



CHARACTERISTICS, LEADERSHIP STYLES AND MANAGEMENT PRACTICES: CASE OF SCHOOL BASED MANAGEMENT (SBM) LEVEL III SCHOOLS IN BUTUAN CITY

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ABSTRACT

This study determined the characteristics, leadership styles and management practices of Level III School Based Management school heads in the Division of Butuan City. Specifically, the study answers the following questions such as the characteristics of school heads handling schools with School Based Management Level III as to personal and professional attributes, the leadership styles of the school heads in the SBM Level III school, the management practices of the SBM Level III school heads as school managers, and to design a capacity development program for budding school heads.

This study will utilize qualitative phenomenological research design using interviews to gather the data. Ten school heads handling schools with SBM Level III were taken as participants. The collected data were analyzed using thematic analysis.

Findings

The following are the salient findings of the study:

1. The personal characteristics of school heads handling schools with School Based Management Level III were found to manifest transparency, compassion, commitment, courage, empathy and integrity in dealing with their teachers. As to professional attributes, the school heads were characterized as visionary leaders, shows collaboration, accountability, innovation, empowerment, commitment to excellence, data-driven, decision maker, keen on professional development, transparent, compassionate, and committed to work.
2. The leadership styles of the school heads in the SBM Level III schools were found to be collaborative, transformational, instructional, and data driven.

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3. The management practices of the SBM Level III school heads as school managers were sought. Results showed that the school heads practiced strategic planning, resource management, empowering staff, monitoring and evaluation, and building partnership with stakeholders.

4. A capability building program was designed for budding school heads based on the personal and professional characteristics of school heads who have transformed schools to SBM Level III as well as to the leadership styles the school heads practiced and their management practices.

Conclusions

Based on the findings, the following conclusions are drawn:

1. School heads demonstrate a strong blend of personal qualities and professional attributes that can create a positive and productive environment for teachers.
2. For school heads show diverse leadership styles which are necessary for them to adapt different situations in schools and in the community.
3. The school heads have manifested effective practices necessary for sound management not only for their teachers but also for all school stakeholders.
4. The developed capability development program for aspiring or budding school heads has the potential to improve school leadership among themselves.

Recommendations

Based on the formulated conclusion of the study, the following recommendations are derived.

Department of Education. Enhanced professional development programs that empowered school heads in the Division of Butuan City. The programs delegate authority effectively and foster autonomy among their staff. Additionally, strategic planning resource management training and leadership training that focuses on building trust and empowering teachers to take initiative and lead projects.

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Curriculum Developers. Integrate leadership training modules that emphasize both personal and professional attributes essential for effective school leadership. The curriculum should also focus on fostering collaborative and transformational leadership skills, encouraging future leaders to involve stakeholders in decision-making and inspire continuous improvement. Embedded practical resource management strategies and strategic planning within the curriculum to equip school heads with the skills necessary to navigate budget constraints and optimize resources effectively.

School Leaders. School leaders can significantly develop both personal attributes and professional competencies, including visionary leadership and effective communication, that foster a supportive and productive school environment. Emphasizing strategic planning and resource management is essential for achieving long-term goals and optimizing available resources. School leaders should also adopt a collaborative leadership style, engaging all stakeholders in the decision-making process to build a sense of shared responsibility and community involvement. School leaders build strong partnerships with parents, community members, and other stakeholders is crucial for supporting school initiatives and improving educational outcomes.

Teachers. Active engagement in professional development opportunities to enhance their instructional practices and adapt to innovative teaching methods, which directly impact student outcomes. Embrace collaborative efforts with school leaders and colleagues, contributing to a shared vision and participating in decision-making processes to foster a sense of ownership and accountability. Utilizing data-driven approaches to assess student performance and inform instructional strategies will ensure continuous improvement and effectiveness in teaching. Additionally, building strong relationships with students, parents, and the community is crucial for creating a supportive learning environment and enhancing educational outcomes.

Students. Students actively participate in school activities and leadership opportunities, develop their own leadership skills and contribute to a positive school environment. Engaging in collaborative projects and decision-making processes helps students

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feel more connected to the school community and foster a sense of shared responsibility. Students take advantage of opportunities for feedback and self-assessment, utilizing data-driven approaches to track their academic progress and set personal learning goals. Additionally, building strong relationships with peers, teachers, and the community is essential for creating a supportive and motivating learning environment.

Future researchers. To solidify these valuable insights and propel the schoolheads characteristics, leadership styles and management practices of the Division of Butuan City program forward, replicating this study with similar variables across different regions is recommended. This will not only validate the findings in Butuan City Division but also provide a broader national perspective on the state of School heads. This larger data set can then inform targeted improvements to the New School heads training, ultimately strengthening the program for all leaders.

By implementing these recommendations, the Division of Butuan City can further enhance the effectiveness of its school leaders, leading to improved educational outcomes and a more supportive and collaborative school environment.

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Introduction

The level of excellence of a nation can be inferred from the quality of its educational system. Education has a crucial role in cultivating human capital, which is vital for producing individuals with enormous potential and significance. School principals have diverse leadership responsibilities and functions in guiding schools to become productive and conducive learning environments. The educational establishment, particularly the school, assumes a crucial function in facilitating the educational process at the individual level. The primary responsibility of this organization is to enhance the standard of education and ensure the efficient implementation of high-quality education (Sumaryanti et al., 2023).

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In the past few years, there has been a global trend towards decentralization and increased independence for public schools, with the goal of improving the overall quality of education (Keddie et al., 2020). The rationale behind the heightened oversight of schools can be attributed to the reverberations and revisions of comparable remarks aimed at even the most modest establishments within society (McCormack et al., 2020). Disseminate the necessary knowledge regarding operational management to individuals who possess a genuine appreciation for the tasks at hand. Presently, there is a prevailing focus on enhancing school administration and management despite their various designations. This kind of policy change is known as the School-Based Management program (Mante, 2023). As Lara & Pañares (2023) defined, School-Based Management (SBM) is a framework that facilitates enhanced decision-making processes within the field of education. It enables individuals in critical positions to exercise decision-making authority to directly tackle genuine concerns and issues that the educational institution is facing. In order to enhance the implementation of School-Based Management (SBM) practices and promote their widespread adoption throughout the nation, it is imperative to undertake measures aimed at strengthening SBM practices. The Department of Education (DepEd) recently conducted a review of the SBM framework, evaluation method, and instrument. This action was undertaken with the purpose of emphasizing the significance of student involvement in fundamental community services. The provision of educational services.

In a study by Pepugal (2022), he highlighted that the School-Based Management program was created and designed to improve transparency and accountability in two ways: by empowering the school community to identify educational priorities and by allocating school maintenance and operating budgets to those priorities (particularly curriculum enrichment programs); and by using annual implementation plans and school report cards. In 1983, the National Commission on Excellence in Education (NCEE) produced the study "A Nation at Risk" to improve the future of education. School-Based Management (SBM) has been in use in our educational system for several years despite being employed in other nations' educational systems for decades. It has proved successful in assisting schools in Thailand, the United

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States, Australia, Indonesia, New Zealand, England and Wales, and other nations to achieve their desired goals and outcomes. Some academicians and researchers believe that parental and community involvement in schools has improved educational institutions and student

achievement. The purpose of school-based management (SBM) is to reform educational practices by giving school administrators and personnel the authority to enhance learning environments and nurture continuing professional development. It is intended to give schools the resources they require to empower their key leaders to make informed local decisions based on their specific needs, thereby improving the educational system.

At present, the Department of Education aims to improve education quality and efficiency by implementing School-Based Management (SBM), a vital component of the Basic Education Sector Reform Agenda (BESRA). School-Based Management (SBM) has been revised to prioritize the children/learners as the center of SBM practice. It now encompasses the diverse learning contexts of today's society, including geographic, social, cultural, economic, political, and environmental factors. It also aims to increase commitment and accountability among education stakeholders at all levels (Ballarta et al., 2022).

Moreover, Education leaders or school heads/principals play a vital role in the development and realization of the agency's goals, mission, and vision. Their professional leadership abilities serve as markers of success for schools. The presence of capable school administrators would enable a particular educational institution to attain its desired performance objectives; hence, fostering favorable outcomes for the school through the school-based management program will be a gateway for the school's success in providing quality education. Within the context of a public educational institution, the school administrators, functioning as both leaders and managers, possess the authority to oversee and execute all school initiatives and endeavors throughout a designated academic year. The following actions outlined in their Annual Improvement Plan (AIP) have been derived from the School Improvement Plan (SIP), which spans three years. The assessment, evaluation, and monitoring of school heads' performance is conducted through the implementation of School-Based Management (SBM) procedures. The successful completion of each practice would

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serve as an indicator of the individuals' aptitude and proficiency in fulfilling their responsibilities and assuming the position of competent and productive leaders inside the educational institution. Additionally, it is the responsibility of school leaders to ensure the maintenance of a safe and amicable work environment. (Cabigao, 2019).

By putting the school heads/principals in the spotlight of the decentralization process, their roles are essential in the implementation of the novel program on governance and administration in the aspects of School-Based Management. Much has been given the emphasis that in order to implement the SBM program effectively, the school must attain the highest level of its implementation, which is level 3. This level is considered an advanced level of implementation in which the school ensures the production of intended outputs/outcomes and achieves all standards of a system that is wholly integrated into the local community, self-renewing, and self-sustaining. At this level, the community worked with the school to effectively implement projects related to various principles or areas of concern of the institution. Having this level, the school head's role shifted from being a mere educational leader to a partner of the community to address issues prevailing in the school internally and externally. The community itself plays a pivotal role in honing the students to be well-rounded and developed individuals.

The implementation of School-Based Management (SBM) facilitates the decentralization of decision-making processes, granting schools the authority to administer their affairs, thus empowering them independently. Active participation in decision-making on many aspects of a school's operations is a critical component that involves the engagement of administrators, teachers, parents, and community members. There exist several prevalent ways for assessing Strategic Business Management (SBM) through diverse approaches and by several stakeholders. This is done through enhancing parental and community engagement in schools. As a result, decentralization of decision-making aims to improve the monitoring and accountability of school staff, align incentives, and connect policy requirements with educational needs. SBM also aims to strengthen school autonomy and establish evaluations and assessments.

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At present, various schools in the Division of Butuan City have achieved a Level III of implementation with regard to School-Based Management. The said institution carried out various processes that aim to enhance and promote partnerships with various agencies and organizations. The implementation of the SBM principles helps schools strengthen their governance and management, making effective decision-making processes and facilitating more attainable goals of the department's vision and mission.

The concept above exerts a significant influence on the researcher's motivation to explore this specific area of inquiry. The objective of this study is to examine the practices of education leaders or school heads/principals who have transformed their schools to School-Based Management (SBM) Level III. Thus, the primary objective of this study is to examine the extent to which this program facilitates the advancement of careers and the creation of promotion prospects for school leaders. Moreover, the researcher aims to determine the characteristics, leadership styles, and management practices of the school heads with SBM Level III schools in Butuan City. The study's output offers a capacity-building program that will enhance the leadership styles and management practices of budding school heads.

Materials and Methods

This chapter describes the research design, research locale, participants, instruments, data-gathering procedure, and statistical analysis.

Research Design

This study utilized a qualitative phenomenological research design. Qualitative research is a type of study that delves into real-world problems and gives more information about them. A structured interview was used to answer issues such as the characteristics of school heads handling schools with school-based management level III as to their personal and professional attributes; the leadership styles of the school heads in the SBM Level III schools; the management practices of the SBM Level III school heads as school managers; and to capacity development program for budding school heads based on the findings. Qualitative research asks questions like "how" and "why" that are not easy to answer with a

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number. In addition, phenomenology is a popular research method in the field of education and educational leadership. Phenomenological studies "describe ordinary meaning for several individuals of their lived experiences of a concept or a phenomenon.

Research Participants

The participants of this study were the ten school heads who have a career development in implementing school-based Management in Level III. The said participants hold permanent positions, have been in the service for at least three years, and have a background in school-based management. Table 1 shows the distribution of participants.

Table 1

Distribution of Participants

Schools	No. of participants per school
Elementary	
Bugabus Elementary School	1
Butuan Central Elementary School	1
Libertad Central Elementary School	1
San Vicente Elementary School	1
Silad-Mahogani Elementary School	1
Tagpulangi Elementary School	1
Tungao Central Elementary School	1
Secondary	
Doongan Integrated School	1
Libertad National High School	1
Pareja Integrated School	1
Total	10

The table shows seven elementary schools, one integrated school, and two schools where the school heads are assigned. They have sustained and practiced the SBM Level III, the perceptions and meanings they constructed regarding characteristics, leadership styles, and management practices.

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Research Instrument

The research instrument utilized in this study comprises a structured interview coupled with an open-ended set of questions, allowing participants to freely articulate their thoughts, experiences, and best practices regarding the implementation of School-Based Management (SBM). Interview guide questions were used and composed of three parts. Part I asked for the characteristics of school heads handling schools with School Based Management Level III with follow-up questions for personal and professional attributes. Part II asked for the leadership styles of the school heads in the SBM Level III school with follow-up questions. Part III asked for the management practices of the SBM Level III school heads as school managers.

The interview questions focused on characteristics, leadership styles, and management practices within the context of Level 3 schools in Butuan City. They also consisted of questions that further examined these aspects to glean insights specific to SBM implementation in the mentioned educational setting. This structured approach aimed to gather comprehensive data while fostering a comfortable atmosphere for participants to share their perspectives.

Data Gathering Procedure

The researcher asked permission from the Schools Division Superintendent of Butuan City to conduct the research. The researcher presented the approved research permission to the District Supervisors of the target school. Following the development and checking of the study's sets of questions by the research adviser and panelist, the researcher then set appointments and schedules for the identified school heads as participants.

Prior to the interview, the researcher prepared an audio or video recording device to record the answers of the participants. Permission shall be sought by the researcher among the participants in the recording of the conversation, and the researcher shall explain to them that the conduct of said procedure was confidential and confined to the aspects of the research. After the interview, the answers of the participants were encoded, segmented, and thematized.

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The interviews were conducted during the school heads' free time from January to May 2024 and usually lasted fifty minutes.

Treatment of the Data

Thematic Analysis. The following measures were used to treat the gathered data through interview analysis. The following steps were followed: Participants' responses in the interview were the sources of data; the Organization of information needed was based on the stated problems of the study; Recording the interview- audio and coding of all resources were made without changes to the statement of the participants. Ensuring authenticity- this is to provide the trustworthiness of the data used; Checking biases-biases can affect the accuracy of the data; Asking questions were asked to help determine the background of the document and resources; and evaluating the document completing the preceding steps, patterns were identified, and valuable information was determined on how it applies to the problem at hand.

Results and Discussion

This chapter presents the results and discussions based on the problem presented in Chapter 1.

Problem 1. What are the characteristics of school heads handling schools with School Based Management Level III as to personal and professional attributes?

To answer this problem, school heads were interviewed using the structured guide questions. The following are the characteristics of school heads handling schools with School Based Management Level III, which encompass both personal and professional attributes. The personal attributes SH1, SH2, and SH3 included transparency and open communication, accountability and commitment for the SH3, SH2, and SH4; compassion and understanding for SH4, SH5, SH6, SH7, SH3, SH10, SH8, and SH9; courage and influence for SH3, SH2, SH4; and patience and political will for SH3, SH2, SH4. Professional attributes include visionary leadership for SH3, SH2, SH4; collaboration for SH1 and SH10; accountability for SH4, SH5, SH6, SH7, SH3, SH10, SH8, SH9, SH2, and SH1; innovation for SH6 and SH10; effective communication for SH7 and SH3 ; adaptability for SH10, SH8, SH9; empowerment for SH1

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and SH3; commitment to excellence for SH3, SH2, SH4, and SH6; data-driven decision making for SH3, SH2, SH4; and for the professional development SH2 and SH4. These attributes are crucial for effective leadership and management in the context of SBM Level III.

Table 2

Summary of Responses of School heads and themes on the Professional and Personal Attributes

Theme	Sub-theme	Verbatim Responses	Source
Personal Attributes	Transparency	<i>"A school head should have... No. 1 is being transparent...open specially on the money matters."</i>	SH1,SH2,SH3
	Compassion	<i>"Understanding the situation of your teachers...compassion ...respect."</i>	SH3, SH2, SH4
	Commitment	<i>"Being committed to one's work...everything you want to do in your personal life or delegation of work."</i>	SH4, SH5, SH6, SH7, SH3, SH10, SH8, and SH9
	Courage	<i>"You have also the courage...courage and influence should influence...connect the best and the best leader."</i>	SH3, SH2, SH4

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	Empathy	<i>"Empathy and support, building and nurturing environment for the students and staff."</i>	SH3,SH2,SH9
	Integrity	<i>"Integrity, upholding ethical standards and consistency."</i>	SH2,SH3,SH8
Professional Attributes	Visionary Leadership	<i>"Visionary leadership, clear strategic planning for long term goals."</i>	SH3, SH2, SH4
	Collaboration	<i>"Collaborative spirit, engaging all stakeholders...working hand in hand with the teachers and stakeholders."</i>	SH1and SH10
	Accountability	<i>"Should be accountable...accountability, taking responsibility for outcomes."</i>	SH4,SH5 SH6, SH7, SH3, SH10, SH8, SH9,SH2, and SH1
	Innovation	<i>"Innovative thinking, implementing creative solutions and technologies."</i>	SH6,SH7
	Effective Communication	<i>"Effective communication ensuring transparency and open dialog."</i>	SH6,SH7

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Adaptability	<i>"Adaptability, being flexible and responsive to change."</i>	SH4,SH5
Empowerment	<i>"Empowerment, delegating authority and fostering autonomy."</i>	SH9,SH2, and SH1
Commitment to Excellence	<i>"Commitment to excellence, maintaining high standards in all areas."</i>	SH2,SH3,SH8
Data-driven Decision Making	<i>"Data-driven decision making, using data to inform and improve practices."</i>	SH3, SH2, SH4
Professional Development	<i>"Prioritizing professional development for staff."</i>	SH2 , SH4
Visionary Leadership	<i>"Visionary leadership, clear strategic planning for long term goals."</i>	SH3,SH2,SH9

The table shows the school heads' responses, which revealed critical personal and professional attributes essential for effective leadership. Individual characteristics are identified, and these emphasize shared leadership and transparent practices.

Professionally, the school heads demonstrated and highlighted the importance of collaboration and stakeholder engagement in achieving educational goals and the role of data-driven decision-making and continuous improvement in school leadership.

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Problem 2. What are the leadership styles of the school heads in the SBM Level III school?

The school heads in the Division of Butuan City exhibit a range of leadership styles in implementing School-Based Management (SBM) Level III. Primarily, they are identified collaborative leaders, emphasizing teamwork and shared decision-making with stakeholders for SH1, SH2, SH3, SH4, SH5, SH6, SH7, SH8, SH9, and SH10. They actively involved the teachers, parents, and community members in the school's planning and improvement processes. Additionally, they demonstrated instructional leadership by guiding and supporting teachers in their pedagogical practices SH1, SH2, SH3, SH4, SH5, SH6, SH7, SH8, SH9, and SH10. Some school heads also employed the data-driven leadership SH1, SH3, SH4, SH7, SH8, SH9, and SH10, allowing them to utilize and inform their decisions and improve school practices. While not all school heads explicitly mention transformational leadership SH1, SH2, SH3, SH4, SH5, and SH10, some of their practices, such as inspiring and motivating staff and fostering a culture of continuous improvement, align with this leadership style SH1, SH2, SH3, SH4, SH5, SH6, SH7, SH8, SH9, and SH10.

Table 3

Summary of Responses of School Heads and Themes on the Leadership Styles

Theme	Sub Theme	Verbatim Responses	Source
Leadership Styles	Collaborative Leadership	"Leadership style. So, my style in the book is my leadership style, but Siguro, I am not an I. I cannot say that I am a transformational leader.	SH1, SH2, SH3, SH4, SH5, SH6, SH7, SH8,
		I am a collaborative. I use the collaborative leadership style."	SH9, and SH10
		"I believe I possess collaborative leadership, instructional leadership and, you know, somehow I have three data-driven leadership, yes, when we say data-	

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driven. I present that to them. Uh data is full data that will, like transparency and so that. They are also motivated to help the school guy because the school have is transparent in all her."

Transformational Leadership	"As a school head, my leadership styles are. 1. 1st is a transformational leadership, inspiring and innovating staff and students to achieve higher levels of performance and foster a culture of continuous improvement."	SH1, SH2, SH3, SH4, SH5, SH6,S H7,SH8, SH9, and SH10
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Instructional Leadership	"I believe I possess collaborative leadership, instructional leadership and, you know, somehow I have three data-driven leadership, yes, when we say data-driven. I present that to them. Uh data is full data that will, like transparency and so that. They are also motivated to help the school guy because the school have is transparent in all her."	SH1, SH2, SH3, SH4, SH5, SH6,S H7,SH8, SH9, and SH10
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Data-Driven Leadership	"I believe I possess collaborative leadership, instructional leadership and, you know, somehow I have three data-driven leadership, yes, when we say data-driven. I present that to them. Uh data is full data that will, like transparency and so	SH1, SH2, SH3
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that. They are also motivated to help the school guy because the school have is transparent in all her."

The school heads demonstrated a variety of leadership styles in implementing School-Based Management (SBM) Level III, based on the summary of responses of school heads on the leadership styles.

These findings are aligned and evident in their practices with contemporary research emphasizing the importance of collaborative, instructional, data-driven, and transformational leadership in educational settings (Spillane, Bryk et al., 2015).

Problem 3. What are the management practices of the SBM Level III school heads as school managers?

The responses from the school heads shed light on essential management practices for effective school leadership within the School-Based Management (SBM) Level III framework. Strategic planning emerged as a cornerstone, with school heads emphasizing the need for comprehensive and collaborative planning processes to drive school improvement initiatives for SH1, SH2, and SH3. Resource management is identified as a persistent challenge, underscoring the importance of transparent budgeting, resource allocation, and effective communication with stakeholders regarding financial decisions SH1, SH2, SH3, SH4, SH5, SH6, SH7, SH8, SH9, and SH10. Empowering staff is highlighted as a critical practice, emphasizing their involvement in SBM processes and providing opportunities for participation and shared responsibility SH1, SH2, SH3. The significance of monitoring and evaluation is also evident, with school heads needing regular assessment of school performance and the utilization of data to inform decision-making and drive continuous improvement SH1, SH2, SH3. Furthermore, building partnerships with stakeholders is identified as a crucial aspect of effective management, emphasizing the importance of collaboration and engagement with the community to leverage resources and support SH1, SH2, SH3, SH4, SH5, SH6, SH7, SH8, SH9, AND SH10. These insights collectively underscore the multifaceted nature of effective

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management practices in educational leadership, encompassing strategic vision, resource optimization, staff empowerment, data-driven decision-making, and collaborative partnerships with stakeholders.

Table 4

Summary of Responses of School Heads and themes on the management practices

Theme	Sub Theme	Verbatim Responses	Source
Management Practices	Strategic Planning	"So, strategic planning for the school improvement. So many shares are making all of."	SH1, SH2, SH3
	Resource Management	"Management of resources, or one automatic quandary resource is not easy, which is budgeted now for the week... Teacher association. Yeah."	SH1, SH2, SH3,
	Empowering Staff	"I. And they dated them. As. They are part. And parcel of the SBM, for example. I'm giving them a chance. Kumbaga. Uh."	SH4, SH5, SH6, SH7, SH8, SH9, SH10

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Monitoring and Evaluation	"Empowering staff through delegation and support. Next is monitoring and evaluation of school performance and building partnership with stakeholders."	SH1,SH2,SH3
---------------------------	--	-------------

Building Partnerships with Stakeholders	"Empowering staff through delegation and support. Next is monitoring and evaluation of school performance and building partnership with stakeholders."	SH1,SH2,SH3,SH4
---	--	-----------------

The management practices of SBM Level III school heads as school managers are characterized by strategic planning, stakeholder engagement, transparent resource management, and continuous improvement initiatives. The principles of strategic management highlight the importance of structured yet flexible planning in education.

Problem 4. Based on the results of this study, what capacity development program can be developed for budding school heads?

Based on the results of this study, a structured capacity development program tailored for budding school heads includes suggested activities and learning outcomes. They will have practical experiences and clear objectives to guide their skill development journey.

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Table 5

Capacity Development Program for Budding School heads

ACTIVITY PROPOSAL

(RM 216, s. 2020)

A. Information About the Proponent

Name of Proponent: **TAMMY TARA MOLDES**
Position Agency/Functional Division: Mabuhay Elementary Schoolhead

B. Profile of the Activity

i. Title:

**CAPACITY DEVELOPMENT PROGRAM FOR BUDDING SCHOOL HEADS
CHARACTERISTICS, LEADERSHIP STYLES, AND MANAGEMENT PRACTICES IN
SCHOOLS**

ii. Rationale

The "Capacity Development Program for Budding School Heads: Characteristics, Leadership Styles, and Management Practices in Schools" addresses the critical need for effective leadership in the educational sector. School heads are instrumental in shaping the academic landscape, enhancing the quality of teaching and learning, and spearheading school improvement initiatives. As the complexities and demands of the education sector continue to grow, there is an urgent need to equip aspiring school leaders with the necessary skills and knowledge. This program aims to bridge this gap by offering targeted professional development that focuses on the essential aspects of school leadership and management, ensuring that participants are well-prepared to navigate the challenges of their roles with competence and confidence.

By focusing on the characteristics of successful leaders, exploring various leadership styles, and implementing effective management practices, the program prepares future school heads to create positive and responsive learning environments. The curriculum is aligned with the Philippine Professional Standards for Teachers (PPST), ensuring that participants meet the

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professional standards required for effective school leadership. Additionally, the program promotes sustainable school development and continuous professional growth through a blend of formal learning, job-embedded learning, and collaborative activities. This comprehensive approach not only enhances individual competencies but also fosters a culture of continuous improvement and mutual support among future school leaders, ultimately contributing to the broader goals of national education reform.

iii. Program or Course Description:

The "Capacity Development Program for Budding School Heads: Characteristics, Leadership Styles, and Management Practices in Schools" is designed to equip aspiring school leaders with essential skills and knowledge for effective school leadership. The program covers key aspects such as the characteristics of successful leaders, various leadership styles, and effective management practices. Aligned with the Philippine Professional Standards for Teachers (PPST), the course ensures participants meet the professional standards required for school leadership. Through a blend of formal learning, job-embedded learning, and collaborative activities, the program fosters continuous professional growth. It prepares participants to create positive, responsive learning environments.

iv. Professional Development Priorities:

Pursuant to DepEd Order No. 024, s. 2020, titled National Adoption and Implementation of the Philippine Professional Standards for School Heads. The following are the identified priorities that this proposed activity tried to address: Domain 1, Leading Strategically; Domain 2, Managing School Operations and Resources; Domain 3, Focusing on Teaching and Learning; Domain 4 Developing Self and Others; and Domain 5, Building Connections.

v. Professional Standards Covered (PPSSH domain/s, strand/s, indicator/s)

Aligned with the Professional Development Priorities of the National Educators Academy of the Philippines (NEAP), the following domains and strands of the Philippine Professional Standards for School Heads (PPSHS) are being covered, to wit: address Domain 1, Leading Strategically, Domain 2 Managing School Operations and Resources, Domain 3

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Focusing on Teaching and Learning, Domain 4 Developing Self Others and Domain 5 Building Connections.

vi. Target Participant Profile (School heads)

The proposed professional development identifies the profile of the target participants. Show the breakdown of participants.

Learning Facilitators	10
School heads	
Elementary	107
Secondary: JHS	50
Over-all Total	167

vii. Number of hours

This activity is a face-to-face scheme that will be run for 8 hours per day.

ix. List of Resource Persons/ Learning Facilitators supported by CVs

Please see the attached list.

x. Modality (Formal Learning, possibly with Job-Embedded Learning (JEL), Learning Action Cell (LAC), relationship and discussion-based learning, among other modalities)

The activity will be conducted using a face-to-face scheme.

xi. Indicative Date of Implementation

September 24 - 27, 2024

xii. Professional Regulation Commission (PRC) Program Accreditation No. if applicable

To be applied.

xiii. Program or course design

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The program design includes a combination of lectures, workshops, group discussions, case studies, and practical exercises. Each day focuses on different aspects of leadership and management practices.

xiv. Objective/s or Outcome/s:

This capacity building has the following specific objectives:

- Understand the characteristics and best practices of effective school leaders
- Develop and refine leadership styles suitable for school management
- Implement successful school-based management strategies
- Align leadership practices with PPST standards

xv. Detailed Program or Course Matrix

Please see the attached matrix.

i. Detailed Program or Course Matrix

Date and Time	Topics/Activities	Learning Facilitators
Sept 24, 2024		
7:30-8:00 AM	Registration	Management Team
8:01-9:00 AM	Opening Program and Pre-test	Management Team
9:00-12:00 AM	Introduction to School Leadership Lunch Break	EPS / PSDS
1:00-2:00 PM	Personal Attributes Transparency	EPS / PSDS
2:00-3:00 PM	Compassion	EPS / PSDS
3:00-4:00 PM	Commitment/Courage	EPS / PSDS
4:00-5:00 PM	Empathy/Integrity	EPS / PSDS
Sept. 25, 2024		
8:00-9:00 AM	Effective Management Practices (Strategic Planning)	EPS / PSDS
9:00-10:00 AM	Resource Management/Empowering Staff	EPS / PSDS

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10:00-11:00 AM	Monitoring and Evaluation	EPS / PSDS
11:00-12:00	Building Partnerships with Stakeholders	EPS / PSDS
12:01-1:00 PM	Lunch Break	Management Team
1:00-5:00 PM	Aligning with PPSSH	EPS / PSDS

Sept. 26, 2024

8:00-9:00 AM	Transformational Leadership	EPS / PSDS
9:00-10:00 AM	Instructional Leadership	EPS / PSDS
10:00-11:00 AM	Data-Driven Leadership	EPS / PSDS
11:00-12:00	Collaborative Leadership	EPS / PSDS
12:01-1:00 PM	Lunch Break	Management Team
1:00-4:00 PM	Workshop	EPS / PSDS
4:00-5:00 PM	Closing Program	Management Team

Sept. 27, 2024

8:00-11:00	Quality Assurance / Presentation	EPS / PSDS
11:00-12:00	Closing Program	Management Team

xvi. Assessment Plan

Participants are required to complete an online evaluation at the end of the program.

xvi. Budget Requirements

Budgetary Requirements				
Unit	Item Description	Quantity	Unit Cost	Total Cost
<i>Venue, Accommodation, Meals and Snacks</i>				
<i>Day 1</i>				
pax	Meals and Snacks	167	800.00	133,600.00
<i>Day 2</i>				
pax	Meals and Snacks	167	800.00	133,600.00

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Day 3

pax	Meals and Snacks	167	800.00	133,600.00
pax	Meals and Snacks	167	630.00	105,210.00

Venue and Accommodation Total 506,010.00

Airfare of Guest Speaker / Honorarium

<i>pax</i>	<i>Airfare</i>	1	20,000.00	20,000.00
<i>pax</i>	<i>Honorarium for 2 days</i>	1	10,000.00	20,000.00

Airfare of Guest Speaker / Honorarium Total 40,000.00

Materials

	PAPER, MULTICOPY A4	10	280	2,800.00
	CERTIFICATE FRAME	15	150	2,250.00
	VELLUM BOARD PAPER, A4	5	70	350.00
	CARTOLINA, meta cards, assorted colors	12	150	1,800.00
	MARKER, Permanent, Black	20	25	500
	Manila Paper	10	300	3,000.00
	TAPE, masking, 48 mm	10	50	500
	SCISSORS symmetrical/asymmetrical	20	50	1,000.00
Total				12,200.00
piece	Tarpaulin with Printing, 8x10	2	1,200.00	2,400.00
Total				560,610.00

xx. Funding Source

Registration Charge to MOOE

xxi. Monitoring and Evaluation

The Monitoring and Evaluation Section shall administer the activity's monitoring and evaluation. Participants are required to complete the daily program evaluation.

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xxii. Gender and Development Mainstreaming

The activity ensures that gender perspectives and needs are always considered in the design, implementation, monitoring, and evaluation. Likewise, it seeks to ensure that participants (regardless of gender preference) have equitable access to and benefit from the Office's resources and opportunities. Thus, the Equal Opportunity Principle (EOP) and the promotion of non-discrimination, fairness, and transparency shall be strictly observed, and gender equality shall overrule in program implementation and management.

xxiii. Minimum Health Standards

Participants are expected to observe and comply with the essential health protocols prescribed by the AITF.

CAPACITY DEVELOPMENT PROGRAM FOR BUDDING SCHOOL HEADS CHARACTERISTICS, LEADERSHIP STYLES, AND MANAGEMENT PRACTICES IN SCHOOLS

Training Needs Assessment

The Training Needs Assessment (TNA) for the Capacity Development Program for Budding School Heads aims to identify the specific areas of knowledge and skills required by aspiring school leaders. This assessment focuses on understanding the characteristics, leadership styles, and management practices that are essential for effective school management in the context of School-Based Management (SBM). The findings from this TNA will inform the design and implementation of the training program, ensuring it meets the professional development needs of the target participants.

It reveals a strong demand for comprehensive capacity development among aspiring school heads in Butuan City. By addressing the identified priorities in leadership, management, and community engagement, the Capacity Development Program will effectively prepare participants to lead schools under the SBM framework and PPSSH. This program will not only strengthen individual capabilities but also contribute to the overall improvement of educational outcomes and school management practices in the region.

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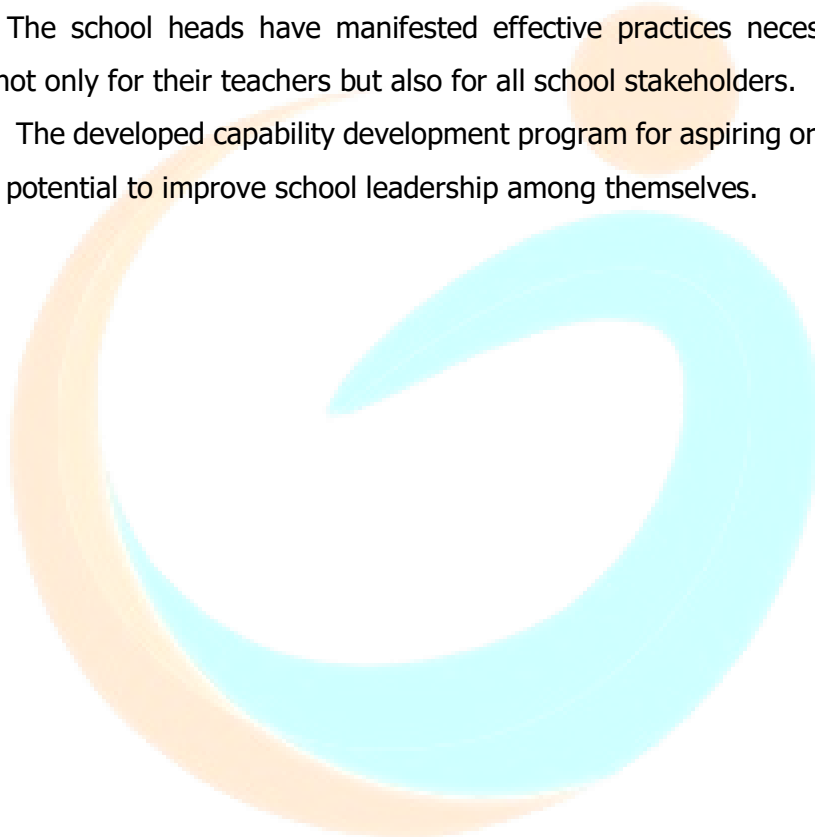
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Conclusion

Based on the findings, the following conclusions are drawn:

1. School heads demonstrate a potent blend of personal qualities and professional attributes that can create a positive and productive environment for teachers.
2. School heads should demonstrate diverse leadership styles, which are necessary for them to adapt to different situations in schools and the community.
3. The school heads have manifested effective practices necessary for sound management not only for their teachers but also for all school stakeholders.
4. The developed capability development program for aspiring or budding school heads has the potential to improve school leadership among themselves.



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