

Development and Implementation of Training Resource Package for School Heads

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Abstract. This study aimed to develop a training resource package and implement and evaluate the training program for Western Visayas school heads based on their priority competency needs, according to the Philippine Professional Standards for School Heads (PPSSH). Using the Analysis, Design, Development, Implementation, Evaluation (ADDIE) model, this descriptive developmental study identified the priority competency needs of school heads, assessed the quality of the Training Resource Package, measured participants' learning before and after the program, and evaluated their satisfaction with the training sessions, venue and accommodation, program management, and resource persons. Statistical analyses included mean and Wilcoxon Signed Rank Test with a significance level 0.05. Results showed that school heads' needs covered learning assessment, teaching standards, school planning, professional development, learner discipline, school facilities, learning environment, teacher performance feedback, and learner achievement. A Training Design and Proposal encompassed program title, description, prerequisites, duration, management level, target participants, budget, activity requirements, funding sources, rationale, objectives, outputs, training methods, and action plan. The Training Resource Package was rated high quality ($M=3.0$). Among 104 randomly selected school heads from 21 School Divisions in Region VI, participants' competence increased from "highly competent" ($M=66.99\%$) to "very highly competent" ($M=96.19\%$) post-training, with a significant improvement ($p=0.00 < \alpha$). Participants reported strong satisfaction with sessions ($M=3.99$), program management ($M=3.99$), venue ($M=3.99$), accommodation ($M=3.98$), and resource speakers ($M=3.99$). It is recommended that school heads should apply the competencies acquired from the training program to improve instructional supervision practices, enhance school leadership, and advocate for opportunities for teachers and staff to participate in similar training programs to foster continuous growth and improvement within the school community. Furthermore, as instructional leaders, school heads should design and implement relevant and needs-based professional development programs for teachers.

Keywords: Training implementation; Training evaluation; Training resource package; School heads; ADDIE model; Western Visayas.

1.0 Introduction

Republic Act 9155, the Governance of Basic Education Act of 2001, mandated that school heads function as instructional leaders and administrative managers. Furthermore, Republic Act 10533, the Enhanced Basic Education Act of 2013, required school heads or principals to possess the skills necessary to fulfill their roles as academic, administrative, and community leaders within the Department of Education (DepEd) (RM 339 s. 2021). The DepEd underscored the importance of quality educators and school leaders in achieving high-quality student learning outcomes, as detailed in the Philippine Professional Standards for Teachers, School Heads, and Supervisors (DO 42, s. 2017; DO 24, s. 2020; DO 25, s. 2020). DepEd Undersecretary Mateo stated, "Quality learning

outcomes are produced by quality teachers, who are supported by effective school leaders" (as cited in DepEd, 2020).

DepEd Order No. 24, s. 2020, titled National Adoption and Implementation of the Philippine Professional Standards for School Heads (PPSSH), set professional standards for school heads. These standards guided the processes of recruitment, selection, performance appraisal, rewards, recognition, talent management, and professional development programs, thereby ensuring the delivery of quality education and the establishment of a robust human resource system. The PPSSH aimed to support school heads in enhancing teacher quality and student achievement, promoting professional development through lifelong learning, and encouraging reflective practices for continuous professional growth. As primary leaders within the educational system, school heads were responsible for the smooth operation of schools and implementing all school-based education programs and projects in alignment with DepEd's vision and mission. Senol (2020) highlighted the importance of continuous and sustainable professional development for school principals. This development encompassed acquiring current knowledge, skills, values, and attitudes; understanding technological advancements; managing and implementing educational reforms; and continuously improving student and teacher learning, policy implementation, and school community health.

For over two years, aside from the School Heads Academy designed to prepare aspiring educators for leadership roles, the Regional Office in Western Visayas has not delivered significant training interventions or programs to address the professional needs of school heads. This gap prompted the researcher to develop a needs-based, timely, relevant, and appropriate professional development program aimed at upskilling and reskilling the school heads of Region VI. As stewards of their schools, school heads played a vital role in creating an enabling and supportive environment for effective teaching and learning. Therefore, they should be provided with training and other learning and development interventions to equip them with the necessary knowledge, skills, and attitudes to support teachers effectively (DM No. 46, s. 2023).

This study aimed to develop a training design proposal tailored to the learning and development needs of school heads in Region VI. Based on this proposal, the researchers also created a timely, relevant, and quality-assured Training Resource Package for school heads to implement through a region-led Training of Trainers (TOT) program. By providing a structured and relevant training program, the study can enhance the leadership capabilities of school heads, which supports improved teaching quality and student outcomes. The training implemented was anchored on Albert Bandura's social learning theory, which enabled the participants to pick up knowledge from their surroundings and created a setting where they picked up knowledge from their learning facilitators, program managers, co-participants, and fellow school leaders (McLeod, 2023). The findings and recommendations from this study can inform policy and practice, ensuring that school leaders are well-equipped to meet the challenges of modern education. Developing a quality-assured Training Resource Package also sets a precedent for future training programs, fostering a culture of continuous professional growth among educational leaders.

2.0 Methodology

2.1 Research Design

This study employed a quantitative research design to describe the priority learning and development needs of school heads, the quality of the Training Resource Package, and participants' satisfaction with the training to be conducted through Regional Training of Trainers. It also utilized developmental research design. It is a research design used for knowledge production studies to improve instructional design, development, and evaluation (Spatioti et al., 2022). Furthermore, this study employed the Analysis Design-Development Implementation Evaluation (ADDIE) Model to develop a training resource package, implement it, and evaluate regional trainers' training. According to ELM Learning (2024), the ADDIE instructional design process is frequently used for creating instructional courses and training programs.

2.2 Data Source and Research Participants

The Human Resource Development Section Specialists of the 21 Schools Division Offices (SDOs) in Region VI, Philippines, were the data source for the 2023 Priority Learning and Development Needs of School Heads. The Schools Division Superintendent endorsed this secondary data source to the Regional Office through the Human

Resource Development Division. The school heads were the target participants in the developed training resource package. The training was implemented through Regional Training of Trainers on January 23-26, 2024, to 104 randomly selected participants. The Participant's Role in each phase of the Study was described as shown in Table 1.

Table 1. Participants' role in each phase

Phase	Participants	Role
Analysis	Human Resource Development Office Personnel	Consolidated and prioritized the needs of school heads using the Matrix for Identifying the Priority Improvement Areas
Design	Researcher	Developed the training design and proposal based on the priority needs of School Heads
Development	Certified National Educators Academy of the Philippines (NEAP) Learning Facilitators (LFs), Select HRDS Specialist and Master Teachers, National Professional Development (PD) Assessors	Developed and enhanced the adopted and training resource package Quality assured the training resource package.
Implementation	Certified National Educators Academy of the Philippines Learning Facilitators, Select HRDS Specialist and Master Teachers, HRDD Personnel, Schools Division Office Monitoring and Evaluation Experts, Quality Assurance Division Supervisor	Served as resource speaker/learning facilitator and simulation panelist/reactor of the sessions Served as members of the Program Management Team (PMT) and Technical Working Group (TWG) Served as participants to be trained as implementers and trainers
Evaluation	Select School Heads of twenty-one (21) Schools in the Division Schools Division Office Monitoring and Evaluation Experts, Quality Assurance Division Supervisor, and researcher	Conducted, Gathered, and Analyzed the evaluation result for reaction level and pretest-posttest result for learning level

2.3 Research Instrument

The Regional Office, through the Human Resource Development Division, as part of its office function, gathered and consolidated the priority learning and development needs of school heads of 21 Schools Division Offices (SDOs) of Region VI through the issuance of Regional Memorandum No. 804 series 2023 dated October 20, 2023. The same Office subjected the data to the Matrix for Identifying the Priority Improvement Areas (based on DO 44, s. 2015) to identify the priority learning needs of school heads. The researcher utilized the same secondary data to identify the level of priority learning needs of the school heads of the Region. The quality of the Training Resource Package in terms of Professional Development Program Design and Professional Development Learning Resource Materials was determined using an attached tool from DepEd Memorandum 44 series 2023. To determine the participants' level of learning before and after participating in the program, the researcher administered a Pre-Test and Post-Test. The pretest and post-test tools are part of the developed training resource package, which underwent the same quality assurance process. To determine the level of satisfaction of participants on the conducted training in terms of (a) Session, (b) Program Management Team, (c) Venue and Accommodation, and (d) Resource Person, the instrument used was the End-of-Program Evaluation Tool utilized by the Quality Assurance Division of DepEd Regional Office VI.

2.4 Data Gathering Procedure

The process of gathering pertinent data in this study was based on the Analysis, Design, Development, Implementation, and Evaluation (ADDIE) model. The data-gathering procedure was composed of three (3) phases: pre-implementation, implementation, and post-implementation. Figure 1 illustrates the data collection procedure of this study.

2.5 Data Analysis

The mean was used to identify the level of priority learning and development needs, the quality of the Training Resource Package in terms of Professional Development Program Design and Professional Development Learning Resource Material, and the participants' satisfaction level with the conducted training. On the other hand, the Wilcoxon Signed Rank Test was used to determine if there was a significant difference in the participants' level of

learning before and after participating in the program. The level of significance used in this study is 0.05. If the p-value is less than or equal to α , then the null hypothesis should be rejected.

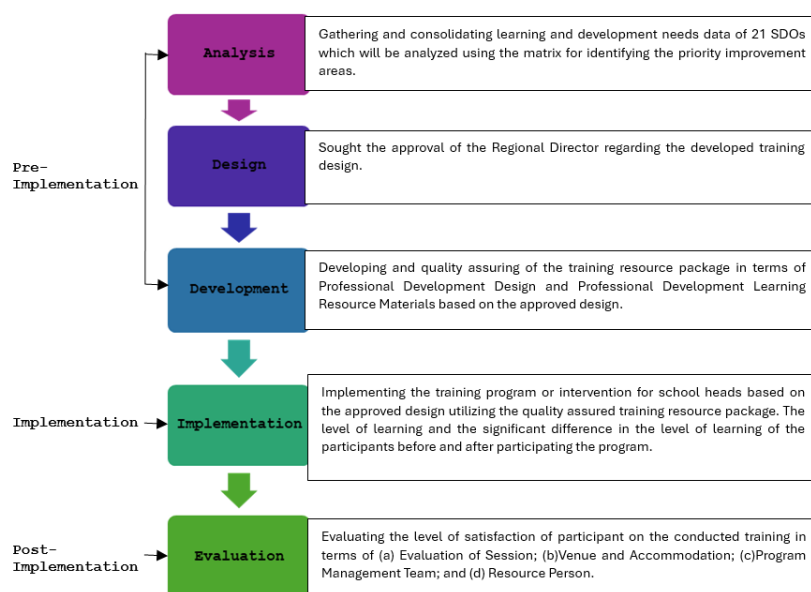


Figure 1. Data collection procedure using ADDIE Model

2.6 Ethical Considerations

The studies involving human respondents were conducted under the regimes and regulations of research ethics. Written informed consent to participate in the study was communicated to the subjects and participants. The purpose of the study, benefits, and risks were laid down to the respondents before they were asked for their consent to participate. The data drawn out from the study were treated as a whole. This study will not present personal data that may be identifiable to a participant. The information gathered from the subjects of the study was kept confidential. Personally identifiable data was anonymized so that it could not be linked to other data by anyone else. The data of the subjects were treated with utmost confidentiality. Physical, social, psychological, and all other types of harm were kept to an absolute minimum for the duration of the study. There were no competing interests that should exist in the study. The researcher ensured that this work was free of plagiarism or research misconduct, and he accurately represented the results of this study.

3.0 Results and Discussion

3.1 Priority Learning and Development Needs of School Heads of Region VI

In terms of Functional Competencies

Table 2 shows The Priority Learning and Development Needs of School Heads of Region VI regarding Functional Competencies. The overall functional competency needs of School Heads of Region VI is 4.18, described as “high priority.” This means that all the following enumerated functional competencies in the Table were high-priority competency needs of school heads of the region.

Higher education and experience alone are not sufficient to make a school administrator effective, according to Nacional et al. (2023), who also emphasizes the need for organizational growth and long-term goal accomplishment. Furthermore, initial and ongoing training in management techniques, instructional leadership, and leadership conduct is essential, especially for the professional development of all teachers and those designated as heads of schools (Nacional et al., 2023). The most significant professional development needs of principals were found to be encouraging team commitment, building a learning organization, maintaining and inspiring continuous improvement, establishing instructional direction, and effectively communicating, according to a study titled “the professional development needs of rural high school principals” (Salazar as cited by Dayuha, 2024). Additionally, given that school heads’ actions directly impact the school's overall efficacy, the principals

are major players, backbones, and executives of school administration. According to Dillon-Peterson (as cited by Nacionales et al., 2023), their responsibilities include instructing, encouraging, cheering, facilitating, brokering, offering resources, and commanding. As the brains and heart of the school, they are like the spring to the watch and the engine to the ship. School heads can become well-versed and proficient in management issues by participating in conferences, workshops, seminars, and courses on management and administration (Nacionales et al., 2023). Effective planning is vital for school program execution, requiring principals to create strategies and organize tasks to achieve program objectives (Gumilan & Decano, 2021).

Table 2. Descriptive results for the functional competencies of school heads

Indicators	Rating	Interpretation
a) Learning assessment	5.00	Very High Priority
b) Teaching standards and pedagogies	5.00	Very High Priority
c) School-based review, contextualization, and implementation of learning standards	5.00	Very High Priority
d) Professional development of school personnel	5.00	Very High Priority
e) Learning environment	4.75	Very High Priority
f) Teacher performance feedback	4.75	Very High Priority
g) Learner achievement and other performance indicators	4.75	Very High Priority
h) School planning and implementation	4.50	Very High Priority
i) Learner discipline	4.50	Very High Priority
j) School facilities and equipment	4.50	Very High Priority
k) Research and innovation	4.25	High Priority
l) Program design and implementation	4.25	High Priority
m) Strand Monitoring and evaluation processes and tools	4.25	High Priority
n) Leadership development in individuals and Teams	4.25	High Priority
o) Learner's voice	4.25	High Priority
p) Performance management	4.25	High Priority
q) Personal and professional development	4.25	High Priority
r) Management of school organizations	4.00	High Priority
s) School safety for disaster preparedness, mitigation, and resiliency	4.00	High Priority
t) The general welfare of human resources	4.00	High Priority
u) Records management	3.75	High Priority
v) Financial management	3.75	High Priority
w) Management of staff	3.75	High Priority
x) Emerging opportunities and challenges	3.75	High Priority
y) The general welfare of human resources	3.75	High Priority
z) Management of diverse relationships	3.75	High Priority
aa) Inclusive practice	3.75	High Priority
bb) Policy implementation and review	3.50	High Priority
cc) Community engagement	3.50	High Priority
dd) Professional networks	3.50	High Priority
ee) Communication	3.25	Moderate
Overall Mean	4.18	High Priority

Leading teachers in monitoring students' progress and learning, utilizing assessment data to improve student learning, and modeling and guiding them to understand effective instruction better are all examples of what instructional leaders do (Southworth as cited by Alonzo et al., 2019). The Department of Education (DepEd) Order No. 34, s. 2018 (Philippines) stresses the importance of contextualized learning delivery, requiring school heads to adapt curriculum and instruction to the local context. Kotting (2022) emphasized the role of district officials in providing professional development opportunities for principals and establishing infrastructure for effective school leadership. Hattie (2015) noted that providing effective feedback is a powerful strategy for improving student learning, highlighting the need for school heads to coach and provide feedback to teachers. Bantolo and Arenga (2021) found that school heads displayed high levels of professional competency and enthusiasm for the teaching profession, developing projects for ongoing professional and personal development, including moral recovery among staff.

Contrary to some findings, Dellomas and Deri (2022) revealed that school heads intensively practice learner discipline policies developed with stakeholders and follow regulations regarding facilities and equipment. Cheney & Davis (cited in Bantolo & Arenga, 2021) stated that effective school administrators create positive learning environments overseen by capable school leaders. Regarding Teacher Performance Feedback, Education First (as cited by Williams, 2021) reported that high-achieving districts provide teachers with opportunities for feedback throughout the academic year. The report emphasized how crucial it is for educators to get regular

feedback to maintain professional development and foster a culture where receiving is accepted and encouraged. Bantolo and Arenga (2021) also agreed, highlighting that school heads demonstrated exceptional communication skills, fostering informed decision-making, resolving learning issues, attending to leaders' professional development needs, collaborating on development plans, and establishing clear structures and work arrangements to support shared leadership and governance.

In terms of Core and Behavioral Skills and Leadership Competencies

Table 3 shows the priority learning and development needs of school heads in Region VI regarding core and behavioral skills and leadership competencies. The overall mean of core behavioral skills and leadership competency needs of School Heads of Region VI is 3.53, described as “high priority.” This means that all the enumerated core and behavioral skills and leadership competencies, as shown in Table 3, were high-priority professional development needs of school heads of the region.

Table 3. Descriptive results for the core skills and behavioral and leadership competencies

Indicators	Rating	Interpretation
1. Provides feedback and technical assistance such as coaching for performance improvement and action planning.	5.00	Very High Priority
2. Conceptualizes and implements learning interventions to meet identified training needs.	4.75	Very High Priority
3. Does long-term coaching or training by arranging appropriate and helpful assignments, formal training, or other experiences to support a person's learning and development.	4.75	Very High Priority
4. Facilitates workforce effectiveness through coaching and motivating/developing people within a work environment that promotes mutual trust and respect.	4.50	Very High Priority
5. Develop and adopt service improvement programs through simplified procedures that will further enhance service delivery	4.25	High Priority
6. Examine the root cause of problems and suggest effective solutions. Foster new ideas and processes and suggest better ways to do things (cost and/or operational efficiency).	4.25	High Priority
7. Improves the skills and effectiveness of individuals through employing a range of development strategies.	4.250	High Priority
8. Delivers error-free outputs most of the time by confirming the standard operating procedures correctly and consistently. Able to produce very satisfactory quality of work in terms of usefulness/acceptability and completeness with no supervision	4.00	High Priority
9. Demonstrates the values and behavior enshrined in the Norms of Conduct and Ethical Standards for public officials and employees (RA 6713).	4.00	High Priority
10. Achieves results with optimal use of time and resources most of the time.	4.00	High Priority
11. Initiates activities that promote advocacy for men's and women's empowerment	4.00	High Priority
12. Works constructively and collaboratively with others and across organizations to accomplish organizational goals and objectives.	4.00	High Priority
13. Demonstrates an ability to think "beyond the box". Continuously focuses on improving personal productivity to create higher value and results.	3.75	High Priority
14. Writes routine correspondence/communications, narrative, and descriptive reports based on readily available information data with minimal spelling or grammatical error/s (e.g., memos, minutes, etc.).	3.75	High Priority
15. Performs all the stages of a result-based performance management system supported by evidence and required documents/forms.	3.75	High Priority
16. Practices ethical and professional behavior and conduct, considering the impact of his/her actions and decisions.	3.75	High Priority
17. Promotes a creative climate and inspires co-workers to develop original ideas or solutions	3.75	High Priority
18. Cultivates a learning environment by structuring interactive experiences, such as looking for future opportunities that support achieving individual career goals.	3.75	High Priority
19. Translates creative thinking into tangible changes and solutions that improve the work unit and organization.	3.50	High Priority
20. Utilizes technologies to access information to enhance professional productivity, assists in conducting research, and communicates through local and global professional networks.	3.50	High Priority
21. Recommends appropriate and updated technology to enhance productivity and professional practice.	3.50	High Priority
22. Makes specific system or work method changes to improve performance. Examples may include doing something better, faster, at a lower cost, or more efficiently or improving quality, customer satisfaction, and morale without setting any specific goal.	3.50	High Priority
23. Assumes a pivotal role in promoting the development of an inspiring, relevant vision for the organization and influences others to share ownership of DepEd goals to create an effective work environment.	3.50	High Priority
24. Make specific changes in the performance management system or in your own work methods to improve performance (e.g., does something better, faster, at lower cost, more efficiently; improves quality, customer satisfaction, morale, and revenues).	3.50	High Priority

25. Expresses self clearly, fluently, and articulately.	3.25	Moderate
26. Uses basic persuasion techniques in a discussion or presentation, e.g., staff mobilization, appeals to reason and emotions, uses data and examples, visual aids	3.25	Moderate
27. Sets high-quality, challenging, realistic goals for self and others	3.25	Moderate
28. Maintains a professional image by being trustworthy, regular in attendance and punctuality, good grooming, and communication.	3.25	Moderate
29. Sets personal goals and direction, needs and development.	3.25	Moderate
30. Prioritize work tasks and schedules (through Gantt charts and checklists.)	3.25	Moderate
31. Can explain and articulate organizational directions, issues, and problems.	3.25	Moderate
32. Use an appropriate medium for the message.	3.00	Moderate
33. Avoid rework, mistakes, and wastage through effective work methods by placing organizational needs before personal needs.	3.00	Moderate
34. Takes personal responsibility for dealing with and correcting customer service issues and concerns.	3.00	Moderate
35. Sets performance standards and measure the progress of employees based on office and department targets.	3.00	Moderate
36. Know the different written business communication formats used in the DepEd.	2.75	Moderate
37. Prepares basic compositions (e.g., letters, reports, spreadsheets, and graphics) using Word Processing and Excel.	2.75	Moderate
38. Prepare a simple presentation using PowerPoint.	2.75	Moderate
39. Persuades, convinces or influences others to have a specific impact or effect.	2.75	Moderate
40. Expresses a desire to improve and may express frustration at waste or inefficiency. May focus on new or more precise ways of meeting goals set.	2.50	Moderate
41. Adjust communication style to others.	2.50	Moderate
42. Identifies different computer parts, turns the computer on/off, works on a given task with acceptable speed and accuracy, and connects computer peripherals (e.g., printers, modems, multimedia projectors, etc.	2.00	Low Priority
Overall Mean	3.53	High Priority

Research confirms that effective formal leadership and management are crucial for enhancing the governance, learning, teaching, relevance, and success of higher education institutions (Bolden et al.; Bryman; Middlehurst; Parrish; Ramsden; Scott et al., as cited by Hofmeyer, Sheingold, Kloppe, & Warland, 2015). In a research titled "The Professional Development Needs of Rural High School Principals," Salazar (as cited by Dayuha, 2021) found that encouraging team commitment, establishing a learning organization, encouraging and maintaining continuous improvement, defining instructional direction, and effectively communicating were the principals' top five professional development needs. This aligns with Agravante et al. (2023), who identified mentoring and coaching as high-priority needs for upskilling school heads' leadership competencies, emphasizing the importance of designing training programs based on school heads' core skills, behavioral, and leadership needs.

Further, the World Bank (as cited by Basic Education Sector Transformation End-of-Program Evaluation Study, 2021) highlighted in a 2014 assessment that 40% of Filipino teachers required more in-service training. The study indicated that the lack of professional development plans and inadequate school-level mechanisms, for which school heads are responsible, results in training that does not address individual teachers' needs, leading to a gap between available opportunities and growth requirements.

Contrary to this, Bantolo et al. (2021) found that school heads' human resource management and professional development competencies were rated "very high." They excelled in identifying staff potential, offering growth opportunities, creating professional learning communities, managing performance, establishing performance appraisal committees, using relevant policies, assigning teachers to their areas of competence, and identifying other personnel needs.

Hussin et al. (2015) observed that older school heads often have an "ICT phobia," preferring traditional methods, which hinders their effectiveness in a modern, internet-driven world. They found that school administrators needed training programs to improve their skills in using essential software and applications, highlighting the value of ICT in enhancing instruction, learning, and administration. This suggests that the multifaceted responsibilities of school principals make their role particularly challenging.

Indeed (2023) agrees that school heads need high-quality, continuous professional development (PD) programs to enhance their leadership skills and knowledge. The specific needs of school heads in Region VI, such as coaching, mentoring, and feedback, were identified in the study, aligning with broader literature emphasizing

tailoring PD programs to address these needs (Nicholas, 2021). While Nicholas' research highlights the importance of career network building, the study focused on the specific PD needs in Region VI. Contrastingly, broader literature discusses additional aspects such as employee morale and career advancement (Hart, 2022; Sokolović et al., 2023) and various PD modalities, including coaching, mentoring, and peer networks (McClay, 2021; Mendez, 2023). This highlights the importance of a comprehensive professional development approach that addresses specific regional needs and broader professional growth areas.

School principals still require training to adapt to and anticipate changes in the educational environment as it develops. This is why it is important to investigate training participation from the perspective of one's readiness for training, as this readiness is assumed to determine one's excitement for taking part in the training and dedication to using it to succeed academically (Udik et al., 2021).

3.2 Quality of Training Resource Package

The researcher, along with other resource package developers, developed a Training Resource Package for school heads' professional development based on the 2023 priority learning and development needs of school heads of Schools Division Offices (SDOs) of DepEd Region VI. The quality of the Training Resource Package was evaluated in terms of a) Professional Development Program Design and b) Professional Development Learning Resource Materials.

In terms of Program Design

As shown in Table 4, the overall mean of the Training Resource Package (TRP) quality in terms of Professional Development Program Design is 3.0, which is described as “high quality.” This means that the program design, as assessed by the professional development program evaluator, was interpreted to be of excellent quality.

Table 4. Descriptive results for the program design quality

Indicators	Mean	Description
a) Rationale for the Proposed PD Program	3.0	High Quality
b) Alignment to the Professional Standards	3.0	High Quality
c) Target Participants Profile	3.0	High Quality
d) Articulation of Learning Objectives	3.0	High Quality
e) Session Contents	3.0	High Quality
f) Program Methodology	3.0	High Quality
g) Assessment Strategies and Tools	3.0	High Quality
h) Session Outputs	3.0	High Quality
i) Workplace Application	3.0	High Quality
j) Time Requirement	3.0	High Quality
k) Learning Resource Materials	3.0	High Quality
l) Resource Speaker/Subject-Matter Expert	3.0	High Quality
m) Gender Equality, Disability and Social Inclusion	3.0	High Quality
n) Monitoring and Evaluation Plan	3.0	High Quality
o) Budget Requirements	3.0	High Quality
p) Program Management Team	3.0	High Quality
Overall Mean	3.0	High Quality

In terms of Learning Resource Material Quality

As shown in Table 5, the overall mean of the quality of the Training Resource Package in terms of Learning Resource Materials is 3.0, which is described as “high quality.” This means that the learning resource materials, as assessed by the professional development program evaluator, were considered of excellent quality. LRMs include those used by learners, such as handouts, brochures, worksheets, templates, manuals or tool kits, activity materials (e.g., case studies, structured learning exercises, etc.), learning journals or diaries, and job aids. These could also be the materials used by the resource speaker or subject-matter expert, such as the session guide and related references, presentation materials, non-print materials (e.g., video and other multimedia materials), and activity materials (DepEd Memorandum 44 s. 2023).

The findings were parallel to Crew's (2023) statement, which enumerated the characteristics of high-quality instructional materials: rich in information, standards-aligned, current, easily available, and user-friendly. Moreover, these materials were captivating and tailored to accommodate individuals of all backgrounds and skill levels. On the other hand, if professional development is badly executed, even the best-planned programs may

not provide the expected results (Darling-Hammond et al., 2017). High-quality instructional content significantly impacts the participants' learning outcomes (Crew, 2023). The quality-assured learning materials may additionally fill learning gaps, raise assessment scores, support mastery of the content, and engaging and interesting resources.

Table 5. Descriptive results for the learning resource material quality

Indicators	Mean	Description
A. General Standards	3.0	High quality
1. The types and combinations of materials (e.g., projected slides for presentation, worksheets, and templates for workshops, etc.) in the learning resource package are appropriate to and supportive of delivery methods.	3.0	High quality
2. Content of Learning Resource Material (LRM) will contribute to achieving learning objectives.	3.0	High quality
3. The content of LRM is accurate and authority-based.	3.0	High quality
4. LRM adheres to DepEd branding guidelines	3.0	High quality
5. LRM is copyright compliant.	3.0	High quality
6. LRM adheres to GEDSI principles.	3.0	High quality
7. LRM observes correct spelling, grammar, and word usage.	3.0	High quality
8. LRM uses appropriate technologies (whenever available and cost-effective).	3.0	High quality
9. Available quality-assured learning resource materials from the Learning Resource Portal are tapped for possible adoption or customization.	3.0	High quality
B. LRM-Specific Quality Standards	3.0	High quality
Printed LRMs	3.0	High quality
1. Printed LRMs are readable, organized, and well laid out.	3.0	High quality
2. Illustrations, images, graphs, and tables are appropriate, clear, properly labeled or captioned, and colored when necessary.	3.0	High quality
3. Printing is of good quality (i.e., no broken letters or images, correct alignment, and even print density).	3.0	High quality
Presentation Slides	3.0	High quality
1. Slide templates are simple and non-distracting (the office's standard template is applied if one is available).	3.0	High quality
2. Slides are well laid out:	3.0	High quality
3. Slides have no distracting elements (i.e., irrelevant music, sound effects, animations, transitions, and background images).	3.0	High quality
Non-Print Materials	3.0	High quality
1. Non-print LRMs enhance the learning experience and sustain understanding of the content.	3.0	High quality
2. User support material provides adequate and clear instructions.	3.0	High quality
3. LRM can run on all platforms using minimum system requirements.	3.0	High quality
Audio	3.0	High quality
1. Speech and narration are clear and easily understood (using correct pacing, intonation, and pronunciation).	3.0	High quality
2. Music and sound effects are appropriate and suitable to the concept.	3.0	High quality
3. There is complete synchronization of audio with the visuals, if any.	3.0	High quality
Visuals	3.0	High quality
1. Visuals provide an accurate representation of the concept discussed.	3.0	High quality
2. Screen displays (text) are uncluttered, easy to read, and aesthetically pleasing.	3.0	High quality
3. Visual presentations (non-text) are clear and easy to interpret.	3.0	High quality
4. Visuals sustain interest and do not distract users' attention.	3.0	High quality
Session Guides	3.0	High quality
1. Session guides are aligned with the proposed PD program design:	3.0	High quality
Overall Mean	3.0	High quality

In addition, the quality of the Training Resource Package passed the standards of the Professional Regulation Commission (PRC) through the Continuous Professional Development (CPD) accreditation process. The package was submitted online through the Continuing Professional Development Accreditation System (CPDAS) on the first week of December 2023. On December 16, 2023, the program titled Reengineering Champions Through Instructional Supervision: Regional Training of Trainers (title of the program) was officially accredited with Program Accreditation Number- PTR 2023-419-3348, making it the first PRC Accredited Program of DepEd Region VI. Fifteen CPD units were granted for the completers of the program.

Passing through the PRC Accreditation Process leads to CPD units to be earned necessary for the renewal of PRC license card based on Republic Act No. 10912 or An Act Mandating and Strengthening the Continuing Professional Development Program for All Regulated Professions, Creating the Continuing Professional Development Council,

and Appropriating Funds Therefore, and for Other Related Purposes. This is aligned with Skinner's theory (McLeod, 2023), where positive outcomes (CPD units) function as reinforcement, making participation in these PRC-accredited programs more likely in the future (repeated behavior). In line with this, Burke and Salas (2016) highlighted the importance of quality assurance processes in ensuring training effectiveness. Receiving accreditation from the Professional Regulation Commission (PRC) strengthens the credibility of the training resource package. The above result was also related to the findings of Darling-Hammond and Sykes (2013). Packages can be curated to address specific needs, close skill gaps, and maximize development impact.

3.3 Evaluation of Learning of the Participants

The level of learning of the participants before and after participating in the program is shown in Table 6.

Table 6. Pre-test and post-test performance of the participants

	Mean	SD	Description
Pre-Test	66.9	11.4	Very Satisfactory
Post-Test	96.2	4.51	Outstanding

Participants' learning significantly improved after the program. This improvement in knowledge and skills (positive outcome) could potentially increase the likelihood of future participation in similar programs (repeated behavior), aligning with Skinner's reinforcement principle (McLeod, 2023). Also, the findings revealed a significant improvement in learning. The training program was potentially designed based on adult learning principles (self-direction, active participation, focus on experience) and could have facilitated knowledge acquisition by catering to adult learners' needs and preferences (Khalil et al., 2016). This aligned with the theory's emphasis on creating a meaningful adult learning experience.

The program incorporated observational learning opportunities such as role-playing, video viewing, case analysis, and simulation, which could have contributed to the improvement. Social learning theory (McLeod, 2023) suggests that individuals learn by observing others, and the program has provided a supportive environment for this type of learning. The above results were also affirmed by Darling-Hammond et al. (2017), who stated that professional learning should be connected to teachers' experiences in preparation and induction, as well as teaching standards and evaluation, to guarantee a cohesive system that supports educators across the whole professional continuum. To provide a comprehensive system centered on the professional development of teachers, it should also provide a bridge to leadership opportunities.

Table 7. Analysis of the difference in the performance of the participants before and after participating in the program

	Mean	SD	Sig. (2-tailed)	Decision
Pretest vs Posttest	-29.20	12.29	.000	Reject the null hypothesis.

*p-value significant at > 0.05

Table 7 revealed a significant difference in the participants' learning levels before and after participating in the program ($p=0.00 < \alpha$). This implied that the participants' learning levels differed before and after participating in the program. The mean difference of 29.20% asserted that the participants had higher learning levels after participating in the program. This result was corroborated by the study of Gao et al. (2018), which showed results of pre-and post-training self-assessments of trainees on knowledge and skills. Wilcoxon's signed ranks test indicated a significant improvement in the post-training assessment for all 25 items in eight modules compared to the pre-training evaluation ($p < 0.001$).

The above result also supported the findings of Guskey (2009), which state that collaborative learning can enhance school heads' confidence and ability to implement change. According to Udik et al. (2021), principal training can enhance three principal practice areas: instructional leadership, human resource management, and organizational leadership; fostering a culture of self-assurance and camaraderie; and promoting student achievement, teacher well-being, instructional practices, and school organizational health.

The findings revealed that participants' learning significantly improved after the program. This improvement in knowledge and skills (positive outcome) could potentially increase the likelihood of future participation in similar programs (repeated behavior), aligning with Skinner's reinforcement principle (McLeod, 2023). Also, the training program was potentially designed based on adult learning principles (self-direction, active participation, focus on

experience), which could have facilitated knowledge acquisition by catering to adult learners' needs and preferences. This aligned with the theory's emphasis on creating a meaningful adult learning experience. Additionally, the program's design might have utilized the participants' prior experience (entry behavior) as a foundation for building new knowledge, further aligning with Adult Learning Theory (Khalil et al., 2016). Lastly, the program's design, incorporating observational learning, could have contributed to the improvement. Social learning theory (McLeod, 2023) has suggested that individuals learn by observing others, and the program has provided a supportive environment for this type of learning.

4.0 Conclusion

School heads' needs covered learning assessment, teaching standards, school planning, professional development, learner discipline, school facilities, learning environment, teacher performance feedback, and learner achievement. The Training Resource Package was rated high quality (M=3.0). Among 104 randomly selected school heads from 21 School Divisions in Region VI, participants' competence increased from "highly competent" (M=66.99%) to "very highly competent" (M=96.19%) post-training, with a significant improvement ($p=0.00 < \alpha$). Participants reported strong satisfaction with sessions (M=3.99), program management (M=3.99), venue (M=3.99), accommodation (M=3.98), and resource speakers (M=3.99). It is recommended for the National Educators Academy of the Philippines (NEAP), the training arm of DepEd, to build on the success of the conducted training sessions by continuing to offer programs according to the needs of its personnel and ensure that training venues and accommodations meet high standards to provide conducive environments for learning and participants' satisfaction, and provide resources and support to the program management team to facilitate efficient organization, clear communication, and responsiveness to participant needs. Likewise, school heads, as instructional leaders, should also design and implement relevant and needs-based professional development programs for teachers.

5.0 Contributions of Authors

No other author is mentioned in this paper.

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7.0 Conflict of Interests

The author declares no conflicts of interest about the publication of this paper.

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