



# SCHOOL HEADS' LEADERSHIP QUALITIES IN REINFORCING TEACHERS' PERFORMANCE OF PROFESSIONALISM IN THE PRIVATE SCHOOLS IN PILA, LAGUNA

**Sr. Mary Joy Paterna Agravante, Moj**

*Laguna State Polytechnic University, Santa Cruz Campus, Santa Cruz, Laguna*

Article DOI: <https://doi.org/10.36713/epra7988>

DOI No: 10.36713/epra7988

## ABSTRACT

*This study was on school heads' leadership qualities in reinforcing teachers' performance of professionalism in private schools in Pila, Laguna aimed to help the human resource development plan in private schools in Pila, Laguna. This study was descriptive in design involving a total of 74 respondents representing school heads, teachers, and parents or guardians of school children in order to answer the 5 basic problems through digital calculations in determining the weighted mean and standard deviation scores as basis for empirical testing of  $H_0$  at 5% level by means of  $r$  formula.*

*It was concluded that the more extensive were the school heads' leadership qualities in terms of educational stylishness, strategic smartness, and residentiary gracefulness, the greater was the reinforcement on teachers' professionalism as to attested autonomy, affirmative, and assertive accomplishment, though the same shied out strengthening school children's basic learning skills with respect to literacy, numeracy, and sensory as well as non-correlated sectorial supports from private school, LGU, and DepEd officials.*

*The following recommendations are respectfully endorsed for resolute actions: (1) for school heads' extensiveness of their leadership qualities may coordinate with Laguna Private Schools and Administrator's Association, Inc (LAPRISADA) as well as LACASA Incorporation, a non-profit housing agency, with programs to help households achieve financial stability, find a new home, prevent foreclosure, find affordable rentals, get home repair assistance, immigration counseling, and neighborhood engagement in times like when pandemic crisis is still alive and kicking not only in the locale of Pila but the entire province of Laguna; (2) there may be sustainability in the school heads' highly extensive leadership qualities in order to highly reinforce further teachers' professionalism; (3) increase the parameter of grade school children's basic learning skills by following the UNICEF' five tips to help keep children's education on track while they're staying home; (4) the fact that COVID-19 is nationwide and worldwide pandemic crisis, concerted efforts may be made possible by private school, LGU and DepEd officials to sustain support to private schools in their survival; and (5) studies of the same nature and of wider magnitude may be conducted based on based on DepEd Order No. 88, s. 2010, and thus strengthen further the findings of this present study.*

## INTRODUCTION

The entire planet earth is facing inevitable turmoil as conditioned by horrible attack of pandemic without end limit in treacherously wiping out humanity from its surface without exemption. Relatively, worse comes to worse, the crisis is exacerbating pre-existing education disparities by reducing the opportunities for many of the most vulnerable children, youth, and adults as greatly felt among those living in poor or rural communities on both nationwide and worldwide. And thus, situation of this nature is inescapable and bound to happen for educational leaders to face squarely

without retreat, and otherwise their surrender will surely happen the complete closure of schools affecting theoretical knowledge and skills impacting poignantly all citizens without exoneration as special treatment and privilege by depriving them in the cultivation of their cultural refinement as the very foundation of quality living geared towards the apex of the highest degree of human civilization wherein at the end, the next generation will suffer from unreasonable degree of life comfort upon their survival of no end limit invisible and treacherous attack of pandemic crisis on the local and global scales.



In the words of wisdom by Perobelli (2021), from doctors' weary of seeing patients die to relatives who lost their loved ones, as nurses without much ballyhoo or ado, have volunteered for COVID vaccine trials in one of the world's worst-affected countries in the hope their quiet heroism will save lives. Brazil by then Latin America's largest country has become a major testing ground for vaccines because of the scale of its outbreak, which has seen more than 7.3 million people infected and over 180,000 killed by the coronavirus. Relatively, "I witnessed many lonely deaths here: patients who could not say goodbye to their relatives and relatives who could not say goodbye to their loved ones; and this global effort of volunteers in search of a vaccine will be remembered and will go down in history," she said. "I think when we look to this period, one legacy will be how everyone – the scientists, the health workers, everyone – fought to stop the loss of lives to COVID-19...Children will study this in school to understand the fight and difficulties we lived. Toward this end, coronavirus-related disruption can give educators time to rethink what leeway the technology can step into the breach, and will continue to play a key role in educating future generations. In a world where knowledge is a mouse-click away, the role of the educator must change too."

No less than Seale (2021) who puts across between lines that learning in the time of the coronavirus pandemic requires practical solutions to the inherent equity issues of distance learning. With this issue at stake, educational equity has been already elusive. How can leaders forced to consider distance learning that no child is left behind. Children are regularly left behind even in wake of the total lockdowns of all educational institutions due to the horribly invisible attack of the said bubonic plague. Every student does not succeed as many actually lack a legit opportunity to do so. And when it comes to the educational equity race, the ever-elusive finish line makes it feel like that they are not on a track, but on a treadmill wherein at the end of the day, they suffered from boring routine with unpleasantness as indeed the hardest part to escape.

The coronavirus pandemic is revealing new layers of inequity that may end up setting us back even further. Education leaders are tackling the unexpected challenge of providing distance learning as the primary mode of instruction for weeks, months, and possibly the remainder of the school year. How can school systems that struggle to deliver equitable results in a standard brick and mortar setting overcome the added challenges inherent in distance learning?

In the local scenario, the issue raised put on the shoulders of school heads and teachers as baggage load as they are legally obligated to meet the educational needs of children in times like this when all schools are totally closed across the country due to the pandemic crisis.

## RESEARCH METHODOLOGY

This chapter presents the research design, research locale, population and sampling technique, research instrument, data gathering procedure, and statistical treatment of data as essential methodological tools designed to resolve the basic problem areas of investigation advanced in this study with final closure.

## RESEARCH DESIGN

Descriptive method has been found with valid and reliable accuracy in providing answers to the five (5) basic problems posited in Chapter 1. Thus, a design of this nature was handled with full of assurance in the completion of information and data as shared by the target respondents during the final day of distribution and retrieval of the major instrument which were intended for this kind of investigation.

The foregoing disclosure has been strengthened by Zohrer (2015) that descriptive design brings into open the volumes of cumbersome research maladies by sharing the researchers the strategic attack to the basic problem areas of investigation with utmost success than failures for final closure of any kind of research undertakings.

Anchored on the above authoritative assurance, the researcher followed intensely the footprint of the genuine research endeavor by giving final closure to the basic problems raised with the end in view that this kind of investigation did not tantamount to exercise of futility in terms of human, material and research timeframe investments.

## RESULT

From the above synopsis, the above problem areas were answered with final closure by means of the following salient findings:

1. With respect to the level of school heads' leadership qualities in terms of educational stylishness by means of modern pedagogic or latest approach to teaching as very extensive (GM=4.9); strategic smartness in preparing or showing quick intelligence or ready mental capability geared toward the prudent and well thought key decision as very extensive (GM=4.45); and residentiary gracefulness in their dignified and distinguishable refinement in words and actions as very extensive (GM=4.39).



2. Relative to the level of teachers' professionalism as to attested autonomy through maintenance in advocating self-decision proven as highly reinforced (GM=4.36); affirmative accountability to have positive influences as an act of being responsible as highly reinforced (GM=4.45); and assertive accomplishment as forceful with self-confidence in carrying out decisions as highly reinforced (GM=4.35).

3. With reference to the level of school children's basic learning skills relative to literacy in the acquirement of competence or knowledge in their ability to do something well as strengthened (GM=4.16); numeracy for their arithmetical comprehension of the fundamental arithmetical operations like addition, subtraction, multiplication, and division as highly strengthened (GM=4.21); and sensory as highly strengthened (GM=4.31) pupils' skills by stimulating their five senses ranging from touch to taste, sight, sound and smell in order to acquire movement and balance.

4. As to the level of sectorial supports relative to private school officials' assistance as highly associated (GM=4.41) to their higher job satisfaction through career growth and development in teaching as the most noblest profession in life as well as collaboration to implement large-scale initiatives for common educational end; LGU officials' support was associated (GM=4.13) to privation of education in Pila, Laguna; and DepEd officials' support as highly associated (GM=4.26) to managing effectively and efficiently the Philippine system of basic education in the third class municipality of Pila, province of Laguna.

5. Speaking of the relationships established between and among the given variables when taken singly and in combination as basis for human resource development plan in private elementary schools in Pila, Laguna, significantly low relationship between school heads' leadership qualities and school children's primordial basic learning skills in terms of strategic smartness and literacy skills ( $r=0.299$ ), and educational stylishness and numeracy skills ( $r=0.357$ ) which rejected  $H_0$  at 0.05 probability. However, low and no significant relationship between school heads' leadership qualities and school children's primordial basic learning skills in terms of educational stylishness and literacy skills ( $r=0.209$ ), and strategic smartness and sensory skills ( $r=0.232$ ); negligible and no significant relationship existed between school heads' leadership qualities and school children's primordial basic learning skills as evidently shown between residentary gracefulness and basic literacy skills ( $r=0.119$ ), educational stylishness and numeracy skills ( $r=0.170$ ), educational stylishness and sensory skills

( $r=0.000$ ), and residentary gracefulness and sensory skills ( $r=0.113$ ); negatively negligible relationship existed between school heads' leadership qualities and sectorial corroborative assistance with reference to educational stylishness and private school officials' support ( $r=-0.145$ ), strategic smartness and private school officials' support ( $r=-0.108$ ), and residentary gracefulness and private school officials' support ( $r=-0.001$ ); negatively negligible relationship between school heads' leadership qualities and sectorial assistance relative to educational stylishness and LGU officials' support ( $r=-0.071$ ), strategic smartness and LGU officials' support ( $r=-0.059$ ), and on equal footing with residentary gracefulness and LGU officials' support ( $r=-0.081$ ); positively negligible relationship between school heads' leadership qualities and sectorial assistance relative to educational stylishness and DepEd officials' support ( $r=0.045$ ), strategic smartness and DepEd officials' support ( $r=0.055$ ), and similarly with residentary gracefulness and DepEd officials' support ( $r=0.059$ ); low and negligible correlations were prevalent between teachers' professionalism and school children's basic primordial learning skills in terms of assertive accomplishment and sensory skills ( $r=0.288$ ), attested autonomy and literacy skills ( $r=0.116$ ), affirmative accountability and literacy skills ( $r=0.117$ ), assertive accomplishment and literacy skills ( $r=0.138$ ), attested autonomy and numeracy skills ( $r=0.085$ ), affirmative accountability and numeracy skills ( $r=0.143$ ), attested autonomy and sensory skills ( $r=0.007$ ), and affirmative accountability and sensory skills ( $r=0.053$ ); and negatively and positively low and negligible correlations were extensively pervasive between teachers' professionalism and sectorial support in terms of assertive accomplishment and private school officials ( $r=-0.224$ ), assertive accomplishment and LGU officials ( $r=-0.217$ ), attested autonomy and private school officials ( $r=0.104$ ), affirmative accountability and private school officials ( $r=-0.080$ ), attested autonomy and LGU officials ( $r=0.092$ ), affirmative accountability and LGU officials ( $r=-0.120$ ), attested autonomy and DepEd officials ( $r=0.188$ ), affirmative accountability and DepEd officials ( $r=0.072$ ), and assertive accomplishment and DepEd officials ( $r=-0.053$ ). which at the outmost accepted  $H_0$  at the foregoing probability alpha 5% level of significance.

## DISCUSSIONS

From the above result, the following discussions were drawn:

1. School heads' leadership qualities based on R.A. No. 9155 were very extensive in their governance



of private elementary schools in Pila, Laguna in terms of educational stylishness by means of by means of modern pedagogic or latest approach to teaching as enlivened by strategic smartness in preparing or showing quick intelligence or ready mental capability geared toward the prudent and well thought key decision with residentiary gracefulness in their dignified and distinguishable refinement in words and actions.

2. School heads' leadership qualities highly reinforced teachers' professionalism as carriage of their attested autonomy through maintenance in advocating self-decision which ultimately redound to their affirmative accountability to have positive influences as an act of being responsible with assertive accomplishment as forceful with self-confidence in carrying out decisions.

3. Teachers' professionalism highly strengthened school children's basic literacy in the acquirement of competence or knowledge in their ability to do something well wherein their numeracy for their arithmetical comprehension of the fundamental arithmetical operations like addition, subtraction, multiplication, and division through their sensory by stimulating their five senses ranging from touch to taste, sight, sound and smell in order to acquire movement and balance.

4. Sectorial supports by private school, LGU, and DepEd officials were highly associated to school heads' and teachers' higher job satisfaction through career growth and development in teaching as the most noblest profession in life as well as collaboration to implement large-scale initiatives for common educational end in the privation of education in particular, through effective and efficient management of Philippine system of basic education in general.

5. Due to the probity of significant relationship though low, school heads' leadership qualities in terms of educational stylishness by means of their strategic smartness in showing quick intelligence for ready mental capability based on prudent and well thought key decision for residentiary gracefulness in refinement of words and distinguishable actions, but apparently and just a little portion or non-linkage in the enhancement of school children's primordial basic literacy, numeracy, and sensory skills. Similarly, amidst the foregoing display of school heads' leadership qualities, emerged the vulnerable timid action on the part of private school, LGU, and DepEd officials in times like this with no end limit treacherous attack by COVID-19 pandemic as supposedly expected of their consolidated assistance for survival of private elementary schools in Pila, Laguna. On the parallel ground, that the more of

considerable momentousness noteworthiness given by teachers' professionalism in their assertive accomplishment with self-confidence in carrying out decisions in affirming their accountability for positive influences as an act of being responsible in order to attest their autonomy in advocating self-decision to deliver effectively and efficiently the online instructions but unfortunately, absence of relationship for infusion of school children's basic literacy, numeracy, and sensory skills which ultimately ended into less grip of sectorial supports from private school, LGU, and DepEd officials in times like this with no end limit horrible attack by COVID-19 pandemic both local and global.