



LEADERSHIP PRACTICES OF PUBLIC SECONDARY SCHOOL HEADS AND PERFORMANCE OF TEACHERS IN THE DIVISION OF BATANGAS: BASIS FOR A PROPOSED INTERVENTION MEASURES

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ABSTRACT

This study aimed to determine the leadership practices of Public Secondary School Heads and Performance of Teachers in the Division of Batangas Province. The findings of the study served as basis for proposed intervention measures to enhance school head leadership practices. Specifically, the study sought answers on the leadership practices of the public secondary School Heads in terms of Setting directions, Developing people, Redesigning the organization, Instructional advice and support, Monitoring and evaluation. The respondents of the study included thirty-seven (37) public school district supervisors, one hundred thirty-seven (137) school heads, and three hundred fifty-six (356) teachers who are all rendering a good service in the organization. The primary data gathering tool used in the study was a survey questionnaire containing items pertaining to the profile of the respondents, Leadership Practices of Public Secondary School Heads, and Problems Encountered in the implementation of their leadership roles. The collected data were analyzed through descriptive method of research and were treated using percentage, weighted mean, ranking, Likert's scale, Analysis of variance (F-test), and Pearson-r correlation.

Results of the study revealed that the public secondary school heads were found to be effective in performing their leadership functions in setting directions, developing people, redesigning the organization, giving instructional advice and support, and monitoring and

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evaluation. There is no significant difference among the assessments of the respondents on the leadership practices of school heads. On the other hand, there is a strong correlation between the leadership practices of school heads and performance of teachers. Moreover, the performance of secondary teachers for the last three years was found to be very satisfactory which also showed that the performance of teachers is influenced by the school head leadership practices. Finally, the researcher developed an Intervention Measures model which aims to enhance leadership capacity of school leaders in the government secondary schools which covers the key areas to improve, strategies, and activities to be administered. In addition, these proposed intervention measures were found to be suitable and acceptable to the respondents because it is workable, operative, and inclusive which can benefit the institution. With these results, it is highly encouraged for school heads to attend training program on instructional leadership and school governance to upgrade and uplift the goals, vision and objectives of the schools, upgrade and improve the instructional leadership competence of school heads, and adopt DepEd guidelines, policies, and programs to enhance the teachers' performance. Nonetheless, reviewing the Philippine Professional Standards for School Heads can also help to assess strengths and weaknesses on leadership practices and to develop plans for key areas that need to be improved. Lastly, the adoption of the proposed Intervention Measures model is recommended to address challenges on the school head leadership practices as reflected in the timeline.

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