

SCHOOL HEADS LEADERSHIP COMPETENCE, WORK VALUES ON THE IMPLEMENTATION AND PERFORMANCE OF PUBLIC ELEMENTARY SCHOOLS IN IN-PERSON LEARNING

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ABSTRACT

The study attempts to determine the SCHOOL HEADS LEADERSHIP COMPETENCE, WORK VALUES ON THE IMPLEMENTATION AND PERFORMANCE OF PUBLIC ELEMENTARY SCHOOLS IN IN-PERSON LEARNING

The descriptive/quantitative methodology was utilized with the electronic questionnaires through Google Forms to gather data in the study. The subject of the study was one hundred (100) public elementary school teachers from the selected sub-offices in the Fourth District of Laguna.

Weighted Mean and Standard Deviation were utilized as the statistical treatment to find out the SCHOOL HEADS LEADERSHIP COMPETENCE AND WORK VALUES ON THE IMPLEMENTATION AND PERFORMANCE OF PUBLIC ELEMENTARY SCHOOLS IN IN-PERSON LEARNING.

To determine the relationship between School Heads Leadership Competence on the School Heads Work Values on the Implementation of in-Person Learning the Pearson-r Correlation/ Regression Analysis was used.

Keywords: *Leadership Competence, Work Values, In-Person Learning, School Performance*

INTRODUCTION

The course of the pandemic brought about a significant shift in the lives of all Filipinos. Sadly, education is one of the aspects tested during these trying times, Students, schools, colleges, and universities have been deeply impacted. According to the United Nations Educational, Scientific and Cultural Organization (UNESCO), over 800 million learners from around the world have been affected, 1 in 5 learners cannot attend school, 1 in 4 cannot attend higher education classes, and over 102 countries have ordered nationwide school closures while 11 have implemented localized school closure. (Global Campaign for Education 2020).

The extended school closure is threatening to worsen basic literacy standards. According to a World Bank report, nine in 10 Filipino children aged ten struggle to read a simple text. Among the 70 countries, the Philippines has the second-lowest scores in reading, math, and science, excluding Myanmar in 2018. To cover up the learning gaps, following the progressive expansion of face-to-face classes, the Department of Education (DepEd) is developing a learning recovery plan framework to guide schools in addressing learning gaps due to pandemic-related disruptions. The proposed policy is anchored on learning remediation and intervention. (Memorandum No. 208 s. 2022)

From the Press Centre on March 2020. Globally, over 200,000 cases of the coronavirus have been reported in more than 160 countries, which have resulted in more than 8,000 deaths and left several States dealing with severe outbreaks. The COVID-19 pandemic will adversely impact the progress some governments were making around increasing the education budget. Therefore, this is a crisis that requires

urgent attention and collective action by all Governments, stakeholders, and communities. philani@campaignforeducation.org.

However, parents were still grateful for in-person learning as home-based learning deprived students of the dynamic engagement between teachers and learners. DepEd needed to double the educational spending to meet global minimum standards. Imagine how much more is required to address the country's 90.9 percent learning poverty. (CNA 2022)

With this, the pressure to continue providing education during a health crisis is necessary. Although it was difficult for the Department of Education to utilize remote learning or distance learning, Filipinos could use remote knowledge despite challenges on the internet and a lack of experience in online delivery mode. Hence, with the country's current situation, educational institutions are ready to promote in-person classes in all public schools. (Mateo, 2022)

The shift and implementation of new learning modalities, such as in-person learning in the educational provision, called for utmost preparation, which was spearheaded by the school heads through the guidelines provided by the Department of Education. This shift entails and emphasizes the importance of school heads' competence, abilities, and skills that are necessary and instruments in the successful conduct of the school year, especially with the current educational trends. Whang (2022) emphasized that schools, wherein excellent and competent leadership are present, provide learning environments that emphasize student learning, growth, and development.

Besides the leadership competence of the school heads, their values, as characterized by what they believe in, are also put to the test at this time. Francois (2021) emphasizes that school heads should always start by assessing their core values which they inhibit in their work. She states that reflecting on these work values encourages the people under their supervision to reflect and lead them to improve said work values.

It is well that the leadership competence and the work values of the school heads have been put to the test as the "new normal" education came into full swing. With the above series of ideologies, the researcher explored these concepts and how they have been a force that drives the readiness to implement in-person learning across different elementary schools in Laguna.

The primary objective of this study is to determine if the implementation of in-person learning across elementary public schools in Laguna is determined by the competence in the leadership of their respective school heads as well as the possessed work values. This study would individually analyze three concepts; the leadership competence of the school heads, the work values of the school heads, and the school's implementation of in-person learning.

With the above-specified objectives, the study aims to answer the questions:

1. What is the level of school heads' leadership competence in terms of:
 - 1.1 Self-Awareness;
 - 1.2 Results Orientation;
 - 1.3 Social awareness;
 - 1.4 Decision-Making;
 - 1.5 Self-Management; and
 - 1.6 Organizational Skills?
2. What is the level of school heads' work values demonstrated in terms of:
 - 2.1 Self-Respect;
 - 2.2 Work Ethics;

- 2.3 Self-Motivation;
- 2.4 Adaptability; and
- 2.5 Reliability?
- 3. What is the level of implementation of Public Elementary Schools' in-person learning as to:
 - 3.1 Delivery of In-Person Learning Experience;
 - 3.2 Learning Accessibility;
 - 3.3 Learner's Engagement;
 - 3.4 Social Learning;
 - 3.5 Learning Flexibility; and
 - 3.6 Teachers and Parents' Involvement
 - 3.7 School Performance?
- 4. Do the school head's competence have a significant relationship to the implementation of Public Elementary Schools in In-person learning?
- 5. Do the school head's work values have a significant relationship to the school performance of Public Elementary Schools in In-person learning?
- 6. Do the school heads' work values significantly relate to the implementation of Public Elementary Schools for in-person learning?
- 7. Do the school heads' work values significantly relate to the Public Elementary Schools' performance?

REVIEW OF RELATED LITERATURE

In the Philippines, the government's Department of Education has developed guidelines to implement online and modular distance learning delivery of instruction. This is to safeguard students from being infected by the disease. However, plans to conduct the pilot implementation of limited face-to-face delivery in low-risk areas of COVID-19 transmission for January 2021 have been approved by the president but later recalled due to the threat of the new strain of COVID-19. Predicaments are raised about whether the country is ready to open its schools for students to go for face-to-face learning despite having one of the longest and strictest lockdowns in the world (Viner RM et al., 2020)

School reopening for face-to-face interactions must be carefully planned to ensure the safety of students, teachers, and school staff in a staged fashion, especially in following physical distancing (Sheikh, A. 2020). Planning and execution of school health protocols during this pandemic must be supported by the truthful data given by various institutions. Last 11 December 2020, the World Health Organization (WHO) published a checklist to help schools reopen and the preparation for the possible resurgence of COVID-19. WHO cited that 'The checklist is aligned with and builds upon existing COVID-19-related WHO guidelines and is structured around protective measures related to 1) hand hygiene and respiratory etiquette; 2) physical distancing; 3) use of masks in schools; 4) environmental cleaning and ventilation; and 5) respecting procedures for isolation of all people with symptoms. The checklist helps policymakers and school officials enhance compliance and adherence to public health protocols during the pandemic (WHO, 2020).

Leadership competence is a collection of knowledge, skills, and abilities (KSA) that contribute to effective organizational leadership (Hollenbeck, McCall, & Silzer, 2006). It is the abilities and behaviors of a leader that contribute to superior performance. Organizations can better identify and develop their next generation of leaders by using a competency-based approach to leadership. (Lockwood 2008). A focus on leadership competence and skill development promotes better leadership. However, skills needed for a particular position may change depending on the specific leadership level in the organization.

Organizations can use a competency approach to determine what positions at which levels require specific competencies.⁴ Researchers at the Center for Creative Leadership have identified some essential leadership competencies consistent among organizations. They divide the overall structure into competencies for leading the organization, leading the self, and leading others. (Lockwood 2008)

According to Saghafi, Franz, and Crowther (2014), the online learning setting will not replace activities in F2F environments in higher education. Rather, their research shows that both the F2F and web-based learning environments have their respective uses – but also their limitations. Therefore, they conclude that both settings work together in complementary ways for students if a holistic blended learning model is adopted. Especially in professional education, opportunities for practice-related workshop activities are important for the student's learning experience. Principally, the accessibility and flexibility of workshop spaces 24 hours – virtual or F2F – is recognized as critical for students. According to Saghafi, Franz, and Crowther's comparative study, the F2F synchronous workshop provides a learning space for students supporting hands-on skills training, peer learning, and spontaneous feedback. In contrast, the asynchronous virtual workshop is better suited for constructive discussion, archival of design development, and review of the individual or peer progress. (ame@pha.dk)

Likewise, some students find that peer-to-peer support is less valuable (Baxter & Haycock, 2014), and the impact of peer assessment seems to vary according to students' learning levels: low- and average-achieving students showed significantly improved performance but less impact on the performance of high-achieving students (Li & Gao, 2016). However, research often finds that peer-to-peer learning leads to satisfaction among students in online learning environments (c.f. Choi, 2016) and that social interaction and networked learning among peers should be included in effective online learning, for instance, in order to support self-reflection and not only to give access to information. (Nortvig 2018)

Parental involvement is associated with various benefits for students of all ages. There does not need to be a high level of commitment; by asking the child how he or she did in school and attending school meetings, parents can positively influence the student's future. According to experts, the best indicator of a student's success is the extent to which families are involved in their education. Feeling their parents' support, students become more motivated and love learning (LeFevre, A. & Shaw, T. 2013). Benjamin Nketiah (2021). Stated that another factor that has the propensity to influence the academic output of the student is the natural surroundings he/she belongs to. However, the parents can give such surroundings to soothe the student's performance. Parents can also benefit from sessions of guidance and counseling from school leaders to help enhance students' academic work at home. For students to achieve a higher degree of academic excellence, several researchers have posited that students reaching this fate mainly rely on the academic influence of their parents. As a result, their work inferred that the mark of students from literate parents exceeds those of illiterate parents on a standardized exam. This is because literate parents can share information concerning school and what is being studied with their children. Additionally, they are capable of helping their wards in their academic work and their involvement in school activities. (Brew 2021)

School performance is the positive effects of school and its actors to attaining the goals related to the academic achievement and personal development of students, according to the social constructivist view, dependent on the social views of the school stakeholders. Academically successful students have higher self-esteem and self-confidence, low levels of anxiety and depression, are socially inclined, and are less likely to engage in substance abuse, i.e., alcohol and khat. However, a cross-sectional study in Malaysia in higher learning institutions reported that more students still need to graduate on time, suggesting they could have performed better in their studies. (Yeshaneh & Mu u 2022).

Work values are beliefs or principles relating to your career or place of work. They describe what you believe matters regarding your career. For instance, some people believe that getting a sense of achievement through their work is a core priority in their career. Additionally, employees whose value

systems align strongly with company leadership report higher job satisfaction than employees who feel misaligned, (Lan, M., & Hew, K. F. 2020). Often, people choose a career for all the wrong reasons and find their responses to the workplace are incompatible with their actual values. This may produce feelings of unrest, discontent, and a loss of productivity. Also, employers like to see specific work values in employees and will not hire people who do not show their values at work. To help avoid these problems, career values help people uncover their fundamental values and use them to make better career choices. A work values test can help you identify your career and work values (Nakk, A.-M., & Timostsuk, I. 2017).

According to Yoon, S., Kim, S., & Kang, M. (2018), Work ethic is valuable attribute employers look for in every industry. Showing the values associated with a good work ethic can increase your employability and help you position yourself for better job opportunities. Employers often consider employees with excellent work ethics for opportunities for special projects because they are reliable, dedicated, and disciplined. This list will help you identify ways to highlight your work ethic in any job. Work ethic is an attitude of determination and dedication toward one's job. Those with a strong work ethic place a high value on their professional success. They exhibit moral principles that make them outstanding employees in any position. If someone has a strong work ethic, it would be inevitable to believe in the importance of one's job and typically feel that hard work is essential to maintaining a strong character.

METHODOLOGY

This study followed the descriptive/quantitative methodology. Siedlecki (2020) stated in her research that the purpose of the descriptive design is to describe a phenomenon in a quantifiable manner. The data is not changed nor replaced; instead, is only explained by the researcher. Quantitative descriptive research uses two methodologies/designs, namely, observational research and survey research methodologies. (Mbuva, 2023) The study fits this design as its goal is to describe if the leadership competence and work values of the school heads in public elementary schools in Laguna on the implementation of in-person learning pose an influence.

The study's respondents were the selected public elementary schools in the Division of Laguna. This came from five Sub-offices in Baybay, namely: Paete, Pakil, Pangil, Pagsanjan, and Famy Sub-Office. Randomly, the survey comprised one hundred public elementary school teachers and twenty school heads who responded to the questionnaire online. The questionnaire was the primary tool used in gathering data. Data were organized, classified, tabulated, analyzed, and interpreted using frequency distribution, percentage, weighted mean, and correlation tests. The sample of teacher respondents was determined using the random sampling technique. Simple random sampling is the randomized selection of a small segment of individuals or members from a whole population. It provides each individual or member of a population with an equal and fair probability of being chosen. Simple random sampling is one of the most convenient and straightforward sample selection techniques. (Sebastian Taylor, 2023). Research Procedure Permission to conduct the study was requested from and granted by the school's Superintendent.

RESULT AND DISCUSSION

This chapter enumerates the different results and discusses the results yielded from the treatment of the data gathered in this study. The following tabular presentations and discussions further characterized the School Heads Competence and Work Values and their relation to implementing in-person learning across elementary public schools in Laguna.

School Head Competences

Table 1. Level of school heads' leadership competence in terms of Self- Awareness

<i>The School Head...</i>	MEAN	SD		VERBAL INTERPRETATION	
<i>...is willing to be open-minded and develop his/her skills and personality for more successful leadership.</i>	4.75	0.48		To the very great extent	
<i>...perceives that mistakes are not failures but rather part of the steps to take forward.</i>	4.54	0.66		To the very great extent	
<i>...engages with various groups of people and is willing to learn from them.</i>	4.65	0.56		To the very great extent	
<i>...encourages open sharing of information needed to make decisions while accepting followers' inputs.</i>	4.66	0.52		To the very great extent	
<i>...considers how his/her actions can affect other people.</i>	4.54	0.63		To the very great extent	
Weighted Mean	4.63				
SD	0.48				
Verbal Interpretation	To the very great extent				

As shown in Table 1, “The School Head is willing to be open-minded and develop his/her skills and personality for more successful leadership” yielded the highest mean score ($M=4.75$, $SD=0.48$) and was remarked as To the Very Great Extent. The level of the school head’s leadership competence in terms of self-awareness attained a weighted mean score of 4.63 and a standard deviation of 0.48, which was Very High among the respondents. This implies that leaders understand what they bring to their role, their strengths in industry skills, knowledge, and personal characteristics that allow a leader to perform their responsibilities within an organization better.

Table 2. Level of school heads' leadership competence in terms of Results Orientation

<i>The School Head...</i>	MEAN	SD	VERBAL INTERPRETATION
<i>...trusts the process and focus on the outcome of the projects.</i>	4.61	0.62	To the very great extent
<i>...exerts efforts on performing tasks and jobs to make the result more satisfying.</i>	4.61	0.63	To the very great extent
<i>...knows the significant result and focuses on the resources to achieve it.</i>	4.66	0.57	To the very great extent
<i>...identifies tasks that must be performed to meet specific goals or achieve a certain performance standard.</i>	4.67	0.51	To the very great extent
<i>...achieves targets and enjoys the benefits that come with them.</i>	4.67	0.51	To the very great extent
Weighted Mean	4.64		
SD	0.50		
Verbal Interpretation	To the very great extent		

Table 2 illustrates the school head's leadership competence regarding result orientation. The statement, “The School Head identifies tasks that need to be performed to meet certain goals or achieve a certain performance standard” received the highest mean score ($M=4.67$, $SD=0.51$) The level of the school head’s leadership competence in terms of result orientation attained a weighted mean score of 4.64 and a standard deviation of 0.50 and was perceived Very High among the respondents. Expressed that school heads’ result orientation among teachers can achieve a high optimal result by identifying and meeting the understanding and benefits of the individual. Achieving result orientation requires awareness of one's current mindset and how it may hinder one from achieving results.

Table 3. Level of school heads' leadership competence in terms of Social Awareness

<i>The School Head...</i>	MEAN	SD	VERBAL INTERPRETATION
<i>...considers other perspectives and opinions.</i>	4.63	0.60	To the very great extent
<i>...demonstrates empathy and compassion.</i>	4.61	0.58	To the very great extent

<i>...shows concern for other peoples' feelings and emotions.</i>	4.61	0.68	To the very great extent
<i>...expresses gratitude towards other people.</i>	4.61	0.65	To the very great extent
<i>...recognizes strengths in others and leans into others' perspectives with curiosity.</i>	4.57	0.64	To the very great extent
Weighted Mean	4.61		
SD	0.57		
Verbal Interpretation	To the very great extent		

Table 3 illustrates that “The level of the school head’s leadership competence in terms of social awareness attained a weighted mean score of 4.61 and a standard deviation of 0.57, which was Very High among the respondents. The results show the perspective of others, including the ability to understand social and ethical norms of behavior and to recognize the situation.

This is consistent with the findings of recent studies on social awareness in leadership, which suggest that leaders who demonstrate empathy, emotional intelligence, and social intelligence tend to have more positive relationships with their subordinates (Ferguson et al., 2017; Goleman, 2017).

Table 4. Level of school heads’ leadership competence in terms of Decision-Making

The School Head...	MEAN	SD	VERBAL INTERPRETATION
<i>...chooses a particular choice over another; considering which is more important.</i>	4.61	0.68	To the very great extent
<i>...identifies each situation and analyzes what plans and decisions are needed to implement.</i>	4.63	0.61	To the very great extent
<i>...takes responsibility for every action and decision made.</i>	4.65	0.61	To the very great extent
<i>...reviews every decision before giving the final planning and implementation.</i>	4.68	0.57	To the very great extent
<i>...gets feedback from other people before making such a decision and also takes an evaluation after the decision.</i>	4.62	0.58	To the very great extent
Weighted Mean	4.64		
SD	0.55		
Verbal Interpretation	To the very great extent		

Table 4 reveals that “The level of the school head's leadership competence in decision-making attained a weighted mean score of 4.64 and a standard deviation of 0.55 and was very high among the respondents. The study shows how the decision-making of the school head is immensely relevant to an individual making more deliberate actions. This approach increases the chances that a student, teacher, or any person involved in school will choose the most satisfying alternative process, as mentioned in the study by Murray, J. (2016).

Decision-making affected morale, knowledge, and attitude that, contributed to leadership performance. Besides, the only attitude mediated the relationship between participative decision-making and leadership performance.

Table 5. Level of school heads’ leadership competence in terms of Self- Management

The School Head...	MEAN	SD	VERBAL INTERPRETATION
<i>...prioritizes responsibilities and develops organizational systems.</i>	4.62	0.62	To the very great extent
<i>...monitors and evaluates his/her progress.</i>	4.64	0.654	To the very great extent
<i>...practices patience and self-determination, especially when performing tasks.</i>	4.68	0.55	To the very great extent
<i>...strengthens decision-making among the Self.</i>	4.66	0.54	To the very great extent
<i>...manages and controls his/her strengths and weaknesses.</i>	4.64	0.56	To the very great extent
Weighted Mean	4.65		
SD	0.51		
Verbal Interpretation	To the very great extent		

Table 5 illustrates that the level of the school head's leadership competence in terms of self-management attained a weighted mean score of 4.65 and a standard deviation of 0.51 which was Very High among the respondents. Based on the result, it is composedly focused on the critical component of social and emotional learning self-regulation through which learners transform their mental abilities into task-related skills. The ability to manage and organize their thoughts and convert them into skills used for learning.

Table 6. Level of school heads' leadership competence in terms of Organizational Skills

The School Head...	MEAN	SD	VERBAL INTERPRETATION
<i>...works with time management and avoids procrastination.</i>	4.67	0.49	To the very great extent
<i>...identifies goals to meet and sets achievable objectives.</i>	4.72	0.49	To the very great extent
<i>...divides each task equally and according to the capabilities of the staff.</i>	4.59	0.71	To the very great extent
<i>...organizes materials and plans for each activity and task before doing it.</i>	4.57	0.73	To the very great extent
<i>...communicates and takes feedback from other employees before making a decision.</i>	4.64	0.58	To the very great extent
Weighted Mean	4.64		
SD	0.53		
Verbal Interpretation	To the very great extent		

Table 6 illustrates the level of the school head's leadership competence in terms of organizational skills attained a weighted mean score of 4.64 and a standard deviation of 0.53 and was Very High among the respondents. Based on the study results, a leader with consideration among individuals is one factor that dramatically affects their school performance.

As mentioned by Gorton, R. (2020), the ability to let someone stay focused on different tasks and use time, energy, strength, mental capacity, physical space, etc., effectively and efficiently to achieve the desired outcome.

Work Values

Table 7. Level of school heads' work values demonstrated in terms of Self-Respect.

The School Head...	MEAN	SD	VERBAL INTERPRETATION
<i>...fosters positivity and cultivates happiness in a working environment.</i>	4.63	0.63	To the very great extent
<i>...builds positive relationships with other people.</i>	4.62	0.65	To the very great extent
<i>...learns to be assertive and confident in his/her personality.</i>	4.62	0.57	To the very great extent
<i>...avoids comparing himself/herself to others as long as he/she is doing his/her job.</i>	4.54	0.61	To the very great extent
<i>...pays attention to self-care and prioritizes mental well-being.</i>	4.67	0.47	To the very great extent
Weighted Mean	4.62		
SD	0.52		
Verbal Interpretation	Very High		

Table 7 reveals that "The level of the school head's work values demonstrated in terms of self-respect attained a weighted mean score of 4.62 and a standard deviation of 0.52 and was Very High among the respondents.

A study by Den Hartog and Koopman (2015) found that work values, including self-respect, positively affect employee job satisfaction and commitment. Another study by Bono and Judge (2018) found that leaders who prioritize their own well-being and self-care are more likely to exhibit positive leadership behaviors and have higher levels of job satisfaction.

Table 8. Level of school heads' work values demonstrated in terms of Work Ethics

The School Head...	MEAN	SD	VERBAL INTERPRETATION
<i>...cultivates self-discipline and develops professionalism.</i>	4.70	0.54	To the very great extent

... Practice punctuality, uses time wisely, and stay balanced.	4.66	0.57	To the very great extent
...builds a reputation for being reliable and responsible.	4.71	0.50	To the very great extent
...increases productivity and responsibility in performing work.	4.70	0.54	To the very great extent
...respects teamwork and/or colleagues and create a positive working environment.	4.68	0.53	To the very great extent
Weighted Mean	4.69		
SD	0.48		
Verbal Interpretation	To the very great extent		

Table 8 shows the level of the school head's work values demonstrated in terms of work ethics attained a weighted mean score of 4.69 and a standard deviation of 0.48 and was Very High among the respondents. Based on the study, the relationship between people and among groups is the primary tool of social work assessment, intervention, and evaluation. There are many challenges for professional practitioners to adhere to social work's core values and maintain their health and welfare in uncertain and rapidly changing situations (Farkas & Romaniuk, 2020).

Table 9. Level of school heads' work values demonstrated in terms of Self-Motivation

The School Head...	MEAN	SD	VERBAL INTERPRETATION
...makes working toward his/her goal a habit.	4.67	0.53	To the very great extent
...tracks progress and rewards himself/herself for the little wins and big ones.	4.63	0.56	To the very great extent
...embraces positive peer pressure and takes constructive criticism from other people.	4.55	0.67	To the very great extent
...cultivates own intrinsic motivation towards everything.	4.61	0.60	To the very great extent
...mindful of his/her own progress and trusts the process of own work.	4.67	0.53	To the very great extent
Weighted Mean	4.63		
SD	0.52		
Verbal Interpretation	To the very great extent		

Table 9 reveals that the level of the school head's work values demonstrated in terms of self-motivation attained a weighted mean score of 4.63 and a standard deviation of 0.52 and was Very High among the respondents". The high mean scores in Table 9 suggest that the school heads in this study prioritize self-motivation and have developed habits and trust in their progress toward their goals. This is consistent with the findings of previous studies that suggest that leaders who prioritize self-motivation are more likely to exhibit positive leadership behaviors (Nohria & Beer, 2014). Additionally, the fact that the school heads in this study are mindful of their progress suggests that they are self-aware, which is another important aspect of effective leadership (Goleman, 2017).

Table 10.. Level of school heads' work values demonstrated in terms of Adaptability.

The School Head...	MEAN	SD	VERBAL INTERPRETATION
...learns to embrace change and is ready for unexpected circumstances.	4.71	0.48	To the very great extent
...positively adapts to changes that are happening in the working environment.	4.70	0.52	To the very great extent
...goes out of their comfort zone and risks exploring new things from the outside.	4.63	0.58	To the very great extent
... helps the organization adapt and thrive in the face of challenges and prepares them to take on the change process.	4.66	0.59	To the very great extent
... learns quickly and puts that learning into the process.	4.67	0.53	To the very great extent
Weighted Mean	4.67		
SD	0.48		
Verbal Interpretation	To the very great extent		

Table 10 shows that the level of the school head's work values demonstrated in terms of adaptability attained a weighted mean score of 4.67 and a standard deviation of 0.48 and was Very High among the respondents.

The results presented in Table 10 indicate that the school heads in this study demonstrate a high level of adaptability in their work values, with a weighted mean score of 4.67 and a standard deviation of 0.48. The highest mean scores were obtained from the statements that school heads learn to embrace change, are ready for unexpected circumstances, and positively adapt to changes in the working environment.

Table 11. Level of school heads' work values demonstrated in terms of Reliability

The School Head...	MEAN	SD	VERBAL INTERPRETATION
<i>...proactively communicates with other people, especially with the learners.</i>	4.61	0.67	To the very great extent
<i>...provides regular feedback and rewards good work.</i>	4.66	0.56	To the very great extent
<i>...initiates collaboration among other people from the work setting.</i>	4.58	0.61	To the very great extent
<i>...offers flexibility and adaptability for any other kind of work-related situation.</i>	4.62	0.62	To the very great extent
<i>...plans and implements practical activities to help improve Self and influence others.</i>	4.66	0.59	To the very great extent
Weighted Mean	4.63		
SD	0.53		
Verbal Interpretation	To the very great extent		

Table 11 reveals that "The level of the school head's work values demonstrated in terms of reliability" attained a weighted mean score of 4.63 and a standard deviation of 0.53, which was Very High among the respondents.

Table 12 Level of implementation of Public Elementary Schools in-person learning as to Delivery of In-Person Learning Experience.

The School Head...	MEAN	SD	VERBAL INTERPRETATION
<i>Allows students to learn and discover with their learning.</i>	4.71	0.48	To the very great extent
<i>Provides activities to help the students feel the new phase of the in-person learning experience.</i>	4.67	0.51	To the very great extent
<i>Integrates new technologies for teaching and makes the learning visual.</i>	4.68	0.51	To the very great extent
<i>Gives the students different choices for learning.</i>	4.60	0.62	To the very great extent
<i>Provides programs that can help the students adapt to their new learning environment.</i>	4.63	0.65	To the very great extent
Weighted Mean	4.66		
SD	0.49		
Verbal Interpretation	To the very great extent		

Table 12 illustrates the "The result was connected to the study by the National Center for Education Statistics (NCES, 2021) found that schools with higher levels of technology integration tend to have better outcomes in student engagement and achievement. These findings suggest that the high level of readiness demonstrated by public elementary schools in this study, in terms of integrating new technologies for teaching and allowing students to learn and discover with their own learning, may have positive impacts on student engagement and achievement.

In-person Learning

Table 13. Level of Implementation of Public Elementary Schools in-person Learning as to Learning Accessibility

The school, in general...	MEAN	SD	VERBAL INTERPRETATION
<i>Considers the accessibility for every course of all educational materials.</i>	4.67	0.52	To the very great extent
<i>Provides accessible learning materials for all the students.</i>	4.56	0.56	To the very great extent

<i>Makes enjoyable learning that can cater to learners' diversity.</i>	4.70	0.52	To the very great extent
<i>Uses advanced technologies to perform activities.</i>	4.56	0.52	To the very great extent
<i>Provides different materials that are helpful for students, especially those still in the adjusting phase.</i>	4.66	0.52	To the very great extent
Weighted Mean	4.63		
SD	0.46		
Verbal Interpretation	To the very great extent		

Table 13 illustrates that Public elementary schools' implementation level in personal learning as to learning accessibility attained a weighted mean score of 4.63 and a standard deviation of 0.46 which was Very High among the respondents.

Accessibility in education can be viewed as a two-way mirror. The digital learning sector has grown dramatically over the last few years, and the statistics show that the market is still going strong, according to Hodge (2020).

Table 14. Level of Implementation of Public Elementary Schools in-person Learning as to Learner's Engagement

<i>The school, in general...</i>	MEAN	SD	VERBAL INTERPRETATION
<i>Provides a strong start and regular reminders for all the students.</i>	4.74	0.47	To the very great extent
<i>Provides clear expectations and consistency on classroom regulations and daily routines.</i>	4.70	0.50	To the very great extent
<i>Encourages students to engage in various activities inside and outside the classroom.</i>	4.67	0.49	To the very great extent
<i>Pays attention to the student's strengths and weaknesses.</i>	4.75	0.46	To the very great extent
<i>Encourages the students to go out of their comfort zone.</i>	4.68	0.51	To the very great extent
Weighted Mean	4.70		
SD	0.43		
Verbal Interpretation	To the very great extent		

Table 14 reveals that public elementary schools' implementation level in personal learning as to learner's engagement attained a weighted mean score of 4.70 and a standard deviation of 0.43, and was Very High among the respondents.

Learning engagement mediated the relationship between grit and perceived achievement and between the professor's support in helping students develop autonomy and perceived achievement. Based on the results, the specific strategies to enhance learners' grit, autonomy, and learning engagement are discussed for a successful flipped classroom (Yoon, Kim, & Kang, 2018).

Table 15. Level of Implementation of Public Elementary Schools in-person learning as to Social Learning

<i>The school, in general...</i>	MEAN	SD	VERBAL INTERPRETATION
<i>Encourages social learning and collaboration</i>	4.69	0.51	To the very great extent
<i>Allows students to learn from their classmates and peers.</i>	4.72	0.49	To the very great extent
<i>Creates a safe environment that allows the students to collaborate and learn from each other.</i>	4.74	0.49	To the very great extent
<i>Encourages diverse perspectives among all the learners.</i>	4.72	0.49	To the very great extent
<i>Provides constructive feedback for the students to let them know what they need to improve.</i>	4.62	0.63	To the very great extent
Weighted Mean	4.70		
SD	0.45		
Verbal Interpretation	To the very great extent		

Table 15 shows that the level of implementation of public elementary schools' in-person learning as to social learning attained a weighted mean score of 4.70 and a standard deviation of 0.45 and was Very High among the respondents.

Table 16: Level of Implementation of Public Elementary Schools in-person learning as to Learning Flexibility

<i>The school, in general...</i>	MEAN	SD	VERBAL INTERPRETATION
<i>Engages individuals with direct experience.</i>	4.62	0.57	To the very great extent
<i>Gives focus on reflective learning to increase the learners' knowledge.</i>	4.66	0.54	To the very great extent
<i>Different educational materials allow students to choose according to their learning phase.</i>	4.61	0.55	To the very great extent
<i>Cultivates concrete learning through active engagement of the students.</i>	4.66	0.54	To the very great extent
<i>Foster abstract conceptualization and reflective observation to maximize the learner's educational experiences.</i>	4.57	0.59	To the very great extent
Weighted Mean	4.62		
SD	0.50		
Verbal Interpretation	To the very great extent		

Table 16 reveals that public elementary schools' implementation level in personal learning as to learning flexibility attained a weighted mean score of 4.62 and a standard deviation of 0.50 and was Very High among the respondents.

Table 17. Level of Implementation of Public Elementary Schools in-person Learning as to Teachers' and Parents' Involvement

<i>The school, in general...</i>	MEAN	SD	VERBAL INTERPRETATION
<i>Encourage the parents and communities to participate in every activity and program actively.</i>	4.77	0.47	To the very great extent
<i>Involve teachers and parents in identifying issues and problems and locating solutions for them.</i>	4.74	0.51	To the very great extent
<i>Help the school to set goals and accomplish projects.</i>	4.68	0.53	To the very great extent
<i>Take part in planning, implementing, monitoring, and evaluating school programs and activities.</i>	4.73	0.55	To the very great extent
<i>Open to working together for the enhancement of school programs.</i>	4.75	0.48	To the very great extent
Weighted Mean	4.73		
SD	0.46		
Verbal Interpretation	To the very great extent		

Table 17 illustrates that the level of implementation of public elementary schools' in-person learning as to teachers' and parents' involvement attained a weighted mean score of 4.73 and a standard deviation of 0.46 and was Very High among the respondents. Parents' involvement, and teachers' empowerment through professional knowledge. It influences academic performance and educational attitudes more than teacher empowerment alone (Rivera & Li, 2019).

Table 18. Level of Implementation of Public Elementary Schools in-person learning as to School Performance

Score	f	%	Verbal Interpretation
4.500-5.000	47	47	Outstanding (5)
3.500-4.499	53	53	Very Satisfactory (4)
2.500-3.499	0	0	Satisfactory (3)
1.500-2.499	0	0	Unsatisfactory (2)
Below 1.499	0	0	Poor (1)
Total	100	100	
Mean	4.47		Very Satisfactory
SD	0.50		

Table 18 illustrates the respondents' level of individual performance commitment and review form.

Out of 100 respondents, almost all of the respondents' performance range "3.500 to 4.499" received the highest frequency of fifty-three (53) or 53% of the total sample population. The score shows the mean (M=4.47, SD=0.50) as remarked as Very Satisfactory.

It should be noted that whether comparing key schools with ordinary schools or comparing schools of various socioeconomic statuses, one fact has been easily overlooked, that is, schools and students are not randomly matched, and students enrolled at different schools often have different learning backgrounds and abilities (e.g., key high schools select the best students according to the results of high school entrance examinations).

Table 19. The significant relationship between the school heads' competence and implementation of Public Elementary Schools in In-person learning.

	In-Person Learning	r value	Degree of Correlation	Analysis
<i>School Heads Leadership Competency</i>	<i>Delivery of In-Person Learning Experience</i>	0.880	Very Strong relationship	Significant
	<i>Learning Accessibility</i>	0.824	Very Strong relationship	Significant
	<i>Learner's Engagement</i>	0.865	Very Strong relationship	Significant
	<i>Social Learning</i>	0.752	Strong relationship	Significant
	<i>Learning Flexibility</i>	0.773	Strong relationship	Significant
	Teachers' and Parents' Involvement	0.640	Strong relationship	Significant

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

Table 19. This is based on the computed r values obtained from the tests with vital to very strong relationships. 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 relationship between the school head's competency and the implementation of Public Elementary Schools in In-person learning" is rejected. Thus, the alternative should be accepted, which incites that there is a significant relationship between them.

Table 20. The significant relationship between the school heads' competence and the school performance of Public Elementary Schools

		Lilliefors Significance Correlation	Analysis
<i>School Heads Leadership competency</i>	School Performance	0.000	Significant

Table 20 presents a significant relationship between the school head's competence and public elementary schools' in-person learning readiness.

The school head's leadership competence was observed to have a significant relationship with the school performance of the public elementary school. This is based on the computed r values obtained from the tests with strong to very strong relationships. Furthermore, the p-values obtained were less than the significance alpha 0.05; 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 head's competence and the school performance of Public Elementary Schools," is rejected. Thus, the alternative should be accepted, which incites that there is a significant relationship between them.

Table 21. The significant relationship between the school head's work values and the implementation of Public Elementary Schools in-In person learning.

	In-Person Learning	r value	Degree of Correlation	Analysis
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School Heads Leadership Competency	Delivery of In-Person Learning Experience	0.889	Very Strong relationship	Significant
	Learning Accessibility	0.865	Very Strong relationship	Significant
	Learner's Engagement	0.898	Very Strong relationship	Significant
	Social Learning	0.810	Very Strong relationship	Significant
	Learning Flexibility	0.8224	Very Strong relationship	Significant
	Teachers' and Parents' Involvement	0.715	Strong relationship	Significant

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

Table 21. From the findings above, we can infer that at 0.05 level of significance, the null hypothesis “There is no relationship between the school head’s work values and the implementation of Public Elementary Schools in In-person learning” is rejected. Thus, the alternative should be accepted which incites that there is a significant relationship between them.

As mentioned earlier, work values and in-person delivery learning remarkably show a great relationship. Differences in levels of interaction may be attributed to the fact that, as a form of distance education, today's online courses are the descendants of yesterday's correspondence courses, which were frequently conducted asynchronously through the mail. The ability to work at one's own pace remains, as does the reduced interaction with peers (Bates, 2020).

Table 22. 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 head’s work values and the school performance of Public Elementary Schools” is rejected. Thus, the alternative should be accepted, which incites that there is a significant relationship between them.

The *school head leadership work values* were observed to have a significant relationship to the *school performance* of the public elementary school. This is based on the computed *r* values obtained from the tests with a strong to a very strong relationship. Furthermore, the *p*-values obtained were less than the significance alpha 0.05; hence there is a significance.

Table 22. The significant relationship between the school head’s work values and the school performance of Public Elementary Schools

		Lilliefors Significance Correlation	Analysis
School Heads Leadership Work values	School Performance	0.000	Significant

CONCLUSION

Based on the results of this research, several conclusions have been drawn. These conclusions have been derived from a thorough analysis of the data gathered during the study. The findings suggest that certain factors have a significant impact on the outcome of the research, and these findings have been used to develop the following conclusions.

1. School heads have a high level of self-awareness which is an essential trait in effective leadership.
2. School heads have a very high level of leadership competence in terms of result orientation to identify and meet the understanding and benefits of the individual.
3. The level of the school head’s leadership competence in terms of social awareness was very high, showing the ability to understand social and ethical norms of behavior and to recognize the situation.

4. Decision-making of the school head is immensely relevant to an individual making more deliberate actions. School heads choose the most satisfying alternative process in making decisions.
 5. School heads composedly focused on the critical component of social and emotional learning self-regulation through which learners transform their mental abilities into task-related skills.
 6. School heads organizational skills are considered very significant among individuals and one the factors that dramatically affect their school performance.
 7. School head's work values in terms of self-respect, and self-care is the most priority that exhibit positive leadership behaviors and have higher levels of job satisfaction.
 8. School head's work values in terms of work ethics demonstrated well. School heads' relationship with people and among groups is the primary tool of social work assessment, intervention, and evaluation.
 9. Demonstrating the school head's work values in terms of self-motivation importantly contributed to effective leadership that inspires and motivates subordinates, resulting in higher levels of job satisfaction and performance.
 10. School heads learn to embrace change, are ready for unexpected circumstances, and positively adapt to changes in the working environment.
 11. School head's work values demonstrated in terms of reliability are highly exhibited. Students manage the risks to ensure they become successful adults in the future.
 12. Public elementary schools' implementation level in personal learning to delivery of in-person learning experience was very high. Delivery of in-person learning among schools in the study have a good outcome and was successfully implemented.
 13. Public elementary schools' implementation level in In-personal learning as to learning accessibility was very high. Listening to the concerns and desires of their students make changes accordingly and achieve the desired outcomes.
 14. Public elementary schools' implementation level in In-personal learning as to learner engagement is very high and exhibited among the schools.
 15. The level of implementation of public elementary schools' in-person learning as to social learning is demonstrated and exhibited accordingly.
 16. Public elementary schools' implementation level in personal learning as to learning flexibility attained very high among the schools. Freedom to learn and teach was practiced
 17. The level of implementation of public elementary schools in in-person learning as to teachers' and parents' involvement influences academic performance and educational attitudes more than teacher empowerment alone. Students become more motivated and develop a love of learning.
 18. The implementation of Public Elementary Schools in in-person learning to School Performance contributes positively to the success of the school as a whole.
- The job performance of teachers and school performance are mutually reinforcing, with each contributing to the success of the other.
19. Leadership competence and in-person learning positively affect performance improvement. Good performance has a positive effect on improving the results of school-based performance. A focus on leadership competences and skill development promotes better leadership.
 20. The school head leadership competence was observed to have a significant relationship with the school performance of the public elementary school.
 21. In-person Learning was observed to have a significant relationship with the School Heads Leadership Work Values. Work values and in-person delivery learning remarkably show a great relationship.
 22. The school head leadership work values were observed to have a significant relationship to the school performance of the public elementary school.

RECOMMENDATIONS

After analyzing the findings and arriving at conclusions, several suggestions have been developed based on the results. These recommendations are driven by the insights gained from the research and aim to address the issues identified.

1. School heads must perceive that mistakes are not failures but rather part of the steps to take forward also must consider how his/her actions can affect other people more.
2. School heads should avoid comparing himself/herself to others as long as he/she is doing his/her job.
3. The result of the study suggests that the school in general must provide accessible learning materials for all students. In addition, it should use advanced technologies to perform activities.
4. School heads must possess competence relevant to the implementation of public elementary schools. Such competence will be developed through seeking mentorship and training opportunities.
5. School leaders and teachers should discover their work values and develop these to the extent that it drives others to engage and prepare themselves more. Strong work values cultivate strong coworker relationships that impact positively such as readiness and other aspects.
6. School leaders must understand their strengths in terms of both industry skills and knowledge, as well as personal characteristics that allow a leader to perform their responsibilities within an organization more effectively.
7. To draw school leaders' attention to object aspects, as well as both personal and symbolic aspects of the formal or organizing dimension of their work, they must emphasize the importance of establishing and communicating core symbols in compulsory education, such as democracy and equity, in order to avoid external accountability pressures instrumentally shaping school management.
8. Teachers encourage students to celebrate both their differences and their commonalities.
9. Developed a framework for establishing in-person classroom learning communities that include collaborative learning in which students actively participate in creating the meaning of their knowledge and are empowered to become experts in their own learning.
10. Better leadership is promoted by a focus on leadership competence and skill development. Organizations can use a competence approach to determine which positions at which levels require specific competencies.
11. Connect schools and households, or create a safe environment for parents of all socioeconomic backgrounds. As a result, educational institutions must do even more to make such parents feel welcome and accepted.
12. It is necessary to gain a more holistic view of the student experience in an active-learning classroom in order to develop effective active-learning exercises that engage students.
13. Education providers can promote accessibility by listening to their students' concerns and desires and making appropriate changes. This allows them to ensure that course content is truly meeting the needs of all students and assisting them in achieving their desired learning outcomes.
14. It is also being suggested to include the Learning Continuity Plan (LCP) and Face-to-Face Learning Contingency Plan for all the stakeholders as part of the information, and orientation, and for the massive affirmative acceptance of their accountability.
15. Furthermore, it is also being suggested among the teachers and school heads to enroll in Graduate Studies for personal growth and development.

ACKNOWLEDGEMENTS

Above all, the researcher owes all the blessings and greatness to the GREAT PROVIDER for without His Grace all blessings would not have been possible. To HIM goes everything that the author has presented. The source of knowledge, wisdom, and the perfect plan that He prepared for the researcher. In Him, everything is possible.

FLORHAIDA V. PAMATMAT, EdD, her adviser, for the expertise, wholehearted support, and encouragement, and for the untiring assistance, sound recommendations, and guidance.

The researcher panels, group members, friends, respondents, and, most importantly, her family who extended their support and understanding to make this research feasible.

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