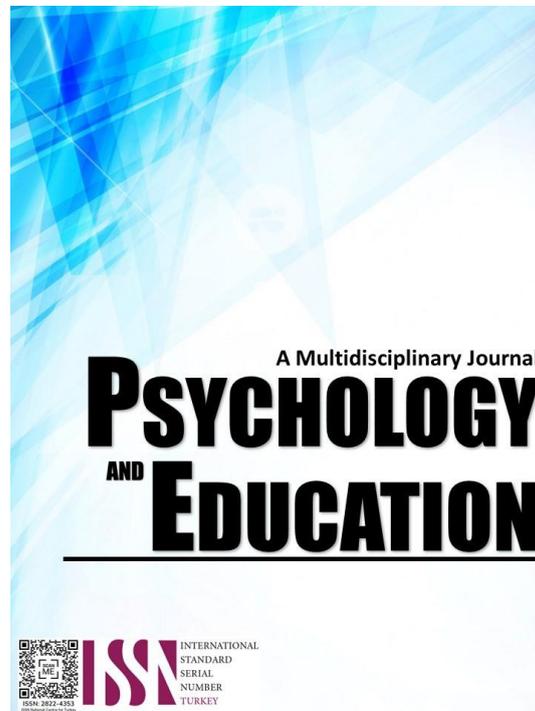


**SUPERVISORY SKILLS AND GOVERNANCE IN  
PUBLIC SECONDARY SCHOOLS IN THE DIVISIONS  
OF PUERTO PRINCESA CITY AND PALAWAN**



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## Supervisory Skills and Governance in Public Secondary Schools in the Divisions of Puerto Princesa City and Palawan

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### Abstract

This study focused on the assessment of supervisory skills and governance of Public Secondary school heads in the Division of Puerto Princesa City and Palawan. Data shows that most of the teachers are female, ages are in the middle age, married, and serving for more than ten years in public schools with a master's degree. The respondents also came from different schools with different numbers of student's population. The result shows that both teachers and school heads demonstrate High Levels of Supervisory Skill and Governance, as implementers of change, the school heads also demonstrate a High Level of change management practices in Instruction and a High Level of Empowerment in developing a vision, education, and curriculum, managing teachers, monitoring students' development, and safeguarding an academic climate. There are also some challenges witnessed by the teacher respondents in exercising the change management practices. Despite challenges, the school heads possess a high level of supervisory skills. Based on the result no significant relationship existed between the supervisory skills and governance of the school heads.

**Keywords:** *supervisory skills, governance, secondary school heads*

### Introduction

Change always occurs; to manage the change process, principals who are leading it must be aware of the dynamics of change in the context of their school and know how to collaborate closely with teams and the community. Effective change leadership recognizes and address stakeholders' concern as a crucial step in reaching the goals of the new strategy, which are altered practices and improved student outcomes.

Today's educational settings place importance on school heads; the transformation process can aid or be hindered by a principal's action, including how they directly supervise, conduct training and professional development programs in schools, communicate, and gather resources for the teaching-learning process. Principals have a crucial role in educational changes. Their Supervisory Skills and Change Management Practices will benefit all learners and foster administrative staff by providing the right direction and instruction that sharpens executive staff's insight. (Fink & Resnick, 2013).

School heads should concentrate on planning and implementing the best practices to develop a program for instructional improvement in curriculum and instruction, help teachers use methodologies, approaches, and strategies, and can set the academic goal to create a safe and motivating student environment. Moreover, using their Supervisory skills, the school head must show a critical level of

performance skills to inspire others and display professional qualities that show discipline, dignity, and love for work and develop teachers and leaders who can lead others in achieving their goals, mission, vision with the school directions and initiatives, to increase achievement, school heads should focus on developing and implementing best practices that will help teachers use methodologies, approaches, and strategies as well as set academic goals that will create a safe and motivating environment for students. Guerrero said they should also begin by using their supervisory skills and demonstrating a significant performance level. The researchers explore a more in-depth investigation into the supervisory skills and governance among school heads of public schools in the Division of Palawan and Puerto Princesa City.

### Research Objectives

1. Determine the level of supervisory skills and governance of the school heads as assessed by themselves and their teachers in terms of:

1.1 Planning, Organizing, Leading, Time Management Monitoring, Evaluating learning outcomes, communication, leadership, adaptability, conflict resolution, teamwork, interpersonal skills.

1.2 Curriculum and Instruction Supervision,

1.3 Organization and Professional Development,

1.4 Resources and Facilities Management; and

1.5 School Community Linkages and Public Relations.

2. Analyze the significant relationship between the

assessment of the teachers in the school heads themselves on the supervisory skills of the school heads.

## Methodology

The researchers used the quantitative method using the survey questionnaires that discussed the level of supervisory skills and governance among school heads in the DepEd Division Puerto Princesa and the Division of Palawan. This study determined the correlations of the identified variables and the relationship between the assessment of the teacher respondents in their school heads and the assessment of the school heads themselves on the supervisory skills and governance. The respondents were fully pledged school heads, teachers-in-charge, and their teacher-respondents in the different schools in Public Secondary Schools in the Division of Puerto Princesa City and Palawan

The study population was the 60 Public Secondary School Heads including the Teacher In-Charge and 217 Public Secondary Teachers from the Division of Puerto Princesa City and Palawan. The stratified random sampling technique sampling was used to get a well-represented sample of school heads respondents and teachers in the three districts of mainland Palawan and the fishbowl technique for to determine the sample size. Purposive sampling was used to choose the school head respondents, considering the following criteria: School heads or Teacher In-charge in the Division of Palawan and Puerto Princesa City. The population of public secondary school heads and teachers was requested from the Planning Office of the Department of Education, Division of Palawan, and Division of Puerto Princesa City.

The 300 total population of the public secondary school heads including the Teacher In-charge and the teacher-respondents in the Division of Palawan and in the Division of Puerto Princesa City however only 277 respondents participated in the study. To achieve the highest level of participation from public secondary school heads and teacher-respondents, the researchers asked permission from the Superintendent of the Schools Division and the President of the National Association for Public Secondary School Heads to disseminate the questionnaire. The researchers used the Google form for some school heads, teacher-in-charge, and teachers who want to answer using links in

Google. The statistical tools used to analyze and interpret data were as follows. The weighted mean method was used to measure supervisory and governance competencies and change management practices. Pearson R was used to determine the association between the observations of the teachers and the school heads.

## Results and Discussion

### Level of Supervisory Skills and Governance of the School Heads as assessed by themselves and their teachers in terms of Planning, Organizing, Leading, Monitoring, and Evaluating Learning Outcomes.

Table 1 presents the level of supervisory skills and governance of the school heads as assessed by themselves and their teachers in terms of planning, organizing, leading, monitoring, and evaluating learning outcomes. As school heads assessed themselves, the statement of setting high social and academic expectations also builds high performance of teachers with the mean of 4.57% described as Advance Level and the statement about leading and managing the teaching and learning outcomes that align with the mission, vision, and core values of DepEd also got Advance Level or 4.53% while the lowest mean got 4.42% under the statement of institutionalize integration of career progression and opportunities into the school curriculum and all other learning experiences.

The teacher respondents got 4.35% described as High Level on statement 2,4,5 which indicates the high supervision of the school heads to them while the lowest mean score of 4.24% described as High Level on statement 7 which is exhibit best practice in providing technical assistance to teachers. The overall mean of school heads with 4.50 described as High Level while teacher respondents got 4.32 High Level with a total overall mean of 4.41 described as High Levels. The result implies that the teacher respondents witness the High Level of performance of their school heads in utilizing organizational resources efficiently in terms of supervisory skills and governance, particularly in planning, organizing, monitoring, and evaluating learning outcomes. The data revealed that the school heads demonstrated exceptional skills and effectiveness in exercising their supervisory skills and governance in the educational system. Furthermore, utilizing organizational resources efficiently through planning, organizing, leading, and monitoring leadership activities is necessary to achieve reliable



performance. The principal's responsibility as a learning leader is to supervise, evaluate, and guide their educators' knowledge and skills to enhance teaching and learning outcomes.

Table 1.1. *Level of Supervisory Skills and Governance of the School Heads as assessed by themselves and their teachers in terms of Planning, Organizing, Leading, Time Management Monitoring, Evaluating learning outcomes, communication, leadership, adaptability, conflict resolution, teamwork, interpersonal skills.*

Indicators	School Heads		Teachers	
	WM	DJ	WM	DJ
1. set high social and academic expectations.	4.57	Advanced High	4.34	High Level
2. build high performance of teachers.	4.57	Advanced High	4.35	High Level
3. lead and manage the teaching and learning outcomes that align with the mission, vision, and core values of DepEd.	4.53	Advanced	4.41	High Level
4. regularly monitor the learning system.	4.55	Advanced	4.35	High Level
5. lead in institutionalizing effective monitoring and evaluation processes and tools to promote learners' achievement.	4.50	High Level	4.35	High Level
6. share exemplary practice in the review, contextualization, and implementation of learning standards.	4.47	High Level	4.30	High Level
7. exhibit best practice in providing technical assistance to teachers	4.47	High Level	4.24	High Level
8.lead initiatives on the innovative by using of learning assessment tools, strategies and results consistent with curriculum requirements to ensure	4.48	High Level	4.27	High Level
9.lead concerted efforts among stakeholders to develop partnership and implement effective learner discipline policies to support student growth and whole school improvements.	4.45	High Level	4.37	High Level
10.institutionalize integration of career progression and opportunities into the school curriculum and all other learning experiences.	4.42	High Level	4.25	High Level
Total Weighted Mean	4.50	High Level	4.32	High Level
Over- All Mean of Planning, Organizing, Leading, Monitoring and Evaluating outcome.		4.41		High Level

**Level of supervisory skills and governance of the school heads as assessed by themselves and their teachers in terms of Curriculum and Instruction Supervision.**

Table 1. 2 presents the level of supervisory skills and governance of the school heads as assessed by themselves and their teachers in terms of Curriculum and Instruction. As per the school, heads assessed themselves in terms of Curriculum and Development. Statement with regards to implementing effective learner discipline policies and child protection policies to support student growth and development got 4.60% described as Advanced Level, followed by statement eight which is lead in collaboration in achieving higher

learning outcomes got a mean of 4.58 % which is also Advanced Level, and a statement which promotes accountability, responsibility, and authority (AURA) within and beyond school management, the teacher respondents assessment got 4.53% described as Advance Level.

The assessment of teacher respondents to their school head got 4.36 as High Level with the statement implement effective learner discipline policies to support student’s growth and development, the second and third higher mean is 4.31 described as High Level under the statement promotes accountability, responsibility, and authority (AURA) within and beyond school management and leadership in collaboration in achieving higher learning outcomes while the lowest mean of 4.26 described as High Level was given by the teacher under statement number two which is taking initiatives on the innovative use of learning assessment tools and strategies. The overall mean of teacher respondents got 4.25 described as High Level. The school head got the average mean of mean of 4.46 described as High Level while the teachers got 4.25 described as High Level with an overall mean of 4.36 described as High Level. It implies that the teacher observed the High Level of Supervisory Skills and Governance of their school heads regarding Curriculum and Instruction. It also implies that the school head has all the experience in school curriculum implementation and development, on the other hand, the school head must take initiative in using learning assessments and strategies.

**Level of supervisory skills and governance of the school heads as assessed by themselves and their teachers in terms of Organization and Professional Development.**

Table 1.2 presents the Level of supervisory skills and governance of the school heads as assessed by themselves and their teachers in terms of Organization and Professional Development.

In terms of Organization and Professional Development, Empower Individuals and Teams to perform leadership roles and responsibilities got the highest mean consistently and effectively of 4.48 described as High Level, leading individuals and Teams to perform leadership roles and responsibilities and lead consistently and effectively got 4.45 described as High Level and lead in organizing professional networks obtained the highest mean of 4.45 described as High Level while the lowest mean of 4.30 described as High Level which serves as learning resource to fellow school head.On the other hand,



teachers obtained a mean score of 4.33 described as a High Level in the statement that their school heads serve as learning resources to fellow school heads, second is 4.32 described as a High Level that leads individuals and teams to perform leadership roles and responsibilities, model exemplary leadership practices consistently and effectively, third got 4.32 described as High Level, the fifth and sixth statement which got the same mean score of 4.32 described as a High Level for model exemplary leadership practices consistently and effectively within and beyond the school context and empower individuals and teams to perform leadership roles and responsibilities consistently and effectively while the lowest mean of 4.26 described as High Level in exhibiting exemplary practice in the efficient and effective implementation of the performance management system. School heads' average mean of 4.40 described a High Level of Supervisory and governance in terms of organization and professional development, while teacher respondents got 4.40 described as High Level. The overall mean of 4.35 is described as High Level for teachers and school head perception.

Table 1.2. *Level of supervisory skills and governance of the school heads as assessed by themselves and their teachers in terms of Curriculum and Instruction Supervision.*

Indicator	School Heads		Teachers	
	WM	VI	WM	VI
1. develop a program for instructional improvement.	4.38	High Level	4.23	High Level
2. take initiative on the innovative use of learning assessment tools, and strategies.	4.33	High Level	4.19	High Level
3. help teachers prepare and utilize available technology and other instructional materials appropriate to the needs of the learners.	4.38	High Level	4.19	High Level
4. institutionalized integration of career awareness and opportunities into the school curriculum and all other learning experiences.	4.40	High Level	4.19	High Level
5. guide teachers in using appropriate methodological approaches and strategies.	4.48	High Level	4.24	High Level
6. review, contextualization, and implementation of learning standards and competencies.	4.35	High Level	4.23	High Level
7. promote accountability, responsibility, and authority (AURA) within and beyond school management.	4.53	Very High Level	4.31	High Level
8. lead in collaboration in achieving higher learning outcomes.	4.58	Very High Level	4.31	High Level
9. implement effective learner discipline policies and child protection policies to support student growth and development.	4.60	Advance Level	4.36	High Level
10. lead initiatives and innovative use of learning assessment tools and strategies.	4.50	High Level	4.25	High Level
Total Weighted Mean	4.46	High Level	4.25	High Level
Over- All Mean of Curriculum and Instruction Supervision		4.36	High Level	

The findings imply that the teacher respondents believed that their school head has the High Level of Supervisory Skills and Governance in terms of Organization and Professional Development because the school heads possess management abilities, leadership roles, and responsibilities consistently and effectively. On the other hand, the school head needs to ensure the career advancement of individual school personnel and sustain and improve office governance.

Table 1.3. *Level of supervisory skills and governance of the school heads as assessed by themselves and their teachers in terms of Organization and Professional Development.*

Indicator	School Heads		Teachers	
	WM	VI	WM	VI
1. lead individuals and teams to perform leadership roles and responsibilities consistently and effectively.	4.45	High Level	4.32	High Level
2. lead in organizing professional networks.	4.45	High Level	4.27	High Level
3. serve as a learning resource to fellow school heads.	4.30	High Level	4.33	High Level
4. exhibit exemplary practice in the efficient and effective implementation of the performance management system.	4.38	High Level	4.26	High Level
5. model exemplary leadership practices within and beyond the school context.	4.40	High Level	4.32	High Level
6. empower individuals and teams to perform leadership roles and responsibilities consistently and effectively.	4.48	High Level	4.32	High Level
7. lead in organizing professional networks to provide colleagues with opportunities to maximize their full potential and enhance their practice.	4.37	High Level	4.30	High Level
8. serve as a learning resource to fellow school heads and upgrade personal and professional competencies.	4.32	High Level	4.31	High Level
9. exhibit exemplary practice in the efficient and effective implementation of the performance management system to ensure career advancement for individual school personnel and to sustain and improve office governance.	4.40	High Level	4.28	High Level
10. model exemplary leadership practices within and beyond the school context.	4.42	High Level	4.31	High Level
Total Weighted Mean	4.40	High Level	4.30	High Level
Over- All Mean of Organizational and Professional Development		4.35	High Level	



**Level of supervisory skills and governance of the school heads as assessed by themselves and their teachers in terms of Resources and Facilities Management.**

Table 1.4. *Level of supervisory skills and governance of the school heads as assessed by themselves and their teachers in terms of Resources and Facilities Management.*

Table 1.4 presents the Level of supervisory skills and governance of the school heads as assessed by themselves and their teachers in terms of Resources and Facilities Management. Statement number three which is implementing and creating a checking committee school heads got the highest mean of 4.60 described as Advanced Level, the second and third statements under numbers five and six which got 4.58 described as Advance Level in terms of encouraging personnel to sustain effective staff and maintain time management and discipline in the school atmosphere. The lowest score means of 4.43 is described as a High Level based on the exhibit of best practices in managing school data and information using technology, including ICT, to ensure efficient and effective school operations.

On the other hand, the teacher’s top three mean were 4.35 described as High Level in statement three, implementing and creating a checking committee, the second is maintaining time management and discipline in the school atmosphere got 4.37 described as High Level, third got 4.35 under 5-6 and 9-10 statement while the lowest mean of 4.29 described as High-Level fall under systematize process in managing school facilities and equipment and create and implement a check and balance to sustain efficient and effective management of finances while adhering consistently to policies, guidelines and issuances in allocation aligned with the school plan.

School heads’ average mean is 4.52 described as Advanced Level while teachers gave a rating of 4.34 described as High Level and the overall mean of 4.43 described as High Level.

The results imply that the teacher respondents have their own perspectives that differ from their school heads meaning the teacher might have limited knowledge and information on the overall functioning of how the school heads supervise the resources and facilities management. The school head might neglect the communication channels or feedback mechanisms that allow teachers to express their concerns and suggestions.

Indicator	School Heads		Teacher	
	WM	VI	WM	VI
1. maintain Time Management and Discipline in the school atmosphere.	4.52	Advanced Level	4.37	High Level
2. exhibit best practices in managing school data.	4.45	High Level	4.29	High Level
3. implementing and creating a checking committee.	4.60	Advanced Level	4.38	High Level
4. systematized process in managing school facilities and equipment.	4.48	High Level	4.29	High Level
5. encourage school personnel to sustain effective staff management.	4.58	Advanced Level	4.35	High Level
6. create and implement a check and balance to sustain efficient and effective management of finances while adhering consistently to policies, guidelines, and issuances in allocation procurement disbursement and liquidation aligned with the school plan.	4.53	Advanced Level	4.29	High Level
7. manage school facilities and equipment in adherence to policies, guidelines, and issuances on the acquisition, recording utilization, repair, maintenance storage, and disposal.	4.48	High Level	4.35	High Level
8. empower school personnel to sustain effective personnel management in adherence to laws, policies, guidelines, and issuances based on the school's needs.	4.53	High Level	4.35	High Level
Total weighted mean	4.52	High Level	4.34	High Level
Over-All Mean of Resources and Facilities Management			4.43	High Level



**Level of Supervisory Skills and Governance of the School Heads as Assessed by Themselves and their Teachers in terms of School-community linkages, and Public Relations.**

Table 1.5 present the Level of Supervisory Skills and Governance of the School Heads as Assessed by Themselves and their Teachers in terms of School-community linkages, and Public Relations.

The top three indicators which show the highest mean score of school heads as assessed by themselves got 4.72 described as Advanced Level which is the support school personnel in strengthening relationships with authorities, colleagues, parents, and other stakeholders, collaborating with others in responding to the issues and concerns of the school with the mean of 4.65 described as Advanced Level and 4.63 describe as Advanced Level which is support personnel in strengthening relationship with authorities, colleagues, parents, and other stakeholders to maintain an enabling and supportive environment for learners. While the lowest mean of 4.33 is described as a High-Level institutionalized implementation of the scholar reward system.

On the other hand, teacher respondents give a rating of 4.39 described as a High level in both statements one and five which support school personnel in strengthening relationships with authorities, colleagues, parents, and other stakeholders, collaborating with others in responding to the issues and concerns of the school and involve the community in sharing accountability for learners achievement, the third is 4.37 described as high level in collaborating with stakeholders and partners in responding the issues and concerns of the school. The mean average of school heads got 4.55 described as Advanced Level while the teacher respondents got 4.32 with the overall mean of 4.44 described as High Level. This implies that in the school community, linkages, and public relations, the teacher perspective towards their school heads has a little bit lower, this result shows that every individual has their own perspective, especially towards public relations. The school head must recognize the effort of the teacher and institutionalize the scholar rewards system for the teacher to become more effective and continue to have a good relationships in the community.

Table 1.5. *Level of Supervisory Skills and Governance of the School Heads as Assessed by Themselves and their Teachers in terms of School-community linkages, and Public Relations.*

Statement	School Head		Teachers	
	WM	VI	WM	VI
1. support school personnel in strengthening relationships with authorities, colleagues, parents, and other stakeholders.	4.72	Advanced Level	4.39	High Level
2. exhibit exemplary skills in strengthening relationships with others.	4.57	Advanced Level	4.28	High Level
3. collaborate with others in responding to the issues and concerns of the school.	4.65	Advanced Level	4.35	High Level
4. institutionalized the implementation of the scholar reward system.	4.38	High Level	4.17	High Level
5. involve the community in sharing accountability for learners' achievement.	4.52	Advanced Level	4.39	High Level
6. support school personnel in strengthening relationships with authorities, colleagues, parents, and other stakeholders to maintain an enabling and supportive environment for learners	4.63	Advanced Level	4.36	High Level
7. exhibit exemplary skills in strengthening relationships with authorities, colleagues, parents, and others.	4.57	Advanced Level	4.33	High Level
8. collaborate with stakeholders and partners in responding to the issues and concerns of the school	4.55	Advanced Level	4.37	High Level
9. institutionalized the implementation of the scholar reward system	4.33	High Level	4.18	High Level
10. involves the stakeholders in sharing accountability for learners' achievement	4.55	Advanced Level	4.35	High Level
Total weighted Mean	4.55	Advanced Level	4.32	High Level
Over- All Mean of School Community Linkages and Public Relation			4.44	High Level

**Summary Result of Supervisory Skills and Governance of the School Heads**

Table 1.6 present the summary of Supervisory Skills and Governance. The rating of school head score of 4.50 described as a High Level for Supervisory Skills and Governance regarding planning, organizing, leading, monitoring, and assessing teaching-learning outcomes, while teachers have a slightly lower score of 4.32 described as a High Level.

In the curriculum and teaching the Supervisory Skills and Governance of School Heads scored 4.46 described as High Level while teacher respondents score 4.25 described as High Level, Both School Heads and assessment of teacher respondents in the



Supervisory Skills and Governance regarding organizational professional development, it received the ratings of 4.40 described as High Level and 4.30 as described a high level of supervisory skills and governance. This reveals that the teacher respondents oversee the performance of their school heads in terms of professional development within the educational environment. School Heads received a score of 4.52 Advanced Level, indicating a high level of skill in managing and utilizing resources, while teachers assessed them with a slightly lower score of 4.34 described as the High Level of performance in terms of resources and facilities management. Supervisory Skills and Governance regarding school community linkages and public relations shows that the school heads themselves and teacher respondents got 4.55 described as advanced Level and 4.32 described as High Level. Finally, the overall mean of school Heads got 4.48 described as High Level while the teacher respondents got 4.31 described as High Level, and the overall mean of 4.41 described as a High Level of supervisory skills and governance of the school head. This implies that the school heads are visible and active with a high level of supervisory skills and governance. As noticed by the teachers.

Table 1.6. Summary Result of Supervisory Skills and Governance of the School Heads

Supervisory Skills and Governance	School Head	Teacher
A. Planning, Organizing, Leading, Monitoring, and Evaluating teaching-learning outcomes.	4.50	4.32
B. Curriculum and Instruction	4.46	4.25
C. Organization Professional Development.	4.40	4.30
D. Resources and Facilities Management	4.52	4.34
E. School-community linkages, and public relation	4.55	4.32
Weighted Mean	4.48	4.31
Grand Mean	4.40	

**Significant relationship between the assessment of the teachers in the school heads themselves on the supervisory skills and governance of the school heads.**

Table 2 indicates the significant relationship between the assessment of the teachers and the School Heads themselves on the supervisory skills and governance of the school heads. The computed r-value -0.205 and the

critical value of 0.741 for the testing of the significant relationship between school heads and teacher respondents' assessments regarding supervisory skills and governance of the school head revealed that there is no significant difference in the relationship between the assessments of school heads and teachers' respondents since the r-value is less than the critical value, the null hypothesis is accepted. The result implies that teachers strongly agreed with the enumerated skills of their school heads. This result also shows that the school heads continue performing their duties and responsibilities in the educational system. This is also emphasized that school heads must have a clear grasp of curriculum design, and they must become equipped in these domains. Principals who function as educational leaders also must be knowledgeable about the curriculum, as well as be able to guarantee that academic staff can reach stated education.

Table 2. Significant relationship between the assessment of the teachers and the school heads themselves on the supervisory skills and governance of the school heads.

	r Value	Crit Value	Degree of Relationship	Decision on Ho
Supervisory skills and governance	-0.205	0.741	Low	Accept the Null hypothesis

**Conclusion**

(1) The teachers and school heads are mostly female, middle age, married, and tenured with a master's degree, and have relevant training and seminars. (2) The school profile of the respondents mostly is from rural areas, mega schools with large populations, and with financial support from different sources. (3) The school heads demonstrate high supervisory skills and governance. (4) The School Heads have a High Level of Implementation of change management practices. (5) There is no relationship between the assessment of the respondents in the supervisory skills of the school heads.

**For the Department of Education:** (1) Encourage teachers and school heads to pursue professional development to be able to adapt the implementation of change management practices in the educational curriculum. (2) Use of a reward system as recognition will be given to teachers. (3) Pay attention to factors that result in the resistance of teachers. (4) Provide a

mentoring program to improve system performance. (5) Set high standards in choosing the school heads. (6) High position and highest educational attainment must be one of the requirements in handling school.

**For School Heads:** (1) Encouraged to have regular communication and collaboration with their teachers. (2) Encourage shared decision-making that will lead to more effective change implementation. (3) Make your office a friendly atmosphere for everyone where everyone can express, and suggest their ideas. (4) Use a reward system to encourage teachers' participation. (5) Recognized the accomplishments of the teachers. (6) Give technical assistance to teachers in doing their tasks. (7) Training and other programs is suggested to sustain the High Level of empowerment of school heads. (8) Inform teachers about the implementation of change so that there will be no resistance. (9) As an Implementer of change, use different techniques and strategies in monitoring to sustain a high level of empowerment. (10) Encourage teachers to pursue their studies for professional development. (11) Supporting and promoting innovation that will help schools develop a culture of it. (12) Encourage teachers to make feedback after the implementation of programs and activities. (13) should be efficient with different sources and materials and motivate and encourage the teachers to attend training seminars and workshops regarding the new curriculum for teachers to learn strategies in curriculum and instruction.

**For Teachers and Stakeholders:** (1) Participate in the planning of change implemented by the school heads. (2) Collaborate with the team and participate in all activities in the school. (3) Engaged in all the training and seminars without asking for anything in return. (4) Attend training and program that stress effective communication and stakeholder engagement with school heads, faculty, and the school community.

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