

EXAMINING THE EDUCATION LEADERS' LEVEL OF PRACTICE OF PHILIPPINE PROFESSIONAL STANDARDS IN THE POST-PANDEMIC TRANSITION: A BASIS FOR A SKILLS ENHANCEMENT PROGRAM

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ABSTRACT: *The school systems have faced numerous obstacles as a result of the COVID-19 pandemic. However, it also provides an opportunity for people in positions of educational leadership to reconsider how they give education and schooling. School leadership teams are critical in developing environments that allow teachers, students, and their families to stay engaged and learn during the COVID pandemic and post-pandemic transition, whether at school or at home. This study sought to determine how education leaders assess their leadership practices in the post-pandemic transition in the light of the Philippine professional standards. Using a mixed method approach, the study utilized a self-assessment instrument with the different domains of the professional standards namely: personal and professional development, professional networks, professional reflection and learning to improve practice, and rewards and recognition mechanisms. To augment the findings from the self-assessment, focus group discussions were conducted. Mean, percentage, and regression analysis were the statistical treatment used while thematic and SWOT analysis for the FGD responses. Among the major findings of the study is the very high extent of leadership practices in the domain of developing self and others. In fact, all the components of the said domain are assessed to be high extent by the participants. On the other hand, despite the said quantitative results, the education leaders still encounter different threats in the performance of their functions as well as weaknesses that they pledge to work on. With the aim of ensuring that education leaders are at par with the national standards and are ready for the post-pandemic leadership hurdles, a leadership enhancement program was developed following the situational leadership theory.*

Keywords: Philippine Professional Standards, post-pandemic transition, skills enhancement program, educational leaders

INTRODUCTION

With the present needs of 21st century learning, the Philippine Public Educational System requires educational leaders to reflect, analyze, plan, and act in order to cope with the challenges, threats, and internal difficulties or issues that the current educational system is experiencing. Effective school leaders and managers play critical responsibilities in preparing students for globalization, the Philippine Qualification Framework, and ASEAN integration.

The COVID-19 epidemic has posed numerous obstacles to educational systems. However, it also provides a chance for individuals in positions of educational leadership to reevaluate how education and schooling are delivered. School leadership teams are critical in fostering environments that allow teachers, students, and their families to stay engaged and learn throughout the COVID epidemic, whether at school or at home. They can create community, coherence, and equity around schools during times of instability. Those in educational leadership positions in the community, whether at the local, regional, or national level, can aid, technology, and guidance in preparation for the next steps. Schools, teachers, and leaders rely on those in positions of education leadership to provide clarity and vision in terms of learning and curriculum requirements, health and safety guidelines, training, and resources in order to define learning solutions that will allow their schools to thrive in uncertain times.

Leaders have a critical role in self-development and supporting growth in others in the dynamic environment of education. Leaders in education must demonstrate a commitment to lifelong learning by remaining current on evolving pedagogies and emerging technology. They improve their leadership abilities, adaptability, and visionary viewpoints by participating in professional development. Effective leaders engage in the development of their teams at

the same time, establishing a culture of collaboration, mentorship, and skill-building. Empowering others through targeted training and mentoring not only improves individual capacities, but also helps to the general success and creativity of the educational institution, resulting in a thriving atmosphere for both leaders and their teams.

School leaders were entrusted with managing a high-stress scenario while juggling multiple jobs, implementing reforms, responding to constantly changing rules, and overcoming institutional limits and inadequate resources. School leadership is a crucial driver of change and innovation in schools [1]. It has crucial role during crises in offering assurance, hope, and guidance, as well as encouraging open and trusting communication throughout the school community. The report emphasizes the problems that school administrators experienced during the COVID-19 timeframe, when education communities were in emergency mode.

A good leader should offer its subordinates with steady, realistic direction and lead with excellence in times of unclear strategy [2]. It also gives three factors that may help other managers or leadership on the time of pandemic are as follows; take pragmatic action; cultivate emotional steadiness; and tap into other's expertise. In a study on applying past leadership lessons to the coronavirus pandemic, some questions and possible answer by our current leaders and managers that experiencing crisis today were presented [3].

The book entitled, "The Art of Crisis Leadership", provides guide to all crisis managers and leaders to focus on three factors namely: leadership, administrations and communication [4]. At the time of crisis when a day-to-day line management changes into horizontal line management or reactive to proactive. Leadership in times of crisis measures the true leaders, as everyone can lead but not in today's

extraordinary situations. There is a need for leaders that can influence team members to adopt drastic change without losing their reputation in performing actions just to carry the main goal of an organization.

“Principal in the future is a principal as the catalyst of change that produces solutions” [5]. In the past, they were responsible for directing the school's disciplinary, administrative, and academic activities.

School leaders have faced challenges ranging from rebuilding after natural catastrophes to assisting communities in the aftermath of economic, social, and emotional destruction. During these periods, school leaders have offered clarity and direction, strengthened resilience, and encouraged hope while remaining focused on the best potential results for their students and school communities [4].

The post-pandemic transition in the educational landscape of the Philippines with necessary adjustments also on the part of the priorities of the government. The new education agenda requires education leaders to be proactive and innovative. However, it is undeniably necessary to ensure that these leaders examine their own leadership practices and learn from what the pandemic adjustments have brought the schools. Not only to just align with the standards prescribed for their profession, but these leadership practices will also help them realize the strategies needed for learners, teachers, and schools in general in the current situation that the education system is in. Transitioning to and from pandemic restrictions requires adjustments and leadership practices will greatly contribute to an efficient and effective leadership. This is where this study sees its importance to be conducted. This aims to bridge the gaps in current practice and ideal standards for education leaders. As they say, people could not go back to what was before a pandemic. As such, equipping the leaders with programs that support their development to prepare them for any unprecedented situation is essential; thus, the aim of this study.

literature Review

Educational Leadership Practices and the Philippine Professional Standards for Education Leaders

The low performance of schools, teachers, and non-teaching personnel can be ascribed to school leaders' insufficient supervisory, interpersonal, and leadership skills [6]. The study used a total enumeration sample technique to examine the interpersonal, leadership, and supervisory skills of school heads in Nueva Ecija, Philippines, based on David McClelland's Achievement Power Affiliation Theory.

DepEd Order 42, s. 2017 states that “...the DepEd recognizes the importance of professional standards in the continuing professional development and advancement of teachers based on the principle of lifelong learning...” While the DepEd Order 001, s. 2020 reiterated that the DepEd thru the National Educators Association of the Philippines that are transformed under DepEd Order 11, s. 2019 which will be the sole training providers as requirements to assume the post as teachers, school heads, and supervisors. Philippine Professional Standards for School Heads (PPSSH) which the official document that articulates what constitutes school heads quality, such as descriptions of the level of knowledge, practice and professional engagement expected of school heads...” While the “Philippine Professional Standards for

Supervisor (PPSSS), which constitute the increasing levels of knowledge, practice and professional engagement expected of supervisors”.

A study explored the influence of school heads competence and qualifications on the school performance [7]. Using a descriptive-correlational technique, this quantitative study focused on 48 school heads from elementary and intermediate schools in Narra District, Palawan, Philippines

Education Leaders as Stewards of Personal and Professional Development

In 2011, a systematically reviewed the literature on the professional development of educational administrators in the world, based on empirical and theoretical evidence with special reference to educational administrators and school principals in several countries [8]. It affirms that professional development for educational leaders is crucial [9]. Research on professional development for educational leaders is still lacking, though. As a matter of fact, there is scant evidence in the literature regarding the characteristics and nature of professional development for school leadership.

Education Leaders and their Competence in Building Professional Networks

There is positive correlation between effective community engagement and holistic student development is a powerful testament to the role of leadership in fostering collaborative relationships that transcend the confines of the school [10]. The study makes a significant contribution by investigating possible ways to improve school leadership efficacy, with an emphasis on community involvement. They bear the responsibility of being interested and sensitive to the difficulties and/or progress of the students in school [11]. Stakeholders include the entire community involved: those in leadership positions within the school, educators, principals, counselors, administrators, and all the other members of a school district that students may or may not meet; possibly architects and designers; certainly, parents and the students extended family - grandparents, aunts, uncles, cousins, and so on; local organizations and businesses; faith-based institutions; and finally, and possibly most importantly, students [12].

Education Leaders' Professional Reflection and Learning to Improve Practice

It aids in raising our level of awareness so that we can give our actions meaning and proceed. To put it another way, reflection gives people the chance to conduct internal checks that facilitate clear thinking and personal development. Reflecting on oneself is a crucial step for leaders who want to keep improving and growing. Leaders who practice reflection are more likely to gain a more profound awareness of their own advantages and disadvantages [13]. When people are conscious of their own prejudices, presumptions, and blind spots, they are better equipped to make deliberate decisions and act accordingly.

Additionally, the notion of reflective leadership in the context of education is examined and it explores how reflective leadership entails an ongoing process of introspection, analysis, and experience-based learning to enhance leadership techniques [14].

Education Leaders Role in Rewards and Recognition Mechanisms

According to Gilbert and Kelloway, the well-being of employees is impacted by leadership behaviors, which also have an impact on employee recognition. The moderating influence of organizational culture on these relationships is also considered by the model.

The beneficial effects of recognizing and rewarding faculty members within academic institutions [15]. It also emphasizes how rewards and recognition can improve teaching and learning standards in addition to research productivity.

Educational Leadership Amidst the COVID-19 Pandemic: The Lens of Situational Leadership

A few of the pieces look at crisis leadership and the toll it has on people. Although they are frequently called upon to respond to catastrophes, educational leaders have historically been unprepared to manage crises [16]. Self-care and support structures are critical for principals as they negotiate the volatility of a crisis.

The goal of a systematic review made by researchers was to investigate the literature on emotional intelligence in school leadership using the Preferred Reporting Items for Systematic Reviews and Meta-Analysis (PRISMA) standards [17].

According to the Education Development Trust (2020), the evidence of leadership's impact on learning is substantial: in one study, about a third of the changes in learning were attributed to leadership, placing it second only to classroom teaching in terms of impact on educational outcomes.

Educational Leadership Programs

Programs for leadership may now aim to integrate curricula to assist future school leaders in crisis management, especially as the pandemic shows no signs of abating. In addition, curriculum may address how to lead and respond to trauma in the community during and after a collective trauma, such as a pandemic or other disaster. Principal licensure programs provide insufficient preparation for assisting school leaders during a crisis. This research may then provide teachable abilities and behaviors that might be incorporated into the curriculum to inform and equip future school leaders who may be faced with a crisis [18].

Researchers also noted the lack and issued a call for action most school leadership preparation and training programs prior to COVID19 are likely to be out of step with the challenges facing school leaders today. In many cases, the existing preparation and training programs, along with the models of leadership they espouse, will require a radical rethink and significant modification to remain relevant for aspiring and practicing school leaders [19]. Providing educational leadership during the COVID-19 pandemic has been an exciting and hard endeavor. School leaders were forced to transition from traditional to remote and hybrid learning approaches to cope to unexpected challenges. To preserve educational continuity during the crisis, quick decision-making, resource allocation, and good communication were required. Educational leaders have taken on the role of frontline navigators, balancing the needs of students, educators, and staff with the demands of quickly changing conditions.

Based on the reviewed literature, this present study is backed up by data from previous research and hopes to contribute to this growing reservoir of knowledge.

Theoretical Framework

The study was anchored on the “Situational Leadership Theory” as often referred to as Blanchard Situational Leadership Theory, after its developer [20]. This theory suggested that there is no best theory on leadership in terms of style and strategies, but it depended on the situations. The leader in this kind of management teaches individuals what to do and how to do it. This style is characterized by greater back-and-forth between leaders and followers. Leaders "sell" their ideas and messages to group members for them to buy into the process.

Guided by this theory, the researcher is giving a free, limitless, and broader sense of identifying leadership that applies to the new normal or the situations.

Conceptual Framework

Figure 1 illustrates the conceptual framework of the study drawn from the concept where the study was adopted.

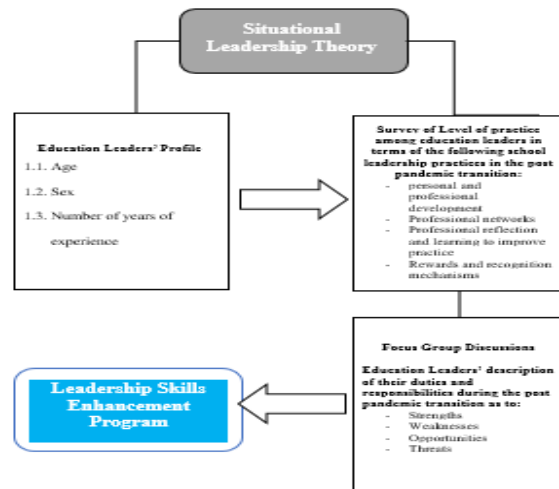


Figure 1- Conceptual Framework

As shown, it illustrates how the profile of education leaders shapes their leadership practices through the lens of Situational Leadership Theory (SLT). SLT posits that effective leadership adapts to varying situations. The framework encompasses factors such as age, sex, and length of service which influence leaders' readiness to adopt different leadership styles based on situational demands. By understanding how these profiles intersect with situational demands, the framework provides insights into how education leaders can enhance their effectiveness by tailoring their leadership styles according to the standards set forth by the Department of Education under the PPSSH and PPSS.

Statement of the Problem (Research Questions)

The study aimed to assess and analyze the current level of leadership practices among education leaders based on the standards set by in the PPSSH and PPSS and their duties and responsibilities in the post pandemic transition as basis for a leadership skills enhancement program.

Specifically, it sought to answer the following questions:

1. How would the education leaders be described in terms of:

- 1.1. Age
- 1.2. Sex
- 1.3. Number of years of experience?
2. What is the level of practice among education leaders in terms of the following school leadership standards in the post pandemic transition:
 - 2.1. personal and professional development?
 - 2.2. Professional networks?
 - 2.3. Professional reflection and learning to improve practice?
 - 2.4. Rewards and recognition mechanisms?
3. How does the respondents' profile influence their level of practice of school leadership standards?
4. How do the education leaders describe their duties and responsibilities during the post pandemic transition as to:
 - 4.1. Strengths?
 - 4.2. Weaknesses?
 - 4.3. Opportunities?
 - 4.4. Threats?
5. What leadership skills enhancement program may be proposed based on the findings?

Research Design

The study utilized the mixed method of research in order best cope both quantitative and qualitative approach from the statement of the problem. Mixed methods provide potential strength to explore a variety perception and uncover relationships in every layer or part of research [21]. This purposeful data integration gives the researchers a panoramic view of the research landscape from different viewpoints and through diverse research lenses.

The convergent-parallel approach is a concurrent approach that involves the collection of qualitative and quantitative data at the same time (usually both QUAL and QUAN), followed by the combination and comparison of these multiple data sources (i.e., the two methods are eventually merged).

Population and Sampling

The total population of school heads in the locale of the study is 819, while there are forty-nine (49) supervisors. Using the online application Raosoft, a sample of 262 for the school heads and 44 supervisors will be used in the study. The said sample is calculated at 5% margin of error, which per standards lower margin of error requires a larger sample size and 95% confidence level. As to confidence level for the sample, it means that it is the amount of uncertainty that may be tolerated for the study. However, only a total of 286 participants answered the questionnaire. Factors such as accessibility and time constraints affected the percentage of participation.

For the focus group discussions (FGD), purposive sampling will be used in selecting the respondents. It is the method where elements are chosen based on the purpose of the study. There will be fifteen (15) school heads and five (5) supervisors in the focus group to provide validation of the responses in the quantitative part of the study.

Research Instrument

A. Survey Questionnaire

For the quantitative part, this research will be using a researcher made survey-questionnaire through the thorough

reading and analysis of related literature that researchers reviewed from the similar studies as presented by the researcher in chapter

1. The items were derived from PPSSH and PPSS as there are already identified statements for the standards.
2. Content- The questionnaire was be composed of the following parts:

PART I This contains the profile of the respondents. This data generated the respondents age, sex/gender, educational attainment, and number of years in service.

PART II This included the items where the respondents will self-assess their level of leadership practices using a Likert scale.

| Scale | Statistical Limits | Verbal Description | Interpretation/ Meaning |
|-------|--------------------|--------------------|--|
| 4 | 3.26-4.00 | Very High Extent | It means that 76% to 100% of the leadership practices related to the item/standard are actualized/implemented. |
| 3 | 2.51-3.25 | High Extent | It means that 51% to 75% leadership practices related to the item/standard are actualized/implemented. |
| 2 | 1.76-2.50 | Low Extent | It means that 26% to 50% leadership practices related to the item/standard are actualized/implemented. |
| 1 | 1.00-1.75 | Very Low Extent | It means that 0 to 25% leadership practices related to the item/standard are actualized/implemented. |

Data Gathering Procedure

Several steps were undertaken to obtain the necessary date required for the study. The following are the phases of data gathering procedure to be followed:

Phase I. Preparation Stage. The researcher prepared a letter of request and sought approval from the Schools Division Superintendent to conduct the study.

Phase II. Data Gathering Stage. The researcher made an online version of the questionnaire to gather data from its participants.

Phase III. Data Analysis Stage. The data from the questionnaires were analyzed using statistical tools. Upon production of statistical results, the data were further analyzed in the light of reviewed literature, the theoretical framework, and the PPSSH and PPSS.

Data Analysis

For statement of problem number one, for the researcher to determine the demographic profile of the respondents, a percentage formula was used. Percentage formula was used to determine basic information and breakdown of participants' responses.

For statement of the problem number two, for the researcher to determine the level of practice, weighted mean statistical treatment was administered. This was used since it reflects the relative importance of each observation and is thus more

descriptive than a simple average. It also has the effect of smoothing out the data and enhancing its accuracy

Table 2: Tables of Interpretation

| Age Group | Qualitative Description |
|--------------|-------------------------|
| 29 and below | Early Career Leaders |
| 30-39 | Emerging Leaders |
| 40-49 | Mid-Career Leaders |
| 50-59 | Seasoned Leaders |
| 60 and above | Senior Leaders |

For statement of the problem number 3, for the researcher to test the hypothesis, regression analysis was used. Regression analysis is a powerful statistical method that allows you to examine the relationship between two or more variables of interest. While there are many types of regression analysis, at their core they all examine the influence of one or more independent variables on a dependent variable. In this study, the researcher aims to identify which among the participants' profile variables can significantly influence or predict their leadership practices to determine what factors should be considered in crafting the prospective program. This will also allow the researcher to analyze further the leadership practices of the participants if grouped according to the profile variables.

For research problem number 4, responses from the FGD were processed and analyzed through thematic analysis and SWOT analysis. Thematic analysis is a qualitative data analysis method that involves reading through a data set (such as transcripts from in depth interviews or focus groups) and identifying patterns in meaning across the data (Delve, 2020).

Ethical Considerations

A. Survey Questionnaire

It included the consent form and data privacy notice to assure the participants of their anonymity and autonomy in participating in this study. The participants were only able to access the rest of the inventory if they consent to participate by clicking "Yes" to the content of the consent. Moreover, the participants received a copy of their responses and will be informed of the results of the study upon their request. The purpose and treatment of the data will also be explained in the form. Participants may withdraw from the study anytime without repercussions.

B. FGD

It included the consent form and data privacy notice to assure the participants of their anonymity and autonomy in participating in this study. The participants were only included in the FGD if they consent to do so. Moreover, the participants will be informed of the results of the study upon their request. The purpose and treatment of the data were also explained by the facilitator during the FGD. Participants may withdraw from the study anytime without repercussions. Participants will be assigned a participant code or pseudonym to ensure confidentiality.

RESULTS AND DISCUSSION

This part of the study includes the presentation, analysis, and discussion of results. The presentation of the results follows the sequence of the research questions.

1. Participants' Profile

The first research question aimed to profile the respondents according to three variables as presented in the following table.

Table 3: Respondents' Age

| Age Group | Frequency | Percentage |
|--------------|-----------|------------|
| 29 and below | 7 | 2.4 |
| 30-39 | 45 | 15.7 |
| 40-49 | 99 | 34.6 |
| 50-59 | 107 | 37.4 |
| 60 and above | 28 | 9.8 |
| Total | 286 | |

The first aspect of the participants' profile is their age. As can be seen in Table 1.1, most of the education leaders in the locale of the study belong to the age bracket of 50-59 with a percentage of 37.4% of the entire participant group. This is followed by the group with ages between 40 and 49 with 34.6%. Then, this is followed by the age group of 30-39 and 60 and above with 15.7% and 9.8%, respectively. The age bracket with the least number of participants is 29 and below with 2.4%.

As can be seen from Table 1.1, the age of most of the participants range from 50 to 59. This means that they have achieved a certain level of competence with the experiences that they had regardless of the position they had over the years. These experiences enable them to make informed decisions based on past successes and failures. This further implies that in the locale of the study, the education leaders could have witnessed educational trends come and go and have seen various educational reforms. This gives them a broader perspective when it comes to decision-making.

However, research on the relationship of age and leadership potential has proven that one of them could not entirely determine the other. Younger and older leaders seem to be equally competent at task-oriented behavior—getting the job done [21]. The ability of a leader to take the initiative, make decisions, and offer incentives for good work does not appear to be affected by age. Each leader, young or old, brings a unique combination of skills, experiences, and perspectives to the table. Effective leadership often arises from a combination of individual traits, experiences, and the ability to adapt and grow, regardless of age.

Table 4: Gender of Respondents

| Gender | Frequency | Percentage |
|--------|-----------|------------|
| Male | 100 | 35.0 |
| Female | 186 | 65.0 |
| Total | 286 | 100 |

Table 4 shows the breakdown of the participants in terms of gender. Given the binary choices provided in the research tool, 65% of the participants are female while the remaining 35% are male. This means that there are more female participants who participated in this study than men.

The question of whether women and men have different approaches to leadership has been the subject of numerous studies and books. For example, the American Association of University Women (AAUW) (2016) opined that since white men have predominated the majority of leadership positions in society for such a long period, the concept of leadership has been infused with stereotypically masculine traits: aggression, decisiveness, eagerness to engage in conflict, strength, etc. This context can shape the experiences and leadership styles of female leaders, as they may feel the need to adopt more stereotypically "masculine" leadership traits to be seen as effective. Some research suggests that women, on average, tend to exhibit a more transformational leadership style. This style is characterized by inspiring and motivating followers, showing concern for their needs, and fostering a team-oriented environment. Female leaders in education often serve as role models for other women aspiring to leadership roles. Their leadership style may place a higher emphasis on mentoring and supporting the growth of others. Gender implications on leadership styles might vary significantly based on cultural, social, and regional factors.

Table 5: Number of years of experience

| Number of Years as School Leader | Frequency | Percentage |
|------------------------------------|-----------|------------|
| 1 year and below | 31 | 10.8 |
| 1 year & 1 day- 1 year & 11 months | 19 | 6.6 |
| 2 years and 1 day- 2 & 11 months | 29 | 10.1 |
| 3 years and up | 207 | 72.4 |
| Total | 286 | |

As to number of years of experience as education leader or length of service among participants, it can be seen on Table 5 that majority of them have more than 3 years of experience or 72.4% of the entire sample population. This is followed

by those whose experience as education leader is 1 year or less with 10.8%. Then, without much difference with the said group are those with 2 years of experience with 10.1%. Finally, the least number of number of participants has 1 year of experience at 6.6%.

Years of experience can significantly influence the leadership styles of education leaders. As these leaders progress in their careers, their perspectives, tactics, and management approaches evolve due to a combination of professional development, on-the-ground experience, and feedback. Over the course of their career's, seasoned leaders are more likely to have honed their planning, scheduling, and organizational skills [22].

Additionally, studies have shown that they make better decisions, are steadier, and are more trustworthy. It is believed that early in their careers, many leaders focus on managerial tasks such as scheduling, budgeting, and ensuring the daily operations of an institution run smoothly. As they gain experience, they often move toward transformational leadership, where they inspire and motivate their staff, encourage professional development, and drive innovative changes in their respective area of responsibility. With years of experience comes a myriad of situations and challenges that leaders have faced. This experiential knowledge base allows leaders to make more informed decisions, anticipate potential pitfalls, and develop strategic solutions. Years of experience can teach leaders that rigidity often leads to conflict and stagnation. As a result, seasoned education leaders might adopt a more adaptable leadership style, understanding that change is inevitable, and that flexibility is key to managing it.

2. Participants' Leadership Practices in Professional Standards Domain "Developing Self and Others"

The second research question examines the extent to which the standards under the domains of Developing Self and Others are practiced by the education leaders. The results are presented per area and are analyzed vis-à-vis existing literature on the identified standards.

Table 6: Personal and Professional Development

| Questions/Statements | Weighted Mean | Standard deviation | Adjectival Rating | Descriptive Evaluation |
|--|---------------|--------------------|-------------------|--|
| 1. Conduct self-assessment of personal and professional development needs using the Philippine Professional Standards for School Heads. | 3.65 | .485 | Very High Extent | 76% to 100% of the leadership practices related to the item/standard are actualized/implemented. |
| 2. Set personal and professional development goals based on self-assessment aligned with the Philippine Professional Standards for School Heads. | 3.61 | .495 | Very High Extent | 76% to 100% of the leadership practices related to the item/standard are actualized/implemented. |
| 3. Reflect on the attainment of personal and professional development goals and objectives based on the Philippine Professional Standards | 3.62 | .495 | Very High Extent | 76% to 100% of the leadership practices related to the item/standard are actualized/implemented. |
| 4. Serve as a learning resource to fellow school leaders in upgrading personal and professional competencies aligned with the Philippine Professional Standards. | 3.56 | .504 | Very High Extent | 76% to 100% of the leadership practices related to the item/standard are actualized/implemented. |
| Overall | 3.6101 | .41793 | Very High Extent | 76% to 100% of the leadership practices related to the item/standard are actualized/implemented. |

Table 6 shows the extent of the practices that education leaders have in terms of the standards for personal and professional development. With an overall mean of 3.6101 interpreted as practiced to a very high extent, personality and professional development is seen to be observed by the education leaders who are part of this study. The item *Conduct self-assessment of personal and professional development needs using the Philippine Professional Standards* got the highest mean of 3.65 (SD= 0.485). This is followed by item 3 *“Reflect on the attainment of personal and professional development goals and objectives based on the Philippine Professional Standards”* with a mean of 3.62 (SD= .495). Item 2 *“Set personal and professional development goals based on self-assessment aligned with the Philippine Professional Standards for School Heads”* got a mean of 3.61 (SD= .495) while Item 4 *“Serve as a learning resource to fellow school leaders in upgrading personal and professional competencies aligned with the Philippine Professional Standards”* has a mean of 3.56 (SD= .504). All the items are interpreted as practices to a very high extent.

In terms of personality development, leaders must recognize their strengths, weaknesses, biases, and motivations. The extent of practice in terms of personal development like conducting self-assessment is a good indicator of the kind of education leaders there are in the locale of this study. Aside from what appears as self-reflection to assess their own capabilities, there are also standardized materials that have been validated through research that could be used. Tools like the Myers-Briggs Type Indicator or the StrengthsFinder can help in self-assessment.

It is also important to note that the acknowledgement of emotional intelligence has been established to help leaders across many fields, especially in education. Self-awareness, self-control, drive, empathy, and social skills are all included in this. A leader who has emotional intelligence can handle challenging interpersonal situations, control their stress levels, and inspire their team.

Table 7: Professional Networks

| Questions/Statements | Weighted Mean | Standard deviation | Adjectival Rating | Descriptive Evaluation |
|---|---------------|--------------------|-------------------|--|
| Professional Networks | | | | |
| 1. Seek opportunities to improve one’s practice as a school leader through professional networks. | 3.64 | .489 | Very High Extent | 76% to 100% of the leadership practices related to the item/standard are actualized/implemented. |
| 2. Participate in professional networks to upgrade knowledge and skills and to enhance practice. | 3.62 | .508 | Very High Extent | 76% to 100% of the leadership practices related to the item/standard are actualized/implemented. |
| 3. Engage actively in professional networks within and across schools to advance knowledge, skills and practice. | 3.58 | .515 | Very High Extent | 76% to 100% of the leadership practices related to the item/standard are actualized/implemented. |
| 4. Lead in organizing professional networks to provide colleagues opportunities to maximize their potential and enhance their practice. | 3.56 | .504 | Very High Extent | 76% to 100% of the leadership practices related to the item/standard are actualized/implemented. |
| Overall | 3.5997 | .43341 | Very High Extent | 76% to 100% of the leadership practices related to the item/standard are actualized/implemented. |

Table 7 shows the results of the assessment of the participants on the extent of their practice of standards related to professional networks with an overall mean of 3.5997 interpreted as practiced to a very high extent. The item *Seek opportunities to improve one’s practice as a school leader through professional networks* got the highest mean of 3.64 (SD= 0.489). This is followed by item 2 *“Participate in professional networks to upgrade knowledge and skills and to enhance practice”* with a mean of 3.62 (SD= .508). Item 3 *“Engage actively in professional networks within and across schools to advance knowledge, skills and practice”* got a mean of 3.58 (SD= .515) while Item 4 *“Lead in organizing professional networks to provide colleagues opportunities to maximize their potential and enhance their practice”* has a mean of 3.56 (SD= .504). All the items are interpreted as practices to a very high extent.

Education leaders, whether at the level of classroom teachers, administrators, policymakers, or researchers, benefit immensely from professional networks that foster collaboration, exchange of best practices, and continuous learning. Professional network practices among education

leaders include building relationships with colleagues, attending conferences and workshops to stay updated on industry trends, and actively participating in professional organizations. Education leaders also engage in continuous learning by pursuing advanced degrees or certifications, and they often collaborate with other professionals to share best practices and innovative ideas. Additionally, they prioritize mentoring and supporting emerging leaders in the field, fostering a culture of growth and development within their professional network. Effective professional networking goes beyond attending events or joining online platforms; it involves building genuine relationships and contributing as much value as you receive from the connection. This can be accomplished by actively pursuing opportunities to assist others in your network, such as by providing advice or resources when necessary. In addition, routinely engaging in meaningful conversations with your connections and keeping abreast of industry trends can contribute to the development of strong professional relationships. In a review of research on emotional intelligence related to school leadership that emotional intelligence plays a crucial role in facilitating

effective leadership [17]. The abilities and competences most frequently employed in

This context includes self-awareness, self-management, and empathy. Moreover, existing data unequivocally demonstrates that the degree to which a leader fosters trustworthy relationships significantly influences the enhancement of teacher satisfaction and performance.

The aforementioned findings have the potential to provide valuable insights for the development of effective pre-service programs for individuals seeking to become leaders, as well as in-service programs tailored for school administrators [17]. Due to the many requirements and expectations of the stakeholders in education, the position of educational leaders has undergone significant changes in the age of globalization. As a result, the need for educational leaders' professional development to carry out their obligations develops [23, 24]. Educational leaders must continue to grow professionally because they have a huge influence on how schools operate, how they might improve, and how students learn and perform. By applying new information and abilities to implement the best educational practices in schools, educational leaders who participate in professional development programs renew and widen their expertise while also improving their job performance [24]. Professional development programs provide educational leaders with opportunities to learn about the latest research and best practices in education. This enables them to stay current with evolving educational trends and make informed decisions that positively impact student outcomes. Additionally, participating in professional development programs allows educational leaders to network and collaborate with other

professionals in their field, fostering a sense of community and shared learning.

The personal and professional development of education leaders is a multifaceted endeavor. As they grow and evolve, they are better positioned to lead their respective educational arenas towards excellence and be able to decide which leadership style will be appropriate for differing situations.

When faced with a unique situation just like the COVID-19, education leaders need to devise ways to ensure learning continuity. The COVID-19 pandemic has accelerated school networking in a way that has never been seen before [19]. It has forced the creation of brand-new, highly developed, network-based leadership practices and styles. The quick ascent of the "network school leader" due to the pandemic raises the question of what kinds and how of leadership practices are being applied.

Like professionals in any field, education executives benefit from a diverse network because it provides a broader range of perspectives, experiences, and resources. A diverse professional network can also improve decision-making, foster innovative ideas, and provide insight into the diverse requirements of students and communities. Additionally, a diverse network can provide opportunities for collaboration and partnership with individuals and organizations that may have distinct expertise or approaches. This can lead to the development of more comprehensive and effective strategies to address the complex challenges encountered by education leaders in the rapidly changing educational landscape of the present day.

Table 8
Professional Reflection and Learning

| Questions/Statements | Weighted Mean | Standard deviation | Adjectival Rating | Descriptive Evaluation |
|---|---------------|--------------------|-------------------|--|
| Professional reflection and learning | | | | |
| 1. Demonstrate understanding of how professional reflection and learning can be used in improving practice. | 3.58 | .501 | Very High Extent | 76% to 100% of the leadership practices related to the item/standard are actualized/implemented. |
| 2. Apply professional reflection and learning to improve one's practice. | 3.63 | .491 | Very High Extent | 76% to 100% of the leadership practices related to the item/standard are actualized/implemented. |
| 3. Initiate professional reflections and promote learning opportunities with other school heads to improve practice. | 3.53 | .507 | Very High Extent | 76% to 100% of the leadership practices related to the item/standard are actualized/implemented. |
| 4. Model exemplary leadership practices within and beyond school contexts in critically evaluating practice and setting clearly defined targets for professional development. | 3.50 | .508 | Very High Extent | 76% to 100% of the leadership practices related to the item/standard are actualized/implemented. |
| Overall | 3.5612 | .43399 | Very High Extent | 76% to 100% of the leadership practices related to the item/standard are actualized/implemented. |

Table 8 shows the extent of the practices that education leaders have in terms of the standards for professional reflection and learning. The domain has an overall mean of 3.5612 interpreted as practiced to a very high extent. The item Apply professional reflection and learning to improve one’s practice got the highest mean of 3.63 (SD= 0.491). This is followed by item 1 “Demonstrate understanding of how professional reflection and learning can be used in improving practice” with a mean of 3.58 (SD= .501). Item 3 “Initiate professional reflections and promote learning opportunities with other school heads to improve practice” got a mean of 3.53 (SD= .507) while Item 4 “Model exemplary leadership practices within and beyond school contexts in critically evaluating practice and setting clearly defined targets for professional development has a mean of 3.50 (SD= .508). All the items are interpreted as practices to a very high extent. The position of an education leader encompasses various administrative roles such as principal, superintendent, dean, or other similar positions. This role necessitates a blend of proficiency in curriculum and instruction, comprehension of legal and financial factors, adept interpersonal skills, and the capacity to effectively lead and motivate both faculty and students. Therefore, continuous introspection and acquisition of knowledge are important for these individuals to effectively fulfill their leadership responsibilities. Reflection involves looking back over actions, decisions, and events, analyzing them critically, and considering how things might have been done differently. It helps leaders understand the implications of their decisions and actions, both intended and unintended. By engaging in reflection, leaders can gain valuable insights into their own strengths and weaknesses, allowing them to continuously improve and make more informed choices in the future. Additionally, reflection fosters a culture of learning and growth within an organization, as it encourages individuals to share their

experiences and learn from one another's perspectives. Given the importance of professional reflection, the concept of reflective leadership has been present in many academic discourses. Reflective leadership in education refers to the practice where leaders consistently analyze, question, and reflect upon their actions, decisions, and underlying beliefs. By doing so, they develop greater self-awareness, make more informed decisions, and foster a culture of continuous learning and improvement in their institutions. A researcher provides some descriptions of how one considers himself/herself a reflective leader [14]. First, reflective leaders in education think about their previous experiences, then they reflect on those experiences in a way that is careful, intentional, and persistent, and only then do they take action [14]. They increase their overall performance by engaging in self-reflection as a useful technique. As a direct consequence of this, they approach their role with a significant amount of self-awareness as well as consideration. By virtue of their positions as stewards of learning institutions, education leaders must demonstrate the behavior they wish to instill in their educators and students. Being perpetual learners themselves ensures that they remain current, can adapt to changing educational paradigms, and serve as genuine role models for their communities. In addition, education leaders who prioritize their own education demonstrate a commitment to personal and professional growth. This not only increases their efficacy as leaders, but also fosters a culture of lifelong learning within the educational institution, inspiring both educators and students to embrace it. When leaders demonstrate a dedication to lifelong learning, they set the standard for the entire organization. By prioritizing and valuing their own professional growth, leaders can motivate teachers and students to do the same.

Table 9. Extent of the practices.

| Questions/Statements | Weighted Mean | Standard deviation | Adjectival Rating | Descriptive Evaluation |
|--|---------------|--------------------|-------------------|--|
| Rewards and Recognition Mechanism | | | | |
| 1. Reward and recognize learners, school personnel and other stakeholders for exemplary performance and/ or support. | 3.67 | .494 | Very High Extent | 76% to 100% of the leadership practices related to the item/standard are actualized/implemented. |
| 2. Implement a school rewards system to recognize and motivate learners, school personnel and other stakeholders for exemplary performance and/or continued support. | 3.60 | .511 | Very High Extent | 76% to 100% of the leadership practices related to the item/standard are actualized/implemented. |
| 3. 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. | 3.63 | .490 | Very High Extent | 76% to 100% of the leadership practices related to the item/standard are actualized/implemented. |
| 4. 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. | 3.51 | .508 | Very High Extent | 76% to 100% of the leadership practices related to the item/standard are actualized/implemented. |
| Overall | 3.6040 | .43616 | Very High Extent | 76% to 100% of the leadership practices related to the item/standard are actualized/implemented. |

Table 9 shows the extent of the practices that education leaders have in terms of the standards for rewards and

recognition mechanism. This subcategory has an overall weighted mean of 3.6040 interpreted as practiced to a very high extent.

The item Reward and recognize learners, school personnel and other stakeholders for exemplary performance and/ or support got the highest mean of 3.67 (SD= 0.494). This is followed by item 3 “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” with a mean of 3.63 (SD= .490). Item 2 “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” got a mean of 3.51 (SD= .508) while Item 4 “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” has a mean of 3.51 (SD= .508). All the items are interpreted as practices to a very high extent.

The practice of rewards and recognition in the Department has several known compelling reasons in both psychological and practical perspectives. Behavioral psychology shows that positive reinforcement can lead to the repetition of desired behaviors. By rewarding desired behaviors or outcomes, leaders can promote a culture where those behaviors become the norm. Education leaders play an integral role in designing, implementing, and managing rewards and recognition mechanisms within educational institutions. These mechanisms can serve as motivational tools for both students and staff, fostering a positive learning and working environment.

Education leaders who understand the importance of rewards and recognition typically possess specific characteristics, perspectives, and orientations toward leadership. They often involve various stakeholders, like teachers, students, parents, and other staff, in designing and implementing recognition

systems, ensuring a holistic approach. While they understand the emotional and social importance of rewards and recognition, they also rely on data to evaluate the effectiveness of such systems, ensuring they lead to desired outcomes.

Leaders must ensure that rewards and recognition mechanisms are equitable and inclusive. This means that all individuals, regardless of their background, have an equal opportunity to be recognized. This can be accomplished by instituting transparent and objective criteria for rewards and recognition, while considering a variety of perspectives and contributions. In addition, leaders should evaluate and update these mechanisms on a regular basis in order to address any potential biases or barriers that may impede inclusivity.

It has been suggested that a beneficial way to assist rewarded educators is to give them assistance in further developing their significant networks, thereby bridging the gap between different teaching cultures [25]. This study adds to our knowledge about how reward affects networks, and the possible role rewarded teachers play in cultural change. This is a perspective that has been underexplored in studies on reward systems, so this study fills in some of the gaps.

By examining the impact of rewards on educators' networks, they shed light on the potential influence rewarded teachers can have in promoting cultural change within the education system. Understanding this dynamic is crucial for designing effective reward systems that not only recognize educators' achievements but also foster collaboration and innovation across diverse teaching cultures. In essence, practicing rewards and recognition is not just about celebrating achievements; it is a strategic approach to cultivating a vibrant, positive, and productive educational environment. Recognizing that education is a field of continuous growth and development, education leaders must use rewards and recognitions to encourage a growth mindset, celebrating not just achievement but also effort, resilience, and improvement. They should be able to recognize the human aspect of education and leverage rewards and recognitions to cater to those needs

Table 10: Summary of the Different Domains

| Domain | Weighted Mean | Standard deviation | Adjectival Rating | Descriptive Evaluation |
|---|---------------|--------------------|-------------------|--|
| 1. Personal and professional development | 3.6101 | .41793 | Very High Extent | 76% to 100% of the leadership practices related to the item/standard are actualized/implemented. |
| 2. Professional networks | 3.5997 | .43341 | Very High Extent | 76% to 100% of the leadership practices related to the item/standard are actualized/implemented. |
| 3. Professional reflection and learning to improve practice | 3.5612 | .43399 | Very High Extent | 76% to 100% of the leadership practices related to the item/standard are actualized/implemented. |
| 4. Rewards and recognition mechanisms | 3.6040 | .43616 | Very High Extent | 76% to 100% of the leadership practices related to the item/standard are actualized/implemented. |
| Overall | 3.5946 | .36959 | Very High Extent | 76% to 100% of the leadership practices related to the item/standard are actualized/implemented. |

2. Respondents’ profile and their influence on the level of practice of school leadership standards.

The third research question delves into the influence of the variables under the profile of participants on the level of practice of education leaders in terms of the professional standards domain on developing self and others.

Table 11: Regression Analysis Result

| Variables | Correlation coefficient | Sig. value | Interpretation | Decision to Ho |
|-------------------------------------|-------------------------|------------|-----------------|----------------|
| Level of Practice*Age | 0.108 | 0.034 | Significant | Reject |
| Level of Practice*Length of Service | 0.026 | 0.333 | Not Significant | Accept |
| Level of Practice*Sex | -0.060 | 0.155 | Not Significant | Accept |

$\alpha = 0.05$ Level of Significance

As gleaned from the table, there is a significant relationship between the school heads and supervisors’ level of practice and

with age as revealed from the probability value of 0.034 which is less than $\alpha = 0.05$. Hence, the null hypothesis is rejected. On the other hand, no significant results were yielded when the level of practice was correlated with length of service and sex ($p > 0.05$; Accept Ho). A detailed presentation of the inferential statistics raw data can be found in Appendix G.

The relationship identified through the regression analysis done between the variables age and level of practice means that the age of education leaders may determine the extent of practice of the four (4) identified domains of both the PPSH and PPSS. This means that age could predict the kind of leadership practice that an education leader can demonstrate in terms of personal and professional development, Professional networks, Professional reflection and learning to improve practice,

| | STRENGTHS | WEAKNESSES |
|----------|---|--|
| Internal | <ol style="list-style-type: none"> Ability to establish linkage with stakeholders. Willingness to attend to professional development activities and provide avenue for others’ development too. High self-awareness (able to identify one’s strengths and weaknesses along with solutions to address what needs improvements). | <ol style="list-style-type: none"> Modest interpersonal skills Lack of leadership experience |
| | OPPORTUNITIES | THREATS |
| External | <ol style="list-style-type: none"> Availability of established guidelines, issuances, and advisories from the Central Office. Presence of active support from the community Establishing additional learning resources given the collaboration made with stakeholders. | <ol style="list-style-type: none"> Technological limitations (internet connectivity, advanced facilities, etc.) Limited resources and hazards caused by school location and climate Teachers’ Untoward Behavior |

Figure 2 SWOT Matrix

It could be argued that younger education leaders might be perceived as more adaptable and open to new technologies or methodologies, while older leaders might be perceived as valuing traditional methods. However, regardless of age, effective educational leaders recognize the importance of continuous learning and

SWOT Analysis of the Education Leaders’ Practices in the Post-Pandemic Transition

The qualitative part of this study delves into the experiences of the education leaders during the post-pandemic transition when limited face-to-face classes were conducted. The following points surfaced in a thematic analysis conducted by the researcher (appendix H). The general themes are categorized and are plotted in the following SWOT Matrix (Figure 2). Each theme is explained in the succeeding discussions.

A. Strengths

1. Ability to establish linkage with stakeholders.

To make decisions that were both informed and collaborative, it was essential to engage with all the relevant stakeholders, including parents, teachers, students, and members of the community. Majority of the participants in the focus group discussions mentioned that it was their ability to connect with different groups that enabled them to provide additional

resources for their respective schools. Rewards and recognition mechanisms. This is true when examined from the perspective of age equating to experience. Age often correlates with experience. Experienced leaders in education might have had more opportunities to handle diverse challenges, try various strategies, and observe different educational trends. It should be noted that the relationship being established from the results of the analysis does not translate to whether young leaders perform better than older ones and vice versa. The relationship only implies that leadership practices of an education leader vary depending on his/her age and should not be used to compare the effectiveness of the leadership practices based on the participants’ age. It must be noted that most of the participants could already be considered as seasoned leaders. It therefore follows that their level of practice of the different domain standards is at a high extent. They have been faced with different situations where their competence in leadership has been tested. They refine their communication, problem-solving, and adaptive strategy skills because of constant exposure to a variety of scenarios. Due to their long tenure, they have had plenty of time to reflect, improve, and develop, which has helped them to develop a thorough awareness of stakeholder demands, organizational culture, and educational

dynamics. Additionally, they frequently work together and mentor colleagues, encouraging a culture of innovation and shared learning. In the end, their wealth of experience enables them to lead organizations, motivate groups, and promote constructive change in the field of education.

Longevity in educational leadership is positively correlated with competence in managing difficult challenges, promoting innovation, and encouraging successful collaboration among school communities [23]. Years of handling various circumstances, picking up lessons from both successes and setbacks, and continuously honing their leadership techniques have contributed to this skill. Because of this, seasoned leaders are excellent at motivating change, fostering student accomplishment, and fostering long-term educational development, which makes them priceless resources in the pursuit of educational excellence.

Below is an excerpt from the responses of Participant EL10:

“sapamagitan po ng pagtatap ko sa different stakeholders aynasupportahan po ang pangangailangan ng aming school despite the geographical location, yunghirap ng location na ma-access peroitinaguyod ko po, itinaguyod po namin ang school during after na ng pandemic to sustain to continue yung education.”

In the above statement, it could be inferred that the support of the stakeholders also gave way to overcome the challenge of the school’s location to be reached by supportive groups.

To establish education systems and learning environments that are conducive to optimal outcomes, it is imperative that all relevant parties engage in a purposeful manner, fostering collaboration and so establishing meaningful connections [12]. Effective collaboration among all stakeholders needs both attentive listening and proactive engagement. The establishment of open and transparent communication fosters an environment where all individuals involved experience a sense of acknowledgement, understanding, and appreciation [12]. Ultimately, it is the cultivation of meaningful connections and empathy within these healthy relationships that leads to favorable educational outcomes for both teachers and learners. This is further illustrated in the following response from Participant EL1:

“Kasi may mga project proposal at linkage ay tinatanggap din so maramitayongpakikipag talkies ay maramitayongnaging link nagigingstakeholders ng school.”

This shows how establishing connections with partners is a strength that education leaders have developed over the time of the pandemic or even earlier than that considering the different situations that schools are in—last mile schools, geographically disadvantaged—where reaching out to the immediate community has been the most accessible solution to be able to deliver quality education to the Filipino learners.

2. *Willingness to attend professional development activities and provide avenue for others’ development too.*

The second theme that emerged out of the thematic analysis is the willingness of the education leaders to engage in professional development activities not only for themselves but more so for their teachers. Below is an excerpt from the responses of Participant EL2:

“angkalakasan ko po ay personal and professional development, sapatuloy ko pong pag-aattend ng mgawebinars kasi online nakakamotivatenakakaencourage

din po akosamgakasama ko naumattend para mas madagdaganyungkaalamannamin which is nakakatulong po yun para sa points namin for promotion. so hindi lang kami mananatilisa lower position. Matutulungan naming yungsarilinamin. Matutulungan naming yungmgakapwa naming namakapag-ipon ng mga points para magamitsa promotion.”

Leaders committed to their own professional development, constantly learning about new teaching methods, tools, and best practices in pandemic-era education. In a study that in line with an enhanced and elevated role of educational administrators, the inclusion of professional training and development has been prioritized, with the objective of advancing the professionalization of school leadership [26]. During the pandemic, the education leaders also took advantage of free online training to update their profession.

Participants also acknowledged that there is a need for them to uphold the concept of being lifelong learners as can be inferred in the following excerpt from Participant EL4:

“kailangan ko pang pag-aralan kung anoyungmatawagna as leader ka. so dahilbago lang ako, kelangan ko pa mag-adjust at siguro trainings pa rin para mas madevelop ang pagiging leader ko saakingsarili.”

When leaders place a higher emphasis on their personal learning, there is an increased likelihood that they will prioritize and provide support for professional development opportunities for their team. Carol Dweck’s research on growth vs. fixed mindsets shows that individuals who believe they can grow, and change are more likely to embrace challenges and learn from failures. The concept of education leaders as lifelong learners is founded on the notion that, in the same way that teachers should serve as models of lifelong learning for their pupils, education leaders should do the same for the members of their staff. This viewpoint emphasizes that both the world and the educational landscape are always changing, and that in order for leaders to be effective, they need to be able to adapt to these changes and continue their own education.

3. *Having high self-awareness (able to identify one’s strengths and weaknesses along with solutions to address what needs improvements).*

From the responses of the FGD participants, it could be deduced that they have their own realizations of how they responded to the demands of the education system amidst the pandemic and now that there is a globally acknowledged transition to post-pandemic period. Because of these various realizations and the attitude, they have developed as education leader, the last theme that emerged from their responses is their high self-awareness.

In order to be an effective leader, one must possess a high level of self-awareness. This is especially true in the field of education. This is since education is a multifaceted area that has a significant influence on the community. Leaders in the field of education are tasked with developing the subject matter of courses, encouraging the intellectual as well as personal development of students, assisting and directing other educators, and upholding the values and objectives of their respective institutions. According to the participants, the values of resilience, resourcefulness, and responsible risk-

taking were among the strengths that they have demonstrated as education leaders.

Below are the excerpts from the discussions:

Participant EL 7:

“naging risk-taker akonagumawa ng mga programs namakatulongtalagasakanilanaminsan ay dagdagtrabahosa din sa amin. Dagdagtrabahosa akin as a leader peronagriskakonagawinyun para mas matulungan ang mgakabataan natin ngayon.”

Participant EL 8:

“kailangan ng maraming printers, bond papers para samga modules so yung networking and linkagingano ko siguroyungnaging strength ko para masurviveyungmga challenges nadalani pandemic.”

Self-aware leaders recognize their communication style and understand how it might be perceived by others. They are able to adapt their manner whenever it is required, which makes them more effective in communicating ideas and gaining support. Self-awareness is believed therefore to be a product of professional reflection which is practiced to a very high extent of education leaders. Engaging in self-reflection helps individuals understand themselves better, make informed decisions, and align their actions with their values and beliefs.

B. Weaknesses

1. Modest interpersonal skills

While many of the participants have strong networking skills, there are also those who identify to be on the introvert type of personality. They have interpersonal skills, but they also acknowledge that these skills are not quaint enough to encourage participation on the part of the stakeholders. Their responses are evident that they have rather modest interpersonal skills compared to those who responded that they capitalize on their skills to establish connections with the community to engage them in certain programs and projects in the school.

Below is an excerpt from the response of Participant EL 3:

“parang once nanakikipagcommunicatenaakosamga stakeholders, once nanagiging failure, hindisilanagbibigay ay hindinaakoumuulit... yun sana ang kailangankongimproveyungmakikipagkapwa, magigingmapagpakumbabasamga stakeholders po.”

Participant EL2 also shared the same sentiment:

“parasa akin itopalayungpagiging shy type ay nakakahadlangsapakikipaglinkage ko para mabilisnamapaimrove ang eskwelahan kasi ngapakikipag link natin samga stakeholders natin makakatulongyun para maimprove natin ang eskwelahan physically so kailangansarili ko maiovercome ko yun.”

Because introverted education leaders typically prefer more solitary or one-on-one contacts, developing and maintaining connections with stakeholders might feel particularly tough for them. This is because of their natural desire for solitude or intimate exchanges. People who would rather avoid confrontation may find that situations including arguments or confrontations to be particularly tough. The reserved temperament of an introvert may give the impression to others that the person is uninterested, aloof, or lacks enthusiasm. However, research has also found these modest interpersonal skills could be an edge for education leaders.

The capacity to compartmentalize one's public and private identities is a necessary quality in effective leaders [27]. Introverts have an innate capacity for this, which gives them the ability to make decisions in the job that are objective and unaffected by their own personal concerns.

2. Lack of leadership experience

Although there is no significant relationship between length of service and the level of practice among education leaders, the FGD participants still recognize that they have more to learn as newbies in the field of educational leadership. Education leaders who lack leadership experience can face a myriad of challenges. Their roles are multifaceted, and the weight of responsibility can be overwhelming without prior experience.

The following is an excerpt from the response of Participant EL4:

“...unayung personal bilang leader sa school dahilwala pa akonggaanong experience sapagiging leader ay hindi pa akohanda. Unakailangan ko pang mag-adjust, mag-aralpagdating naman sa professional development dumaloakosaibat-ibang trainings about leadership kung pano pa mapadagdag, kung ano pa mga strategy, way or implement nadapatyun ang malaman ko bilangisang leader.”

This perspective of acknowledged weakness is then and again a manifestation of a growth mindset among education leaders. New and even experienced leaders can benefit from having a mentor in the field. This provides guidance, insights, and a sounding board for decisions. There is no doubt that experience has its benefits, yet having a long tenure can sometimes result in stagnation. Those who have worked in the system for several decades may be reluctant to new ideas or changes simply because they've become accustomed to doing things in a particular way over the course of their careers. A novel viewpoint can be gained when new leaders take over, because they are not bound by the customs of the past. They are more prone to think creatively, question the status quo, and present novel approaches to problems. This kind of mindset among education leaders has been found to improve teachers' efficacy. A study [28] found out that the impacts of transformational leadership and growth mindset on teachers' professional attitudes and the adoption of desirable teaching practices were considerably mediated by instructors' perceptions of their own levels of self-efficacy as educators. These findings provide implications for school leaders and teachers to maintain effective teacher professional development and highlight the importance of teachers' affective traits (such as growth mindset, self-efficacy, and professional attitudes) in teacher professional development. It is important to note that such identified weakness was expressed with the desire on the part of the education leader to improve and not just consider it as a weakness. Apparently, there has been an identified risk treatment strategy that was offered in the FGD.

3. Opportunities

1. Availability of established guidelines, issuances, and advisories from the Central Office.

The first theme from the analysis done under opportunities is the presence of the guidelines from the Central Office of the Department of Education, which served as the established reference where education leaders anchor their decisions and

strategies on. In our contemporary and complex society, there is a crucial need for unambiguous, easily understandable, and all-encompassing directives, official communications, and recommendations. Informational tools, which encompass a variety of resources such as regulatory guidelines and safety advisories, are of paramount importance in facilitating the efficient and structured operation of companies, institutions, and society as a whole. The presence of these well-established protocols and communication systems yields a diverse range of advantages that enhance transparency, security, and the overall improvement of collective initiatives.

A number of responses from the FGD highlights this opportunity. Below are the excerpts:

Participant EL1: *“kailangan ay updated ka sa lahat ng mgadeped order, memorandum. nakasalalay lahat para magawamo ang mga responsibilities. kasi nandun ang mechanics panopapatakbuhan ang school, paano ang learning instruction patatakbuhan.”*

Participant EL2: *“lagi tayong may pananagutan. Lagitayong may sinusundan. nakatingin tayo lagisadeped order para yan po ang kongkretongbasehan.”*

The primary objective of every guideline or regulation is to establish a uniform set of procedures and answers that can be used consistently across a diverse range of scenarios. Organizations can achieve consistency in decision-making and activities by implementing a standardized strategy, leading to a reduction in ambiguity and unpredictability. This guarantees that irrespective of the location or executor of a work, a certain standard of consistency and quality can be anticipated.

Similar to these guidelines are professional standards for school heads and supervisors which provide a career path for education leaders. It contains the competencies that Philippine education leaders in the basic education must possess or demonstrate. The presence of well-established standards, issuances, and advisories serves as a fundamental pillar in contemporary society. These tools have a significant role in enhancing safety, ensuring consistency, facilitating informed decision-making, promoting progress, raising public awareness, and managing crises in several domains. The increasing advancement of technology and the rising complexity of difficulties necessitate the growing significance of these resources. They play a crucial role in enabling education leaders, schools, and the stakeholders to effectively navigate the convoluted landscape of the educational realm, fostering confidence and resilience regardless of the current social conditions—pandemic or post pandemic.

2. Presence of proactive support and collaboration with stakeholders

The strength of the education leaders in establishing linkages with stakeholders is dependent on the response of the stakeholders themselves. This is the reason that this theme emerged in the analysis as part of the opportunities. Below are some of the responses of the participants under this theme:

Participant EL9: *“nadevelop yung professional networking ko para kausapinyungtaosakomunidad para humingi ng*

suportasakanila para sakapakanan ng paaralan. at of course yung strong relationship ng parent, ng teachers...”

Participant EL13: *“for me the opportunities as a leader ay yung collaboration ng parent, barangay officials and LGU to provide the needs of the learners.”*

Participant EL15: *“this year after the pandemic we came up with different projects through the proper use of our mooe and then together with some of our stakeholders wherein they extend their to our school the gabaykalinga foundation together with the lion heart and the collaboration of the parents and the teachers.”*

According to De Torres [11] in her study, the involvement of stakeholders in educational programs and reforms holds significant potential for mitigating mistrust and bridging the gap between individuals and schools. This can be achieved through the cultivation of transparency in information dissemination and the fostering of a culture of mutual respect. By collaboratively pursuing the enhancement of schools and sharing a common vision, process, and outcomes, stakeholders can contribute to the improvement of the educational system. Enhancing the level of involvement necessitates the implementation of both individual and organizational behavioral modifications [11]. Proactive engagement of school stakeholders is not merely an optional best practice; it is an essential strategy for building strong, innovative, and cohesive educational institutions. By acknowledging and harnessing the collective wisdom, energy, and resources of its stakeholders, schools can chart a path of excellence, inclusivity, and sustained success. The collective endeavor to shape young minds demands a harmonious partnership of all those invested in the process, and proactive engagement ensures this partnership thrives.

4. Threats

1. Technological limitations (internet connectivity, advanced facilities, etc.)

The first theme that emerged from the analysis done on the FGD responses of the participants is ever pressing concern on technological limitations even before the pandemic. But this has largely affected especially those who are in the districts where this study is conducted. Even with the fame of the island given its beautiful tourist locations, the education sector has yet to be at the same pace at the tourism industry of the province with many barangay schools that do not have constant power supply and the intermittent to no connection of internet. These are seen to be among the challenges of the school leaders not only in developing their leadership practices but ore so in ensuring that there is up to date materials and information for their teachers and learners during the pandemic and in this post-pandemic transition.

Below are some excerpts from the FGD responses:

Participant EL3- *“...ginagawa ko lahat yunghadlang ay connection. Minsanradyo lang. gusto moipaabot para mauna ka yunpala ay walang connection...”*

Participant EL1- *“...yung threats naman, ditonamaging effective ka nalider ay maraming threats. una, signal para maka-update ka lagi at maging efficient ka.”*

There is a need for improvement in the provision of electricity in schools in the Philippines [28]. It was observed that whereas other nations in the East and Southeast Asian areas have successfully achieved universal access to

electricity, the Philippines continues to face challenges in fully electrifying its schools. Based on the 2020 statistics provided by the Department of Education (DepEd), it was seen that a total of 1,562 educational institutions remained devoid of access to electricity, while an additional 39,335 schools were identified as requiring improvements to their existing electrical infrastructure. The study also identified gaps in ICT access, specifically in relation to unfulfilled delivery targets for computer packages. These gaps pertain to the ICT developmental objective within the basic education sector in the Philippines.

1. Limited financial resources and hazards caused by school location and climate

The problem with funding does not only affect the operations of the school but also hampers teachers' professional development since most of those opportunities come with costs. Leaders must advocate for these opportunities and sometimes get creative in finding budget-friendly options. However, with the pandemic that hampered many opportunities for collaboration, education leaders were faced with the apparent lack of resources to deliver learning continuity programs.

The following are some their responses:

Participant EL 15- *"for me the challenges I encounter as an education leader during the post pandemic is that we lack classrooms wherein our learners are suffering from inconvenience inside the classroom and during the summer days they experienced much high temperature wherein some of our learners got sick"*

Participant EL 12- *"yungpra po sa akin dito ay kung paano ko po maiprotect lahat ng mga modules ng mga bata during pandemic po."*

In 2020, it was reported that next to DPWH is the budget of the Department of Education (DepEd) that was reduced by a hefty P21.9 billion to P499.5 billion (Vera, 2020). This reduction in the budget was felt in the schools with shortage in the materials to deliver the learning continuity measures. The observation may be made that the decline in quality and accessibility of learning outcomes within our education system has been evident even prior to the occurrence of the pandemic [29]. The educational system has evidently demonstrated a lack of evolution and innovation, resulting in its inability to cultivate resilience and effectively guide learners towards continued advancement. This remark was made following the PIDS' discovery that since 2018, there has been a fluctuation in public investment on basic education, with periods of stagnation or decline. According to Philippine Business for Education (PBE) assessment, it has been observed that local government units have not been effectively utilizing their allocated education funding to their full potential [29]. The use percentage of the Special Education Fund (SEF) in 2020 was, in fact, a mere 67.8 percent on average.

Budgetary challenges in the education sector are complex and multifaceted. Sometimes, the available funds are not distributed based on actual needs or strategic priorities. To address these challenges, policymakers, educators, and other stakeholders need to work together to develop funding models that are open, flexible, and equitable, and that put an

emphasis on the outcomes and success of students over the long term. In many cases, this calls for creative thinking, the participation of relevant stakeholders, and a willingness to make difficult decisions in the best interest of students and the educational community.

2. Teachers' Untoward Behavior

Teachers are key players in the educational ecosystem, and working together can be important to improve learning, share resources, and maintain a consistent teaching style. Nevertheless, there are situations in which the level of collaboration is limited or absent, and this deficiency can be attributed to a variety of factors. Gaining an understanding of these factors can serve as an initial measure towards effectively addressing and enhancing collaborative efforts. Extensive research has unequivocally established that positive teacher collaboration plays a pivotal role in facilitating improvement initiatives and fostering the development of instructional capacity. Principals, in their primary capacity as formal leaders, exert a significant influence on both the extent of opportunities and the efficacy of teacher collaboration within educational institutions. This study supports a theme that has been emerging for some time in the literature: much of the effective principal's role is not to lead change directly, but rather to create, manage and support the school climate, structures, and conditions in which positive outcomes can happen [31].

The pandemic has affected this strong collaboration between teachers and their immediate supervisors. The acknowledged effect of the unprecedented

pandemic for all people in all walks of life did not miss the teachers and the education leaders, which has extended to demonstrating untoward behavior.

Participant EL 8- *"naging threat po sa akin in leadership ay parang nawalanako ng control samga teachers. Kahitmagpatawag ng meeting parang lagisilang maraming dahilan"*

Participant EL 4- *"walang pagkakaisa. lalonasa mg kasamahanmong teacher ay hindimosilakasundo. Yunyungnagigingproblema kasi panomosilapanusurin. yan isa ang isanghadlangsapamamahalamosaisang school."*

The evolving nature of the pandemic meant that guidelines and requirements often changed rapidly. This left little time for in-depth consultation and dialogue between teachers and administrators. With many educational stakeholders working remotely, communication became more challenging. Reliance on emails, online meetings, and messaging apps can sometimes reduce the nuance and depth of in-person communication. By far, these are the seemingly reasons for the untoward behavior as deduced from the FGD responses.

Considering the results of the quantitative and qualitative results of the study, it can be seen how consistent the different leadership practices among the education leaders are in as much as the domain on developing self and others is concerned. It was also noted that age has can statistically determine the extent of leadership practice among these education leaders. However, it must be emphasized that in the analysis of the qualitative part of the results, different themes emerged as the participants' strengths, weaknesses, opportunities, and threats in the post-pandemic transition.

| III - Implementation Plan | | | | |
|---------------------------|--|---|---|--|
| Phase | Activity | Timeline | Resources Needed | Budget Allocation |
| Phase 1 | Needs Assessment and Analysis (Procedure done in this study may be adapted). | January to February | <ul style="list-style-type: none"> Individual Development Plans (IDP) of Target Participants Focus Group Discussion Guide | None |
| Phase 2 | Refresher Training on Situational Leadership and Philippine Professional Standards | March (5 days in-person training by batch) | <ul style="list-style-type: none"> Training Venue and Logistics Resource Speakers Program Management Team | 10,000 per pax for the training venue and kits 2,500 per hour for RPs outside DepEd |
| Phase 3 | Learning Application Stage 1- Assessment of Personnel's Maturity Levels | April to May | <ul style="list-style-type: none"> Assessment Tool Monitoring Tool Leadership Plan Template | None |
| Phase 4 | Learning Application Stage 2- Application of Leadership Plan | June to November | <ul style="list-style-type: none"> Monthly Reflection Coaching Form Performance Monitoring Form | None |
| Phase 5 | Learning Application Stage 3- Plan Implementation Review (may be done online) | December | <ul style="list-style-type: none"> OPCRF for School Heads IPCRF for Supervisors IDP of Education Leaders | None |

Following the concept of situational leadership, it can be interpreted that while the domain standard is consistently practiced to a very high extent, these education leaders still have different contexts in their respective districts and that it could be impossible to not consider these factors. Instead, it could be deduced that effective leadership is task-relevant, and the best leaders are those who can adapt their leadership style to the maturity of the individual or group they're attempting to lead. Developed by Paul Hersey and Ken Blanchard in the late 1960s, situational leadership theory has been used widely across various organizations to guide leadership training and development. It is on these premises that this leadership skills enhancement program is being proposed.

Leadership Skills Enhancement Program

Palawan's E.L.E.M.E.N.T.S.

Education Leaders' Enhancement for MATATAG Endeavors, New Trends and Situations

I. Introduction and Rationale

II. Objectives:

Terminal Objective: This program aims to ensure that standards, practice, and unique leadership situations morph to improve performance among education leaders.

Enabling Objectives: To achieve the terminal objective of the program the following enabling objectives are hereby formulated:

- The education leaders will be able to determine their own leadership practices vis-à-vis the standards set by the Department of Education.
- They will be able to develop an assessment strategy to determine the maturity level of the personnel under their respective office.
- They will be capacitated to ascertain leadership style what matches the maturity level of their personnel.

- They will be able to device plans to flexibly switch between leadership styles as the situation demands.

Phase 1: This phase will be conducted by the implementer of the program. The target participants are education leaders. This phase will determine how many should be accommodated to the program. It is important to ensure that this program is included in the learning and development plan of the school for the allotment of budget.

Phase 2: The second phase is a Refresher Training on Situational Leadership and Philippine Professional Standards. This training will capacitate the education leaders to apply situational leadership theory in their practice of leadership vis-à-vis the professional standards specifically the domain on developing self and others. This also emphasizes the importance of recognizing the strengths, weaknesses, opportunities, and threats to the education leaders' style in management.

Phase 3: Since this is an enhancement program, the implementer must ensure that they follow the application of learning up to its last stage. Learning Application Stage 1- Assessment of Personnel's Maturity Levels is the third phase of the implementation plan. In this phase, the trained education leaders will be assessing their respective employees as to their maturity level using the model of situational leadership.

I. Program Evaluation

The program implementer shall subject the program evaluation with the assistance of the Schools Division Office's Monitoring and Evaluation Team or the Regional Office's Quality Assurance Division.

II. Matrix for the Training on Situational Leadership and Philippine Professional Standards

In italics are the items found to be the threats and weaknesses from the current study and the PPSH domain targeted by the topic.

| Day | Topic | Resources |
|-----------|---|---|
| Day 0 | Opening Program Levelling of Expectations Pre-Test | Slide Presentation, Pre-test Link, Levelling of Expectation Facilitator |
| Day 1- AM | Situational Leadership Theory (SLT) Framework | Resource Person Slide Presentation |
| Day 1- PM | Assessing the People you Lead: SLT Maturity Levels | Resource Person Slide Presentation |
| Day 2- AM | Leadership Styles in SLT and the Philippine Professional Standards for Supervisors and School Heads | Resource Person Slide Presentation |
| Day 2- PM | Assessing your self as a Leader: Professional Reflection (Domain 3) <i>(Lack of leadership experience)</i> | Resource Person Reflection notes |
| Day 3- AM | Pulling Others Up: Incorporating SLT in Personal and Professional Development(Domain 1) <i>(Addressing Teachers' Untoward Behavior)</i> | Resource Person Slide Presentation |
| Day 3- PM | Empowering Leaders: SLT in Rewards and Recognition Mechanisms (Domain 4) <i>(Addressing Teachers' Untoward Behavior)</i> | Resource Person Slide Presentation |
| Day 4- AM | Building Connections 2.0: SLT in creating professional networks <i>(Enhancing Modest interpersonal skills)</i> | Resource Person Slide Presentation |
| Day 4- PM | Making Connections Work: SLT in Sustaining Professional Networks (Domain 2) <i>(Overcoming Technological limitations (internet connectivity, advanced facilities, etc.)</i> | Resource Person Slide Presentation |
| Day 5- AM | Signing of Pledge of Commitments and Drafting of Learning Application Plans | Resource Person Slide Presentation LAP template |

1. M1: Low competence, high commitment (e.g., a novice who is enthusiastic).
2. M2: Some competence, low commitment (e.g., someone with some skills but lacks self-confidence).
3. M3: High competence, variable commitment (e.g., a skilled person with wavering enthusiasm).
4. M4: High competence, high commitment (e.g., an experienced worker who's confident and motivated).

Phase 4: The fourth phase is Learning Application Stage 2- Application of Leadership Plan. This phase will be self-directed and will allow the education leaders to take responsibility of their own improvement. The implementer will determine when they collect the monthly reflection and the monitoring. This phase also targets the ability of the education leaders to enhance their personal reflection practices, which is part of the professional standards.

Phase 5: The program has an embedded monitoring and evaluation in its five phase and the final part is the Learning Application Stage 3- Plan Implementation Review. Through this phase, the implementer will be able to gauge the effectiveness of the program in sustaining/ enhancing the education leaders' best practices in developing self and other.

CONCLUSIONS AND RECOMMENDATIONS

This study sought to determine how education leaders assess their leadership practices in the post-pandemic transition in the light of the Philippine professional standards. Using a mixed method approach, the study utilized a self-assessment instrument with the different domains of the professional standards namely: personal and professional development, professional networks, professional reflection and learning to improve practice, and rewards and recognition mechanisms. To augment the findings from the self-assessment, focus group discussions were conducted. Mean, percentage, and regression analysis were the statistical treatment used while

thematic and SWOT analysis for the FGD responses. With the aim of ensuring that education leaders are at par with the national standards and are ready for the post-pandemic leadership hurdles, a leadership enhancement program was developed following the situational leadership theory based on the following findings.

Summary of Findings

1. Participants' Profile

The participants of the study are mostly in the 50-59 age bracket, are female, and have more than three years of experience as education leader, which make them seasoned leaders.

2. Leadership Practices

The extent of the practices that education leaders have in terms of the standards for personal and professional development has an overall mean of 3.6101 interpreted as practiced to a very high extent. Next, the extent of their practice of standards related to professional networks with an overall mean of 3.5997 interpreted as practiced to a very high extent. For the third domain, the practices that education leaders have in terms of the standards for professional reflection and learning has an overall mean of 3.5612 interpreted as practiced to a very high extent. Lastly, the extent of the practices that education leaders have in terms of the standards for rewards and recognition

mechanism has an overall mean of 3.6040 interpreted as practiced to a very high extent.

3. Respondents' profile and their influence on the level of practice of school leadership standards

The third research question delves into the influence of the variables under the profile of participants on the level of practice of education leaders in terms of the professional standards domain on developing self and others. There is a significant relationship between the school heads and supervisors' level of practice with age as revealed from the probability value of 0.034 which is less than $\alpha = 0.05$. Hence, the null hypothesis is rejected. On the other hand, no significant results were yielded when the level of practice was correlated with length of service and sex ($p > 0.05$; Accept H_0).

4. SWOT Analysis of the Education Leaders' Practices in the Post-Pandemic Transition

Education leaders consider the following as their strengths: Ability to establish linkage with stakeholders; willingness to attend to professional development activities and provide avenue for others' development too; and high self-awareness (able to identify one's strengths and weaknesses along with solutions to address what needs improvements). On the other hand, they identified Modest interpersonal skills and Lack of leadership experience as weaknesses. For opportunities, these are the themes that emerged: Availability of established guidelines, issuances, and advisories from the Central Office; Presence of active support from the community; and establishing additional learning resources given the collaboration made with stakeholders. Finally, for the threats, they consider the following: Technological limitations (internet connectivity, advanced facilities, etc.); Limited resources and hazards caused by school location and climate; and Teachers' Untoward Behavior.

5. The leadership enhancement program being proposed is tagged as Palawan's E.L.E.M.E.N.T.S. (*Education Leaders' Enhancement for MATATAG Endeavors, New Trends and Situations*).

CONCLUSIONS

Based on the above findings, the following conclusions were drawn:

1. The age of most of the participants range from 50 to 59, which could be concluded that they have achieved a certain level of competence with the experiences that they had regardless of the position they had over the years. As these leaders progress in their careers, their perspectives, tactics, and management approaches evolve due to a combination of professional development, on-the-ground experience, and feedback.
2. The very high extent of leadership practices on the domain prescribed by the professional standards provides an understanding that the participants of this study are competent and confident in the performing the responsibilities of an education leader even in the post-pandemic transition.
3. Despite the level of competence that the education leaders have, they are still able to identify the areas that they must improve on and are willing to undergo professional development activities to enhance their craft.
4. Age could predict the kind of leadership practice that an education leader can demonstrate in terms of personal and professional development, Professional networks, Professional reflection and learning to improve practice, and Rewards and recognition mechanisms.

Recommendations

1. Young education leaders can benefit from the wisdom of the seasoned leaders. It is recommended therefore that constant interfacing activities be done to establish strong relationship among the education leaders.
2. Getting the perspective of the education leaders in the field is a good source of input in the developing programs that aligned with the MATATAG agenda of the current DepEd leadership specifically in giving support to teachers.
3. Education leaders are drivers of change regardless of the season and situation. They must be equipped with the skills and techniques to adapt to the fast-paced technological advances.
4. Implementing the proposed program will aid the education leaders harness their potential even more especially those who are at the forefront of the younger generation of education leaders.

5. Related research on the leadership competence of education leaders using other indicators like education attainment and attitudes is also recommended.

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