

SCHOLL HEADS QUALITIES STRATEGIC PLANNING SKILLS AND SCHOOL-BASED MANAGEMENT

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Abstract

This study investigated the qualities of school's head, their strategic planning skills, and the school-based management levels of public elementary schools in District 3, City Division of San Pedro. It was guided by the Skills Acquisition Theory of Dekeyser and Criado (2013) and Soft Skills Assessment Theory of Gibb (2014). The researcher used a self-made but expert-validated survey-questionnaires administered to a total of 153 randomly selected teachers.

Results showed that school heads qualities in terms of empowering teachers, having vision and plans, being passionate about work, taking risk, and leading by example were highly observable. Concerning their strategic planning skills, the study found that schools heads have highly observable abilities to set priorities, set goals, craft action plans, implement policies, and make decisions. It was also found that the schools have highly observable leadership and governance; management of resources; accountability and continuous improvement; and curriculum and instruction implementation. School heads qualities and strategic planning skills were partially correlated with SBM levels of schools.

It was concluded that the schools' level in school-based management (SBM) were partially correlated with school heads' qualities and strategic planning skills. The researcher recommended that school districts and departments should implement development programs to strengthen the leadership of school leaders. The upper elementary teachers may work with school leaders to develop best practices for operating her LAC program and finding curricula that other schools can adopt and evaluate. Develop action plans to improve the strategic planning skills of school leaders to improve school performance in school-based management.

Keywords: School Heads Qualities; Empowet Teachers, Have Vision and Plan, Passionate about their Work, Risk Taking, Lead by Example, Strategic Planning Skills; Setting of Priorities, Settnng Goals, Action Plan, Policy Implementation, Decesion making, School-based Management Principles; Leadership and governance, Management of resources, Accountability and Continous Improvement, Curriculum and Instruction

1. Main text

Introduction

At this time of increased accountability and pressure to improve public schools, elementary school heads focus on developing effective leadership qualities as they face the challenges of meeting organizational goals and maintaining or increasing teacher satisfaction Baker, Betebenner & Linn(2019). School heads' leadership qualities that impact school cultures and learning environments have been a primary topic in many seminars locally or nationally. The leadership qualities of the school head have a powerful influence on the school's environment, the attitudes of the teachers and staff, and the overall performance of the school. It is observable among local schools that school heads who can handle challenges or a lack of resources show greater improvements in teachers' job satisfaction. Leadership qualities have long been of interest in public schools in Northern Samar and throughout the country. According to research, focusing on social aspects like team dynamics and peer support significantly impacts efficiency and school success Burke (2019). With the uprising issues on school heads, additional leadership qualities are required to ensure the success of highly qualified teachers and the school. With all the changes, these leadership qualities have become more adaptable and diverse, causing concern about teacher job satisfaction.

Strategic planning is an essential element of running an institution, may it in the government or in the private sector. Strategic planning is the process of documenting and establishing a direction of an institution no matter how big or small by assessing both where they are and where they are heading. The strategic plans give the leaders a place to record their mission, vision, and values, as well as their long-term goals and the action plans, they will use to reach them (Vo, 2018).

School-based management (SBM) is a strategy to improve education by transferring significant decision-making authority from state and district offices to individual schools. SBM provides principals, teachers, students, and parents greater control over the education process by giving them responsibility for decisions about the budget, personnel, and the curriculum. Through the involvement of teachers, parents, and other community members in these key decisions, SBM can create more effective learning environments for children.

Looking into the strategic planning skills of the school heads and their influence on the school-based management level of schools would be helpful in crafting training plans. Determining which among the skills required needs improvement can focus future capability training programs. Moreover, identifying which skills worth emulating can also help other school heads in harnessing theirs.

Considering the very important role which strategic planning plays in the management of schools, it is necessary to install educational leaders who are equipped with relevant skills. Thus, there should be means to assess and enhance the strategic planning skills of school heads which may serve as basis for future capability training programs. This study shall add to the bulk of literature and studies that focus on investigating and clarifying concepts of strategic planning in the school context and how level of school-based management is related to its mantra.

Statement of the Problem

This study is primarily concerned about the school heads qualities, strategic planning skills of school heads and the school-based management levels of public elementary schools in District 3, City Division of San Pedro, Laguna.

In particular, the study sought answers to the following specific research questions:

1. What is the level of School Heads Qualities with regards to:
 - 1.1 Empower Teachers
 - 1.2 Have vision and plan.
 - 1.3 Passionate about their work
 - 1.4 Risk taking
 - 1.5 Lead by example
2. What is the level of School Heads Strategic Planning skills in terms of:
 - 2.1 Setting of Priorities
 - 2.2 Setting of Goals
 - 2.3 Action Plan
 - 2.4 Policy Implementation
 - 2.5 Decision
3. What is the level of School Based Management components relative to:
 - 3.1 Leadership and Governance
 - 3.2 Management and resources
 - 3.3 Accountability and Continuous improvement
 - 3.4 Curriculum and instruction
4. Do the school heads' qualities have significant relationship with the school-based management?
5. Do the school heads' strategic planning skills have a significant relationship with the level of School Based Management components?

Hypotheses

This study tested the following null hypotheses.

1. The school heads' qualities do not have significant relationship with the school-based management.
2. The school heads' strategic planning skills do not have significant.

Research Design

To give a clearer view of the study and to further search out the output of the investigation, the usual methods and procedures are applied. These include the research design, the actual respondents of the study, the type of instrument, data gathering procedure and the statistical treatment of data.

Statistical Treatment

To summarize the different statistical treatments of Data to be used in the study, the following table is presented:

Table 1. Summary of Statistical Tools of Data

Statement of the Problem	Statistical Treatment
2. 1.What is the level of School Heads Qualities?	Weighted Mean and Standard Deviation
2.What is the level of School Heads Strategic Planning Skills?	Weighted Mean and Standard Deviation
3.What is the level of school-based management components?	Weighted Mean and Standard Deviation
4.Do the school heads qualities have significant to the school-based management?	Pearson Product-Moment Correlation
5. Do the school heads qualities have significant to the school-based management?	Pearson Product-Moment Correlation

Electronic forms and spreadsheets applications may be used in tabulating and computing the statistics of the study if face-to-face distribution would not be possible. It was presented to the statistician for checking, computation, and validation of the results.

Tables

In this study school heads qualities include empower teacher, have vision and plan, passionate about their work, risk taking, and lead by example, and determined by mean and standard deviation.

Table 1 revealed the level of school heads quality in terms of empower teacher. Teachers *always* observed the increase trust and transparency ($M = 4.65$, $SD = 0.59$). They *always* conduct school leader mindset ($M = 4.56$, $SD = 0.59$). On the other hand, the school heads *always* asked the teacher input around purchasing decisions ($M = 4.53$, $SD = 0.51$).

The overall mean of 4.56 indicates that school heads quality to empower teachers is *highly observable*. This means that school heads create opportunities with clear expectation that vary in level of commitment and ability to encourage teachers. Results imply that teacher perceived their school heads as individuals who inspire the workplace by sharing their decision-making powers with their subordinates. In particular, school heads in the locale were inspiring trust and transparency among their colleagues.

Table 1. Level of School Heads Qualities with regards to Empower Teachers

Statements	Mean	Standard Deviation	Remarks
1. Improves teacher retention.	4.54	0.60	Always
2. Increases trust and transparency.	4.65	0.59	Always
3. Conducts a school leader mindset.	4.56	0.59	Always
4. Extends explicit learning time focused on teacher leadership competencies.	4.54	0.60	Always
5. Asks for teacher input around purchasing decisions.	4.53	0.51	Always

Overall Mean = 4.56

Standard Deviation= 0.58

Verbal Interpretation= Highly Observable

These qualities of the school heads as observed by their teachers reflected a shared leadership practice in the locale. According to Hughes and Pickeral (2018), a balance of power is the platform for shared leadership. In order to empower all group members and ensure that the decisions made or plans made by the work team are carried out, school administrators establish clear guidelines. They provide an example for a great school atmosphere by their words, deeds, and values, starting with the relationship they uphold between the administration and faculty.

Table 2 presents the level of school heads' qualities with regards to having visions and plans.

Results revealed that the teachers always observed their school heads undertaking a process of information and data collection and analysis for integration purposes ($M=4.59$, $SD=0.51$) and identifying and making sets of information including their relationships ($M=4.58$, $SD=0.55$). It was also made evident in the results the school heads process information, digesting them into components which their subordinates can managed ($M=4.54$; $SD=0.57$). The school heads also exhibited their ability to logically identify outcomes from data ($SD=4.55$, $SD=0.57$) and drawing logical conclusions including prime and contributing causes ($M=4.52$, $SD=0.55$).

Table 2. Level of School Heads Qualities with regards to Have a Vision and Plan

	Statements	Mean	Standard Deviation	Remarks
1.	Undertakes a process of information and data collection and analysis for integration purposes.	4.59	0.51	Always
2.	Identifies and makes sets of information and determines their relationships.	4.58	0.55	Always
3.	Reduces the information down into manageable components.	4.54	0.57	Always
4.	Identifies the logical outcomes from the analyses of the data collected.	4.55	0.57	Always
5.	Draws logical and objective conclusions from the data and validates them as the prime cause and contributing causes.	4.52	0.55	Always

Overall Mean = 4.56

Standard Deviation= 0.55

Verbal Interpretation= Highly Observable

The overall mean of 4.56 showed that school heads' qualities with regards to having visions and plans was highly observable. These results implied that the schools have leaders who are perceived as visionary, and data driven.

Uding (2022) asserted that school heads who are data driven naturally concentrates on data analytics to make wise decisions. To connect people working in various workspaces and maintain constant communication with them, they develop an online community. It entails requesting input and reviewing reports while maintaining an open line of contact.

Table 3. Level of School Heads Qualities with regards to Passionate About Work

	Statements	Mean	Standard Deviation	Remarks
1.	Prioritizes effectively for each part of his/her role.	4.61	0.54	Always
2.	Works on being comfortable with uncertainty.	4.57	0.57	Always
3.	Has a clear picture of what he/she wants as a person.	4.57	0.58	Always
4.	Listens with the intent to understand rather than to advance their agenda genuinely.	4.59	0.57	Always
5.	Future-focused and has the capacity to engage others to realize their goals.	4.54	0.61	Always

Overall Mean = 4.58

Standard Deviation= 0.57

Verbal Interpretation= Highly Observable

Table 3 shows the level of school heads' qualities with regards to their passion for work.

Based on the teachers' responses, the school heads are always effective in making priorities in every aspect of their job ($M=4.61$, $SD=0.54$). Data further indicated that teachers perceived their school heads as leaders who always listen with the intent to understand rather than to advance their agenda genuinely ($M=4.59$, $SD=0.57$). Teachers also indicated that their school heads work on being comfortable with uncertainty ($M=4.57$, $Sd=0.57$) and have a clear picture of what they want as a person ($M=4.57$, $SD=0.58$).

Overall, the school heads' qualities with regards to their passion for work were high observable ($M=4.58$, $SD=0.57$). These imply that school heads were perceived as passionate leaders who are capable of setting priorities, actively listening, and ready for uncertainties. The school heads, as perceived by the teachers exhibit the elements of passionate leadership dicussed by Caldwell and Okpala (2022) such as valuing others as evidenced by their active listening practice and visionary perspective as shown in their

future-focused attitude. Future-focused leadership is a way of leading and managing that inspires workers to challenge the status quo and unlearn the always-done ways that have expired (Park, 2020).

Table 4. Level of School Heads Qualities with regards to Risk Taking

	Statements	Mean	Standard Deviation	Remarks
1.	Is willing to do things differently.	4.50	0.59	Always
2.	Builds resilience to failure.	4.45	0.64	Always
3.	Adopts new technology to replace old systems.	4.57	0.58	Always
4.	Builds an unshakeable sense of possibility thinking.	4.54	0.59	Always
5.	Asks for teacher input around purchasing decisions.	4.54	0.60	Always

Overall Mean = 4.52

Standard Deviation= 0.60

Verbal Interpretation= Highly Observable

Table 4 presents the level of school heads' qualities with regards to taking risks.

Results showed that teachers always observed their school heads' adoption of new technologies in place of old systems ($M=4.57$, $SD=0.58$). Teachers also always observed that the school heads have unshakeable sense of possibility thinking ($M=4.54$, $SD=0.59$) and consult teachers on making purchases ($M=4.54$, $SD=0.60$). The lowest mean was recorded for failure resiliency ($M=4.45$, $SD=0.64$).

Overall, the school have highly observable risk-taking qualities ($M=4.52$). This means that school heads are willing to try new things but requires attention to improving resiliency to failures. It may be inferred that school heads have high level of self-awareness considering their courage in taking risks. According to Morgan (2020) risk-takers do not just jump into every unknown pool and hope they swim. They understand their own strengths and weaknesses so they can take calculated risks that play to their strengths. School heads must be self-aware and lead with understanding. Self-awareness comes in many forms, but for school heads it will manifest in transparency.

Table 5. Level of School Heads Qualities with regards to Lead by Example

	Statements	Mean	Standard Deviation	Remarks
1.	Listens to what his constituents are saying.	4.63	0.56	Always
2.	Positive, enthusiastic, has a hand in the day-to-day activities of the school.	4.59	0.57	Always
3.	Shapes a vision of academic success for all students.	4.67	0.52	Always
4.	Cultivates leadership in others.	4.67	0.51	Always
5.	Creates a climate hospitable to education.	4.61	0.57	Always

Overall Mean = 4.63

Standard Deviation= 0.55

Verbal Interpretation= Highly Observable

Table 5 describes the qualities of school heads with regards to their ability to lead by example.

Based on the results, teachers always observed that their school heads shape a vision of academic success for all students ($M=4.67$, $SD=0.52$) and cultivate leadership in others ($M=4.67$, $SD=0.51$). School heads also listen to their constituents' voices ($M=4.63$, $SD=0.56$). They were also always observed creating hospitable climate ($M=4.61$, $SD=0.57$) and positivity and enthusiasm ($M=4.59$, $SD=0.57$).

Overall, the school heads' leadership by example was highly observable ($M=4.63$, $SD=0.55$). Results imply the positive outlook of the teachers on the workmanship and leadership of their school heads. These also imply that school head are proactive in their leadership styles, and they act more than they speak. According to Lynch (2020), deeds speak louder than words and the educators school heads work with can tell if they are dedicated and working hard to make the school the best it can be.

Level of School Heads Strategic Planning

In this study, school heads strategic planning includes setting priorities, setting goals, action plan, policy implementation and decision and determined by mean and standard deviation.

Table 6 presents the level of school heads' strategic planning skills in terms of setting priorities.

Table 6. Level of School Heads Strategic Planning Skills in terms of Setting of Priorities

	Statements	Mean	Standard Deviation	Remarks
1.	Emphasizes a caring and inclusive school environment.	4.65	0.54	Always
2.	Equips staff and faculty to embrace their leadership roles.	4.64	0.55	Always
3.	Collaborates with the community	4.59	0.59	Always
4.	Improving instruction.	4.59	0.57	Always
5.	Cultivating leadership in others.	4.57	0.62	Always

Overall Mean = 4.61

Standard Deviation= 0.57

Verbal Interpretation= Highly Observable

Results showed that all five indicators were always observed by the teachers. Particularly, teachers always observed that their school heads emphasize a caring and inclusive school environment ($M=4.65$, $SD=0.54$) and equip their staff and faculty in embracing their leadership roles ($M=4.64$, $SD=0.55$). School heads were also always observed collaborating with the community ($M=4.59$, $SD=0.59$) and improving instruction ($M=4.59$, $SD=0.57$).

On the other hand, the lowest mean was recorded for cultivating leadership in others ($M=4.57$, $SD=0.62$). Nevertheless, the overall mean of 4.61 was indicative of the school heads' highly observable practice of setting priorities. These implied that school heads prioritize the main roles of their positions.

This result confirmed the usual practice wherein schools will generally prioritize the areas that the evaluation and diagnosis identified as needing improvement by considering their likely impact on student outcomes (Victoria State Government, 2019).

Table 7. Level of School Heads Strategic Planning Skills in terms of Setting of Goals

	Statements	Mean	Standard Deviation	Remarks
1.	Motivating teachers and improving morale.	4.64	0.53	Always
2.	Building a team climate	4.60	0.54	Always
3.	Makes professional development a common goal.	4.61	0.56	Always
4.	Creates an excitement for learning.	4.63	0.52	Always
5.	Ensures the effective delivery of high-quality teaching and the maintenance of academic standards.	4.63	0.55	Always

Overall Mean = 4.62

Standard Deviation= 0.54

Verbal Interpretation= Highly Observable

Table 7 describes the school heads' strategic planning skills in terms of setting goals.

All indicators were always observed by the teachers. In particular, teachers indicated that they always observed their school heads motivating teachers and boosting their morale ($M=4.64$, $SD=0.53$). School heads were also always observed creating excitement for learning ($M=4.63$, $SD=0.52$) and ensuring effective delivery of instructions ($M=4.63$, $SD=0.55$).

Lowest among five were building a team climate ($M=4.60$, $SD=0.54$) and making professional development a common goal ($M=4.61$, $SD=0.56$). Nevertheless, the overall mean of 4.62 was still indicative of a highly observable strategic planning skills among the school heads in terms of setting goals. The implied that school heads have clear goals set for their respective schools as perceived by their teachers.

The results support that claims of Newman (2017) that goal setting also provides a very important strategy for building a culture of shared leadership. Goal setting is about sharing leadership between the principal, teachers and students in determining one of the most important aspects of school--setting the goals that determine the roadmap for increasing student achievement. Setting goals is a first step, not the last, in transforming the way teaching and learning occurs for students.

Table 8. Level of School Heads Strategic Planning Skills in terms of Action Plan

	Statements	Mean	Standard Deviation	Remarks
1.	Conducts regular assessment.	4.54	0.62	Always
2.	Extends technical assistance.	4.61	0.60	Always
3.	Monitors and evaluation.	4.59	0.59	Always
4.	Provides rewards and recognition.	4.57	0.60	Always
5.	Conducts program implementation review.	4.58	0.62	Always

Overall Mean = 4.58

Standard Deviation= 0.61

Verbal Interpretation= Highly Observable

Table 8 shows the level of school heads' strategic planning skills in terms of action plan.

Similar to the previous aspects of strategic planning, all five indicators of action plan were always observed by the teachers. In particular, teachers always observed that their school heads extend technical assistance ($M=4.61$, $SD=0.60$). School heads also practice regular monitoring and evaluation ($M=4.59$, $SD=0.59$) and conduct of program implementation review ($M=4.58$, $SD=0.62$).

Lowest among five was the conduct of regular assessment ($M=4.54$, $SD=0.62$). Second lowest was the provision of rewards and recognition ($M=4.57$, $SD=0.60$). Nevertheless, the overall mean of 4.58 was indicative of highly observable skills of school heads in crafting action plans. It could be inferred that school heads have well-crafted action plan for their respective schools.

The most evident among five was the provision of technical assistance. According to Magcanas (2019), the most important ways in providing technical assistance are through classroom observation, learning action cell (LAC) sessions, and individual coaching. In those three areas where teachers' weakness is being strengthened and improve to address the diverse needs of their learners.

Table 9 presents the level of school heads' strategic planning skills in terms of policy implementation.

Table 9. Level of School Heads Strategic Planning Skills in terms of Policy Implementation

	Statements	Mean	Standard Deviation	Remarks
1.	Focuses on respect rather than popularity.	4.59	0.60	Always
2.	Establishes clear goals.	4.59	0.60	Always
3.	Provides regular, constructive feedback	4.56	0.62	Always
4.	Makes meetings matter.	4.60	0.59	Always
5.	Provides clear and coherent instructions.	4.55	0.62	Always

Overall Mean = 4.58

Standard Deviation= 0.60

Verbal Interpretation= Highly Observable

Results showed that all five indicators were always observed among the school heads. Particularly highest in mean was the school heads practice of making meetings matter ($M=4.60$, $SD=0.59$). Next to it were their focus of respect ($M=4.59$, $SD=0.60$) and establishment of clear goals ($M=4.59$, $SD=0.60$).

The lowest weighted mean was recorded for providing clear and coherent instructions ($M=4.55$, $SD=0.62$). Next lowest was the provision of regular and constructive feedback ($M=4.56$, $SD=0.62$). Nevertheless, the school heads' policy implementation practices was still highly observed by the teachers considering the overall mean of 4.58. This means that teachers see their school heads as leaders who commit themselves to the implementation of policies with respect, clear goals, and collaboration.

It could be inferred that school heads generally recognized that students and teachers are the major customers of all the policies in a school. According to Ulla (2018), management should establish standard rules to guide acceptable behaviors, and help create a conducive learning environment. All of these are necessary to help the institution run smoothly to ensure that students receive a quality education.

Table 10. Level of School Heads Strategic Planning Skills in terms of Decision Making

	Statements	Mean	Standard Deviation	Remarks
1.	Is usually able to think up creative and effective alternatives to solve a problem	4.58	0.57	Always
2.	Has the capacity to solve most problems even though initially no solution is immediately apparent	4.59	0.54	Always
3.	After deciding, the outcome he/she expected usually matches the actual outcome.	4.57	0.58	Always
4.	When deciding, weighs the consequences of each alternative and compares them against each other	4.59	0.59	Always
5.	Tries to predict the overall result of carrying out a particular course of action.	4.58	0.57	Always

Overall Mean = 4.58

Standard Deviation= 0.57

Verbal Interpretation= Highly Observable

Table 10 illustrates the level of school heads' strategic planning skills in terms of decision making.

Results showed that the teacher always observe all five indicators. Among these indicators, two recorded the highest means i.e., the school heads' capacity to solve problems ($M=4.59$, $SD=0.54$) and ability to weigh consequences in decision making ($M=4.59$, $SD=0.59$). While the lowest mean was recorded for matching actual and expected outcomes ($M=4.57$, $SD=0.58$), the value was not that far from the rest.

The overall mean of 4.58 was indicative of the highly observable skills of school heads in decision making. These implies that teachers perceived their school heads as individuals capable of making decision for their schools. They portray decisiveness in strategic planning.

According to Espinoza (2020), decisiveness is the ability to make clear-cut and timely decisions with the appropriate amount of information. In the schools, decisiveness is key to effectively executing plans and achieving goals. It is important to balance the costs of continuing to deliberate, gather information, and delay a decision versus the costs of making a poor choice. Decisive school heads are aware of these competing costs and weigh them carefully. Most importantly, decisive school heads make decisions that are clear and final. This skill can make the difference between plans lacking direction and those focused on achieving objectives.

Level of School Based Management Component

In this study, the researcher also describes the level of school management components. These components were leadership and governance, curriculum and instruction, management of resources, and continuous improvement. They were all described using means and standard deviations.

Table 11 presents the level of school-based management components relative to leadership and governance.

Table 11. Level of School Based Management Components Relative to Leadership and Governance

	Statements	Mean	Standard Deviation	Remarks
1.	Our school development plan is enhanced with the community performing the leadership roles, and the school providing technical support.	4.61	0.54	Always
2.	Our school is organized by a clear structure and work arrangements that promote shared leadership and governance and define the roles and responsibilities of the stakeholders.	4.59	0.53	Always
3.	A leadership network facilitates communication between and among school and community leaders for informed decision-making and solving of school community wide-learning problems.	4.58	0.55	Always
4.	Our school provides a development plan developed collaboratively by stakeholders of the school and community	4.62	0.53	Always

5. Our school has community stakeholders leading the regular review and improvement the school's process.

4.60

0.54

Always

Overall Mean = 4.60

Standard Deviation= 0.54

Verbal Interpretation= Highly Observable

It was evident that teachers always observed their school heads' provision of a development plan collaboratively developed by stakeholders of the school and community (M=4.62, SD=0.53). Teachers also always observed that the development plan is enhanced with the community performing the leadership roles, and the school providing technical support (M = 4.61, SD=0.54). Though slightly lower in means, results still indicated that teachers always observed that their schools have community stakeholders leading the regular review and improvement the school's process (M=4.60, SD=0.54); organized by a clear structure and work arrangements (M=4.59, S=0.53); and has leadership network facilitates communication between and among school and community leaders (M=4.58, SD=0.55).

Results imply that the schools have highly observable leadership and governance. Such leadership and governance results from the partnership of the schools and their communities. Stakeholder involvement in schools plays an important part, as the purpose of each stakeholder is to reach a common educational goal through team effort. When multiple stakeholders are engaged, the team effort increases the chances of success (Roundy, 2021). In education, the term stakeholder typically refers to anyone who is invested in the welfare and success of a school and its students, including administrators, teachers, staff members, students, parents, families, community members, local business leaders, and elected officials (Glossary of Education, 2019).

Table 12 presents the level of school-based management components relative to management of resources.

It was evident that teachers always observed their school heads' a regular monitoring, evaluation and reporting processes of resource management are collaboratively developed and jointly implemented by learning managers, facilitators, and community stakeholders (M=4.60, SD=0.61). Teachers also always observed regular dialog for planning and resources programming (M = 4.59, SD=0.60). Though slightly lower in means, results still indicated that teachers always observed that their schools have systems that manage the network and linkages (M=4.59, SD=0.61). Resource inventory is also collaboratively undertaken by learning managers, learning facilitators and community stakeholders as basis for resource allocation and mobilization (M=4.57, SD=0.60). Lowest was the mean for collectively and judiciously mobilization and management of resources with transparency, effectiveness, and efficiency (M=4.56, SD=0.61)

Table 12. Level of School Based Management Components Relative to Management and Resources

	Statements	Mean	Standard Deviation	Remarks
1.	Resources are collectively and judiciously mobilized and manage with transparency, effectiveness, and efficiency.	4.56	0.61	Always
2.	Regular resource inventory is collaboratively undertaken by learning managers, learning facilitators and community stakeholders as basis for resource allocation and mobilization.	4.57	0.60	Always
3.	There is a regular dialog for planning and resources programming that is accessible and inclusive to continuously engage stakeholders and support the implementation of community education plans.	4.59	0.60	Always
4.	Our school has a regular monitoring, evaluation and reporting processes of resource management are collaboratively developed and jointly implemented by learning managers, facilitators, and community stakeholders.	4.60	0.61	Always
5.	Our school has a system that manages the network and linkages that strengthen and sustain partnership for improving resource management.	4.59	0.61	Always

Overall Mean = 4.58

Standard Deviation= 0.61

Verbal Interpretation= Very Highly Observable

Results imply that the schools have highly observable management of resources. This is resulting from the collaboration of interna and external stakeholders. Results further implied that the school heads observe a system of management and utilization of all educational resources to carry out systematic cooperation and processes so that effective education implementation can be achieved to realize the national education goals that have been aspired (Teacher Script, 2018).

Table 13. Level of School Based Management Components Relative to Accountability and Continuous improvement

	Statements	Mean	Standard Deviation	Remarks
1.	Our school has clear, transparent, inclusive, and responsive accountability system is in place.	4.65	0.49	Always
2.	Our School collaboratively developed by community stakeholders, which monitors expected and actual performance, continually addresses the gaps, and ensures a venue for feedback and redress.	4.62	0.50	Always
3.	Our school Participatory assessment of performance is done regularly with community.	4.62	0.50	Always
4.	Assessment results and lessons learned serve as basis for feedback, technical assistance, recognition, and plan adjustment	4.65	0.49	Always
5.	Accountability assessment criteria and tools feedback mechanisms and information collection and validation techniques and processes are inclusive and collaboratively developed and agreed upon.	4.63	0.51	Always

Overall Mean = 4.64

Standard Deviation= 0.50

Verbal Interpretation= Highly Observable

Table 13 presents the level of school-based management component relative to accountability and continuous improvement.

Results showed that all five indicators were always observed by the teachers. They indicated that their schools have clear, transparent, inclusive, and responsive accountability system is in place ($M=4.65$, $SD=0.49$). They also always observed that assessment results and lessons learned serve as basis for feedback, technical assistance, recognition, and plan adjustment ($M=4.65$, $SD=0.49$).

Other indicators received means with very close values. The schools were always observed using inclusive assessment criteria and feedback mechanisms ($M=4.63$). They were also always observed collaborating with external stakeholders in addressing gaps with venue for feedback and redress ($M=4.62$, $SD=0.50$) and regularly conducting participatory assessment ($M=4.62$, $SD=0.50$).

Overall, the schools have highly observable practice of accountability and continuous improvement. This also results from their constant partnership with their external stakeholders. It may be inferred that the school are on the process of leveraging multiple inputs and processes to achieve desired outcomes while leaving rooms for improvement (Elgart, 2022).

Table 14 shows the level of school-based management components relative to curriculum and instruction.

Results showed that schools established policies, standards and guidelines relevant to assessment and quality assurance of curriculum and learning delivery processes ($M=4.69$, $SD=0.52$). Schools also always set the policies and guidelines for co-curricular activities that are supportive of the curricular programs ($M=4.67$, $SD=0.52$). Similarly, the adherence to national frameworks on curriculum ($M=4.65$, $SD=0.52$) and special education ($M=4.66$, $SD=0.50$). Schools also provide curriculum-compliant learning resources ($M=4.64$, $SD=0.57$).

Table 14. Level of School Based Management Components Relative to Curriculum and Instruction

	Statements	Mean	Standard Deviation	Remarks
1.	Develops and manages the national education policy framework on curriculum development and management for the Department.	4.65	0.52	Always
2.	Develops and manages the national education policy framework on learning management and	4.66	0.50	Always

3.	delivery for all types of learners including those with special needs.	4.67	0.52	Always
4.	Sets the policies and guidelines for co-curricular activities that are supportive of the curricular programs.	4.69	0.52	Always
5.	Establishes policies, standards and guidelines relevant to assessment and quality assurance of curriculum and learning delivery processes.	4.64	0.57	Always
	Provides learning resources aligned to the curriculum and supportive of the various curriculum programs and modes of delivery, including those for learners with special needs.			

Overall Mean = 4.66

Standard Deviation= 0.53

Verbal Interpretation= Highly Observable

Overall, the schools' school-based management in terms of curriculum and instruction was highly observable. These implies that schools adhere to the standards set by the Department of Education in as much as curriculum implementation is concerned. Curriculum decisions have far-reaching consequences for students and teachers in K-12 schools. Results implied that schools in the sub-office help ensure that the set goals and objectives are achieved, and they enable effective/ proper assessment and evaluation of the curriculum (Abraham, 2016).

Table 15. Significant Relationship of School Heads Qualities to The School-Based Management

School Heads Qualities	School Based Management Principles	r- value	Degree of Correlation	p-value	Analysis
Empower Teachers	<i>Leadership and Governance</i>	0.011	Very Weak Correlation	0.894	Not Significant
	Management of Resources	0.067	Very Weak Correlation	0.410	Not Significant
	Accountability and continuous improvement	0.085	Very Weak Correlation	0.299	Not Significant
	Curriculum and Instruction	0.024	Very Weak Correlation	0.764	Not Significant
Have vision and Plan	<i>Leadership and Governance</i>	0.274	Weak Correlation	0.001	Significant
	Management of Resources	0.218	Weak Correlation	0.007	Significant
	Accountability and continuous improvement	0.288	Weak Correlation	0.000	Significant
	Curriculum and Instruction	0.133	Very Weak Correlation	0.101	Not Significant
Passionate about their work	<i>Leadership and Governance</i>	0.202	Weak Correlation	0.012	Significant
	Management of Resources	0.207	Weak Correlation	0.010	Significant
	Accountability and continuous improvement	0.263	Weak Correlation	0.001	Significant
	Curriculum and Instruction	0.136	Very Weak Correlation	0.093	Not Significant
Risk taking	<i>Leadership and Governance</i>	0.268	Weak Correlation	0.001	Significant
	Management of Resources	0.256	Weak Correlation	0.001	Significant
	Accountability and continuous improvement	0.363	Weak Correlation	0.000	Significant
	Curriculum and Instruction	0.055	Very Weak Correlation	0.502	Not Significant
Lead by Example	<i>Leadership and Governance</i>	0.383	Weak Correlation	0.000	Significant
	Management of Resources	0.198	Very Weak Correlation	0.014	Significant
	Accountability and continuous improvement	0.269	Weak Correlation	0.001	Significant
	Curriculum and Instruction	0.009	Very Weak Correlation	0.914	Not Significant

Legend:

$\pm 0.80 - \pm 1.00$ *Very strong*

$\pm 0.60 - \pm 0.79$ *Strong*

$\pm 0.40 - \pm 0.59$ *Moderate*

$\pm 0.20 - \pm 0.39$ *Weak*

$\pm 0.00 - \pm 0.19$ *Very weak*

Table 15 present the significant relationship bet. School heads qualities and school-based management. In terms empower teacher there is no correlation exist in school based- management in terms of leadership governance ($r= 0.011$, $p= 0.894$). management of resources ($r= 0.067$, $p=0.40$), accountability and continuous improvement ($r= 0.085$, $P= 0.299$), curriculum instruction ($r= 0.024$, $p= 0.764$). The correlation is very weak. All p values were greater than the alpha value of 0.05. This means that variables of school-based management are not good indicator is school heads quality in terms of empower teacher.

In terms of have vision and plan as other quality of the school head there is significant correlation exists in school-based management in terms of leadership management ($r= 0.274$, $p= 0.001$), management resources ($r= 0.218$, $p=0.007$), accountability ($r= 0.288$, $p= 0.000$). The p values were lower than the alpha value of 0.05. While there is no significant correlation exist in terms of curriculum and instruction.

In terms of passion for work, results indicated that school heads' passion for work was a significant predictor of school-based management components except curriculum and instruction. Passion work significantly predicts level of practice in leadership in governance ($r=0.202$, $p=0.012$), Management of Resources ($r=0.207$, $p=0.010$), and Accountability and continuous improvement ($r=0.263$, $p=0.001$). However, for Curriculum and Instruction, the r value was very weak at 0.136 and $p=0.093$.

In terms of risk taking, also results indicated that school heads' ability to take risks was a significant predictor of school-based management components except curriculum and instruction. Risk-taking ability of school heads significantly predicts level of practice in leadership in governance ($r=0.268$, $p=0.001$), Management of Resources ($r=0.256$, $p=0.001$), and Accountability and continuous improvement ($r=0.363$, $p=0.000$). However, for Curriculum and Instruction, the r value was very weak at 0.055 and $p=0.502$.

In terms of leading by example, similar results were found showing leading by example as predictor of school-based management components except for curriculum and instruction. Leading by example significantly predicts level of practice in leadership in governance ($r=0.383$, $p=0.000$), Management of Resources ($r=0.198$, $p=0.014$), and Accountability and continuous improvement ($r=0.269$, $p=0.001$). However, for Curriculum and Instruction, the r value was very weak at 0.009 and $p=0.914$.

These findings support the claim of O.C. Tanner (2023) that leaders have a tremendous impact on company culture. They set the agenda, prioritize work, manage, lead, and delegate. Strong leaders provide a sense of vision, purpose, mentorship, and inspiration to those they lead. Today's diverse workforce is reshaping what it means to achieve personal and professional success.

Table 16 presents the significant relationship school heads' strategic planning skills to the school-based management.

In terms setting priorities there is no correlation exist with school based- management in terms of curriculum and instruction ($r= 0.0065$, $p= 0.427$). On the other hand, significant relationship was found with management of resources ($r= 0.208$, $p=0.010$), accountability and continuous improvement ($r= 0.256$, $P= 0.001$), and leadership and governance ($r= 0.294$, $p= 0.000$). The correlation is weak but significant. All p values were less than the alpha value of 0.05. This means that variables of school-based management are partially predicted by the school head's ability to set priorities.

Table 16. Significant Relationship of School Heads Strategic Planning Skills to The School-Based Management

Strategic Planning Skills	School Based Management Principles	r- value	Degree of Correlation	p-value	Analysis
Setting of Priorities	<i>Leadership and Governance</i>	0.294	Weak Correlation	0.000	Significant
	Management of Resources	0.208	Weak Correlation	0.010	Significant
	Accountability and continuous improvement	0.256	Weak Correlation	0.001	Significant
	Curriculum and Instruction	0.065	Very Weak Correlation	0.427	Not Significant
Setting Goals	<i>Leadership and Governance</i>	0.541	Moderate Correlation	0.000	Significant
	Management of Resources	0.248	Weak Correlation	0.002	Significant
	Accountability and continuous improvement	0.228	Weak Correlation	0.005	Significant
	Curriculum and Instruction	0.043	Very Weak Correlation	0.597	Not Significant
Action Plan	<i>Leadership and Governance</i>	0.461	Moderate Correlation	0.000	Significant
	Management of Resources	0.285	Weak Correlation	0.000	Significant
	Accountability and continuous improvement	0.286	Weak Correlation	0.000	Significant
	Curriculum and Instruction	0.031	Very Weak Correlation	0.707	Not Significant
Policy Implementation	<i>Leadership and Governance</i>	0.269	Weak Correlation	0.001	Significant
	Management of Resources	0.014	Very Weak Correlation	0.866	Not Significant
	Accountability and continuous improvement	-0.049	Very Weak Correlation	0.545	Not Significant
	Curriculum and Instruction	0.022	Very Weak Correlation	0.791	Not Significant
Decision Making	<i>Leadership and Governance</i>	0.625	Strong Correlation	0.000	Significant
	Management of Resources	0.369	Weak Correlation	0.000	Significant
	Accountability and continuous improvement	0.380	Weak Correlation	0.000	Significant
	Curriculum and Instruction	0.166	Very Weak Correlation	0.044	Significant

Legend: $\pm 0.80 - \pm 1.00$ *Very strong* $\pm 0.60 - \pm 0.79$ *Strong* $\pm 0.40 - \pm 0.59$ *Moderate* $\pm 0.20 - \pm 0.39$ *Weak* $\pm 0.00 - \pm 0.19$ *Very weak*

In terms setting goals there is no correlation exist with school based- management in terms of curriculum and instruction ($r = 0.043$, $p = 0.597$). On the other hand, significant relationship was found with management of resources ($r = 0.248$, $p = 0.002$), accountability and continuous improvement ($r = 0.228$, $P = 0.005$), and leadership and governance ($r = 0.541$, $p = 0.000$). The correlation is weak but significant. All p values were less than the alpha value of 0.05. This means that variables of school-based management are partially predicted by the school head's ability to set goals.

In terms of action plan there is no correlation exist with school based- management in terms of

curriculum and instruction ($r = 0.031$, $p = 0.707$). On the other hand, significant relationship was found with management of resources ($r = 0.85$, $p = 0.000$), accountability and continuous improvement ($r = 0.286$, $P = 0.000$), and leadership and governance ($r = 0.461$, $p = 0.000$). The correlation is weak but significant. All p values were less than the alpha value of 0.05. This means that variables of school-based management are partially predicted by the school head's ability to craft action plans.

In terms of policy implementation there is only correlation exist with school based- management in terms of leadership and governance ($r = 0.269$, $p = 0.001$). On the other hand, no significant relationship was found with management of resources ($r = 0.014$, $p = 0.866$), accountability and continuous improvement ($r = -0.049$, $P = 0.0545$), and curriculum and instruction ($r = 0.022$, $p = 0.791$). The correlation is very weak to be considered significant. Most p values were greater than the alpha value of 0.05. This means that variables of school-based management are not predicted by the school head's ability to implement policies.

In terms of decision making, correlation exists among all school based- management elements. As to leadership and governance the results were $r = 0.625$, $p = 0.000$. Moreover, significant relationship was found with management of resources ($r = 0.369$, $p = 0.000$), accountability and continuous improvement ($r = 0.380$, $P = 0.000$), and curriculum and instruction ($r = 0.166$, $p = 0.044$). The correlation was very weak but significant. All p values were less than the alpha value of 0.05. This means that variables of school-based management are predicted by the school head's ability to make decision.

The findings of the present study were different from the findings of Yaakob et al. (2019) about the problematic condition of strategic planning and management in the locale of their study. Strategic planning was not a problem but actually an asset among public schools in the sub-office concerned. The partially significant correlation of the strategic planning skills of school heads and the SBM levels of their schools could be attributed to the alignment of plans with national policies and provision of meaningful and relevant information to guide plan implementation (Carvalho et al., 2022).

Findings and Summary

The purpose of this study was to investigate the qualities of schools head, their strategic planning skills, and the school-based management levels of public elementary schools in District 3, City Division of San Pedro. The legal basis of the study was DO 44 s. 2015 which laid down the guidelines on the enhanced school improvement planning (SIP) process and school report card (SRC) set. The researcher investigated on this topic because during School-Based Management (SBM) validations, it was observed that teachers would often comment on the inability of their school heads to produce necessary materials aligned to the SIP they prepared. Such rants were found on social networking sites and heard during teacher forums.

Thus the researcher, by the Skills Acquisition Theory of Dekeyser and Criado (2013) and Soft Skills Assessment Theory of Gibb (2014) looked into variables mentioned adopting the descriptive research method. The researcher used a self-made but expert-validated survey-questionnaires. Data were collected from a total of 153 teachers out of 390 total public school elementary teachers in third District of City Division of San Pedro.

After treatment and careful analyses of data, it was found that school heads qualities in terms of empowering teachers, having vision and plans, being passionate about work, taking risk, and leading by example were highly observable. This means that school heads create opportunities with clear expectation that vary in level of commitment and ability to encourage teachers; are perceived as visionary and data driven; are perceived as

passionate leaders who are capable of setting priorities, actively listening, and ready for uncertainties; are willing to try new things but requires attention to improving resiliency to failures; and are proactive in their leadership styles.

Concerning their strategic planning skills, the study found that schools heads have highly observable abilities to set priorities, set goals, craft action plans, implement policies, and make decisions. It was also found that the schools have highly observable leadership and governance resulting from the partnership of the schools and their communities; highly observable management of resources resulting from the collaboration of internal and external stakeholders; highly observable practice of accountability and continuous improvement resulting from their constant partnership with their external stakeholders; highly observable adherence to the standards set by the Department of Education in as much as curriculum implementation is concerned.

School heads qualities were partially correlated with SBM levels of schools. Empowering teacher had no correlation in any SBM principle but having vision and plan was significantly correlated with all principles except with curriculum and instruction. School heads' passion for work, taking risks, and leading by example had similar results as having vision and plan. Moreover, strategic planning skills were all partially correlated with SBM levels of schools. School head's ability to set priorities, set goals, and craft action plans were all significantly correlated with the SBM principles except curriculum and instruction. On the other hand, policy implementation was only significantly correlated with leadership and governance while making decision was correlated with all four.

Conclusion

Based on the different findings of the study conducted, the following conclusions are made.

1. There is a partially significant relationship between the school heads' qualities and their schools' level in school-based management (SBM).
2. There is a partially significant relationship between the school heads' strategic planning skills and their schools' level in school-based management (SBM).

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