

Profile and Level of Performance of Elementary School Heads in Leading Strategically: Basis for the Development of Policy Recommendations

Rene Cabrea Barola* & Gerry Sañez Digo

Sorsogon State University School of Graduate Studies, Philippines

*Corresponding email: rene.barola@deped.gov.ph

Received: 31 October 2022

Accepted: 25 December 2022

Published: 30 December 2022

Abstract: Profile and Level of Performance of Elementary School Heads in Leading Strategically: Basis for the Development of Policy Recommendations. Objectives: This study determined the profile of elementary school heads in relation to their level of performance in leading strategically covering School Year 2021-2022. **Methods:** Descriptive-correlational research design with survey using researcher-made questionnaire as its research instrument was used. Frequency count, percentage weighted mean and chi-square for association were used as statistical tools in the tabulation, analysis and interpretation of data gathered. **Findings:** The computed chi square on the relationships between the profile and the level of performance of the school heads along the 7 key result areas in leading strategically ranges from 0.03 to 9.38 which did not exceed the tabular values at 2 and 4 degrees of freedom and tested at .05 level of significance. **Conclusion:** There are no significant relationships between the profile of the school heads and their level of performance along the 7 key result areas of the first domain of the national standards for school heads. The proposed policy recommendations on improving school heads' profile, career stage and strategic leadership can be adopted and implemented upon review and approval of the higher authorities in the Department of Education.

Keywords: school heads, leading strategically, professional development.

Abstrak: Profil dan Tingkat Kinerja Kepala Sekolah Dasar dalam Memimpin Secara Strategis: Landasan Penyusunan Rekomendasi Kebijakan. Tujuan: Kajian ini untuk mengetahui profil kepala sekolah dasar dalam kaitannya dengan tingkat kinerjanya dalam memimpin secara strategis meliputi Tahun Ajaran 2021-2022. **Metode:** Desain penelitian deskriptif-korelasi dengan survei menggunakan kuesioner buatan peneliti sebagai instrumen penelitiannya. Jumlah frekuensi, rata-rata tertimbang persentase dan chi-kuadrat untuk asosiasi digunakan sebagai alat statistik dalam tabulasi, analisis dan interpretasi data yang dikumpulkan. **Temuan:** Chi square yang dihitung pada hubungan antara profil dan tingkat kinerja kepala sekolah di sepanjang 7 area hasil utama dalam memimpin secara strategis berkisar antara 0,03 hingga 9,38 yang tidak melebihi nilai tabel pada 2 dan 4 derajat kebebasan dan diuji pada tingkat signifikansi 0,05. **Kesimpulan:** Tidak ada hubungan yang signifikan antara profil kepala sekolah dan tingkat kinerjanya di sepanjang 7 area hasil utama dari domain pertama standar nasional kepala sekolah. Rekomendasi kebijakan yang diusulkan untuk meningkatkan profil kepala sekolah, tahapan karir dan kepemimpinan strategis dapat diadopsi dan diterapkan setelah ditinjau dan disetujui oleh otoritas yang lebih tinggi di Departemen Pendidikan.

Kata kunci: kepala sekolah, memimpin secara strategis, pengembangan profesi.

To cite this article:

Barola, R., C., & Digo, G., S. (2022). Profile and Level of Performance of Elementary School Heads in Leading Strategically: Basis for the Development of Policy Recommendations. *Jurnal Pendidikan Progresif*, 12(3), 1453-1472. doi: 10.23960/jpp.v12.i3.202234.

■ INTRODUCTION

Every public elementary school in the world is headed by school leaders or school heads who are also called as teachers-in-charge, head teachers and principals. They are expected to excellently lead strategically in their own level of governance. However, excellence in leading strategically will remain a wish and a vision without professional development. Professional development is one of the factors in the attainment of success in leading strategically. Sustained work competence is given by professional development and allows professionals to excel in their job. This must be a continuous process throughout their career to keep them knowledgeable and skilled, relevant, updated and aware of constantly evolving trends, issues and directions in the field of specialization (Crawford, 2016).

The combination of personal and professional skills of strategic leaders are determinants of realizing strategic goals of an organization (Alam, 2013) and successful leadership in a VUCA world emanates from leadership and organizational competence (Moldoveanu & Narayandas, 2019).

Professional preparation and professional development of principals attract increasing attention of researchers and decision makers in education in light of the increasing complexity of the principals' role (OECD, 2014). Sustainable Development Goal No. 4 of the United Nations required that by 2030, teachers and educators should be empowered, adequately recruited and remunerated, motivated, professionally qualified, and supported within well-resourced, efficient and effectively governed systems (United Nations, 2022) for they acquire the necessary competencies to perform effectively throughout their professional careers in professional development activities (Lambert & Bouchamma, 2021).

The lifelong learning of member countries of the United Nations which include the Philippines showed that 25% of the countries reached 50% improvement on levels of literacy among adults and equitable access to continuing education for all of them, 32% of the nations are distant in meeting this goal. Accounting these data, development of lifelong learning becomes essentially a must (UNESCO & UNICEF, 2015).

Many states and school districts have neglected the professional development of principals (Manna, 2015; Rowland, 2017). Failure to support school principals with quality on-the-job professional development will lead to missing an opportunity (Coggshall, 2015). In addition, few studies have been devoted to supporting school principals in a process of professional development of their competencies and these have focused only on new school principals (Isabelle & Labelle, 2017; Isabelle et al., 2016).

Further, national laws of the Philippines like Republic Act Number 10533 or the Enhanced Basic Education Act of 2013, Republic Act Number 4670 or Magna Carta for Public School Teachers, and Republic Act Number 9155 entitled Governance of Basic Education Act of 2001 include sections that mandated continuous efforts to assist or provide ways for professional growth and development of all non-teaching personnel to attain higher levels of efficiency and effectiveness in the implementation of basic education services. The Professional Regulation Commission (2019) gave guidelines on continuing professional development program to improve the professional capacity of the pool of licensed professionals in the Philippines achievable via updates to be given to them about latest local and global practice of the professions which may be technological, scientific, ethical and other

applicable issues and trends, enhancement of competencies of Filipino professionals in order to deliver quality and ethical services in national and international context achievable through the support to their lifelong learning and deliver standard and quality continuing professional development activities based on the Philippine Qualifications Framework for national significance and at par with the global standards.

The Department of Education (2020) nationally adopted and implemented the Philippine Professional Standards for School Heads through Department of Education Order No. 24 series 2020 to standardize expectations from school heads of public schools along clearly specified and structured career stages of professional progress and advancement which starts from beginning to exemplary practice, personally involve them to a cyclical and perpetual effort to achieve the highest levels of school heads' work proficiency, capacitate them according to the felt need for profession-related learning and development, aid in the identification of development needs, guide individual professional reflections, and pave the directions on professional agenda for all school heads and all significant key school linkages and partners. Finally, keep them abreast of the provision of relevant and timely professional school heads' learning and development specifically for all active in the service school heads in the different public schools of the Philippines.

Professional development of school principals should continue and be sustainable after they have been appointed to their schools to help them acquire current knowledge, skills, values, and attitude beyond schooling and understand the latest technological developments and to be comfortable with technology changes (Pretomode, 2019). It led them to implement and manage new changes in education (Hussin & Abri, 2015).

Poor results in elementary schools is attributed to poor strategic leadership of elementary school heads. For this reason, it is strongly recommended to invest on the development of principals' skills. Developing and supporting excellent principals requires strong preparation and on-going high-quality professional development (Darling-Hammond, Wilhoit, & Pittenger, 2014).

Principal's professional learning cultivate more effective leadership skills and strengthen instructional practices (Herman et al., 2017). Principals can play an important role in reaching our national goals of high achievement for all students (Ikemoto, Taliaferro, Fenton & Davis, 2014). Leadership is important in establishing a conducive environment for learning and achieving educational attainment (Branch, Hanushek & Rivkin, 2013).

In the interview conducted by the researcher, the school heads shared that they need professional development in leading strategically to improve their career stage and performance level. Given these premises, this study determined the profile, career stage and relationship between their profile and level of performance in leading strategically covering School Year 2021-2022 as basis in the development of policy recommendations to improve their profile, career stage and strategic leadership.

■ METHODS

Research Design

Quantitative research design was utilized in this study particularly the descriptive - correlational research design. Hence, this described the variables and the correlations that exist spontaneously between and among them (Sousa, Driessnack, Amelia & Mendes, 2022).

Participants

The participants of this study were the forty-one (41) school heads from Donsol West 1 and

2 and Donsol East 1 and 2 School Districts in the Municipality of Donsol, Schools Division of Sorsogon Province, Philippines were utilized. Out of the forty-one (41) respondents, 17 or forty-one percent (41%) were teachers-in-charge, fifteen (15) or thirty-seven percent (37%) were head teachers while nine (9) or twenty-two percent (22%) were principals of the school districts. They were the primary sources of research data. Total population sampling was used in determining the participants to this study.

Research Instrument

Quality-assured non-test research instrument in the form of researcher-made survey – questionnaire composed of three questions or parts was utilized to gather the needed research data. Validity and reliability were guaranteed through its dry run or test to 10 non-participant elementary school heads from other municipalities of the schools division. They meticulously examined the contents, lay-out, and clarity of the language used in the questionnaire. Revisions were made based from their suggestions and recommendations.

Part I was about the profile of the elementary school heads which generated data on their age, civil status, gender, educational attainment, position, year serving as school head, National Qualifying Examination for School Heads, number of years prior to promotion to the next higher position, relevant trainings and seminars attended, number of teachers handled and awards received. Part II delved on the career stage of the elementary school heads along the seven key result areas in leading strategically. The respondents selected their career stage adopted from the national standards for school heads in the Philippines which were career stage 1, 2, 3 and 4 (DepEd Order No. 24, s.2020). Part III determined the level of performance of the elementary school heads along the cited seven key result areas. This made use of 5-point rating

scale from the school heads' performance management system of the Philippines as follows: 5-Outstanding, 4-Very Satisfactory, 3-Satisfactory, 2-Poor and 1-Very Poor performance (DepEd Order No. 2, s.2015).

Data Collection Procedure

The data were gathered through a survey that was conducted from May to June 2022. The researcher prepared letters requesting permission from the Schools Division Superintendent, Public Schools District Supervisors and Elementary School Heads for the formal conduct of the study. Prior to the actual conduct of survey or data collection, all the selected respondents were notified in order for them to set the most convenient day and time for the data collection.

Survey was done through the use of online platform or face-to-face survey administration. Before giving the questionnaire, explanations and explicit instructions were provided to make the respondents feel comfortable and easily comprehend the material. They were given enough time to respond, and questionnaires were personally retrieved by the researcher for those who were personally surveyed. One hundred percent retrieval of the questionnaires was observed. The researcher also accepted comments regarding the study given by the respondents which was found useful to the research work. Health and safety protocols against COVID 19 and research ethics were also followed.

Data Analysis

Descriptive statistics such as frequency count and percentage for the profile of the elementary school was used. Weighted Mean determined their career stage. The career stages were based from the national standards for school heads or PPSSH while their performance was revealed using the performance management system or RPMS of the Department of Education. The correlation between the profile

and level of performance of the elementary school heads in leading strategically was determined using the chi-square for association.

■ RESULTS AND DISCUSSION

The Profile of Elementary School Heads

The elementary school heads' profile showed that 7 or 17% had an age that ranges from 25-35 years, 14 or 34% belonged to an age range of 36-45 and 20 or 49% had an age from 46 and above. For gender, 25 or 61% of the school heads were male while 16 or 39% are female. In terms of civil status, 33 or 80% were married. On the other hand, 8 or 20% were still single. With respect to educational attainment, 29 or 71% were college graduates with masteral units, 11 or 27% earned masteral degrees with doctoral units, and there was only 1 or 2% earned a doctorate degree. Relative to the length of service, 18 or 44% were 10 years in service, 16 or 39% were 11-20 years in the service and 7 or 17% were 21 and above in the service. With regards to the number of years prior to promotion to the next higher school head position, there were 15 or 36% rendered 6 years and below, and 15 or 36% rendered 7-12 years and 11 or 28% rendered 13 and above in the service. With regards to the position, 15 or 36% were Teachers-in-Charge, 16 or 39% were Head Teachers, and 10 or 25% were principals. Furthermore, 13 or 32% of the school leaders passed the national school heads' qualifying examination, and 28 or 68% were non-passers. With respect to relevant trainings and seminars attended, 3 or 7% underwent the international level, 13 or 32% in the national level and 25 or 61% in the local level.

As to the number of teachers handled, the 30 or 73% of the school heads handled 1-10 teachers, 8 or 20% managed 11-20 teachers and 3 or 7% had at least 21 teachers. Finally, as to the highest awards received, the 23 or 56% had local level awards, 2 or 5% with international

level awards and 16 among the respondents did not receive any award.

This result was aligned to the study of Panganiban (2018) which showed that majority of the school heads in Region IV-A possess graduate level acuity and orientation that would one way or another may contribute and aid them in their supervision and administrative functions or roles. The trainings and seminars armed and gave them orientation on the needed and most fit as well as required knowledge, practices, and techniques in handling people. The heads of public schools of the CALABARZON region had the requisite knowledge and awareness of the practices and techniques useful in leading their personnel to achieve the desired goals and tasks.

The Career Stage of Elementary School Heads

For the career stage of the respondents in leading strategically, 14 among the school heads considered themselves on Career Stage 1 with respect to the 7 key result areas of the domain. School heads characterized of effectiveness in strategic leadership manifest high sense responsibility in providing a vision that covers the entire school organization with commitment and sincerity to high standards set for the school of all aspects of education and the progressive success of all learners.

This is an indication that the head of school is strongly responsible for the basic but effective general school leadership. They make it a top agenda to provide the strategic vision, significant academic leadership, and quality of learning. Thus, there is a priority for effective discharge of the school head's responsibilities in leading strategically. More so, accountability is very evident to retain the confidence of all the individuals partaking in the strategic leadership of educational system especially the community and the learners. Therefore, this denotes that these school heads who belong to career stage 1 knows the domain

and put themselves as beginners in the positions with limited expertise but performing effectively.

This finding was similar to the result of the study of Walson (2021) on the work of principals. The work was characterized as interesting, meaningful, non-threatening, uses initiative, challenging as well as pleasurable. They communicate openly school activities to their personnel, demonstrate concern and respect to everybody. Ensures the practice of creativity. Interaction and self-expression are always welcomed and accepted. Staffs are given the chance to share their expertise in school leadership of the school head through work delegation. They also make it a strong point to hear the ideas of the stakeholders particularly those directly affecting them through involvement in critical decision making. They keep themselves on track of the goals of school as an organization and the general welfare of all their subordinates and individuals partaking in school leadership.

On the other hand, the 27 school heads considered themselves reached career stage 2 along the seven key result areas in leading strategically. This means that the respondents possess the required competence on the authority, responsibility, and accountability of school heads. Likewise, they possess the qualifications and demonstrate it to effectively and efficiently perform their job descriptions as instructional leaders and administrative managers. They observed maintaining good performance by strategic school leadership, managing daily school operations and limited resources, mainly focused on the implementation of the curriculum. They are committed in improving or developing themselves and peers, and creating linkages. They conduct reflection on their practices in school leadership for further improvement and find ways to engage every staff of the school in professional activity

for their learning as well as advancement of individual career. This means that doing their functions and duties effectively, will result to a very satisfactory if not an outstanding performance giving prestige, recognition and honor to their respective schools.

This result is affirmed by the study of Trinh, Pham, Cao, Nguyen, Nghiem & Tran (2019) which detailed that the noticeable advantage of school principals in Vietnam are their self-capacity to have self-development and management in relation to their national standards for school heads. They met the expectations and standards of ensuring to be compliant to the needed and government required educational management professional training aligned to the accepted ethics governing the profession. Identification of self-improvement areas, relevant required support and creating favorable school changes are easy because of the constant reporting of their experiences in leadership of school and knowledge of the profession.

Level of Performance of Elementary School Heads in Leading Strategically

Along the level of performance of the school heads in leading strategically with the seven key result areas, it revealed the following findings. The level of performance of the Career Stage 1 school heads on modelling the vision, mission and core values had a computed weighted mean of 4.92 described as outstanding. This school heads under career stage 1 considered themselves as one who practice their knowledge on the vision, mission and core values of the DepEd in order to cultivate and promote shared and common understanding and alignment or coordination of all planned and implemented school activities, programs, policies, and projects.

It is the call of the school head to participate in formulating, implementing, and

coordinating policies, plans, programs and projects of the DepEd to its clientele. They actively participate in the leadership of all elementary educational institutions, including other modality of learning, both private and public; and main role players in the institutionalization, upkeep and sustenance of an adequate, complete, inclusive, universal and integrated system of basic kindergarten and elementary education observing and compliant to the goals of the country on nation building, and development.

Those who belong to Career Stage 2 as assessed had Very Satisfactory level of performance in communicating or relaying the DepEd vision which is achieved through mission and imbibed by core values to the greater realm of school community to ensure instill similar comprehension and alignment or parallelism of activities, programs, policies, and projects in the school with the computed weighted mean of 4.30. The school heads are in charge of proper dissemination of the DepEd vision, mission and core values to its clientele for clearer understanding of all areas of concerns of the school. This may indicate a more comprehensive and a wide ranging notions to the community. The results find support in the study of Mombourquette (2017) that schools categorized as high performing were all led by principals who clearly articulated vision, mission, and goals that emanated from personal beliefs about student learning and the role the school's program played in helping students to learn. On the other hand, schools under the category of under achievement or non-performing had principals did not experience work with clear innate and self-school vision.

The level of performance of the School Heads on School Planning and Implementation showed that those school heads who belong to career stage 1 demonstrate very

satisfactorily the knowledge and discernment of the different phases of the development and implementation of school plans patterned from the institutional goals, standards, and policies evident in the 4.14 computed weighted mean. This informs that the school heads are conversant with the planning content of activities anchored on the objectives and existing policies of the department. They ensure that the activities stipulated in the plan are closely aligned so that they reinforce one another. This is an indication that the respondents can carry out the goals and objectives of the DepEd thru comprehensive and inclusive planning of the activities and operations of their respective schools.

Similarly, the school heads under career stage 2 displayed a very satisfactory performance in the development and implementation of school plans involving the planning team based on the institutional goals and policies. This goes to show that the school heads have been able to perform their functions with the group or peers to plan in a collegial manner. Working within the group of peers in a way that each of the member influences good and acceptable work behaviors. In practice, they work together energetically and mutually supportive ways. This may indicate a good collaborative result within the organization in carrying out the goals and objectives of the department.

The findings are in consonance with the study of Hallinger & Lu (2014) which showed that indeed, a key assumption underlying the move towards sharing leadership responsibilities more broadly has been the belief that this would strengthen collective efforts and reduce the gap between goals and outcomes. However, to this date, relatively few inquiries on the extent of the contribution of the middle-level leaders to school development or improvement efforts

have been conducted. This study intended to understand how common vision within school management teams (SMTs) impacts the commitment of teacher and teacher support for students by using school alignment and coherence.

In terms of level of performance of the school heads on policy implementation and review, the school heads under Career Stage 1 have very satisfactorily exhibited knowledge expertise and understanding on implementation and review of school policies to safeguard operations of the school organization that are consistent and compliant to the implemented national government and local laws, regulations including all issuances of the Department of Education with the computed weighted mean of 4.36. This means that the school heads under this stage can prove that they are aware on the policies being implemented by the DepEd through their respective schools under their supervision. This implies that respondents are knowledgeable on how these policies be implemented and followed by their subordinates.

On the other hand, the school heads under career stage 2 can already undertake very satisfactorily the implementation and review of school policies to ascertain school operations that are in agreement with Philippine and international laws, regulations and department issuances with the computed weighted mean of 4.07. This means that the school heads possess the ability to conduct analysis and appraisal on policy implementation of the DepEd which entails legal impediments. Further, the respondents considered all aspects along guidelines and policies that will support to their decisions. This denotes that the performance of the school heads may lead to a stronger and effective implementation of policies that guarantees smooth and successful school operations.

The results can also be verified from the study conducted by Schlebusch & Mokhatle (2017) which indicated that strategic planning does not occur in many schools in the Motheo district and in some cases, in the basic education sector, chairpersons of the School Governing Body (SGB) are excluded in the drafting and implementation of the plan. However, there were evidences of the conduct of strategic planning in the preparation of development plans for laboratory school and teacher education programs (Digo, 2021 & Digo 2022). Hence, the needs to collaborate between basic and higher education institutions to ensure success in the preparation and implementation of strategic plans.

With respect to the level of performance of the school heads on research and innovation, it was found out that school heads under career stage 1 have a very satisfactory performance on identifying pertinent research findings from credible sources to facilitate data-driven and evidenced-based innovations to achieve better school performance level with the computed weighted mean of 3.57. This could mean that the respondents have underwent research trainings and seminars regarding the elements and principles of research. It can also be inferred that these school heads were able to primarily acquire knowledge about data-driven approach and scientific research during their studies in advance education or graduate studies.

Similarly, the school heads under career stage 2 considered their performance as satisfactory in utilizing pertinent research findings from trustworthy sources to arrive at data-driven and evidenced-based innovations to gain higher school performance with the computed weighted mean of 3.30. This means that they were not actually exposed in engaging to research. This indicates that these school managers need more relevant trainings and seminars in acquiring enough

knowledge about the elements and principles of research. They need to acquire more skills in exploratory approach and applying analytical techniques in conducting research.

The results were also emphasized by Petrovic (2015) who discloses that the participation of principals in various professional development activities during 12 months prior the survey was below the average of the countries that participated in the TALIS survey. The principals' mentoring on research activities from Serbia within the networks of the professionals had only a participation rate of 21% while the TALIS average amounts to 51%. Based from the data, 57% of them attended the conferences, courses or visits. This was contrary to the 83% of their counterparts from other countries. It was alarming because 24% of them did not participate even in one activity that will give them professional development.

The level of performance of the school heads on program design and implementation showed that the school heads who considered themselves under career stage 1 performed very satisfactory with a numerical rating of 4.36 in displaying understanding of school's program implementation that favors and caters the development of learners. This indicates that even though these school heads are in career stage 1, they showed that they have the knowledge and cognizant about the program implementation that helps support the learning success of the learners. This could mean that the respondents have the readiness to get involved and participate in the implementation of the school programs.

With respect to school heads under career stage 2, their level of performance in school's program implementation for the development of learners is very satisfactory with the computed weighted mean of 4.33. This may have been attributed with the facts that these school heads are already practicing and well-versed in the

strategies and techniques in school program implementation. This denotes that as school heads, equipped with the knowledge and skills on how to implement school programs, would achieve as well as realize the set goals and objectives. The results can be a significant contribution in the development and progress of the learners.

Result on the level of performance of the school heads on learners' voice disclosed that the school heads who belong to career stage 1 exhibit the ability to utilize their knowledge and understanding on learners' voice to communicate policy development and making significant decision towards the improvement of the school with the computed weighted mean of 4.14 with an adjectival description of very satisfactory. This could mean that the school heads under career stage 1 basically illustrates readiness to utilize learners' feelings and opinions as basis for policy development, information and making decision to achieve the goals of their respective schools. It can be deduced that the respondents may guarantee their potential to be used for this purpose. Moreover, this could be used to examine and address problem solving skills on optimism and coping strategies of students (Utaminingsih, 2019).

Alternatively, the school heads showed a very satisfactory performance in utilizing learners' voice which covers the learners' feelings, views, ideas, comments, suggestions, opinions, and recommendations to communicate development of essential policies and coming up with relevant decision for better improvement of the school with the computed weighted mean of 4.15. This suggests that the respondents are already knowledgeable at least if not complete of wide range in utilizing the learners' understandings and outlook as basis for policy development and decision making. This may lead to a better school performance and environment which will upkeep

and sustain the development of the learners and other school personnel.

Along the level of performance of the school head on monitoring and evaluation processes and tools, the respondents under career stage 1 display the key result area to foster learner achievement with 4.29 computed weighted mean interpreted as very satisfactory. This could denote that the school heads are familiar with the available tools for monitoring and evaluation processes to hasten learner achievement. This indicates that they are prepared to use these tools to assist the learners for their development. In the same way, it also revealed that the school heads under career stage 2 utilize available monitoring as well as evaluation processes and tools in the school to promote learner achievement with computed weighted mean of 4.22 which is described as very satisfactory.

This means that the school heads can already engaged in using the monitoring and evaluation tools if not perfectly, but effectively and efficiently to contribute in the achievement of the goals for the learners' improvement. This goes to show that having the abilities and capabilities of the school heads in using the said tools will come up with better performance not only the teachers, school staff but the learners as well.

The findings are reflected in the study conducted by Geren (2016) which showed that adult learners learn through problem solving, mentoring, and in one-on-one coaching situations. They gave their clear intention of undergoing the most applicable, suitable, work-based and real-life situations professional development. Its design was expected to give them improved understanding of new concepts and ideas. The topics requested covered progress monitoring, strategies on how to provide intervention, improving achievement among challenged learners, handling of time, rating system for teacher, and new and needed curricula. They

had high demand on support from human resources. The most notable assistance that they needed were about recruitment and selection of additional assistant principals best for managerial tasks directly involving decorum, bus duty, classified staff performance ratings, and compliance to special education issues. In effect principals will be able to embrace and live their roles that focus on instructional leadership. In addition, this will be an opportunity for them to contemplate on their efforts vis-a-vis achievement of learners.

Suggestions were given by the participating principals to the heads of the school district. First, an increase in the opportunities for them to visit other schools be given to them. With this, they will be able to meet other principals in their districts which will result to a mono-directional understanding of latest information. Second, venues that are more comfortable and smaller groups that integrates time to evaluate effect and relevance of different strategies on academic standing of students be used in the professional development activities. Finally, high profile and expert resource persons in their fields to facilitate the capability building among them including the skills set, progress monitoring and migrant learners as components of professional development was requested.

Correlation Between the Profile and Performance Level of Elementary School Heads

The correlation between the school heads' profile and their performance in leading strategically was discovered by this study. The relationship between the profile and the school heads on modelling the vision, mission and core values revealed that the computed chi square values for age, gender which may be male, female, lesbian, gay, transgender or others under

the lgbtq community, civil status such as single, married, widow, separated, solo parent or others in the Philippine context, educational achievement or attainment, position, year serving as school head, National Qualifying Examination for School Heads, number of years prior to promotion to the next higher position, relevant trainings and seminars attended, number of teachers handled and awards received are 8.21, 0.12, 1.17, 1.23, 2.12, 1.10, 0.60, 0.19, 2.91, 3.42 and 9.38 accordingly.

These values did not exceed the tabular values of 9.488 and 5.991 when the degree of freedom are 2 and 4 respectively and were tested at .05 level of significance. Thus, the null hypothesis cannot be rejected and therefore, there are no significant relationships between the profile of the school head respondents and their level of performance along modelling the vision, mission and core values.

This indicates that the profile of the respondents has nothing to do with their performance along modelling the vision, mission and core values. This implies that no matter what description the school heads have relative to their profile, they can still prove that they can still perform their duties and responsibilities squarely and effectively that will lead to a very meaningful results as far as fostering common understanding and agreement of school activities, policies, and programs, projects to the community concerned. On the other hand, the findings could mean that the respondents show responsibilities of governing the school program, policies and activities and extending them to people concerned. This is an implication that all concerned individuals in the school and the community are involved to schools' responsibility and accountability.

The relationships between the profile of the school heads in terms of age, gender, civil status, educational achievement or attainment, position,

year serving as school head, National Qualifying Examination for School Heads, number of years prior to promotion to the next higher position, relevant trainings and seminars attended, number of teachers handled and awards received and their level of performance along school planning and implementation exposed that the computed chi square values for each of the profile are 1.55, 0.12, 0.80, 0.86, 3.37, 1.74, 0.38, 0.04, 1.79, 2.31 and 6.95 respectively. These values are lesser than the tabular values of 9.488 and 5.991, 9.488 when the degree of freedom are 2 and 4 respectively and were tested at .05 level of significance. Thus, the null hypothesis is accepted and therefore, there are no significant relationships between the profile of the respondents and their level of performance along school planning and implementation.

This indicates that the profile of the respondents has nothing to do with their performance along school planning and implementation. The respondents, regardless of their profile have the understanding, awareness and can engage in the development and implementation of the school programs with the planning team with its desired members school plans aligned with institutional goals, standards, and policies. This may mean that the school heads are capable to participate with a working group to carry out the school programs. It could be concluded that the school heads could work effectively with the peer group to realize the goals and objectives of the school programs.

The results can find support with the study of Muzee, Bagire, & Ngoma (2016) which showed that strategic leadership was indeed evident in the organization. They also revealed that there was an existing significant and positive correlation between strategic leadership and engagement of employees. Moreover, they highlighted that strategic leadership significantly predicts employee engagement. They concluded

that there was a need for organizations to invest on managers' training that focus on skills in leading strategically to improve their relations with the subordinates.

The the relationships between the profile of the school heads in terms of age, gender, civil status, educational attainment, position, year in service as school head, National Qualifying Examination for School Heads, number of years prior to promotion to the next higher position, relevant trainings and seminars attended, number of teachers handled and awards received and their level of performance along policy implementation and review uncovered that the computed chi square values for each of the profile are 5 . 15, 0 . 31, 0 . 07, 0 . 85 , 2 . 51, 2 . 43, 0 . 61, 1 . 67, 7 . 43, 7 . 95, and 6 . 27 respectively. These values are lesser than the tabular values of 9.488 and 5.991, 9.488 when the degree of freedom are 2 and 4 respectively and were tested at .05 level of significance. Thus, the null hypothesis is accepted and therefore, there are no significant relationships between the profile of the respondents and their level of performance along policy implementation and review.

This indicates that the profile of the respondents is not associated with their performance along policy implementation and review. Relative to the requirement in the standard set by the Department of Education for the classification of the school heads relative to their career stages, the school heads regardless of their profile, shows that they have the knowledge, awareness and have the capabilities to undertake implementation of school policies and review it to make sure that the school operations are in conformity with national government and local government units' laws, regulations, policies and issuances. This denotes that the respondents are firm in accomplishing these concerns to make sure that there would be no uncertainties and violations

of any governing laws that would come out during the undertakings. This is an implication that with the commitment of the respondents in doing such actions, will perhaps lead to a strong and effective policies that will help the school operations efficiently and with an end results task.

The findings can be associated with the study conducted by Peregrino, Caballes, Necio & Pasion (2021) which revealed that the school heads' profile cannot be correlated to their school performance. They recommended to strengthen the areas of school-based management that obtained a maturing level rating while sustain the areas of practice that earned an advanced level rating.

The relationships between the profile of the school heads in terms of age, gender, civil status, educational attainment, position, year in service as school head, National Qualifying Examination for School Heads, number of years prior to promotion to the next higher position, relevant trainings and seminars attended, number of teachers handled and awards received and their level of performance along research and innovation revealed that the computed chi square values for each of the profile are 2.15, 2.72, 0.20, 1.64, 2.45, 0.49, 0.26, 1.84, 2.74, 1.99, and 2.36 accordingly. These values are lesser than the tabular values of 9.488 and 5.991, 9.488 when the degree of freedom are 2 and 4 respectively and were tested at .05 level of significance. Thus, the null hypothesis is accepted and therefore, there are no significant relationships between the profile of the respondents and their level of performance along policy research and innovation.

It showed that the profile of the respondents is not related with their performance along research and innovation. Notwithstanding of their profile, the school heads could identify and utilize pertinent findings from researches obtained from credible sources to facilitate data-driven and

evidence-based school innovations to gain better organizational performance of the school. As part of their professional development, the respondents could have acquired the skills needed to face the challenges and opportunities to research concerns.

In terms of the relationships between the profile of the school heads in terms of age, gender, civil status, educational attainment, position, year in service as school head, National Qualifying Examination for School Heads, number of years prior to promotion to the next higher position, relevant trainings and seminars attended, number of teachers handled and awards received and their level of performance along program design and implementation, the computed chi square values for each of the profile are 3.08, 2.92, 0.23, 3.91, 4.97, 3.92, 1.00, 0.66, 3.43, 3.09, and 2.16 accordingly. These values are lesser than the tabular values of 9.488 and 5.991, 9.488 when the degree of freedom are 2 and 4 respectively and were tested at .05 level of significance. Thus, the null hypothesis is accepted and therefore, there are no significant relationships between the profile of the respondents and their level of performance along program design and implementation.

It showed that the profile of the respondents is not related with their performance along program design and implementation. Regardless of their profile, the school heads can effectively implement or successfully deliver programs in the school that advances development of learners. This could mean that the school heads are well versed and cognizant with strategies and techniques in implementing the school programs. By this premise, the learners could have a better performance and some learning gaps could be filled in.

The findings can be reflected in the study of Villanueva, Disu, & Villanueva (2021) which

revealed that school leaders' interpersonal, leadership, and supervisory skills were regarded as evident by both the school and their teachers. The inter-connection of leadership, supervisory, and interpersonal skills uncovered significant associations between their decision making and managerial skills in planning as well as organizing which led to the conclusion that the leadership of the school heads was evident.

With respect to the relationships between the profile of the school heads taking into account their age, gender, civil status, educational attainment, position, year in service as school head, National Qualifying Examination for School Heads, number of years prior to promotion to the next higher position, relevant trainings and seminars attended, number of teachers handled and awards received and their level of performance along learners' voice, the computed chi square values for each of the profile are 1.95, 0.16, 2.29, 3.33, 1.05, 3.33, 0.48, 2.37, 2.01, and 2.91 successively. These values are lesser than the tabular values of 9.488 and 5.991, 9.488 when the degree of freedom are 2 and 4 respectively and were tested at .05 level of significance. Thus, the null hypothesis is accepted and therefore, there are no significant relationships between the profile of the respondents and their level of performance along learners' voice.

It showed that the profile of the respondents is not related with their performance along learners' voice. Irrespective of their profile, the school heads are cable of giving considerations to the feelings, views, and opinions of the learners as basis for policy development and decision making towards school improvement. This goes to show that the school heads, being democratic leaders may have to consider expressions from individuals that can be used to strategize and finalize concrete decisions for the improvement of the school community and achieve learning success.

In connection with the relationships between the profile of the school heads in terms of age, gender, civil status, educational attainment, position, year in service as school head, National Qualifying Examination for School Heads, number of years prior to promotion to the next higher position, relevant trainings and seminars attended, number of teachers handled and awards received and their level of performance along monitoring and evaluation processes and tools, the computed chi square values for each of the profile are 1.35, 0.03, 0.49, 0.89, 1.19, 2.19, 0.34, 1.00, 2.52, 2.17, and 4.99 accordingly. These values are lesser than the tabular values of 9.488 and 5.991, 9.488 when the degree of freedom are 2 and 4 respectively and were tested at .05 level of significance. Thus, the null hypothesis is accepted and therefore, there are no significant relationships between the profile of the respondents and their level of performance along monitoring and evaluation processes and tools.

It showed that the profile of the respondents is not related with their performance along monitoring and evaluation processes and tools. Regardless of their profile, the school heads have the knowledge, understanding and can utilize effectively available resources on monitoring and evaluation processes and tools to hasten the achievement of the learners. This could also be attributed by some evidences like being an effective mentor to their teaching staff in identifying the gaps and weaknesses in the implemented programs so that timely and appropriate adjustments and interventions are made to bring the programs back on track for the benefits of the learners and the school community.

This finding is proven by the research work of Manullang (2014) that showed that the school heads' organizational commitment is the main factor that directly influences and relates to school performance. As underscored in the study,

commitment, determination and the capability to willingly embrace and wholeheartedly accept school as essential part of his school heads' life is the propelling force that influences school performance. Furthermore, the school head has the willingness to perform seriously the job demonstrating responsibility, fidelity and confidence, pride on their work and always mindful and protecting the welfare of the school personnel and, above all, the learners. IV

Improving School Heads' Profile, Career Stage and Strategic Leadership: A Call for Policy Makers in Education Sector

On the light of the discussion given, the following policy recommendations are made.

1. Develop programs and continue professional development of school heads through trainings and seminars or webinars; passing the qualifying examination for school heads, and taking advance studies. Susilowati (2021) explained that school principal is one of the integral players in improving the quality of education. This informs that, in leading the school, the ultimate responsibility of achieving the key result areas in leading strategically depends to them. In this situation, there is always an immediate need to continuously develop programs that will capacitate them on this domain. They need to be updated and abreast of the current relevant, useful and functional knowledge, skills and values instrumental in realizing the first domain of national standards for school heads in the Philippines.

School heads, in their early years in the work and even those long enough handling the position, have to learn about their roles and responsibilities, handle the many facets and challenges of role transformation, and develop efficient and effective ways of strategically leading the school entrusted to them. Neophyte school heads face work overloads, major role

adjustments, isolation, peer pressures, high staff and stakeholders' expectations. Investing on professional development of school heads through trainings, seminars, and webinars; passing the qualifying examination for school heads, and taking advance studies will provide greater strategic leadership advancement among the school heads. The need to learn, relearn and unlearn on how to lead strategically is always a trend for school heads that never goes out of style. It is always necessary and of topmost concern to provide scaffold to school leaders to face the challenges the people or society want them to lead through.

These programs and professional developments may range or vary on duration such as a day, week-long conference, training or workshop to a year or years long advanced-degree program. An in-person or online, synchronous or asynchronous delivery during the school day or outside of conventional work hours in the government, through one-on-one interactions or in group situations are potent options. Technology will be useful in the delivery of the programs or professional development activities.

2. Take priorities for the school heads' career enhancement and advancement leading to higher stages. Senol (2019) emphasized that educational leaders who join professional development update and extend their knowledge and improve their performance on the job by applying new knowledge and skills to implement the best educational practices in schools which covers leading the entire school organization.

This is in consonance to the policy of the Department of Education on training and development programs which is aligned to the policies, standards, and guidelines of the Civil Service Commission, and National Economic Development Authority following the national

budget rules and regulations of the Department of Budget and Management, and Commission on Audit. The Department of Education has the thrust and capacity or capability of providing professional activities to school heads that will further enhance their conceptual work knowledge or cognitive capability, technical skills and desirable work attitudes that will enable them to perform their functions effectively in leading the school. The trainings, seminars, workshops, webinars, conferences, meetings, scholarships and job-embedded learning that will be provided to them along strategic leadership will redound to their enhanced and advanced career stages.

3. Consider the school heads' continuing higher education and executive trainings to achieve higher level of performance. Susilowati (2020) showed in his research that novice principals assigned for not more than two years found several problems related to adapting with new environment, condition of the school's physical facilities, teaching and non-teaching personnel, school fund and school leadership.

One of the ways to address these is the school heads' continuing higher education and executive trainings to achieve higher level of performance. Petrovic (2015) recommended to increase participation of school heads in significant activities of professional preparation and professional development that will contribute to the continuous improvement of their leadership roles, provide a special study program for education and professional preparation of leaders in education, and increase the offer of professional training programs in the field of leadership.

4. Evaluate and review the school heads' profile and terms of references to create varied results of performances. School leaders are expected to possess a higher qualification or profile more than any other of their subordinates. Profile as set of data is considered an accompaniment in carrying out the strategic

leadership role of a school head. Its evaluation and review are important since an outdated school heads need to be refreshed and advanced in his strategic leadership work competence.

Reviewing their profile and terms of references are also needed to ensure that nothing is taken for granted. Thus, will realize the key result areas in leading strategically of the school heads.

5. Adopt and implement an action plan on leading strategically for the development of the school heads. An action plan in strategic leadership of school heads will edify and build the knowledge skills, abilities and even values needed in performing the work culminating to the desired end results of leading strategically focusing on the seven key result areas. It will improve the strategic leadership competence and skills of school heads. The learning activities based from the specific goals and objectives in the action plan that focuses on leading strategically of a school organization will help them get better and more improved leaders of the educational institution. They will be ever ready to face significant issues, challenges, problems that beset strategic school leadership.

Generally, this will focus on crafting a strategic leadership action plan which will be implemented benefiting school heads. The crafted action plan outlines a tangible professional development plan on leading strategically along the 7 key result areas that is specific, measurable, attainable, resource oriented or realistic and time-bound. This is facile to implement because it is a well-thought-out strategic leadership action plan.

6. Create well-structured mentoring or coaching programs for school heads to increase their capability in leading strategically. Mentoring determines and nurtures the school heads' potential. A mentee-mentor set-up with specific goal on professional development of school head

may cover long term relationship. The goals with the required process to achieve it is owned by the school head mentee who also gives feedback to the mentor. Personal and professional insight and understanding are developed creating self-awareness on professional learning, experiences, practices and development.

Coaching pinpoints improvement of school heads' performance on specific skills in leading strategically. The baseline performance is used as reference to further escalate and achieve the optimum performance. The short term and long-term goals with or at the suggestion of the coach are given attention. For example, in the performance cycle of the school heads, each can be used to coach successfully the school heads. Remembering that the goal is owned by the school head to be coached while the process is under the custody of the coach. Direct extrinsic feedback is beneficial in the conduct of coaching of school heads. It is surmised that mentoring of principals is critical to the realization of leadership preparation programs.

Educational leadership programs are exerting ways to give aspirant leaders with more opportunities for real-life and practical experience in both schools and districts (Geer, Anast-May, & Gurley, 2014). School leadership preparation model for school heads may embed leadership-focused mentoring and coaching with early field experiences as a potent solution to this pressing concern (Gray, 2018). Leadership coaching is recommended as induction strategies for heads of school that support them in acquiring the technical know-how, knowledge, confidence, and skills leading them to be triumphant school leaders. Leadership-focused coaches would assist the neophyte in setting goals, challenging current practices, and honing leadership skills in the entire leadership practicum semester (Lochmiller, 2014).

7. Offer free short-term courses or scholarships grants to school heads focusing on their career stage in leading strategically or in leading strategically. The school head may be given a carefully designed short term courses or scholarships that focus on leading strategically or it may have a component of strategic leadership to further their capacity on the first domain of the standards for school heads in the Philippines.

8. Implement the school heads induction program covering the PPSSH which encompasses leading strategically. Induction program is highly needed because school heads are not naturally born strategic leaders. They need to learn the how's and the why's of strategic leadership. Induction program for school heads is critical particularly to all aspirant and early beginners in school leadership. This provides the feeling of confidence to the school leaders and acceptance from among the peers in the administrative side of education. With this, there is a propensity that they will be able to perform their role efficiently and effectively based from what are expected of him in leading strategically. They will be able to find it easy to collaborate and web themselves among neophyte school administrators, senior school leaders and all other DepEd officials and stakeholders.

There is a greater chance that they will be able to handle the learners' voice appropriately, plan strategically, manage policy implementation effectively, innovate based from the felt-need of the school, conduct timely and useful research, and monitor and evaluate successfully since these are the key result areas that will be tackled in the induction program. Insights and schemes on how to learn and upgrade their skills will also be a feature of the program. There will be personal, technical, social, environmental, and professional self-awareness. They will be more motivated. Adaptability on leading

strategically with the school stakeholders will be hasten through the induction program.

9. Conduct researches on leading strategically in order to generate research-based data that are useful in improving the career stage and performance level of school heads.

■ CONCLUSIONS RECOMMENDATION

This study found out that majority of the school heads belong to the ages of 46 and above, males, married, college graduates with masteral units, with a maximum of ten years in the service, 12 years and below prior to the promotion to the next higher school head position, head teachers, non-passers to the national qualifying for school heads, attended local trainings and seminars, handling a maximum of 10 teachers, and received awards in the local levels. Most of the school heads belong to career stage two. The performance of the school heads along the 7 key result areas of the domain leading strategically yielded to a very satisfactory level. There are no significant relationships between the profile of the school heads and their level of performance along the 7 key result areas of the domain leading strategically. The proposed policy recommendation on improving school heads' profile, career stage and strategic leadership can be adopted and implemented upon review and approval of the higher authorities in the Department of Education.

■ REFERENCES

- Alam, J. (2013). *Professional development for strategic managers*. Retrieved from <https://www.grin.com/document/415627>.
- Branch, G. F., Hanushek, E. A. & Rivkin, S. G. (2013). School leaders matter: Measuring the impact of effective principals. *Education Next*, 13(1), 63-69.

- Crawford, M. (2016). *Why professional development matters to the success of a company. The Business Journal*. Retrieved from <https://www.bizjournals.com/bizjournals/how-togrowthstrategies/2016/09/professional-development-matters-success-company.html>.
- Darling - Hammond, L., Wilhoit, G., & Pittenger, L. (2014). *Accountability for college and career readiness: Developing a new paradigm. Stanford, CA: Stanford Center for Opportunity Policy in Education*. Retrieved from <https://edpolicy.stanford.edu/sites/default/files/publications/accountability-college-and-career-readinessdeveloping-new-paradigm.pdf>.
- Geer, G. C., Anast-May, L., & Gurley, D.K. (2014). Interns' perceptions of administrative internships: Do principals provide internship activities in areas they deem important? *International Journal of Educational Leadership Preparation*, 9(1), 120–134.
- DepEd Order No. 24, s 2020: *National Adoption and Implementation of the Philippine Professional Standards for School Heads*. (2020, September 7). Retrieved from www.deped.gov.ph
- Digo, G. S. (2021). School performance and the proposed strategic plan: The case of a laboratory school. *Journal of Independent Research – Management and Social Science & Economics*, 19(2), 121-135. <https://doi.org/10.31384/jirmsse/2021.19.2.7>
- Digo, G. S. (2022). Towards the preparation of strategic plans for teacher education programs. *ASEAN Journal of Teacher Education*, 8(1), 8-21.
- Gabriel, J. G., & Farmer, P. C.(n.d.). *How to help your school thrive without breaking the bank*. Retrieved from <https://www.spps.org/site/handlers/filedownload.ashx?moduleinstanceid=96343&dataid=78044&FileName=Creating%20a%20Mission%20and%20Vision.pdf>)
- Gates, S. M., Baird, M. D., Master, B. K., Chavez Herrerias, E. R.(2019). *Principal Pipelines: A Feasible, Affordable and Effective Way for Districts to Improve Schools*. <https://www.wallacefoundation.org/knowledgecenter/Documents/Principals-Pipelines-A-Feasible-Affordable-and-Effective-Way-for-Districts-to-Improve-Schools.pdf>
- Geren, L. L. (2016). *Principals' perceptions of professional development: options that support effective leadership*. Retrieved from <https://ir.library.illinoisstate.edu/etd/615>.
- Gray, J. (2017). *Leadership-focused coaching: An uplifting approach for supporting aspiring leaders*. Retrieved from <https://files.eric.ed.gov/fulltext/EJ1186107.pdf>.
- Hallinger, P., & Bryant, D. (2012). Mapping the terrain of educational leadership and management in East Asia. *Journal of Educational Administration*, 51(5), 618-637.
- Hallinger, P. & Lu, J. (2014). Modelling the effects of principal leadership and school capacity on teacher professional learning in Hong Kong primary schools. *School Leadership and Management*, 34(5), 481 – 501.
- Hussin, S., & Abri, S. A. (2015). Professional development needs of school principals in the context of educational reform. *International Journal of Educational Administration and Policy Studies*, 7(4), 90-97.
- Ikemoto, G., Taliaferro, L., Fenton, B., & Davis, J.(2014). *Great principals at*

- scale: creating district conditions that enable all principals to be effective. The Bush Institute and New Leaders. Retrieved from <http://www.NewLeaders.org/wp-content/uploads/GPASFullReportFinal.pdf>.
- Isabelle, C., & Labelle, J. (2017). School principals' roles, responsibilities, practices and skills. *Revue des Sciences de l'éducation*, 43(2), 1-14.
- Isabelle, C., Meunier, H., & Gélinas Proulx, A. (2016). Contextes de formation des nouvelles directions d'écoles au Canada. *McGill Journal of Education*, 51(2), 877-898.
- Lambert, M. & Bouchamma, Y. (2021). The virtual community of practice for school principals: A professional development method. *Creative Education*, 12(2), 422-440.
- Lochmiller, C. R. (2014). Leadership coaching in an induction program for novice principals: A three-year study. *Journal of Research on Leadership Education*, 9(1), 59-84.
- Manna, P. (2015). *Developing excellent school principals to advance teaching and learning: Considerations for state policy*. New York, NY: The Wallace Foundation. Retrieved from <https://www.Wallacefoundation.org/knowledge-center/Documents/Developing-Excellent-School-Principals.pdf>
- Manullang, M. (2014) Some factors affecting the performance of the principal," *Science PG Education Journal*, 6(3), 377-383.
- Moldoveanu, M., & Narayandas, D. (2019). *The future of leadership development*. Retrieved from <https://hbr.org/2019/03/the-future-of-leadership-development>
- Mombourquette, C. (2017). The role of vision in effective leadership. *Journal of the Commonwealth Council for Educational Administration & Management*, 45(1), 19-36.
- Moore, S. K. (2016). Principals' perspectives on the professional development process and its Outcomes. Retrieved from <https://scholarworks.wmich.edu/dissertations/1406>
- Muzee, H., Bagire, V. and Ngoma, M. (2016). Strategic leadership and employee engagement, evidences from an African industrial setting. *Open Access Library Journal*, 3(1), 10.
- Organisation for Economic Co-operation and Development (2014). *TALIS 2013 Results: An International Perspective on Teaching and Learning*, OECD Publishing, Paris, France.
- Panganiban, A. C. (2018) "Practices and techniques of school heads of Region IV-A (CALABARZON) in influencing people: Towards school leader program/course design" in 4th international research conference on higher education, *KnE Social Sciences*, 3(6), 98-117.
- Petrović, D. S. (2015) Professional preparation and professional development of primary school principals in Serbia, XVIII International Scientific Conference "Educational Research and School Practice" – "Challenges and Dilemmas of Professional Development of Teachers and Leaders in Education, Belgrade, Serbia, 27 November 2015, Proceedings, 203-207.
- Pretomode, V. F. (2019). Professional development needs of public and private secondary school principals in Delta state, Nigeria. *International Journal of Educational Administration*, 11 (1), 7-21.

- Rowland C. (2017). *Principal professional development new opportunities for a renewed state focus*. Retrieved from <https://www.air.org/sites/default/files/downloads/report/PrincipalProfessional-Development-New-Opportunities-State-Focus-February-2017.pdf>.
- Senol, H. (2019). *Professional development of educational leaders*. Retrieved from <https://www.intechopen.com/chapters/69107>.
- Schlebusch, G. & Mokhatle, M. (2017) Strategic planning as a management tool for school principals in rural schools in the Motheo District. *International Journal of Educational Sciences*, 13(3), 342-348.
- Sousa, V. D., Driessnack, M., Amelia, I. & Mendes, C. (2022). *An overview of research designs relevant to nursing: Part 1: quantitative research design*. [https://www.scielo.br/j/rlae/a/7zMf8XypC67vGPrXVrVFGdx#:~:text=Descriptive%20Correlational%20Designs,of%20another%20variable%20\(s\)\)](https://www.scielo.br/j/rlae/a/7zMf8XypC67vGPrXVrVFGdx#:~:text=Descriptive%20Correlational%20Designs,of%20another%20variable%20(s)))
- Susilowati, T. (2021). Induction program: An effort to improve professionalism of novice principals. *International Conference of Economics Education and Entrepreneurship*, 4(3), 73-80.
- Trinh, T. P. T., Pham, T. V., Cao, H. T., Nguyen, T. T., Nghiem, T. T. & Tran, T. (2019). The profile of professional standards for secondary school principals in Vietnam, *International Journal of Education and Practice* 7(4), 310-323.
- UNESCO & UNICEF. (2013) *Making education a priority in the post 2015 development agenda: Report of the global thematic consultation on education in the Post 2015 Development Agenda*. Retrieved from https://www.unicef.org/...5_Development_Agenda.
- Utaminingsih, D. (2019). The effect of social problem skills on coping strategy and optimism of high school students in Bandar Lampung City, Indonesia. *Jurnal Pendidikan Progresif*, 9(1), 1-5. doi:10.23960/jpp.v9.il.201901.
- Villanueva, A. A., Disu, S. S., & Villanueva, K. F. P. A. (2021) Assessing the school heads leadership in the towns of Nueva Ecija, Philippines: Inter-relationship of supervisory skills, interpersonal skills and leadership skills. *Open Access Library Journal*, 8, 1-15. doi:10.4236/oalib.1108088.
- Walson, O. B. A. (2021). Demographic and personality correlates of principals' performance in instructional supervision in the management of secondary schools in South-South, Nigeria, *International Journal of Contemporary Research*, 3(3), 131-150