# Philippine Professional Standards for School Heads and its Impact on the Performance of Public Elementary Schools

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**Abstract.** This study assessed the Philippine Professional Standards for School Heads (PPSSH) and their impact on the performance of public elementary schools. It aimed to determine the degree of PPSSH manifestation among school heads and its relationship with school performance. A descriptive-correlational research design was employed, involving five school heads and 109 teachers. A modified questionnaire based on DepEd Order No. 24, series of 2023. 2020 was used to assess the level of PPSSH manifestation, while school performance was measured using Quarterly Assessment Results and School-Based Management (SBM) Level of Practice. Statistical analyses, including Pearson's r, weighted mean, percentage, and t-test, were conducted. The findings revealed that school heads demonstrated a high level of PPSSH manifestation. Three schools were classified as "Maturing" and two as "Advanced" in the SBM level, with an overall composite mean of 66.89 for school performance. A significant difference was found between teachers' and school administrators' assessments of PPSSH manifestation. Furthermore, a strong correlation was observed between school performance and the school heads' adherence to PPSSH. Based on these findings, the study recommends further enhancing school leadership through professional development initiatives.

**Keywords:** School leadership; School performance; Professional development initiatives.

## 1.0 Introduction

For radical, social, and economic reasons, the educational system of the twenty-first century has undergone significant changes on a global scale. In contrast to traditional management schemes that maintain an inward focus to achieve the goal of cutting costs, upholding rules, and dividing labor to emphasize control and enforced standards, this ushered in a new revolution in educational leadership structures, which have become less hierarchical, more direct, and fluid, resulting in smoother organizations. To address the complex transformational issues, enhance student learning, and achieve educational goals, school heads are essential. Iskak and Pa-also (2019) state that they have a type of leadership that has been under pressure to produce not just the implementation of educational plans and objectives but also to be accountable for raising generations to be qualified in a rapidly changing time.

Based on the research by Beshiri and Bicaj (2019), the Ministry of Education, Science, and Technology established professional practice standards for school directors as strategic guidelines to support their professional development. By extending the function of school directors beyond merely technical and administrative duties, these guidelines sought to professionalize the position. They ensured that the development plan for the school institution they applied to was taken into consideration when selecting management personnel, in addition to the candidate's educational background and professional experience. It was also necessary to clearly define their

duties, provide them with access to suitable professional development throughout their careers, and recognize their critical role in enhancing student and school performance to build school leaders.

Concerning the Philippine context, DepEd Order No. 24 s. 2020, the Philippine Professional Standards for School Heads (PPSSH) are adopted and put into effect. The PPSSH aims to engage school heads in professional development, establish clear expectations for them at various career stages, and foster their learning and growth. Through domains, strands, and indicators that measure professional development, capable practice, and successful leadership, the standards define what constitutes quality school leadership. The standards explicitly outline the knowledge, skills, and values that school administrators should possess to enhance teacher quality and learner outcomes. School leaders may use the criteria as a public declaration of professional accountability to evaluate and reflect on their methods. The PPSSH will serve as the foundation for pertinent human resource systems, policies, and professional development initiatives, according to DepEd.

However, while discussing school effectiveness, Hardiansyah and Rasia's (2022) study identified three pillars: transparent management, community participation, and active, innovative, creative, effective, and enjoyable learning.
The Schools Division Office of Calamba City conducted its "TRAIN TO EXCEL: Transforming and Inspiring Exceptional Calamba Educational Leaders' Development Program" in response to the realities regarding school heads' competencies in terms of their professional standards and school performance through effective management, encompassing various factors. The program's objectives were to familiarize school heads with the provisions of Philippine Professional Standards for School Heads and to equip them with knowledge of pertinent laws and current issuances.

Due to the findings of earlier research and the actions taken, this study looked more closely at the significance of public elementary school heads' manifestation of Philippine Professional Standards as well as the "what" and "how" of school performance based on the results of the Quarterly Assessment and the School-Based Management Level of Practice in cluster 9 public elementary schools in the Division of Calamba City.

## 2.0 Methodology
### 2.1 Research Design
The descriptive-correlational research method was employed in this study. Yanzon et al. (2019) state that the primary goal of this project was to characterize the variables and the relationships that usually exist between them through a descriptive-correlational design. It was relevant to the current study because its primary goals were to characterize the degree to which school heads were exhibiting the Philippine Professional Standards and to investigate any potential connections between school performance and the outcomes of the Quarterly Assessment and the School Based Management Assessment. Additionally, the researcher chose this approach because it aligned with the study's goals and the other authors' perspectives on the descriptive method.

### 2.2 Research Locale
The data were gathered from the five (5) public elementary schools in Cluster 9 Division of Calamba City, namely Hornalan Elementary School, Laguerta Elementary School, Majada Out Elementary School, Mapagong Elementary School, and Palo Alto Elementary School. These schools were selected because they were rarely identified or selected as participants in studies. Additionally, the researcher had been visiting this locale and had offered collaboration to provide valuable support and opportunities. Having familiarity with the research environment and knowledge of the necessary data and information helped save time and effort. It was essential for the researcher to conduct his study in this locale, as it would impact the schools and community by providing data and insights that they could utilize in crafting their projects, programs, and activities for the benefit of all. Lastly, three schools were led by Head Teachers, and full-fledged Principals led two schools.

### 2.3 Research Participants
Using G*power and stratified random sampling, with a 95% confidence level and a 5% margin of error, 104 teacher-participants out of the 140 total teaching force in Cluster 9, Division of Calamba City, were the final number of participants. Additionally, five school heads from the same area participated as responders in this

study. The total number of participants, including the school head, was 145 based on the available data handled by the researcher.

**2.4 Research Instrument**
The researcher utilized the main instrument, which was an adapted questionnaire from the DepEd Order No. 24 s, 2020, entitled "National Adoption and Implementation of the Philippine Professional Standards for School Heads" to determine the level of manifestation of Philippine Professional Standards of the Cluster 9 public elementary school heads in the Division of Calamba City. The survey questionnaire was divided into five subscales with corresponding sets of query items: 7 items for leading strategically, 6 for managing school operations and resources, 8 for focusing on teaching and learning, 8 for developing self and others, and 5 for building connections; and which will be then quantified in a four (4)-point responses of Likert scale such as 1 = strongly disagree, 2=disagree, 3= agree, and 4 strongly agree. The results of these were computed by calculating the weighted mean of each indicator and averaging to obtain the general assessment, thereby providing an overall perception of the level of manifestation of Philippine Professional Standards for School Heads, which was then translated into their Verbal and Descriptive Equivalents. Furthermore, the Quarterly Assessment Results and the School-Based Management Level of Practice, as documented in the school records, were considered in determining their relationship to the level of manifestation of Philippine Professional Standards among school heads.

**2.5 Data Gathering Procedure and Analysis**
Upon approval, the endorsement letter was handed personally to the principal to initiate data-gathering procedures through Google Forms and hard copies, as well as to ensure adherence to the ethical considerations outlined in the letter. Throughout the process, assistance from the advisers was requested for efficient data collection. The data in this study were processed using the Statistical Package for the Social Sciences (SPSS). First, a weighted mean was used to assess how well the five categories of the Philippine Professional Standards— strategic leadership, teaching and learning, fostering relationships, overseeing school operations, and the development of school heads themselves and others—were being manifested. Additionally, the T-Test was used to identify any significant differences between the responses provided by the respondents (teachers and school leaders) to the Philippine Professional Standards. Lastly, the Pearson Product-Moment Correlation Coefficient (Pearson r) was used to determine whether the Philippine Professional Standards for School Heads' manifestation level and school performance, including quarterly assessment results and SBM ratings, were significantly correlated.

**2.6 Ethical Considerations**
At every step of the research procedure, the researcher ensured that the ethical guidelines established by the LCBA Research Ethics and Integrity Council (LCBA-REIC) were followed correctly. This satisfied the LCBA research manual's requirements, which included conducting the study strictly in line with the submitted proposal, submitting it to an anti-plagiarism checker meeting the 20% similarity index, and closely adhering to the paper's ethical guidelines. Teachers and school administrators received a thorough explanation of the inquest's goals. The letter informed teachers and school administrators of the duty they would be performing to ensure the study's success. Additionally, it was made clear that people would not be required to participate in the poll, mainly if it were done against their choice. To protect the respondents' identities and ensure the confidentiality of the material, the gathered questionnaires were handled appropriately. Similarly, this study acknowledged and cited the efforts of several bodies.

## 3.0 Results and Discussion
**3.1 Level of Manifestation of the Philippine Professional Standards (PPSSH) Among School Heads**
*In terms of Leading Strategically*
Leading Strategically was Highly Manifested (3.67) in terms of the level of manifestation of the Philippine Professional Standards (PPSSH) among school heads, as assessed by both teachers and school heads in Cluster 9 public elementary schools in the Division of Calamba City (see Table 1). All indicators were verbally interpreted as Highly Manifested. The indicators "The school head communicates the DepEd vision, mission, and core values to the wider school community to ensure shared understanding and alignment of school policies, programs, projects, and activities." and "The school head implements programs in the school that support the development

of learners." yielded the highest mean score of 3.81. On the other hand, the indicator "The school head utilizes relevant research findings from reliable sources in facilitating data-driven and evidence-based innovations to improve school performance." received the lowest mean score of 3.45.

Table 1. *Level of Manifestation of the Philippine Professional Standards (PPSSH) Among School Heads in terms of Leading Strategically*

| Indicators | School Heads | | Teachers | | Composite | |
|---|---|---|---|---|---|---|
| The school head: | Mean | Interpretation | Mean | Interpretation | Mean | Interpretation |
| 1. Communicates the DepEd vision, mission, and core values to the broader school community to ensure shared understanding and alignment of school policies, programs, projects, and activities. | 4.00 | HM | 3.61 | HM | 3.81 | HM |
| 2. Develop and implement school plans in collaboration with the planning team that aligns with institutional goals and policies. | 3.80 | HM | 3.51 | HM | 3.66 | HM |
| 3. undertakes policy implementation and review in the school to ensure that operations are consistent with national and local laws, regulations, and issuances. | 3.60 | HM | 3.47 | HM | 3.54 | HM |
| 4. Utilizes relevant research findings from reliable sources to facilitate data-driven and evidence-based innovations that improve school performance. | 3.40 | HM | 3.49 | HM | 3.45 | HM |
| 5. Implement programs in the school that support the development of learners. | 4.00 | HM | 3.62 | HM | 3.81 | HM |
| 6. Utilizes learner voice, such as feelings, views, and/or opinions, to inform policy development and decision-making for school improvement. | 4.00 | HM | 3.51 | HM | 3.76 | HM |
| 7. Utilizes available monitoring and evaluation processes and tools to promote learner achievement. | 3.80 | HM | 3.56 | HM | 3.68 | HM |
| **General Composite Assessment** | **3.80** | **HM** | **3.54** | **HM** | **3.67** | **HM** |

Note: 3.25 - 4.00 Highly Manifested (HM), 2.50 - 3.24 Manifested (M), 1.75 - 2.49 Slightly Manifested (MM) , 1.00 - 1.74 Not Manifested (NM)

It suggests that school heads have a thorough understanding of DepEd's vision, mission, and fundamental principles and can translate them into goals for their programs, projects, and activities. The students are the most significant stakeholders in the school community, but they also contribute to all instructors, parents, barangay authorities, community partners, private individuals and businesses, and non-governmental organizations. On the other hand, every school is more equipped to do research, which will serve as a platform for sharing and showcasing best practices to everyone. Enhance the school's performance and the ability of all instructors to identify potential solutions to issues. The Basic Education Research Fund (BERF), established by the Department of Education (DepEd), is available to anyone working on various topics, including governance, teaching and learning, disaster management, partnerships, and more. The special education fund also funds division-wide research initiatives.

According to studies by Özdemir et al. (2020) and Iskak and Pa-alisbo (2019), school leaders faced numerous obstacles in cultivating their professional leadership skills in the twenty-first century. Principals of schools were under constant pressure to exercise a particular style of leadership. They were now responsible for raising generations and preparing them for a rapidly evolving world, rather than just implementing educational programs and goals. No leadership philosophies or tactics were found to be more successful than others. The learning environment, the administrators' personalities, their training and experience, the social and economic background, technology, and other elements all had a role. Lastly, there were professional and technical skills, also referred to as "technical skills," which encompassed skills related to the administrative field. Most of the managerial abilities required by school administrators were classified as "conceptual skills." In contrast, another skill that involved interpersonal relationships was referred to as "human relations skills" in the literature.

### In terms of Focusing on Teaching and Learning
Focusing on Teaching and Learning was Highly Manifested (3.72) in terms of the level of manifestation of the Philippine Professional Standards for School Heads (PPSSH) among school heads, as assessed by both teachers and school heads in Cluster 9 public elementary schools in the Division of Calamba City (Table 2). All indicators were verbally interpreted as Highly Manifested. The indicators "utilizes learning outcomes in developing data-based interventions to maintain learner achievement and attain other performance indicators." and "The school

head provides technical assistance to teachers in using learning assessment tools, strategies and results consistent with curriculum requirements to ensure accountability in achieving higher learning outcomes." had the highest mean score of 3.77. Meanwhile, the indicator "The school head ensures integration of career awareness and opportunities in the provision of learning experiences aligned with the curriculum." had the lowest mean score of 3.58.

**Table 2.** *Level of Manifestation of the Philippine Professional Standards (PPSSH) Among School Heads in terms of Focusing on Teaching and Learning*

| Indicators | School Heads | | Teachers | | Composite | |
|---|---|---|---|---|---|---|
| The school head: | Mean | Interpretation | Mean | Interpretation | Mean | Interpretation |
| 1. Assists teachers in reviewing, contextualizing, and implementing learning standards to make the curriculum relevant for learners. | 4.00 | HM | 3.48 | HM | 3.74 | HM |
| 2. Provide technical assistance to teachers on teaching standards and pedagogies within and across learning areas to improve their teaching practice. | 4.00 | HM | 3.51 | HM | 3.76 | HM |
| 3. uses validated feedback obtained from learners, parents, and other stakeholders to help teachers improve their performance. | 4.00 | HM | 3.51 | HM | 3.76 | HM |
| 4. Utilizes learning outcomes in developing data-driven interventions to maintain learner achievement and achieve other performance indicators. | 4.00 | HM | 3.53 | HM | 3.77 | HM |
| 5. Provides technical assistance to teachers in using learning assessment tools, strategies, and results that are consistent with curriculum requirements, ensuring accountability in achieving higher learning outcomes. | 4.00 | HM | 3.54 | HM | 3.77 | HM |
| 6. Manages a learner-friendly, inclusive, and healthy learning environment. | 3.80 | HM | 3.51 | HM | 3.66 | HM |
| 7. Ensures the integration of career awareness and opportunities within the provision of learning experiences aligned with the curriculum. | 3.60 | HM | 3.55 | HM | 3.58 | HM |
| 8. Implement learner discipline policies that are developed in collaboration with stakeholders, including parents, school personnel, and the broader community. | 3.80 | HM | 3.59 | HM | 3.70 | HM |
| **General Composite Assessment** | **3.90** | **HM** | **3.53** | **HM** | **3.72** | **HM** |

Note: 3.25 - 4.00 Highly Manifested (HM), 2.50 - 3.24 Manifested (M), 1.75 - 2.49 Slightly Manifested (MM) , 1.00 - 1.74 Not Manifested (NM)

It implies that the heads of the schools are very skilled in overseeing various aspects of the classroom, providing feedback, and supporting educators. They understand that data-driven interventions are necessary to meet the Department of Education's performance indicators and to utilize the learning environment effectively. The provision of technical assistance by the school head is crucial for teachers to maintain the school's reputation in terms of teaching and learning progress. However, the indicator with the lowest mean was how school heads integrated career awareness and opportunities into curriculum-aligned learning experiences. The Department helps school heads strengthen their capacity to support career advancement through interventions at the Central to Division level. Using the School Learning Action Cell, they can assist in contextualizing their support to meet their requirements and align with the existing curriculum.

According to a study by Susanti et al. (2020), a correlation coefficient of 99.4% was found, indicating that principals' academic supervision had a favorable and significant impact on the quality of instruction provided by teachers. With a correlation coefficient of 92.5%, school culture was also found to have a favorable and significant impact on the quality of teacher instruction, and with a correlation coefficient of 99.4% and a determinant coefficient of 98.8%, academic supervision, and school culture together had a very high impact on the quality of teacher instruction. The study concluded that raising the standard of instruction required both academic supervision and the creation of a positive school climate. The findings of this groundbreaking study by Avnet et al. (2019) have had a significant impact on educational policy, practices, and the development of creative classroom teaching techniques. However, it was crucial to keep in mind that parents, teachers, and schools were often held accountable for pupils' education and future performance. Empirical research has consistently shown a positive correlation between parental involvement in schools and academic achievement. Furthermore, studies have

shown that this type of interaction enhances children's self-esteem, academic performance, school attendance, and retention (Lara & Saracostti, 2019).

*In terms of Building Connections*

Building Connections was Highly Manifested (3.69) in terms of the level of school heads' manifestation of the Philippine Professional Standard for School Heads (PPSSH), as assessed by school heads and teachers. All indicators were verbally interpreted as Highly Manifested (Table 3). The indicator "The school heads exhibit inclusive practices, such as the gender and development program and physical and mental health awareness, with cultural responsiveness to foster awareness, acceptance, and respect," received the highest mean score of 3.77. However, the indicator "The school head initiates partnerships with the community, such as parents, alumni, authorities, industries, and other stakeholders, to strengthen support for learner development, as well as school and community improvement" received the lowest mean response of 3.47.

**Table 3.** *Level of Manifestation of the Philippine Professional Standards (PPSSH) Among School Heads in terms of Building Connections*

| Indicators | School Heads | | Teachers | | Composite | |
|---|---|---|---|---|---|---|
| The school head: | Mean | Interpretation | Mean | Interpretation | Mean | Interpretation |
| 1. Build constructive relationships with authorities, colleagues, parents, and other stakeholders to foster an enabling and supportive environment for learners. | 4.00 | HM | 3.51 | HM | 3.76 | HM |
| 2. Manages school organizations, such as learner organizations, faculty clubs, and parent-teacher associations, by applying relevant policies and guidelines to support the attainment of institutional goals. | 4.00 | HM | 3.47 | HM | 3.74 | HM |
| 3. Exhibits inclusive practices, such as gender sensitivity, awareness of physical and mental health, and cultural responsiveness, to foster awareness, acceptance, and respect. | 4.00 | HM | 3.54 | HM | 3.77 | HM |
| 4. Communicates effectively in speaking and in writing to teachers, learners, parents, and other stakeholders through positive use of communication platforms to facilitate information sharing, collaboration, and support. | 4.00 | HM | 3.44 | HM | 3.72 | HM |
| 5. Initiates partnerships with the community, including parents, alumni, authorities, industries, and other stakeholders, to strengthen support for learner development and school and community improvement. | 3.40 | HM | 3.54 | HM | 3.47 | HM |
| **General Composite Assessment** | **3.88** | **HM** | **3.50** | **HM** | **3.69** | **HM** |

It suggests that the school administrators in Calamba City's Cluster 9 Division are qualified to establish relationships with educators, students, parents, and other stakeholders. To promote understanding, acceptance, and respect, school leaders who demonstrate inclusive practices, including gender sensitivity, awareness of physical and mental health, and cultural responsiveness, have the highest mean. Sensitivity and gender awareness are appropriately displayed. The significance of demonstrating knowledge and inclusion to everyone entails school administrators' responsiveness to cultural shifts and indifferences. Even though a person or instructor should have differences, respect allows for equal opportunity.

The indicator with the lowest mean, on the other hand, is that school heads use communication platforms to promote information sharing, teamwork, and support by communicating effectively both in writing and speaking to teachers, students, parents, and other stakeholders. Open and transparent communication is essential for school administrators. By communicating clearly and transparently, educators, students, parents, and other stakeholders can establish a positive and open communication environment that fosters understanding and trust. The highest mean suggested that school administrators regularly share helpful information. By keeping everyone updated on significant announcements, activities, and changes at the school, regular communication fosters a sense of inclusion and involvement. The school administration warmly welcomes stakeholder feedback. By establishing feedback channels, school administrators can communicate in both directions, comprehend the issues and viewpoints of the school community, and make well-informed decisions. Establishing feedback channels allows school administrators to communicate in both directions, comprehend the issues and viewpoints of the school community, and make well-informed decisions.

The study by Barredo (2023) found that various educational outcomes were associated with the leadership attributes of school administrators, as they were considered essential for flourishing in the classroom and fostering a positive learning environment. Participating in professional development programs is essential for principals to understand the importance of assisting their staff in realizing their full potential. The Department of Education (DepEd) strongly emphasizes professional development opportunities for school administrators and lifelong learning to ensure that children receive an excellent education.

### *In terms of Managing School Operations and Resources*

Managing School Operations and Resources was Highly Manifested (3.68) in terms of the level of school heads' manifestation of PPSSH, as assessed by both teachers and school heads themselves. All the indicators were verbally interpreted as Highly Manifested (Table 4). The indicator "The school head manages staffing, including teaching load distribution and grade level and subject area assignment, in adherence to laws, policies, guidelines, and issuances, based on the school's needs" yielded the highest mean score of 3.76. On the other hand, the indicator "The school head manages school data and information using technology, including ICT, to ensure efficient and effective school operations." received the lowest mean score of 3.57.

**Table 4.** *Level of Manifestation of the Philippine Professional Standards (PPSSH) Among School Heads in terms of Managing School Operations and Resources*

| Indicators | School Heads | | Teachers | | Composite | |
|---|---|---|---|---|---|---|
| The school head: | Mean | Interpretation | Mean | Interpretation | Mean | Interpretation |
| 1. Manages school data and information using technology, including ICT, to ensure efficient and effective school operations. | 3.60 | HM | 3.54 | HM | 3.57 | HM |
| 2. Manages finances, adhering to policies, guidelines, and issuances related to allocation, procurement, disbursement, and liquidation, aligning with the school plan. | 4.00 | HM | 3.36 | HM | 3.68 | HM |
| 3. Manages school facilities and equipment in adherence to policies, guidelines, and issuances on acquisition, recording, utilization, repair and maintenance, storage, and disposal. | 3.80 | HM | 3.51 | HM | 3.66 | HM |
| 4. Manage staffing, including teaching load distribution and grade level and subject area assignments, in accordance with laws, policies, guidelines, and issuances that address the school's needs. | 4.00 | HM | 3.51 | HM | 3.76 | HM |
| 5. Manages school safety for disaster preparedness, mitigation, and resiliency to ensure continuous delivery of instruction. | 3.80 | HM | 3.55 | HM | 3.68 | HM |
| 6. Manages emerging opportunities and challenges to encourage equality and equity in addressing the needs of learners, school personnel, and other stakeholders | 3.80 | HM | 3.59 | HM | 3.70 | HM |
| **General Composite Assessment** | **3.83** | **HM** | **3.51** | **HM** | **3.68** | **HM** |

The observation implies that the school heads of Calamba City Cluster 9 Division possess exceptional managerial skills, as seen by their ability to assign teaching loads per subject and grade level while adhering to relevant laws, regulations, guidelines, and directives. A vital component of effective school leadership is adhering to legislation, regulations, rules, and directives while tailoring these practices to meet the school's specific requirements. This ability demonstrates a commitment to creating a clean and effective learning environment that complies with educational laws and meets the needs of the school community. An efficient way to handle teaching assignments benefits the school by ensuring that teachers are assigned appropriately, which in turn allows for a balanced workload and the optimal use of staff members.

On the other hand, the school lacks the necessary technology infrastructure, like dependable internet access and modern hardware and software. Insufficient technological resources may have impeded the effective use of ICT for school data management. Worries about privacy and data security may have hindered the adoption of data management technology. Should the principal of the school have been concerned about the security of sensitive data, they might not have rushed to implement ICT solutions. The absence of a comprehensive plan for

incorporating technology into data management procedures may be the cause of a lower mean. A well-thought-out plan is needed to guarantee a seamless and effective transition to technology-driven procedures.

Garret's (2021) study employed a mixed-methods action research approach to investigate strategies for enhancing the self-efficacy of international school heads about school governance. The study found that participants' perceived self-efficacy could be increased by a virtual community of practice that utilized specific case studies. Through the pipeline of school administrators and leaders, many ISHs advanced quickly. As a result, people often struggle to fulfill their new responsibilities and tasks as executive leaders. They might have struggled to meet the demands of their government. Many found it challenging to maintain their executive role for multiple contracts. Speaking about the problem, several ISO school leaders attributed it to inadequate executive leadership training in the workplace. Most leaders of ISO schools were trained.

Information and communication technology (ICT) has grown in significance in education in the twenty-first century, as demonstrated by Wannapiroon et al. (2022). This shift led to the emergence of numerous new learning models, including blended learning and the flipped classroom. With these innovative approaches, students took charge of their education, allowing them to choose when and how to engage with the content. As a result, in-person instructors could focus on guiding students through problem-solving exercises and answering specific questions and concerns about the subject matter. Consequently, the teacher's function in these digitally enabled settings evolved to become that of a "knowledge facilitator" (KF).

### In terms of Developing Self and Others

Developing Self and Others was Highly Manifested (3.69) in terms of the level of manifestation of the Philippine Professional Standards (PPSSH) among school heads, as assessed by both teachers and school heads in Cluster 9 public elementary schools in the Division of Calamba City (Table 5). All indicators were verbally interpreted as Highly Manifested. The indicator "The school head implements professional development initiatives to enhance strengths and address performance gaps among school personnel." yielded the highest mean score of 3.77. However, the indicator "The school heads implement laws, policies, guidelines, and issuances on the rights, privileges, and benefits of school personnel to ensure their general welfare" received the lowest mean of 3.54.

**Table 5.** *Level of Manifestation of the Philippine Professional Standards (PPSSH) Among School Heads in terms of Developing Self and Others*

| Indicators | School Heads | | Teachers | | Composite | |
|---|---|---|---|---|---|---|
| The school head: | Mean | Interpretation | Mean | Interpretation | Mean | Interpretation |
| 1. sets personal and professional development goals based on self-assessment aligned with the Philippine Professional Standards for School Heads. | 3.80 | HM | 3.59 | HM | 3.70 | HM |
| 2. applies professional reflection and learning to improve one's practice. | 3.80 | HM | 3.56 | HM | 3.68 | HM |
| 3. participates in professional networks to upgrade knowledge and skills and to enhance practice. | 4.00 | HM | 3.49 | HM | 3.75 | HM |
| 4. implements the performance management system with a team to support the career advancement of school personnel, and to improve office performance. | 4.00 | HM | 3.52 | HM | 3.76 | HM |
| 5. implements professional development initiatives to enhance strengths and address performance gaps among school personnel. | 4.00 | HM | 3.54 | HM | 3.77 | HM |
| 6. provides opportunities to individuals and teams in performing leadership roles and responsibilities. | 3.80 | HM | 3.52 | HM | 3.66 | HM |
| 7. implements laws, policies, guidelines and issuances on the rights, privileges, and benefits of school personnel to ensure their general welfare. | 3.60 | HM | 3.47 | HM | 3.54 | HM |
| 8. implements a school rewards system to recognize and motivate learners, school personnel and other stakeholders for exemplary performance and/or continued support. | 3.80 | HM | 3.54 | HM | 3.67 | HM |
| **General Composite Assessment** | **3.85** | **HM** | **3.53** | **HM** | **3.69** | **HM** |

It suggests that school heads in Calamba City's Cluster 9 Division are strategically implementing professional development programs, which serve as a transformative force in educational institutions. School leaders enable teachers to thrive in their roles by emphasizing strengths, addressing performance gaps, and fostering a culture of ongoing professional development. A dedication to data-driven decision-making, tailored strategies, resource allocation, cooperation, leadership by example, feedback mechanisms, and recognition all help to raise the bar for education and support the overall growth of school staff. Utilizing these endeavors, school administrators play a crucial role in shaping the course of instruction, fostering excellence, and equipping instructors and learners for success. Principals become essential designers of constructive transformation in schools.

On the contrary, the role of school heads in implementing laws, policies, guidelines, and issuances on the rights, privileges, and benefits of school personnel is foundational to the success and well-being of the entire educational community. Their diverse duties include adhering to the law, implementing fair policies, promoting professional growth, ensuring health and wellbeing, providing just compensation, and fostering a supportive school environment. Through their tireless efforts, school administrators safeguard the rights and well-being of their staff members, fostering an environment in which teachers can thrive and make meaningful contributions to the noble goal of education. An atmosphere where educators can thrive is created by their commitment to upholding the law, implementing fair policies, promoting professional development, prioritizing health and well-being, ensuring just compensation, and fostering a healthy school culture. School leaders play a vital role in the noble endeavor of education by protecting the rights and well-being of their staff members and making sure that they can flourish and make meaningful contributions to the group's quest for knowledge and enlightenment.

From Nindie (2022) and Crispin et al. (2022), educational institutions must broaden their knowledge and promote innovative thinking, considering scientific and technological advancements to produce graduates of the highest caliber. In the era of globalization, schools were expected to perform at a high standard, demonstrate leadership qualities, and represent a diverse range of viewpoints. Specifically, the performance of a school was greatly influenced by its principal, a role that required both technical proficiency and an innovative mindset. Education was once thought of as a program that shapes and prepares for the future of human development. It was crucial to the advancement of civilized human development within the context of community development. Moreover, effective school management and the development of a cohesive educational community—which includes parents, teachers, students, general services, and the broader society—require a range of specialized skills and competencies. These demands involved complex cognitive processes, including relationships, leadership, knowledge, pedagogical procedures, and the handling of technological, legal, and financial considerations. These elements influenced how educational institutions function. Experts in the field disagreed on how to interpret the complicated concept of school management.

### 3.2 Difference Between the Assessment of the Teachers and the School Heads
As shown in Table 6, there is a significant difference in the assessment of teachers and school heads regarding the level of manifestation of the Philippine Professional Standards (PPSSH) among school heads in Cluster 9 public elementary schools in the Division of Calamba City. The probability values of 0.033, 0.007, 0.001, 0.044, and 0.000, respectively, were all less than the level of significance at 0.05, thus rejecting the null hypothesis.

**Table 6.** *Test of Significant Difference Between the assessment of the teachers and of the school heads*

| Variables | T-test | P value | Remarks | Decision |
|---|---|---|---|---|
| Leading Strategically | 2.719 | .033 | Significant | Reject Ho |
| Managing School | 3.728 | .007 | Significant | Reject Ho |
| Focusing | 4.905 | .001 | Significant | Reject Ho |
| Developing Self | 2.478 | .044 | Significant | Reject Ho |
| Building Connections | 5.549 | .000 | Significant | Reject Ho |

In the complex web of the educational environment, the viewpoints of teachers and school administrators meet and diverge, creating a dynamic interaction that influences the professional standards inside an organization. The rejection of the null hypothesis suggests that there are notable differences in the opinions of teachers and school administrators regarding the manifestation of professional standards and that these differences are unlikely the result of random variation. Due to the stark contrasts in the perspectives of school administrators and teachers regarding the implementation of the Philippine Professional Standards for School Heads (PPSSH), the educational

environment faces both opportunities and challenges. Recognizing the significance of this distinction enables targeted interventions, collaborative initiatives, and a restructuring of leadership positions.

According to the results of Alvarez and Delavin's (2022) study, school heads were at Career Stage 3 for managing school operations and resources, but at Career Stage 2, which was their lowest domain for strategic leadership. This was a result of a lack of knowledge, tools, and strategies. Common deficiencies included a lack of forms and tools, a lack of efficiency strategies, and a lack of understanding of conventional practices. A guidebook for school heads that would address these issues by providing templates, strategies, and guidelines was proposed. Individual attitudes also played a role. Many school officials were reluctant to adopt new practices or regulations because they had become used to the status quo.

### 3.3 School Performance
*Quarterly Assessment using the MPS*
Quarterly Assessment garnered Did Not Meet Expectations (66.89) as to the school performance level in S.Y. 2022-2023 of Cluster 9 public elementary schools in the Division of Calamba City (Table 7). School E revealed the highest MPS which was 72.80 followed by School C which was 69.75 and School D which was 67.18. School B yielded the lowest MPS which was 61.75. All schools did not meet the expectations based on the School Monitoring, Evaluation, and Adjustment (SMEA) system.

**Table 7.** *School Performance in terms of Quarterly Assessment using the MPS*

| Schools | First | Second | Third | Fourth | Overall | Interpretation |
|---|---|---|---|---|---|---|
| School A | 59.33 | 64.57 | 61.98 | 66.00 | 62.97 | Did Not Meet the Expectations |
| School B | 57.96 | 61.21 | 63.07 | 64.76 | 61.75 | Did Not Meet the Expectations |
| School C | 68.73 | 68.15 | 69.37 | 72.74 | 69.75 | Did Not Meet the Expectations |
| School D | 61.20 | 65.81 | 69.28 | 72.44 | 67.18 | Did Not Meet the Expectations |
| School E | 70.01 | 70.66 | 73.19 | 77.32 | 72.80 | Did Not Meet the Expectations |
| **Overall Result** | | | | | **66.89** | **Did Not Meet the Expectations** |

Note: 90 - 100 Outstanding, 85 – 89 Very Satisfactory, 80 - 84 Satisfactory, 75 - 79 Fairly Satisfactory, 74 and Below Did Not Meet the Expectations

As a call to action rather than a declaration of failure, this suggests that all schools have fallen short of the standards set by the School Monitoring, Evaluation, and Adjustment (SMEA) system. Schools can realign their practices with the requirements of the SMEA system by comprehending the complex issues, resolving resource limitations, giving capacity building priority, improving community engagement, and embracing continuous improvement. Collaboration, flexibility, and a common dedication to delivering high-quality education to all students—regardless of their socioeconomic backgrounds or geographic locations—are necessary for this path to excellence. Developing focused improvement initiatives requires an understanding of the complex interactions between these components.

To aid in the modernization and enhancement of the Department of Education's (DepEd) School Monitoring, Evaluation, and Adjustment (SMEA) System, an evaluation of its implementation was conducted, according to Paragoso and Barazon Jr. (2019). It was determined that the most crucial prerequisite was for indicators to consider each school's unique setting and surroundings. Among the recommendations were accepting accountability for the metrics and developing a sense of dedication. A systems approach was also proposed, using popular educational systems like Monitoring and Evaluation Systems, Results-Based Performance Management Systems, and School Improvement Planning. The study's findings may help with school management, policy improvement, and DepEd system development.

*School-Based Management Level of Practice*
Schools B and E were classified as Advanced, indicating a high level of performance and maturity in School-Based Management while schools A, C, and D fall under the Maturing category. Table 8 presents the performance assessment of five schools based on two main components: Performance Improvement (60%) and SBM Assessment Score-DOD (Department of Education) (40%). The Overall SBM (School-Based Management) score was computed by combining these two components.

**Table 8.** *School Performance in terms of School-Based Management Level of Practice*

| Schools | Performance Improvement (60%) | SBM Assessment Score-DOD (40%) | Overall SBM | Interpretation |
|---|---|---|---|---|
| School A | 2.55 | 1.54 | 2.14 | Maturing |
| School B | 2.70 | 2.25 | 2.52 | Advanced |
| School C | 1.73 | 2.65 | 2.09 | Maturing |
| School D | 1.73 | 2.26 | 1.94 | Maturing |
| School E | 2.63 | 2.91 | 2.74 | Advanced |

**Note**: 2.50 – 3.00 Level III (Advanced) 1.50 – 2.49 Level II (Maturing) 0.50 – 1.49 Level I (Developing)

It suggests that the classification into Advanced and Maturing categories underscores the dynamic nature of SBM and the importance of continuous improvement. Advanced schools focus on sustaining their high-performance standards while Maturing schools are encouraged to adopt a growth mindset, identifying specific areas for improvement and systematically addressing them. Schools B and E have been classified as Advanced, signifying a high level of performance and maturity in School-Based Management. This designation suggests that these schools have demonstrated excellence in both Performance Improvement and SBM Assessment Score-DOD components. Their practices and strategies can serve as benchmarks for other schools, showcasing effective implementation of SBM. Schools A, C, and D fall into the Maturing category, indicating progress in SBM implementation but with areas for development. This classification acknowledges their commitment to improvement and indicates that they are on a trajectory to advance in the SBM framework. These schools may benefit from targeted support, capacity-building initiatives, and the sharing of best practices to accelerate their maturity within the SBM system.

Ballarta et al. (2022) sought to determine the extent to which a sample of public elementary schools from each of the seven school divisions in the DepEd MIMAROPA region were using the school-based Management Framework by 2022. School-Based Management (SBM) themes such as Curriculum and Learning, Accountability and Continuous Improvement, Leadership and Governance, and Resource Management were seen as well-established mechanisms that exhibited ACCESs. Except for financial sources, location, and geographic location, the degree of school-based management practice in terms of curriculum, learning, leadership, and governance was strongly correlated with the school's profile.

### 3.4 Relationship Between Philippine Professional Standards Level and School Performance
The cluster 9 performance level of schools and the extent to which school heads follow the Philippine Professional Standards were significantly correlated (Table 9). Some of the important relationships that have been shown include Focusing on Teaching and Learning and Improvement and Overall SBM; Managing School Operations and 1st Quarter MPS; Managing School Operations and 2nd Quarter MPS; Managing School Operations and SBM Performance; and Building Connections and 1st Quarter MPS, 2nd Quarter MPS and Building Connections and Overall Assessment. The null hypothesis was rejected since the probability values for these correlations were less than the significance level of 0.05, specifically 006,.004,.005,.000,.004,.002,.040,.047,.000,.025,.031, and.001, respectively.

Developing Self and Others and Quarterly MPS, Focusing on Teaching and Quarterly MPS, Managing School Operations and Third Quarter MPS, Managing School Operations and Fourth Quarter MPS, Building Connections and First Quarter MPS, Building Connections and Third and Fourth Quarter MPS, and Building Connections and Assessment Scores, however, did not significantly correlate with Leading Strategically and Quarterly MPS. The variables' probability value exceeded the significance level at.05. In the global public education system, the emphasis on school administration has moved from centralized to decentralized approaches, mainly due to modern management practices in commercial and industrial organizations, claims Martin (2019). Dissatisfaction with centralized education systems has led to the emergence of several school reform efforts aimed at improving the effectiveness, equity, and quality of education. Several analysts considered one of the most significant developments in the current restructuring of educational institutions to be the implementation of School-Based Management (SBM), which shifted decision-making power from the federal level to the school level. Ultimately, they oversaw the school's overall performance and success.

**Table 9.** *Test of Significant Relationship Between Philippine Professional Standards Level and School Performance*

| PPST | School Performance | r value | p-value | Remarks | Decision |
|---|---|---|---|---|---|
| Leading Strategically | 1st Q MPS | .151 | .070 | Not Significant | Accept Ho |
| | 2nd Q MPS | .146 | .079 | Not Significant | Accept Ho |
| | 3rd Q MPS | .047 | .571 | Not Significant | Accept Ho |
| | 4th Q MPS | -.014 | .865 | Not Significant | Accept Ho |
| | Overall SBM | .228** | .006 | Significant | Reject Ho |
| Managing School | 1st Q MPS | .237** | .004 | Significant | Reject Ho |
| | 2nd Q MPS | .232** | .005 | Significant | Reject Ho |
| | 3rd Q MPS | .114 | .172 | Not Significant | Accept Ho |
| | 4th Q MPS | .046 | .581 | Not Significant | Accept Ho |
| | Overall SBM | .301** | .000 | Significant | Reject Ho |
| Focusing on teaching and learning | 1st Q MPS | .139 | .094 | Not Significant | Accept Ho |
| | 2nd Q MPS | .134 | .107 | Not Significant | Accept Ho |
| | 3rd Q MPS | .025 | .765 | Not Significant | Accept Ho |
| | 4th Q MPS | -.046 | .580 | Not Significant | Accept Ho |
| | Overall SBM | .251** | .002 | Significant | Reject Ho |
| Developing self and others | 1st Q MPS | .171* | .040 | Significant | Reject Ho |
| | 2nd Q MPS | .165* | .047 | Significant | Reject Ho |
| | 3rd Q MPS | .032 | .699 | Not Significant | Accept Ho |
| | 4th Q MPS | -.049 | .561 | Not Significant | Accept Ho |
| | Overall SBM | .304** | .000 | Significant | Reject Ho |
| Building Connections | 1st Q MPS | .186* | .025 | Significant | Reject Ho |
| | 2nd Q MPS | .180* | .031 | Significant | Reject Ho |
| | 3rd Q MPS | .056 | .500 | Not Significant | Accept Ho |
| | 4th Q MPS | -.027 | .747 | Not Significant | Accept Ho |
| | Overall SBM | .283** | .001 | Significant | Reject Ho |

## 4.0 Conclusion

Based on the data gathered and discussed, the following conclusions were drawn: (a) activities, programs, and initiatives are being carefully planned and implemented by school leaders in accordance with the DepEd's vision, mission, and core values. In order to promote awareness, acceptance, and respect through inclusive practices like gender sensitivity, physical and mental health awareness, and cultural responsiveness, as well as through effective staff management and meeting the needs of students, school personnel, and other stakeholders through the use of emerging opportunities and challenges based on the needs of the school, they use learning outcomes to develop data-based interventions and have strong relationships with parents, colleagues, authorities, and other stakeholders. They consistently improved their knowledge and abilities to benefit both teaching and non-teaching staff members, promoting their personal and professional growth, (b) the substantial disparities in the evaluations of the two groups—teachers and school administrators—can be linked to the distinct nature of their jobs in terms of their accountability duties and obligations. To foster cooperation, share knowledge, and facilitate effective decision-making in schools, it is essential to acknowledge and address differing viewpoints, (c) The data available for the Quarterly Assessment Results using the MPS and the School-Based Management Level of Practice revealed that the schools' performance varied, which can be attributed to several factors, including the school's location, resources, teachers, and students. When defining the school's performance and the factors influencing it through the intervention provided by the school heads, the school's size and population should also be considered, (d) The performance of schools is impacted by how well school heads implement the Philippine Professional Standards. The performance level of the Cluster 9 schools is positively impacted by the standards mentioned by the school heads, (e) The researcher's proposed development program, "Honing Engagement and Activating Diversified Strategies for School Heads," will enable school heads to better adhere to the Philippine Professional Standards, ultimately improving the intended outcomes for both teacher and student performance. This program's goal is to create a thorough and all-encompassing learning environment that supports schools' success.

## 5.0 Contributions of Authors

Jerwin L. Patiga – encoding, writing the whole paper

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# 7.0 Conflict of Interests
None.

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