Enhancing teachers' awareness through leadership, strategies, and responsiveness in the context of School Improvement Plan

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Abstract

This study is about the awareness of teachers through leadership, strategies and responsiveness of school head in the context of school improvement plan. It involved ten (10) sub offices, 252 teacher-respondents of Cluster 2 in the Division of Laguna who provided the information needed in this study, such as the level of school head leadership, strategies, and responsiveness on the implementation of school improvement plan; teachers' awareness of the components of school improvement plan; discussion of the significant relationship between school head leadership and teachers' awareness on the implementation of school improvement plan; significant relationship between school head strategies and teachers' awareness on the implementation of school improvement plan; significant relationship between the school heads responsiveness and teachers' awareness on the implementation of school improvement plan lastly discussion of the significant relationship as predictors between school head leadership, strategies, responsiveness, and teachers' awareness on the implementation of school improvement plan. The following were the significant findings of the investigation. Furthermore, based on the data that was presented, examined, and interpreted, it was discovered that the degree of school head leadership, strategies, and responsiveness were all highly evident. Similarly, the level of teachers' awareness on the components of school improvement plan was very highly evident. While the school head leadership, strategies and responsiveness were all significantly correlated to teachers' awareness on the implementation of school improvement plan. Furthermore, the p-values obtained were less than the significance alpha 0.05, hence there is a significance. Based on the findings, the following conclusions were drawn. There is a relationship between school head leadership, strategies, responsiveness, and teachers' awareness on the implementation of school improvement plan. Hence, the hypotheses stated were all rejected. Lastly, according to the foregoing findings and conclusion, the following recommendations are made. With regards to the school improvement plan, school heads should create a good team for school improvement for the best result together with educators should generate projects to reach out marginalized students. Also suggested the involvement of stakeholders to ensure community commitment and engagement. Lastly, future researchers should have a wide area of investigation to determine the possible level of awareness of teachers on the implementation of school improvement plan in other places.

Keywords: School Improvement Plan; leadership; strategies; responsiveness, teachers' awareness

1. Introduction

Education planning is a dynamic process that involves strategic decision-making to enhance the quality and effectiveness of educational institutions. It encompasses various elements, including curriculum development, resource allocation, student support, and overall organizational improvement. Effective education planning ensures that schools align their goals with the needs of students, teachers, and the community.

School heads (also known as principals or headteachers) play a pivotal role in shaping the educational environment. Their leadership practices significantly impact the school's overall functioning.

Teachers are drivers for change in school improvement. However, not all teachers participate in

further developing schools' educational practices (Rechsteiner et.al., 2022). The role of teachers in school improvement is unquestionably pivotal as they serve as the driving force behind academic progress and student development. In recent years, education systems worldwide have recognized that the success of any educational institution largely depends on the competence or knowledge, dedication and passion, and strategic ability of its educators. Therefore, the involvement of teachers in improving the school for the betterment of all must be visible.

To ensure that schools provide quality education, educational institutions often develop School Improvement Plans (SIPs) to outline their goals, objectives, and strategies for improvement. A school improvement plan, or SIP, has requirements that vary from state to state. Still, their purpose is to document goals, strategies, and action steps to improve the quality of education students receive. School improvement plan goals are generally aligned with outcome measures on statewide assessments (Learning et al., 2021). The understanding of educators regarding the aims and targets of School Improvement Plans (SIPs) and the approaches they utilize to aid and participate in the execution procedure can substantially influence the achievement of school improvement goals.

The successful implementation of SIPs requires the active engagement of various stakeholders within a school community, including teachers and school heads (administrators). Teachers play a pivotal role in the process, and their awareness of and commitment to SIPs can significantly influence their effectiveness. Equally important is the leadership and responsiveness of school heads responsible for guiding and facilitating the SIP implementation process.

This study intends to contribute to educational leadership and school development substantially. By better understanding the connection between teacher awareness, strategies, school head responsiveness and leadership, school heads and teachers may develop more informed policies, practices, and plans to improve learning institutions.

1.1. Background of the Study

Republic Act No. 9155, also known as the Governance of Basic Education Act of 2001, plays a pivotal role in shaping education policies in the Philippines. According to that mandate, the School Improvement Plan serves as a roadmap for schools, outlining specific interventions over three consecutive years. It involves activities such as the Continuous Improvement Program (CIP) and the creation of Learning Action Cells (LACs). The SIP process is evidence-based, with the learner's perspective at its core. Its goal is to provide quality education by addressing school-specific needs.

Every school desires the success of its students. However, schools may only have a long-lasting impact if they focus on goals and change-related strategies. Schools can choose when and how to improve while establishing improvement goals through "school improvement planning." According to Hanover Research (2015), school improvement planning is a systematic, data-driven process for planning and evaluating improvement over time. Distinct from institutional research and auditing, improvement planning aims to reduce the gap between a school's current and potential performance. At its most effective, school improvement planning is a dynamic practice that engages data and people in the improvement process. However, many plans need to address the processes for improvement instead of focusing solely on the improvement outcomes.

According to Scheerens (2016), school improvement is not just about implementing new strategies or programs but rather a dynamic process of applying research findings to improve teaching and learning practices. In other words, school improvement is an ongoing effort to enhance student learning outcomes through evidence-based practices. Scheerens argues that schools and educational systems have been engaging in self-improvement efforts for decades, long before "school improvement" became popular. Therefore, school improvement is not something new or external but an inherent part of the education system.

The school improvement process depends on the school leaders accomplishing several critical duties.

Ensuring that the improvement plan accurately reflects their school and community is one of their duties. The school's strengths, weaknesses, and unique needs should be considered when developing the plan. By doing this, school heads can help ensure that the plan is tailored to their school's specific circumstances and will effectively address its challenges. School Heads also oversee the implementation of the improvement plan. This involves working closely with teachers and other staff members to ensure everyone is on track to meet the plan's goals.

School heads must embrace effective leadership practices, strategic planning, and responsiveness to pursue educational excellence. By doing so, they contribute significantly to the growth and success of their institutions. Additionally, it aims to determine if teachers' knowledge levels and planned methods affect school heads' capacity to respond and lead effectively within their institutions.

1.2. Theoretical Framework

This study is firmly grounded in several well-established and relevant theoretical frameworks. These selected theories serve as the research's core pillars, providing the necessary conceptual foundations for analysis.

James MacGregor Burns developed the transformational leadership theory (Northouse, 2016). In school leadership, transformational leaders create a positive impact by empowering educators, fostering innovation, and aligning goals with the overall mission of education. They inspire growth for themselves and their followers, ultimately contributing to a thriving educational environment.

Author Paul Hersey and leadership experts developed the Situational Leadership Model. Ken Blanchard was the basis of Shufutinsky et al. (2019). In the context of schools, Situational Leadership encourages school leaders to be flexible, responsive, and adaptive. By understanding the unique needs of teachers, students, and staff, they can create an environment that fosters growth, collaboration, and excellence.

Locke and Latham's goal-setting theory (2002) Locke and Latham's goal-setting theory provides valuable insights into effective leadership, including its relevance to school leadership. There are five key principles: First, the clarity of goals needs to be specific and well-defined. In the context of school leadership, clear goals might involve improving student performance, enhancing teacher collaboration, or implementing specific educational programs. Second, goals must be challenging yet attainable. School leaders should set ambitious targets that inspire growth and excellence. For instance, aiming for higher test scores or increasing parent engagement. Third, goals are more effective when they are accepted by those involved. In schools, involving teachers, students, and parents in goal-setting fosters ownership and commitment. The fourth principle is that regular feedback is crucial for goal achievement. School leaders should provide constructive feedback to teachers, monitor progress, and adjust strategies as needed. Lastly, goals should strike a balance between being challenging and realistic. Overly complex goals can lead to frustration, while overly simple ones may not drive improvement.

Applying these principles in school leadership can improve task performance, improve student outcomes, and positively impact the entire educational community.

Theory of Action by Brown (2020). Brown's Theory of Action provides insights into how organizations, including schools, can create meaningful change. One important concept is the conceptual framework of Teachers' Professional Competency. Brown draws upon the work of Guerriero and Revai (2017) to define teacher competence as the ability to meet complex demands by mobilizing various cognitive, functional, personal, and ethical resources. Competence is dynamic and process-oriented, involving the capacity to use and adapt knowledge. This framework emphasizes that teacher learning comes from various sources, such as initial teacher training, in-service professional development, and informal learning.

Theory of Action (ToA): Earl and Timperley (2015) define a theory of action as an organization's "theory" or story of how it will create change in the world. It explains why certain things happen. In school leadership, a theory of action helps leaders articulate their strategies for improving teaching and learning. It

connects research knowledge to changes in pupil outcomes.

Effective school leaders embed a research-based culture, investigating and evaluating teaching strategies based on their impact on student learning. By developing a clear theory of action, leaders can align their decisions with evidence-informed practices and drive positive change in schools.

Brown's Theory of Action underscores the importance of connecting research, teacher competence, and student outcomes to enhance school leadership and educational practices.

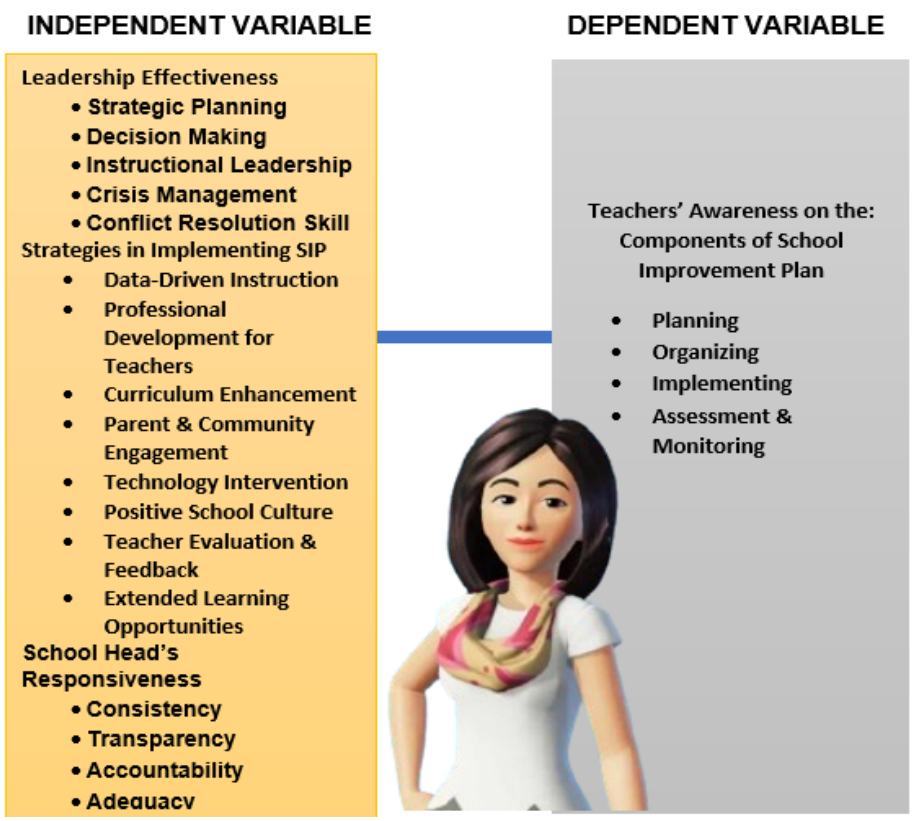
These theories heavily influence the research strategy since they provide a framework for the researcher to identify and investigate the relevant factors. An in-depth analysis of the study's theoretical framework provides the foundation for the systematic organization and assessment of the acquired data, allowing for identifying these factors.

1.3. Conceptual Framework

The conceptual framework illustrates the independent variables in terms of School Head Leadership, Strategies and Responsiveness and Teachers' Awareness of implementing the School Improvement Plan, which are the dependent variables.

The paradigm clarifies the parameters of the study. It presents the independent variable: the school head leadership, strategic planning, decision-making, instructional leadership, crisis management, and conflict resolution skills. Included in the independent variables are school head strategies in implementing SIP as to data-driven instruction, professional development for teachers, curriculum enhancement, parent & community engagement, technology intervention, positive school culture, teacher evaluation and feedback, and extended learning opportunities and school head's responsiveness as to the consistency, transparency, accountability, and adequacy. The dependent variable, on the other hand, is teachers' awareness of the components of the school improvement plan: planning, organizing, implementing, and assessment & monitoring

.Figure 1. The research Paradigm of the study



1.4. Statement of the Problem

The rationale of this study is to seek out the possible level of teachers' awareness through leadership, strategies, and responsiveness of school head to implementing the school improvement plan.

Specifically, it will sought to answer to the following sub-problems:

1. What is the level of leadership of school head in terms of:
   1.1 Strategic Planning;
   1.1 Decision Making;
   1.2 Instructional Leadership;
   1.3 Crisis Management; and
   1.4 Conflict Resolution Skill?
2. What is the level of strategies of school head in terms of:
   2.1 Data-Driven Instruction;
   2.2 Professional Development for Teachers;
   2.3 Curriculum Enhancement;
   2.4 Parent & Community Engagement;
   2.5 Technology Intervention;
   2.6 Positive School Culture;
   2.7 Teacher Evaluation and Feedback; and
   2.8 Extended Learning Opportunities?
3. What is the level of school head responsiveness in terms of:
   3.1 Consistency;
   3.2 Transparency;
   3.3 Accountability; and
   3.4 Adequacy?
4. What is the level of teachers' awareness of the components of school improvement plan in terms of:
   4.1 Planning;
   4.2 Organizing;
   4.3 Implementing; and
   4.4 Assessment and Monitoring?
5. Does the school head leadership have significant relationship with the Teachers' awareness of the implementation of school improvement plan?
6. Does the school head strategies significantly relate to the teachers' awareness of the need to implement school improvement plans?
7. Does the school head's responsiveness significantly relate to the teachers' awareness of the need to implement school improvement plans?
8. Are school head leadership, strategies, and responsiveness, alone or in combination, significant predictors of Teachers' Awareness of the implementation of school improvement plans?

1.5. Hypothesis

These hypotheses were formulated by analyzing the data gathered and the corresponding results.

1. There is no significant relationship between school head leadership and teachers' awareness of the implementation of the school improvement plan.

2. There is no significant relationship between school head strategies and teachers' awareness of the implementation of the school improvement plan.

3. There is no significant relationship between school head responsiveness and teachers' awareness of the implementation of the school improvement plan.

1.6. Significance of the Study

The researcher believes that providing information about school head leadership, strategies, responsiveness, and teachers' awareness of implementing the school improvement plan will be necessary to continually work and plan for better quality education.

This research will be significant to the following:

Department of Education - Basis for valuable insights into how teachers perceive and implement school improvement plans. With this knowledge, the department can tailor its support and resources to meet the unique needs of each school community.

Policy-makers - Basis on how to better enable the successful execution of SIPs by assessing teachers' awareness, methods, and perceptions, as well as the influence of school head leadership and responsiveness.

School Administrators - Basis for shedding light on potential gaps or areas requiring further support from administrative staff to ensure successful implementation. School heads can better assess its effectiveness in driving positive change within their respective institutions by understanding teachers' perceptions and strategies related to this plan.

Faculty - The basis for comprehending how teacher awareness impacts school heads' responsiveness and leadership qualities. This knowledge could assist them in developing targeted training programs or workshops that focus on enhancing teacher and administrative skills necessary for effective collaboration toward achieving educational goals.

Teachers - A basis for understanding various approaches adopted by other educators can inform their practice while offering new perspectives or innovative ideas worth exploring within their classrooms.

Students - Learners stand to benefit largely from this study, which emphasizes that effective implementation of a well-structured improvement plan positively impacts student outcomes by fostering an environment conducive to learning excellence.

Parents - Parents' involvement and enthusiasm in their children's educational activities and initiatives increase. They gain a more in-depth comprehension of the aspects that shape their children's educational environment.

Community - Community members better grasp the complexity of good school leadership, allowing them to push for positive reforms within their local educational institutions actively.

1.7. Scope and Limitation of the Study

The study focused on the school head's leadership, strategies, and responsiveness to the teachers' awareness of implementing the school improvement plan. This study was measured using a validated questionnaire to determine the teachers' awareness of implementing the school improvement plan.

The researcher intends to evaluate whether the level of the school improvement plan significantly influences how teachers perceive the school's management. The study emphasized the main or specific areas for improvement rather than the whole school administration. Data collection were restricted to a select number of teachers in the Division of Laguna, preferably senior high school teachers.

The study aimed to determine if there was a relationship between school head leadership, strategies, and responsiveness regarding teachers' awareness of the implementation of the school improvement plan.

1.8. Definition of Terms

The following terms are defined functionally and operationally to facilitate the understanding of the research.

Accountability refers to a situation in which someone is responsible for events and can give a satisfactory reason for them.

Adequacy. Refers to the quality and availability of educational resources and opportunities provided to students. An educational system may be considered adequate if it enables students to acquire the knowledge and skills needed to succeed.

Assessment and monitoring. Assessment refers to the evaluation or measurement of something to determine its quality or effectiveness. Meanwhile, monitoring refers to the regular observation and recording of progress or conditions to inform decision-making or take corrective action when necessary.

Conflict Resolution Skill refers to a disagreement or argument, which can arise in various circumstances and settings, including the workplace. Understanding how to navigate and resolve conflict when it occurs is important.

Consistency refers to carrying out something the same way or staying the same after it's achieved in a particular way.

Crisis Management refers to applying strategies designed to help an organization deal with a sudden and significant negative event while maintaining organizational continuity. It involves implementing policies and procedures to defend, mitigate and prevent a crisis.

Curriculum Enhancement. This refers to when teachers use the existing curriculum in the general education classroom but adjusts the methods and media of input and output to suit the student's needs and IEP goals.

Data-driven instruction refers to a method of making instructional decisions based on analyzing data. In many ways, teachers already implicitly use data to inform their instruction.

Decision Making. Refers to making choices by identifying a decision, gathering information, and assessing alternative resolutions.

Extended Learning Opportunities refer to various initiatives that ensure students access diverse, content-rich, high-quality opportunities that expand their time actively engaged in learning.

Implementing. Refers to putting a plan, system, or idea into action. It involves executing the strategies and actions necessary to achieve a specific objective or goal.

Instructional Leadership. Refers to leadership that supports the development of teaching and learning. It is referred to using different names, including pedagogical leadership, learning-centered leadership, leadership for learning, and student-centered leadership.

Leadership Effectiveness. Refers to the key analyst of organizational success or failure while examining the factors that lead to organizational success.

Leadership Impact refers to the influence or effect a leader has on their team, organization, or community. It is often measured by factors such as productivity, morale, or goal achievement.

Organizing is the second key management function after planning. It coordinates human efforts, arranges resources, and incorporates the two to help achieve objectives. It involves deciding how the plans can be implemented.

Parent & Community Engagement. In education, the term refers to involving parents and members of the broader community in educational or organizational activities, such as volunteering, attending events, or providing support. This can help build relationships, foster trust, and enhance overall success.

Planning refers to predetermining objectives and courses of action to achieve defined goals effectively and efficiently. It is an intellectual process concerned with deciding in advance what, how, when, and who will do it.

Positive School Culture. In education, the term refers to an environment where students, teachers,

and staff feel valued, supported, and motivated to achieve academic and personal growth. This can be achieved through positive interactions, shared values, and a sense of belonging.

Professional Development for Teachers refers to opportunities for educators to learn new skills, expand knowledge, and improve teaching practices to better serve students. This may include workshops, training sessions, conferences, or other forms of professional growth.

School Head's Responsiveness. Refers to the degree to which a school head is receptive to feedback, willing to adapt, and proactively addresses issues or concerns within their school community. This can involve being approachable, open-minded, and solution-oriented.

School Improvement Plan. Refers to a detailed roadmap outlining specific actions and strategies to enhance student learning and achievement at a particular school. It typically includes measurable goals, timelines, and resources to implement the plan.

Strategic Planning. Refers to setting long-term goals and determining the best courses of action to achieve them. It involves analyzing current situations, identifying potential challenges and opportunities, and developing plans to address them. Strategic planning aims to create a clear path forward that aligns with an organization's mission and values.

Teacher Evaluation and Feedback. In education, the term refers to systematic assessment of a teacher's performance based on observable behaviors and practices, often involving formative and summative evaluations. Feedback may also be provided to help teachers improve their instructional methods and student learning outcomes.

Teachers' Awareness. In education, the term refers to the level of understanding or knowledge teachers have about various topics related to teaching and learning. This can impact how effectively they deliver instruction and support students in achieving academic success.

Technology Intervention. In education, the term refers to using technology to address specific educational challenges or needs, such as providing additional support for struggling learners or enhancing the overall learning experience through digital tools and resources.

Transparency. Refers to sharing information amongst people on important matters internally and externally. It has active and effective communication channels across various stakeholders.

2. Review of Related Literature and Studies

This chapter presents a review of investigations that have been conducted and reported, which are significantly related to the present study.

2.1. Related Literature

The review of related literature is organized so that the school head's leadership, strategies, and responsiveness relate to the teachers' awareness of implementing the school improvement plan.

One of the indicators used in this research is teachers' awareness of the components of school improvement, and one of its relevant variables is planning.

Hall, G., & Hord, S. (2016) defined planning as the forecasting of future trends, setting objectives, determining means to attain those objectives, and coordinating and harmonizing the organization's efforts to achieve those objectives. He called for developing timelines, action plans, and budgets or resource requests necessary to execute the plan. He advocated flexibility in planning that would allow management time to react to changes in circumstances.

The improvement of low-performing schools, and particularly the quick improvement in student outcomes through school turnaround, is a priority for the school administration. A formalized goal-setting and strategic planning process is a key element of many school turnaround and improvement efforts. The formal planning process calls for the organization to specify its goals and objectives, generate strategies to pursue

them, determine and implement structures to monitor progress toward objectives and seek stakeholder commitment (Armstrong, 2017).

This planning process culminates in a "school plan" that outlines, in a comprehensive document, the school's goals for improvement and the strategies school staff will use to achieve these often-ambitious goals (Fernandez, 2016).

In recent years, several school reform policies, such as school turnaround, have mandated formal planning as a means for improvement, requiring participating schools to write school plans. Examples include school improvement plans, which are required for underperforming schools under the No Child Left Behind Act, and applications for competitive school improvement grants, which require applicants to submit a detailed plan for school turnaround. The school planning process encourages school personnel to carefully consider how they will implement reforms and instructional strategies to improve student achievement and other school outcomes. The understanding is that, by undergoing the planning process and writing the school plan, school personnel will solidify their plans for change and be able to gauge their progress (or allow others to gauge their progress) against their plans (Mintrop & MacLellan, 2016).

Formal planning activities are used in all sorts of change initiatives, and several large-scale education reform efforts are predicated on assumptions about the efficacy and usefulness of strategic planning and school plans. For instance, many accountability systems rely on School Improvement Plans (SIPs) to guide teachers and administrators in improving their struggling schools (Mintrop, MacLellan and Quintero, 2016).

The No Child Left Behind Act (NCLB), one of the most widespread and well-known accountability reforms, mandates that schools designated "in need of improvement" produce SIPs annually. As part of this planning process, schools must analyze student achievement data, measure the effectiveness of current improvement strategies, identify goals, and key improvement strategies, and create a detailed implementation plan (Beach & Lindahl, 2014).

Formal planning activities include evaluation of past performance, goal setting, programmatic modification, and implementation of structures to monitor performance (Ansoff, 2014).

In education reforms, planning often consists of needs assessments, goal formation, outlines of actions and implementation, activity monitoring, and evaluation (Mintrop, MacLellan & Quintero, 2016).

Another significant variable used in this study is organizing.

According to Leithwood et al. (2019), principals need to have a cadre of leaders upon which they can depend and deploy as an extension of him or herself. In addition, these leaders also assist in allowing the principal to focus on tasks that must be principal-driven, such as setting direction.

The principal's role is specific to the team's initial creation and setup. The principal remains responsible for developing team members and setting direction (Collins, J. 2016).

Still, the team structure provided the principal opportunities to facilitate shared and collective leadership among the team (Bush & Glover, 2017).

Implementing is another important variable considered in this study.

In recent years, the notion of improving a school in its totality (distinct from strengthening individual inputs or processes) has gained momentum worldwide. However, promoting quality education takes a lot of work (RCEID 2015).

According to Jacobs, KD, and Kritsonis, WA (2016), school leadership may face three major challenges during a school reform program. The first challenge is to define high standards of intellectual quality for instruction and learning. The second challenge is building organizational capacity to achieve these standards. The third challenge is sustaining the effort of school improvement. Many schools implement improvement programs, but few institutionalize these reforms in the organization's culture.

The key factors attributed to low student achievement included poor school organization and management, inadequate teacher training on subject mastery and pedagogical skills, inadequate school facilities, and insufficient curricular and instructional materials (USAID, The Government of Ethiopia Quality Assurance & Examination Agency 2020).

Above all, school leadership practices play a major role in implementing the package. This implies that a leader (manager) holds a special place in the management system because they lead and accomplish overall school activities, and schools grow, develop, and prosper because of effective leadership. On the other hand, the lack of effective leadership is the reason for the failure of many schools. Indeed, leadership makes the difference between successes and failures (Tamara, S. 2017).

Berry and Workiye (2019) also stated that implementing SIP faces challenges that emanate from stakeholders' low awareness level, weak understanding of how to integrate the packages, and insufficient support systems.

Firdissa (2016), on his part, stated that although there are established opportunities, including SIP, for quality assurance in the education system, many challenges, such as the rapid enrollment expansion, scarcity of resources and low proportion of qualified teachers, are untouched.

Moreover, as Wideen MF (2017) states, the schools' weak capacity to correctly interpret, plan, implement, and monitor policies and programs and inadequate resources highly affect the reform.

However, Saleem (2020) also stated that implementing SIP in developing countries becomes difficult due to different contexts, a lack of resources and skills, and a lack of communication coordination.

Additionally, variables found relevant in this research are assessment and monitoring.

Teachers are the sphere heads of monitoring and evaluation in terms of data collection and assessment because they oversee program and project implementation. They also served as critical partners for those working on any project to determine whether the desired progress is being made (Muyuka, 2015).

Monitoring SIPs provides all school stakeholders with the data and information needed to make decisions in line with the interventions already in the plan. Helps to establish what is working & possibly what needs to be done differently if the interventions do not achieve the intended objectives (Berry C, Workiye T 2019).

According to Gibson, J.L., Ivancevich, J. M. and Donnely, J. H. Jr. (2020), different government sectors have used assessment and monitoring to track progress in achieving a program's objective. The main objective of the School Monitoring and Evaluation System is to provide the necessary information and insights for the school head to perform school-based management effectively and efficiently and for the teachers to manage, based on standards, the teaching and learning process. This will provide insights into learners' progress and achievement of desired learning competencies and the potential of learners to meet the requirements of the next learning level. This will also cover the status and effectiveness of curriculum implementation, school programs and projects and the overall progress of SIP/AIP implementation.

The school stakeholders' requirements and expectations are promptly informed about the progress of the implementation of the SIP. Lastly, school monitoring and evaluation help identify difficulties, problems, issues, or risks that hinder the efficient implementation of school-based management. The School Monitoring and Evaluation System will allow the school administrators to meet the information, reporting and documentation requirements of the Department of Education. This will also furnish key information to the Division Office to adjust or improve its technical assistance to schools. Moreover, this will also provide valuable input to the Regional Office and Central Office units to improve its programs and policies. The 3-year School Improvement Plan (SIP) defines school monitoring and evaluation. This is the baseline information to track the effectiveness and efficiency of the school. The implementation of programs and projects in schools can be very challenging. These challenges create gaps and tension in identifying appropriate strategies and plans to follow, resources needed and support from stakeholders, preparation of reports and imbrication of schedules and programs of the department (Paje, J. C. 2016).

Kyriakides & Campbell (2014) stated that the increased investment in education and the increased accountability demands by parents and society require schools to be involved in a continuous process of improvement and the growing interest in the fields of school effectiveness and school improvement. The government seeks to align expenditure framework with policy outcomes, measuring every organization's performance in support of achieving outcomes. The efficiency of service delivery, the quality of program and

policy implementation, and the effective management of resources are just a few examples. The Philippines is early in defining organizational-level indicators for major outcomes. Every branch of the government is already implementing this to achieve quality and better performance.

Every organization desires high-quality performance and requires quality inputs to achieve quality results. These desirable organizational outcomes are achieved when factors like careful planning and prioritization of activities, participative and collaborative decision processes and competent staff are met. Monitoring and evaluating these enables an organization to understand where they are and facilitates them to improve their practices and strategies continuously. Kusek and Rist (2014) stress that monitoring and evaluation give decision-makers information on progress toward achieving stated targets and goals and provide substantial evidence as the basis for any necessary midcourse corrections in policies, programs, or projects.

Monitoring and Evaluation activities ensure that accountabilities and desired results are achieved. Essentially, the Monitoring and Evaluation (M & E) are about adjustments that consist of tolerable deviation from the plan, which can be counteracted by adjusting resources and activities, the adaption of the plan if the strategy used does not yield the expected results and effects and changes in the strategy or termination of the plan if the target purpose turns out to be unachievable due to misconceptions and changes in frame conditions, Datahan. P. (2020).

For synthesis, the school improvement plan components: planning, organizing, implementing, assessment and monitoring measures the effectiveness and efficiency of access and quality of the delivery of programs and projects. This provides an accurate picture of the school's accomplishments. Measuring school performance is necessary to guide the school principal in making intelligent decisions and relevant adjustments to realize the programs and projects.

Another significant indicator used in this research is leadership effectiveness, and strategic planning is one of its relevant variables.

Educational administrators, school board members, and policymakers have been mandated to account for the learning and performance of the highly diverse students in today's classrooms. The No Child Left Behind Act (NCLB) and the Individuals with Disabilities Education Improvement Act have presented challenges for educating all children using data-driven decisions in a standards-based curriculum with culturally responsive practices. These mandates from federal and state legislation demand a change in administrative culture. These challenges require school personnel to develop plans to adjust their practices to meet all students' academic and behavioral needs. Additionally, federal and state laws require local educational agencies (LEAs) to meet rigorous standards and provide evidence of progress through academic yearly progress (AYP) reports. The need for effective strategic planning has also intensified because of resource constraints and increased expectations for accountability from external agencies such as state governments (Welsh 2015).

To effectively meet these challenges, school districts must interpret these regulations and policies and develop system-wide action plans to implement them. Solutions now require detailed blueprints for systemic change that identify strategic performance indicators and benchmarks. These plans require that administrators, teachers, counselors, and other related professionals collaborate to identify and improve positive academic and behavioral supports across the curriculum with simplicity and commitment. Therefore, professional collaboration is critical (Quinn 2016).

Strategic planning is defined by Allison and Kaye (2015) as "a systematic process through which an organization agrees on – and builds commitment among key stakeholders to – priorities that are essential to its mission."

Rowley and Sherman (2016) define it as "a formal process designed to help an organization identify and maintain an optimal alignment with the most important elements of its environmental set."

Leadership performance and practice at all levels have a demonstrable impact on overall organizational health, particularly student achievement. Knowledge production within the field of strategic

planning effectiveness and leadership for educational institutions is accelerating at a tremendous speed while remaining fragmented and interdisciplinary. This makes it hard to keep up with state-of-the-art research, be at the forefront of research, and assess the collective evidence in a particular area of strategic planning and leadership (Robinson, V. 2016).

According to Mintzberg, H. (2015), strategic leaders have a coherent and perceptive map of the existing state or position of the organization. They can envisage how that map needs to change and develop. They use this knowledge to build a vision of the organization's needs. However, to turn that vision into reality, they need to be able to communicate the map and vision to others to engage them in shaping the organization's future direction. They achieve this collaboration by working to build engagement, capability, and alignment. Engagement is about motivating all staff in the school to believe in the purpose and need for change and development so that it is meaningful to them. Capability is building the skills and understanding to comprehend the necessary developments and implement new approaches and systems. Alignment is the challenge of bringing together individual and organizational perspectives to work in a focused direction to achieve agreed objectives.

School strategic planning has been identified as one of the most crucial forms of planning for primary school leaders, implying a process expected to lift the standard of primary education (Pallotta & Lingam, 2014).

The significance of strategic planning lies in the choice of goals, objectives, and strategies to achieve the goals of the schools and drive sustainable development while avoiding the wastage of scarce resources (Cheng 2015).

The decision-making of effective school leaders is one of the variables considered in this study.

In recent years, a complex series of reforms have been carried out in schools, which have generated new challenges for all shareholders. In this context, teachers' roles are constantly highlighted, and teachers are recognized as key factors that significantly affect the quality of education. For teachers to cope with their demanding role, it is necessary for them to feel good about their job and draw satisfaction from it. Moreover, the fact that satisfied employees work more effectively shows that the importance of improving teachers' job satisfaction can easily be understood. Satisfied teachers tend to be more enthusiastic and willing to invest more time and energy in educating students. The significance of teachers' job satisfaction has led to the investigation of the factors that can contribute to its increase, and one of them is the principal's decision-making style (Jackson, C. 2018).

Decision-making is selecting alternative actions to achieve certain goals (Forman & Selly, 2014). How good a decision is made depends on the underlying process.

Brunsson (2017) stated that decisions have the potential to support or weaken an action and influence opportunities for mobilization of action. The principal's decision-making has the potential to direct all school elements to achieve the school goals.

Laily, N., & Wahyuni, D. U. (2017) define decision-making as choosing "among alternative courses of action in a manner appropriate to the demands of the situation."

Also, Smith, W. C., and Benavot, A. (2019) define decision-making style as the reaction pattern used by an individual who faces a situation that requires a decision.

Making organizational decisions within the school scope is part of a principal's leadership duties. A principal will influence the people to lead, including teachers. Therefore, the principal's decision-making process must be carried out properly so that the decisions will receive positive support from all school elements, including teachers (Ozgenel, M., & Mert, P. 2019).

For synthesis, consistency, transparency, accountability, and adequacy are the components of school head responsiveness. School leaders and teachers must be consistent, transparent, accountable and competent every day in carrying out their duties if they want to improve student performance and conduct.

3. Research Methodology

This chapter presents the research design, respondents of the study, population and sampling technique, data gathering procedure, data gathering instrument, and statistical treatment of data.

3.1. Research Design

This study used a descriptive-correlational research design. A correlational research design investigates relationships between variables without the researcher controlling or manipulating them. A correlation reflects the strength and direction of the relationship between two (or more) variables. The direction of a correlation can be either positive or negative (Bhandari, 2021).

In this study, a combination of descriptive and correlational research designs was utilized to describe and measure the relationship of the variables under investigation. According to Quaranta (2017), a descriptive-correlational research design does not need to establish a causal connection among variables for its main focus to be to describe and measure their relationship.

Conversely, descriptive research involves using a range of qualitative and quantitative research methods to collect data that aids in accurately describing a research problem. Surveys and observation are the most used methods to conduct this research design (Voxco, 2021).

As a survey method, descriptive research designs will help researchers identify characteristics in their target population. Descriptive research is often popular for survey research because it generates answers in a statistical form, which makes it easy for researchers to carry out a simple statistical analysis to interpret what the data is saying (Qualtrics, 2022).

3.2. Respondents of the Study

The study participants comprised ten district-designated educators employed in public institutions in the Division of Laguna. The researcher employed purposive sampling with a 0.05 margin of error; there are 252 teachers overall in Stand Alone Senior High School in Cluster 2 in the Division of Laguna.

The actual distribution of respondents is shown below.

District	**No. of Teachers**
Kalayaan, Laguna	9
Liliw, Laguna	17
Lumban, Laguna	12
Nagcarlan, Laguna	3
Pagsanjan, Laguna	8
Pakil, Laguna	4
Pila, Laguna	18
Victoria, Laguna	9
Sta. Cruz, Laguna	73
Sta. Maria, Laguna	89
TOTAL	**252**

3.3. Research Procedure

The researcher had undergone the following steps in conducting the research.

After the researcher submitted her thesis title to her adviser for approval, she started working on chapters one through three of the thesis. Her adviser received the research proposal, which she sent in for expert advice on how to improve her research study.

The researcher constructed a self-made questionnaire to collect the data she needed for this research and made certain to secure it official consent from appropriate authorities inside educational institutions. In this respect, the researcher diligently prepared a formal request for permission from their Division Superintendent. This assures adherence to ethical principles while protecting participants' rights and fostering scientific rigor.

Lastly comes the crucial phase of analysis, where the researcher analyzes the collected data using appropriate statistical methods. In this stage, the researcher interprets the results while adhering strictly to ethical considerations surrounding privacy and confidentiality throughout this entire process.

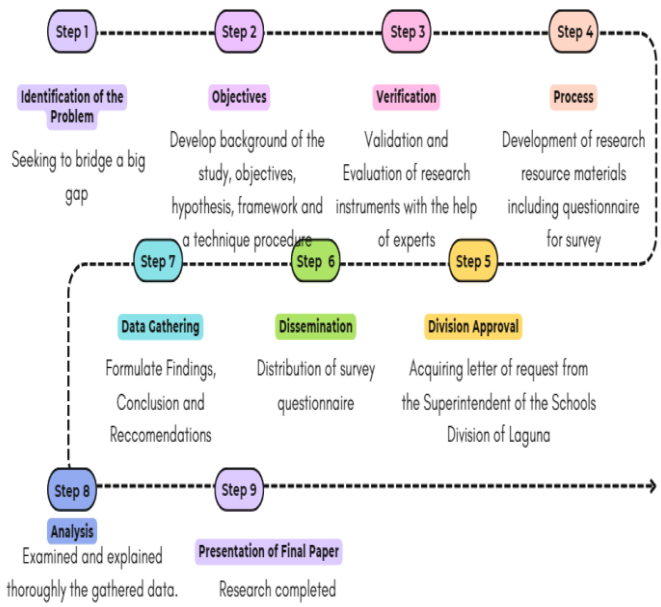


Figure 2. Research Procedure of the Study

3.4. Research Instrument

The principal tool employed in this investigation encompassed a carefully designed and validated questionnaire checklist, which was checked and validated by proficient experts. The instrument was thoughtfully divided into distinct sections to ensure comprehensive coverage of the examined variables. The questionnaire asked respondents to supply honest responses while assuring them of utmost confidentiality regarding their responses. Additionally, this initial section incorporated pertinent inquiries regarding personal details and educational background, enhancing the study's contextual relevance and facilitating further analysis.

The first part was questions regarding school head leadership to School Improvement Plan in terms of strategic planning, decision making, instructional leadership, crisis management and conflict resolution skills, while the second part concerns school head strategies in Implementing the School Improvement Plan in terms of data-driven instruction, professional development for teachers, curriculum enhancement, parent and community engagement, technology intervention, positive school culture, teacher evaluation and feedback,

and extended learning opportunities. The third part of the questionnaire is about school head responsiveness in terms of consistency, transparency, accountability and adequacy, and the last part was about teachers' awareness of the implementation of the school improvement plan in terms of planning, organizing, implementing and assessment and monitoring.

A Five-point Likert scale with a corresponding interpretation was used.

The Likert Scale Used to Determine the Level of School Head Leadership, Strategies and Responsiveness in the Context of School Improvement Plan

Scale	*Range*	*Remarks*	*Verbal Interpretation*
5	*4.21 – 5.00*	*Often*	*Very Highly Evident*
4	*3.41 – 4.20*	*Always*	*Highly Evident*
3	*2.61– 3.40*	*Sometimes*	*Moderately Evident*
2	*1.81 – 2.60*	*Seldom*	*Less Evident*
1	*1.00 – 1.80*	*Never*	*Not Evident*

The possible responses of the teacher respondents regarding the level of school head leadership, strategies, and responsiveness in the context of the school improvement plan are Highly Evident, Evident, Moderately Evident, Slightly Evident and Not Evident.

The possible responses of the teacher respondents for the level of awareness of teachers on the components of the school improvement plan are Very Highly Evident, Highly Evident, Moderately Evident, Less Evident and Not Evident.

The Likert Scale Used to Determine the Level of Awareness of Teachers on the Components of School Improvement Plan

Scale	*Range*	*Verbal Interpretation*
5	*4.21 – 5.00*	*Highly Evident*
4	*3.41 – 4.20*	*Evident*
3	*2.61– 3.40*	*Moderately Evident*
2	*1.81 – 2.60*	*Slightly Evident*
1	*1.00 – 1.80*	*Not Evident*

3.5. Statistical Treatment of Data

To analyze the data that will be obtained from the questionnaire, the researcher used descriptive and inferential statistics to highlight the level of awareness of teachers through leadership, strategies and responsiveness of the school head in the implementation of a school improvement plan in stand-alone senior high school in cluster 2 in Division of Laguna. The weighted mean and standard deviation were computed for school heads' leadership level in terms of strategic planning, decision-making, instructional leadership, crisis management and conflict-resolution skills. Also, the level of strategies of the school head in terms of data-driven instruction, professional development for teachers, curriculum enhancement, parent and community engagement, technology intervention, positive school culture, teacher evaluation and feedback, and extended learning opportunities and the level of responsiveness of school head in terms of consistency, transparency, accountability, and adequacy was computed using mean and standard deviation. Teachers' level of awareness of the components of the school improvement plan in terms of planning, organizing, implementing, assessment, and monitoring was calculated using weighted mean and standard deviation. Statistical treatment Pearson r or Pearson Product Moment Coefficient of Correlation was used to determine the significant relationship between school head leadership, strategies and responsiveness and teachers' awareness of the school improvement plan implementation.

4. Presentation, Interpretation and Analysis of Data

This chapter presents, analyzes, and interprets the data gathered from the instruments, discusses the results, and addresses the problem research questions in the statement of the problem. The following tabular presentations and discussions will further characterize teachers' awareness through leadership, strategies, and responsiveness in the context of the school improvement plan.

4.1. Leadership of School Heads

School heads play a crucial role in the effective management and administration of educational institutions. They are pivotal agents of change within the educational environment. Their leadership significantly impacts the overall quality of education.

Effective school heads engage in various practices such as information sharing, creating supportive social connections, participating in mentoring programs, and fostering progress. Research has shown a positive correlation between school heads' leadership practices and teachers' performance.

Team-building, authentic leadership, effective communication, strategic thinking, empowering others, adaptability, ethical behavior, and resilience are the qualities of successful leaders.

School heads can alleviate their workload by practicing distributed leadership. This involves delegating tasks among different school actors, actively involving teachers in management, and diversifying career opportunities. By sharing leadership responsibilities, schools create a more collaborative and efficient environment.

On top of it all, effective school leadership involves a combination of practices, qualities, and a commitment to continuous improvement. The school plays a vital role in shaping the educational experience for both teachers and students.

Table 1. Level of Leadership of School Heads in terms of Strategic Planning

Statement	***Mean***	***SD***	***Remarks***
1. School's strategic plan is clearly communicated to all stakeholders.	4.39	0.64	Very highly evident
2. School's strategic plan aligns with its mission and vision.	4.53	0.55	Very highly evident
3. School regularly evaluates progress toward achieving strategic objectives.	4.43	0.56	Very highly evident
4. Faculty and staff actively participate in the strategic planning process.	4.40	0.55	Very highly evident
5. School allocates resources effectively to support strategic initiatives.	4.46	0.52	Very highly evident
Overall mean:			*4.44*
Overall SD:			*0.49*
Interpretation:			*Very High*

Table 1 illustrates the level of school head leadership in terms of strategic planning, shows the statements, mean, standard deviation and remarks.

The school's strategic plan aligns with its mission and vision, yielding the highest mean score (M=4.53, SD=0.55) and being remarked as very highly evident. On the other hand, the school's strategic plan is communicated to all stakeholders, receiving the lowest mean score of responses (M=4.39, SD=0.64) yet being also remarked as very highly evident.

The school heads' level of strategic planning leadership attained a weighted mean score of 4.44 and a standard deviation of 0.49, which was very evident among the respondents. Strategic planning is an ongoing process, with plans being reviewed and updated regularly to ensure that they remain relevant and effective.

With these findings, according to Yikici, B & Altinay, F. (2017), strategic planning is an overall approach and plan. It provides you with the big picture of what you are doing and where you are going. The strategic planning is essential for quality of result in education and man power is essential for the development of the school.

Strategic planning is crucial for school heads to effectively lead and improve educational outcomes. Strategic planning principles include prioritizing student learning, planning with students, developing effective teams, empowering leaders, and trusting and delegating responsibility.

Bryson (2016) suggests strategic planning is "a deliberate disciplined effort to produce fundamental decisions and actions that shape and guide what an organization (or other entity) is, what it does, and why it does it". It challenges all involved to simultaneously consider both "who we are" and "who we want to be."

Table 2. Level of Leadership of School Heads in terms of Decision Making

Statement	***Mean***	***SD***	***Remarks***
1. The school administration involves faculty and staff in decision-making processes.	4.45	0.53	Very highly evident
2. Decisions made by the school are transparent and well-communicated to all stakeholders.	4.46	0.55	Very highly evident
3. The school considers input from students when making important decisions.	4.37	0.65	Very highly evident
4. The decision-making process at the school is efficient and timely.	4.44	0.51	Very highly evident
5. The school leadership seeks feedback from parents and guardians before making major decisions.	4.42	0.52	Very highly evident
Overall mean:			*4.43*
Overall SD:			*0.48*
Interpretation:			*Very High*

Table 2 presents the mean level of school head leadership in terms of decision making. Also shows the statements, mean, standard deviation and remarks.

Decisions made by the school are transparent and well-communicated to all stakeholders yielded the highest mean score *(M=4.46, SD=0.55)* and was remarked as very highly evident. On the other hand, "The school considers input from students when making important decisions.", received the lowest mean score of responses with *(M=4.37, SD=0.65)* yet was also remarked very highly evident.

The level of school head leadership in decision-making attained a weighted mean score of 4.43 and a standard deviation of 0.48, which was very evident among the respondents. This shows that decision-making is the result of achieving goals.

According to Mailool, J. (2020), school heads were influenced by various factors in their decision-making, such as their personal values and beliefs, the school culture, and the needs of the students and the community.

Table 3 shows the level of school head leadership in terms of instructional leadership. The school considers contribution from students when planning yielded the highest mean score *(M=4.60, SD=0.51)* and was remarked as very highly evident. On the other hand, "The school leadership seeks opinion from parents and guardians in planning" received the lowest mean score of responses (M=4.45, SD=0.54) yet was also remarked as very highly evident.

The level of leadership of school heads in terms of instructional leadership attained a weighted mean

score of 4.54 and a standard deviation of 0.40 and was very highly evident among the respondents. The importance of instructional leadership is to support the development of teaching and learning.

Investigations by Kilag, O. et al. (2024) conclude that efforts to promote teachers' classroom instruction and students' learning are doomed to fail without effective management of the instructional program.

Table 3. Level of Leadership of School Heads in terms of Instructional Leadership

Statement	***Mean***	***SD***	***Remarks***
1. The school administration involves faculty and staff in planning.	4.54	0.51	Very highly evident
2. The school's administration process considers long-term impact and sustainability.	4.59	0.49	Very highly evident
3. The school considers contribution from students when planning.	4.60	0.51	Very highly evident
4. The school leadership seeks opinion from parents and guardians in planning.	4.45	0.54	Very highly evident
5. The school leadership actively seeks innovative solutions when faced with challenges.	4.51	0.56	Very highly evident
Overall mean:			*4.54*
Overall SD:			*0.40*
Interpretation:			*Very High*

Table 4. *Level of Leadership of School Heads in terms of Crisis Management*

Statement	***Mean***	***SD***	***Remarks***
1. The school administration involves faculty and staff in problem solving.	4.42	0.53	Very highly evident
2. Faculty and staff have a voice in shaping school policies and practices.	4.48	0.55	Very highly evident
3. The school considers input from students when making important choice.	4.28	0.60	Very highly evident
4. The school leadership seeks feedback from parents and guardians before making major findings.	4.27	0.49	Very highly evident
5. The school involves relevant community members (e.g., local authorities, business leaders) in crisis management.	4.36	0.52	Very highly evident
Overall mean:			*4.36*
Overall SD:			*0.46*
Interpretation:			*Very High*

Table 4 presents the mean level of school head leadership in terms of crisis management. Faculty and staff having a voice in shaping school policies and practices yielded the highest mean score (M=4.48, SD=0.55) and was remarked as very highly evident. On the other hand, "The school leadership seeks feedback from parents and guardians before making major findings" received the lowest mean score of responses (M=4.27, SD=0.60) yet was also remarked as very highly evident.

The school heads' leadership level in crisis management attained a weighted mean score of 4.36 and a standard deviation of 0.46. This was very evident among the respondents. Communicating effectively and learning from their mistakes are the key factors of crisis management.

According to Goleman et al. (2014), leaders' personal characteristics are needed in every

organization to achieve goals and objectives.

Table 5 explains the mean level of school head leadership regarding conflict resolution skills. The statement, "I express my feelings and concerns assertively but respectfully.", yielded the highest mean score *(M=4.53, SD=0.51)* and was remarked as very highly evident. On the other hand, "I remain calm and composed when faced with conflict." received the lowest mean score of responses with (M=4.43, SD=0.50) yet was also remarked as very highly evident.

The level of school head leadership in terms of conflict resolution skills attained a weighted mean score of 4.43 and a standard deviation of 0.43 and was very evident among the respondents. Conflict resolution training is important to face the challenges in education.

Mwanba's (2016) investigation revealed that administrators practice their solution strategies to resolve conflicts to avoid a negative work environment.

Table 5. Level of Leadership of School Heads in terms of Conflict Resolution Skill

Statement	***Mean***	***SD***	***Remarks***
1. I actively listen to others' perspectives during conflicts.	4.48	0.51	Very highly evident
2. I remain calm and composed when faced with conflict.	4.43	0.50	Very highly evident
3. I seek win-win solutions that benefit all parties involved.	4.48	0.50	Very highly evident
4. I am open to compromise during disagreements.	4.50	0.52	Very highly evident
5. I express my feelings and concerns assertively but respectfully.	4.58	0.51	Very highly evident
Overall mean:			*4.43*
Overall SD:			*0.43*
Interpretation:			*Very High*

Table 6. Level of Strategies of School Heads in terms of Data-Driven Instruction

Statement	***Mean***	***SD***	***Remarks***
1. I believe that data-driven instruction positively impacts student learning outcomes.	4.38	0.52	Very highly evident
2. I regularly analyze student assessment data to inform my instructional decisions.	4.35	0.52	Very highly evident
3. I collaborate with colleagues to interpret and use data effectively in the classroom.	4.36	0.59	Very highly evident
4. I involve students in setting data-driven goals and monitoring their progress.	4.44	0.54	Very highly evident
5. I believe that data-driven instruction enhances equity and supports diverse student needs.	4.40	0.54	Very highly evident
Overall mean:			*4.35*
Overall SD:			*0.43*
Interpretation:			*Very High*

Table 6 shows the mean level of school head strategies in terms of data-driven instruction. From the

statements, "I involve students in setting data-driven goals and monitoring their progress.", yielded the highest mean score *(M=4.44, SD=0.54)* and was remarked as very highly evident. On the other hand, "I regularly analyze student assessment data to inform my instructional decisions.", received the lowest mean score of responses with *(M=4.35, SD=0.52)* yet was also remarked very highly evident.

The level of strategies of school heads in terms of data-driven instruction attained a weighted mean score of 4.38 and a standard deviation of 0.45 and was very highly evident among the respondents. Data-driven instruction is intended to create a carefully calibrated roadmap for instructional moves that will promote higher achievement.

According to Jennigs (2014), the use of data for evaluating the current progress and making appropriate adjustment to their teachings for improvement.

Table 7. Level of Strategies of School Heads in terms of Professional Development for Teachers

Statement	***Mean***	***SD***	***Remarks***
1. I believe that professional development positively impacts my teaching practice.	4.56	0.53	Very highly evident
2. I actively participate in professional development opportunities offered by the school.	4.60	0.54	Very highly evident
3. I find professional development sessions relevant to my teaching needs.	4.48	0.55	Very highly evident
4. I apply knowledge and skills gained from professional development in my classroom.	4.48	0.54	Very highly evident
5. I collaborate with colleagues during professional development activities.	4.50	0.53	Very highly evident
Overall mean:			*4.55*
Overall SD:			*0.43*
Interpretation:			*Very High*

Table 7 explains the mean level of school head strategies in terms of professional development for teachers. From the statements, "I actively participate in professional development opportunities offered by the school.", yielded the highest mean score *(M=4.60, SD=0.54)* and was remarked as very highly evident. On the other hand, "I find professional development sessions relevant to my teaching needs.", received the lowest mean score of responses with *(M=4.48, SD=0.55),* and "I apply knowledge and skills gained from professional development in my classroom.", received the lowest mean score of responses with *(M=4.48, SD=0.54)* yet was also remarked very highly evident.

The level of strategies of school heads in terms of professional development for teachers attained a weighted mean score of 4.53 and a standard deviation of 0.46 and was very highly evident among the respondents. The idea of professional development (PD) can foster improvement in teaching and for school improvement.

Professional development does make a difference in the quality of teaching in schools and in the achievement of students. Revealed from National Center for Education Statistics (2018), two-third of teachers report that professional development activities have caused them to change their approaches and methodology of teaching.

Table 8 presents the mean level of school head strategies in terms of curriculum enhancement. From the statements, "I am open to incorporating innovative teaching methods into the curriculum.", yielded the highest mean score *(M=4.57, SD=0.50)* and was remarked as very highly evident. On the other hand, "I actively participate in discussions related to curriculum improvement.", received the lowest mean score of

responses with *(M=4.46, SD=0.53)* yet was also remarked very highly evident.

The level of strategies of school heads in terms of curriculum enhancement attained a weighted mean score of 4.51 and a standard deviation of 0.41 and was very highly evident among the respondents. Curriculum enhancement help students makes communication between different subject areas.

With this findings, UNESCO (2023) revealed that Teaching and learning can be enhanced by the creation, distribution, and application of a curriculum that is effective and relevant as well as the establishment of learning objectives.

Table 8. Level of Strategies of School Heads in terms of Curriculum Enhancement

Statement	***Mean***	***SD***	***Remarks***
1. I believe that curriculum enhancement positively impacts student learning outcomes.	4.49	0.51	Very highly evident
2. I actively participate in discussions related to curriculum improvement.	4.46	0.53	Very highly evident
3. I find curriculum enhancement efforts relevant to student needs and interests.	4.49	0.53	Very highly evident
4. I am open to incorporating innovative teaching methods into the curriculum.	4.57	0.50	Very highly evident
5. I actively seek feedback from students regarding curriculum effectiveness.	4.55	0.52	Very highly evident
Overall mean:			*4.51*
Overall SD:			*0.41*
Interpretation:			*Very High*

Table 9. Level of Strategies of School Heads in terms of Parent & Community Engagement

Statement	***Mean***	***SD***	***Remarks***
1. Parents actively participate in school events and activities.	4.39	0.70	Very highly evident
2. The school effectively communicates important information to parents.	4.62	0.50	Very highly evident
3. Parents and teachers collaborate to support student learning.	4.41	0.54	Very highly evident
4. The local community actively supports school initiatives.	4.44	0.54	Very highly evident
5. Parents have opportunities to provide input on school policies and decisions.	4.49	0.52	Very highly evident
Overall mean:			*4.47*
Overall SD:			*0.46*
Interpretation:			*Very High*

Table 9 displays the mean level of school head strategies in terms of parents and community engagement. From the statements, “The school effectively communicates important information to parents.”, yielded the highest mean score *(M=4.63, SD=0.50)* and was remarked as very highly evident. On the other hand, “Parents actively participate in school events and activities.”, received the lowest mean score of responses with *(M=4.39, SD=0.54)* yet was also remarked very highly evident.

The level of strategies of school heads in terms of parents and community engagement attained a weighted mean score of 4.47 and a standard deviation of 0.46 and was very highly evident among the respondents.

With the findings proved according to Agra, R. (2023), the effective communication to parents revealed that stakeholders participation on school improvement plan is very high.

Table 10. Level of Strategies of School Heads in terms of Technology Intervention

Statement	***Mean***	***SD***	***Remarks***
1. Technology is effectively integrated into classroom teaching	4.51	0.75	Very highly evident
2. Teachers receive adequate training to effectively use technology for teaching.	4.35	0.54	Very highly evident
3. Technology enhances student engagement and interaction during lessons.	4.49	0.54	Very highly evident
4. Students have easy access to digital resources (e.g., online textbooks, educational apps).	4.39	0.64	Very highly evident
5. Technology tools (e.g., interactive whiteboards, learning management systems) positively impact student learning.	4.47	0.57	Very highly evident
Overall mean:			*4.44*
Overall SD:			*0.4a*
Interpretation:			*Very High*

Table 10 proves the mean level of school head strategies in terms of technology intervention. From the statements, "Technology is effectively integrated into classroom teaching.", yielded the highest mean score *(M=4.51, SD=0.55)* and was remarked as very highly evident. On the other hand, "Teachers receive adequate training to effectively use technology for teaching.", received the lowest mean score of responses with *(M=4.35, SD=0.54)* yet was also remarked very highly evident.

The level of strategies of school heads in terms of technology intervention attained a weighted mean score of 4.44 and a standard deviation of 0.44 and was very highly evident among the respondents.

The evidence found present an impact of technology aided instruction on learning and teachers were improving on their skills as a result of technology (Srinivasan, 2021).

Table 11 explains the mean level of school head lead strategies in terms of positive culture. From the statements, "Teachers and staff work together to develop the school schedule.", yielded the highest mean score *(M=4.50, SD=0.52)* and was remarked as very highly evident. On the other hand, "The student behavior code results from collaboration and consensus among staff.", received the lowest mean score of responses with *(M=4.40, SD=0.58)* yet was also remarked very highly evident.

The level of strategies of school heads in terms of positive culture attained a weighted mean score of 4.46 and a standard deviation of 0.52 and was very highly evident among the respondents. Positive school culture an efficient way that teaching and learning functions effectively.

The impact of positive school climate is to encourage better teacher performance (Malinen & Sovalinen, 2016).

Table 11. Level of Strategies of School Heads in terms of Positive Culture

Statement	*Mean*	*SD*	*Remarks*
1. Teachers and staff discuss instructional strategies and curriculum issues.	4.46	0.51	Very highly evident
2. Teachers and staff work together to develop the school schedule.	4.50	0.52	Very highly evident
3. Teachers and staff are involved in decision-making regarding materials and resources.	4.46	0.57	Very highly evident
4. The student behavior code results from collaboration and consensus among staff.	4.40	0.58	Very highly evident
5. Planning time is used collectively by teachers and staff, rather than individually.	4.52	0.51	Very highly evident
Overall mean:			*4.46*
Overall SD:			*0.52*
Interpretation:			*Very High*

Table 12. Level of Strategies of School Heads in terms of Teacher Evaluation and Feedback

Statement	*Mean*	*SD*	*Remarks*
1. Participates in school improvement planning.	4.48	0.56	Very highly evident
2. Information are well disseminated.	4.48	0.53	Very highly evident
3. Communicates with other members/colleagues.	4.51	0.52	Very highly evident
4. Continue to improve for professional appraisal.	4.46	0.50	Very highly evident
5. Planning together with other staff and colleagues.	4.54	0.52	Very highly evident
Overall mean:			*4.50*
Overall SD:			*0.45*
Interpretation:			*Very High*

Table 12 illustrates the mean level of school head strategies in terms of teacher evaluation and feedback. From the statements, “Planning together with other staff and colleagues.”, yielded the highest mean score *(M=4.54, SD=0.52)* and was remarked as very highly evident. On the other hand, “Continue to improve for professional appraisal.”, received the lowest mean score of responses with *(M=4.46, SD=0.50)* yet was also remarked very highly evident.

The level of strategies of school heads in terms of teacher evaluation and feedback attained a weighted mean score of 4.50 and a standard deviation of 0.45 and was very highly evident among the respondents. The teacher evaluation is used in schools for further school improvement (Fernandez, K. E. 2016).

According to Mette, I et. Al (2016), the importance of the teacher and principals working together to provide engaging instruction to drive increased student achievement while implementing school reform and improvement efforts.

Table 13 shows the mean level of school head strategies in terms of extended learning opportunities. From the statements, "Students have access to after-school clubs and activities that enhance their learning experiences.", yielded the highest mean score *(M=4.50, SD=0.50)* and was remarked as very highly evident. On the other hand, "The school collaborates with local organizations to offer extended learning opportunities.", received the lowest mean score of responses with *(M=4.38, SD=0.49)* yet was also remarked very highly evident.

The level of strategies of school heads in terms of extended learning opportunities attained a weighted mean score of 4.43 and a standard deviation of 0.41 and was very highly evident among the respondents. Extended learning opportunities encourage high rates of attendance leads to a positive effect on students participation in school performance (Good, A. B., et al 2014).

The evidence to support the idea of participation in extended learning programs that include in-school curricular alignment, safe, focused and explicit instructional environment that young people attendance, behavior and overall engagement in school is positively affected (Benett, P. R., Luts, A. C., & Jayaram, L. 2017).

Table 13. Level of Strategies of School Heads in terms of Extended Learning Opportunities

Statement	***Mean***	***SD***	***Remarks***
1. The school provides a variety of enrichment programs beyond regular classroom instruction.	4.44	0.51	Very highly evident
2. Students have access to after-school clubs and activities that enhance their learning experiences.	4.50	0.50	Very highly evident
3. The school facilitates internships, workshops, or hands-on experiences related to students' interests.	4.43	0.50	Very highly evident
4. The school collaborates with local organizations to offer extended learning opportunities.	4.38	0.49	Very highly evident
5. Overall, students are satisfied with the extended learning opportunities provided by the school.	4.41	0.50	Very highly evident
Overall mean:			*4.43*
Overall SD:			*0.41*
Interpretation:			*Very High*

Table 14 presents the mean level of school head responsiveness in terms of consistency. From the statements, "The school head continually monitors the progress of the school improvement plan.", yielded the highest mean score *(M=4.62, SD=0.52)* and was remarked as very highly evident. On the other hand, "The school head consistently addresses the most significant areas that need improvement.", received the lowest mean score of responses with *(M=4.46, SD=0.53)* yet was also remarked very highly evident.

The level of responsiveness of school heads in terms of consistency attained a weighted mean score of 4.52 and a standard deviation of 0.48 and was Highly Evident among the respondents. School head consistency is important in carrying out their duties if they want to improve student performance and conduct.

Consistency of monitoring school performance of school heads encourage academic-oriented school cultures, and maintain safe and disciplined students also teachers (Irby, D. & Clough C. 2014).

Table 14. Level of Responsiveness of School Heads in terms of Consistency

Statement *The School head….*	***Mean***	***SD***	***Remarks***
1. conducts regular meetings with the SIP team.	4.48	0.54	Very highly evident
2. consistently addresses the most significant areas that need improvement.	4.46	0.53	Very highly evident
3. assures the continuous implementation of SIP.	4.52	0.53	Very highly evident
4. continually monitors the progress of the school improvement plan.	4.62	0.52	Very highly evident
5. constantly evaluates school's programs, projects and activities.	4.54	0.54	Very highly evident
Overall mean:			*4.52*
Overall SD:			*0.48*
Interpretation:			*Very High*

Table 15. Level of Responsiveness of School Heads in terms of Transparency

Statement *The School head….*	***Mean***	***SD***	***Remarks***
1. tackles all the improvement areas when constructing an improvement plan	4.51	0.54	Very highly evident
2. assures that there will be no hidden interest in the projects implemented.	4.56	0.55	Very highly evident
3. asks for ideas and suggestions when constructing a school improvement plan.	4.54	0.51	Very highly evident
4. discusses with the stakeholders the status of the school.	4.57	0.52	Very highly evident
5. promotes open communication when implementing PPAs	4.61	0.51	Very highly evident
Overall mean:			*4.56*
Overall SD:			*0.45*
Interpretation:			*Very High*

Table 15 proves the mean level of school head responsiveness in terms of transparency. From the statements, "The school head promotes open communication when implementing PPAs.", yielded the highest mean score *(M=4.61, SD=0.51)* and was remarked as very highly evident. On the other hand, "The school head tackles all the improvement areas when constructing an improvement plan.", received the lowest mean score of responses with *(M=4.51, SD=0.54)* yet was also remarked very highly evident.

The level of responsiveness of school heads in terms of transparency attained a weighted mean score of 4.56 and a standard deviation of 0.45 and was very highly evident among the respondents. Element of public management is transparency.

The result showed that open communication reduce conflict between school and teachers (Klein, J. 2017).

Table 16. Level of Responsiveness of School Heads in terms of Accountability

Statement *The School head….*	***Mean***	***SD***	***Remarks***
1. headsets and cascades goals throughout the organization.	4.52	0.54	Very highly evident
2. sets high standards and clear expectations for the school improvement plan	4.50	0.53	Very highly evident
3. provides updates on progress to stakeholders	4.56	0.53	Very highly evident
4. creates legal provisions for disclosing school data to external stakeholders	4.62	0.54	Very highly evident
5. shapes a vision of academic success for all students.	4.58	0.55	Very highly evident
Overall mean:			*4.56*
Ove6all SD:			*0.48*
Interpretation:			*Very High*

Table 16 displays the mean level of school head responsiveness in terms of accountability. From the statements, "The school head creates legal provisions for disclosing school data to external stakeholders.", yielded the highest mean score *(M=4.62, SD=0.54)* and was remarked as very highly evident. On the other hand, "The school head set high standards and clear expectations for the school improvement plan.", received the lowest mean score of responses with *(M=4.50, SD=0.53)* yet was also remarked very highly evident.

The level of responsiveness of school heads in terms of accountability attained a weighted mean score of 4.55 and a standard deviation of 0.48 and was very highly evident among the respondents.

Involvement of external stakeholders in the management of public finances has a positive impact on the performance of the public sector (Luder, 2017).

Table 17. Level of Responsiveness of School Heads in terms of Adequacy

Statement *The School head implements….*	***Mean***	***SD***	***Remarks***
1. programs, projects and activities are based on the school improvement areas.	4.53	0.51	Very highly evident
2. programs, projects and activities are anchored with the department's vision and mission.	4.62	0.49	Very highly evident
3. programs, projects and activities answer the school access, equity and quality problems.	4.57	0.53	Very highly evident
4. programs, projects and activities are suitable to the needs of learners.	4.54	0.51	Very highly evident
5. programs, projects and activities are relevant to the current school climate.	4.65	0.49	Very highly evident
Overall mean:			*4.58*
Overall SD:			*0.46*
Interpretation:			*Very High*

Table 17 illustrates the mean level of school head responsiveness in terms of adequacy. From the statements, "The school head implements programs, projects and activities are anchored with the

department's vision and mission.", yielded the highest mean score *(M=4.62, SD=0.54)* and was remarked as very highly evident. On the other hand, "The school head implements programs, projects and activities are based on the school improvement areas.", received the lowest mean score of responses with *(M=4.53, SD=0.49)* yet was also remarked very highly evident.

The level of responsiveness of school heads in terms of adequacy attained a weighted mean score of 4.58 and a standard deviation of 0.46 and was very highly evident among the respondents. Adequate supervision have any influence on the improvement of instructional processes (Okendu, J. 2017).

Table 18 explains the mean level of teachers' awareness on the components of school improvement plan in terms of planning. From the statements, "I am knowledgeable about creating an improvement plan for the school.", yielded the highest mean score *(M=4.42, SD=0.57)* and was remarked as very highly evident. On the other hand, "I know how to identify the Priority Improvement Areas in crafting the SIP.", received the lowest mean score of responses with *(M=4.38, SD=0.47)* yet was also remarked very highly evident.

The level of leadership of teachers' awareness on the components of school improvement plan in terms of planning attained a weighted mean score of 4.39 and a standard deviation of 0.47 and was very highly evident among the respondents. Planning is designed for the team and staff to develop also monitor and adjust plans for improvements.

Mintrop (2016), suggested an approach called design-based school improvement that is a short-cycle planning to solve the problem overtime. Identification of root cause of the problems and then test the solution over various short planning cycles to solve the problems.

Table 18. Level of Teachers' Awareness on the Components of School Improvement Plan in terms of Planning

Statement	***Mean***	***SD***	***Remarks***
1. I am familiar with DepEd Order 44 s.2015, School Improvement Plan	4.38	0.50	Very highly evident
2. I am knowledgeable about creating an improvement plan for the school.	4.42	0.57	Very highly evident
3. I know how to identify the Priority Improvement Areas in crafting the SIP.	4.37	0.54	Very highly evident
4. I always consider the Access, Equity and Quality of the Education System.	4.38	0.52	Very highly evident
5. I know how to craft a School Improvement Plan.	4.42	0.62	Very highly evident
Overall mean:			*4.39*
Overall SD:			*0.46*
Interpretation:			*Very High*

Table 19 shows the mean level of teachers' awareness on the components of school improvement plan in terms of organizing. From the statements, "I have a significant role in organizing programs, projects and activities in school.", yielded the highest mean score *(M=4.46, SD=0.58)* and was remarked as very highly evident. On the other hand, "I have expertise in formulating School Improvement Plan.", received the lowest mean score of responses with *(M=4.35, SD=0.66)* yet was also remarked very highly evident.

The level of leadership of teachers' awareness on the components of school improvement plan in terms of organizing attained a weighted mean score of 4.39 and a standard deviation of 0.49 and was very highly evident among the respondents. Organization is essential for the structure of the school for improvement.

According to Marks and Printy (2014), transformational and shared leadership working together in

order to support the principal's orchestration of leadership learning organization and lead to school improvement.

Table 19. Level of Teachers' Awareness on the Components of School Improvement Plan in terms of Organizing

Statement	*Mean*	*SD*	*Remarks*
1. I know how the School Improvement Plan works	4.36	0.54	Very highly evident
2. I am aware of the importance of School Improvement Plan to all school stakeholders.	4.37	0.54	Very highly evident
3. I have expertise in formulating School Improvement Plan.	4.35	0.66	Very highly evident
4. I have a significant role in organizing programs, projects and activities in school.	4.46	0.58	Very highly evident
5. I am aware of the components of the School Improvement Plan.	4.42	0.58	Very highly evident
Overall mean:			*4.39*
Overall SD:			*0.49*
Interpretation:			*Very High*

Table 20. Level of Teachers' Awareness on the Components of School Improvement Plan in terms of Implementing

Statement	*Mean*	*SD*	*Remarks*
1. I set timeline in the implementation of the School Improvement Plan	4.31	0.55	Very highly evident
2. I assure there is no overlapping of programs and projects implementation.	4.39	0.56	Very highly evident
3. I implement the projects and programs based on the School Improvement Plan.	4.32	0.61	Very highly evident
4. I monitor the implementation of programs, projects and activities in school.	4.40	0.60	Very highly evident
5. I assure all of the learners will benefit on the School Improvement Plan.	4.40	0.62	Very highly evident
Overall mean:			*4.36*
Overall SD:			*0.50*
Interpretation:			*Very High*

Table 20 displays the mean level of teachers' awareness on the components of school improvement plan in terms of implementing. From the statements, "I monitor the implementation of programs, projects and activities in school.", yielded the highest mean score *(M=4.40, SD=0.60)* and "I assure all of the learners will benefit on the School Improvement Plan.", also yielded the highest mean score *(M=4.40, SD=0.62)* was remarked as very highly evident. On the other hand, "I have expertise in formulating School Improvement Plan.", received the lowest mean score of responses with *(M=4.35, SD=0.66)* yet was also remarked very highly evident.

The level of leadership of teachers' awareness on the components of school improvement plan in

terms of implementing attained a weighted mean score of 4.39 and a standard deviation of 0.49 and was very highly evident among the respondents. Leadership in implementation of school improvement plan, the main challenges of schools' leadership experienced to delegate external and internal support were extremely valuable during the implementation process, Dea,L. and Basha (2014).

Implementation of projects for school improvement of school head lead to experience the opportunity for grassroots innovation.

Table 21 shows the mean level of teachers' awareness on the components of school improvement plan in terms of assessment and monitoring. From the statements, "I have a consistent evaluation on the school improvement plan.", yielded the highest mean score *(M=4.40, SD=0.61)* and was remarked as very highly evident. On the other hand, "I evaluate the impact of the School Improvement Plans school-based management.", received the lowest mean score of responses with *(M=4.25, SD=0.60)* yet was also remarked very highly evident.

The level of leadership of teachers' awareness on the components of school improvement plan in terms of assessment and monitoring attained a weighted mean score of 4.30 and a standard deviation of 0.55 and was very highly evident among the respondents. Constant assessment and monitoring of the school improvement plan, schools' performance will surely improve.

According to Abalorio (2023), the school monitoring of school administrators add additional pressures for good governance.

Table 21. Level of Teachers' Awareness on the Components of School Improvement Plan in terms of Assessment and Monitoring

Statement	***Mean***	***SD***	***Remarks***
1. I evaluate the impact of the School Improvement Plans school-based management.	4.25	0.60	Very highly evident
2. I gave feedback the school PPA's implemented.	4.26	0.59	Very highly evident
3. I assessed PPA's for further improvement.	4.29	0.59	Very highly evident
4. I have a consistent evaluation on the school improvement plan.	4.40	0.61	Very highly evident
5. I set a standards for the evaluation of school improvement plan.	4.33	0.61	Very highly evident
Overall mean:			*4.30*
Overall SD:			*0.55*
Interpretation:			*Very High*

Significant relationship between Leadership of School Head and Teachers' Awareness on the Implementation of School Improvement plan

The synergy between school head leadership and teachers' awareness and involvement in the school improvement plan is pivotal for the plans' success. It's about creating a collaborative culture where both parties contribute to the school's vision and goals.

Principal leadership practices are important, they rely on teacher quality and the principals' ability to work effectively with teachers. Teacher quality directly affects school improvement and student achievement.

Table 22 presents the significant relationship between school head leadership and the teachers' awareness on the implementation of school improvement plan.

Table 22. Significant relationship between Leadership of School Head and Teachers' Awareness on the Implementation of School Improvement plan

Leadership of School Head		Planning	Organizing	Implementing	Assessment & Monitoring
Strategic Planning	Pearson Correlation	.519**	.485**	.401**	.412**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	252	252	252	252
Decision Making	Pearson Correlation	.547**	.489**	.417**	.433**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	252	252	252	252
Instructional Leadership	Pearson Correlation	.488**	.460**	.362**	.379**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	252	252	252	252
Crisis Management	Pearson Correlation	.468**	.408**	.339**	.378**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	252	252	252	252
Conflict Resolution Skill	Pearson Correlation	.240**	.225**	.192**	.244**
	Sig. (2-tailed)	.000	.000	.002	.000
	N	252	252	252	252

Scale	Strength
0.80 – 1.00	Very Strong
0.60 – 0.79	Strong
0.40 – 0.59	Moderate
0.20 – 0.39	Weak
0.00 – 0.19	Very Weak

The *Strategic Planning, Decision Making, Instructional Leadership, Crisis Management and Conflict Resolution skill* of school head leadership was observed to have a significant relationship to the Planning, Organizing, Implementing, Assessment and Monitoring of the teachers' awareness to the components of school improvement plan. This is based on the computed r values obtained from the tests with a very weak to weak relationship. Furthermore, the p-values obtained were less than the significance alpha 0.05, hence there is a significance. From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "*There is no significant relationship between school head leadership and teachers' awareness on the implementation of school improvement plan*" is rejected. Thus, the alternative should be accepted which incites that there is a significant relationship between them.

The relationship between school head leadership and teachers' awareness in the implementation of school improvement plan is indeed significant. Effective leadership is seen as a key factor in fostering a positive school environment and driving the successful implementation of improvement plans.

Significant relationship between Strategies of School Head and Teachers' Awareness on the Implementation of School Improvement plan

The strategies employed by school heads and the awareness of teachers regarding school improvement plan implementation play a significant role in the overall success of educational improvement

initiatives. It is recommended that school personnel receive training for effective school improvement planning and that there is practical involvement of all stakeholders to raise awareness of the importance of school improvement implementation.

Table 23 presents the significant relationship between school head strategies and the teachers' awareness on the implementation of school improvement plan.

Table 23. Significant relationship between Strategies of School Head and Teachers' Awareness on the Implementation of School Improvement plan

Strategies of School Head		Planning	Organizing	Implementing	Assessment & Monitoring
Data-Driven Instruction	Pearson Correlation	.480**	.486**	.414**	.405**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	252	252	252	252
Professional Development	Pearson Correlation	.544**	.526**	.457**	.431**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	252	252	252	252
Curriculum Enhancement	Pearson Correlation	.503**	.515**	.474**	.428**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	252	252	252	252
Parent & Community Engagement	Pearson Correlation	.546**	.537**	.451**	.485**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	252	252	252	252
Technology Intervention	Pearson Correlation	.568**	.571**	.506**	.481**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	252	252	252	252
Positive School Culture	Pearson Correlation	.236**	.231**	.228**	.262**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	252	252	252	252
Teacher Evaluation Feedback	Pearson Correlation	.553**	.514**	.448**	.461**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	252	252	252	252
Extended Learning	Pearson Correlation	.290**	.284**	.270**	.281**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	252	252	252	252

Scale	Strength
0.80 – 1.00	Very Strong
0.60 – 0.79	Strong
0.40 – 0.59	Moderate
0.20 – 0.39	Weak
0.00 – 0.19	Very Weak

The *Data-Driven Instruction, Professional Development, Curriculum enhancement, Parent &*

Community engagement, Technology Intervention, Positive School Culture, Teacher Evaluation Feedback and Extended Learning Opportunities of school head strategies was observed to have a significant relationship to the Planning, Organizing, Implementing, Assessment and Monitoring of teachers' awareness of the components of school improvement plan. This is based on the computed r values obtained from the tests with a very weak to weak relationship. Furthermore, the p-values obtained were less than the significance alpha 0.05, hence there is a significance. From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "*There is no significant relationship between school head strategies ang teachers' awareness on the implementation of school improvement plan*" is rejected. Thus, the alternative should be accepted which incites that there is a significant relationship between them.

The relationship between the strategies of school heads and teachers' awareness in the implementation of school improvement plans is a critical factor in educational management. The result revealed that the effectiveness of SIPs can be significantly influenced by the level of teacher involvement and the strategic approach taken by school leaders.

Significant relationship between Responsiveness of School Head and Teachers' Awareness on the Implementation of School Improvement plan

The leadership and transparency of school head are pivotal. Their responsiveness in terms of providing clear communication, support, and resources can determine the success of the SIP. The collaboration between school heads and teachers require in the actual implementation of SIP involves setting realistic goals, assigning responsibilities, and monitoring process.

Table 24. Significant relationship between Responsiveness of School Head and Teachers' Awareness on the Implementation of School Improvement plan

School Head Responsiveness		Planning	Organizing	Implementing	Assessment & Monitoring
Const	Pearson Correlation	.473**	.400**	.306**	.343**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	252	252	252	252
Trans	Pearson Correlation	.477**	.438**	.381**	.374**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	252	252	252	252
Acct	Pearson Correlation	.426**	.414**	.321**	.365**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	252	252	252	252
Adeq	Pearson Correlation	.506**	.452**	.376**	.410**
	Sig. (2-tailed)	.000	.000	.000	.000
	N	252	252	252	252

Scale	Strength
0.80 – 1.00	Very Strong
0.60 – 0.79	Strong
0.40 – 0.59	Moderate
0.20 – 0.39	Weak
0.00 – 0.19	Very Weak

Table 24 presents the significant relationship between school head responsiveness and the teachers' awareness on the implementation of school improvement plan.

The *Consistency, Transparency, Accountability and Adequacy* of school head responsiveness was observed to have a significant relationship to the Planning, Organizing, Implementing, Assessment and Monitoring of the teachers' awareness to the components of school improvement plan. This is based on the computed r values obtained from the tests with a very weak to weak relationship. Furthermore, the p-values obtained were less than the significance alpha 0.05, hence there is a significance. From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "*There is no significant relationship between school head responsiveness and teachers' awareness on the implementation of school improvement plan*" is rejected. Thus, the alternative should be accepted which incites that there is a significant relationship between them.

The relationship between the responsiveness of school heads and teachers' awareness in the implementation of SIP is indeed significant. A responsive school head can greatly influence the level of awareness and engagement of teachers in the SIP.

Single analysis of teachers' awareness and school head leadership, strategies and responsiveness as predictors of Teachers' Awareness on the Implementation of School Improvement Plan

The leadership of school heads, coupled with their strategies and responsiveness, plays a pivotal role in enhancing teachers' awareness and the successful implementation of the School Improvement Plan. It's a multifaceted approach that requires ongoing support, professional development, and a collaborative school culture.

The table 25 presents the results of ANOVA examining single analysis of school heads leadership, strategies and responsiveness as predictors of teachers' awareness on the implementation of school improvement plan.

Table 25. Single analysis of teachers' awareness and school head leadership, strategies and responsiveness as predictors of Teachers' Awareness on the Implementation of School Improvement Plan

		B	Std. Error	Beta	T	Sig.
Planning	(Constant)	1.349	.322		4.192	.000
	Strategic Planning	.217	.114	.226	1.914	.057
	Decision Making	-.100	.131	-.104	-.766	.444
	Instructional Planning	-.199	.127	-.172	-1.564	.119
	Crisis Management	.143	.111	.139	1.287	.199
	Conflict Resolution Skill	.213	.081	.194	2.620	.009
	Data – Driven Instruction	-.079	.093	-.077	-.856	.393
	Professional Development	.197	.113	.191	1.748	.082
	Curriculum Enhancement	.033	.108	.029	.303	.762
	Parent and Community Engagement	.057	.098	.056	.588	.557
	Technology Intervention	.477	.108	.448	4.396	.000
	Positive School Culture	-.082	.035	-.135	-2.308	.022
	Teachers Evaluation and Feedback	.275	.135	.262	2.039	.043
	Extended Learning Opportunities	-.486	.104	-.429	-4.684	.000

	Consistency	.061	.122	.063	.502	.616
	Transparency	-.108	.129	-.104	-.838	.403
	Accountability	-.230	.114	-.237	-2.012	.045
	Adequacy	.290	.153	.284	1.894	.059
		B	**Std. Error**	**Beta**	**T**	**Sig.**
Organizing	(Constant)	1.044	.344		3.033	.003
	Strategic Planning	.363	.121	.360	2.989	.003
	Decision Making	-.148	.140	-.146	-1.057	.292
	Instructional Planning	-.296	.136	-.246	-2.182	.030
	Crisis Management	-.072	.119	-.067	-.606	.545
	Conflict Resolution Skill	.245	.087	.214	2.812	.005
	Data – Driven Instruction	.050	.099	.046	.506	.613
	Professional Development	.052	.120	.048	.432	.666
	Curriculum Enhancement	.239	.115	.202	2.075	.039
	Parent and Community Engagement	.137	.104	.129	1.313	.191
	Technology Intervention	.462	.116	.415	3.979	.000
	Positive School Culture	-.081	.038	-.128	-2.137	.034
	Teachers Evaluation and Feedback	.213	.144	.195	1.479	.140
	Extended Learning Opportunities	-.401	.111	-.339	-3.617	.000
	Consistency	-.165	.131	-.161	-1.261	.208
	Transparency	-.004	.138	-.003	-.026	.979
	Accountability	.021	.122	.020	.169	.866
	Adequacy	.132	.164	.124	.808	.420

*Legend: *Significant at 0.05*

		B	**Std. Error**	**Beta**	**T**	**Sig.**
Implementing	(Constant)	1.397	.378		3.692	.000
	Strategic Planning	.343	.133	.331	2.568	.011
	Decision Making	-.072	.154	-.069	-.467	.641
	Instructional Planning	-.450	.149	-.364	-3.016	.003
	Crisis Management	-.097	.130	-.088	-.742	.459
	Conflict Resolution Skill	.233	.096	.198	2.440	.015
	Data – Driven Instruction	-.033	.109	-.029	-.300	.765
	Professional Development	.054	.132	.049	.409	.683
	Curriculum Enhancement	.328	.127	.269	2.591	.010
	Parent and Community Engagement	.073	.115	.067	.640	.523
	Technology Intervention	.485	.127	.425	3.809	.000
	Positive School Culture	-.037	.042	-.057	-.889	.375

	Teachers Evaluation and Feedback	.216	.158	.192	1.363	.174
	Extended Learning Opportunities	-.298	.122	-.245	-2.443	.015
	Consistency	-.366	.144	-.348	-2.545	.012
	Transparency	.190	.151	.171	1.259	.209
	Accountability	-.042	.135	-.040	-.310	.757
	Adequacy	.132	.180	.121	.736	.462
		B	**Std. Error**	**Beta**	**T**	**Sig.**
Assessment and Monitoring	(Constant)	.869	.420		2.067	.040
	Strategic Planning	.223	.148	.198	1.504	.134
	Decision Making	-.089	.171	-.079	-.520	.603
	Instructional Planning	-.372	.166	-.276	-2.245	.026
	Crisis Management	.005	.145	.005	.037	.970
	Conflict Resolution Skill	.376	.106	.293	3.539	.000
	Data – Driven Instruction	-.020	.121	-.017	-.168	.867
	Professional Development	-.057	.147	-.048	-.390	.697
	Curriculum Enhancement	.230	.141	.174	1.636	.103
	Parent and Community Engagement	.247	.127	.208	1.937	.054
	Technology Intervention	.373	.142	.300	2.631	.009
	Positive School Culture	-.015	.046	-.021	-.320	.750
	Teachers Evaluation and Feedback	.280	.176	.229	1.592	.113
	Extended Learning Opportunities	-.411	.136	-.310	-3.034	.003
	Consistency	-.328	.160	-.286	-2.053	.041
	Transparency	-.047	.168	-.038	-.277	.782
	Accountability	.030	.150	.026	.199	.842
	Adequacy	.340	.200	.285	1.702	.090

*Legend: *Significant at 0.05*

The *Leadership, Strategies and Responsiveness* of the school head have significant effect to the *teachers' awareness on the implementation of school improvement plan*. The majority of F-test of the overall model is not significant (F(17, 234) with, $p > 0.05$), indicating that the model is not a good fit for the data. From the findings above, we can infer that at 0.05 level of significance, the null hypothesis "*Singly are school head leadership, strategies and responsiveness as predictors of teachers' awareness on the implementation of school improvement plan*" is rejected, which incites that there is significant effect between them.

Effective school leadership can empower teachers, fostering an environment where they can contribute to school improvement initiatives like the SIP. Instructional supervision practices of school heads correlate with teachers' competencies and work commitment. The awareness does not automatically translate into action, highlighting the importance of leadership in bridging the gap. This implies that school heads who actively engage in supervisory roles and demonstrate strong leadership can positively influence teachers' awareness and responsiveness to the SIP.

Combination analysis of teachers' awareness and school head leadership, strategies and responsiveness as predictors of Teachers' Awareness on the Implementation of School Improvement Plan

Strong leadership, strategic planning, and responsiveness of school head does not only improve teachers' awareness but also enhance their engagement and effectiveness in achieving school improvement goals.

The table 26 presents the results of ANOVA examining combination analysis of analysis of school heads leadership, strategies and responsiveness as predictors of teachers' awareness on the implementation of school improvement plan.

Table 26. Combination analysis of teachers' awareness and school head leadership, strategies and responsiveness as predictors of Teachers' Awareness on the Implementation of School Improvement Plan

Components of School Improvement Plan		**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
Planning	Regression	25.796	17	1.517	12.064	.000[b]
	Residual	29.431	234	.126		
	Total	55.227	251			
Organizing	Regression	26.689	17	1.570	10.903	.000[b]
	Residual	33.695	234	.144		
	Total	60.384	251			
Implementing	Regression	23.075	17	1.357	7.810	.000[b]
	Residual	40.669	234	.174		
	Total	63.744	251			
Assessment and Monitoring	Regression	25.315	17	1.489	6.936	.000[b]
	Residual	50.239	234	.215		
	Total	75.554	251			

*Legend: *Significant at 0.05*

The *Planning, Organizing, Implementing, Assessment and Monitoring* of the components of school improvement plan have significant relationship between School Head leadership, strategies and responsiveness. The F-test of the overall model is significant ($F(17,234)$ with, $p<0.05$), indicating that the model is a good fit for the data. From the findings above, we can infer that 0.05 level of significance, the null hypothesis "*In combination of school head leadership, strategies and responsiveness are significant predictors of teachers' awareness on the implementation of school improvement plan" is accepted*, which incites that there a significant relationship between them.

Teachers can be empowered by effective school leadership, creating an atmosphere in which they can participate in programs for school development such as the SIP. The abilities and dedication of teachers are correlated with the instructional monitoring techniques of school heads. Since awareness does not always convert into action, leadership plays a crucial role in closing the gap. This suggests that school administrators can have a favorable impact on teachers' awareness of and receptivity to the SIP by actively participating in supervisory roles and exhibiting excellent leadership.

5. Summary, Conclusion and Recommendation

This chapter presents the summary of findings, conclusions, and recommendations arrived after the collection and analysis of data taken from the answers of the teachers to determine the awareness of

teachers through leadership, strategies and responsiveness of school head in the context of school improvement plan.

5.1. Summary

This study aimed to enhance the awareness of teachers through leadership, strategies and responsiveness on the implementation of school improvement plan in the Division of Laguna.

Specifically, it sought responses to the following questions: (1) the level of leadership of school head with regards to strategic planning, decision making, instructional planning, crisis management and conflict resolution skills; (2) the level of strategies of school head with regards to data-driven instruction, professional development for teachers, curriculum enhancement, parent and community engagement, technology intervention, positive school culture, teacher evaluation and feedback, and extended learning opportunities; (3) the level of responsiveness of school head with regards to consistency, transparency, accountability and adequacy; (4) the level of awareness of teachers on the components of school improvement plan with regards to planning, organizing, implementing, and assessment and monitoring; (5) discussion of significant relationship between leadership of school head and the teachers' awareness on the implementation of school improvement plan; (6) discussion of significant relationship between strategies of school head and the teachers' awareness on the implementation of school improvement plan; (7) discussion of significant relationship between responsiveness of school head and the teachers' awareness on the implementation of school improvement plan; and lastly (8) discussion of significant relationship as predictors between leadership, strategies and responsiveness of school head and the teachers' awareness on the implementation of school.

With the aim to evaluate the hypothesis, the researcher employed a descriptive research design and carefully examined the information received from 252 teachers of Stand Alone Senior High School in Cluster 2 in Laguna namely Kalayaan, Liliw, Lumban, Nagcarlan, Pagsanjan, Pakil, Pila, Santa Cruz, Santa Maria and Victoria. The descriptive portion of the statistical data treatment used the mean and standard deviation. The inferential portion of the study made use of Pearson product-moment of correlation.

The following were the significant findings of the investigation.

Based on the data that was presented, examined, and interpreted, it was discovered that the leadership, strategies and responsiveness of school head were all very highly evident in the teachers' awareness on the implementation of school improvement plan.

Teachers' level of awareness of the components of school improvement plan about planning, organizing, implementing, and assessment and monitoring were all very highly evident. A relationship was observed between leadership, strategies and responsiveness of school head and teachers' awareness on the implementation of school improvement plan. Also, a significant relationship was observed between teachers' awareness and components of the school improvement plan. It would appear that the school heads carefully practice the leadership, strategies and responsiveness with regards to the implementation of the school improvement plan, involving teachers in planning, organizing, implementing and assessment and monitoring of school improvement planning.

5.2. Conclusions

Based on the findings and, the following conclusions were drawn.

The study showed a relationship between leadership of school head in terms of strategic planning, decision making, instructional leadership, crisis management and conflict resolution skills, and teachers' awareness on the implementation of the school improvement plan. Thus, the researcher concluded that there is a relationship between school head leadership and teachers' awareness of implementing of school improvement plan. This means that school head leadership plays a crucial role in shaping the effectiveness

of educational institutions. With the experiences of school heads that mold them for betterment and the result of success that teachers receive effective leadership practices.

The study showed a relationship between strategies of school head about data driven instruction, professional development, curriculum enhancement, parent and community engagement, technology intervention, positive culture, teacher evaluation and feedback, and extended learning opportunities and teachers' awareness of implementing school improvement plans. Thus, the researcher concluded that there is a relationship between school head strategies and teachers' awareness of implementing the school improvement plan. This means that school head strategies contribute the success of an educational institution by encouraging clear goal setting, stakeholders' involvement and open communication for successful school planning.

The study showed a relationship between responsiveness of school head in terms of consistency, transparency, accountability and adequacy, and teachers' awareness of implementing of school improvement plan. Thus, the researcher concluded that there is a relationship between school head responsiveness and teachers' awareness of implementing the school improvement plan. This means that school heads are the agent of change within the educational environment. Their leadership practices influence the entire education community.

5.3. Recommendations

Based on the findings and conclusion of this study, the following recommendations are hereby suggested:

1. The school planning team may to ensure efficient implementation of
school improvement plan. School heads need to organize their teams well for school improvement.
2. Teachers may generate projects help to enhance performance to
ensure that learning continues. They may also be encouraged to do more projects to reach the marginalized.
3. School stakeholder's involvement may ensure community commitment.
Engagement also suggested to accept external stakeholders in school improvement plan planning, implementation and evaluation.
4. Future researchers may have a wide area for the investigation
suggesting conducting it to another region to determine teachers' possible level of awareness in the context of school improvement plan in other places.

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