides valuable insights into the challenges faced and successes achieved in the Tanzanian educational landscape. The findings from this study highlight the universal importance of effective instructional supervision and the need for continuous professional development among school leaders.

These international studies provide a broad understanding of the challenges and opportunities in instructional supervision, setting the stage for more specific investigations in various local contexts. In the city schools of Balanga, heads of schools (HoS) and principals face similar challenges that necessitate a closer examination of their professional development. Despite the critical role of HoS and principals in supervising instructional practices, the extent to which they perform these duties effectively remains unclear. This gap underscores the need for a thorough investigation into their professional development.

Recent educational reforms in Balanga Bataan have stressed the necessity of enhancing instructional supervision to improve educational outcomes. However, the effectiveness of these reforms largely depends on the ability of HoS and principals to implement them effectively. Understanding how these educational leaders perform their supervisory duties is crucial for several reasons. Insights into their current state of professional development can inform targeted interventions designed to address specific gaps in training, resources, and administrative support. Additionally, effective instructional supervision by HoS and principals is directly linked to improved teaching practices and student outcomes, making it imperative to uncover the factors that influence their professional development.

For these reasons, there is an urgent need to evaluate the professional development of principals and HoS in Balanga City schools. This study intends to improve instructional supervision efficacy by recognizing and addressing the specific difficulties they confront, resulting in higher educational standards and improved learning results for students. Drawing on worldwide perspectives while focusing on the local context, this study aims to make a substantial contribution to the establishment of effective educational supervision in the province.

LITERATURE REVIEW

Some studies have been obtained by the researchers that will provide justifications that the research currently being studied is very interesting. Some of the research and studies that were read and selected are as follows.

Bukhari, S. K. U. S., Abiodullah, M., Ali, R., & Kanwal, A. (2021) Quantitative approach was employed to conduct this study. One hundred principals were selected based on the purposive sampling technique. Data were collected on a five-point rating scale from the principals of higher secondary schools in Lahore through a physically administered survey method. The questionnaire measured the participants' perceptions on three dimensions: professional development, roles, and challenges. Data were analyzed using the IBM Statistical Package for Social Sciences (SPSS) version 25. The impact of the professional development on the role participants' play and the challenges they face in schools' leadership were calculated using the regression analysis technique. The study found that professional development was a significant predictor in school efficiency/improvement, and school success depends heavily upon the professional development and the role of schools' principals. It also shows a need to re-prioritize the roles that principals play in leading their schools. The challenges about students show that further

professional development is required for principals to improve their efficiency in school improvement. The challenges due to financial resources also indicate the need for financial management. The study concluded that professional development should be monitored and kept updated to improve schools' leadership.

In the study conducted by Ng, S. W., & Szeto, S. Y. E. (2016), in Hong Kong, there is an acute need to provide newly appointed principals with opportunities for continuous professional development so that they could face the impact of reforms and globalization on school development. The Education Bureau has commissioned the tertiary institutions to provide structured professional development courses to cater for the needs of aspiring, newly appointed and serving principals for leadership development. This paper aims to report on an exploratory qualitative study regarding the perception of 32 newly appointed principals from secondary schools on (a) their role as a new principal and (b) their needs and expectations on the school leadership development program so that contents of existing development programs could be improved to meet their needs. Findings demonstrated that the newly appointed principals expected to be equipped with the administrative skills of human resources management such as empowering middle leaders and handing underperforming staff; the practical technique of financial management; the skills of dealing with legal matters regarding school management and the capacities of curriculum and instructional leadership. In addition, they attributed networking with peers and working with mentors as invaluable experience and support for their early years' principalship.

Schools in Pakistan are going through a period of transformation and reform. In line with these reforms, the National Education Policy has advocated the importance of establishing ongoing professional development for principals. The main focus of this study was to explore the current practices of Continuing Professional Development (CPD) and the obstacles that they have to face in the pursuit of CPD. Both qualitative and quantitative approaches were utilized. Data were collected through questionnaires and semi-structured interviews with 30 randomly selected secondary school principals from Lahore (Punjab, Pakistan). The findings identify the areas for improvement in terms of design related to content and process. The data revealed that the principals were not satisfied with the current CPD opportunities and the content of the training programmes. In addition, the principals reported a number of constraints that they encountered in their pursuit of CPD, relating to time, finance and workload. This research provides distinctive findings that can inform the development of CPD programmes for school principals in order to improve the quality of their leadership keeping in mind both the old problems and the new realities faced by the school leaders. This research work can also equip the school leadership with the most recent data, thus enabling them to understand and consider the current situation when making decisions for the future. In recent years, the position of school principal has become a multilayered responsibility and this study may provide an insight into the dynamics of school principals' continuous professional development in a period of educational transformation and reform. (Nasreen, A., & Odhiambo, G., 2018)

Schools in Abu Dhabi are going through change and reform. Abu Dhabi Education Council (ADEC) has initiated professional development for principals to facilitate change and school improvement. This paper explores principals' perception on the benefits of professional development received in light of managing school change and reforms. Semi-structured interviews provided data on perceived benefits of professional development, delivered for principals. These benefits are considered essential in enhancing principals' capabilities to fulfil new task requirements within the context of educational change. Findings shed light on: (a) how these benefits were functionalized in the new school system within the professional standards of principals and (b) areas requiring improvements. Based on the findings, recommendations for further need to maximize the benefits through a reconsideration of the content and process in designing professional development were voiced in a climate which places increasing demands on principals as leaders of schools. (Blaik Hourani, R., & Stringer, P. 2015)

The qualitative study reported on was, undertaken from a distributed leadership perspective, and was an attempt to provide understanding of how heads of department (HoDs) develop educators within the organizational context of different schools and subject departments. The findings are related to the current policy framework for professional development in South African schools. Two fee-paying and two non-fee-paying schools were selected and interviews were conducted with HoDs from single subject (unitary) and multi-subject (federal or confederate) departments in each school. The data was transcribed, coded, analyzed and related to the research question. The findings confirmed that HoDs are a key link between principals and the educators in their classrooms. This supports the view that HoDs have formal responsibilities and accountabilities and they wield a horizontal and a vertical influence. Recommendations are made to improve professional development practice by HoDs in particular and in the education system in general. (du Plessis, A., & Eberlein, E. 2018)

Aside from the personal and professional development requirement of being a school head, it is also their role to encourage and extend support for the professional development of their subordinates. the school principals' roles in developing teachers for 21st century education, particularly in integrating information and communication technology (ICT) for the enhancement of teaching and learning in schools. The Department of Education entrusted school principals with the vital role of defining the direction and growth of the schools. As a result,

teachers rely extensively on school principals to give guidance and influence their professional development, particularly the development of 21st century education. The interpretive paradigm underpinned this article while semi-structured interviews were used to collect data. Theories of Professional Development for Teachers are applied in this study. Professional development as continuous learning focused upon the sum total of formal and informal learning pursued and experienced by the teacher in a compelling learning environment under conditions of complexity and dynamic change. Teacher training and in-service professional development are key to effective teaching. The study sample consisted of two schools. Two participants were purposefully chosen from each school. The findings suggest that although school principals do not have an active role in developing teachers, their passive role through support, interaction, and financial support impacts how teachers respond to partaking in professional development programs. (Mthanti, & Msiza, 2023)

Over a two-year period, approximately 70 teachers from 18 schools participated in an on-going professional development program as part of a study to promote the teaching and learning of numeracy. Principals and other school leaders were invited to participate in the professional development program alongside their teachers, which 20 leaders from 11 schools chose to do. Throughout the project, data were collected from teachers and participating school leaders using surveys, interviews, and workshop discussions to investigate teachers' and leaders' professional growth. The findings showed that school leaders' participation in teacher professional development programs has a positive influence on the capacity for teachers to enact and reflect on new knowledge and practices. They also revealed a positive influence on the professional growth of the leaders themselves. This study has implications for the design of professional development and for school leaders and teacher educators. (Hilton, A., Hilton, G., Dole, S., & Goos, M. 2015)

These studies added information that serve as information in the formulations of analysis of the findings that this study determined and confirmed.

Conceptual Framework of the Study

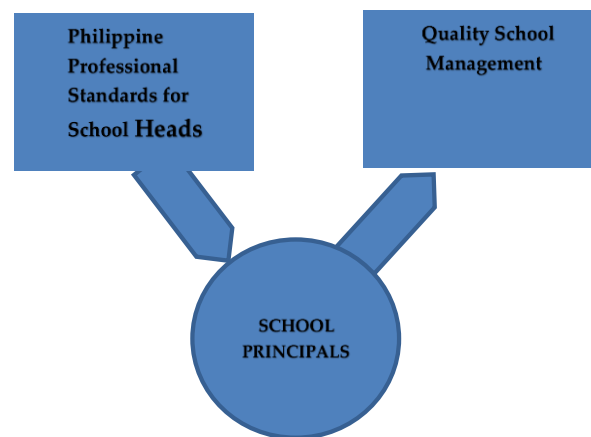


Figure 1

The Paradigm of the Study

This study explored in depth the professional needs of School Principals based on the Philippine Professional Standards for School Heads that further enhance the managerial competencies of school principals.

Objectives of the Study

The specific objectives of the study are the following:

1. To identify the profile of the respondents;
 - a. Sex
 - b. Age
 - c. Civil Status Current
 - d. Position
2. To determine the professional Needs Assessment based on the Philippine Professional Standards for School Heads (PPSSH)
3. To determine if there is a significant difference in the professional needs of the respondents when grouped according to profile.

METHODOLOGY AND MATERIALS

This study employed a quantitative research approach, specifically utilizing a descriptive research design to examine the professional development needs of school leaders. The research was conducted among principals and school heads in Department of Education (DepEd) city schools, who served as the primary respondents.

The researchers adopted a universal sampling technique, wherein all members of the target population were included in the study. A total of 45 respondents participated, composed exclusively of principals and school heads, thereby employing total enumeration sampling. The study excluded teachers and master teachers, as it was specifically designed to focus on the professional development needs of school administrators.

The main variable investigated in this study was the professional development needs of the respondents. To gather data, the researchers developed a survey questionnaire based on the Philippine Professional Standards for School Heads (PPSSH). The questionnaire consisted of 136 items, which were rated on a five-point Likert scale, ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The instrument was validated by the three experts from the field even though it was patterned from the PPSSH to ensure its appropriateness to the respondents of the study.

Prior to the administration of the instrument, approval was obtained from school authorities, and informed consent was secured from all participants. The questionnaires were then distributed, and respondents were given sufficient time to complete the instrument thoughtfully and accurately.

In terms of ethical considerations, the identities of all respondents were kept strictly anonymous, and all collected data were treated with confidentiality. The information gathered was used solely for academic and research purposes.

For the statistical analysis, the researchers employed descriptive statistics, including frequency, percentage, and mean, to summarize the data. In addition, inferential statistical tests such as the T-test and Analysis of Variance (ANOVA) were used to examine significant differences among variables.

DISCUSSION OF RESULTS AND FINDINGS

Part 1. Profile of the Respondents

Table 1: Profile of the School Heads

Sex	Frequency	Percentage
Female	27	75
Male	9	25
Total	36	100
Age		
33 – 40	5	14
41 – 48	8	22
49 – 56	15	42
57 – 64	8	22
Total	36	100
Civil Status		
Married	31	86
Single	5	14
Total	36	100
Position		
Head Teacher	17	47
Principal	19	53
Total	36	100

The data indicates that a significant majority of school heads are female, accounting for 75% (27 out of 36) of the total respondents. In contrast, only 25% (9 out of 36) are male. This suggests that school leadership in this setting is predominantly female, reflecting a possible trend of higher female participation in educational leadership roles.

On the other hand, according to ElAtia, S., et al., although the proportion of women in the teaching profession is substantial, despite the increasing numbers of women leaders in education, they remain under-represented in senior leadership roles. This under-representation of women in senior leadership positions represents a considerable concern within the educational system in Alberta and in numerous countries worldwide.

However, according to Pius-Uwhubetiyi, R. T. (2020), that the government should appoint more females as principals of secondary school to enable them use their managerial expertise in improving the administration of schools. It has been shown overtime that women are not extravagant in their spending of financial resources. In addition, women are good at multitasking, they have high emotional intelligence, they are strong communicators, they are motivated by challenges, they are organized and experienced etc. These virtues of women distinguish them for handling managerial positions that will bring a transformation in public secondary schools in Nigeria.

The majority of school heads fall within the age group of 49 – 56 years old (42%), followed by those in the 41 – 48 (22%) and 57 – 64 (22%) age ranges. The youngest group, 33 – 40 years old, makes up only 14% of the total. This indicates that school leadership positions are typically held by individuals in their late 40s to mid-50s, which may suggest that experience and tenure play a crucial role in obtaining leadership roles in schools.

In the School Principal demographics and statistics in the United States as mentioned by Zippia. (2025), the average school principal age is 47 years old which is closely similar to the findings of the present study. A large proportion of school heads are married (86%), while only 14% are single. This suggests that most individuals in leadership positions in schools tend to have established family lives, which might indicate stability and maturity as contributing factors in their professional advancement.

This is in line with Ashley, R. (2018) because the results of this survey demonstrate the maturity of the leaders and offer several perspectives on how principals balance their personal and professional lives. These themes include (a) dating your spouse intentionally, (b) maintaining a healthy relationship with your children, (c) assigning tasks even though it is your responsibility, (d) building trust between your leadership team and your spouse and children, (e) involving your spouse and children in everything, if possible, and (f) taking the extra time required to build the relationship.

Among the school heads, 53% hold the position of Principal, while 47% are Head Teachers. This close distribution suggests a balanced leadership structure, with a slightly higher number of Principals overseeing the overall management of schools. It may also imply that there are more leadership opportunities at the principal level within the organization.

However, according to Llego, M.A. (2016), whether as Principal or Head Teacher, as stated in Section 6. 1, Rule VI of Republic Act No. 9155, each public elementary and secondary school is required to have a school head, responsible for supervising both administrative and instructional functions. The school head must exhibit educational leadership by establishing a common vision and formulating effective curriculum policies. They are also required to exhibit people leadership by cultivating strong relationships and fostering teamwork. Finally, strategic leadership is essential for tackling intricate challenges, overseeing resources, and encouraging individuals to work towards the school’s vision.

Part 2. Description of the Proficiency of the Respondents in the context of the PPSH

Table 2: Domain 1: Leading Strategically

Code	Domain 1: Leading Strategically	Mean	SD	Interpretation
Q1	Design and apply effective strategies in utilizing learner voice, such as feelings, views and/or opinions to inform policy development and decision-making towards school improvement.	3.00	0.00	Moderate Proficiency
Q4	Design supplemental monitoring and evaluation tools following standard processes to promote learner achievement.	3.97	0.81	High Proficiency
Q11	Demonstrate knowledge of the DepEd vision, mission, and core values to foster shared understanding and alignment of school	4.56	0.56	Very High Proficiency

	policies, programs, projects and activities.			
Q15	Demonstrate knowledge and understanding of policy implementation and review to ensure that school operations are consistent with national and local laws, regulations, and issuances.	4.25	0.77	Very High Proficiency
Q32	Develop and implement with the planning team school plans aligned with institutional goals and policies.	3.94	0.71	High Proficiency
Q39	Design and implement needs-based programs in the school that support the development of learners.	3.97	0.74	High Proficiency
Q41	Demonstrate knowledge and understanding of the phases of development and implementation of school plans aligned with institutional goals and policies.	4.25	0.69	Very High Proficiency
Q43	Lead in the institutionalization of effective monitoring and evaluation processes and tools to promote learner achievement.	4.06	0.75	High Proficiency
Q44	Utilize relevant research findings from reliable sources in facilitating data-driven and evidence-based innovations to improve school performance.	3.56	0.81	High Proficiency
Q49	Display knowledge and understanding of monitoring and evaluation processes and tools to promote learner achievement.	4.19	0.67	High Proficiency
Q52	Utilize available monitoring and evaluation processes and tools to promote learner achievement.	4.14	0.72	High Proficiency

Q57	Identify relevant research findings from reliable sources in facilitating data-driven and evidence-based innovations to improve school performance.	3.61	0.84	High Proficiency
Q63	Engage the school community in the development and implementation of school plans aligned with institutional goals and policies.	4.11	0.78	High Proficiency
Q68	Systematize processes in utilizing learner voice, such as feelings, views and/or opinions to inform policy development and decision-making towards school improvement.	3.86	0.87	High Proficiency
Q75	Share with fellow school heads best practice in the development and implementation of school plans aligned with institutional goals and policies.	3.69	0.92	High Proficiency
Q80	Implement programs in the school that support the development of learners.	4.44	0.65	Very High Proficiency
Q84	Engage stakeholders in improving the implementation of reviewed policies to ensure consistency of school operations with national and local laws, regulations, and issuances.	4.08	0.69	High Proficiency
Q98	Utilize learner voice, such as feelings, views and/ or opinions to inform policy development and decision-making towards school improvement.	4.25	0.73	Very High Proficiency
Q104	Collaborate with school personnel in the conduct of research and utilization of findings in facilitating data-driven and evidence-based innovations to improve school performance.	3.83	0.77	High Proficiency

Q113	Lead and empower school personnel in designing and implementing needs-based programs in the school that support the development of learners.	4.00	0.83	High Proficiency
Q114	Collaborate with school personnel in communicating the DepEd vision, mission, and core values to the wider school community to strengthen shared understanding and alignment of school policies, programs, projects and activities.	4.17	0.74	High Proficiency
Q116	Display understanding of the implementation of programs in the school that support the development of learners.	4.33	0.72	High Proficiency
Q117	Recommend to higher authorities the enhancement of policies relevant to school operations based on implementation and review.	3.61	0.99	High Proficiency
Q118	Serve as a role model in the school and the wider school community in embodying the DepEd vision, mission, and core values to sustain shared understanding and alignment of school policies, programs, projects, and activities.	4.31	0.71	Very High Proficiency
Q21	Demonstrate knowledge and understanding of utilizing learner voice to inform policy development and decision-making towards school improvement.	4.06	0.79	High Proficiency
Q22	Communicate the DepEd vision, mission, and core values to the wider school community to ensure shared understanding and alignment of school	4.31	0.71	Very High Proficiency

	policies, programs, projects and activities.			
Q24	Undertake policy implementation and review in the school to ensure that operations are consistent with national and local laws, regulations, and issuances.	4.17	0.70	High Proficiency
Q34	Promote a culture of research to facilitate data-driven and evidence-based innovations to improve school performance and foster continuous improvement.	3.75	0.97	High Proficiency
	Composite Mean	4.02	0.53	High Proficiency

Legend: 4.21 – 5.00 Very High Proficiency [VHP]; 3.41 – 4.20 High Proficiency [HP]; 2.61 – 3.40 Moderate Proficiency [MP]; 1.81 – 2.60 Low Proficiency [LP]; 1.00 – 1.80 Very Low Proficiency [VLP]

The composite mean of 4.02 with a standard deviation of 0.53 indicates that school heads exhibit a High Proficiency level in Leading Strategically. The results suggest that they are generally effective in designing, implementing, and evaluating policies and programs that align with institutional goals and national policies. Among the indicators, the highest-rated competencies fall under Very High Proficiency, particularly in demonstrating knowledge of the DepEd vision, mission, and core values (4.56), ensuring policy alignment with national and local laws (4.25 - 4.31), and implementing programs that support learner development (4.44). This suggests that school heads have a strong foundation in leadership, governance, and policy implementation.

Most of the other competencies fall under High Proficiency, indicating that school heads are skilled in monitoring and evaluation (4.06 - 4.19), research utilization (3.56 - 3.83), and stakeholder engagement (4.08 - 4.17). While their expertise is commendable, there is still room for improvement, particularly in using learner voice to inform decision-making, as seen in Q1 (3.00, Moderate Proficiency). This suggests that while school heads are proficient in strategic leadership, they may need further training in incorporating student perspectives into policy development.

Overall, the findings indicate that school heads are highly capable leaders, with strengths in policy implementation and school governance. However, enhancing their skills in research application and learner-centered decision-making can further improve their strategic leadership effectiveness.

Palah, S., Wasliman, I., Sauri, S., & Gaffar, M. A. further state that... (2022). demonstrated how the principal's planning was created using the findings of the assessment or evaluation from the year preceding. It included development priorities along with short-, medium-, and long-term goals for achievement. In order to assess school performance over a given period of time, strategic management is implemented through a series of managerial decisions and activities that, for the most part, have been in harmony with the internal environment. The principal's competence and the participation of internal school parties in the creation of all policies are the supporting factors for the principal's strategic management. On the other hand, the principal's inability to communicate effectively with parents, students, teachers, and education staff, as well as a lack of accountability and discipline for efforts to improve school quality, are the inhibiting factors. Through meetings and other gatherings, the principal assesses the strategic management of raising the quality of education for teachers.

Table 3: Domain 2: Managing School Operations and Resources

Code	Domain 2: Managing School Operations and Resources	Mean	SD	Interpretation
Q5	Create and implement a checking mechanism to sustain efficient and effective management of finances while adhering consistently to policies, guidelines and issuances in allocation, procurement, disbursement, and liquidation aligned with the school plan.	3.83	0.94	High Proficiency
Q10	Exhibit best practice in providing technical assistance to teachers for them to develop exemplary practices	4.22	0.72	Very High Proficiency

	consistent with teaching standards and pedagogies within and across learning areas.			
Q18	Institutionalize the effective management of school safety for disaster preparedness, mitigation, and resiliency to sustain continuous delivery of instruction.	4.22	0.54	Very High Proficiency
Q25	Empower school personnel in managing emerging opportunities and challenges to ensure equality and equity in addressing the needs of learners, school personnel and other stakeholders.	4.11	0.78	High Proficiency
Q33	Exhibit efficient and effective practices in the management of finances consistently adhering to policies, guidelines and issuances in allocation, procurement, disbursement, and liquidation aligned with the school plan.	3.89	0.95	High Proficiency
Q36	Demonstrate knowledge and understanding of laws, policies, guidelines, and issuances on managing school staff.	4.31	0.67	Very High Proficiency

Code	Domain 2: Managing School Operations and Resources	Mean	SD	Interpretation
Q5	Create and implement a checking mechanism to sustain efficient and effective management of finances while adhering consistently to policies, guidelines and issuances in allocation, procurement, disbursement, and liquidation aligned with the school plan.	3.83	0.94	High Proficiency
Q10	Exhibit best practice in providing technical assistance to teachers for them to develop exemplary practices consistent with teaching standards and pedagogies within and across learning areas.	4.22	0.72	Very High Proficiency
Q18	Institutionalize the effective management of school safety for disaster preparedness, mitigation, and resiliency to sustain continuous delivery of instruction.	4.22	0.54	Very High Proficiency
Q25	Empower school personnel in managing emerging opportunities and challenges to ensure equality and equity in addressing the needs of learners, school personnel and other stakeholders.	4.11	0.78	High Proficiency
Q33	Exhibit efficient and effective practices in the management of finances consistently adhering to policies, guidelines and issuances in allocation, procurement, disbursement, and liquidation aligned with the school plan.	3.89	0.95	High Proficiency
Q36	Demonstrate knowledge and understanding of laws, policies, guidelines, and issuances on managing school staff.	4.31	0.67	Very High Proficiency

Q40	Identify emerging opportunities and challenges in addressing the needs of learners, school personnel and other stakeholders.	4.00	0.63	High Proficiency
Q47	Establish shared accountability in managing school facilities and equipment in adherence to policies, guidelines and issuances on acquisition, recording, utilization, repair and maintenance, storage and disposal.	4.14	0.72	High Proficiency
Q50	Demonstrate knowledge and understanding of policies, guidelines, and issuances in managing finances such as allocation, procurement, disbursement and liquidation aligned with the school plan.	4.17	0.91	High Proficiency
Q54	Manage school facilities and equipment in adherence to policies, guidelines and issuances on			

	acquisition, recording, utilization, repair and maintenance, storage, and disposal.	4.28	0.70	Very High Proficiency
Q55	Demonstrate knowledge and understanding of laws, policies, guidelines, and issuances on managing school safety for disaster preparedness, mitigation, and resiliency in ensuring continuous delivery of instruction.	4.22	0.68	Very High Proficiency
Q61	Manage staffing such as teaching load distribution and grade level and subject area assignment in adherence to laws, policies, guidelines, and issuances based on the needs of the school.	4.36	0.64	Very High Proficiency
Q66	Manage school safety for disaster preparedness, mitigation, and resiliency to ensure continuous delivery of instruction.	4.14	0.64	High Proficiency
Q69	Manage finances adhering to policies, guidelines and issuances in allocation, procurement, disbursement, and liquidation aligned with the school plan.	4.03	1.00	High Proficiency
Q73	Demonstrate skills in managing school data and information using technology, including ICT.	4.14	0.76	High Proficiency
Q86	Manage emerging opportunities and challenges to encourage equality and equity in addressing the needs of learners, school personnel and other stakeholders.	4.00	0.83	High Proficiency
Q91	Empower school personnel in sustaining effective management of staff in adherence to laws, policies, guidelines, and issuances based on the needs of the school.	4.00	0.76	High Proficiency
Q96	Demonstrate knowledge and understanding of policies, guidelines and issuances on acquisition, recording, utilization, repair and maintenance, storage, and disposal in managing school facilities and equipment.	4.06	0.75	High Proficiency
Q100	Systematize processes in managing school facilities and equipment in adherence to policies, guidelines and issuances on acquisition, recording, utilization, repair and maintenance, storage, and disposal.	3.86	0.76	High Proficiency
Q103	Capacitate school personnel in managing school data and information using technology, including ICT, to ensure efficient and effective school operations.	3.97	0.84	High Proficiency
Q105	Exhibit best practice in managing school data and information using technology, including ICT, to ensure efficient and effective school operations.	3.81	0.75	High Proficiency
Q106	Capacitate school personnel in managing emerging opportunities and challenges to promote equality and equity in addressing the needs of learners, school personnel and other stakeholders.	3.86	0.83	High Proficiency

Q108	Engage school personnel in maintaining effective management of staff in adherence to laws, policies, guidelines, and issuances based on the needs of the school.	4.17	0.81	High Proficiency
Q111	Manage school data and information using technology, including ICT, to ensure efficient and effective school operations.	4.11	0.75	High Proficiency
Q120	Work with the wider school community in managing school safety for disaster preparedness, mitigation and resiliency to maintain continuous delivery of instruction.	4.14	0.80	High Proficiency
	Composite Mean	4.08	0.57	High Proficiency

Legend: 4.21 – 5.00 Very High Proficiency [VHP]; 3.41 – 4.20 High Proficiency [HP]; 2.61 – 3.40 Moderate Proficiency [MP]; 1.81 – 2.60 Low Proficiency [LP]; 1.00 – 1.80 Very Low Proficiency [VLP]

The data indicates that school leaders demonstrate high to very high proficiency in managing school operations and resources, with a composite mean of 4.08 and a standard deviation of 0.57, reflecting overall strong competence in this domain. The highest-rated areas, with mean scores above 4.20, include technical assistance to teachers, school safety and disaster preparedness, staff management, and facilities oversight, suggesting that school leaders excel in ensuring instructional quality, maintaining disaster resilience, and effectively managing personnel and school infrastructure. Meanwhile, areas such as financial management, addressing emerging challenges, and ICT-based school operations show slightly lower but still high proficiency levels, indicating room for further refinement. Notably, financial management exhibits the highest variability ($SD = 1.00$), suggesting inconsistencies in adherence to policies and procedures. Additionally, ICT-based school data management has the lowest mean score (3.81), implying potential challenges in leveraging technology for efficient school operations. Overall, while school heads exhibit strong competencies across various aspects of school operations, differences in performance across specific areas highlight the need for continuous capacity-building and support.

This is similar to the research of Valenzuela, E. S., and Buenvinida, L. P. (2021), whose results demonstrated that there exists a notable connection between the management competencies of school heads and the performance of the school regarding quality and efficiency. All the identified competencies in overseeing school operations and resources, such as record management, financial management, school facilities and equipment, staff management, school safety for disaster preparedness, mitigation and resiliency, and management of emerging opportunities significantly influence the school's quality and efficiency. Moreover, the management competencies of school heads concerning staff management alone significantly forecast the quality and efficiency of the school. Therefore, it was suggested to implement an annual Induction Program for all newly appointed school heads to supply them with essential information about managing school operations and resources; and to provide school heads with technical support through the provision of training, workshops, coaching, and mentoring; include subjects regarding records management and school facilities in the professional development initiatives and carry out other related research in the future.

Table 4: Domain 3: Focusing on Teaching and Learning

Code	Domain 3: Focusing on Teaching and Learning	Mean	SD	Interpretation
Q2	Ensure integration of career awareness and opportunities in the provision of learning experiences aligned with the curriculum	4.22	0.76	Very High Proficiency
Q8	Use validated feedback obtained from learners, parents, and other stakeholders to help teachers improve their performance.	4.00	0.83	High Proficiency
Q13	Work with teams in the conduct of review, contextualization, and implementation of learning standards to assist teachers in making the curriculum relevant for learners.	4.08	0.94	High Proficiency
Q27	Demonstrate knowledge and understanding of the integration of career awareness and opportunities in the provision of learning experiences aligned with the curriculum.	4.22	0.72	Very High Proficiency

Q28	Work with personnel involved in evaluating teachers' use of learning assessment tools, strategies and results consistent with curriculum requirements to ensure accountability in achieving higher learning outcomes	4.0	0.76	High Proficiency
Q29	Lead initiatives on the innovative use of learning assessment tools, strategies and results consistent with curriculum requirements to ensure accountability in achieving higher learning outcomes.	3.86	0.68	High Proficiency
Q30	Exhibit exemplary skills in effectively using validated feedback obtained from learners, parents, and other stakeholders to help teachers improve their performance.	3.86	0.80	High Proficiency
Q34	Mentor fellow school heads in sustaining learner achievement and in attaining other performance indicators to promote accountability within and beyond school contexts.	3.36	0.96	High Proficiency
Q37	Engage school personnel such as master teachers, head teachers and department heads in providing technical assistance to teachers on teaching standards and pedagogies within and across learning areas to improve their teaching practice	4.42	0.65	Very High Proficiency
Q42	Lead concerted efforts among stakeholders to develop and implement effective learner discipline policies to support student growth and whole school improvements.	3.97	0.65	High Proficiency
Q45	Implement learner discipline policies that are developed collaboratively with stakeholders including parents, school personnel and the community.	4.22	0.64	Very High Proficiency
Q48	Provide technical assistance to teachers in using learning assessment tools, strategies and results consistent with curriculum requirements to ensure accountability in achieving higher learning outcomes.	4.28	0.70	Very High Proficiency
Q51	Share exemplary practice in the review, contextualization, and implementation of learning standards to effectively assist teachers in making the curriculum relevant for learners.	3.86	0.76	High Proficiency
Q56	Empower the wider school community in promoting and sustaining a learner-friendly, inclusive, and healthy learning environment.	4.08	0.81	High Proficiency
Q58	Demonstrate knowledge and understanding of teaching standards and pedagogies within and across learning areas to provide technical assistance to teachers to improve their teaching practice.	4.28	0.61	Very High Proficiency
Q59	Collaborate with school personnel in effectively using validated feedback obtained from learners, parents, and other stakeholders to help teachers improve their performance.	4.11	0.62	High Proficiency
Q62	Set achievable and challenging learning outcomes to support learner achievement and the attainment of other performance indicators.	4.22	0.72	Very High Proficiency
Q64	Demonstrate knowledge and understanding of learning assessment tools, strategies, and utilization of results consistent with curriculum requirements.	4.17	0.65	High Proficiency
Q81	Assist teachers in the review, contextualization, and implementation of learning standards to make the curriculum relevant for learners.	4.25	0.55	Very High Proficiency
Q83	Demonstrate understanding of the use of feedback obtained from learners, parents, and other stakeholders to help teachers improve their performance.	4.22	0.80	Very High Proficiency
Q85	Engage the wider school community in maintaining a learner-friendly, inclusive, and healthy learning environment.	4.22	0.80	Very High Proficiency
Q88	Demonstrate knowledge and understanding of school-based review, contextualization, and implementation of learning standards.	4.03	0.81	High Proficiency
Q92	Undertake initiatives in integrating career awareness and opportunities in the provision of learning experiences aligned with the curriculum.	3.89	0.71	High Proficiency

Q93	Demonstrate knowledge and understanding of existing national and local policies related to learner discipline.	4.06	0.79	High Proficiency
Q97	Manage a learner-friendly, inclusive, and healthy learning environment.	4.31	0.75	Very High Proficiency
Q99	Demonstrate understanding of managing a learner-friendly, inclusive, and healthy learning environment.	4.31	0.67	Very High Proficiency
Q109	Institutionalize integration of career awareness and opportunities into the school curriculum and all other learning experiences.	3.94	0.89	High Proficiency
Q125	Provide technical assistance to teachers on teaching standards and pedagogies within and across learning areas to improve their teaching practice.	4.36	0.72	Very High Proficiency
Q127	Engage the wider school community in developing data-based interventions to sustain learner achievement and attain other performance indicators.	3.94	0.79	High Proficiency
Q135	Ensure that learner discipline policies developed with stakeholders are integrated into various school processes and are applied consistently at all times, by all school personnel at all levels.	4.22	0.76	Very High Proficiency
Q136	Utilize learning outcomes in developing data-based interventions to maintain learner achievement and attain other performance indicators.	4.11	0.85	High Proficiency
	Composite Mean	4.10	0.54	High Proficiency

Legend: 4.21 – 5.00 Very High Proficiency [VHP]; 3.41 – 4.20 High Proficiency [HP]; 2.61 – 3.40 Moderate Proficiency [MP]; 1.81 – 2.60 Low Proficiency [LP]; 1.00 – 1.80 Very Low Proficiency [VLP]

The data shows that school leaders exhibit high to very high proficiency in focusing on teaching and learning, with a composite mean of 4.10 and a standard deviation of 0.54. The highest-rated areas, with mean scores above 4.20, include providing technical assistance to teachers, integrating career awareness into learning experiences, implementing learner discipline policies, and managing a learner-friendly, inclusive, and healthy learning environment, indicating strong leadership in curriculum implementation, student support, and instructional guidance. Meanwhile, competencies such as using validated feedback, leading assessment initiatives, and collaborating on contextualizing learning standards fall within high proficiency, suggesting consistent but slightly varied effectiveness across school heads. The lowest-rated item (Q34, Mean: 3.36, SD: 0.96), which involves mentoring fellow school heads in sustaining learner achievement, suggests that peer mentorship may be a weaker area in leadership development. The highest variability (SD = 0.96) is also observed in this area, highlighting inconsistencies in leadership effectiveness across different school heads. Overall, while school leaders excel in ensuring curriculum relevance, student discipline, and teacher support, variations in proficiency levels suggest areas where further strengthening of instructional leadership and collaborative efforts may be beneficial.

These results are comparable to those of Ramlal, A. R. (2019) showed that principals use comprehensive teaching and learning methodologies with a constant emphasis on literacy and numeracy to plan, carry out, and oversee the facilitation of change processes. The results also showed that instructors are supported and their

practicing capability is transformed through ongoing professional development. The change process idea, which states that strategies for improving the school must be a part of any change process at the campus level, verified the extension and confirmation of knowledge.

Moreover, Ni, Y., Yan, R., & Pounder, D. (2018), stated that among all the stakeholders, principals perceived themselves to have the greatest influence in school decisions in almost all key decision areas, while other stakeholders also exerted significant influences to different extents. Depending on the decision area, principals viewed other stakeholders' influence as either supporting or inhibiting their own influence. For example, principals perceived influences from teachers and school districts as high and supportive. On the other hand, the influence of state agencies was perceived as generally inhibiting. In addition, collective leadership was more prevalent in some decision areas (e.g., setting standards and establishing curriculum) than others (e.g., hiring and evaluating teachers).

Furthermore, according to Leithwood, K. (2016), showed that department-head influences on students are reliably positive, practically significant, and exceed school effects in magnitude. Efficiently operating departments serve as formidable hubs for enhancement. However, substantial obstacles to effective department-head leadership frequently diminish its impact; for instance, certain secondary teacher cultures, various teacher union policies, and particular heads' personal perceptions of their roles and responsibilities. Factors that facilitate successful department-head leadership are outlined.

Table 5: Domain 4: Developing Self and Others

Code	Domain 4: Developing Self and Others	Mean	SD	Interpretation
Q3	Identify strengths, capabilities and potentials of individuals and teams in performing leadership roles and responsibilities.	4.47	0.70	Very High Proficiency
Q6	Exhibit exemplary practice in the efficient and effective implementation of the performance management system to ensure career advancement for individual school personnel, and to sustain improved office performance.	4.03	0.77	High Proficiency
Q9	Implement a school rewards system to recognize and motivate learners, school personnel and other stakeholders for exemplary performance and/or continued support.	4.39	0.80	Very High Proficiency
Q14	Reward and recognize learners, school personnel and other stakeholders for exemplary performance and/ or support.	4.47	0.77	Very High Proficiency
Q16	Implement professional development initiatives to enhance strengths and address performance gaps among school personnel.	4.25	0.65	Very High Proficiency
Q19	Monitor and evaluate with school personnel the implementation of the performance management system to ensure career advancement for individual school personnel and to improve office performance.	4.17	0.61	High Proficiency
Q20	Institutionalize the implementation of the school rewards system with support from the wider school community in recognizing and motivating learners, school personnel and other stakeholders for sustained exemplary performance and/or continued support.	4.06	0.67	High Proficiency
Q21	Advocate the general welfare of school personnel by gaining support from the wider school community in strengthening the implementation of relevant local and national policies.	4.14	0.68	High Proficiency
Q22	Reflect on the attainment of personal and professional development goals and objectives based on the Philippine Professional Standards for School Heads.	4.25	0.65	Very High Proficiency

Q23	Initiate professional reflections and promote learning opportunities with other school heads to improve practice.	3.97	0.91	High Proficiency
Q24	Capacitate individuals and teams to effectively perform leadership roles and responsibilities in fostering shared governance and accountability.	4.11	0.71	High Proficiency
Q35	Implement the performance management system with a team to support the career advancement of school personnel, and to improve office performance.	3.97	0.81	High Proficiency
Q60	Demonstrate understanding of how professional reflection and learning can be used in improving practice.	4.22	0.68	Very High Proficiency
Q71	Implement laws, policies, guidelines and issuances on the rights, privileges, and benefits of school personnel to ensure their general welfare.	4.25	0.69	Very High Proficiency
Q72	Empower individuals and teams to consistently and effectively perform leadership roles and responsibilities in achieving school goals in shared governance and accountability.	4.11	0.67	High Proficiency
Q76	Monitor and evaluate the implementation of professional development initiatives in enhancing strengths and in addressing performance gaps among school personnel.	3.92	0.77	High Proficiency
Q77	Model exemplary leadership practices within and beyond school contexts in critically evaluating practice and setting clearly defined targets for professional development.	3.78	0.83	High Proficiency
Q78	Demonstrate knowledge and understanding of the implementation of the performance management system in improving school personnel and office performance.	4.19	0.75	High Proficiency
Q87	Display knowledge of laws, policies, guidelines and issuances on the rights, privileges, and benefits of school personnel to promote their general welfare.	4.06	0.86	High Proficiency
Q90	Engage actively in professional networks within and across schools to advance knowledge, skills, and practice.	4.06	0.67	High Proficiency
Q94	Work with school personnel to encourage stakeholders to support the implementation of the school rewards system in recognizing and motivating learners, school personnel and other stakeholders to sustain exemplary performance and/or continued support.	4.22	0.76	Very High Proficiency
Q95	Set personal and professional development goals based on self-assessment aligned with the Philippine Professional Standards for School Heads.	4.19	0.79	High Proficiency
Q102	Conduct self-assessment of personal and professional development needs using the Philippine Professional Standards for School Heads.	4.06	0.83	High Proficiency
Q107	Participate in professional networks to upgrade knowledge and skills and to enhance practice.	4.25	0.69	Very High Proficiency
Q110	Provide opportunities to individuals and teams in performing leadership roles and responsibilities.	4.00	0.83	High Proficiency

Q112	Serve as a learning resource to fellow school heads in upgrading personal and professional competencies aligned with the Philippine Professional Standards for School Heads.	3.53	1.00	High Proficiency
Q115	Seek opportunities to improve one's practice as a school leader through professional networks.	4.19	0.86	High Proficiency
Q119	Integrate laws, policies, guidelines and issuances on the rights, privileges, and benefits of school personnel in school programs, projects, and activities to ensure their general welfare.	4.14	0.80	High Proficiency
Q126	Apply professional reflection and learning to improve one's practice.	4.25	0.73	Very High Proficiency
Q129	Lead in organizing professional networks to provide colleagues opportunities to maximize their potential and enhance their practice.	3.94	0.67	High Proficiency
Q132	Model exemplary practice in the implementation of professional development initiatives to enhance strengths and address performance gaps among school personnel.	4.03	0.65	High Proficiency
Q133	Demonstrate knowledge and understanding of professional development in enhancing strengths and in addressing performance gaps among school personnel.	4.17	0.74	High Proficiency
	Composite Mean	4.12	0.54	High Proficiency

Legend: 4.21 – 5.00 Very High Proficiency [VHP]; 3.41 – 4.20 High Proficiency [HP]; 2.61 – 3.40 Moderate Proficiency [MP]; 1.81 – 2.60 Low Proficiency [LP]; 1.00 – 1.80 Very Low Proficiency [VLP]

The data reflects that school heads exhibit high to very high proficiency in Developing Self and Others with a composite mean of 4.12 and a standard deviation of 0.54. The highest-rated competencies, with scores above 4.40, include identifying leadership potential, recognizing and motivating stakeholders, and implementing reward systems, indicating strong leadership in fostering motivation and engagement. Additionally, school heads show very high proficiency in professional reflection, personnel development, and ensuring the welfare of school personnel, highlighting their commitment to continuous growth and support systems. However, areas related to mentoring fellow school heads (Q112, Mean: 3.53, SD: 1.00) and modeling exemplary leadership practices (Q77, Mean: 3.78, SD: 0.83) received lower ratings, suggesting a need for

strengthening leadership influence beyond their immediate roles. The high variability in Q112 (SD = 1.00) indicates inconsistencies in serving as a resource for peer development. Overall, while school leaders demonstrate strong competencies in governance, professional development, and stakeholder engagement, there is room for improvement in peer mentoring and leadership modeling to enhance collective growth in the educational leadership community.

A similar study conducted by Huggins, K. S. (2017), revealed that the principals demonstrated a solid dedication to enhancing school his leadership capacity and recognizing his leadership development as a continuous process. That leader's commitment to school success is necessary to reach the vision and mission of the organization. Furthermore, in the research conducted by Lazenby, S., McCulla, N., and Marks, W. (2022), the results lead to the recognition of an important leadership phenomenon especially typical collective principal efficacy. The information uncovered a necessity for networking to be acknowledged as a foundation for developing collective principal efficacy and to evolve into a significant professional learning approach for veteran principals. The consequences of these findings for the professional advancement and welfare of principals, as well as for educational research, policy, and practice, are examined.

Table 6: Domain 5: Building Connections

Code	Domain 5: Building Connections	Mean	SD	Interpretation
Q7	Lead the community, including parents, alumni, authorities, industries, and other stakeholders, in creating collaborative actions in solving complex issues on learner development, as well as school and community improvement.	4.14	0.83	High Proficiency
Q12	Demonstrate skills in dealing with authorities, colleagues, parents, and other stakeholders to encourage an enabling and supportive environment for learners.	4.25	0.60	Very High Proficiency
Q17	Exhibit inclusive practices, such as gender sensitivity, physical and mental health awareness, and culture responsiveness, to foster awareness, acceptance, and respect.	4.14	0.68	High Proficiency
Q26	Create a culture of inclusivity in the school and the community through practices, such as gender sensitivity, physical and mental health awareness, and culture responsiveness, to promote and strengthen awareness, acceptance, and respect.	4.06	0.75	High Proficiency
Q31	Evaluate the accomplishment of school organizations, such as learner organizations, faculty clubs and parent- teacher associations, to determine their impact on the attainment of institutional goals.	3.92	0.77	High Proficiency
Q38	Demonstrate competent skills in speaking and writing, as well as in utilizing communication platforms, in communicating with teachers, learners, parents and other stakeholders.	4.22	0.72	Very High Proficiency

Q46	Involve the community, such as parents, alumni, authorities, industries, and other stakeholders, in school programs, projects and activities to gain support for learner development, as well as school and community improvement.	4.28	0.78	Very High Proficiency
Q53	Manage school organizations, such as learner organizations, faculty clubs and parent- teacher associations, by applying relevant policies and guidelines to support the attainment of institutional goals.	4.17	0.65	High Proficiency
Q65	Exhibit exemplary skills in strengthening relationships with authorities, colleagues, parents, and other stakeholders to sustain an enabling and supportive environment for learners.	4.14	0.68	High Proficiency
Q67	Engage the wider school community in promoting inclusive practices, such as gender sensitivity, physical and mental health awareness, and culture responsiveness, to strengthen awareness, acceptance and respect.	3.94	0.75	High Proficiency
Q70	Demonstrate knowledge and understanding of inclusive practices, such as gender sensitivity, physical and mental health awareness, and culture responsiveness, to foster awareness, acceptance and respect.	4.19	0.75	High Proficiency
Q74	Mentor school personnel in communicating effectively in speaking and in writing, as well as in the positive use of communication platforms, to facilitate information sharing, collaboration, and support.	4.06	0.75	High Proficiency
Q79	Exhibit exemplary skills in communicating effectively in speaking and in writing to teachers, learners, parents, and other stakeholders to facilitate information sharing, collaboration, and support, and to ensure positive use of communication platforms within and beyond the school.	3.86	0.83	High Proficiency
Q82	Support school personnel in strengthening relationships with authorities, colleagues, parents, and other stakeholders to maintain an enabling and supportive environment for learners.	4.31	0.67	Very High Proficiency
Q89	Demonstrate knowledge and understanding of policies and guidelines on managing school organizations, such as learner organizations, faculty clubs and parent- teacher associations, in support of the attainment of institutional goals.	4.11	0.71	High Proficiency
Q101	Exhibit exemplary practice in managing school organizations, such as learner organizations, faculty clubs and parent- teacher associations, to support the attainment of institutional goals.	4.00	0.79	High Proficiency
Q123	Empower the community, such as parents, alumni, authorities, industries, and other stakeholders, to participate in addressing concerns on learner development, as well as school and community improvement.	4.22	0.68	Very High Proficiency
Q128	Build constructive relationships with authorities, colleagues, parents, and other stakeholders to foster an enabling and supportive environment for learners.	4.31	0.67	Very High Proficiency
Q130	Communicate effectively in speaking and in writing to teachers, learners, parents, and other stakeholders, through positive use of communication platforms, to facilitate information sharing, collaboration, and support.	4.06	0.75	High Proficiency
Q131	Initiate partnerships with the community, such as parents, alumni, authorities, industries, and other stakeholders, to strengthen support for learner development, as well as school and community improvement.	4.25	0.65	Very High Proficiency
	Composite Mean	4.13	0.51	High Proficiency

Legend: 4.21 – 5.00 Very High Proficiency [VHP]; 3.41 – 4.20 High Proficiency [HP]; 2.61 – 3.40 Moderate Proficiency [MP]; 1.81 – 2.60 Low Proficiency [LP]; 1.00 – 1.80 Very Low Proficiency [VLP]

The data indicates that school heads demonstrate high to very high proficiency in building connections with stakeholders, as reflected in the composite mean of 4.13 and a standard deviation of 0.51. The highest-rated competencies, with means above 4.25, highlight strengths in effective communication, stakeholder engagement, and fostering collaboration for learner development and school improvement. Notably, engaging the wider community (Q46, Q128) and initiating partnerships (Q131) scored very high, showcasing strong external collaboration efforts. Meanwhile, areas such as evaluating school organizations (Q31, Mean: 3.92) and mentoring personnel in communication (Q79, Mean: 3.86) received relatively lower ratings, suggesting a need for further emphasis on assessment and internal capacity-building. The consistently low standard deviations (≤ 0.83) imply strong agreement among respondents regarding school heads' competencies. Overall, the findings suggest that while school leaders excel in relationship-building, inclusivity, and communication, they can further enhance their impact by strengthening internal organizational assessment and mentoring programs.

In connection to the findings of Nalla, R. C., & Camaya, D. M. (2023), emphasized the management of various relationships, organizational management, inclusive practices, communication, and community involvement. The relationships established between the school leaders and their community are certainly reflected in this outcome.

Table 7: Summary Table of the Five Domains

Domain	Mean	SD	Rank
Leading Strategically (Domain 1)	4.02	0.53	5
Managing School Operations and Resources (Domain 2)	4.08	0.57	4
Focusing on Teaching and Learning (Domain 3)	4.10	0.54	3
Developing Self and Others (Domain 4)	4.12	0.54	2
Building Connections (Domain 5)	4.13	0.51	1

The data reveals that among the five domains assessed, Building Connections (Domain 5) ranks highest with a mean of 4.13, highlighting strengths in instructional leadership and stakeholder engagement. Developing Self and Others (Domain 4) rank second, with a mean of 4.12, indicating strong proficiency in professional growth, mentoring, and leadership development. Focusing on Teaching and Learning (Domain 3) as rank 3 with a mean of 4.10, Managing School Operations and Resources (Domain 2) follows closely in fourth place with 4.08, suggesting effective administrative and resource management practices. Leading Strategically (Domain 1) ranks lowest at 4.02, implying a relatively lower but still high proficiency in strategic leadership and long-term planning. The low standard deviations (≤ 0.57) across all domains indicate consistent responses among the participants. Overall, the rankings suggest that while school heads excel in mentoring, instructional leadership, and collaboration, there is room for further enhancement in strategic leadership and operational efficiency to achieve a more balanced performance across domains.

Similarly, Pagdilao, A., and Paguyo, Z. (2023), disclosed in their research that the school leaders showcased strategic leadership skills, effectively managed school operations and resources, and facilitated remote teaching and learning with the assistance of teachers and parents who acted as learning facilitators, utilizing printed modular learning and additional materials. Nonetheless, the school administrators faced challenges related to enrollment, implementing the new teaching method, staff participation, availability of instructional resources, and cooperation with stakeholders. They addressed these challenges with the support of parents, barangay officials, the LGU, and other stakeholders.

Part 3. Test of Significant Difference on School Heads' Professional Needs

Table 8: Test of Significant Difference on School Heads's Professional Needs according to Sex

Domain	Sex	Mean	SD	t	p-value	Decision on Ho	Interpretation
1: Leading Strategically	Female	3.97	0.50	-0.87	.391	Retain	Not Significant
	Male	4.15	0.64				
2: Managing School Operations and Resources	Female	4.01	0.53	-1.31	.201	Retain	Not Significant
	Male	4.29	0.66				
3: Focusing on Teaching and Learning	Female	4.06	0.51	-0.81	.424	Retain	Not Significant
	Male	4.23	0.63				
4: Developing Self and Others	Female	4.06	0.52	-1.05	.299	Retain	Not Significant
	Male	4.28	0.61				
5. Building Connections	Female	4.10	0.51	-0.62	.540	Retain	Not Significant
	Male	4.22	0.53				

Note: At 0.05 level of significance

The analysis of professional needs among school heads, grouped by sex, revealed no statistically significant differences across the five domains evaluated, indicating that male and female school heads exhibit similar professional development requirements. In the domain of Leading Strategically, female school heads had a mean of 3.97 (SD = 0.50), while male school heads had a mean of 4.15 (SD = 0.64), with a t-value of -0.87 and a p-value of .391. This non-significant result suggests that strategic leadership needs are comparable across sexes.

Similarly, in the domain of Managing School Operations and Resources, females had a mean of 4.01 (SD = 0.53) and males 4.29 (SD = 0.66), with a t-value of -1.31 and a p-value of .201, further indicating no significant difference. For Focusing on Teaching and Learning, the mean scores for females (M = 4.06, SD = 0.51) and males (M = 4.23, SD = 0.63) were also not significantly different, with a t-value of -0.81 and a p-value of .424.

In the domain of Developing Self and Others, female respondents had a mean of 4.06 (SD = 0.52) and males 4.28 (SD = 0.61), with a t-value of -1.05 and a p-value of .299. Lastly, in Building Connections, females scored an average of 4.10 (SD = 0.51) and males 4.22 (SD = 0.53), with a t-value of -0.62 and a p-value of .540. All p-values exceeded the significance level of 0.05, confirming that there were no significant differences between male and female respondents across these domains.

These findings imply that the professional needs of school heads are aligned regardless of sex, suggesting that unified professional development programs could be effectively applied across genders. The absence of significant differences supports an inclusive approach to professional development, promoting equal opportunities for growth and improvement in school leadership skills among both male and female administrators.

Table 9: Test of Significant Difference on School Heads’s Professional Needs according to Age

Domain	Age	Mean	SD	F	p-value	Decision on Ho	Interpretation
<i>1: Leading Strategically</i>	33 – 40	3.86	0.66	0.39	0.761	Retain	Not Significant
	41 – 48	3.92	0.54				
	49 – 56	4.02	0.48				
	57 – 64	4.20	0.59				
<i>2: Managing School Operations and Resources</i>	33 – 40	3.84	0.70	0.46	0.713	Retain	Not Significant
	41 – 48	3.97	0.54				
	49 – 56	4.17	0.52				
	57 – 64	4.17	0.66				
<i>3: Focusing on Teaching and Learning</i>	33 – 40	3.90	0.61	0.30	0.822	Retain	Not Significant
	41 – 48	4.03	0.51				
	49 – 56	4.14	0.46				
	57 – 64	4.22	0.70				
<i>4: Developing Self and Others</i>	33 – 40	3.88	0.64	0.45	0.720	Retain	Not Significant
	41 – 48	4.05	0.58				
	49 – 56	4.14	0.45				
	57 – 64	4.31	0.64				
<i>5. Building Connections</i>	33 – 40	3.97	0.66	0.59	0.636	Retain	Not Significant
	41 – 48	4.01	0.46				
	49 – 56	4.14	0.46				
	57 – 64	4.34	0.57				

Note: At 0.05 level of significance

An analysis of the professional needs of school heads by age group revealed no significant differences across all domains, indicating that the age of school administrators does not substantially impact their professional development needs. In the domain of Leading Strategically, the mean scores across age groups were 3.86 (SD = 0.66) for ages 33–40, 3.92 (SD = 0.54) for ages 41–48, 4.02 (SD = 0.48) for ages 49–56, and 4.20 (SD = 0.59) for ages 57–64. The F-value of 0.39 and p-value of 0.761 indicate that these differences are not statistically significant.

For Managing School Operations and Resources, mean scores were similarly close across age groups: 3.84 (SD = 0.70) for ages 33–40, 3.97 (SD = 0.54) for ages 41–48, and 4.17 for both the 49–56 (SD = 0.52) and 57–64 (SD = 0.66) age groups. With an F-value of 0.46 and a p-value of 0.713, these differences were also not significant.

In the domain of Focusing on Teaching and Learning, mean scores were 3.90 (SD = 0.61) for ages 33–40, 4.03 (SD = 0.51) for ages 41–48, 4.14 (SD = 0.46) for ages 49–56, and 4.22 (SD = 0.70) for ages 57–64. The F-value was 0.30, with a p-value of 0.822, showing no significant differences among the age groups.

For Developing Self and Others, the mean scores were 3.88 (SD = 0.64) for ages 33–40, 4.05 (SD = 0.58) for ages 41–48, 4.14 (SD = 0.45) for ages 49–56, and 4.31 (SD = 0.64) for ages 57–64, with an F-value of 0.45 and a p-value of 0.720, confirming that differences were not statistically significant.

Lastly, in the domain of Building Connections, the mean scores were 3.97 (SD = 0.66) for ages 33–40, 4.01 (SD = 0.46) for ages 41–48, 4.14 (SD = 0.46) for ages 49–56, and 4.34 (SD = 0.57) for ages 57–64, yielding an F-value of 0.59 and a p-value of 0.636.

Overall, the results indicate no significant differences across age groups, with all p-values above the 0.05 threshold. This suggests that the professional development needs of school heads are consistent regardless of age, supporting the development of inclusive programs that address the shared needs of school administrators across different stages of their careers.

Table 10: Test of Significant Difference on School Heads's Professional Needs according to Civil Status

Domain	Civil Status	Mean	SD	t	p-value	Decision on Ho	Interpretation
1: <i>Leading Strategically</i>	Married	4.01	0.53	-0.12	0.908	Retain	Not Significant
	Single	4.04	0.63				
2: <i>Managing School Operations and Resources</i>	Married	4.09	0.55	0.10	0.917	Retain	Not Significant
	Single	4.06	0.75				
3: <i>Focusing on Teaching and Learning</i>	Married	4.08	0.53	-0.44	0.659	Retain	Not Significant
	Single	4.20	0.63				
4: <i>Developing Self and Others</i>	Married	4.11	0.52	-0.16	0.874	Retain	Not Significant
	Single	4.16	0.73				
5. <i>Building Connections</i>	Married	4.13	0.49	0.05	0.961	Retain	Not Significant
	Single	4.12	0.68				

Note: At 0.05 level of significance

The analysis of school heads' professional needs by civil status shows no statistically significant differences across all domains, indicating that both married and single school heads share similar professional development requirements. In the domain of Leading Strategically, married respondents had a mean score of 4.01 (SD = 0.53), while single respondents scored an average of 4.04 (SD = 0.63). With a t-value of -0.12 and a p-value of 0.908, these results indicate no significant difference based on civil status.

In the domain of Managing School Operations and Resources, the mean score for married individuals was 4.09 (SD = 0.55) compared to 4.06 (SD = 0.75) for single respondents, yielding a t-value of 0.10 and a p-value of 0.917, confirming no significant difference between groups. For Focusing on Teaching and Learning, married respondents had a mean score of 4.08 (SD = 0.53), while single respondents scored 4.20 (SD = 0.63). The t-value of -0.44 and p-value of 0.659 indicate that these differences were not statistically significant.

In the Developing Self and Others domain, the mean score for married respondents was 4.11 (SD = 0.52) and 4.16 (SD = 0.73) for single respondents, with a t-value of -0.16 and a p-value of 0.874, confirming no significant differences. Finally, in the Building Connections domain, the mean scores were 4.13 (SD = 0.49) for married respondents and 4.12 (SD = 0.68) for single respondents, with a t-value of 0.05 and a p-value of 0.961, indicating no statistically significant differences.

All domains produced p-values above the 0.05 threshold, suggesting that civil status does not significantly impact the professional development needs of school heads. This result implies that professional development programs can be designed to address the common needs of school heads without distinguishing between married and single administrators, supporting an inclusive approach that provides equitable training opportunities for all.

The findings in the study of Ighalo, B. N. (nd). revealed that: the gender of the principals, their age, and their marital status did not influence their administrative performance in public secondary schools in Edo State. The test of the hypotheses indicated that there was no significant difference in the administrative performance of the principals based on their gender, age and marital status.

Table 11: Test of Significant Difference on School Heads's Professional Needs according to Position

Domain	Position	Mean	SD	t	p-value	Decision on Ho	Interpretation
1: <i>Leading Strategically</i>	HT	3.98	0.64	-0.37	0.715	Retain	Not Significant
	Principal	4.05	0.43				
2: <i>Managing School Operations and Resources</i>	HT	3.95	0.66	-1.34	0.191	Retain	Not Significant
	Principal	4.20	0.46				
	HT	4.07	0.62				

3: Focusing on Teaching and Learning	Principal	4.12	0.47	-0.28	0.781	Retain	Not Significant
4: Developing Self and Others	HT	4.05	0.66	-0.73	0.471	Retain	Not Significant
	Principal	4.18	0.42				
5. Building Connections	HT	4.04	0.61	-1.01	0.323	Retain	Not Significant
	Principal	4.21	0.40				

Note: At 0.05 level of significance

An analysis of the professional development needs of school heads by position (Head Teacher vs. Principal) indicates no significant differences across all domains. In the domain of Leading Strategically, Head Teachers (HT) had a mean score of 3.98 (SD = 0.64) while Principals had a slightly higher mean of 4.05 (SD = 0.43). The t-value of -0.37 and p-value of 0.715 suggest that the difference is not statistically significant.

In the Managing School Operations and Resources domain, Head Teachers scored an average of 3.95 (SD = 0.66) compared to 4.20 (SD = 0.46) for Principals. Although Principals showed a higher mean score, the t-value of -1.34 and p-value of 0.191 indicate that this difference is not significant. Similarly, for Focusing on Teaching and Learning, Head Teachers scored 4.07 (SD = 0.62) and Principals scored 4.12 (SD = 0.47), with a t-value of -0.28 and a p-value of 0.781, suggesting no significant difference.

In the domain of Developing Self and Others, the mean score for Head Teachers was 4.05 (SD = 0.66) compared to 4.18 (SD = 0.42) for Principals. The t-value of -0.73 and p-value of 0.471 show no significant difference between the two groups. Lastly, for Building Connections, Head Teachers had a mean score of 4.04 (SD = 0.61) while Principals scored 4.21 (SD = 0.40). Although there is a slight difference, the t-value of -1.01 and p-value of 0.323 confirm that it is not statistically significant.

All p-values exceed the 0.05 threshold, indicating that the professional needs of school heads do not vary significantly according to their position. This finding supports the idea of developing professional development programs that cater to both Head Teachers and Principals collectively, as their needs are similar across the assessed domains.

CONCLUSION

1. The majority of school heads are female, fall within the age group of 49 – 56 years old, married, and hold the position of Principal.
2. The assessment of five domains shows that Developing Self and Others (Domain 4) is the highest ranked. Focusing on Teaching and Learning (Domain 3) and Building Connections (Domain 5) are tied for second place. Managing School Operations and Resources (Domain 2) is in fourth place, while Domain 1 is ranked the lowest. This indicates that while school leaders are strong in mentoring, instructional leadership, and collaboration, they need to improve in strategic leadership and operational efficiency for better overall performance.
3. The analysis of professional needs among school heads showed no significant differences based on sex, age, civil status, or position. Male and female school heads have similar professional development requirements. Additionally, the age and marital status of school heads do not impact their professional development needs, nor do their positions as Head Teacher or Principal.

RECOMMENDATIONS

1. Require all school leaders, regardless of profile, to pursue continuous professional development to strengthen their effectiveness as instructional leaders.
2. Prioritize the implementation of strategies that actively integrate learners' voices into policy-making, addressing the only domain rated at Moderate Proficiency.
3. Address the strategic leadership domain—identified as the lowest among the five—by conducting intensive enhancement seminars to equip school leaders with the skills needed for effective school management.
4. Develop key leadership attributes such as vision, empathy, analytical thinking, experience, communication, and a passion for education to empower school leaders in designing and executing improvement plans that foster teacher engagement and student empowerment.

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