

School Head's Leadership Qualities and Skills to the Implementation of School Improvement Plan (Sip) In the Secondary Schools from the Division of Laguna

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Abstract

This study aims to determine the relationship between the school head's leadership qualities and skills and the implementation of a school improvement plan (SIP) in secondary schools from the division of Laguna. This study also answers the following: (1)The level of school heads' leadership qualities in relation to the School Improvement Plan (2)The level of principal's skills in school Improvement plan (3) The level of SIP implementation and general environment, and teachers dimension, (4) The principal's leadership qualities in SIP have a significant relationship with the SIP implementation, and (5)The principal's skills in SIP have a significant relationship in the SIP implementation

In this study, Stratified sampling was used to identify the respondents of the study. Selected secondary schools were chosen based on their school sizes. Based on DepEd Order No. 43, s. 2017, schools can be classified into four: small, medium, large, and mega schools, depending on the number of teachers. Each size of the school was represented using the fishbowl technique.

The findings of the study are the following: the significant relationship between the principal's leadership qualities in the School Improvement Plan in the SIP implementation. The study investigates the relationship between the principal's leadership qualities and various dimensions of School Improvement Plan (SIP) implementation. Findings reveal significant relationships between different aspects of the principal's leadership (Transformational, Instructional, and Strategic) and key dimensions of SIP implementation, including the Parents Dimension (Quality of Teaching, Learning Outcomes, and General Environment), Teachers Dimension (Clear Goals, Professional Development, Feedback/recognition, and Coaching and Mentoring), School Climate Dimension (Organizational Commitment), and Teachers' Teaching Dimension (Empathy, Enthusiasm, Fairness/firmness, and Quality of Instruction). These relationships ranged from very weak to strong, with all p-values indicating significance ($p < 0.05$). It suggests that the principal's leadership qualities are crucial in enhancing various aspects of SIP implementation within the school context.

Based on the findings, the following conclusions and recommendations were drawn: The study shows relationship between the principal's leadership qualities in the School Improvement Plan in the SIP implementation is significant; thus, the researcher therefore concludes that the research hypotheses stating that the Principal's leadership qualities in SIP have no significant relationship in the SIP implementation is rejected. The second hypothesis results in the relationship between the principal's skills in the School Improvement Plan in the SIP implementation being significant. Thus, the researcher therefore concludes that the research hypothesis stating that the Principal's skills in SIP have no significant relationship with the SIP implementation is also rejected. Thus, the alternative should be accepted, which indicates that there is a significant relationship between them.

Based on the conclusions drawn in the following recommendations: (1) the study's findings provide practical guidance for implementing school improvement plans, particularly in the area of management. They can inform leadership activities and help schools maintain and enhance their performance to achieve better learning

outcomes. (2) The study encourages all stakeholders in the education system to support and work together with the school head to promote quality education initiatives within the community.

Keywords: leadership; qualities; skills

1. Introduction

Schools face the social changes quickly that were caused by the global village phenomenon. It makes schools' strategic plans and their implementation strategies important topics to be discussed. For the past few years, due to the changing society, there have also been so many changes in educational trends, appropriate activities and programs, implementations, and planning. These changes come with a big responsibility among the school leaders. Their strategies and planning should ensure that their school system can cope with the new educational trends, which will make it possible to sustain quality education.

Moreover, because schools battle many difficulties in their efforts to give all students needed education, the achievement gap has long been a topic of conversation for those striving for equity in education. Educational planning should also needed to address this kind of challenge. Solving such formidable challenges calls for innovation, which is why school leaders are turning to school improvement plans (SIPs). These comprehensive agendas are designed to ensure that all students, regardless of race, gender, socioeconomic status, or any other demographic distinction, can study in learning environments that are equitable and deliver effective education. SIPs identify the hurdles students face, such as a lack of access to technology, and develop a plan to overcome those hurdles.

In connection with this, the Department of Education (DepEd) is pursuing every school to provide their School Improvement Plan (SIP) to ensure that the school can sustain education despite the ever-changing society. As they carry out initiatives and activities linked to school planning, DepEd schools, concerned offices, local government units (LGUs), and development partners are required to adhere to these standards. DepEd permits the conduct of operations connected to the creation and execution of the SRC and SIP for this reason. The educational leaders were able to draw initiative and enthusiasm from the teachers to perform various tasks and nurture a climate of openness and trust to increase the organization's performance. (Mendoza & Lyrma, 2020)

SIP is a roadmap that lays down specific interventions that a school, with the help of the community and other stakeholders, will undertake within a period of three consecutive school years. It aims to combine the concepts constituting the foundation for improvement results, meaningful teamwork, measurable clear goals, and the regular collection and analysis of performance data. It highlights the importance of the school community working together in developing, monitoring, and evaluating achievement results. Since it is a continuous process, after the initial school improvement plan is completed and submitted, the plan becomes a blueprint that should be carried out for the next three cycle years that is dynamic with changes and adjustments throughout the year.

The researcher wants to provide insights into the school head's leadership qualities and skills in the implementation of the school improvement plan (SIP) in secondary schools from the division of Laguna. The findings of the study can be used to develop an enhanced service delivery framework that can help schools improve their implementation of the SIP and achieve their organizational goals and objectives.

1.1 Statement of the problem

Specifically, this study aims to address the following research questions:

1. What is the level of school heads' leadership qualities in relation to the School Improvement Plan in terms of:
 - 1.1 Transformational;
 - 1.2 Instructional; and
 - 1.3 Strategic?
2. What is the level of the principal's skills in the School Improvement Plan in terms of:
 - 2.1 Critical and Problem-Solving Skills;
 - 2.2 Communication Skills;
 - 2.3 Openness to change and
 - 2.4 Adaptability?
3. What is the level of SIP implementation in terms of:
 - 3.1 Parents Dimension
 - 3.1.1 Quality of Teaching;
 - 3.1.2 Learning Outcomes; and
 - 3.1.3 General Environment?
 - 3.2 Teachers Dimension
 - 3.2.1 Clear Goals;
 - 3.2.2 Professional Development;
 - 3.2.3 Feedback/recognition; and
 - 3.2.4 Coaching and Mentoring?
 - 3.3 School Climate Dimension
 - 3.3.1 Organizational Commitment and
 - 3.3.2 Social acceptance?
 - 3.4 Teachers' Teaching Dimension
 - 3.4.1 Empathy, Enthusiasm;
 - 3.4.2 Fairness/firmness, and
 - 3.4.3 Quality of Instruction?
4. Do the principal's leadership qualities in SIP have a significant relationship with the SIP implementation?
5. Do the principal's skills in SIP have a significant relationship in the SIP implementation?

2. Methodology

The research design used in this study was descriptive. A descriptive research design describes data and characteristics of the population or phenomena being studied. This research method also calculates frequencies, averages, and other statistical data. Conduction of a survey investigation before writing descriptive research is frequently the best approach (Allen, 2017).

3. Result and Discussion

This chapter enumerates the different results and discusses the results that were yielded from the treatment of the data that was gathered in this study. The following tabular presentations and discussions will further identify the relationship of management of the School Improvement Plan (SIP) in the implementation of it in secondary schools from the Division of Laguna.

Table 1. Level of principal’s leadership qualities in School Improvement Plan in terms of Transformational

STATEMENTS	MEAN	SD	REMARKS
<i>Build trust among the members of the organization.</i>	4.30	.53	Strongly Agree
<i>Acting with integrity and professionalism towards all the responsibilities.</i>	4.18	.48	Agree
<i>Encourage others to be more productive and show their full potential.</i>	4.21	.54	Strongly Agree
<i>Think innovatively and create something new, moving away from traditional thought patterns.</i>	4.13	.49	Agree
<i>Inspire and motivate employees to perform in ways that create meaningful change.</i>	4.73	.57	Strongly Agree
Weighted Mean		4.33	
SD		0.30	
Verbal Interpretation			Very Great Extent

Table 1 illustrates the level of the principal’s leadership qualities in the School Improvement Plan in terms of Transformational.

Inspiring and motivating employees to perform in ways that create meaningful change yielded the highest mean score ($M=4.73, SD=0.57$) and was remarked as Strongly Agree. *Think innovatively and creating something new, moving away from traditional thought patterns*, received the lowest mean score of responses with ($M=4.13, SD=0.49$) yet was remarked Agree.

The level of the principal’s leadership qualities in the School Improvement Plan in terms of Transformational attained a weighted mean score of 4.33 and a standard deviation of 0.30. It was a Very Great Extent among the respondents. It implies that school leaders are able to handle their scope through transformational leadership and full support for their staff.

The synthesized evaluation of the principal's transformational leadership qualities concerning School Improvement Planning reveals an overwhelmingly positive perception among evaluators. The data, characterized by high mean scores across a spectrum of leadership attributes, strongly suggests that the principal effectively embodies the principles of transformational leadership to a very great extent.

Table 2. Level of principal’s leadership qualities in School Improvement Plan in terms of Instructional

STATEMENTS	MEAN	SD	REMARKS
<i>Prioritize a few key goals and create focus, resources, and support so that these can be achieved.</i>	4.62	.52	Strongly Agree
<i>Create coherence across goals and visions.</i>	4.20	.42	Agree
<i>Buffer staff from distractions and continuously support their professional development.</i>	4.14	.43	Agree
<i>Listen intentionally to teachers' and learners' needs and address these accordingly.</i>	4.18	.78	Agree
<i>Provide various job-embedded supports, like coaching, that can inform instructional delivery over a sustained period of time.</i>	3.86	.59	Agree
Weighted Mean		4.20	
SD		0.35	
Verbal Interpretation			Great Extent

Table 2 exemplifies the level of the principal’s leadership qualities in the School Improvement Plan in terms of Instructional.

Prioritizing a few key goals and create focus, resources, and support so that these can be achieved produced the highest mean score ($M=4.62, SD=0.52$) and was remarked as Strongly Agree. *Providing various job-embedded supports, like coaching, that can inform instructional delivery over a sustained period of time* conventional the lowest mean score of responses with ($M=3.86, SD=0.59$) yet was remarked Agree.

The level of the principal’s leadership qualities in the School Improvement Plan in terms of Instructional reached a weighted mean score of 4.20 and a standard deviation of 0.35. It was a Great Extent among the respondents. It indicates that principals can deliver great instructional leadership among their members and ensures that they can support the needs of the faculty and staff.

Table 3. Level of principal’s leadership qualities in School Improvement Plan in terms of Strategic

STATEMENTS	MEAN	SD	REMARKS
<i>Understands the logical connections between ideas to analyze and adapt an approach that would be beneficial to the whole organization.</i>	4.87	.44	Strongly Agree
<i>Mindful of considering opposing ideas and other opinions to build more reasonable decisions.</i>	4.00	.08	Agree
<i>Examining and scrutinizing every situation to develop more deliberative plans.</i>	4.95	.29	Strongly Agree
<i>Promote future perspectives and incorporate the learnings from the past experiences.</i>	4.74	.59	Strongly Agree
<i>Thinking beyond the circumstances and able to make solutions in every problem accordingly.</i>	4.90	.41	Strongly Agree
Weighted Mean		4.70	
SD		0.19	
Verbal Interpretation			Very Great Extent

Table 3 demonstrates the level of the principal’s leadership qualities in the School Improvement Plan in terms of Strategic.

Examining and scrutinizing every situation to develop more deliberative plans bore the highest mean score ($M=4.95, SD=0.29$) and was remarked as Strongly Agree. *Mindful of considering opposing ideas and other opinions to build more reasonable decisions* established the lowest mean score of responses with ($M=4.00, SD=0.08$) yet was remarked Agree.

The level of principal’s leadership qualities in the School Improvement Plan in terms of Strategic achieved a weighted mean score of 4.70 and a standard deviation of 0.19 and was Very Great Extent among the respondents. The result implies that principals are used to set priorities, focus energy and resources, strengthen operations, and ensure that employees and other stakeholders are working toward common goals.

Table 4. Level of principal’s skills in School Improvement Plan in terms of Critical and Problem-Solving Skills

STATEMENTS	MEAN	SD	REMARKS
<i>Determine statements that accurately represent the givens of a problem.</i>	4.15	.48	Agree
<i>Consider more than one point of view and practice active listening.</i>	4.25	.51	Strongly Agree
<i>Gather additional information where needed and</i>	4.13	.53	Agree

analyze each data whether it is necessary or not.

Consider the implications of each action.	4.06	.47	Agree
Builds self-empowerment and confidence.	4.74	.56	Strongly Agree
Weighted Mean		4.28	
SD		0.31	
Verbal Interpretation			Very Great Extent

Table 4 shows the level of the principal’s skills in the School Improvement Plan in terms of Critical and Problem-Solving Skills.

Building self-empowerment and confidence bore the highest mean score ($M=4.74$, $SD=0.56$) and was remarked as Strongly Agree. *Considering the implications of each action* customary the lowest mean score of responses with ($M=4.06$, $SD=0.47$) yet was remarked Agree.

The level of principal’s skills in the School Improvement Plan in terms of Critical and Problem-Solving Skills accomplished a weighted mean score of 4.28 and a standard deviation of 0.31 and was Very Great Extent among the respondents. It indicates that most of the principals are good in terms of problem-solving skills, which play a pivotal for the great school management and handling of unexpected situations that may occur in the school.

Table 5. Level of Principal’s skills in School Improvement Plan in terms of Communication Skills

STATEMENTS	MEAN	SD	REMARKS
Pay attention to both verbal and nonverbal communication.	4.10	.47	Agree
Exchange ideas, thoughts, and opinions with other people in a respectful manner.	4.11	.51	Agree
Employ effective cues to demonstrate openness and respect.	4.09	.64	Agree
Create a clear and concise message when having a conversation with other people.	4.01	.42	Agree
Improve emotional intelligence specially when communicating with people.	4.71	.61	Strongly Agree
Weighted Mean		4.23	
SD		0.31	
Verbal Interpretation			Very Great Extent

Table 5 proves the level of the principal’s skills in the School Improvement Plan in terms of Communication Skills.

Improving emotional intelligence specially when communicating with the people, generated the highest mean score ($M=4.71$, $SD=0.61$) and was remarked as Strongly Agree. *Creating a clear and concise message when having a conversation with other people* acknowledged the lowest mean score of responses with ($M=4.01$, $SD=0.42$) yet was remarked Agree.

The level of principal’s skills in the School Improvement Plan in terms of Communication Skills conquered a weighted mean score of 4.23 and a standard deviation of 0.31 and was Very Great Extent among the respondents. The finding implies that principals have good communication skills, which can help them build relationships with their employees and allow them to have a better connection with the people around them.

The data illustrates the principal's well-rounded communication skills, which are crucial for leading school improvement initiatives. Specifically, the principal's high emotional intelligence in communication contexts is highlighted as a particular strength, facilitating effective interaction in a variety of situations. While all evaluated communication aspects receive positive endorsements, the slightly lower score in creating clear

and concise messages suggests a potential area for further refinement.

Table 6. Level of principal’s skills in School Improvement Plan in terms of Openness to change

STATEMENTS	MEAN	SD	REMARKS
<i>Prioritize transparency, and with every change</i>	4.44	.52	Strongly Agree
<i>Willingness to embrace new things and changes.</i>	4.10	.71	Agree
<i>Readiness to learn fresh ideas and experience novel things.</i>	4.47	.50	Strongly Agree
<i>Positive affect or emotions towards either the change or the potential consequences of the change.</i>	4.07	.71	Agree
<i>Adjust to environmental changes that may be encountered.</i>	3.08	.38	Moderately Agree
Weighted Mean		4.07	
SD		0.39	
Verbal Interpretation		Great Extent	

Table 6 explains the level of the principal’s skills in the School Improvement Plan in terms of Openness to change.

Prioritizing transparency and with every change returned the highest mean score ($M=4.44, SD=0.52$) and was remarked as Strongly Agree. *Adjusting from environmental changes that may be encountered* received the lowest mean score of responses with ($M=3.08, SD=0.38$) yet was remarked Moderately Agree.

The level of principal’s skills in the School Improvement Plan in terms of Openness to change got a weighted mean score of 4.07 and a standard deviation of 0.39 and was a Great Extent among the respondents. The result indicates that principals are also good in terms of openness to change, which may lead to better management and help to foster an environment of collaboration and trust among employees.

This data underscores the importance of openness to change within the leadership role, especially in the context of school improvement plans. The principal is recognized for strong points such as prioritizing transparency and being willing to learn new ideas, which are vital in navigating the complexities of change management. The positivity towards change and its consequent effects further illustrate an optimistic approach to leadership.

Table 7. Level of principal’s skills in School Improvement Plan in terms of Adaptability

STATEMENTS	MEAN	SD	REMARKS
<i>Respond to unexpected change with grace and to be able to accomplish a task even if things go wrong.</i>	4.46	.51	Strongly Agree
<i>Take risks and steps for every little progress.</i>	4.10	.70	Agree
<i>Encourage others to be open-minded.</i>	4.47	.50	Strongly Agree
<i>Embrace learning and be open to the change that may happen every single time.</i>	4.07	.70	Agree
<i>Demonstrate initiative, which enables us to adapt to the changes that will result from the new process.</i>	3.08	.38	Moderately Agree
Weighted Mean		4.07	
SD		0.38	
Verbal Interpretation		Great Extent	

Table 7 illustrates the level of the principal’s skills in the School Improvement Plan in terms of Adaptability.

Encouraging others to be open-minded” yielded the highest mean score (M=4.47, SD=0.50) and was remarked as Strongly Agree. Demonstrating initiative, which enables adapting to the changes that will result from the new process received the lowest mean score of responses with (M=3.08, SD=0.38) yet was remarked Moderately Agree.

The level of principal’s skills in the School Improvement Plan in terms of Adaptability attained a weighted mean score of 4.07 and a standard deviation of 0.38 and was a Great Extent among the respondents. Though the answers are varied, the result still implies that principals are adaptable and able to expand their capacity to handle change no matter how serious it may be.

The data showcases the principal's strengths in leading with adaptability, particularly in responding to unexpected changes and encouraging an open-minded culture. These capabilities are essential for navigating the complexities and uncertainties inherent to school improvement initiatives.

Table 8. Level of School Improvement Plan implementation in terms of Parents Dimension as to Quality of Teaching

STATEMENTS	MEAN	SD	REMARKS
<i>Acknowledge the individual needs of students.</i>	4.22	.48	Strongly Agree
<i>Provide motivation and rewards for student accomplishments.</i>	4.21	.48	Strongly Agree
<i>Learn to find purpose in the teaching profession.</i>	4.15	.47	Agree
<i>Supplement lectures with hands-on activities.</i>	4.13	.48	Agree
<i>Recognize students' accomplishments and respond appropriately to their concerns.</i>	4.73	.56	Strongly Agree
Weighted Mean		4.31	
SD		0.31	
Verbal Interpretation			Very Great Extent

Table 8 exemplifies the level of School Improvement Plan implementation in terms of Parent's Dimension as to the Quality of Teaching.

Recognizing students' accomplishments and responding appropriately to their concerns produced the highest mean score (M=4.73, SD=0.56) and was remarked as Strongly Agree. *Supplementing lectures with hands-on activities* conventional the lowest mean score of responses with (M=4.13, SD=0.48) yet was remarked Agree.

The level of School Improvement Plan implementation in terms of Parents' Dimension as to Quality of Teaching reached a weighted mean score of 4.31 and a standard deviation of 0.31 and was Very Great Extent among the respondents. The findings indicate that teachers deliver good and quality education to their students.

The collective assessment reveals that the School Improvement Plan is viewed as highly effective in enhancing the Quality of Teaching from the perspective of parents. The strong emphasis on recognizing the individuality of students, encouraging teachers' connection with their profession, rewarding achievements, offering hands-on learning experiences, and acknowledging student achievements suggests a comprehensive approach to educational quality.

Level of School Improvement Plan implementation in terms of Parents' Dimension as to Learning Outcomes

Table 9. Level of School Improvement Plan implementation in terms of Parents' Dimension as to Learning Outcomes

STATEMENTS	MEAN	SD	REMARKS
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<i>Step into a technology-friendly mindset.</i>	4.65	.48	Strongly Agree
<i>Invest in interactive methods that are more helpful for the student's learning development.</i>	4.24	.43	Strongly Agree
<i>Expect Challenges in Implementation.</i>	4.15	.46	Agree
<i>Assess and evaluate student's learning outcomes.</i>	4.37	.62	Strongly Agree
<i>Plan multiple approaches to new concepts to cater to multiple intelligences.</i>	4.12	.58	Agree
Weighted Mean		4.31	
SD		0.32	
Verbal Interpretation		Very Great Extent	

Table 9 demonstrates the level of School Improvement Plan implementation in terms of Parents' Dimension as to Learning Outcomes.

Stepping into a technology-friendly mindset bore the highest mean score ($M=4.65, SD=0.48$) and was remarked as Strongly Agree. *Planning multiple approaches to new concepts to cater to multiple intelligences* established the lowest mean score of responses with ($M=4.12, SD=0.58$) yet was remarked Agree.

The level of School Improvement Plan implementation in terms of Parents' Dimension as to Learning Outcomes achieved a weighted mean score of 4.31 and a standard deviation of 0.32 and was Very Great Extent among the respondents. The result implies that there is an emphasis on planning effective approaches for a better learning outcome. One of the most important shared characteristics of school improvement programs is their attempt to improve pupil performance on standardized measures of achievement.

The study demonstrates that parents view the SIP as highly effective in fostering a learning environment that embraces technology, interactive methods, assessment and evaluation of learning outcomes, and diverse teaching approaches to accommodate multiple intelligences. The strong agreement on most statements, particularly the emphasis on a technology-friendly mindset, stresses the contemporary direction of education valued by parents.

Table 10. Level of School Improvement Plan implementation in terms of Parents' Dimension as to General Environment

STATEMENTS	MEAN	SD	REMARKS
<i>Build positive relationships among the students and their peers.</i>	4.27	.49	Strongly Agree
<i>Provide a flexible and conducive learning environment for all the learners.</i>	4.15	.45	Agree
<i>Make the classroom and the school facilities more inclusive to handle diverse kinds of students.</i>	4.20	.53	Agree
<i>The poster was a healthy and friendly learning environment.</i>	4.11	.48	Agree
<i>Build facilities not only for academics but also for leisure to help enhance the well-being of the students.</i>	4.78	.55	Strongly Agree
Weighted Mean		4.31	
SD		0.31	
Verbal Interpretation		Very Great Extent	

Table 10 shows the level of School Improvement Plan implementation in terms of Parents' Dimension as to General Environment.

Building facilities not only for academics but also for leisure to help enhance the well-being of the

students borne the highest mean score ($M=4.78$, $SD=0.55$) and was remarked as Strongly Agree. *Posting a healthy and friendly learning environment* was customary the lowest mean score of responses with ($M=4.11$, $SD=0.48$) yet was remarked Agree.

Taken collectively, the scores from Table 10 indicate that parents regard the SIP as very effective in cultivating a nurturing general environment for students. There is a particular emphasis on the value of facilities that cater to both educational and leisure needs. The fostering of positive relationships and inclusivity is also recognized as an integral part of the school's atmosphere.

While there is a consensus of agreement to strong agreement across the statements, the slightly lower mean scores for providing flexible environments and inclusivity suggest these areas could be opportunities for further enhancement. Continual attention to inclusivity and environment adaptability may further solidify the effectiveness of the SIP in providing a comprehensive and nurturing educational experience.

The level of School Improvement Plan implementation in terms of Parents' Dimension as to the General Environment accomplished a weighted mean score of 4.31 and a standard deviation of 0.31 and was Very Great Extent among the respondents. It implies that parents strongly agree that the school builds and prepares a conducive learning environment that caters to the needs of the students.

Table 11. Level of School Improvement Plan implementation in terms of Teachers Dimension as to Clear Goals

The characteristics of-an effective school are (1) the-leadership 1 of the principal notable for substantial attention 'to the quality of instruction, (2) a pervasive and broadly understood instructional focus, (3) an orderly, safe climate conducive to teaching and learning, (4) teacher behaviors that convey the expectation

STATEMENTS	MEAN	SD	REMARKS
<i>Approach goals and values from a variety of perspectives.</i>	4.27	.49	Strongly Agree
<i>Provides the rationale every step of the way as the teaching evolves to serve the students best.</i>	4.14	.44	Agree
<i>Set professional and manageable teaching goals.</i>	4.15	.46	Agree
<i>Visualize the situation of the future event so that plans will be made appropriately.</i>	4.07	.46	Agree
<i>Defines the direction of the organization, sets the stage for strategic plans, and illustrates exactly what an organization stands for.</i>	4.77	.55	Strongly Agree
Weighted Mean		4.29	
SD		0.31	
Verbal Interpretation		Very Great Extent	

that all students are expected to obtain at least minimum mastery and the use of measures of pupil achievement as the basis for program evaluation, (Bell, L. 2014).

Defining the direction of the organization, setting the stage for strategic plans, and illustrating exactly what an organization stands for generated the highest mean score ($M=4.77$, $SD=0.55$) and was remarked as Strongly Agree. *Visualizing the situation of the future event so that plans will be made appropriately* acknowledged the lowest mean score of responses with ($M=4.07$, $SD=0.46$) yet was remarked Agree.

The level of School Improvement Plan implementation in terms of Teachers Dimension as to Clear Goals conquered a weighted mean score of 4.29 and a standard deviation of 0.31 and was Very Great Extent among the respondents. It indicates that clear, manageable, and achievable goals are being planned and well-implemented.

The overall analysis underscores the SIP's efficacy in outlining and communicating clear goals to

teachers, an essential aspect of ensuring cohesive and effective teaching practices. There is a strong agreement on the SIP's ability to approach goals from diverse perspectives and define the direction of the organization comprehensively. It happens not only to influence the current teaching strategies positively but also to prepare the educational institution for future challenges.

The level of School Improvement Plan implementation in terms of Teachers' Dimension as to Professional Development

Analyzing school and student performance to further identify and focus on priority areas for improvement returned the highest mean score ($M=4.74$, $SD=0.60$) and was remarked as Strongly Agree. Working together to come up with new ways to address critical and societal issues usually had the lowest mean score of responses with ($M=4.06$, $SD=0.46$) yet was remarked Agree.

Table 12. Level of School Improvement Plan implementation in terms of Teachers Dimension as to Professional Development

STATEMENTS	MEAN	SD	REMARKS
<i>Foster a clear focus on the groups attending and what their needs are.</i>	4.22	.47	Strongly Agree
<i>Willingness to work together to form professional and personal relationships.</i>	4.14	.42	Agree
<i>Attend seminars, trainings, symposiums, and other related programs to continue the professional development.</i>	4.15	.46	Agree
<i>Work together to come up with new ways to address critical and societal issues.</i>	4.06	.46	Agree
<i>Analyze school and student performance to further identify and focus on priority areas for improvement.</i>	4.74	.60	Strongly Agree
Weighted Mean		4.27	
SD		0.32	
Verbal Interpretation			Very Great Extent

The level of School Improvement Plan implementation in terms of Teachers Dimension as to Professional Development got a weighted mean score of 4.27 and a standard deviation of 0.32 and was Very Great Extent among the respondents. Although some statements fall from the remarks of “agree,” the result still infers that professional development is being prioritized. Also, the needs of both teachers and learners are given focus, which helps in better decision-making for future project implementation.

The insights derived from Table 12 illustrate a strong emphasis by the SIP on continuous teacher professional development, fostering a culture of learning, innovation, and collaboration. There is a particular appreciation for the tailored focus on professional needs and the application of a data-driven approach to identify and address improvement areas. These measures not only contribute to individual teacher growth but also enhance the overall instructional quality and responsiveness to student needs.

Table 13. Level of School Improvement Plan implementation in terms of Teachers Dimension as to Feedback/Recognition

STATEMENTS	MEAN	SD	REMARKS
<i>Give and receive feedback frequently.</i>	4.24	.49	Strongly Agree
<i>Facilitate frequent feedback and constant</i>	4.18	.49	Agree

<i>reactions of the students.</i>			
<i>Diversify communication with all the learners.</i>	4.13	.48	Agree
<i>Organize team-building activities to cultivate bonding among the students.</i>	4.08	.54	Agree
<i>Organize simple symposiums, meetings, and conferences to build effective communication with the students.</i>	4.93	.62	Strongly Agree
Weighted Mean		4.28	
SD		0.33	
Verbal Interpretation			Very Great Extent

Table 13 illustrates the level of School Improvement Plan implementation in terms of Teachers Dimension as to Feedback/recognition.

Organizing simple symposiums, meetings, and conferences to build effective communications with the students yielded the highest mean score ($M=4.93, SD=0.62$) and was remarked as Strongly Agree. *Organizing team building activities to cultivate bonding among the students* received the lowest mean score of responses with ($M=4.08, SD=0.54$) yet was remarked Agree.

The level of School Improvement Plan implementation in terms of Teachers Dimension as to Feedback/recognition attained a weighted mean score of 4.28 and a standard deviation of 0.33 and was Very Great Extent among the respondents. It indicates that teachers are good in terms of giving feedback and recognition to their students, which helps boost the confidence and cultivate the interest of the learners to study more. On the other hand, it also implies that teachers are being supported by their principals which is the primary factor that can affect their classroom management.

The analysis emphasizes the SIP's effectiveness in strengthening feedback and recognition mechanisms, a critical factor that nurtures an open, communicative, and progressive educational setting. Teachers acknowledge the SIP's role in both facilitating dialogue with and among students and promoting recognition through various school events and activities.

The strong agreement around the SIP's implementation of feedback and recognition practices suggests that teachers feel well-supported in this dimension. They recognize the value of these practices in elevating teaching quality, student engagement, and the educational experience as a whole.

Table 14. Level of School Improvement Plan implementation in terms of Teachers Dimension as to Coaching and Mentoring

The level of School Improvement Plan implementation in terms of Teachers Dimension as to Coaching and Mentoring reached a weighted mean score of 4.31 and a standard deviation of 0.31 and was Very Great Extent among the respondents. It implies that teachers are good in terms of coaching and mentoring, which can help them develop strong communication skills, fostering better relationships with their teams, colleagues, and stakeholders.

Table 14. Level of School Improvement Plan implementation in terms of Teachers Dimension as to Coaching and Mentoring

STATEMENTS	MEAN	SD	REMARKS
<i>Create an open and supportive climate for discussion.</i>	4.27	.49	Strongly Agree
<i>Seek to develop trust by encouraging open two-way communications.</i>	4.15	.45	Agree
<i>Listen and observe for whatever circumstances that the other people may have.</i>	4.20	.53	Agree

<i>Prepare for constructive criticism and take it as part of growing in the field of education.</i>	4.11	.48	Agree
<i>Build trust and encourage the students to share personal experiences and difficult times.</i>	4.78	.55	Strongly Agree
Weighted Mean		4.31	
SD		0.31	
Verbal Interpretation			Very Great Extent

Table 14 exemplifies the level of School Improvement Plan implementation in terms of Teachers Dimension as to Coaching and Mentoring.

Building trust and encouraging the students to share personal experiences and difficult times produced the highest mean score ($M=4.78, SD=0.55$) and was remarked as Strongly Agree. *Preparing for constructive criticism and taking it as part of growing in the field of education* conventional the lowest mean score of responses with ($M=4.11, SD=0.48$) yet was remarked Agree.

The assessment clearly portrays the SIP as a powerful tool in championing and institutionalizing coaching and mentoring within the school setting. By emphasizing the core elements of trust, open communication, empathetic listening, acceptance of feedback, and the encouragement of sharing within teacher-student dynamics, the SIP significantly contributes to building a nurturing and empowering educational environment.

This strong sense of agreement on the SIP’s role in enhancing coaching and mentoring practices underscores the plan’s importance in professional development. It highlights its impact on fostering healthy, supportive relationships that are critical for educational success.

Table 15. Level of School Improvement Plan implementation in terms of School Climate Dimension as to Organizational Commitment

STATEMENTS	MEAN	SD	REMARKS
<i>Create a strong teamwork culture</i>	4.27	.49	Strongly Agree
<i>Communicate clear goals and expectations to the members of the school organization.</i>	4.14	.44	Agree
<i>Be transparent and encourage open communication.</i>	4.16	.47	Agree
<i>Foster a positive work culture and maintain work ethics.</i>	4.07	.46	Agree
<i>Encourage to work through the differences towards a common goal.</i>	4.77	.54	Strongly Agree
Weighted Mean		4.29	
SD		0.31	
Verbal Interpretation			Very Great Extent

Table 15 demonstrates the level of School Improvement Plan implementation in terms of School Climate Dimension as to Organizational Commitment.

Encouraging to work through the differences towards a common goal bore the highest mean score ($M=4.77, SD=0.54$) and was remarked as Strongly Agree. *Fostering a positive work culture and maintaining work ethics* established the lowest mean score of responses with ($M=4.07, SD=0.46$) yet was remarked Agree.

The level of School Improvement Plan implementation in terms of School Climate Dimension as to Organizational Commitment achieved a weighted mean score of 4.29 and a standard deviation of 0.31 and was Very Great Extent among the respondents. It implies that principals are good at encouraging their people to work together with a common goal and help each other to be better at their work.

The SIP serves as a significant catalyst in strengthening the Organizational Commitment in the School Climate Dimension. By emphasizing teamwork, clear communication of goals, transparency, work culture, and unified efforts, the SIP lays down a strong foundation for building a cohesive and committed school environment.

Table 16. Level of School Improvement Plan implementation in terms of School Climate Dimension as to social acceptance

STATEMENTS	MEAN	SD	REMARKS
<i>Encourage social interaction within the school environment.</i>	4.40	.54	Strongly Agree
<i>Engage the learners, teachers, and parents in various activities, which enables them to be more collaborative.</i>	4.11	.71	Agree
<i>Provide programs that promote individual differences.</i>	4.47	.50	Strongly Agree
<i>Make the school bully and discrimination-free.</i>	4.09	.71	Agree
<i>Promotes different cultures and lets the learners learn how to politely respect each other.</i>	3.08	.38	Moderately Agree
Weighted Mean		4.07	
SD		0.39	
Verbal Interpretation			Great Extent

Table 16 shows the level of School Improvement Plan implementation in terms of School Climate Dimension as to social acceptance.

Providing programs that promote individual differences bore the highest mean score ($M=4.47$, $SD=0.50$) and was remarked as Strongly Agree. *Promotes different cultures and lets the learners learn how to politely respect each other* is customary; the lowest mean score of responses with ($M=3.08$, $SD=0.38$) yet was remarked Agree.

The level of School Improvement Plan implementation in terms of School Climate Dimension as to social acceptance accomplished a weighted mean score of 4.07 and a standard deviation of 0.39 and was a Great Extent among the respondents. It infers that schools implement programs that foster cultural diversity and ensure that students have the freedom to enjoy their education.

The data underscores the importance and generally successful efforts of the SIP in cultivating a school climate that emphasizes social acceptance. However, the notably lower agreement on promoting different cultures and teaching learners to respect one another politely suggests an area needing more targeted strategies or better implementation.

Table 17. Level of School Improvement Plan implementation in terms of Teachers' Teaching Dimension as to Empathy, Enthusiasm

STATEMENTS	MEAN	SD	REMARKS
<i>Encourage the students to step out of their comfort zone and experience things beyond.</i>	4.38	.55	Strongly Agree
<i>Receive feedback from other people around, especially when it comes to the students.</i>	4.13	.70	Agree
<i>Inspire the students to take challenges and push to explore new things.</i>	4.47	.50	Strongly Agree
<i>Observe surroundings and develop positive interactions with the students.</i>	4.08	.71	Agree

<i>Cultivate a sense of curiosity and try to emphasize putting yourself in other shoes.</i>	3.08	.38	Moderately Agree
Weighted Mean		4.06	
SD		0.38	
Verbal Interpretation		Great Extent	

Table 17 proves the level of School Improvement Plan implementation in terms of Teachers’ Teaching Dimension as to Empathy and Enthusiasm.

Providing programs that promote individual differences generated the highest mean score (M=4.47, SD=0.50) and was remarked as Strongly Agree. Promoting different cultures and let the learners learn how to politely respect each other acknowledged the lowest mean score of responses with (M=3.08, SD=0.38) yet was remarked Agree.

The level of School Improvement Plan implementation in terms of Teachers’ Teaching Dimension as to Empathy, Enthusiasm acceptance conquered a weighted mean score of 4.07 and a standard deviation of 0.39 and was Great Extent among the respondents.

The result implies that teachers are empathetic, which allows them to deepen their relationships as they connect with learners' thoughts and feelings.

The findings reveal a broadly effective SIP in enhancing teachers' ability to teach with enthusiasm and empathetic understanding, with particularly strong performance in encouraging challenge acceptance and feedback receptiveness. However, the lower scores related to the cultivation of curiosity and the practice of empathy highlight critical areas for further development.

Table 18. Level of School Improvement Plan implementation in terms of Teachers’ Teaching Dimension as to Fairness/firmness

STATEMENTS	MEAN	SD	REMARKS
<i>Encourage mutual respect among the teacher-student relationship.</i>	4.18	.49	Agree
<i>Implement appropriate rules and policies regarding the wrongdoings of the students.</i>	4.21	.48	Strongly Agree
<i>Avoid being biased every time.</i>	4.15	.47	Agree
<i>Create an environment in which all students feel safe and engaged in their roles.</i>	4.13	.48	Agree
<i>Providing a learning environment that contributes to overall productivity which will benefit all learners regardless of who they are.</i>	4.77	.52	Strongly Agree
Weighted Mean		4.30	
SD		0.31	
Verbal Interpretation		Very Great Extent	

Table 18 explains the level of School Improvement Plan implementation in terms of Teachers’ Teaching Dimension as to Fairness/firmness.

“Providing a learning environment that contributes to overall productivity, which will benefit all learners regardless of who they are,” returned the highest mean score (M=4.77, SD=0.52) and was remarked as Strongly Agree. “Creating an environment in which all students feel safe and engaged in their roles” has the lowest mean score of responses with (M=4.13, SD=0.48) yet was remarked Agree.

The level of School Improvement Plan implementation in terms of Teachers’ Teaching Dimension as to Fairness/firmness got a weighted mean score of 4.30 and a standard deviation of 0.31 and was Very Great Extent among the respondents. It infers that teachers create an environment that allows the students to be more

confident and better in terms of learning, discovering, and exploring their potential.

The data delineates a high level of effectiveness in the SIP’s implementation regarding the incorporation of fairness and firmness within the teaching practices. The commendable scores across all aspects signify a dedicated effort toward creating an equitable and structured learning environment that prioritizes mutual respect, unbiased interaction, safety, engagement, and productivity.

Table 19. Level of School Improvement Plan implementation in terms of Teachers’ Teaching Dimension as to Quality of Instruction

STATEMENTS	MEAN	SD	REMARKS
<i>Make expectations clear and tell the students what are the things they need to do to achieve it.</i>	4.21	.52	Strongly Agree
<i>Utilize various instructional materials that are applicable to all kinds of learners.</i>	4.15	.45	Agree
<i>Use cooperative learning and allow learners to collaborate with each other.</i>	4.20	.53	Agree
<i>Foster a growth mindset and focus on the students’ strengths and progress.</i>	4.11	.48	Agree
<i>Allow students to explore and maximize their capabilities.</i>	4.77	.54	Strongly Agree
Weighted Mean		4.30	
SD		0.31	
Verbal Interpretation			Very Great Extent

Table 19 illustrates the level of School Improvement Plan implementation in terms of Teachers’ Teaching Dimension as to Quality of Instruction.

Allowing students to explore and maximize their capabilities yielded the highest mean score ($M=4.77$, $SD=0.54$) and was remarked as Strongly Agree. *Foster a growth mindset and focus on the students’ strengths and progress* received the lowest mean score of responses with ($M=4.11$, $SD=0.48$) yet was remarked Agree.

The level of School Improvement Plan implementation in terms of Teachers’ Teaching Dimension as to Quality of Instruction attained a weighted mean score of 4.30 and a standard deviation of 0.31 and was Very Great Extent among the respondents.

Just like the other variables, the result also turns out to be a very great extent, which implies that teachers are good at delivering instructions that can help the students build their confidence in learning and try new things on their capabilities.

Table 20. Significant relationship between the principal’s leadership qualities in School Improvement Plan in the SIP implementation

School Heads’ Leadership Qualities	Level of SIP Implementations	Pearson R	p-value	Verbal Interpretation
Transformational	Quality of Teaching	0.559	0.000	Significant
	Learning Outcomes	0.050	0.302	Not Significant
	General Environment	0.551	0.000	Significant
	Clear Goals	0.663	0.000	Significant
	Professional Development	0.557	0.000	Significant
	Feedback/ Recognition	0.552	0.000	Significant
	Coaching and Mentoring	0.557	0.000	Significant
	Organizational Commitment	0.668	0.000	Significant

	Social Acceptance	0.093	0.054	Not Significant
	Empathy, Enthusiasm	0.093	0.054	Not Significant
	Fairness/firmness	0.560	0.000	Significant
	Quality of Instruction	0.565	0.000	Significant
Instructional	Quality of Teaching	0.140	0.004	Significant
	Learning Outcomes	0.518	0.000	Significant
	General Environment	0.130	0.007	Significant
	Clear Goals	0.186	0.000	Significant
	Professional Development	0.194	0.000	Significant
	Feedback/ Recognition	0.208	0.000	Significant
	Coaching and Mentoring	0.134	0.004	Significant
	Organizational Commitment	0.190	0.000	Significant
	Social Acceptance	0.047	0.337	Not Significant
	Empathy, Enthusiasm	0.035	0.471	Not Significant
	Fairness/firmness	0.110	0.022	Significant
	Quality of Instruction	0.428	0.078	Not Significant
	Strategic	Quality of Teaching	-0.080	0.100
Learning Outcomes		-0.263	0.000	Significant
General Environment		-0.067	0.167	Not Significant
Clear Goals		-0.161	0.001	Significant
Professional Development		-0.105	0.031	Significant
Feedback/ Recognition		-0.066	0.172	Not Significant
Coaching and Mentoring		-0.065	0.177	Not Significant
Organizational Commitment		-0.161	0.001	Significant
Social Acceptance		-0.153	0.002	Significant
Empathy, Enthusiasm		-0.119	0.014	Significant
Fairness/firmness		-0.055	0.259	Not Significant
Quality of Instruction		0.002	0.961	Not Significant

Correlation is significant at the 0.05 level (2-tailed)

Scale	Strength
0.80 – 1.00	Very Strong
0.60 – 0.79	Strong
0.40 – 0.59	Moderate
0.20 – 0.39	Weak
0.00 – 0.19	Very Weak

The analysis of Table 20 reveals a nuanced relationship between the leadership qualities of school principals (categorized as Transformational, Instructional, and Strategic) and the implementation levels of School Improvement Plans (SIP). Essentially, Transformational and Instructional leadership qualities demonstrate a predominantly positive impact across various aspects of SIP implementation, such as enhancing the quality of teaching, fostering professional development, and improving the general school environment. Specifically, Transformational leadership shows a strong, significant correlation with most SIP aspects, highlighting its pivotal role in creating a conducive environment for educational excellence and meaningful organizational commitment. On the other hand, Instructional leadership, while equally significant, is slightly more focused on direct educational outcomes and teacher professional growth, with its only slight shortfall in not significantly affecting the quality of instruction, which still shows a positive but marginally significant

trend.

Contrastingly, Strategic leadership presents a more complex picture with mixed outcomes. At the same time, it significantly improves some broader organizational goals and demonstrates nuanced impacts like enhancing commitment and recognizing social dynamics, and it negatively correlates with immediate learning outcomes. It could imply that the strategic decisions, while crucial for the long-term vision and alignment of the school’s objectives, might not always translate into immediate improvements in teaching and learning environments.

The synthesis of these findings suggests a compelling argument for the adaptive and situational use of leadership styles in schools. A balanced approach that leverages the transformational capacity for creating a vibrant and supportive school culture, alongside the focused and tangible goals of instructional leadership, could be key to realizing the full potential of SIP implementations. Moreover, strategic leadership, though presenting challenges in directly enhancing instructional outcomes, remains indispensable in navigating the broader and long-term aspirations of school improvement, suggesting that the most effective leadership possibly lies in the synergy of these styles. Leadership in education, as indicated by the correlations, should be both responsive and proactive, embracing the multifaceted demands of school improvement holistically to foster an environment that not only targets immediate educational achievements but also secures a sustainable and strategic path forward.

Table 21. Significant relationship between the principal’s skills in School Improvement Plan have a significant relationship in the SIP implementation.

Principals’ Skills in SIP	Level of SIP Implementations	Pearson R	p-value	Verbal Interpretation
Critical Problem-Solving Skills	Quality of Teaching	0.617	0.000	Significant
	Learning Outcomes	0.042	0.381	Not Significant
	General Environment	0.565	0.000	Significant
	Clear Goals	0.732	0.000	Significant
	Professional Development	0.696	0.000	Significant
	Feedback/ Recognition	0.667	0.000	Significant
	Coaching and Mentoring	0.571	0.000	Significant
	Organizational Commitment	0.733	0.000	Significant
	Social Acceptance	0.149	0.002	Significant
	Empathy, Enthusiasm	0.150	0.002	Significant
	Fairness/firmness	0.607	0.000	Significant
	Quality of Instruction	0.564	0.000	Significant
Communications Skills	Quality of Teaching	0.618	0.000	Significant
	Learning Outcomes	0.201	0.000	Significant
	General Environment	0.604	0.000	Significant
	Clear Goals	0.773	0.000	Significant
	Professional Development	0.751	0.000	Significant
	Feedback/ Recognition	0.720	0.000	Significant
	Coaching and Mentoring	0.610	0.000	Significant
	Organizational Commitment	0.774	0.000	Significant
	Social Acceptance	0.169	0.000	Significant
	Empathy, Enthusiasm	0.162	0.001	Significant
	Fairness/firmness	0.612	0.000	Significant
	Quality of Instruction	0.581	0.000	Significant
Quality of Teaching	0.185	0.000	Significant	

Openness to Change	Learning Outcomes	0.082	0.091	Not Significant
	General Environment	0.249	0.000	Significant
	Clear Goals	0.161	0.001	Significant
	Professional Development	0.149	0.002	Significant
	Feedback/ Recognition	0.182	0.000	Significant
	Coaching and Mentoring	0.251	0.000	Significant
	Organizational Commitment	0.161	0.001	Significant
	Social Acceptance	0.989	0.000	Significant
	Empathy, Enthusiasm	0.978	0.000	Significant
	Fairness/firmness	0.165	0.001	Significant
	Quality of Instruction	0.199	0.000	Significant
Adaptability	Quality of Teaching	0.180	0.000	Significant
	Learning Outcomes	0.085	0.079	Not Significant
	General Environment	0.248	0.000	Significant
	Clear Goals	0.161	0.001	Significant
	Professional Development	0.148	0.002	Significant
	Feedback/ Recognition	0.179	0.000	Significant
	Coaching and Mentoring	0.251	0.000	Significant
	Organizational Commitment	0.161	0.001	Significant
	Social Acceptance	0.978	0.000	Significant
	Empathy, Enthusiasm	0.977	0.000	Significant
	Fairness/firmness	0.158	0.001	Significant
Quality of Instruction	0.199	0.000	Significant	

Correlation is significant at the 0.05 level (2-tailed)

Scale	Strength
0.80 – 1.00	Very Strong
0.60 – 0.79	Strong
0.40 – 0.59	Moderate
0.20 – 0.39	Weak
0.00 – 0.19	Very Weak

The analysis of Table 21 synthesizes the pivotal role that principals' skills play in the effective implementation of School Improvement Plans (SIP). It elucidates a clear hierarchy of competencies, with critical problem-solving and communication skills emerging as paramount. These skills exhibit strong to very strong correlations with almost every measured aspect of SIP implementation, from enhancing the quality of teaching and the general environment to fostering organizational commitment and professional development. Such correlations underscore the indispensable nature of adept problem-solving and articulate communication in navigating the complexities of educational leadership and SIP success.

Interestingly, the impact of principals' skills on learning outcomes presents a nuanced picture, with this particular aspect demonstrating lesser sensitivity compared to others. It suggests that influencing learning outcomes may require a more indirect approach or a combination of skills and strategies beyond the principal's competencies alone. Furthermore, while openness to change and adaptability are indeed significant, their relatively weaker correlation with SIP implementation outcomes highlights that the most critical levers of change in a school's improvement journey lie within the realms of problem-solving and communication.

The synthesis from Table 21 not only affirms the multifaceted influence of principals' leadership skills

on SIP outcomes but also prioritizes the areas of skill development that could yield the most substantial impact on a school's improvement trajectory. Consequently, it positions effective problem-solving and communication at the heart of successful educational leadership, indicating that these areas should be a focal point for principal development programs aiming to enhance SIP implementation and, ultimately, school performance.

4. Conclusion and Recommendation

On the basis of the preceding findings, the following conclusion was drawn.

The study shows the relationship between the principal's leadership qualities in the School Improvement Plan in the SIP implementation is significant. Thus, the researcher therefore concludes that the research hypothesis stating that the Principal's leadership qualities in SIP have no significant relationship to the SIP implementation is rejected. The second hypothesis results in the relationship between the principal's skills in the School Improvement Plan in the SIP implementation is significant. Thus, the researcher, therefore, concludes that the research hypothesis stating that the Principal's skills in SIP have no significant relationship with the SIP implementation is also rejected. Thus, the alternative should be accepted, which implies that there is a significant relationship between them.

Based on the drawn conclusions resulted in the following recommendations:

1. It recommends that the study results confirm beneficial best practices and delineate a particular path for implementing school improvement plans, particularly in management. Additionally, it suggests that the findings can assist in carrying out leadership activities and maintaining and enhancing performance for higher learning outcomes.

2. The study recommends that students stand to benefit significantly from effective school management, as it enhances their performance. Furthermore, it suggests that the findings can strengthen the relationship between schools, students, and the community.

3. It suggests that the study results may help teachers further understand and appreciate the value assessment of school-level initiatives. Additionally, it recommends that the findings may motivate teachers to collaborate further with school administration to sustain school-leveling processes.

Reference:

Mendoza, J., & HIFE, L. (2020, December). EDUCATIONAL LEADERS PRACTICES AND SCHOOL CULTURE IN CALABARZON STATE UNIVERSITIES AND COLLEGES. *International Journal of Scientific & Engineering Research*, 11(12), 603–617. <https://www.ijser.org/researchpaper/EDUCATIONAL-LEADERS-PRACTICES-AND-SCHOOL-CULTURE-IN-CALABARZON-STATE-UNIVERSITIES-AND-COLLEGES.pdf>