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SCHOOL HEADS' SHARED GOVERNANCE PRACTICES AND MANAGEMENT STYLE ON THE IMPLEMENTATION OF SCHOOL-BASED LEARNING CONTINUITY PLAN

Danica Mae Donquillo
Laguna State Polytechnic University Sta. Cruz Laguna 4009 Philippines

ABSTRACT

This study focused on the school heads' shared governance practices and management style on the implementation of school based continuity plan *of selected schools in Santa Cruz Sub-Office and Pila Sub- Office. Specifically, it sought to answer the following: (1) the level of school heads' shared governance practices, (2) the level of school heads' management style, (3) level of implementation of school based learning continuity plan, (4) the significant correlation between the school heads' shared governance and implementation of school based learning continuity plan as to aforementioned variables and (5) the significant correlation between the school heads' management style and implementation of school based learning continuity plan.*

The study used descriptive design. The respondents involved 100 elementary school teachers of selected schools from the above-mentioned sub-offices. To gather information, appropriate statistical tool such as mean, standard deviation and pearson-r correlation.

Data from this study indicates that the level of school heads' shared governance practices is to a very great extent, as to the level of school heads' management styles, all indicators are verbally interpreted as to a very great extent. Also, the level of the school heads response towards the implementation of school based continuity plan is to a very great extent. Then the relationship between the school heads' shared governance and implementation of school based learning continuity plan has no significant relationship. Lastly, a significant relationship between the school heads' management styles and implementation of school based continuity plan was not found.

On the basis of the foregoing findings, the following conclusions were drawn.

The study shows that there is no significant relationship between the school head's shared governance practices and implementation of school based learning continuity plan. The second hypothesis result shows that school head's management styles has no significant relationship to the implementation of school based learning continuity plan. Thus, the researcher, therefore, concludes that the research hypotheses stating that there is no significant relationship between the school heads shared governance practices and management styles to the implementation of school based learning continuity plan is accepted between them.

Based on the conclusions, the following recommendations were drawn.

1. It is recommended that the researchers exercise caution in interpreting the results and refrain from overstating the implications in the absence of statistically significant findings. Instead, emphasis should be placed on discussing the nuances of the data, potential limitations of the study, and avenues for future research.

2. The researchers should consider exploring alternative methodologies or refining the research design to address potential confounding variables and enhance the robustness of the findings. Collaborative efforts with practitioners and stakeholders could also provide valuable insights and ensure the relevance of the study findings to real-world contexts.

3. It suggest while the study holds promise in shedding light on the

4. dynamics of school management and its impact on various stakeholders, it's important to temper expectations regarding the significance of the results and adopt a nuanced approach in their interpretation and dissemination. This approach will facilitate a more informed dialogue within the educational community and pave the way for future research endeavors aimed at addressing the complexities inherent in educational practice.

KEYWORDS: *school heads; governance practices; management style*

INTRODUCTION

To many, leaders are not born, but made. It is increasingly accepted, however, that in order to be a good leader, one must have the experience, knowledge, commitment, patience, and most importantly the skill to negotiate and work with others to achieve goals. Good leadership is developed through a never-ending process of self-study, education, training, and the accumulation of relevant experience. School heads play a vital role in the management of the school organization.

Moreover, sustainable development and progress of school could be conceptualized as a journey, and that the improvement challenges will eventually rely on the good governance of school heads.

In connection with this, study found that schools could be successfully classified according to several predominant patterns of school improvement and that these patterns of growth in learning could be linked to features of the school context as well as to changes in collaborative, learning-directed

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leadership and school academic capacity. (Hallinger & Heck, 2016)

With respect to the leadership amidst changes in education, Governance of Basic Education Act of 2001 (Republic Act 9155), the Department of Education (DepEd) promotes shared governance through School-Based Management (SBM). Under this mandate, school heads are tasked with developing the School Improvement Plan (SIP). Likewise, DepEd Order No. 12, s. 2020, the Adoption of the Basic Education Learning Continuity Plan, it envisions to ensures that education shall continue amidst the threat of the pandemic, the K12 Curriculum adjustments, alignment of learning materials, deployment of multiple learning delivery modalities, provisions of corresponding training for teachers and school leaders, and proper orientation of parents or guardians of learners. (Panis, 2022)

Furthermore, through the ongoing changes and transition of teaching-learning process, school heads should learn how to practice good governance and management style to ensure the quality education among their school. As such, school heads also have an important part in the implementation of school-based learning continuity plan which seeks to address stability for schools on how students learning continuity will be addressed. Wherein, learning continuity plan is intended to balance the needs of all stakeholders, including educators, parents, students and community members. This plan overcomes obstacles created by the disasters through innovative means of teaching and learning, keeping students on track with their courses.

This study aims to determine the relationship of school heads' shared governance practices and management style on the implementation of school-based learning continuity plan.

1.1 Statement of the Problem

This study specifically sought to answer the following:

1. What is the level of School Head's Shared Governance Practices in in terms of:
   - 1.1 Trust and Collaboration;
   - 1.2 Transparency;
   - 1.3 Accessibility to resources;
   - 1.4 Shared professional practices;
   - 1.5 Goal Setting, and
   - 1.6 Conflict Resolution?
2. What is the level of School Head's management style in terms of;
   - 2.1 Self-reflection;
   - 2.2 Experimentation and smart risk, and
   - 2.3 Character Transparency?
3. What is the level of implementation of School Based Learning Continuity Plan as to:
   - 3.1 Learning Delivery and Intervention;
   - 3.2 Professional Development;
   - 3.3 Linkages;
   - 3.4 Health;
   - 3.5 Safety, and
   - 3.6 Wellness?
4. Does the level of school heads Shared governance practices have a significant relationship to level of implementation of School Based Learning Continuity Plan?
5. Does the level of school heads management style have a significant relationship to level of implementation of School Based Learning Continuity Plan?

METHODOLOGY

This research design utilized the descriptive method to determine the relationship of relationship of school heads' shared governance practices and management style on the implementation of school-based learning continuity plan in selected elementary schools in Pila Sub-office and Santa Cruz Sub-office.

The term descriptive research then refers to research questions, design of the study, and data analysis conducted on that topic. Koh and Owen (n.d) asserted that descriptive research is a study of status and is widely used in education, nutrition, epidemiology, and the behavioral sciences. Its value is based on the premise that problems can be solved and practices improved through observation, analysis, and description.

RESULTS AND DISCUSSION

This chapter enumerates the different results and discusses the results that were yielded from the treatment of the data that was gathered in this study. The following tabular presentations and discussions will further characterize the School Head's Shared Governance Practices and Management Style on the Implementation of School Based Learning Continuity Plan.

Table 1. Status of school head's shared governance practices in terms of trust and collaboration.

STATEMENTS	*MEAN*	*SD*	*REMARKS*
Influence people and drive them to achieve a common goal.	4.57	0.52	Strongly Agree
Supports onboarding and ongoing training and development.	4.57	0.50	Strongly Agree
Keep the lines of communication between you and your staff open and constantly evolving.	4.60	0.53	Strongly Agree
Allow the staffs to take duties and responsibilities to maximize their full potential.	4.59	0.49	Strongly Agree
Acknowledge the good deeds of the staff and give them rewards and/or recognition.	4.59	0.53	Strongly Agree
Weighted Mean	*4.58*		
SD	*0.35*		
Verbal Interpretation	*To a very great extent*		

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Table 1 illustrates the status of school head's shared governance practices in terms of trust and collaboration.
Keeping the lines of communication between you and your staff open and constantly evolving yielded the highest mean score *(M=4.60, SD=0.53)* and was remarked as Strongly Agree. On the other hand, *influencing people and drive them to achieve a common goal and supports onboarding and ongoing training and development* received the lowest mean score of responses with *(M=4.57, SD=0.52, SD=0,50)* yet was also remarked Strongly Agree.

The status of school head's shared governance practices in terms of trust and collaboration attained a weighted mean score of 4.58 and a standard deviation of 0.35 and was to a very great extent among the respondents.

Table 2. Status of school head's shared governance practices in terms of transparency

STATEMENTS	*MEAN*	*SD*	*REMARKS*
Set performance expectations for everyone including themselves.	4.53	0.52	Strongly Agree
Make relevant information available for everyone.	4.54	0.50	Strongly Agree
See and manage the relationship between the organization and the people in it.	4.66	0.48	Strongly Agree
Open up to criticism, and vulnerable in favor of the needs of the people.	4.62	0.49	Strongly Agree
Show transparency in every action made.	4.65	0.48	Strongly Agree
Weighted Mean	*4.60*		
SD	*0.33*		
Verbal Interpretation	*To a very great extent*		

Table 2 exemplifies the status of school head's shared governance practices in terms of transparency.
Seeing and managing the relationship between the organization and the people in it produced the highest mean score *(M=4.66, SD=0.48)* and was remarked as Strongly Agree. On the other hand, *setting performance expectations for everyone including themselves* conventional the lowest mean score of responses with *(M=4.53, SD=0.52)* yet was also remarked Strongly Agree.

The status of school head's shared governance practices in terms of transparency reached a weighted mean score of 4.60 and a standard deviation of 0.33 and was to a very great extent among the respondents.

Table 3. Status of school head's shared governance practices in terms of accessibility to resources

STATEMENTS	*MEAN*	*SD*	*REMARKS*
Provide necessary materials that are needed by the school.	4.55	0.50	Strongly Agree
Support diversity and enables resources that are helpful for both teaching, learning and management purposes.	4.55	0.50	Strongly Agree
Make fundraising projects to support school needs.	4.54	0.52	Strongly Agree
Create online and offline advertisement to promote school's quality education and establish school branding.	4.50	0.56	Strongly Agree
Improve facilities such as library, laboratories etc. to ensures that teachers and students will have enough resources that they are needed.	4.52	0.56	Strongly Agree
Weighted Mean	*4.53*		
SD	*0.40*		
Verbal Interpretation	*To a very great extent*		

Table 3 demonstrates the status of school head's shared governance practices in terms of accessibility to resources.
Providing necessary materials that are needed by the school and Support diversity and enables resources that are helpful for both teaching, learning and management purposes bore the highest mean score *(M=4.55, SD=0.50)* and was remarked as Strongly Agree. On the other hand, *creating online and offline advertisement to promote school's quality education and establish school branding* established the lowest mean score of responses with *(M=4.50, SD=0.56)* yet was also remarked Strongly Agree.

The status of school head's shared governance practices in terms of accessibility to resources achieved a weighted mean score of 4.53 and a standard deviation of 0.40 and was to a very great extent among the respondents.

Table 4. Status of school head's shared governance practices in terms of shared professional practices

STATEMENTS	*MEAN*	*SD*	*REMARKS*
	4.63	0.49	Strongly Agree
Involve parents in identifying issues, problems and locating solutions for it.	4.63	0.51	Strongly Agree
Engage the teachers and other staffs with the community	4.68	0.49	Strongly Agree

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programs and activities.			
Cultivate the positive impacts of community involvement for teachers and students.	4.65	0.48	Strongly Agree
Communicate with other community leaders that can help the school.	4.73	0.45	Strongly Agree
Weighted Mean	*4.66*		
SD	*0.37*		
Verbal Interpretation	*To a very great extent*		

Table 4 shows the status of school head's shared governance practices in terms of shared professional practices.
Communicating with other community leaders that can help the school borne the highest mean score *(M=4.73, SD=0.45)* and was remarked as Strongly Agree. On the other hand, *involving parents in identifying issues, problems and locating solutions for it* customary the lowest mean score of responses with *(M=4.63, SD=0.51)* yet was also remarked Strongly Agree.

The status of school head's shared governance practices in terms of shared professional practices accomplished a weighted mean score of 4.66 and a standard deviation of 0.37 and was to a very great extent among the respondents.

Table 5. Status of school head's shared governance practices in terms of goal setting

STATEMENTS	*MEAN*	*SD*	*REMARKS*
Identify realistic and specific goals.	4.62	0.51	Strongly Agree
Breakdown goals into smaller steps.	4.65	0.48	Strongly Agree
Identify possible obstacles and plan ahead of time.	4.72	0.45	Strongly Agree
Schedule a time frame on achieving the goals.	4.70	0.46	Strongly Agree
Remain accountable and continuously assess own progress.	4.75	0.44	Strongly Agree
Weighted Mean	*4.69*		
SD	*0.33*		
Verbal Interpretation	*To a very great extent*		

Table 5 proves the status of school head's shared governance practices in terms of goal setting.
Remaining accountable and continuously assess own progress generated the highest mean score *(M=4.75, SD=0.44)* and was remarked as Strongly Agree. On the other hand, *identifying realistic and specific goals* acknowledged the lowest mean score of responses with *(M=4.62, SD=0.51)* yet was also remarked Strongly Agree.

The status of school head's shared governance practices in terms of goal setting conquered a weighted mean score of 4.69 and a standard deviation of 0.33 and was to a very great extent among the respondents.

Table 6. Status of school head's shared governance practices in terms of conflict resolution

STATEMENTS	*MEAN*	*SD*	*REMARKS*
Address issues immediately and openly.	4.60	0.51	Strongly Agree
Build active listening skills and communicate properly with the people involved.	4.66	0.50	Strongly Agree
Use neutral terms and open body language to avoid biases.	4.70	0.46	Strongly Agree
Develop a plan to resolve conflict and lessen the possible effects of it.	4.65	0.50	Strongly Agree
Recognize and respect personal differences.	4.67	0.49	Strongly Agree
Weighted Mean	*4.66*		
SD	*0.38*		
Verbal Interpretation	*To a very great ext ent*		

Table 6 explains the status of school head's shared governance practices in terms of conflict resolution.
Using neutral terms and open body language to avoid biases returned the highest mean score *(M=4.70, SD=0.46)* and was remarked as Strongly Agree. On the other hand, *addressing issues immediately and openly* usual the lowest mean score of responses with *(M=4.60, SD=0.51)* yet was also remarked Strongly Agree.

The status of school head's shared governance practices in terms of conflict resolution got a weighted mean score of 4.66 and a standard deviation of 0.38 and was to a very great extent among the respondents.

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Table 7. Status of school head's management style in terms of self-reflection

STATEMENTS	*MEAN*	*SD*	*REMARKS*
Seek feedback from other people.	4.59	0.53	Strongly Agree
Allow constructive criticism on every action done.	4.44	0.52	Strongly Agree
Practice mindfulness and openness for improvement.	4.55	0.50	Strongly Agree
Embrace failures and take it as a lesson.	4.66	0.50	Strongly Agree
Take time to evaluate and reflect with own actions.	4.82	0.39	Strongly Agree
Weighted Mean	*4.61*		
SD	*0.39*		
Verbal Interpretation	*To a very great extent*		

Table 7 illustrates the status of school head's management style in terms of self-reflection.

Taking time to evaluate and reflect with own actions yielded the highest mean score *(M=4.82, SD=0.39)* and was remarked as Strongly Agree. On the other hand, *allowing constructive criticism on every action done* received the lowest mean score of responses with *(M=4.44, SD=0.52)* yet was also remarked Strongly Agree.

The status of school head's management style in terms of self-reflection attained a weighted mean score of 4.61 and a standard deviation of 0.39 and was to a very great extent among the respondents.

Table 8. Status of school head's management style in terms of experimentation and smart risk

STATEMENTS	*MEAN*	*SD*	*REMARKS*
Foster divergent thinking generates ideas beyond proscribed expectations.	4.63	0.51	Strongly Agree
Get multiple ideas and allow suggestions for planning and decision making.	4.49	0.50	Strongly Agree
Try other strategies to know what will be the best for the organization.	4.60	0.51	Strongly Agree
Go out from comfort zone and explore other things beyond.	4.67	0.51	Strongly Agree
Do not feel satisfaction and continue to adapt in an ever-changing educational trend.	4.80	0.45	Strongly Agree
Weighted Mean	*4.64*		
SD	*0.33*		
Verbal Interpretation	*To a very great extent*		

Table 8 exemplifies the status of school head's management style in terms of experimentation and smart risk.

Doing not feel satisfaction and continue to adapt in an ever-changing educational trend produced the highest mean score *(M=4.80, SD=0.45)* and was remarked as Strongly Agree. On the other hand, *getting multiple ideas and allow suggestions for planning and decision making*" conventional the lowest mean score of responses with *(M=4.49, SD=0.50)* yet was also remarked Strongly Agree.

The status of school head's management style in terms of experimentation and smart risk reached a weighted mean score of 4.64 and a standard deviation of 0.33 and was to a very great extent among the respondents.

Table 9. Status of school head's management style in terms of character transparency

STATEMENTS	*MEAN*	*SD*	*REMARKS*
Communicate effectively with all the people involved in the management.	4.64	0.50	Strongly Agree
Making relevant information readily available for people to improve transparency.	4.48	0.54	Strongly Agree
Develop a transparent work process.	4.63	0.53	Strongly Agree
Show openness and be accessible at all times.	4.64	0.54	Strongly Agree
Involved other people in making decisions.	4.73	0.49	Strongly Agree
Weighted Mean	*4.62*		
SD	*0.35*		
Verbal Interpretation	*To a very great extent*		

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Table 9 demonstrates the status of school head's management style in terms of character transparency.

Involving other people in making decisions bore the highest mean score *(M=4.73, SD=0.49)* and was remarked as Strongly Agree. On the other hand, the statement *making relevant information readily available for people to improve transparency* established the lowest mean score of responses with *(M=4.48, SD=0.54)* yet was also remarked Strongly Agree.

The status of school head's management style in terms of character transparency achieved a weighted mean score of 4.62 and a standard deviation of 0.35 and was to a very great extent among the respondents.

Table 10. Status of implementation of school-based learning continuity plan as to learning delivery and intervention

STATEMENTS	*MEAN*	*SD*	*REMARKS*
Coordinate work within and across teams to facilitate collective efforts.	4.57	0.54	Strongly Agree
Take accountability on student learning and create a safe, welcoming culture within their schools.	4.53	0.54	Strongly Agree
Monitor the curriculum and lesson planning of teachers to ensure that quality education will be improved.	4.53	0.54	Strongly Agree
Supports skills, values, disposition and knowledge of the teachers.	4.48	0.52	Strongly Agree
Ensures that teachers have their mastery of the subject and on their field of expertise.	4.52	0.56	Strongly Agree
Weighted Mean	*4.53*		
SD	*0.39*		
Verbal Interpretation	*To a very great extent*		

Table 10 shows the status of implementation of school-based learning continuity plan in terms of learning delivery and intervention.

Coordinating work within and across teams to facilitate collective efforts borne the highest mean score *(M=4.57, SD=0.54)* and was remarked as Strongly Agree. On the other hand, *supporting skills, values, disposition and knowledge of the teachers* customary the lowest mean score of responses with *(M=4.48, SD=0.52)* yet was also remarked Strongly Agree.

The status of implementation of school-based learning continuity plan in terms of learning delivery and intervention accomplished a weighted mean score of 4.53 and a standard deviation of 0.39 and was to a very great extent among the respondents.

Table 11. Status of implementation of school-based learning continuity plan as to professional development

STATEMENTS	*MEAN*	*SD*	*REMARKS*
Provide seminars/webinars and other programs that can help gain knowledge for career development.	4.54	0.54	Strongly Agree
Develop trainings, workshops and/or symposium that can help teachers' grow and success.	4.48	0.54	Strongly Agree
Analyze school and student performance to further identify and focus on priority areas for improvement.	4.51	0.53	Strongly Agree
Conduct researches and/or dissertation that can help improving own learning and professionalism.	4.49	0.58	Strongly Agree
Work together to form professional and personal relationships.	4.48	0.58	Strongly Agree
Weighted Mean	*4.50*		
SD	*0.39*		
Verbal Interpretation	*To a very great extent*		

Table 11 proves the status of implementation of school-based learning continuity plan as to professional development.

Providing seminars/webinars and other programs that can help gain knowledge for career development generated the highest mean score *(M=4.54, SD=0.54)* and was remarked as Strongly Agree. On the other hand, "*supporting skills, values, disposition and knowledge of the teachers and work together to form professional and personal relationships* acknowledged the lowest mean score of responses with *(M=4.48, SD=0.52)* yet was also remarked Strongly Agree.

The status of implementation of school-based learning cont plan as to professional development conquered a weighted mean score of 4.50 and a standard deviation of 0.39 and was to a very great extent among the respondents.

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Table 12. Status of implementation of school-based learning continuity plan as to linkages

STATEMENTS	*MEAN*	*SD*	*REMARKS*
Proactive in knowing the community and establishing sustainable relationships.	4.46	0.56	Strongly Agree
Enhance learning opportunities by providing students with resources, experiences, and environments they would not otherwise have.	4.45	0.56	Strongly Agree
Build an effective communication with stakeholders.	4.53	0.56	Strongly Agree
Build a good relationship with other people that can help the school progress.	4.52	0.58	Strongly Agree
Encourage stakeholders to support the school programs and activities.	4.49	0.58	Strongly Agree
Weighted Mean	*4.49*		
SD	*0.41*		
Verbal Interpretation	*To a very great extent*		

Table 12 explains the status of implementation of school-based learning continuity plan as to linkages.

Building an effective communication with stakeholders returned the highest mean score *(M=4.53, SD=0.56)* and was remarked as Strongly Agree. On the other hand, *enhancing learning opportunities by providing students with resources, experiences, and environments they would not otherwise have* usual the lowest mean score of responses with *(M=4.45, SD=0.56)* yet was also remarked Strongly Agree.

The status of implementation of school-based learning continuity plan as to linkages got a weighted mean score of 4.49 and a standard deviation of 0.41 and was to a very great extent among the respondents.

Table 13. Status of implementation of school-based learning continuity plan as to health

STATEMENTS	*MEAN*	*SD*	*REMARKS*
Provide conducive and healthy learning environment.	4.41	0.62	Strongly Agree
Displays necessary things needed by the teachers and students along the school premises.	4.44	0.59	Strongly Agree
Secure the safety and protection of the learners.	4.56	0.52	Strongly Agree
Provides water sink and water faucet for washing hands.	4.50	0.56	Strongly Agree
Design classrooms following the guidelines of DepEd.	4.53	0.54	Strongly Agree
Weighted Mean	*4.49*		
SD	*0.38*		
Verbal Interpretation	*To a very great extent*		

Table 13 illustrates the status of implementation of school-based learning continuity plan as to health

Securing the safety and protection of the learners yielded the highest mean score *(M=4.56, SD=0.52)* and was remarked as Strongly Agree. On the other hand, *providing conducive and healthy learning environment*" received the lowest mean score of responses with *(M=4.41, SD=0.62)* yet was also remarked Strongly Agree.

The status of implementation of school-based learning continuity plan as to health attained a weighted mean score of 4.49 and a standard deviation of 0.38 and was to a very great extent among the respondents.

Table 14. Status of implementation of school-based learning continuity plan as to safety

STATEMENTS	*MEAN*	*SD*	*REMARKS*
Ensure conditions that reduce disease transmissions.	4.66	0.50	Strongly Agree
Provides safety tools and equipment inside and outside the school premises.	4.66	0.48	Strongly Agree
Follow safety protocols implemented by the government.	4.69	0.49	Strongly Agree
Provides accessible facilities clean water for safe handwashing and protocols on social distancing and good hygiene practices.	4.69	0.46	Strongly Agree
Ensure safety and protections of all staffs.	4.64	0.50	Strongly Agree
Weighted Mean	*4.67*		
SD	*0.34*		
Verbal Interpretation	*To a very great extent*		

Table 14 exemplifies the status of implementation of

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school-based learning continuity plan as to safety.

Following safety protocols implemented by the government" produced the highest mean score *(M=4.69, SD=0.49)* and was remarked as Strongly Agree. On the other hand, *ensuring safety and protections of all staffs*" conventional the lowest mean score of responses with *(M=4.64, SD=0.50)* yet was also remarked Strongly Agree.

The status of implementation of school-based learning continuity plan as to safety reached a weighted mean score of 4.67 and a standard deviation of 0.34 and was to a very great extent among the respondents.

Table 15. Status of implementation of school-based learning continuity plan as to wellness

STATEMENTS	*MEAN*	*SD*	*REMARKS*
Provides program that help flourishing teachers' well-being.	4.45	0.56	Strongly Agree
Provides environment that can support personal needs and expectations of both learners and their teachers.	4.48	0.52	Strongly Agree
Create clear boundaries between home and school.	4.55	0.54	Strongly Agree
Schools adopt a growth mindset for teaching and learning.	4.54	0.54	Strongly Agree
Provide a friendly environment that can enhance teacher-learners and teacher-parents relationship.	4.55	0.52	Strongly Agree
Weighted Mean	*4.51*		
SD	*0.40*		
Verbal Interpretation	*To a very great extent*		

Table 15 demonstrates the status of implementation of school-based learning continuity plan as to wellness.

Creating clear boundaries between home and school and provide a friendly environment that can enhance teacher-learners and teacher-parents relationship bore the highest mean score *(M=4.55, SD=0.52, SD=0.54)* and was remarked as Strongly Agree. On the other hand, *providing environment that can support personal needs and expectations of both learners and their teachers* established the lowest mean score of responses with *(M=4.51, SD=0.40)* yet was also remarked Strongly Agree.

The status of implementation of school-based learning continuity plan as to wellness achieved a weighted mean score of 4.51 and a standard deviation of 0.40 and was to a very great extent among the respondents.

Table 16. Test of correlation between school head's shared governance practices and implementation of school-based learning continuity plan

			learning delivery and intervention	professional development	linkages	Health	Safety	wellness
Kendall's tau_b	Trust and Collaboration	Correlation Coefficient	.483**	.334**	.079	.178*	-.048	.096
		Sig. (2-tailed)	.000	.000	.316	.024	.554	.227
		N	100	100	100	100	100	100
	Transparency	Correlation Coefficient	.061	.123	.106	.169*	.053	-.017
		Sig. (2-tailed)	.444	.119	.178	.033	.514	.831
		N	100	100	100	100	100	100
	accessibility to resources	Correlation Coefficient	-.039	.041	.044	.039	.230**	.053
		Sig. (2-tailed)	.626	.599	.580	.618	.004	.505
		N	100	100	100	100	100	100
	professional practices	Correlation Coefficient	-.074	-.003	.067	.132	.061	.127
		Sig. (2-tailed)	.355	.972	.399	.097	.454	.110
		N	100	100	100	100	100	100
	goal setting	Correlation Coefficient	.029	.056	.175*	.113	.050	.142
		Sig. (2-tailed)	.713	.478	.028	.157	.541	.075
		N	100	100	100	100	100	100
	conflict resolution	Correlation Coefficient	-.007	.021	-.017	.001	-.063	.111
		Sig. (2-tailed)	.935	.795	.827	.988	.436	.164
		N	100	100	100	100	100	100

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**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Table 16 demonstrates the significant correlation between the school head's shared governance practices and implementation of school-based learning continuity plan.

The *trust and collaboration, transparency, accessibility to resources, professional practices, goal setting, and conflict resolution* of the shared governance practices was observed to have no significant correlation to the *learning delivery intervention, professional development, linkages, health, safety, and wellness* of implementation of school-based learning continuity plan. This is based on the computed correlation coefficient values obtained from the tests. Furthermore, the p-values obtained were greater than the significance alpha 0.05, hence there is no significance.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "*The level of school head's shared governance practices has no significant relationship to the level of implementation of School Based Learning Continuity Plan*" is accepted.

Shared governance allows teachers to express their opinions concerning critical school issues. It also provides teachers with an opportunity to make decisions that affect them. Share decision making promotes group concerns and staff ownership of the outcome and ensures that decisions are implemented successfully. Other significant advantages of shared governance in participatory management include building trust, increasing teacher morale, and increasing teacher effectiveness.

Table 17. Test of correlation between school head's management style and implementation of school-based learning continuity plan

			learning delivery and intervention	professional development	linkages	health	safety	wellness
Kendall's tau_b	self-reflection	Correlation Coefficient	.088	.073	.104	.020	.008	-.064
		Sig. (2-tailed)	.268	.352	.186	.800	.923	.415
		N	100	100	100	100	100	100
	experimentation	Correlation Coefficient	.135	.105	.085	.066	.055	.057
		Sig. (2-tailed)	.090	.182	.281	.403	.495	.473
		N	100	100	100	100	100	100
	character transparency	Correlation Coefficient	.115	.116	.101	.087	-.005	-.015
		Sig. (2-tailed)	.146	.140	.197	.267	.952	.853
		N	100	100	100	100	100	100

**. Correlation is significant at the 0.01 level (2-tailed).
*. Correlation is significant at the 0.05 level (2-tailed).

Table 17 demonstrates the significant correlation between the school head's management style and implementation of school-based learning continuity plan.

The *self-reflection, experimentation and character transparency* of the shared governance practices was observed to have no significant correlation to the *learning delivery intervention, professional development, linkages, health, safety and wellness* of implementation of school-based learning continuity plan. This is based on the computed correlation coefficient values obtained from the tests. Furthermore, the p-values obtained were greater than the significance alpha 0.05, hence there is no significance.

From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "*The level of school head's management style has no significant relationship to level of implementation of School Based Learning Continuity Plan*." is accepted.

The goal of all school leaders should be to lead in a manner that enables students, teachers, parents, and community to truly feel that they are an essential part of a great school culture. In order to achieve this goal, administrators must have an understanding of transformational, transactional, instructional, and inspirational leadership styles and how they can function together to create an integrated leadership model.

CONCLUSION AND RECOMMENDATIONS

On the basis of the foregoing findings, the following conclusion was drawn.

The study shows that the level of school head's management style and implementation of school-based learning continuity plan has no significant. Thus, the researcher therefore concludes that the research hypotheses stating that the level of school heads Shared governance practices have no significant relationship to level of implementation of School Based Learning Continuity Plan is accepted. The second hypothesis result the level school head's management style and implementation of a school-based learning continuity plan has

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no significant. Thus, the researcher therefore concludes that the research hypotheses stating that the level of school heads' management style has no significant relationship to level of implementation of School Based Learning Continuity Plan is also accepted.

Based on the drawn conclusions resulted to the following recommendations:

1. It is recommended that the researchers exercise caution in interpreting the results and refrain from overstating the implications in the absence of statistically significant findings. Instead, emphasis should be placed on discussing the nuances of the data, potential limitations of the study, and avenues for future research.
2. The researchers should consider exploring alternative methodologies or refining the research design to address potential confounding variables and enhance the robustness of the findings. Collaborative efforts with practitioners and stakeholders could also provide valuable insights and ensure the relevance of the study findings to real-world contexts.
3. It suggest while the study holds promise in shedding light on the dynamics of school management and its impact on various stakeholders, it's important to temper expectations regarding the significance of the results and adopt a nuanced approach in their interpretation and dissemination. This approach will facilitate a more informed dialogue within the educational community and pave the way for future research endeavors aimed at addressing the complexities inherent in educational practice.

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