MANAGEMENT PRACTICES AND LEADERSHIP SKILLS VIS-À-VIS PROFESSIONAL DEVELOPMENT OF ELEMENTARY SCHOOLHEADS IN A DIVISION

JOAN D. PADUA
0RCID: 0009-0002-2785-9109
https://doi.org/10.69502/dfuy5538
joan.padua001@deped.gov.ph
Limay Elementary School
Limay, Bataan

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Abstract: The education system must adapt to globalization's demands to provide the best education for future generations. This study aimed to understand management practices and leadership skills of elementary school heads in a division. The statistical treatment utilized the weighted means, frequency, percentage distribution, Pearson r, and (ANOVA or F-Test). The results showed a strong positive correlation between management practices and leadership skills in strategic leadership, teaching and learning, self-development. Moderate positive correlations were found with managing schools operations and resources and building connections. However, significant variations in management practices were observed based on work experience and highest educationl attainment. Age, sex, civil status and designation were not significant factors affecting management practices. Lastly, significant variations in leadership skills were observed based on age, designation and work experience. The null hypothesis was rejected but sex, civil status, and highest educational attainment were not significant factors in leadership skills variations among public elementary school heads.

Keywords: Management Practices, Leadership Skills, Professional Development Mixed methods approach, Province of Bataan, Philippines

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INTRODUCTION

The education system will need to adapt to the new challenges of globalization while maintaining quality education standards for future generations. (Chen et al., 2022) investigate how leadership styles affect teaching effectiveness and student motivation in their hierarchical linear model study. It suggests that relationship-oriented and moral leadership styles facilitate an environment conducive to learning, underlining the critical role of school leaders in shaping educational dynamics. Principals and school administrators must target improvement in their leadership ability if the education revolution succeeds. A critical component of this is their role in overseeing instructional leadership (including professional development, resourcing, and teacher voice) (Matias, 2011). Furthermore, Karacabey (2020) explores how administrators contribute to the professional development of teachers, which is imperative for enhancing teaching efficacy. More importantly, they cannot lose sight of their academic purpose by providing a balanced approach to extracurricular activities (Fullan et al., 2015). As curriculum supervision is one of the many duties assigned to the principal, this function has changed over time from a more surveillance-oriented view in which principals monitored teachers in their classrooms to collaborative and development models that promote professionalism and instructional improvement (Gordon & Ross-Gordon, 2014).

Additionally, (Hallinger et al., 2017) explore the nuances of instructional leadership within the Vietnamese context, emphasizing that effective instructional leadership practices can significantly influence school improvement efforts. Kabeta (2023) discusses how head teachers' roles in instructional supervision directly correlate with learners' academic performance. The study emphasizes that monitoring instructional practices and providing constructive feedback are essential for improving the quality of education within schools. This confirms the assertion that instructional supervision is central to effective school leadership and contributes significantly to student performance. Thus, leadership models in schools (distributed leadership) strongly underline the

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necessity of a collaborative approach to enhance school performance. Additionally, the work of (Harris, 2008) points to the impacts of internal instructional supervision practices on improving teaching quality by fostering collaboration among teachers and school leaders. The core argument is that as instructional supervisors, school administrators need to actively engage with teachers, thereby encouraging them to improve their instructional techniques through mutual support and shared goals. Instructional leadership is not just about supervision but, more importantly, the professional development of teachers. Mette et al. (2017) contend that instructional supervision should act as a catalyst for growth-focused rather than evaluation-focused forms of instructional and professional support to teachers. Better student results usually come from teachers working together in a culture of continuous improvement. Supervisors should provide avenues for teachers to collaborate about best practices, participate in professional learning communities, and develop new instructional approaches (Wanzare, 2013). School leaders play a complex role in instructional supervision, from planning professional development to goal setting and measuring teacher and student progress (Glickman et al., 2014). A good leader is someone who creates the conditions that bring about a favorable work climate because the physical and psychological conditions under which teachers work affect their effectiveness (Rahmawanti et al., 2014). Supported and appreciated teachers are more inclined to remain in the field of providing education (Thakral, 2015).

A strong correlation exists between the quality of the physical work environment and teacher performance, which in turn affects student achievement. Job satisfaction increases the quality of teaching and student success for teachers who work in positive environments (Handayani, 2017). Tambrin et al. (2021) highlight the principal's role in supervision as crucial for strengthening teacher performance. Their qualitative study reveals that effective supervision requires consistent interaction with teachers, fostering an environment conducive to professional reflection and collaborative growth. The school's financial stability is also influenced by leadership and supervision practices. Evidence indicates that effective school management is associated with improved resource allocation to foster teacher professional growth and, thereby, instructional quality (Mette et al., 2017). However, the degree to which school leadership practices, financial management, and teacher effectiveness interlink with each other is significant for the sustainability of the educational environment (Glickman et al., 2017). The quality of teaching tools available to teachers, which has a substantial impact on the success of student learning, is heavily influenced by the financial health of a school.

The school heads have an important role in the management practices and leadership qualities of both teachers and students in elementary schools. The effectiveness of school leadership by the school administrator depends on opening space for improving their practice, providing support through professional development opportunities, and building an atmosphere conducive to the teaching-learning process. High-quality instruction requires strong leadership and ample time (if not, it is only teaching at the same risk level), in addition to a supportive environment.

FRAMEWORK

This research explores many fundamental theories and practices in educational leadership, including an exploration of distributed leadership, where leaders, followers, and context are viewed as collectively responsible (167). Spillane (2005) states that successful leadership is built on structure and coordination to accomplish educational objectives. It is significant for underachieving schools as it acts as a diagnostic tool to find forces and relations that need engagement; distributed leadership especially comes into play in determining aspects within the school needing improvement and what must be changed. The transformational leadership approach (Burns, 1978) centers on developing

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positive relationships that will nurture motivation and heightened performance by design; it is essential in programming school cultures to align with the changing educational climate.

According to Locke and Latham (1990), goal-setting theory is motivation theory, and the absence of clear objectives can affect how well educators perform. Role theory emphasizes the significance of individuals in performing roles attributed to them by society in stabilizing social institutions like schools. In instructional supervision, principals not only monitor teaching and provide support but also promote collaboration among educators in improving their teaching methods and professional development. Parylo et al. (2012) emphasize that mentoring can have multiple benefits, including supporting new educators, integrating them into professional communities, and fostering a culture of continuous improvement within institutions.

Instructional supervision (Arlestig & Tornsen, 2014; Glickman et al., Teaching to the center: This allows for better alignment of teaching strategy with learner needs, and collaboration amongst experts and stakeholders is paramount in promoting improvements in teaching effectiveness. As key stakeholders in the implementation of instructional strategies, principals are positioned to facilitate teachers' professional growth, which ultimately influences teaching and learning (Adu et al., 2014). They also have a key role to play in aligning the curriculum with national education standards and assisting teachers in implementing practical ideas (Glickman et al., 2017).

Supervision requires the ongoing professional development of principals and teachers (Benedict, 2013). Moreover, Rahmayanti et al. (2023) explored the impact of academic supervision on the professional competence of teachers, concluding that structured supervision with sufficient resources correlates positively with improved instructional quality. Moreover, findings from Noor et al. (2020) suggest that effective academic supervision is instrumental in enhancing teacher competence and motivation. The study indicates that school leadership must prioritize supportive supervisory practices to genuinely empower teachers. Moreover, research by (Kobiah, 2021) reflects on the challenges faced by teachers in curriculum implementation. It emphasizes the necessity of strong curriculum frameworks and proper teacher selection processes to ensure that educational goals are met, with a favorable school climate ensuring higher teacher job satisfaction levels and this impacting student performance (Johnson et al. Sun et al. (2017) reinforce the idea that collaborative teachers who feel supported by the administration produce better outcomes and less attrition.

To combat issues such as teacher turnover and unfavorable working conditions, schools need to work on creating a pleasant atmosphere in the workplace involving less burdensome loads and more opportunities for collaboration (Patton, 2019). In a way, creating an environment that might be supportive will elevate educational outcomes and, in turn, improve job satisfaction and work culture.

OBJECTIVES OF THE STUDY

This study aimed to determine the management practices and leadership skills vis-à-vis professional development of elementary school heads in a division of Bataan during the School Year 2022-2023.

METHODOLOGY

Research Design

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The current study described the management practices and leadership competencies of elementary school principals in the Bataan Division during the School Year 2022-2023 as they relate to their profession. A sequential explanatory mixed methods design, using both quantitative and qualitative approaches, was used to explore the research question. Firstly, the quantitative phase elicited data from a large sample using validated instruments and statistical tools. Statistical data about principals' management practices and leadership skills was provided in this phase.

The second qualitative phase followed the quantitative phase, which aimed to add depth to the understanding of the findings via interviews or open-ended questionnaires. With this qualitative phase, the investigator could not only explore the why and how of the quantitative data but also glean potential themes of leadership challenges and opportunities based on face-to-face interviews with each principal.

This method works great for those who are looking to explore the variety of leadership styles and management practices that elementary school principals enact. The quantitative findings summed up the problems and their impact, but as such, they only told half the story, so we relied on qualitative data to complete it by exploring how and why. The aim of the study, using mixed methods, is to provide measurable and substantial research on both levels of leadership skills and professional growth for school heads in the Bataan Division.

Research Site

This study was conducted in the public elementary schools of all districts in the Division of Bataan, covering the 1st District (Hermosa, Orani, Samal, and Abucay), the 2nd District (Pilar, Orion, and Limay), and the 3rd District (Bagac, Dinalupihan, Mariveles, and Morong). The study involved 212 public elementary schools.

Participants

Participants were 169 school heads and 4,504 public elementary school teachers of the Division of Bataan. A total of 169 school heads and 938 teachers were drawn using a simple random sampling method as a sample. It is here by selection in such a manner that each unit in the population has an equal opportunity for being chosen.

Instrumentation

The research was well-planned to collect relevant data regarding the management practices and leadership qualities of elementary school heads in the Division of Bataan during the School Year 2022-2023. Two main research instruments were utilized: a questionnaire and an interview guide, both adopted and then adapted according to the context of the Bataan region. The quantitative tool was a questionnaire modified from previous studies by Meek, 2022, and Haramain, 2019, which focused on developing school heads' leadership capabilities and management practices. In the context of the present study, the research instrument has been duly modified to suit the administrative setting in Bataan. Further breakdown of this research instrument into four key areas was done in keeping with the objectives of the study:

Part I: Demographic background of school heads on age, sex, marital status, position title, work experience and education

Part II: Management Strategies: School-wide questions about administration, vision/goals, operational management, community involvement and support, curriculum, learner evaluation, assessment, communication with staff, and achievements.

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Part III. Leadership: Refers to the leadership provided by principals, their strategic direction within and beyond the school, provision for effective educational management practices, support for teaching and professional development

Part IV: Interventions: Recommendations for more effective professional development activities of school heads in the province of Bataan.

In the qualitative phase, a semi-structured interview guide was used to explore participants' experiences in greater depth. Where appropriate, follow-up questions were used to elicit more detail about participants' responses.

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Data Collection

The data collection process consisted of five stages:

Phase 1: Signing of letter of approval from G-SPACE at Columban College and school admins. Participants were also given letters of attendance.

Survey stage: The researcher handed the questionnaires to school heads and teachers in person, requesting about half an hour or an hour for them to fill out each form. The researcher kept school activity as a minimum hindrance.

Survey verification Stage: Results were analyzed, and subsequent informal interviews with respondents were used to help validate the survey findings.

Interview Stage: As a matter of availability, semi-structured interviews were conducted in 1-on-1 or focus groups. Interview guides were provided in advance to allow participants to reflect upon appropriate responses.

Stage of Verification through Interviews: Post-interviews, the recordings, and translations were checked and confirmed by three randomly selected participants to verify the accuracy and reliability of the data.

RESULTS AND DISCUSSION

The study investigated elementary school principals' management practices and leadership styles in the province of Bataan for School Year 2022-2023. Data showed that the school heads mainly were aged 30-39, female, married, and holding a master's degree. There were 10–19 years of service. Daily operations (mean = 3.41) -This refers to the effectiveness of school heads in managing the day-to-day running of the school, so this rating demonstrates strong management skills on a logistical side. This is following literature that looks at effective learning environments focusing on operational management and curriculum alignment across all grade levels and aspects of a school (Leithwood et al., 2020). Conversely, the low mean values for vision/goals (mean = 2.68) and recognition of achievement (mean = 2.32) indicated a deficiency in transformational leadership. Such findings suggest that heads are more adept at administrating day-to-day tasks in schools than the long-term strategic vision needed when a shared vision and inspiration occur. According to Fullan (2014), "School improvement requires visionary leadership."

If recognition is neglected, it results in disengagement which impacts performance and retention rates among staff and students alike, as supported by findings from Hayati et al. (Hayati et al., 2014). Median values also reveal moderate scores for leadership skills developing self and others (mean = 2.47) and building connections (mean = 2.70), showing that additional support is relevant to staff development and collaboration — between human resources departments, HR professionals, etc. The desired change in response to findings may require focused professional development that targets operational management, negatively correlating significantly with effective school leadership. In contrast, Transformational Leadership is positively correlated to Effective school leadership.

Correlation Between the Overall Management Practices and Leadership Skills of Public Elementary School Heads

Table 1 shows that the management practices of public elementary school heads strongly correlate with leadership skills in leading strategically, focusing on teaching and learning, and developing self and others. The R-values are 0.701, o.639, and 0.612, respectively, and are all significant at a 5% level. Thus, the null hypothesis is rejected.

Table 1
Pearson's results show the correlation between overall management practices and leadership skills

	r-Value	p-Value	Decision at 5% alpha
Leading Strategically	0.701 (Strong)	0.000	Reject Ho (Significant)
Managing school operations and resources	0.533 (Moderate)	0.032	Reject Ho (Significant)
Focusing on teaching and learning	0.639 (Strong)	0.000	Reject Ho (Significant)
Developing self and others	0.612 (Strong)	0.000	Reject Ho (Significant)
Building Connections	0.420 (Moderate)	0.043	Reject Ho (Significant)

As shown in Table 1, the degree of relationship between public elementary school heads management practices with leadership skills leading strategically (R = 0.701), focusing on teaching and learning (R = 0.639), and developing self and others (R = 0.612) is well pronounced all significant at the 5% level. The existence of this variable rejects the null hypothesis. It asserts that school administrators influence instructional progress both directly and indirectly through their leadership practices — feedback regarding pedagogy, content, and standards context, creating a positive learning environment (Hitt & Tucker, 2016).

Effective administrators also support professional development by strategically negotiating policies and resources (Burkhauser, 2017) and timelines for collaborative inquiry (Schildkamp & Poortman, 2018). Datnow and Park (2018) also try to build an equitable learning culture and ensure all students have access to high-quality education. Change in classrooms is different from change in organizations, and research identifies instructional leadership as necessary to support that change, so it is key to make sure leaders understand what needs to happen (or not) and how what they do should influence the feedback they give during instruction.

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There were also moderate positive correlations in school heads' management practices with managing school operations and resources (R= 0.533) and building connections (R = 0.420), both of which are significant at the 5% level. This denotes that the null hypothesis is rejected, which underlines that best resource management practices and proper relationships with stakeholders are significant for adding value to school communities. Leaders are expected to advocate for the school's vision and values, fostering relationships based on mutual respect and joint commitment to achieving institutional objectives.

Significant Variations in the Overall Management Practices When Grouped According to Personal Profile-variables.

Table 2
ANOVA/F-test results on the significant variations in the overall management practices

Grouping Variables	F-value	p-Value	Decision at 5% alpha
Age	0.659	0.539	Accept Ho (Not Significant)
Sex	1.130	0.125	Accept Ho (Not Significant)
Civil Status	0.721	0.299	Accept Ho (Not Significant)
Designation	0.910	0.182	Accept Ho (Not Significant)
Work experience	8.237	0.000	Reject Ho (Significant)
Highest Educational Attainment	12.322	0.000	Reject Ho (Significant)

Table 2 reveals the F-values of work experiences and highest educational attainment, 8.237 and 12.322, respectively, implying the differences in management practices of public elementary school heads in Bataan. The above are significant at the 5% level, showing that they are determining factors of leadership practice. This variation's effectiveness highlights the need for training and experience with school leaders.

Since the results show that more experienced principals tend to have a higher level of ability– suggesting that their competency to manage over operations improves with time–this correlation is not surprising, as Cruz (2016) highlighted that school leaders should always be learning and developing. This information is particularly related to Bataan as the local context of this study, where community expectations could influence educational policy. As a result, principals are able to understand the intricacies of local issues — including limited resources, student diversity, and community involvement — while making decisions that contribute to educational outcomes. Alternatively, to stay with the idea of educational attainment and its importance in leadership practice. Equipped with advanced degrees, these principals might have access to research better pedagogical practices and encourage a climate of academic achievement. These findings agree with the study by Connolly et al. (2018), similar to the original author's argument that education matters in leadership because training and certifying leaders hold higher degrees and are more likely to utilize evidence-based practice.

Cultural factors such as community involvement in Bataan likewise play a role in how school leaders operate their schools, Cañal told the Inquirer. Finally, the most important part of local culture is connecting all school leaders, teachers, parents, and local stakeholders. Thus, principals develop these relationships to help facilitate the implementation of educational policy and keep students in a supportive learning environment.

These results have significant implications for professional development in the region. Moreover, School leaders need relevant training in leadership capacity and context. More in-depth workshops to develop principles of resource management, stakeholder engagement strategies, and adaptive leadership skills could support principals as they continue to refine their effectiveness. Additionally, policies that support continuous professional development and value experience and higher formal qualifications would also strengthen leadership capacity in Bataan.

Further research could investigate the link between what local communities expect of their schools and what leadership involves, especially how community expectations shape practice in decision-making arenas. It would also be interesting to examine the effects of specific leadership training programs on school performance and teacher retention in Bataan. Similar studies may explore cultural determinants in other regions outside Bataan, which would provide additional insights into the influence of locality on educational leadership.

Significant Variations in the Leadership Skills When Grouped According to Personal Profile-variables.

Table 3 shows that the leadership skills of public elementary school heads vary significantly when grouped according to their age, designation, and work experience. The computed F-values are 9.218, 10.324, and 14.237, respectively. The null hypothesis is rejected at 5% alpha.

The ability of a principal to lead is crucial in influencing students' academic performance as well as the school's general atmosphere, mindset, and atmosphere. Good leadership can turn classrooms into productive learning environments where students are challenged, supported, and encouraged in addition to receiving an education. Influential leaders are successful principals. This entails creating a shared vision for the school and inspiring and motivating the faculty and staff. It should be able to establish a happy and productive work atmosphere and assign duties and responsibilities efficiently.

Table 3
ANOVA/F-test results on the significant variations in the overall leadership skills

Grouping Variables	F-value	p-Value	Decision at 5% alpha
Age	9.218	0.000	Reject Ho (Significant)
Sex	0.771	0.299	Accept Ho (Not Significant)
Civil Status	2.218	0.097	Accept Ho (Not Significant)
Designation	10.324	0.000	Reject Ho (Significant)
Work experience	14.237	0.000	Reject Ho (Significant)
Highest Educational Attainment	0.785	0.263	Accept Ho (Not Significant)

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Table 3 shows that when public elementary school heads are grouped according to their age, designation, and number of years in service, there are large differences found with the computed F-values of 9.218,10.324 and 14.237, respectively. These are all significant at the 5% alpha level, so we can reject the null hypothesis that these factors do not affect leadership effectiveness.

The school principal's leadership is one of the main factors vital to student academic performance and affects the school climate. A well-rounded and competent principal can convert school into a productive learning environment where students feel engaged, supported, and pushed to do their best. Some school leaders are good at creating a shared vision, some can motivate the staff, some maintain a positive working environment, and others manage resources efficiently. According to Education Advanced (2022), effective leadership skills are necessary for guiding faculty and students through academic problems and relate directly to positive educational outcomes. For the rest, among experience-based personnel, leadership skills are largely dependent on age and designation. The educational qualifications of a principal matter, but even more so, in what place within the hierarchy they have chosen to lead and expand the institution. Traditionally, the principal is the leader of a school community, but recent research indicates that leadership plays many roles within the school, with more teacher leadership being practiced. The significance of a conducive environment is further reinforced by (Nursalina et al., 2021), who demonstrated that a positive working atmosphere markedly influences teacher performance. When school leaders work to build a supportive environment for their teachers, it leads to happier and more productive workers as well.

Moreover, the physical and psychological venue of work has a direct influence on teachers' performance. Situational factors (e.g., brightness, air flow, sound levels relative to what is natural for people) and the social capital of faculty both affect job satisfaction and performance. Additionally, (Hsu et al., 2015) examine how contextual factors, including organizational control, influence teachers' attitudes and perceptions towards their work environment, ultimately affecting their performance.

The implications of these findings are that leadership development programs should not only be focused on administrative-oriented managerial skills but must also consider the wider environmental and interpersonal conditions that impact school performance. Insights into principal work environments and the interaction of principal leadership style with context can help improve practice by better-matching strengths to the demands of educational environments. To assist in building effective leadership among elementary school leaders, future studies can examine the relationship between specific leadership styles and teachers' job satisfaction and performance in various educational contexts

CONCLUSION

The importance of the management and leadership capabilities of elementary school principals in Bataan is reflected very well in this study. This shows that although school heads have developed skills to run the schools and perform operational tasks efficiently, transformational leadership has a significant weakness- vision setting and staff recognition. These results highlight the importance of professional development in developing strategic leadership and teacher collaboration. In addition, leadership practices also vary by work experience, age, and educational attainment, implying that working empirically with leadership should be a source of improving our practice. This information provides important direction in enhancing the capacity of leadership in schools.

In the short term, immediate actions feature professional development through workshops and seminars to strengthen instructional leadership by building principals — and reinforcing their leadership skills within the classroom. These workshops should happen within three months with the school heads and division office tasked to implement them. Another immediate move is to give

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principals more visibility around the school so they are more prominent and known. More encouragement is needed for principals to walk through classrooms and informally talk with teachers and students. Having a mechanism to identify and motivate the best teachers and students will also be crucial. Establishing a means of regular communication and coordination between school heads, teachers, and supporting staff must also be a top priority. This can be done through two-month meetings centered around mentoring strategies, concerns, and best practices with a set agenda and necessary follow-ups.

Over the medium term, over a year or so, many measures must be taken to seize strategic planning and resource allocation purposes. We need to train our principals in creating budgetary practices and financial management that help them utilize allocated funds most effectively. In addition, Teacher professional development should also be emphasized by providing long-lasting training programs and continuous school administration support. It must also be built into teachers' schedules to create a continuous improvement in culture. It should also become a priority to monitor student progress. Principals and teachers must meet regularly to explore how student tracking is done, while written reports should be based on ongoing improvement that supplies important data for recommendations.

Pragmatic long-term plans must encompass a more detailed Leadership Development Plan in partnership with the Department of Education. This program should focus on developing the attributes of building principals as strategic leaders, managers of school operations, and cultivators of a favorable school climate. Alum engagement will also be vital in strengthening school support and collaboration, which can lead to both immediate advantages by providing feedback and alums involvement with innovative programs at the school => these are long-run benefits! Finally, a system for periodically reviewing and providing feedback to organizations on the effectiveness of their leadership practices would allow them to make any adjustments necessary to ensure that leadership development programs continue to be innovative and effective.

The above recommendations will bridge gaps in leadership skills and management practices at an organizational level. Together, these actions will create a stronger and more supportive ecosystem for principals, teachers, and students both in the short term and well into the future. Ultimately, these enhancements will also bring better education, stronger school communities, and a more successful educational system to Bataan.

TRANSLATIONAL RESEARCH

The literature available on successful management practices and leadership skills required of an educational leader, especially within a primary school context, will be reviewed. The sources considered relate to the theoretical frameworks, models, and reports pertinent to the educational sector, and this background explanation sets the scene for what great leadership within schools entails. Key competencies and characteristics associated with successful heads of elementary schools will be identified, contributing valuable insights regarding the traits and skills such officers should possess to manage schools effectively.

Translational Phase 1 (T1) - Needs Assessment:
The first translation phase was the unpleasant experience of needing to conduct a comprehensive needs assessment to appraise current management practices and leadership qualities of heads of elementary schools under the division. This will involve using questionnaires to elicit self-reported data on the management practices, leadership capabilities, and perceived training needs of

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school heads. In-depth interviews can also be used to clarify specific areas with other stakeholders, such as teachers, parents, and members of the school boards, for multiple views on what is required or needs reforming in school headship. Data on performance in schools, job satisfaction of teachers, outcomes for students, and others will also be reviewed to identify possible intervention points.

Translational Phase 2 (T2) - Program Design:

Given the needs identified in the first translational phase, a needs-specific professional development program is designed. In this task, collaboration with content matter educationists experienced in school management and with stakeholders is paramount to support the curriculum formulation process. These will include, but are not limited to, strategic planning, instructional leadership, team building, communication skills, conflict resolution, and data-driven decision-making in the curriculum. Different learning designs of the program that apply different modalities to ensure the diverse needs of those with varied learning preferences and schedules can be involved, including workshops, seminars, online modules, coaching sessions, and peer mentoring.

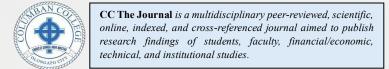**Translational Phase 3 (T3) - Program Implementation:**

This will be done via pilot testing in some schools in the division. In this phase, they will continue supporting the participants through resources like classroom materials, networking, and follow-up consultations. Instead, a collaborative learning environment will be nurtured where school heads can share best practices, learn from each other's experiences, and offer feedback from mentors or facilitators.

Translational Phase 4 (T4) - Program Evaluation and Refinement:

The effectiveness of the professional development program will be established using a mixed-method design consisting of both quantifiable and qualitative methods. This will also entail pre-and post-training assessments, participant surveys, focus groups, and leading/performance indicators to assess changes in management practices, leadership skills, and school outcomes. Feedback will be obtained from the participants, facilitators, and other stakeholders involved in the training on the strengths, weaknesses, and areas of the program that can be improved. The results will be used to revise the professional development program in an iterative process that continues to improve the program's continuous impact on elementary school leadership in the division.

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