

Leadership qualities and trainings on school administration and organizational performance

Vina D. Diño, LPT^a, Helen B. Abordo, DPM^b

^a*vina.deleon@deped.gov.ph*

^b*helenabordo3@gmail.com*

*Mabini Colleges, Inc., Governor Panotes Avenue,
Daet, Camarines Norte, 4600, Philippines*

Abstract

This study focused on the leadership qualities and trainings for school heads and analyzed their effects to the school administration and organizational performance in Paracale District. Specifically, it sought to answer the leadership qualities of the school heads in Paracale District along with vision and direction, monitoring student progress, time management and working with people, communication and positive beliefs and high expectations, the leadership trainings implemented in Paracale District among school administrators: teacher supervision, staff empowerment, instructional leadership, learning resource management, fiscal management and school-community relations, if there a significant relationship between the quality of leadership trainings implemented and the leadership quality of the school heads, to what extent do leadership quality and trainings affect the school administration and organizational performance, the challenges encountered by the school heads in sustaining leadership quality and trainings, and the intervention may be prepared to address the challenges along the leadership qualities and trainings for the school heads of Paracale District. Findings revealed that the school administrators faced challenges on the limited time to engage in trainings, lack of follow-up after the leadership training, lack of continuous leadership development programs, inadequate resources allocated for leadership trainings, and limited support system from fellow educational administrators and instructional leaders. In response, the researcher develops an intervention entitled Project “LEAD” Leadership Engagement, Advocacy and Development. The primary objectives of leadership engagement, advocacy, and development initiatives in educational settings are to enhance the leadership qualities of school administrators, promote active engagement among staff, and improve overall organizational performance.

Keywords: Leadership qualities, organizational performance, teacher supervision, school administration, vision and direction, staff empowerment, instructional leadership, fiscal management, communication, time management, working with people

1. Introduction

It is also attestable that leadership training and leadership quality are two interconnected and inseparable contexts. To establish and sustain leadership quality, school managers need to sustain their access, participation, and engagement in a variety of leadership training programs and empower continuing professional development practices. Through leadership trainings, the school administrators can engage in meaningful, relevant, and purposeful professional interactions and collaboration with their fellow educational leaders, pioneers in the field and education experts towards quality and innovative knowledge sharing and culture of shared competence in the educational organization.

In a national scenario, the study of Magana (2019) examined the scenarios of 21st century Filipino school leaders amidst challenges of evolving school-based management system. The study found that the majority of the school heads surveyed and interviewed in the public basic education schools in the National Capital Region and Northern Luzon claimed relevant issues and challenges on the ever-changing needs and diversity in the institutional demands of their school communities. The respondents claimed that huge portions of challenges along educational management are rooted in the demands to respond to the in-depth societal problems that affect the learners and stakeholders, such as the insurmountable poverty cycle and adverse influences of technology on the learners' behavior and social development.

Moreover, in a local context, the study conducted by Dames (2020) delved into the localized challenges encountered by the school heads in the implementation of collaborative leadership training programs and innovations on school-community relations. This study also concluded that there are also diverse and crucial issues and challenges that are linked to the interconnection between leadership quality and leadership trainings. These challenges primarily include gaps in the direct access to leadership trainings that match the diverse components and determinants of leadership quality. It is also a huge challenge for school leaders on how to put the knowledge, inputs, and funds of education offered in the leadership trainings to the actual field of leadership within a specific time frame. This is to consider that educational management has too many complex areas and components that need to be addressed. Therefore, the major research gap identified in this study was its focus on approaching both the contexts of leadership quality and trainings and its implications to organizational performance, while the previous bodies of research typically pursued investigations that are separate for the two problems. The evident gap posed by this current research is its comprehensiveness in delving into the effects of both leadership quality and trainings on school administration and organizational performance while the rest of the past studies chose to delve on limited aspects and influence school leadership and performance. The uniqueness and distinctiveness of this current research will lie in its capacity to delve into the interconnection between leadership quality and trainings before proceeding to the in-depth analysis of the implications of these two variables to school performance.

This study was guided by the provisions of the DepEd Order No. 024, s. 2020 or the National Adoption and Implementation of the Philippine Professional Standards for School Heads. It states that in line with the commitment of the DepEd to support the school heads so they can better perform their roles in schools, including the improvement of teacher quality and through this, learners' achievement, the DepEd issues this Order titled National Adoption and Implementation of the Philippine Professional Standards for School Heads (PPSH). The DepEd recognizes the importance of professional standards in the continuing professional development and advancement of school heads based on the principles of career-long learning. Thus, given the cited discussions and scenarios, the researcher found interest and motivation in conducting and pursuing a study that delved into the level of leadership quality and trainings of the school heads in Paracale District. The assessment of the leadership quality and trainings of the school heads is deemed vital and indispensable as it serves as baseline data for the analysis of the perceived and observed effects and implications of these two focal variables to the status of school administration and organizational performance of the selected elementary schools in the district.

Thus, the vital reasons for conducting the study included the need to access additional inputs and research-based knowledge, and funds for education about the interconnection between leadership quality and trainings that influence school leadership and performance. In addition, the researcher also finds interest in determining the challenges encountered by the school heads in sustaining leadership quality and trainings as the basis for the design of the proposed output. The findings of the study, researcher aimed to come up with an output that highlights the recognition of the value of leadership qualities and trainings for the school administrators so that relevant support systems and services can be provided by the teachers, other education leaders and experts towards the Public Schools District Supervisor.

1.1. Objective of the Study

This study aimed to identify the leadership qualities of the school heads in Paracale District along with vision and direction, monitoring students' progress, time management and working with people, communication and positive beliefs and high expectations. It also sought to identify the qualities of leadership training implemented in Paracale District along school administration in terms of teacher supervision, staff empowerment, instructional leadership, learning resource management, fiscal management and school-community relations. In addition, this research sought to determine the significant relationship between the leadership trainings implemented and the leadership qualities of the school heads. Moreover, the study examined the extent to which leadership qualities and trainings affect the school administration and organizational performance and determined the challenges encountered by the school heads in sustaining leadership qualities and trainings. Finally, it was also necessary to develop an intervention to address the challenges along with the leadership quality and trainings for the school heads of Paracale District, where this study was hereby conducted.

2. Methodology

This study employed quantitative research and utilized a descriptive-correlational research design. According to Frost (2022), the descriptive method is generally used to describe and discuss the distribution of characteristics and attributes of individuals, groups, or populations subjected in the study. Specifically, in this study, the descriptive method was utilized in the description of the integral variables of the research as to the determinants of leadership qualities of the school heads in Paracale District along with vision and direction, monitoring student progress, time management and working with people, communication and positive beliefs and high expectations; assessment of the level of leadership trainings implemented in Paracale District along school administration in terms of teacher supervision, staff empowerment, instructional leadership, learning resource management, fiscal management and school-community relations; the extent to which the leadership quality and trainings affect the school administration and organizational performance; and the challenges encountered by the school heads in sustaining leadership qualities and trainings.

2.1. Population, Sample Size, and Sampling Technique

The study focused on the leadership qualities and trainings, and their effects on school administration and organizational performance in Paracale District, Schools Division of Camarines Norte for the school year 2024-2025. 100 public school teachers were purposively selected. The selection of respondents for this study will be based on the following logical criteria: (1) teacher III and Master teachers, (2) having at least five years teaching experience with at least two years in administration, (3) participation in relevant leadership trainings and seminars within the past 5 years, (4) involvement in school-based performance and planning activities, and (5) willingness to participate in the research. These criteria ensure that the data collected will be rich, relevant, and aligned with the goals of the study, contributing to a deeper understanding of how leadership qualities and trainings impact school administration and organizational performance.

2.2. Data Gathering Procedures

The researcher conducted a pilot test of the survey questionnaire with 20 (teacher III master teachers) from Labo East District to validate and refine the instrument before its administration to the Paracale District. Formal approval for the study was sought from the Schools Division Office of the Department of Education in Camarines Norte, detailing the research objectives, significance, and methods, alongside a request for access to relevant data. Ethical guidelines were strictly adhered to, including informed consent, confidentiality, voluntary

participation, the right to withdraw, and the option to skip uncomfortable questions. Research findings were shared with respondents upon request. These systematic procedures ensured the collection of high-quality quantitative data to comprehensively examine the leadership qualities and trainings on school administration and organizational performance.

2.3. Statistical Treatment of Data

The researcher resorted to the use of descriptive statistics for the treatment and analysis of the pertinent data to be collected in this study. The data collected through the survey were analyzed using the Statistical Package for Social Sciences (SPSS) software version 20 to address the study's research questions. Specifically, for research question 1 on the determinants of leadership qualities of the school heads in Paracale District along with vision and direction, monitoring student progress, time management and working with people, communication and positive beliefs and high expectations, and for research question 2 on the assessment of the level of leadership trainings implemented along school administration the data were treated using weighted mean.

Moreover, to address research question 3, Somers' Delta Correlation Coefficient (d) was employed to examine the significant relationship between the level of leadership trainings implemented and the leadership qualities of the school administrators. The researcher utilized Somers' Delta Correlation Coefficient to statistically treat the data. The calculations followed the standard formula for Somers (d), ensuring rigorous and accurate analysis of the data.

For research question 4 on the extent to which the leadership qualities and trainings affect the school administration and organizational performance, and for research question 5 on the challenges encountered by the school heads in sustaining leadership quality and trainings, the pertinent data were statistically treated using frequency count and weighted mean.

3. Results and Discussion

3.1. Leadership Qualities of the School Heads in Paracale District

The analysis system of the study presents the data on the leadership qualities of school heads in terms of vision and direction showed that the leading leadership quality of the respondents in terms of vision and direction is having a vision and direction in school leadership by setting specific and clear organization's direction and means of accomplishing it, with the highest weighted mean of 3.80, interpreted as excellent. The findings are conformed by Dowdy (2018), who cited that one of the major leadership qualities of school heads includes being more visionary leaders. School heads exemplify leadership qualities such as a sense of vision, purpose, direction, and clarity in setting and executing systematic and strategic plans in schools. However, the least of the qualities in terms of vision and direction was involving critical individuals who help craft the leadership vision and direction, with the lowest weighted mean of 3.65, but still interpreted as excellent. These findings, supported by Dare (2022), the diverse practices of school heads to involve critical individuals in crafting leadership vision and direction include conducting regular consultations, organizing leadership committees, encouraging student leadership, hosting community forums, and using research-based data insights regarding school vision and direction. It was found that, in general, the leadership qualities of the school heads in terms of vision and direction were assessed as excellent, with an overall weighted mean of 3.71. It implies that most of the school heads possess excellent qualities in terms of vision and direction because they generally have a clear understanding and cognizance of the educational goals and priorities prescribed and set by the Department of Education.

Table 1. Leadership Qualities of School Heads along Vision and Direction

Indicators		Weighted Mean	Interpretation
1.	Have a strong vision and direction for the school by articulating what the school wishes to attain.	3.72	E
2.	Have a vision and direction in school leadership by setting specific and clear organization's direction and means of accomplishing it.	3.80	E
3.	Strive to first develop a clear and specific vision statement.	3.72	E
4.	Foster a culture of shared vision and direction in school through collaborative orientation with all school partners.	3.68	E
5.	Strive to know well the school and educational organization to determine their needs and demands that can be aligned with my leadership vision and direction.	3.69	E
6.	Involve critical individuals who help craft the leadership vision and direction.	3.65	E
7.	Explore the possibilities such as future trends of learners' needs as a basis for alignment of my leadership vision and direction.	3.74	E
Overall Weighted Mean		3.71	E

Rating Scale: **Descriptive Interpretation:**

3.25-4.00 -	Excellent (E)
2.50-3.24 -	Very Satisfactory (VS)
1.75-2.49 -	Satisfactory (S)
1.00-1.74 -	Unsatisfactory (US)

The major leadership qualities identified among the respondents in terms of monitoring student progress were striving to be cognizant of the current skill levels of the students in general, which gained the highest weighted mean of 3.73, interpreted as excellent. These are conformed by Meador (2019), which cited that leadership qualities are vital and essential in supporting the execution of the leadership roles of school leaders including disciplinary management and monitoring of progress of students. The least identified qualities among the respondents in terms of monitoring student progress are setting clear, definable learning goals and standards that evaluate while monitoring learners' progress, with the lowest weighted mean of 3.59 interpreted as excellent. These findings are supported by Moore (2023), who found that school heads also utilized functional tools and systems for the evaluation and monitoring of learners' progress and establishing gap analysis for identified literacy challenges of learners. The data on the leadership qualities of the school heads in Paracale District in terms of monitoring student progress revealed that, in general, the leadership qualities of the school heads in terms of monitoring student progress were assessed as excellent, with an overall weighted mean of 3.64. It implies that the school heads possess excellence in monitoring student progress by first setting and utilizing a clear and specific monitoring framework.

Table 2. Leadership Qualities of School Heads along Monitoring Student Progress

Indicators		Weighted Mean	Interpretation
1.	Monitor student progress by conducting classroom observations and gather evidence.	3.56	E
2.	Stay organized in the data acquisition, assessment, and analysis involved in monitoring learners' progress.	3.65	E
3.	Set clear, definable learning goals and standards that I evaluate while monitoring learners' progress.	3.59	E
4.	Strive to be cognizant of the current skill levels of the students in general.	3.73	E
5.	Compare the data of students' progress against learning standards and benchmarks.	3.71	E
6.	Hold each teacher and school staff accountable for the success of all learners in school.	3.60	E
7.	Train the staff at multiple levels to continually examine student data of various types.	3.64	E
Overall Weighted Mean		3.64	E

Rating Scale: **Descriptive Interpretation:**

3.25-4.00 -	Excellent (E)
2.50-3.24 -	Very Satisfactory (VS)
1.75-2.49 -	Satisfactory (S)
1.00-1.74 -	Unsatisfactory (US)

It was revealed that the major leadership quality of the respondents in terms of time management and working with people was striving to start with the most challenging task, which gained the highest weighted mean of 3.76, interpreted as excellent. These are conformed by Driscoll (2022), who stressed that the leadership qualities of school principals include being collaborative and unifying and being consistently accountable in time management and working collectively with staff and stakeholders. However, it was revealed that the lowest quality under this criterion was making a plan for the day in order to minimize distractions, with the lowest weighted mean of 3.63, still interpreted as excellent. It implies that school heads have excellent ability to plan ahead of time because they are cognizant that it is the way to optimize time management by utilizing efficient strategies and practices to focus on high-priority tasks. These are conformed by Saqee (2022), which also concluded that school leaders found the need to balance between productivity hours and other school leadership priorities. The study findings showed that the overall weighted mean of 3.69 reflected an excellent level of leadership qualities of the school heads in terms of time management and working with people. It implies that the school heads' excellent time management and interpersonal skills can be attributed to their intensive exposure to multiple duties and responsibilities that require them to balance time, energies, and skills.

Table 3. Leadership Qualities of School Heads along Time Management and Working with People

Indicators		Weighted Mean	Interpretation
1.	Strive to be reasonable about what can be accomplished by the staff within the day.	3.67	E
2.	Set priorities for each vital and indispensable school leadership task and function.	3.73	E
3.	Break the educational management into chunks or units of tasks to make these more attainable.	3.67	E
4.	Strive to start with the most challenging task.	3.76	E
5.	Ensure that the school staff and team can take meaningful breaks.	3.71	E
6.	Assign the school tasks and accountabilities and delegate the rest to the staff accordingly.	3.69	E
7.	Make a plan for the day in order to minimize distractions.	3.63	E
Overall Weighted Mean		3.69	E
Rating Scale:			
Descriptive Interpretation:			
3.25-4.00	-	Excellent (E)	
2.50-3.24	-	Very Satisfactory (VS)	
1.75-2.49	-	Satisfactory (S)	
1.00-1.74	-	Unsatisfactory (US)	

The findings also showed that the leading quality in terms of communicative aspect was communicating with the staff and people with empathy, which obtained the highest weighted mean of 3.80, interpreted as excellent. It implies that the school heads communicate with staff and stakeholders with empathy, primarily by fostering understanding and commitment to the needs and concerns of the stakeholders and by employing active listening skills and exemplifying respect and support towards their staff, learners, and school partners. These are in conformity with the study of Affala (2021), which also concluded that school leaders use inclusive language and communicative approaches in dealing with the school population and partners. However, the least among the leadership qualities under this criterion are applying a range of formal and informal communication skills every day such as deliberate planning, face to face, virtual, written, and other forms of communication platforms, and being committed to open, two-way communication in the school community, which gained the lowest weighted mean of 3.66 but still interpreted as excellent. These are conformed by Dowdy (2018), school heads excel in both formal and informal communication skills due to their stronger vision and leadership, and commitment to foster alignment of communication systems to integral school objectives. Moreover, these school leaders also possess a strategic focus that allows them to direct their communication practices and goals to school priorities and needs.

It was shown in the findings that generally, the respondents attained an excellent level of leadership qualities in terms of communication, with the overall weighted mean of 3.71 inferred as excellence. It implies that the school heads possess excellent communication skills because they use communication skills and

competence in establishing trust, fostering collaboration and inspiring motivation, mobilization, and action among diverse and multiple sectors of stakeholders and school partners.

Table 4. Leadership Qualities of School Heads along Communication

Indicators		Weighted Mean	Interpretation
1.	Apply a range of formal and informal communication skills every day such as deliberate planning, face to face, virtual, written, and other forms of communication platforms.	3.66	E
2.	Strive to serve as champion and a good role model for clear and healthy communication system.	3.72	E
3.	Committed to open, two-way communication in the school community.	3.66	E
4.	Communicate with the staff and people with empathy.	3.80	E
5.	Set a broad and clear community-based communication goals that align with the school objectives.	3.74	E
6.	Utilize and apply diverse communication methods to approach the needs of different internal and external stakeholders and school population.	3.69	E
7.	Strive to foster a mutual communication system in school wherein each school-community member is given a salient voice in interaction and decision-making system.	3.70	E
Overall Weighted Mean		3.71	E
Rating Scale: Descriptive Interpretation:			
3.25-4.00 -	Excellent (E)		
2.50-3.24 -	Very Satisfactory (VS)		
1.75-2.49 -	Satisfactory (S)		
1.00-1.74 -	Unsatisfactory (US)		

The data showed that in general, the respondents attained an excellent level of leadership qualities in terms of positive beliefs and high expectations with an overall weighted mean of 3.72, interpreted as excellent. It implies that the school heads possess excellence in establishing positive beliefs and high expectations because these skills or traits are attributed to their sense of strong vision or purpose, inspiration towards growth and success, and setting high standards and quality for all. The salient findings also indicated that the highest leadership quality in positive beliefs and high expectations is giving assurance to my school-community members and stakeholders that the expectations and targets of the school across its programs and advocacies remain feasible through collaborative efforts, which gained the highest weighted mean of 3.77, interpreted as excellent. These are conformed by Dare (2022), which claimed that principals demonstrate leadership qualities as setting and specifying high standards and aspirations in school development, being systematic in planning the curriculum system, being keen and intelligent in observing legislation, and being consistent and motivated in guiding and monitoring teacher-related activities and performance.

Table 5. Leadership Qualities of School Heads along Positive Beliefs and High Expectations

Indicators		Weighted Mean	Interpretation
1.	Cultivate a culture of positive beliefs among school-community members by assuring them that all school goals and targets remain attainable.	3.75	E
2.	Give assurance to my school-community members and stakeholders that the expectations and targets of the school across its programs and advocacies remain feasible through collaborative efforts.	3.77	E
3.	Make sure that they hear and consider the voice of each and every member of the school community in the decision-making and support system towards the attainment of school goals, targets and expectations.	3.69	E
4.	Strive to get to know well the in-depth beliefs and expectations of the staff and team.	3.75	E
5.	Strive to address the beliefs and expectations of the learners and the beneficiaries of every school program and advocacy.	3.69	E
6.	Make sure that the programs, measures, interventions, mechanisms and means ready to meet and attain the beliefs and expectations of my learning community and my organization.	3.69	E
7.	Strive to ensure that have a support system from the staff and internal and external school partners to attain school expectations, goals and targets.	3.73	E
Overall Weighted Mean		3.72	E

Rating Scale:	Descriptive Interpretation:
3.25-4.00 -	Excellent (E)
2.50-3.24 -	Very Satisfactory (VS)
1.75-2.49 -	Satisfactory (S)
1.00-1.74 -	Unsatisfactory (US)

Furthermore, the school heads also ensure collaborative decision-making and guarantee that they hear and consider the voice of each and every member of the school community in the decision-making and support system towards the attainment of school goals, targets and expectations, striving to address the beliefs and expectations of the learners and the beneficiaries of every school program and advocacy and making sure that the programs, measures, interventions, mechanisms and means ready to meet and attain the beliefs and expectations of my learning community and my organization which similarly attained the lowest weighted mean of 3.69 or excellent. These are conformed by Eslaban (2022), who claimed that the educational managers also facilitate and manage focus group discussions in the form of small-group engagements and thematic discussions in line with diverse developmental areas and programs of the school and community.

3.2. Leadership Trainings Implemented in Paracale District

The findings indicate that in general, the respondents always engage in leadership trainings in terms of teacher supervision, with an overall weighted mean of 3.75 interpreted as always. It implies that the school heads always take part in the leadership trainings on teacher supervision because these trainings hone and reinforce their knowledge, skills, and expertise with best practices in educational delivery and management. These are conformed by Saqee (2022), which also concluded that school heads are accountable in aligning training objectives and skills in monitoring teacher and learner performance. Moreover, the major trainings attended by the school heads were in line with trainings on proper monitoring of learners' progress and trainings on accurate conduct of in-class observations, which both obtained the highest weighted mean of 3.8, interpreted as always. It implies that leadership trainings on proper monitoring of learners' progress are deemed vital and indispensable for school heads to ensure that effective teaching practices are met and sustained by identifying gaps and exploring strategies to foster enhancement in teaching practices. These are conformed by Dellomas (2022) which also concluded that trainings also reinforce the school leaders' competence in data-oriented monitoring system of students' performance.

The least trainings implemented were trainings on providing teachers with constructive feedback, which gained a weighted mean of 3.72, interpreted as always. It implies that leadership trainings on constructive feedback is a crucial tool for enhancing educational practices and supporting professional growth as guided by the school heads. These are in conformity with the findings of Lepardo (2021), several years of classroom observation of the teaching practices also hone and enhance the school heads' expertise in determining salient and specific areas of strengths and weaknesses in teachers' performance and professional development.

Table 6. Leadership Trainings Implemented along School Administration in terms of Teacher Supervision

Indicators		Weighted Mean	Interpretation
1	Trainings on proper monitoring of learners' progress.	3.8	A
2	Trainings on accurate conduct of in-class observations.	3.8	A
3	Trainings on providing teachers with constructive feedback.	3.72	A
4	Trainings on support and guidance towards professional development activities	3.74	A
Overall Weighted Mean		3.75	A
Rating Scale:	Descriptive Interpretation:		
3.25-4.00 -	Always (A)		
2.50-3.24 -	Frequently (F)		
1.75-2.49 -	Occasionally (O)		

1.00-1.74 - Never (N)

The results show that the leading trainings along staff empowerment, where the respondents get involved were trainings on the best practices on mentoring new teachers and staff, which obtained the highest weighted mean of 3.8, interpreted as always. It implies that these trainings equip school heads with knowledge and competence in employing practices to support the transition of new teachers, including adjustments to school policies and culture. These are supported by Mullikin (2022), who proved that the trainings augment the school leaders' knowledge on the techniques to provide mentoring services to new teachers on common pedagogical and instructional challenges and their interventions. However, the least implemented trainings were trainings on the best practices on human resource management for teachers and school staff, which obtained the lowest weighted mean of 3.68, but were interpreted as always. This was the least response but still interpreted as always implemented. School heads excel in training programs on human resource management due to their fortified leadership experiences and rigid and intensive exposure to the management practices of the educational organizations. Moreover, they undergo extensive training programs on human resource management practices, including policies in human resource management, labor laws and management of staff. These are supported by Merlo (2021), who mentioned that school heads are also trained and equipped to adhere to the standards of the Human Resource Management system, such as RPMS and PPST.

The findings demonstrate that school heads always participate in leadership trainings along school administration in terms of staff empowerment, with an overall weighted mean of 3.75, interpreted as always. It implies that school heads actively participate in leadership trainings on staff empowerment because they are cognizant that having empowered staff can significantly contribute to school success and holistic development.

Table 7. Leadership Trainings Implemented along School Administration in terms of Staff Empowerment

Indicators		Weighted Mean	Interpretation
1.	Conduct of professional development sessions	3.75	A
2.	Trainings on serving committees fostering staff empowerment	3.77	A
3.	Trainings on the best practices on mentoring new teachers and staff	3.8	A
4.	Trainings on the guiding and engaging teachers on collaborative activities that foster confidence and communication skills	3.75	A
5.	Trainings on the best practices on human resource management for teachers and school staff	3.68	A
Overall Weighted Mean		3.75	A
Rating Scale:			
Descriptive Interpretation:			
3.25-4.00 -	Always (A)		
2.50-3.24 -	Frequently (F)		
1.75-2.49 -	Occasionally (O)		
1.00-1.74 -	Never (N)		

The results also show that the leading trainings implemented in instructional leadership were the training programs on the best practices in mentoring teachers in a variety of instructional strategies and pedagogies, which gained the highest weighted mean of 3.74 interpreted as always. This implies that school heads consistently participate in training on mentoring educators with best practices in pedagogies and teaching strategies because these trainings are the most concrete avenues for the school leaders to effectively guide teachers on the efficient and quality application of these methods. These are supported by Gelizon (2020), who stressed that training programs also provide them with guidance and additional knowledge on the efficient provision of constructive feedback and professional development programs and services for the educators.

On the other hand, the least trainings implemented in this area were trainings on the management of instructional practices of teachers through observations and feedback, which gained the lowest weighted mean of 3.69, interpreted as always. This is still interpreted as always because of the fact that trainings allow school heads to learn new and innovative practices in using observation and feedback in addressing the needs of teachers in adopting innovative pedagogies and teaching strategies.

The findings revealed that the overall weighted mean of 3.71 showed that the school heads always participate in the leadership trainings implemented along instructional leadership. It implies that the school heads actively take part in leadership trainings on instructional leadership as it is an integral and crucial component of their leadership roles in ensuring the provision of quality education and in fostering educators' professional development. These trainings equip school heads with updated knowledge and techniques in the efficient management of instructional programs and initiatives and in supporting teachers' productivity. Engagement of the school heads in these trainings also keeps them well-informed and updated on curriculum trends, developments, changes and modifications such as the recent MATATAG curriculum implementation.

Table 8. Leadership Trainings Implemented along School Administration in terms of Instructional Leadership

Indicators		Weighted Mean	Interpretation
1.	Trainings on supervision of instructional programs and effective use of instructional time	3.70	A
2.	Trainings on research-based mentoring for teachers related to classroom-based instruction	3.72	A
3.	Trainings on the management of instructional practices of teachers through observations and feedbacking	3.69	A
4.	Training programs on resourcing strategically and alignment of resources utilized in instructional provision by the teachers	3.70	A
5.	Training programs on the best practices in mentoring teachers in variety of instructional strategies and pedagogies	3.74	A
Overall Weighted Mean		3.71	A
Rating Scale:			
Descriptive Interpretation:			
3.25-4.00	-	Always (A)	
2.50-3.24	-	Frequently (F)	
1.75-2.49	-	Occasionally (O)	
1.00-1.74	-	Never (N)	

The results reflected that school heads always take part in the leadership trainings in school participation in terms of learning resource management, with an overall weighted mean of 3.75, interpreted as always. It implies that school heads take part in workshops and trainings on the best practices of optimizing educational resources and materials.

Table 9. Leadership Trainings Implemented along School Administration in terms of Learning Resource Management

Indicators		Weighted Mean	Interpretation
1.	Trainings on guiding and mentoring the teachers on the organization and arrangement of learning resources including text documents	3.73	A
2.	Trainings on mentoring teachers on the development and utilization of infographics to support classroom-based instruction	3.77	A
3.	Training programs on guiding and mentoring the teachers on the best practices in the design and production of localized and contextualized learning materials and resources	3.77	A
4.	Training sessions on the design and production of digitalized and technology-aided learning materials in support of teachers' classroom-based instruction	3.7	A
5.	Trainings on the best practices on the step-by-step procedures and systems of development and subjecting the educational resources to validation and quality assurance by the DepEd	3.7	A
Overall Weighted Mean		3.75	A
Rating Scale:			
Descriptive Interpretation:			
3.25-4.00	-	Always (A)	
2.50-3.24	-	Frequently (F)	
1.75-2.49	-	Occasionally (O)	
1.00-1.74	-	Never (N)	

The leading trainings implemented in the locale in line with learning resource management were trainings on mentoring teachers on the development and utilization of infographics to support classroom-based instruction, and training programs on guiding and mentoring the teachers on the best practices in the design and production of localized and contextualized learning materials and resources, which gained the highest weighted mean of 3.77, interpreted as always.

However, it was found that the least implemented trainings were training sessions on the design and production of digitalized and technology-aided learning materials in support of teachers' classroom-based instruction, and trainings on the best practices on the step-by-step procedures and systems of development and subjecting the educational resources to validation and quality assurance by the DepEd, which obtained the lowest weighted mean of 3.7 or always. These are still interpreted as always because school heads are actually providing trainings and mentoring sessions for teachers on the educational materials and resources that align with the provisions, standards, and learning skills prescribed by the curriculum.

Table 10 shows that the school heads always participate in leadership trainings on school administration in terms of fiscal management, with an overall weighted mean of 3.71, interpreted as always. It was also found that the leading trainings implemented in terms of fiscal management were trainings on the fiscal management in support of student programs, supplies, and technology, which obtained the highest weighted mean of 3.71, interpreted as always.

However, the least responses were training programs on the proper allocation of school funds such as keeping accurate records or documents, trainings on transparency systems and practices on fiscal management and trainings on the basic fiscal management skills and functions in school such as proper planning, directing or controlling of financial resources which similarly obtained the lowest weighted mean of 3.67, trainings programs on financial management such as overseeing the funding for building and grounds interpreted as always.

Table 10. Leadership Trainings Implemented along School Administration in terms of Fiscal Management

Indicators		Weighted Mean	Interpretation
1.	Training programs on financial management such as overseeing the funding for building and grounds	3.67	A
2.	Trainings on the fiscal management in support of student programs, supplies and technology	3.71	A
3.	Training programs on the proper allocation of school funds such as keeping accurate records or documents	3.7	A
4.	Trainings on transparency systems and practices on fiscal management	3.7	A
5.	Trainings on the basic fiscal management skills and functions in school such as proper planning, directing or controlling of financial resources	3.7	A
Overall Weighted Mean		3.71	A
Rating Scale: Descriptive Interpretation:			
3.25-4.00 -		Always (A)	
2.50-3.24 -		Frequently (F)	
1.75-2.49 -		Occasionally (O)	
1.00-1.74 -		Never (N)	

The findings show that, in general, the school heads always take part in leadership trainings on school administration in terms of school-community relations, with an overall weighted mean of 3.71, interpreted as always. It implies that school heads excel in training programs on school-community relations due to their direct and practical experiences in collaboration with diverse groups of stakeholders and due to their in-depth and profound knowledge and understanding of the salient and indispensable connections between the schools and their community partners. It was also revealed that the leading trainings implemented in the locale in line with school-community relations were training programs on building strong school-community networks, which gained the highest weighted mean of 3.73, interpreted as always. The least implemented trainings was in terms of trainings on the encouragement and engagement of school and community equal partners, with the lowest

weighted mean of 3.68, but still interpreted as always. This is still interpreted as always because these trainings enable school heads to explore further the principles of shared leadership and acknowledge the roles of the community as co-creators and partners of schools. These are conformed by Dellomas (2022), who found that school leaders also actively participate in workshops and discussions on the diverse practices that explore the functions of both the communities and schools in attaining common educational objectives and holistic advocacies.

Table 11. Leadership Trainings Implemented along School Administration in terms of School Community Relations

Indicators		Weighted Mean	Interpretation
1.	Trainings on the encouragement and engagement of school and community equal partners	3.68	A
2.	Training programs on community building activities	3.7	A
3.	Trainings on setting up a community resource map	3.72	A
4.	Training programs on the building strong school-community networks	3.73	A
5.	Trainings on the proper and efficient utilization and distribution of local resources provided by the communities and stakeholders in support of school programs	3.7	A
Overall Weighted Mean		3.71	A

Rating Scale:
 3.25-4.00 - Always (A)
 2.50-3.24 - Frequently (F)
 1.75-2.49 - Occasionally (O)
 1.00-1.74 - Never (N)

Descriptive Interpretation:

3.3. Relationship between the Qualities of Leadership Trainings Implemented and the Level of Leadership Qualities of the School Heads

In order to deepen the analytical foundation of the study, the researcher also sought to establish the salient correlation between the two focal variables of the research.

Table 12. Test for Significant Relationship between the Quality of Leadership Trainings Implemented and the Level of Quality Leadership

Leadership Training Implementation	Leadership Quality									
	Vision and Direction		Monitoring Student Progress		Time Management & Working with People		Communication		Positive Beliefs & High Expectations	
	d	p-value	d	p-value	d	p-value	d	p-value	d	p-value
Teacher Supervision	.292*	.013	.116	.215	.147	.160	.080	.446	-.036	.703
Staff Empowerment	.184	.108	.058	.543	.040	.697	.146	.203	.029	.785
Instructional Leadership	.145	.207	-.032	.740	.107	.329	-.126	.203	-.068	.514
Learning Resource Management	.127	.253	.058	.543	.040	.697	.087	.430	.087	.430
Fiscal Management	.214	.067	-.064	.491	.227*	.045	-.113	.250	.062	.579
School-Community Relations	.106	.358	.018	.856	.173	.126	-.106	.313	-.048	.661

*Correlation is Significant @ 0.05 level.

The significant relationship that may exist between quality leadership trainings implemented along teacher supervision, staff empowerment, instructional leadership, learning resource management, fiscal management, and school-community relations and the leadership quality of school heads in terms of vision and direction, monitoring student progress, time management and working with people, communication, and positive beliefs and high expectations were tested using the Somers' Delta Correlation Coefficient (d). Table

12 shows that generally there is no significant relationship between the leadership training implementation and the level of quality leadership of the school heads, except for vision and direction as against teacher supervision ($d=.292$, $p<.05$) and time management and working with people against fiscal management ($d=.227$, $p<.05$).

The result suggests that the leadership quality of school heads is consistently high across all measured indicators and that this quality is not influenced by the implementation of leadership training programs. In other words, regardless of whether leadership training is provided, the effective leadership abilities of these school heads remain excellent. This could imply that the school heads possess inherent leadership qualities or skills that are not significantly impacted by formal training initiatives. On the other hand, the significant relationship between leadership quality along vision and direction and the leadership training implementation along teacher supervision can be described as positive relationship. This means that as the level of quality leadership increases along vision and direction, the leadership training implementation in terms of teacher supervision also increases.

In the study of Muhayimana (2019), it was found that the excellent vision and direction in school leadership were manifested by the school heads in terms of setting specific and clear organization's direction and means of accomplishing it and at the same time its active engagement and participation in training activities related to accurate conduct of in-class observation and proper monitoring of learners' progress.

Further, the positive relationship between leadership quality along time management, and working with people and leadership training implementation on fiscal management means both variables are increasing. This can be observed in the excellent leadership of the school heads regarding striving to start with the most challenging task on time management and working with people, and the active engagement and participation in the leadership training activities along fiscal management in support of student programs, supplies and technology. These findings suggest that strengthening time management and interpersonal skills, along with targeted training in fiscal management, can further enhance leadership effectiveness. Encouraging school administrators to prioritize challenging tasks and actively participate in relevant training can improve their capacity to manage resources effectively and support student programs, leading to better overall school performance.

However, these are refuted by the findings of the gathered related studies that emphasized the direct impacts of leadership trainings on school leaders to their leadership qualities. These are in conformity with the study of Saeed (2022), who found that a large number of school heads found leadership trainings as directly beneficial and impactful to their administrative functions and leadership qualities, skills and values including rapport with staff, commitment towards learners' welfare and being updated with education laws and policies. In addition, Nelson (2019) found that leadership trainings and professional development programs were viewed as capable of significantly influencing the leadership skills and qualities of the school heads, especially in terms of being motivated, challenged, and committed to efficiently accomplish administrative roles.

3.4. Extent to Which Leadership Qualities and Trainings Affect the School Administration and Organizational Performance

The findings of the study reveal that the respondents were significantly influenced by the leadership qualities and training programs related to their school administration duties. With an overall weighted mean of 3.68, this result was interpreted as "highly affected," suggesting that the impact of leadership development on administrative functions is substantial. This level of influence underscores the essential role that leadership training plays in augmenting the knowledge base and managerial competence of school heads. It equips them with the necessary tools to apply evidence-based practices in the execution of school policies, programs, and decision-making processes. The data imply that when school leaders are provided with relevant and high-quality training, their capacity to lead effectively is greatly enhanced, allowing them to align their actions more closely with institutional goals and student-centered outcomes.

Furthermore, leadership training empowers school heads to refine their skills in several key areas of educational management. These include strategic resource management and allocation, sound fiscal oversight, data-driven policy formulation, and the development of comprehensive school programs. The competence acquired through such training enhances the ability of administrators to deliver high-quality services that are consistent with national curriculum standards and responsive to local educational needs. In turn, this fosters a more efficient and effective school environment where teaching and learning can thrive. Overall, the findings affirm that investing in leadership quality and professional development for school heads is critical in ensuring strong institutional governance and improved educational performance.

Table 13. Extent to Which Leadership Quality and Trainings Affect the School Administration

Indicators		Weighted Mean	Interpretation
1.	Leadership trainings lead to better student learning outcomes especially for schools with better school management practices.	3.68	HA
2.	Leadership trainings help to enhance the school head's knowledge and expertise on school-based management practices.	3.70	HA
3.	Leadership trainings help to enhance the school head's knowledge about the skills and competencies on how to lead effectively including the often-tricky skills needed to persuade and influence people and stakeholders.	3.69	HA
4.	Leadership trainings help the school heads to improve the knowledge and expertise of school heads in employing new, creative and innovative ways of school-based management	3.66	HA
5.	Leadership trainings help to enhance the school leaders' knowledge in implementing effective leadership strategies.	3.67	HA
Overall Weighted Mean		3.68	HA
Rating Scale: Descriptive Interpretation:			
3.25-4.00	-	Highly Affected (HA)	
2.50-3.24	-	Least Affected (LA)	
1.75-2.49	-	Affected (A)	
1.00-1.74	-	Not Affected (NA)	

It was also found that the leading effect of leadership quality and trainings on school administration was the enhancement of the school heads' knowledge and expertise on school-based management practices, with the highest weighted mean of 3.70, interpreted as highly affected. It implies that leadership quality and trainings affect the school administration by way of their enhancement of decision-making skills, problem-solving, and strategic management skills aligned to school-based management. However, the least response was that the leadership trainings help the school heads to improve their knowledge and expertise in employing new, creative, and innovative ways of school-based management, which gained the lowest weighted mean of 3.66, but still interpreted as highly affected. This was attained by the school heads by establishing collaboration with peers and fellow school leaders, and sustainable interaction and partnership with different stakeholders. These are conformed by the study of De Jesus (2022), that found and concluded that school heads support the creative and more functional and advance strategies in supporting school-based management system through sustained collaboration with stakeholders.

The data presents on Table 14, the effects of leadership quality and trainings on the organizational performance of schools. It was shown in the data that the organizational performance of schools was highly affected by leadership quality and trainings, with an overall weighted mean of 3.69, interpreted as highly affected. It implies that the leadership quality and trainings significantly affect organizational performance by guiding and directing the culture, functionality, and efficiency of the organization. Sustained positive leadership qualities and effective training programs define the foundation for success, innovation, and educational and social growth for the organization and learning community. The findings also show that the leading effect of leadership quality and trainings on organizational performance was improved and increased the organization's ability to deal with educational challenges, which gained the highest weighted mean of 3.73, interpreted as

highly affected. It implies that leadership quality and trainings enhance the organization's ability to respond to varied and diverse educational challenges by providing school leaders with the competence, knowledge, techniques, and proficiencies in addressing complex issues, problems, and challenges in the educational organization. These are conformed by the study of Tacay (2022) that found that the school heads' strategic problem-solving competence, proactive planning approach, data-driven decision-making, collaborative practices, maximizing teachers' access to opportunities to professional development programs, and quality mentorship and support systems were deemed as crucial factors for improving organizational performance.

Table 14. Extent to Which Leadership Quality and Trainings Affect Organizational Performance

Indicators		Weighted Mean	Interpretation
1.	Boost employee's engagement and performance	3.71	HA
2.	Improve and increase the organization's ability to deal with educational challenges	3.73	HA
3.	Improve the collective performance of different departments and units by grade levels	3.70	HA
4.	Improve the collective performance of different clubs, groups and committees supporting the educational objectives and programs	3.72	HA
5.	Help to enhance the emotional intelligence of the entire organization in handling different educational challenges and situations	3.67	HA
6.	Help to improve the team's work productivity	3.65	HA
Overall Weighted Mean		3.69	HA
Rating Scale:			
Descriptive Interpretation:			
3.25-4.00	-	Highly Affected (HA)	
2.50-3.24	-	Least Affected (LA)	
1.75-2.49	-	Affected (A)	
1.00-1.74	-	Not Affected (NA)	

The least response is the opportunity to improve the team's work productivity, with the lowest weighted mean of 3.65, or highly affected. It implies that the school heads attain this function by way of setting clear goals, targets, and advocacies and conveying them effectively to the school partners and stakeholders. This is through regular conferences, updates, feedback system and other communication systems. These are conformed to Garcia (2019), school heads foster a culture of mutual support and shared accountability among staff and multisectoral partners and stakeholders. Furthermore, these educational managers also offer sustainable professional development programs and opportunities for teachers and staff.

3.5. Challenges Encountered by the School Heads in Sustaining Leadership Quality and Trainings

The data show that the leading challenge encountered by the school heads in sustaining leadership quality and trainings was limited time to engage in training, ranked as first. This implies that school heads find the limitation of time to engage in trainings as the leading challenge because of their diverse and multiple administrative tasks and functions that they handle and fulfill. These roles include operational management, compliance requirements, teacher evaluation and supervision, and curriculum implementation. The limitations in time for trainings can also be justified by the multiple roles of school heads in collaborating with diverse groups and sectors of stakeholders.

The second leading challenge identified among the school heads is a lack of follow-up after leadership training. These results imply that they lack follow-up after leadership trainings for a variety of reasons, such as limited resources, time constraints, and difficulties or lack of time in translating training ideas and knowledge into real-life, practical applications. In some cases, this challenge arises due to a limited accountability framework and limited system for the evaluation of training implications or impacts.

Meanwhile, the third leading challenge is a lack of continuous leadership development programs. These results imply that this challenge can be linked to limited time and constraints in policy implementation. In terms of budget limitations, many schools encounter problems with a limited budget to support and sustain

comprehensive leadership development programs. There are also schools that face problems with shortages of staff that make it rigorous and difficult to sustain continuous professional development campaigns and programs. Additionally, overwhelming administrative duties and accountabilities, heavy workload, and the demands for managing daily services, functions, and operations overshadow the priorities for professional growth.

However, the least challenging identified among the respondents is inadequate measurement and evaluation of leadership training effectiveness, ranked as 15th. This could be due to the fact that there are regular, structured training programs with standardized frameworks that assess training effectiveness. These are in conformity with the study of Garcia (2019), that concluded that there are professional development teams with dedicated members and staff and external consultants who manage rigorous evaluation processes, tasks, and systems in support of the school heads. Moreover, school heads are engaged in network opportunities, such as districts and regions that are involved in diverse collaborative leadership training programs.

Table 15. Challenges Encountered by the School Heads in Sustaining Leadership Quality and Trainings

Challenges	Frequency	Rank
1. Limited knowledge of management approaches	43	6
2. Limited time to engage in training.	76	1
3. Lack of follow-up after leadership training	67	2
4. Limited access to training materials and resources	30	8
5. Limited support systems from fellow educational managers and instructional leaders	45	5
6. Lack of knowledge-sharing initiatives from fellow leaders on leadership quality	34	7
7. Inadequate resources allocated for leadership training.	56	4
8. Lack of continuous leadership development programs	58	3
9. Lack of accountability mechanisms for leaders.	13	11
10. Lack of motivation among leaders to engage in training and development activities.	12	13
11. Failure to recognize and reward leadership development efforts and achievements.	25	9
12. Poor alignment between leadership development goals and organizational objectives.	13	11
13. Inadequate measurement and evaluation of leadership training effectiveness.	7	15
14. Absence of clear metrics to assess the impact of leadership development initiatives.	13	11
15. Failure to gather feedback from participants to inform future training efforts.	11	14

4. Conclusion and Recommendations

In light of the findings, it was concluded that:

1. The study confirms that the school heads of Paracale District exhibit excellent leadership qualities in the contexts of clear vision and strategic direction, proficiency in time allocation and collaboration with people, sound communication skills, and the capacity to inspire people through positive beliefs and high expectations; 2. The active participation of the school heads of Paracale District reflects their dedication to foster enhancement in their overall competencies in serving the multifaceted needs and demands of the school in terms of staff empowerment, learning resource and fiscal management and school-community collaborations; 3. The research concludes that while the leadership trainings pose limited overall implications on the leadership qualities of school heads, the targeted trainings in teacher empowerment and fiscal management significantly improve their leadership vision, direction, time management, and collaboration skills; 4. The leadership qualities and acquired trainings of school heads significantly affect their efficiency and success in school management and directly influence and benefit the organizational performance of their respective schools; 5. Leadership qualities and trainings may be subjected to hurdles and limitations when school heads face problems in terms of time constraints, lack of follow-up, and limited access to continuous professional development initiatives.; and 6. The developed intervention program fostered a structured framework for continuous professional development and offered practical interventions to address issues of time constraints and resource and support limitations.

Based on the findings and conclusions, it was recommended that: 1. The Department of Education may

enhance the provision of Leadership in Action Workshops that feature hands-on trainings on practical strategies in visionary leadership, monitoring learner progress, time-conducive leadership, and school-community collaboration.; 2. The DepEd and its partner schools may implement a comprehensive Leadership Development Framework that incorporates salient components as strategic leadership, resource management, community engagement, hands-on trainings, and ongoing professional development support.; 3. District and division leaders and authorities may design and implement relevant training programs that concentrate on improving specific leadership qualities such as vision, direction, time management, and collaboration. These trainings specifically include strategic leadership trainings, time management workshops, team building sessions, instructional leadership trainings, and fiscal management training programs.; 4. Leadership professional development programs specifically in terms of strategic leadership trainings and organizational management trainings, may be implemented to foster enhancement in the school administration and organizational performance of schools.; 5. Flexible leadership training sessions can be provided by district and division authorities, such as short, virtual trainings to accommodate the hectic working schedules of school heads.; and 6. The researcher may conduct focus group discussions with key stakeholders such as school heads, educators, peer groups for feedback on the effectiveness and relevance of the intervention program to leadership quality and trainings of school heads.

Acknowledgment

The researcher wishes to convey her heartfelt gratitude to the following individuals or groups who, in one way or another, provided her with support to pursue and accomplish the study:

To my Family for the unwavering support and affection, understanding, and encouragement provided throughout the research journey. To the school principal, Myrna D. Villagen, SP1, to my former school heads, Jason M. Velasco, HT-III, and colleagues for offering moral support and words of encouragement to sustain the motivation and commitment to pursue this study. To the Schools Division Superintendent, Crestito M. Morcilla, CESO VSDS, for allowing me to conduct my research and for providing any assistance requested. To the respondents of the study, whose engagement made the study possible and achievable, and for their valuable time and insights in support of the research. To my thesis adviser, Helen B. Abordo, DPM, for the mentorship and constructive feedback that helped foster the enhancement of the research output. To the Dean of the Graduate School, Sonia S. Carbonell, PhD, for the guidance and leadership that provide reinforcement to the researcher's academic journey in higher education. Special thanks are due to the panel of experts, Erlinda J. Porcincula, PhD, Nomelita S. Lo, EdD., and the late Ela N. Regondola, EdD., for their insightful suggestions. Appreciation also goes to Jennifer S. Rubio, PhD, for her assistance with the statistical analysis of the data and to the editor, Jamila M. Macapundag, MLL, MaEd. Most importantly, to GOD Almighty for endowing me with all the physical, mental, and emotional prowess and strength to endure and surpass the challenges and rigors along the journey of accomplishing this research endeavor.

References

- Affala, B.T. (2021). *Managing Educational Institutions: School Head's Leadership Practices and Teachers' Performance*. <https://files.eric.ed.gov/fulltext/EJ1327379.pdf>
- Ahmed, B. (2022). *The Degree of Practicing Sustainable Leadership among High School Leaders in World of Damman from the Teachers' Perspectives*. <https://jlls.org/index.php/jlls/article/view/4943>
- Dare, P.S. (2022). *Principal Leadership Roles in Response to Pandemic Impact on School Process*. <https://frontiers.org/articles/10.3389/fpsyg.2022.94322/full>
- De Jesus, E.C. (2022). *Reviving the Education Nation Movement*. <https://opinion.inquirer.net/144804/reviving-the-education-nation-movement>
- De la Fuente, J.K. (2022). *The Importance of School-Based Management System*. <https://teacher.ph.com/importance-of-school-based->

management-system

- Dellomas, J.L. (2022). *Leadership Practices of School Heads in Public Schools*. [Dissertation, Sorsogon State University]
- Driscoll, M. (2022). *Top 10 Characteristics of Awesome 21st Century School Leaders*. <https://thinkstrategicforschools.com/top-characteristics-awesome-21st-century-school-leaders>
- Eslaban, R.D. (2022). *School Instructional Leadership of Far-Flung Schools in the New Normal*.
- Gamala, J.J. (2022). *School Environment and School Heads' Management Skills: Looking into their Relationships to School's Performance*.
- Gelizon, E.V. (2020). *School Administrators' Leadership Styles and Teachers' Morale*.
- Huber, S.H. (2022). *Developing School Leadership Trends, Concepts, Approaches and Impact*. [Dissertation, University of Erfurt, Germany]. <https://in.nau.edu/wp-content/135/2022/02/huber.et.al>
- Hulya, S. (2019). *Professional Development of Educational Leaders*. <https://intech.open.com/chapters/69107/professional-development-of-educational-leaders>
- Jerdborg, S. (2020). *Educating School Leaders: Engaging in Diverse Orientations to Leadership Practice*. <https://doi.org/10.0001360312420201770867>
- Kolbe, L.D. (2019). *School Health as a Strategy to Improve Both Public Health*. <https://annualrevisions.org/doi/10.1146/annurev.publichealth-040218-043727>
- Lepardo, R.J. (2021). *Competency of School Heads in Leading People Influences School Performance*. <https://journalissues.org/ijeprr/wp-content/uploads/sites/7/2021/08/lepardo.pdf>
- Macadatar, A.P. (2020). *Six Leadership Qualities to Improve School Management*. <https://caraga.deped.gov.ph/six-leadership-qualities-to-improve-school-management>
- Meador, D. (2019). *Role of Principal in Schools*. <https://thoughtco.com/role-of-principal-in-schools-3194583>
- Merlo, A. (2021). *The 10 Essential Skills of a Good School Principal*. <https://teacheracademy.eu/blog/10-essential-skills-of-a-good-school-principal>
- Moore, M.L. (2023). *Instructional Leadership Practices and Problem-Solving Processes among Secondary School Principals during the Covid-19 Pandemic*. <https://tigerprints.clemson.edu/cgi/viewcontent.cgi?article=4291&context=all-dissertations>
- Muhayimana, T. (2019). *Building Educational Leaders' Capacity in a Community of Practice*. [Master's Thesis, University of Northern Iowa].
- Mullikin, J. (2022). *How Administrators Can Help Ensure Teachers' Success*. <https://edutopia.org/articles/how-administrators-can-help-ensure-teachers-success>
- Nollora, V.T. (2021). *MESSBM Levels Up This Year*. <https://mes.depedpasay.ph/index.php/2021>
- Robinson, J.P. (2020). *Scaling Quality Education Calls for Scaling Effective Teacher Professional Development*. <https://brookings.edu/articles/scaling-quality-education-calls-for-scaling-effective-teachers-professional-developments>
- Sandhu, D. (2019). *Healthcare Educational Leadership in the Twenty-First Century*. <https://annualrevisus.org/doi/10.1146/annurev.publication-040218-04327>
- Saqee, M.R., Sittar, K., & Munawar, S. (2022). *Impact of Leadership Training on Administrative Performance of Head Teachers*. <https://researchgate.net/publication/363277088-impact-of-leadership-training-on-administrative-performance-of-head-teachers>
- Tacay, M.V. (2022). *The Importance of School-Based Management*. <https://manilatimes.net/2022/05/17/opinion/columns/the-importance-of-school-based-management>
- Whang, C. (2021). *The Role of School Heads and Why They Matter during the Covid Pandemic*. <https://oecdutoday.com/role-school-principals-covi>