

# SCHOOL HEADS LEADERSHIP COMPETENCE AND THE IMPLEMENTATION OF ENHANCED SCHOOL LEARNING CONTINUITY PLAN ON THE SCHOOL PERFORMANCE OF SELECTED PUBLIC SECONDARY SCHOOLS IN DIVISION OF LAGUNA

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## ABSTRACT

The present descriptive study centers on the implementation of enhanced school learning continuity plan and the performance of public secondary schools. The learning continuity plan is intended to balance the needs of all stakeholders, including educators, parents, students and community members.

The following were the significant findings of the investigation:

The finding shows that the level of school heads' leadership competence as to social awareness, organizational skills, innovative, systematic, and results-oriented was very great extent which obtained an overall mean scores of 4.52, 4.54, 4.55, 4.49, and 4.52 respectively. It shows school heads are liable for the authoritative and instructional supervision of the school. Next, the level of implementation of the Enhanced School Learning Continuity Plan Key Dimensions of secondary schools in Laguna as to Safe Operations, Well- Being and Protection, Focus on Learning, Ensuring Quality of Teaching and Learning Process, Provision of Learning Resources and Education Financing was very great extent which obtained an overall mean scores 4.46, 4.51, 4.46, 4.54, 4.49 and 4.49 respectively. It implies the importance of a learning continuity plan intended to balance the needs of all stakeholders, including educators, parents, students, and community members Then, the level of school performance of secondary schools in Laguna in terms of Development Plan, SIP/AIP, PPAs Organizational Structure SGC SPTA was very great extent which obtains an overall mean 4.80, 4.81, 4.79 and 4.81 respectively and Drops Out Rate got outstanding, Completion Rate, got very satisfactory School's MPS, got fairly satisfactory and OPCRf got outstanding it show varied responses in school performance. Then, the relationship between School Heads Leadership Competence and School Performance of Public Secondary Schools in Laguna has significant. Lastly, the relationship between the Implementation of the Enhanced School Learning Continuity Plan and the School Performance of Public Secondary Schools in Laguna also has significant.

## **Keywords:**

*Development Plan, Educational Attainment, Education Financing, Faculty Profile, Organizational Structure,*

## INTRODUCTION

Educational institutions opted to transition to n-person learning modality to continuously provide quality education to learners. As such, the teaching-learning process needs to include the administration who supports education even with the current situation. This includes the students who are the core of the

system, the faculty members or teachers who perform various academic roles, parents, and guardians who share the responsibility of learning continuity, the community, and the external partners who contribute to the completion of the educational requirements of the students, (Illanes and Smalley, 2020).

In line with the above discussion, the Department of Education developed and implement the Learning Continuity Plan as a key part of the K-12 program that seeks to address stability for schools on how students learning continuity will be addressed during the Covid-19 crisis.

Thus, the learning continuity plan is intended to balance the needs of all stakeholders, including educators, parents, students and community members. As such, this undertaking seeks to find out the level of school heads competence and implementation of the learning continuity plan and its relationship to school performance of selected public elementary schools in Laguna.

### **Statement of the Problem**

1. What is the level of school heads leadership competence as to:
  - 1.1 social awareness;
  - 1.2 organizational skills;
  - 1.3 innovative;
  - 1.4 systematic; and
  - 1.5 results oriented?
2. What is the level of implementation of Enhanced School Learning Continuity Plan Key Dimensions of secondary schools in Laguna as to:
  - 2.1 Safe Operations;
  - 2.2 Well- Being and Protection;
  - 2.3 Focus on Learning;
  - 2.4 Ensuring Quality of Teaching and Learning Process
  - 2.5 Provision of Learning Resources; and
  - 2.6 Education Financing?
3. What is the level of school performance of secondary schools in Laguna in terms of:
  - 3.1 Development Plan
    - 2.1.1 SIP/AIP
    - 2.1.2 PPAs
  - 3.2 Organizational Structure
    - 2.2.1 SGC
    - 2.2.2 SPTA
  - 3.3 Drop Out Rate;
  - 3.4 Completion Rate;
  - 3.5 School's MPS; and
  - 3.6 OPCR?
4. Does school heads leadership competence have significant relationship to school performance of public secondary schools in Laguna?

5. Does the level of implementation of Enhanced School Learning Continuity Plan as significant relationship on the level of school performance of public secondary schools in Laguna?

## REVIEW OF RELATED LITERATURE

According to Djoub, Z. (2018), school performance was firmly believed to be based on the academic performance of students being achieved, and is both known to be a key feature in education. With these, factors contributing to improvement in students' academic performance have received much attention from educators and researchers.

Furthermore, Palao, E. (2017), opined that the academic performance of students determines the success or failure of any academic institution. The researcher also believes that academic performance of students has a direct impact on the socio-economic development of a country and that the students' academic performance serves as a bedrock for knowledge acquisition and the development of skills.

Under the above-mentioned indicator, Development Plan is a variable found relevant in this study.

The School Improvement Plan (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. The implementation of development activities integral to it are in the school such as projects under the Continuous Improvement Program (CIP), the creation and mobilization of Learning Action Cells (LACs), and the preparation of the School Report Card (SRC). SIP seeks to provide those involved in school planning an evidence-based, systematic approach with the point of view of the learner as the starting point. Ultimately, it is envisioned to help schools reach the goal of providing access to quality education (DepEd, 2018).

The School Improvement Plan (SIP) Guidebook is provided which details the procedure in preparing the enhanced SIP and SRC. The enclosed guidelines and the Guidebook shall serve as the official reference in the preparation and implementation of the SIP and SRC. Concerned offices, local government units (LGUs), and development partners are urged to conform to these guidelines as they implement projects and activities related to school planning in DepEd schools, (DepEd, 2017).

Another important variable in this study is Organizational Structure.

Every school has a defined structure meant to regulate the operations and functions of its departments. Members of the school are expected to adhere to the dictates of the structure in pursuit of the stated goals and objectives of the organization. The school structure determines how resources are shared among members in different departments and the structure defines the leader of each department. Kagame, J. (2019), posit that departments in a school motivation of employees to work to their expectations in an organizational structure that allows them to best execute their duties to produce the desired work. Therefore, the formation of an organizational structure typically refers to the hierarchical arrangement of lines of authority, communications, rights and duties of an organization.

Furthermore, according to Abaidoo, A. (2018), the structure typically determines how the roles, power and responsibilities are assigned, controlled, and coordinated, and how information flows between the different levels of management. A structure depends on the organization's objectives and strategy. In a centralized structure, the top layer of management has most of the decision-making power and has tight control over departments and divisions. In a decentralized structure, the decision-making power is distributed and the departments and divisions may have different degrees of independence.

Ostafin B.D. & Kassman K.T. (2018) state that a school is an institution where transparency and accountability go hand-in-hand and should be held as statutory obligations. The transparency in school

administration shouldn't be taken lightly. If a school is transparent, people can be held accountable for their actions. Schools collect data on students including their academic scores, character traits and medical records, and are expected to share information to keep parents in the know on matters of their child's academic and social wellbeing. School management should all be aware of expenditure in order to prevent leakages in their financials.

Teachers should also share their resources and ideas with each other, seek answers to teaching problems and encourage innovation. This kind of transparent collaboration will improve teaching. However, the majority of the work rests on schools, and to encourage successful administration, schools have to take the initiative towards adopting a transparent system. More than just to aid decision making procedures, transparency in school administration is necessary to provide a solid answer to such questions as where the majority of the budget is being directed to & what percentages of students are failing or passing each year, (Sandrik, L. 2016).

Likewise, student's completion rate is used as a necessary variable in this research.

According to Ongiri and Abdi (2014), the principal is the leader in a school, the pivot round which many aspects of the school revolve, and the person in charge of every detail of the running of the school, be it academic or administration. Thus, he is seen as the head teacher, leader, instructional supervisor, adviser, public relation officer, curriculum director, chief education officer, policy maker, etc. These titles reflect the place and role of the secondary principal in the educational processes (Field, Healy, Goldstein & Guthertz, 2020). It, therefore, behooves the principal to be a good team player as it is common for the performance of the school to be appraised against the person who leads it. He takes care of the final arrangements for the education of students in a school. His role as a facilitator of all school activities cannot be taken for granted if he is expected to give the right kind of education to student.

The principal is the administrator of the school who ensures success and great achievement of all the students in the institution by facilitating school development projects and supervising learning that is supported by the school community. Many scholars have defined leadership as the ability of an individual to influence the behavior of a group to achieve organizational goals, (Mackatiani C. 2017).

One of the indicators used in the conduct of this study is leadership

Teacher leadership has been an emerging topic in the literature associated with the movement to restructure schools. While "restructuring may have different meaning for different people, and perception of it may depend on the place/level of an individual within the school structure" (Ovando, 2014), shared decision making which calls for teacher participation in leadership roles and tasks seems to be one of the current strategies widely used to improve teaching and learning. Proponents and advocates of teacher participation in leadership roles and particularly in site-level decision making claim that teachers are in a unique position to make significant contributions to decision making about teaching and learning.

## **METHODOLOGY**

Descriptive method was used to determine the implementation of enhanced school learning continuity plan with respect to its relation to School Performance in selected public schools in Laguna. One hundred (100) randomly selected teachers from the province of Laguna will be assessed and used as respondents of this research.

Simple random sampling was applied from a population of 100 teachers in Laguna.

According to an article entitled Simple Random Sampling: Definition, Method & Examples the Ultimate Guide to Random Sampling, simple random sampling is a sampling method used in [research studies](#) that falls under the category of probability sampling. This means that when employed, simple

random sampling gives everyone in the target population an equal and known probability of being selected as a respondent in the sample group.

The questionnaire is a research-made instrument devised to determine the implementation of enhanced school learning continuity plan with respect to its relation to School Performance in selected public schools in Laguna.

In the questionnaire, a five-point rating scale indicated below will be used to determine of the selected respondents.

Scale	Numerical Value	Descriptive Value
5	4.20 – 5.0	To a very great extent
4	3.40 – 4.19	To a great extent
3	2.60 – 3.39	To a moderate extent
2	1.80 – 2.59	To a low extent
1	1 – 1.79	To a very low extent

In construction of questionnaire describe above, the researcher collected ideas and concept through reading various articles and literatures from books, publication and internet sites. The initial draft of the questionnaire will be presented to professors and panel members for comments and suggestions.

The final form of the questionnaire will be reproduced and administered to respective respondents.

The responses will be tabulated as basis for statistical treatment of the data.

In order to analyze and interpret the data gathered, weighted mean, standard deviation, Pearson r correlation and regression analysis will be utilized in the study.

## RESULT AND DISCUSSION

The following tabular presentations and discussions will further characterize the School Heads Leadership Competence and Implementation of Enhanced School Learning Continuity Plan and School Performance of Selected Public Secondary Schools in Laguna.

Teacher leadership can be used to improve the educational institution, its educational practice, as well as student performance. In general, teacher leadership can be defined as “the process by which teachers or lecturers, individually or collectively, influence their colleagues, management and other members of the teaching staff to improve teaching and learning practices in order to improve education quality and student performance.

### School Heads Leadership Competence

Teacher leadership is closely related to the level of professional competence. However, at the present development stage of the education system, this concept is not always fully understood and taken into account. The concept and importance of teacher leadership are not fully understood; consequently, teacher leadership is not fully implemented. This fact negatively affects professional competence development. These problems can be solved by the creation of special courses, the exchange of experience, the encouragement of teacher leaders and the introduction of the idea of teacher leadership in pedagogical universities.

**Table 1. Level of School Heads Leadership Competence as to Social Awareness**

STATEMENTS	MEAN	SD	REMARKS
<i>Considers other perspectives and opinions.</i>	4.60	0.68	Strongly Agree
<i>Demonstrate empathy and compassion.</i>	4.56	0.65	Strongly Agree
<i>Show concern for other peoples' feelings and emotions.</i>	4.44	0.67	Strongly Agree
<i>Express gratitude towards other people.</i>	4.52	0.65	Strongly Agree
<i>Recognize strengths in other and lean into other's perspective with curiosity.</i>	4.49	0.65	Strongly Agree
<b>Weighted Mean</b>	4.52		
<b>SD</b>	0.55		
<b>Verbal Interpretation</b>	Very Great Extent		

Table 1 illustrates the level of school heads leadership competence as to social awareness

From the statement above, “*Considers other perspectives and opinions*” yielded the highest mean score ( $M=4.60$ ,  $SD=0.68$ ) and was remarked as Strongly Agree. This is followed by “*Demonstrate empathy and compassion*” with a mean score ( $M=4.56$ ,  $SD=0.65$ ) and was also remarked as Strongly Agree. On the other hand, the statement “*Show concern for other peoples' feelings and emotions*” received the lowest mean score of responses with ( $M=4.44$ ,  $SD=0.67$ ) yet also remarked Strongly Agree.

The level of school heads leadership competence as to social awareness attained a weighted mean score of 4.52 and a standard deviation of 0.55 and was Very Great Extent among the respondents. Explored factors and conditions that impact teacher leader's ability to influence colleagues in secondary schools. These results will allow boards, school and teacher leaders to deepen their understanding of the need for collaborative environments that foster on-going learning and decrease the negative effects of the external and internal factors and conditions department heads experience in their schools.

The broader literature on teacher leadership posits the notion that school leadership involves the interaction of all participants working toward a shared vision of quality learning for all students (Donaldson 2017; Muijs and Harris, 2017).

**Table 2. Level of School Heads Leadership Competence as to Organizational Skills**

STATEMENTS	MEAN	SD	REMARKS
<i>Maintain a healthy work-life balance.</i>	4.44	0.63	Strongly Agree
<i>Identify goals to meet and set achievable objectives.</i>	4.63	0.57	Strongly Agree
<i>Divide each task equally and according to the capabilities of the staffs.</i>	4.52	0.62	Strongly Agree

<i>Organize materials and plan for each activity and task before doing it.</i>	4.56	0.62	Strongly Agree
<i>Communicate and take feedback from other employees before making a decision.</i>	4.56	0.65	Strongly Agree
<b>Weighted Mean</b>	4.54		
<b>SD</b>	0.54		
<b>Verbal Interpretation</b>	Very Great Extent		

Table 2 illustrates the level of school heads leadership competence as to organizational skills

From the statement above, *“Identify goals to meet and set achievable objectives”* yielded the highest mean score ( $M=4.63$ ,  $SD=0.57$ ) and was remarked as Strongly Agree. This is followed by *“Organize materials and plan for each activity and task before doing it”* and with a mean score ( $M=4.56$ ,  $SD=0.62$ ) and was also remarked as Strongly Agree. On the other hand, the statement *“Maintain a healthy work-life balance”* received the lowest mean score of responses with ( $M=4.44$ ,  $SD=0.63$ ) yet also remarked Strongly Agree.

The level of school heads leadership competence as to organizational skills with regards to Program Design and Content attained a weighted mean score of 4.54 and a standard deviation of 0.54 and was Very Great Extent among the respondents. Teachers are internally driven to expand their professional knowledge and skills, experiment, take risks, collaborate, seek feedback from colleagues and question their own or others’ practices, all because of their strong interest in improving the conditions and outcomes of student learning. Some teachers focused on improving teaching and learning within their own classrooms, while others moved beyond their classrooms to influence broader change in their schools.

Likewise, organizational skills have also been found to be a relevant variable. Teacher leadership is regarded as a possible tool to reform education and improve teaching through the continuous professional development of teachers. School teachers organize teacher unions to solve problems before contacting a governing body (Mangin & Stoelinga, 2014).

Table 3 illustrates the level of school heads leadership competence as to innovative

**Table 3. Level of School Heads Leadership Competence as to Innovative**

STATEMENTS	MEAN	SD	REMARKS
<i>Approach things with curiosity and have an open mind.</i>	4.60	0.59	Strongly Agree
<i>Think about how the things could be improve.</i>	4.56	0.60	Strongly Agree
<i>Discuss ideas with the team and/or member of the organization.</i>	4.54	0.68	Strongly Agree
<i>Always think beyond the imagination and able to take risk.</i>	4.56	0.62	Strongly Agree
<i>Look for the brightest side and explore more for the continuous development and enhancement of the management.</i>	4.50	0.66	Strongly Agree
<b>Weighted Mean</b>	4.55		
<b>SD</b>	0.57		
<b>Verbal Interpretation</b>	Very Great Extent		

From the statement above, “*Approach things with curiosity and have an open mind*” yielded the highest mean score ( $M=4.60$ ,  $SD=0.59$ ) and was remarked as Strongly Agree. This is followed by “*Think about how the things could be improve and always think beyond the imagination and able to take risk*” and with a mean score ( $M=4.56$ ,  $SD=0.60$ ) and was also remarked as Strongly Agree. On the other hand, the statement “*Look for the brightest side and explore more for the continuous development and enhancement of the management*” received the lowest mean score of responses with ( $M=4.50$ ,  $SD=0.66$ ) yet also remarked Strongly Agree.

The level of school heads leadership competence as to innovative attained a weighted mean score of 4.55 and a standard deviation of 0.57 and was Very Great Extent among the respondents. Leadership in education has not been studied thoroughly in the Yukon due to historical reasons. In such small schools, one teacher can work hard to cover as many aspects of the curriculum as possible. The curriculum requires a very high level of organization, innovation and adaptability.

Innovation is a topic of intense interest and is seen as key to confronting the vast majority of issues facing humanity. To consolidate the knowledge about approaches promoting innovation, Soleas, E. (2018).

**Table 4. Level of School Heads Leadership Competence as to Systematic**

STATEMENTS	MEAN	SD	REMARKS
<i>Learn from experiences and take it as a lesson to integrate for future decisions.</i>	4.44	0.62	Strongly Agree
<i>Manage and prioritize the things that are mostly needed.</i>	4.40	0.64	Strongly Agree
<i>Make achievable goals that are realistic and will be able to reach by the members</i>	4.56	0.59	Strongly Agree
<i>Always consider personal constraints and strengths of the organization.</i>	4.56	0.60	Strongly Agree
<i>Establish regular check ins and monitoring of the employees.</i>	4.50	0.65	Strongly Agree
<b>Weighted Mean</b>	4.49		
<b>SD</b>	0.56		
<b>Verbal Interpretation</b>	Very Great Extent		

Table 4 illustrates the level of school heads leadership competence as to systematic

From the statement above, “*Make achievable goals that are realistic and will be able to reach by the members and always consider personal constraints and strengths of the organization*” yielded the highest mean score ( $M=4.56$ ,  $SD=0.59$ ) and was remarked as Strongly Agree. This is followed by “*Establish regular check ins and monitoring of the employees*” and with a mean score ( $M=4.50$ ,  $SD=0.65$ ) and was also remarked as Strongly Agree. On the other hand, the statement “*Manage and prioritize the things that are mostly needed*” received the lowest mean score of responses with ( $M=4.40$ ,  $SD=0.64$ ) yet also remarked Strongly Agree.

The level of school heads leadership competence as to systematic with regards to Provision of Technical Support attained a weighted mean score of 4.49 and a standard deviation of 0.56 and was Very Great Extent among the respondents. Systematic review integrating an all-database. Numerous studies provide support for the notion that more internal motivations like intrinsic (e.g., interest) and attainment (e.g., importance, fulfillment) were more influential than external motivators like rewards as targets of

strategies. Leaders should focus, whenever possible, on topics that engaged curiosity, interest, and satisfaction and, if they choose to use rewards, should focus their strategies to give related rewards; otherwise, they risk sundering the internal motivation to innovate for already interested workers.

**Table 5. Level of School Heads leadership Competence as to Results Oriented**

STATEMENTS	MEAN	SD	REMARKS
<i>Trust the process and focus on the outcome of the projects.</i>	4.56	0.57	Strongly Agree
<i>Exert efforts on performing tasks and job to make that the result will be more satisfying.</i>	4.44	0.69	Strongly Agree
<i>Know which result is important and focus on the resources to achieve it.</i>	4.60	0.58	Strongly Agree
<i>Identify tasks that need to be performed in order to meet certain goals, or to achieve a certain performance standard.</i>	4.47	0.60	Strongly Agree
<i>Achieve targets and enjoy benefits that come with it.</i>	4.52	0.62	Strongly Agree
<b>Weighted Mean</b>	4.52		
<b>SD</b>	0.54		
<b>Verbal Interpretation</b>	Very Great Extent		

Table 5 illustrates the level of school heads leadership competence as to results oriented

From the statement above, “*Know which result is important and focus on the resources to achieve it*” yielded the highest mean score ( $M=4.60$ ,  $SD=0.58$ ) and was remarked as Strongly Agree. This is followed by “*Trust the process and focus on the outcome of the projects*” and with a mean score ( $M=4.56$ ,  $SD=0.57$ ) and was also remarked as Strongly Agree. On the other hand, the statement “*Exert efforts on performing tasks and job to make that the result will be more satisfying*” received the lowest mean score of responses with ( $M=4.44$ ,  $SD=0.69$ ) yet also remarked Strongly Agree.

The level of school heads leadership competence as to results oriented attained a weighted mean score of 4.52 and a standard deviation of 0.54 and was Very High among the respondents. The emergence of teacher leaders as school reformers developed out of the need for schools to become centers of sustained progress within present realities of teaching and learning. Teacher-led school reform is a model of professional learning communities of practice.

Boone, C. (2014), found that to create a shared vision, school reformers must create processes that overcome several challenges and influence all teachers to become leaders inside and outside the classroom. Re-culturing the staff speaks to the necessity of teacher-led school reformers to create a culture of trust in the collective team. A critical aspect to teacher-led school reform is creating a sustainability plan that incorporates cycles of review and change to determine both effective and ineffective practices.

#### **Implementation of Enhanced School Learning Continuity Plan Key Dimensions**

It is further suggested that: some elements in teacher participation systems even detract from student learning, such as the time and energy diverted from the classroom to the decision-making councils. When teachers spend their time in committees deliberating, arguing, compromising, and voting, whether the experience is frustrating or satisfying, teaching comes to be a less significant part of teachers' daily work.

**Table 6. Level of implementation of Enhanced School Learning Continuity Plan Key Dimensions as to Safe Operations**

STATEMENTS	MEAN	SD	REMARKS
<i>Ensure conditions that reduce disease transmissions.</i>	4.56	0.65	Strongly Agree
<i>Provides safety tools and equipment inside and outside the school premises in the implementation of remote instruction.</i>	4.40	0.71	Strongly Agree
<i>Follow safety protocols implemented by the government amid pandemic</i>	4.31	0.68	Strongly Agree
<i>Provides accessible facilities clean water for safe handwashing and protocols on social distancing and good hygiene practices.</i>	4.41	0.83	Strongly Agree
<i>Ensure safety and protections of all staffs by providing protective and preventive supplies.</i>	4.29	0.65	Strongly Agree
<b>Weighted Mean</b>	4.46		
<b>SD</b>	0.54		
<b>Verbal Interpretation</b>	Very Great Extent		

Table 6 illustrates the level of implementation of Enhanced School Learning Continuity Plan Key Dimensions as to Safe Operations

From the statement above, “*Ensure conditions that reduce disease transmissions*” yielded the highest mean score ( $M=4.56$ ,  $SD=0.65$ ) and was remarked as Strongly Agree. This is followed by “*Provides accessible facilities clean water for safe handwashing and protocols on social distancing and good hygiene practices*” and with a mean score ( $M=4.41$ ,  $SD=0.83$ ) and was also remarked as Strongly Agree. On the other hand, the statement “*Ensure safety and protections of all staffs by providing protective and preventive supplies*” received the lowest mean score of responses with ( $M=4.29$ ,  $SD=0.65$ ) yet also remarked Strongly Agree. There is a critical need for enhanced understanding of how to make professional development mechanisms, with demonstrated efficacy in supporting individual teachers to improve their use of evidence-based practices, scalable for a system-wide effort.

The level of implementation of Enhanced School Learning Continuity Plan Key Dimensions as to Safe Operations attained a weighted mean score of 4.46 and a standard deviation of 0.54 and was Very High among the respondents.

Furthermore, as Wohlester and Odden (2019) remind us Future policy and research ought to expand its preview of school-based management to include more than just delegating budget, personnel, and curriculum decisions to schools and to join school-based management as a governance reform with content (curriculum and instruction) reforms so as to enhance the possibilities for improving educational practice.

Table 7 illustrates the level of implementation of Enhanced School Learning Continuity Plan Key Dimensions as to Well- Being and Protection

**Table 7. Level of Implementation of Enhanced School Learning Continuity Plan Key Dimensions of Secondary Schools in Laguna as to Well- Being and Protection**

STATEMENTS	MEAN	SD	REMARKS
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<i>Provides program that help flourish teachers' well-being during the pandemic (seminar and webinars) that will enhance and develop knowledge and skills that can be applied in the process.</i>	4.56	0.59	Strongly Agree
<i>Provides environment that can support personal needs and expectations of both learners and their teachers amid pandemic</i>	4.56	0.60	Strongly Agree
<i>Create clear boundaries between home and school as protection to both teachers and students (provisions module and self-paced learning materials)</i>	4.47	0.66	Strongly Agree
<i>Schools adopt a growth mindset for teaching and learning with remote instruction.</i>	4.44	0.73	Strongly Agree
<i>Provide a friendly environment that can enhance teacher-learners and teacher-parents relationship</i>	4.53	0.65	Strongly Agree
<b>Weighted Mean</b>	4.51		
<b>SD</b>	0.56		
<b>Verbal Interpretation</b>	Very Great Extent		

From the statement above, “*Provides program that help flourish teachers' well-being during the pandemic (seminar and webinars) that will enhance and develop knowledge and skills that can be applied in the process and provides environment that can support personal needs and expectations of both learners and their teachers amid pandemic*” yielded the highest mean score ( $M=4.56$ ,  $SD=0.59$ ,  $0.60$ ) and was remarked as Strongly Agree. This is followed by “*Provide a friendly environment that can enhance teacher-learners and teacher-parents relationship*” and with a mean score ( $M=4.53$ ,  $SD=0.65$ ) and was also remarked as Strongly Agree. On the other hand, the statement “*Schools adopt a growth mindset for teaching and learning with remote instruction*” received the lowest mean score of responses with ( $M=4.44$ ,  $SD=0.73$ ) yet also remarked Strongly Agree.

The level of implementation of Enhanced School Learning Continuity Plan Key Dimensions as to Well-Being and Protection attained a weighted mean score of 4.51 and a standard deviation of 0.56 and was Very High among the respondents. The findings suggest that teachers with the profile of a high degree of developmental leadership create an environment that fosters educational motivation positively among students, facilitating students' achievement of high-performance levels and a sense of well-being about their studies. In contrast, the research shows that teachers with a low degree of developmental leadership create an environment that is nonconductive for educational motivation, performance or the welfare of schoolwork.

**Table 8. Level of Implementation of Enhanced School Learning Continuity Plan Key Dimensions of Selected Public Secondary Schools in Laguna as to Focus on Learning**

<b>STATEMENTS</b>	<b>MEAN</b>	<b>SD</b>	<b>REMARKS</b>
<i>Prioritize student's learning.</i>	4.46	0.63	Strongly Agree
<i>Provide activities for student's developmental skills.</i>	4.34	0.66	Strongly Agree

<i>Engage students on other activities even it is only done virtually.</i>	4.47	0.68	Strongly Agree
<i>Promotes learning that will not give pressure and stress to the students.</i>	4.50	0.63	Strongly Agree
<i>Provide materials other than print modules to still enhance the multiple intelligence of students even during the pandemic.</i>	4.52	0.65	Strongly Agree
<b>Weighted Mean</b>	4.46		
<b>SD</b>	0.57		
<b>Verbal Interpretation</b>	Very Great Extent		

Table 8 illustrates the level of implementation of Enhanced School Learning Continuity Plan Key Dimensions as to Focus on Learning

From the statement above, “*Provide materials other than print modules to still enhance the multiple intelligence of students even during the pandemic*” yielded the highest mean score ( $M=4.52$ ,  $SD=0.65$ ) and was remarked as Strongly Agree. This is followed by “*Promotes learning that will not give pressure and stress to the students*” and with a mean score ( $M=4.50$ ,  $SD=0.63$ ) and was also remarked as Strongly Agree. On the other hand, the statement “*Provide activities for student’s developmental skills*” received the lowest mean score of responses with ( $M=4.34$ ,  $SD=0.66$ ) yet also remarked Strongly Agree.

The level of implementation of Enhanced School Learning Continuity Plan Key Dimensions as to Focus on Learning attained a weighted mean score of 4.46 and a standard deviation of 0.57 and was Very High among the respondents. While findings reveal that most teachers enjoy the challenge of performing two roles, they also indicated that they periodically become overwhelmed with the responsibilities of both roles. The study concludes that teacher leadership might adversely affect some teaching practices, as planning and preparation for instruction are affected, and teacher leaders' sudden shifts from leading to teaching affects their teaching focus.

Ovando, M. (2014), explored the extent to which teachers' participation in leadership and decision making affects their teaching practices, particularly their planning and delivering of instruction. Findings reveal that teacher leaders perform their leadership duties at a variety of times in an effort to protect their classroom teaching and seem to use the time they normally spend in planning and conferencing, as well as their own personal time.

**Table 9. Level of Implementation of Enhanced School Learning Continuity Plan Key Dimensions as to Ensuring Quality of Teaching and Learning Process**

<b>STATEMENTS</b>	<b>MEAN</b>	<b>SD</b>	<b>REMARKS</b>
<i>Integration of modern technology for a better teaching-learning process.</i>	4.58	0.60	Strongly Agree
<i>Empowering students to be an active learning.</i>	4.53	0.60	Strongly Agree
<i>Personalize the learning experience of the students.</i>	4.55	0.62	Strongly Agree
<i>Conducting activities promoting multidisciplinary courses.</i>	4.53	0.63	Strongly Agree
<i>Encourage the learning that aid the learners’ diversity and promotes inclusive education.</i>	4.54	0.62	Strongly Agree
<b>Weighted Mean</b>	4.54		
<b>SD</b>	0.56		

<b>Verbal Interpretation</b>	Very Great Extent
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Table 9 illustrates the level of implementation of Enhanced School Learning Continuity Plan Key Dimensions as to Ensuring Quality of Teaching and Learning Process

From the statement above, “*Integration of modern technology for a better teaching-learning process*” yielded the highest mean score ( $M=4.58$ ,  $SD=0.60$ ) and was remarked as Strongly Agree. This is followed by “*Personalize the learning experience of the students*” and with a mean score ( $M=4.55$ ,  $SD=0.62$ ) and was also remarked as Strongly Agree. On the other hand, the statement “*Empowering students to be an active learning and conducting activities promoting multidisciplinary courses*” received the lowest mean score of responses with ( $M=4.53$ ,  $SD=0.60$ ,  $0.63$ ) yet also remarked Strongly Agree.

The level of implementation of Enhanced School Learning Continuity Plan Key Dimensions as to Ensuring Quality of Teaching and Learning Process attained a weighted mean score of 4.54 and a standard deviation of 0.56 and was Very High among the respondents. Shared decision making which calls for teacher participation in leadership roles and tasks seems to be one of the current strategies widely used to improve teaching and learning. Proponents and advocates of teacher participation in leadership roles and particularly in site-level decision making claim that teachers are in a unique position to make significant contributions to decision making about teaching and learning.

Therefore, in order to maintain quality and ensure the relevance of Yukon education for wider communities it is necessary to conduct research, make systemic changes and pay attention to cultural and contextual leadership development in education in the near future, (Ottman, 2015).

Table 10 illustrates the level of implementation of Enhanced School Learning Continuity Plan Key Dimensions as to Provision of Learning Resources

From the statement, “*School can provide support for learning materials of the student and school can allocate funds printing and disseminating information*” yielded the highest mean score ( $M=4.55$ ,  $SD=0.65$ ) and was remarked as Strongly Agree. This is followed by “*School can provide communication materials for the students, teachers and other stakeholders*” and with a mean score ( $M=4.49$ ,  $SD=0.63$ ) and was also remarked as Strongly Agree. On the other hand, the statement “*School are able to conserve materials for the future use*” received the lowest mean score of responses with ( $M=4.43$ ,  $SD=0.80$ ) yet also remarked Strongly Agree.

**Table 10. Level of Implementation of Enhanced School Learning Continuity Plan Key Dimensions as to Provision of Learning Resources**

STATEMENTS	MEAN	SD	REMARKS
<i>School can provide support for learning materials of the student.</i>	4.55	0.65	Strongly Agree
<i>School can allocate funds printing and disseminating information.</i>	4.55	0.65	Strongly Agree
<i>School can provide communication materials for the students, teachers and other stakeholders.</i>	4.49	0.63	Strongly Agree
<i>School can conduct learning sessions that will serve as another learning resources for every learner.</i>	4.46	0.66	Strongly Agree
<i>School are able to conserve materials for the future use.</i>	4.43	0.80	Strongly Agree
<b>Weighted Mean</b>	4.49		

<b>SD</b> <i>Verbal Interpretation</i>	0.60 Very Great Extent
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The level of implementation of Enhanced School Learning Continuity Plan Key Dimensions as to Provision of Learning Resources attained a weighted mean score of 4.49 and a standard deviation of 0.60 and was Very High among the respondents. The apparent consensus among education and research scholars is that teacher quality is the single most important in-school factor contributing to student learning.

Furthermore, English (2018) suggests that other areas of decision making include development of educational priorities, new programs, scheduling, professional development programs, and allocation of building resources. Most of these domains share a common purpose of meeting students' needs and campus specific priorities. While there are a variety of areas in which teachers may be involved as decision makers or leaders, it appears that their participation may be influenced by several factors.

**Table 11. Level of implementation of Enhanced School Learning Continuity Plan Key Dimensions as to Education Financing**

STATEMENTS	MEAN	SD	REMARKS
<i>Allocate budget for building facilities that are helpful for sustaining quality education.</i>	4.51	0.69	Strongly Agree
<i>Planning and setting goals for budget allocation.</i>	4.54	0.63	Strongly Agree
<i>Putting those plans into actions to ensure that school resources are being used efficiently and effectively.</i>	4.46	0.70	Strongly Agree
<i>Prioritize to expend budget on the things that are mostly needed by the school.</i>	4.39	0.78	Strongly Agree
<i>Monitor and maintain budget allocations for every expenses.</i>	4.52	0.59	Strongly Agree
<b>Weighted Mean</b>	4.49		
<b>SD</b>	0.59		
<i>Verbal Interpretation</i>	Very Great Extent		

Table 11 illustrates the level of implementation of Enhanced School Learning Continuity Plan Key Dimensions as to Education Financing

From the statement above, "*Planning and setting goals for budget allocation*" yielded the highest mean score ( $M=4.54$ ,  $SD=0.63$ ) and was remarked as Strongly Agree. This is followed by "*Monitor and maintain budget allocations for every expenses*" and with a mean score ( $M=4.52$ ,  $SD=0.59$ ) and was also remarked as Strongly Agree. On the other hand, the statement "*Prioritize to expend budget on the things that are mostly needed by the school*" received the lowest mean score of responses with ( $M=4.39$ ,  $SD=0.78$ ) yet also remarked Strongly Agree.

The level of implementation of Enhanced School Learning Continuity Plan Key Dimensions as to Education Financing attained a weighted mean score of 4.49 and a standard deviation of 0.60 and was Very High among the respondents. There exists a great deal of literature on teacher quality and effective teaching, including complete instructional frameworks, collections of teaching strategies and research demonstrating the impact of effective teaching.

Teachers' leadership plays a critical and central role in students' educational motivations. This indicates that, in the school context, a teacher's leadership can have both positive and negative impacts on

students' educational motivation and performance. Ogvist, A. & Malmstrom, M. (2015), explores these assumptions, building on the path-goal theory, more specifically the effects of teachers' leadership.

### School Performance

Broad range of practically significant employee motivations and provides insight into how to enhance individual-level performance by examining individual-level state goal orientation emergence in organizational work groups. Leadership and multilevel climate processes are theorized to parallel each dimension of state goal orientation to cue and ultimately induce the corresponding achievement focus among individual work group members. It is argued that the patterns of leader behavior, which elucidate the leader's achievement priority, shape group members' psychological and work group climate to embody this priority.

**Table 12. Level of School Performance in terms of Development Plan as to SIP/AIP**

STATEMENTS	MEAN	SD	REMARKS
<i>School designed and implement an improvement strategy for the school improvement plan.</i>	4.80	0.40	Strongly Agree
<i>Capable of finding solutions for every problem that school may face.</i>	4.78	0.44	Strongly Agree
<i>Mindful of the school's current situation.</i>	4.81	0.41	Strongly Agree
<i>Capable of doing significant projects that are helpful for the school improvement.</i>	4.81	0.39	Strongly Agree
<i>Able to measure and evaluate the results of plan that have taken.</i>	4.78	0.42	Strongly Agree
<b>Weighted Mean</b>	4.80		
<b>SD</b>	0.37		
<b>Verbal Interpretation</b>	Very Great Extent		

Table 12 illustrates the level of school performance in terms of the development plan as to SIP/AIP. It shows that the respondents perceived that the school heads "*Mindful of the school's current situation*" ( $M=4.81$ ,  $SD=0.41$ ) and "*Capable of doing significant projects that are helpful for the school improvement*" ( $M=4.81$ ,  $SD=0.39$ ) which both gained the highest mean score and were provided to a very great extent. Also, "*Capable of finding solutions for every problem that school may face*" ( $M=4.78$ ,  $SD=0.45$ ) and "Measures and evaluate the results of the plan that has been taken" were provided at a very great extent though it bears the least mean score.

Overall, the level of school performance in terms of development plan as to SIP/AIP attained mean score of 4.80 and standard deviation of 0.37 was to a very great extent among the respondents.

Finding shows that school heads allow their faculty and staff to take contributions in planning and implementation of school activities.

The School Improvement Plan (SIP) Guidebook is provided which details the procedure in preparing the enhanced SIP and SRC. The enclosed guidelines and the Guidebook shall serve as the official reference in the preparation and implementation of the SIP and SRC. Concerned offices, local government units (LGUs), and development partners are urged to conform to these guidelines as they implement projects and activities related to school planning in DepEd schools.

**Table 13. Level of School Performance in terms of Development Plan as to PPAs**

STATEMENTS	MEAN	SD	REMARKS
<i>School is capable of implementing and supporting the annual Brigada Eskwela.</i>	4.89	0.31	Strongly Agree
<i>School is capable of doing other programs that can support student's learning.</i>	4.79	0.41	Strongly Agree
<i>School can encourage the interest of both community and government to support school improvement.</i>	4.80	0.40	Strongly Agree
<i>School is able to engage the learners on other activities that they can collaborate with other learners.</i>	4.73	0.45	Strongly Agree
<i>Faculty members are also capable of taking their part in planning for school activities.</i>	4.84	0.37	Strongly Agree
<b>Weighted Mean</b>	4.81		
<b>SD</b>	0.33		
<b>Verbal Interpretation</b>	Very Great Extent		

Table 13 illustrates the level of school performance in terms of development plan as to PPAs. It shows that the respondents perceived that the school heads “*School is capable of implementing and supporting the annual Brigada Eskwela*”, to a very great extent which gained the highest ( $M=4.89$ ,  $SD=0.31$ ). Also, “*School is able to engage the learners on other activities that they can collaborate with other learners*” were provided at a very great extent though it bears the least ( $M=4.73$ ,  $SD=0.45$ ).

Overall, the level of School Performance in terms of Development Plan as to PPAs attained a mean score of 4.81 and standard deviation of 0.33 was to a very great extent among the respondents.

Finding shows that school head provides great plan that enables the teachers to do improvement in terms of their projects, programs and activities that could sustain the higher quality of education for students.

Identifying the factors that influence academic performance is an essential part of educational research. Previous studies have documented the importance of personality traits, class attendance, and social network structure (Kassarnig, et. al., 2018).

Development Plan required skill and competency development, and objectives a staff member will need to accomplish in order to support continuous improvement and career development.

Table 14 illustrates the level of school performance in terms of development plan as to SGC. It shows that the respondents perceived that the school heads “*SGC can provide a forum for parents, students, teachers, community stakeholders and the school head to work together towards continuously improving student learning outcomes*”, “*SGC can govern and monitor the school plans and activities*” both have ( $M=4.81$ ,  $SD=0.39$ ) and “*SGC works collaboratively with the school leadership to offer input into certain decision-making processes*” ( $M=4.81$ ,  $SD=0.39$ ) which gained the highest mean score and interpret as to a very great extent. Also, “*SGC can helps empowering the overall framework of the school plans*” were provide at a very great extent though it bears the least ( $M=4.75$ ,  $SD=0.43$ ).

**Table 14. Level of School Performance in terms of Organizational Structure as to School Governing Council**

STATEMENTS	MEAN	SD	REMARKS
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<i>SGC can provide a forum for parents, students, teachers, community stakeholders and the school head to work together towards continuously improving student learning outcomes.</i>	4.81	0.39	Strongly Agree
<i>SGC can govern and monitor the school plans and activities.</i>	4.81	0.39	Strongly Agree
<i>SGC can helps empowering the overall framework of the school plans.</i>	4.75	0.43	Strongly Agree
<i>SGC are willing to take their part in ensuring the quality education.</i>	4.76	0.43	Strongly Agree
<i>SGC works collaboratively with the school leadership to offer input into certain decision-making processes.</i>	4.81	0.44	Strongly Agree
<b>Weighted Mean</b>	4.79		
<b>SD</b>	0.35		
<b>Verbal Interpretation</b>	Very Great Extent		

Overall, the level of school performance in terms of development plan as to SGC attained mean score of 4.79 and standard deviation of 0.35 was to a very great extent among the respondents.

Every school has its own organization which can also have a greater contribution to developing school activities. The finding shows that school heads allow the governance council to do their job and responsibilities in school. SGC establishes forums that are open for all the members of the school and community.

According to Morgan (2018), the structure typically determines how the roles, power and responsibilities are assigned, controlled, and coordinated, and how information flows between the different levels of management. A structure depends on the organization's objectives and strategy. In a centralized structure, the top layer of management has most of the decision-making power and has tight control over departments and divisions. In a decentralized structure, the decision-making power is distributed and the departments and divisions may have different degrees of independence.

**Table 15. Level of School Performance in terms of Organizational Structure as to Schools Parent-Teachers Association**

<b>STATEMENTS</b>	<b>MEAN</b>	<b>SD</b>	<b>REMARKS</b>
<i>PTA provides a forum for the discussion of problems and their solutions.</i>	4.75	0.43	Strongly Agree
<i>PTA ensures the full cooperation of parents in the efficient implementation of school plans and activities.</i>	4.81	0.40	Strongly Agree
<i>PTA takes part on planning, implementing, monitoring and evaluation of school programs and activities.</i>	4.80	0.40	Strongly Agree
<i>PTA develops collaborative activities for building good relationship between teachers, parents and students.</i>	4.86	0.34	Strongly Agree
<i>PTA ensures to witness the improvement of children's performance.</i>	4.85	0.41	Strongly Agree

<b>Weighted Mean</b>	4.81
<b>SD</b>	0.33
<b>Verbal Interpretation</b>	Very Great Extent

Table 15 illustrates the level of school performance in terms of organizational structure as to SPTA. It shows that the respondents perceived that the school heads “*PTA develops collaborative activities for building good relationship between teachers, parents and students*”, to a very great extent which gained the highest ( $M=4.86$ ,  $SD=0.34$ ). Also, “*PTA provides a forum for the discussion of problems and their solutions*” were provided at a very great extent though it bears the least ( $M=4.75$ ,  $SD=0.43$ ).

Overall, the level of school performance in terms of organizational structure as to SPTA attained mean score of 4.81 and standard deviation of 0.33 was to a very great extent among the respondents.

School heads allow the parents to take part in making programs and activities that they think could help the school in building quality services. Finding also shows that PTA are able to participate in planning other related jobs that could sustain good education for their children.

Members of the school are expected to adhere to the dictates of the structure in pursuit of the stated goals and objectives of the organization. The school structure determines how resources are shared among members in different departments and the structure defines the leader of each department. Quick and Nelson, (2018) posit that departments in a school motivation of employees to work to their expectations in an organizational structure that allows them to best execute their duties to produce the desired work. Therefore, the formation of an organizational structure typically refers to the hierarchical arrangement of lines of authority, communications, rights and duties of an organization.

**Table 16. Level of School Performance in terms of Drop Out Rate**

Indicators	Freq.	%	Adjectival Rating
Dropout Rate			
0%	5	29.41	Outstanding
Less than 1%	9	52.94	VS
1% to 4.9%	3	17.65	S
5% and above	-	-	

Table 16 illustrate the level of School Performance in terms of Drop Out Rate

The findings reveal that the Dropout rate, in range of less than 1% got the highest frequency of nine (9) or 54.94% *outstanding*, followed by the rate of 0% got the frequency of five (5) or 29.41% *very satisfactory*, also, and the range of 1% to 4.9% got the least frequency of three (3) or 17.65 % *satisfactory* among the respondents there is no frequency in range of 5% and above.

Results, using structural equation modeling, showed that emotional intelligence, especially the intrapersonal and interpersonal dimensions, has a positive effect on leadership roles, explaining 51% of variance. Leadership roles such as performance evaluation, motivation support, and development improvement had a strong influence on effectiveness.

**Table 17. Level of School Performance in terms of Completion Rate**

Indicators	Freq.	%	Adjectival Rating
Completion Rate			
100%	4	23.53	Outstanding VS S FS
90% – 99.9%	11	64.71	
80% – 89.9%	1	5.88	
Below 80%	1	5.88	

Table 17 illustrate the level of School Performance in terms of Completion Rate

The Completion rate shows that at range of 90% – 99.9% got the highest frequency of eleven (11) or 64.71% *outstanding*, then at rate 100% got the frequency of four (4) or 23.53% *very satisfactory*, also at then at range of 80% – 89.9% got the lowest frequency of one (1) or 5.88% and range below 80% got the frequency of one (1) or 5.88% *satisfactory*.

**Table 18. Level of School Performance in terms of School MPS**

Indicators	Freq.	%	Adjectival Rating
School MPS			
90 and above	-	-	VS S FS
80 – 89	2	11.76	
70 – 79	3	17.65	
Below 70	12	70.59	

Table 18 illustrate the level of School Performance in terms of School MPS  
 In terms of School MPS it shows that the range below 70 got the highest frequency which is twelve (12) or 70.59% *fairly satisfactory*, followed by the range of 70-79 got the frequency of three (3) or 17.65% *satisfactory*, then the range of 80-89 which got the lowest frequency of two (2) or 11.76% *very satisfactory* and there is no frequency at range of ninety (90) and above.

Methods for improving teacher quality are also increasingly prevalent in the literature. Some of these methods include: an effort to identify the features of effective professional development that have an impact on teaching practice and student outcomes as highlighted by Garet et al. (2015); instructional leadership practices, notably by Knight (2017); and teacher performance evaluation systems as investigated by Marzano (2013).

**Table 19. Level of School Performance in terms of OPCRIF**

Indicators	Freq.	%	Adjectival Rating
OPCRIF			
4.51 – 5.00	9	52.94	Outstanding VS S
3.51 - 4.50	8	47.06	
2.51 - 3.50	-	-	

Table 19 illustrate the level of School Performance in terms of OPCRIF

In terms of OPCRF range 4.51-5.00 got the highest frequency of nine (9) or 52.94% outstanding, followed by the range of 3.51-4.50 which got frequency of eight (8) or 47.06% *very satisfactory*, and there is respondents in range of 2.51-3.50.

Finding show varied responses in school performance in terms of drop-out rate, completion rate, school's MPS, and OPCRF. It depends on the school's location, size, members and surrounding community. Somehow, in schools along the small municipalities, students and education are more centered in one school only unlike from other big municipalities wherein student/parents can choose among different schools they will participate.

Teacher participation in decision making increases teacher empowerment and advances professionalism. Additionally, teacher involvement in decision making "allows for greater control over the decision process". It is further assumed "that when teachers take leadership in matters of instruction and school organization, authentic change happens" (Miller, L. & O'Shea, C., 2016).

**Table 20. Significant Relationship between School Heads Leadership Competence and School Performance of Selected Public Secondary Schools in Laguna**

School Heads Leadership Competence	School Performance	r value	Degree of Correlation	Analysis
Social Awareness	<i>Development Plan as to SIP/AIP</i>	0.776	Strong	<i>Significant</i>
	<i>...as to PPAs</i>	0.484	Medium	<i>Significant</i>
	<i>Organizational Structure as to SGC</i>	0.549	Medium	<i>Significant</i>
	<i>...as to SPTA</i>	0.478	Medium	<i>Significant</i>
	<i>Drop Out Rate</i>	0.416	Medium	<i>Significant</i>
	<i>Completion Rate</i>	0.425	Medium	<i>Significant</i>
	<i>School's MPS</i>	0.387	Weak	<i>Significant</i>
Organizational Skills	<i>OPCRF</i>	0.329	Weak	<i>Significant</i>
	<i>Development Plan as to SIP/AIP</i>	0.814	Very Strong	<i>Significant</i>
	<i>Development Plan as to PPAs</i>	0.542	Medium	<i>Significant</i>
	<i>Organizational Structure as to SGC</i>	0.568	Medium	<i>Significant</i>
	<i>Organizational Structure as to SPTA</i>	0.458	Medium	<i>Significant</i>
	<i>Drop Out Rate</i>	0.450	Medium	<i>Significant</i>
	<i>Completion Rate</i>	0.474	Medium	<i>Significant</i>
Innovative	<i>School's MPS</i>	0.366	Weak	<i>Significant</i>
	<i>OPCRF</i>	0.418	Medium	<i>Significant</i>
	<i>Development Plan as to SIP/AIP</i>	0.821	Very Strong	<i>Significant</i>
	<i>Development Plan as to PPAs</i>	0.554	Medium	<i>Significant</i>
	<i>Organizational Structure as to SGC</i>	0.558	Medium	<i>Significant</i>
	<i>Organizational Structure as to SPTA</i>	0.487	Medium	<i>Significant</i>
	<i>Drop Out Rate</i>	0.320	Weak	<i>Significant</i>
Systematic	<i>Completion Rate</i>	0.411	Medium	<i>Significant</i>
	<i>School's MPS</i>	0.404	Medium	<i>Significant</i>
	<i>OPCRF</i>	0.324	Weak	<i>Significant</i>
	<i>Development Plan as to SIP/AIP</i>	0.791	Strong	<i>Significant</i>
Systematic	<i>Development Plan as to PPAs</i>	0.629	Strong	<i>Significant</i>
	<i>Organizational Structure as to SGC</i>	0.643	Strong	<i>Significant</i>
	<i>Organizational Structure as to SPTA</i>	0.560	Medium	<i>Significant</i>

	<i>Drop Out Rate</i>	0.222	Weak	<i>Significant</i>
	<i>Completion Rate</i>	0.316	Weak	<i>Significant</i>
	<i>School's MPS</i>	0.366	Weak	<i>Significant</i>
	<i>OPCRF</i>	0.441	Medium	<i>Significant</i>
Results Oriented	<i>Development Plan as to SIP/AIP</i>	0.791	Strong	<i>Significant</i>
	<i>Development Plan as to PPAs</i>	0.624	Strong	<i>Significant</i>
	<i>Organizational Structure as to SGC</i>	0.657	Strong	<i>Significant</i>
	<i>Organizational Structure as to SPTA</i>	0.532	Medium	<i>Significant</i>
	<i>Drop Out Rate</i>	0.260	Weak	<i>Significant</i>
	<i>Completion Rate</i>	0.312	Weak	<i>Significant</i>
	<i>School's MPS</i>	0.401	Medium	<i>Significant</i>
	<i>OPCRF</i>	0.479	Medium	<i>Significant</i>

<b>Coefficient Interval</b>	<b>Correlation</b>	<b>*Significant</b>
0.00 – 0.199	Very Weak	
0.20 – 0.399	Weak	
0.40 – 0.599	Medium	
0.60 – 0.799	Strong	
0.80 – 1.000	Very Strong	

Table 20 illustrate the relationship between School Heads Leadership Competence and School Performance of Selected Public Secondary Schools in Laguna

The *Social Awareness, Organizational Skills, Innovative, Systematic and Results Oriented* of the School Heads Leadership Competence was observed to have a significant relationship to the School Performance of Selected Public Secondary Schools in Laguna. This is based on the computed r values obtained from the tests with weak to very strong relationship. Furthermore, the p-values obtained were less than the significance alpha 0.05, hence there is a significance.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis “*There is no significant relationship between the School Heads Leadership Competence and School Performance of Selected Public Secondary Schools in Laguna*” is rejected. Thus, the alternative should be accepted which incites that there is a significant relationship between them.

Teacher leadership is not necessarily a new movement. Teachers have performed both formal and informal leadership roles in schools and classrooms. For example, teachers have been called upon to be department chairs, advisory committee leaders, and the like. However, according to Smylie and Brownlee-Conyers, (2017), "recent initiatives to develop teacher leadership represent often dramatic departures from these more traditional roles. They expand and create substantially different work roles and responsibilities for teachers. They place teachers with administrators at the center of school and district level decision making).

**Table 21. Significant Relationship between Implementation of Enhanced School Learning Continuity Plan and School Performance of Selected Public Secondary Schools in Laguna**

<b>Enhanced School Learning Continuity Plan</b>	<b>School Performance</b>	<b>r value</b>	<b>Degree of Correlation</b>	<b>Analysis</b>
Safe Operations	<i>Development Plan as to SIP/AIP</i>	0.416	Medium	<i>Significant t</i>
	<i>...as to PPAs</i>	0.425	Medium	<i>Significant t</i>

	<i>Organizational Structure as to SGC</i>	0.345	Weak	<i>Significant t</i>
	<i>...as to SPTA</i>	0.382	Weak	<i>Significant t</i>
	<i>Drop Out Rate</i>	0.329	Weak	<i>Significant t</i>
	<i>Completion Rate</i>	0.315	Weak	<i>Significant t</i>
	<i>School's MPS</i>	0.497	Medium	<i>Significant t</i>
	<i>OPCRF</i>	0.450	Medium	<i>Significant t</i>
Well- Being and Protection	<i>Development Plan as to SIP/AIP</i>	0.474	Medium	<i>Significant t</i>
	<i>Development Plan as to PPAs</i>	0.383	Weak	<i>Significant t</i>
	<i>Organizational Structure as to SGC</i>	0.366	Weak	<i>Significant t</i>
	<i>Organizational Structure as to SPTA</i>	0.278	Weak	<i>Significant t</i>
	<i>Drop Out Rate</i>	0.418	Medium	<i>Significant t</i>
	<i>Completion Rate</i>	0.460	Medium	<i>Significant t</i>
	<i>School's MPS</i>	0.320	Weak	<i>Significant t</i>
	<i>OPCRF</i>	0.411	Medium	<i>Significant t</i>
Focus on Learning	<i>Development Plan as to SIP/AIP</i>	0.478	Medium	<i>Significant t</i>
	<i>Development Plan as to PPAs</i>	0.404	Medium	<i>Significant t</i>
	<i>Organizational Structure as to SGC</i>	0.259	Weak	<i>Significant t</i>
	<i>Organizational Structure as to SPTA</i>	0.324	Weak	<i>Significant t</i>
	<i>Drop Out Rate</i>	0.478	Medium	<i>Significant t</i>
	<i>Completion Rate</i>	0.222	Weak	<i>Significant t</i>
	<i>School's MPS</i>	0.316	Weak	<i>Significant t</i>
	<i>OPCRF</i>	0.290	Weak	<i>Significant t</i>
Ensuring Quality of Teaching and Learning Process	<i>Development Plan as to SIP/AIP</i>	0.366	Weak	<i>Significant t</i>
	<i>Development Plan as to PPAs</i>	0.215	Weak	<i>Significant t</i>

	<i>Organizational Structure as to SGC</i>	0.441	Medium	<i>Significant t</i>
	<i>Organizational Structure as to SPTA</i>	0.481	Medium	<i>Significant t</i>
	<i>Drop Out Rate</i>	0.260	Weak	<i>Significant t</i>
	<i>Completion Rate</i>	0.312	Weak	<i>Significant t</i>
	<i>School's MPS</i>	0.376	Weak	<i>Significant t</i>
	<i>OPCRF</i>	0.401	Medium	<i>Significant t</i>
Provision of Learning Resources	<i>Development Plan as to SIP/AIP</i>	0.271	Weak	<i>Significant t</i>
	<i>Development Plan as to PPAs</i>	0.479	Medium	<i>Significant t</i>
	<i>Organizational Structure as to SGC</i>	0.413	Medium	<i>Significant t</i>
	<i>Organizational Structure as to SPTA</i>	0.344	Weak	<i>Significant t</i>
	<i>Drop Out Rate</i>	0.351	Weak	<i>Significant t</i>
	<i>Completion Rate</i>	0.468	Medium	<i>Significant t</i>
	<i>School's MPS</i>	0.342	Weak	<i>Significant t</i>
	<i>OPCRF</i>	0.278	Weak	<i>Significant t</i>
Education Financing	<i>Development Plan as to SIP/AIP</i>	0.447	Medium	<i>Significant t</i>
	<i>Development Plan as to PPAs</i>	0.424	Medium	<i>Significant t</i>
	<i>Organizational Structure as to SGC</i>	0.260	Weak	<i>Significant t</i>
	<i>Organizational Structure as to SPTA</i>	0.433	Medium	<i>Significant t</i>
	<i>Drop Out Rate</i>	0.291	Weak	<i>Significant t</i>
	<i>Completion Rate</i>	0.252	Weak	<i>Significant t</i>
	<i>School's MPS</i>	0.354	Weak	<i>Significant t</i>
	<i>OPCRF</i>	0.465	Medium	<i>Significant t</i>

Coefficient Interval      Correlation

0.00 – 0.199      Very Weak

0.20 – 0.399      Weak

0.40 – 0.599      Medium

0.60 – 0.799      Strong

0.80 – 1.000 Very Strong

Table 21 Illustrate the relationship between Implementation of Enhanced School Learning Continuity Plan and School Performance of Selected Public Secondary Schools in Laguna

The *Safe Operations, Well- Being and Protection, Focus on Learning, Ensuring Quality of Teaching and Learning Process, Provision of Learning Resources, and Education Financing* of the Implementation of Enhanced School Learning Continuity Plan was observed to have a significant relationship to the School Performance of Selected Public Secondary Schools in Laguna. This is based on the computed r values obtained from the tests with weak to very strong relationship. Furthermore, the p-values obtained were less than the significance alpha 0.05, hence there is a significance.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis “*There is no significant relationship between the Implementation of Enhanced School Learning Continuity Plan and School Performance of Selected Public Secondary Schools in Laguna*” is rejected. Thus, the alternative should be accepted which incites that there is a significant relationship between them.

It creates potential for teacher leaders to challenge and reshape traditional prerogatives of principals, expands the foci of teacher leaders' role and responsibilities beyond the classroom, and creates potential for conflict in priority and effort between the work that teacher leaders perform in the classroom with children and the work that they perform outside the classroom with principals and other teachers. (Smylie and Brownlee-Conyers, 2017).

### **Conclusion**

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

The study shows that has significant relationship between School Heads Leadership Competence and School Performance of Public Secondary Schools in Laguna Thus, the researcher therefore concludes that the research hypotheses stating that There is no significant relationship between the School Heads Leadership Competence and School Performance of Selected Public Secondary Schools in Laguna is rejected. Thus, the alternative should be accepted which incites that there is a significant relationship between them.

### **Recommendations**

Based on the drawn conclusions resulted to the following recommendations:

1. It suggests to school heads give some programs on how they manage their school. They gave the opportunity to determine their school performance so that if there are some deficiencies in the management, they will be able to take necessary actions to aid and support this.
2. It recommends the schools give some seminars and conferences to identify their strength and weaknesses in regard to the implementation of an enhanced school learning continuity plan. This will help them know what particular competencies they can use to improve their school performance as well as to continually enhance their capabilities in various fields of education.
3. Last, recommendations for a future researcher can be the basis for providing new insights and a basis for further research about the implementation of the enhanced school learning continuity

plan. The results of this study may be used to develop procedures and more training which may help improve the performance of schools.

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