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Schools' First Initiatives of School Head in Elevating the Quality of Teaching and Learning

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INTRODUCTION

The quality of education is one of the major concerns that educational institutions face as years pass by. With the rapid pace of change going on in society, it is possible that strategies and methodologies established in the past are no longer keeping up with the demands of the present time. In response to this, the United Nations (UN) in 2017 endorsed 17 Sustainable Development Goals (SDGs) as standards that guided and ensured a holistic improvement in different sectors of a country. One of these goals was addressed to the education sector which must uphold quality education. The United Nations explained that quality education is not limited to basic skills like literacy and numeracy; quality education harnesses the innate capabilities of students to help them attain their full potential and engage in society as productive and competent individuals. This challenges schools to upskill and innovate to produce learners who are prepared, proficient, and contributing positively to nation-building.

In this regard, education plays a very important part in the growth not only of the learners but the whole economy. Stable education leads to a more progressive economy. To achieve this, the quality of teaching and learning must be consistently elevated or improved. There are many ways to elevate or to enhance the quality of teaching. One of these strategies is the implementation of the Schools First Initiative (SFI), government's strategy for improving basic education. It is a popular movement featuring a wide variety of local initiatives or a kind of "thousand flowers bloom" movement by individual schools, localities, school divisions, local governments, communities, civil society organizations and other interest groups and associations. It is also a policy reform package of institutional, structural, financial, and other critical changes necessary to accelerate, broaden, deepen and sustain education reform.

Alongside this effort of improving the quality of education in public schools, the school administrator plays a pivotal role in realizing the objectives of this Schools First Initiative. The school head is the vital entity that can ensure that the implementation of a new strategy and

approach is good for the whole school. Most of the time, elevating the quality of learning and teaching depends on the school head's initiatives and efforts (Zocchia, 2020).

Effective leaders are known to clarify and communicate school's vision, improve teaching and learning circumstances, redesign the organization, align roles and responsibilities, improve teaching and learning, upgrade and improve the curriculum, improve the quality of teachers including succession planning, build relationships within the school community, build connections outside the school community, and emphasize common values.

Moreover, effective management of the school head is manifested by how the school performs in all aspects-- from effective instruction to developing linkages with stakeholders. However, the occurrence of mismanagement in schools cannot be avoided. School administrators are bombarded with a variety of issues and concerns as they handle the school organization. As reflected in the results of the study of Wise (2015), school heads face enormous challenges including pressures to increase students' achievement, lack of financial resources, inadequacy of school buildings and instructional equipment, inadequate linkages for community support, and a host of other problems which further complicate their jobs.

These situations bring out the leadership skills of school administrators with which they initiate educational efforts to uplift the situation of the schools. As they carve the school's rightful pathway and steer it toward success and prosperity, they impose the educational initiatives as their duty and responsibility.

Moreover, educational efforts and initiatives of school heads are likely to generate a new strategy in improving the quality of teaching and learning. As Tabon Elementary School through the leadership of its principal showed in its school accomplishment report based on the objectives of BE-LCP for SY 2020-2021, TES has provided initiatives and improvements in the following areas: implementation of blended learning where the school employed school-based printing to augment the Self-Learning Modules (SLMs), purchase of school supplies such as bondpaper, ink, and printers as prioritized in MOOE fund allocation, procurement of additional school equipment from the LGU and benefactors, and conduct of online classes. The school ensured safe and healthy learning environment by observing and complying with the required health standards as stipulated in DepEd Order no. 14, s. 2020 -Guidelines on the Required Health Standards in Basic Education Offices and School. It successfully implemented the school -based feeding program; arranged for teachers' professional growth as all the teachers participated in seminars and trainings which prepared them in the "new normal" set up in education; and maintained good partnership with stakeholders who gave cash donations and fielded volunteers for the Brigada Eskwela. These endeavors proved that the school employed

effective management strategies relative to teaching and learning, resources, and community linkages for better outcomes.

As revealed in the school-conducted surveys and inventories, the school emphasized the following focus areas: implement blended learning since almost half of the learners have devices and access to internet, thus they are capable of online class. Likewise, SLMs are deemed sufficient for learners who chose to have modular learning. The school coordinates with LGUs and taps other stakeholders for additional computer/laptop and improved internet connectivity. It produces additional SLMs to achieve 1 is to 1 ratio in all grade levels and maintains open and frequent communication with parents through text messaging, phone calls, FB messenger or group chat, as well as video conference via Google Meet. Further, the school keeps a well-managed ICT laboratory and hand-washing facilities, posts safety signages and implements other DRRM/IATF protocols.

These aspects of school improvements motivated the researcher to conduct the present study to discuss the consequences of educational initiatives and efforts of the school head, enhance or elevate the quality of teaching and learning. Furthermore, this research sought to unravel significant ideas for possible benchmarking of other school districts.

RESEARCH METHODOLOGY

This chapter presents the methods of research used in obtaining answers to specific problems raised in the study. Its components are explained and presented in the following order: methods and techniques of the study, population and sample, research instrument, data- gathering procedure, data processing, and statistical treatment.

Methods and Techniques of the Study

This study utilized the mixed methods of research design, the combination of qualitative and quantitative approaches. According to Tenny et.al. (2021), qualitative research gathers participants' experiences, perceptions, and behavior. It answers the how's and why's instead of how many or how much. Instead of collecting numerical data points or introduce treatments just like in quantitative research, qualitative research helps generate hypotheses as well as further investigate and understand quantitative data. As used in the study, qualitative approach provided information on the initiatives of school heads intended for the enhancement of teaching in terms of the seven domains of Philippine Professional Standards for Teachers (PPST).

Meanwhile, the quantitative research method emphasizes objective measurements and the statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys, or by manipulating pre-existing statistical data using computational techniques (Creswell, 2013). Quantitative research method was used to describe the level of performance of teachers based on the Individual Performance Commitment and Review Form (IPCRF), pupils' academic performance in terms of general weighted average (GWA) from SY. 2018-2019, 2019-2022 and 2021-2022 and teachers' gains from the school head's efforts and initiatives in terms of quality of teaching, learners' academic performance and school performance outcome.

Population and Sample of the Study

The researcher asked a school head, two master teachers, 16 teachers from Kinder to Grade six, and 84 pupils from Grade 6 as respondents who evaluated the efforts and initiative of school head in elevating the quality of teaching and learning.

Table 1
Population and Sample of the Study

No.	School	School Head	Master Teachers	Grade 6 Pupils	Teachers
1	Tabon Elementary School	1	2	84	16
Total		1	2	84	16

Meanwhile, the interviews were participated in by eight teachers of the said school who were identified through a set of criteria relevant to the objectives of the study.

Research Instrument

For the qualitative part of the study which sought to answer the problem statement number 1, the researcher formulated an interview guide to identify the initiatives of a school head intended to enhance teaching in terms of the seven domains of the Philippine Professional Standards for Teachers (PPST). The interview guide was validated by specialists to ensure the validity and reliability of the instrument.

For problem statement number 2, the summary of the over-all rating of teachers based on Individual Performance Commitment and Review Forms (IPCRF) in three consecutive school years namely 2018-2019, 2019-2020 and 2020-2021 were utilized. The performance was rated in the following scales:

The performance was rated in the following scales:

Range	Adjectival Rating
4.500 – 5.000	Outstanding
3.500 – 4.499	Very Satisfactory
2.500 – 3.499	Satisfactory
1.500 – 2.499	Unsatisfactory
Below 1.499	Poor

For problem statement number 3, the pupils' academic performance was analyzed in terms of general weighted average (GWA) from SY. 2018-2019, 2019-2020 and 2020-2021. The GWA of the respondents has corresponding verbal interpretation as shown below.

GPA	Verbal Interpretation
96-100	Highly Proficient
91-95	Very Proficient
86-90	Proficient
80-85	Developing
75-79	Beginning

For problem statement number 4, the researcher used a self-made validated questionnaire to find out how the teachers benefit from the school head's efforts and initiatives in terms of the following indicators: quality of teaching, learners' academic performance, and school performance outcome.

To assess whether the efforts and initiatives of school head are beneficial to the pupils and teachers, a 30-item questionnaire was formulated and floated among pupils and teacher-respondents. Questions were divided into three categories: Ten items focused on quality of teaching; ten items on learners' academic performance; and ten on school performance outcome. Verbal interpretation was assigned using a five-point Likert Scale shown below:

Scale	Verbal Interpretation
5	Outstanding
4	Very Satisfactory
3	Satisfactory
2	Fair
1	Needs Improvement

Data Gathering Procedure

The researcher asked for permission from the division superintendent, district supervisor and school head for the administration of the questionnaires and the conduct of in-depth interviews with the teachers. Upon approval of the request, the research instrument was administered by the researcher.

The survey was administered through online platforms such as Google forms. The researcher explained the survey's purpose and procedure to the teacher-respondents prior to the accomplishment of the questionnaire. The researcher personally supervised the procedure to ensure that questions were answered fully.

The interviews were conducted as scheduled in consideration of availability and convenience of teacher-participants.

Data Processing and Statistical Treatment

For the interviews, the responses of participants were transcribed, coded, and analyzed thematically to generate relevant themes regarding the initiatives of school head intended to enhance teaching following the seven PPST domains.

Individual Performance Commitment and Review Forms (IPCRF) were used to describe the performance of teachers.

In assessing the academic performance of students, their general weighted average (GWA) from SY. 2018-2019, 2019-2020 and 2020-2021. The weighted mean was used to determine the

teachers and pupils' gains from the school head's initiatives as to quality of teaching, learners' academic performance, and school performance outcomes.

The retrieved questionnaires were validated for possible elimination of invalid or inaccurate ones. Data cleaning was done to check the validity of responses. The data on the validated questionnaires were encoded and tabulated using Microsoft Excel spread sheet. Results were analyzed and presented such that they answer the problems presented in the study.

The survey revealed the gains of the teachers from the school head's efforts and initiatives in terms of quality of teaching, learners' academic performance, and school performance outcomes. The researcher made use of a quantitative approach using a survey questionnaire comprising of 30 questions-- ten questions on each sub-variable.

As for the statistical treatment of the self-made survey questionnaire, the researcher used weighted mean to measure how the teachers benefit from the school head's efforts and initiatives.

The researcher then presented the product of the study, a proposed action plan that aimed to further improve teaching and learning at Tabon Elementary School.

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

This chapter provides a thorough description of the outcomes derived from data collection, analysis, and interpretation phases:

Part I shows the initiatives of the school head intended to enhance teaching in terms of the seven domains of Philippine Professional Standards for Teachers (PPST).

Part II reveals the performance of teachers based on their Individual Performance Commitment and Review Form (IPCRF) from SY 2018-2019, 2019-2020 and 2020-2021.

Part III presents the pupils' academic performance indicated by their general weighted average (GWA) during SY. 2018-2019, 2019-2020 and 2020-2021.

Part IV expresses how the teachers and learners benefited from the school head's efforts and initiatives pertaining to quality of teaching, learners' academic performance and school performance outcome.

Part V presents the proposed enhancement program to further improve teaching and learning at Tabon Elementary School.

Part I. Initiatives of the School Head Intended for the Enhancement of Teaching in Terms of the Seven Philippine Professional Standards for Teachers (PPST) Domains

As stipulated in DepEd Order No. 42, s. 2017, the Philippine Professional Standards for Teachers (PPST), which is built on NCBTS, complements the reform initiatives on teacher quality from pre-service education to in-service training. It articulates what constitutes teacher quality in the K to 12 Reform through well-defined domains, strands, and indicators that provide measures of professional learning, competent practice, and effective engagement. In promoting this endeavour, the role of the school head as instructional leader of teachers is crucial. She is expected to align her initiatives and efforts for school improvement to the explicit standards as to what teachers should know, be able to do and value to achieve competence, improve student learning outcomes, and eventually provide quality education.

Content Knowledge and Pedagogy. Domain 1 tackles the importance of teachers' mastery of content knowledge and its interconnectedness within and across curriculum areas, coupled with a sound and critical understanding and application of theories and principles of teaching and learning. This domain calls for initiatives of the school head to support and help the teachers enhance their teaching skills and improve their ability to create and design appropriate and meaningful learning experiences that follow the curriculum and are grounded on research-based content.

As instructional leader, the school head is expected to work with the teachers and provide support and guidance in establishing best practices in teaching. School administrators employ this model of leadership wherein they communicate with their staff and together set clear goals related to student achievement (Brolund, 2016). In the responses of the teachers, it was clear that their school head supports them in delivering quality teaching by providing them technical assistance through class observations and initiating discussions with teachers through SLAC and FGD. Here, they could recognize the strengths of the teachers and plan activities in improving on their instructional weaknesses.

Learning Environment. Domain 2 highlights the role of teachers to provide learning environments that are safe, secure, fair and supportive in order to promote learner responsibility and achievement. School heads need to prioritize activities and allocate budget to cater to learning needs of children and encourage teachers to create constructive class interactions geared towards high standards of learning.

To promote a safe, inclusive and learning-focused environment especially in the face of uncertainty during the pandemic, the school head taps her resourcefulness and creativity in providing the learning needs of school children. From the above-cited responses, it can be deduced that the school head's efforts and initiatives are focused on activities that promote a learning environment where pupils are safe and are actively participative in learner-initiated activities. The school head implements a feedback system from stakeholders to improve the learning environment. In this regard, Whang (2021) emphasized that good leadership in schools fosters and nurtures learning environments that help children grow and develop. Toward, this end, school heads must collaborate with stakeholders: education authorities, teachers, students, parents, and local communities. In a sense, school heads are the glue that holds the school community together.

Diversity of Learners. Domain 3 emphasizes the central role of teachers in establishing learning environments responsive to learner diversity. This domain underscores the importance of teachers' knowledge and understanding of, as well as respect for, learners' diverse characteristics and experiences as inputs in the planning and design of learning opportunities. In this regard, the school head is mandated to supervise teachers on how to cater to individual learning needs of pupils and provide them appropriate support and resources in order to help school children develop their full potentials.

Celebrating the diversity of learners opens opportunities for the school head to guide his/her teachers to brainstorm with experts and come up with effective differentiated teaching strategies for the unique needs of pupil. As Kampen (2020) elucidated, a school culture where people embrace diversity in the classroom can positively impact the school community. When this happens, the school community creates a safe, supportive, and purposeful environment for students and staff which, in turn, allow students to grow — academically and socially.

Curriculum and Planning. Domain 4 is about teachers' knowledge of national and local curriculum requirements. This domain covers ability to translate curriculum content into relevant learning activities based on the principles of effective teaching and learning. As school leader, the school head must be well-versed of curricular needs of pupils and must guide the teachers in organizing the teaching and learning process considering existing curriculum requirements and available resources.

The school head as leader of curriculum implementation in school must know her responsibilities in reviewing required teaching resources, ensuring that these resources are contextually relevant and responsive to learners' needs.

Assessment and Reporting. Domain 5 concerns processes associated with assessment tools and strategies used by teachers in monitoring, evaluating, documenting and reporting learners' needs, progress and achievement. In this domain, the school head is expected to guide teachers on proper ways of evaluating the child's progress and plan intervention in order to fill learning gaps.

It is important to evaluate and monitor students' progress and to provide relevant information to students, parents, and other stakeholders. As responses of teachers imply, school head's efforts and initiatives are focused on providing technical assistance to teachers on the appropriate assessment tools with guidelines. For Lingam and Lingam (2016) assessment can help provide vital information on which to base sound educational decisions. This principle is also practiced by teacher-informants as their school head instructs them to come up with intervention plans based on learning needs of the pupils as assessed.

Community Linkages and Professional Engagement. Domain 6 affirms the role of school head in establishing school-community partnerships aimed at enriching the learning environment and community's engagement in the educative process. This means that as leader of the school, the school head is expected to exert efforts and initiatives in building strong partnerships with stakeholders aiming for general welfare of the school.

The responses of the teachers affirm that their school enjoys a harmonious relationship with stakeholders as seen on the donations and support provided by the local government, donors and other benefactors of the school. They help the school in generating resources for teaching and learning and provide opportunities to build a wider school community. This echoes the study of Qaralleh (2021) that school leaders should have the vision to expand community partnership by involving the community in educational development processes. It recommends increase in levels of participation by involving the community in the management of local public schools. The findings further imply that school leader needs to form committees including community members in order to strengthen the educational process.

Personal Growth and Professional Development. Domain 7 focuses on teachers' personal growth and professional development. It accentuates teachers' respect for the profession by manifesting qualities that uphold the dignity of teaching such as a caring attitude, respect and integrity. In this sense, school heads are expected to encourage their teachers to grow as individuals and be engaged in professional advancement activities aimed to foster personal growth and professional development.

Teachers' professional development involves learning opportunities that enable teachers to adapt to changes in the education system and increase their effectiveness (Smith & Gillespie (2007); Karacabey (2021). To maximize teachers' potential and enable them to grow professionally, school administrators are expected to allow their teachers and motivate them to participate in activities for their improvement and increase their effectiveness as facilitators of learning. As shown in the responses of the teachers, they are encouraged by their school head to participate in relevant trainings and seminars in order to equip them with necessary skills and competencies to improve their craft. They are also advised to pursue their graduate studies to be eligible for promotion. Chalikias et.al. (2020) suggested that the school head should work as a learning manager to lead teachers in professional development and inspire them for lifelong learning.

Part II. Analysis on Level of Performance of Teachers Based on Individual Performance Commitment and Review Form (IPCRF) in SY 2018-2019, 2019-2020 and 2020-2021

A teacher's performance in class plays an important role in providing the best quality of education there is for students. As Meador (2019) pointed out, there are various opportunities for teachers to enhance their professional practice and improve on weaknesses. Teachers need continuous development to decrease lapses in teaching thereby improving the dissemination of knowledge among students.

Table 9. Frequency Distribution and Descriptive Measures of Performance of Teachers According to their Individual Performance Commitment and Review Form (IPCRF) from SY 2018-2019, 2019-2020 and 2020-2021

No.	School Year	Range					Mean	Verbal Interpretation
		4.5-5.0	3.50-4.99	2.50-3.49	1.50-2.49	1.49-below		
1.	2018-2019	3	13	0	0	0	4.27	Very Satisfactory
2.	2019-2020	7	9	0	0	0	4.54	Outstanding
3.	2020-2021	9	7	0	0	0	4.52	Outstanding
General Weighted Average							4.44	Very Satisfactory

In this study, the performance of the teachers was evaluated using their Individual Performance Commitment and Review Form (IPCRF) in three consecutive school years, 2018-2019, 2019-2020 and 2020-2021. As reflected in Table 9, in SY 2018-2019, out of 16 teachers, three teachers were rated as *Outstanding* and 13 as *Very Satisfactory*. The over-all rating of the teachers was

4.27 interpreted as *Very Satisfactory*. In SY 2019-2020, 7 out of 16 teachers were rated as *Outstanding* and nine of them were rated *Very Satisfactory*. Their over-all rating was increased to 4.54 interpreted as *Outstanding*. During SY 2020-2021, 9 out of 16 teachers were rated as *Outstanding* and seven of them as *Very Satisfactory*. The over-all rating was slightly decreased to 4.52 but still with an interpretation of *Outstanding*.

The results of the IPCRF for the three school years showed that the teachers were able to execute the tasks expected of them. As assessed, their over-all mean rating performance was 4.44 interpreted as *Very Satisfactory*, signifying that these teachers performed well and executed the necessary responsibilities aiming to improve the teaching-learning process.

During the pandemic, The IPCRF was undeniably a general task plan that teacher should create prior to the start of classes, implement throughout the school year, and use as rating basis at the end of the school year. The objectives listed are the duties and responsibilities that each teacher must fulfill. The IPCRF is an important and required form for teachers in the Department of Education. In this form, the rater, who is most likely a master teacher or principal, evaluates teachers' performance throughout the school year.

Teachers face numerous challenges whether they teach students face-to-face or virtually through computer screens. The Covid-19 pandemic had a significant impact on the way teachers, who had taught traditional classroom settings, taught online now. As a result, despite setbacks, teachers collaborate and think creatively to address all of the problems that have arisen as a result of the novel situation. To ensure educational quality, they must employ all available technological pedagogies and resources. In the face of setbacks during this pandemic, educators have always strived to fulfill their responsibilities.

PART III. Pupils' Academic Performance in Terms of General Weighted Average (GWA)

As Gates, Baird, Master, & Chavez (2021) affirmed from statements of researchers over the decades, effective school leadership is connected to producing better outcomes for students and schools. An effective school leader wields a great influence on many educators and students which makes his role vital.

Table 10. *Frequency Distribution and Descriptive Measures of Pupils' Academic Performance Analyzed in Terms of General Weighted Average (GWA) from SY. 2018-2019, 2019-2022 and 2020-2021*

No.	School Year	Grades					Mean	Verbal Interpretation
		96-100	91-95	86-90	80-85	75-79		
1.	2018-2019	0	15	20	39	5	84	Proficient
2.	2019-2020	0	15	31	44	0	86	Proficient
3.	2020-2021	3	18	36	28	0	88	Proficient
General Weighted Average							86	Proficient

Table 10 shows the frequency distribution and the descriptive measures on the performance of learners in terms of General Weighted Average (GWA) from SY. 2018-2019, 2019-2020 and 2020-2021.

From the givers data, during SY. 2018-2019, 15 out of 79 pupils obtained grades of 91-95; 20 of them got 86-90; 39 earned a grade range of 80-85 and five got 75-79. The overall grade mean of the students during SY. 2018-2019 was 84 which was interpreted as *Proficient*. As we can see in the table, the pupils' grades fell within the range of 75 – 95, a passing grade and considerably high.

The second row of the Table shows the frequency of the grades that the students obtained during School Year 2019-2020. Out of 90 pupils, 15 got a grade range of 91-95; 31 got 86-90; 44 obtained 80-85. The overall grade mean of the students was 86 interpreted as *Proficient*. As seen in the Table, the pupils' grades fell within the range of 80 – 95, a passing grade and considerably high.

Moreover, there was an increase in the grade means of the pupils between SY 2018-2019 and 2019-2020, implying that the pupils performed proficiently during SY 2019-2020 as no pupil obtained a grade of 79 and below. During SY 2020-2021, three pupils got grades between 96-100, 18 got grades between 91-95, 36 got 86-90 and 28 obtained 80-85. The overall grade mean of the students was 88, interpreted as *Proficient*. The data suggest that during the three school years, the grade mean continued to increase, showing that the pupils performed well in academics. In addition, the over-all general weighted average was 86 interpreted as *Proficient*. This further means that the Grade 6 pupils excelled academically.

The results concur with the study of Liebowitz & Porter (2019) who stated that school initiative is perceived to be vital in improving teaching and learning conditions in schools. But generally, little is thought about the initiative with which principals should devote their time and efforts to improve results.

Still, schools are definitely concerned about the performance of their learners. They rightly aspire to make a difference on local, regional, national, and global scales. Educators, trainers,

and researchers have long sought to identify variables that effectively contribute to the quality of learner performance in relation to school performance.

Pupils' academic performance was used as yardstick to measure the school's performance in improving quality of learning. Without learners, schools have no reason to exist. Learners are the most valuable asset of any academic institution. Academic success is essential in producing high-quality graduates who will serve the country as great leaders and workers. Academic performance of students is directly related to school performance.

Part IV. Teachers' Gain from School Head's Efforts and Initiatives Pertaining to Quality of Teaching, Learners' Academic Performance and School Performance Outcome

As Wyss & Robinson (2020) averred, quality learning can be attained through effective education, training, continuous professional development among teachers and educational staff. Educators wield great impact on learning of students.

Table 11. *Frequency Distribution and Descriptive Measures of Teachers' Gain from School Head Reform Efforts and Initiatives Pertaining to Quality of Teaching: Teachers' Perspective*

No.	Items	Responses					Mean	Descriptive Interpretation
		5	4	3	2	1		
1.	The school head provides meaningful professional development.	8	7	1	0	0	4.44	Very Great Extent
2.	The school head has special ability and talent for seeing what is really important to consider in teacher' teaching job and personal life.	7	9	0	0	0	4.44	Very Great Extent
3.	The school head offers constructive feedback/suggestions.	9	6	1	0	0	4.50	Very Great Extent
4.	The school head provides adequate resources.	8	6	2	0	0	4.38	Very Great Extent
5.	The school head provides feedback and offers suggestions for instructional improvement.	9	6	1	0	0	4.50	Very Great Extent
6.	The school head establishes ongoing, open communication.	8	7	0	1	0	4.38	Very Great Extent
7.	The school head introduces innovative ways of doing things.	7	7	2	0	0	4.31	Very Great Extent
8.	The school head provides me with knowledge or information that is very useful in the classroom.	7	6	3	0	0	4.25	Very Great Extent
9.	The school head analyzes students' work and comments on ways teachers could improve their learning of subject matter.	9	6	1	0	0	4.50	Very Great Extent
10.	The school head assesses teachers objectively and sees where they can improve.	9	6	1	0	0	4.50	Very Great Extent
		Weighted Mean					4.42	Very Great Extent

As data presented in Table 11 show, the overall weighted mean is 4.42, interpreted as *very great extent*.

Considering the 10 statements in the Table, statement numbers 3, 5, 9, and 10 which state that *the school head offers constructive feedback/suggestions; the school head provides feedback and offers suggestions for instructional improvement; the school head analyzes students' work and comments on ways teachers could improve pupils' learning of subject matter, and the school head assesses teachers objectively and sees where they can improve* all obtained a weighted mean of 4.50, interpreted as *very great extent*. The data computed for statement numbers 3, 5, 9, and 10 confirm that for most of the respondents, the school head offers constructive feedback and suggestions to improve the teachers' methods of instruction and analyzes the students' work in a way that could improve their learning. These are said to be performed by the school head to a *very great extent* as perceived by the teacher-respondents. Statement numbers 1 and 2 which state that *the school head provides meaningful professional development, and the school head has a special ability and talent for seeing what is really*

important to consider in my teaching job and personal life got a mean of 4.44 rated as *very great extent*.

Statement numbers 4 and 6 with a mean of 4.38 state that *the school head provides adequate resources, and the school head establishes ongoing, open communication*. Teacher-respondents perceive that the school head provides adequate resources and establishes and sustains communication to a *very great extent*. Meanwhile, statement number 7 got a mean of 4.31, assessed to be of *very great extent*, stating that *the school head introduces innovative ways of doing things* whereas statement number 8 with lowest mean of 4.25 shows that *the school head provides knowledge or information that is very useful in the classroom*, also assessed to be of *very great extent*.

The gathered data about the *perception of the teachers on school head's initiatives in raising the quality of teaching* confirm that the school head offers constructive feedback and suggestions on improving instruction, analyzes the students' work, gives comments on how to improve their learning and assesses the teachers where they can improve. In this regard, the step-by-step teacher professional development (TPD) is seen as an effective and fair way of improving teacher's performance through initiatives of the school head. Still, he should learn more about the proficient way of providing training for educators to improve learning outcomes (Wyss & Robinson, 2020).

Table 12. *Frequency Distribution and Descriptive Measures of Teachers and Learners' Gain from School Head's Reform Efforts and Initiatives Pertaining to Learners' Academic Performance: Teachers' Perspective*

Table 12. *Frequency Distribution and Descriptive Measures of Teachers and Learners' Gain from School Head's Reform Efforts and Initiatives Pertaining to Learners' Academic Performance: Teachers' Perspective*

No.	Item	Responses					Mean	Descriptive Interpretation
		5	4	3	2	1		
1.	The school head empowers students to be active learners.	8	6	2	0	0	4.38	Very Great Extent
2.	The school head creates a strong learning climate.	8	6	2	0	0	4.38	Very Great Extent
3.	The school head directs observation of classroom teaching.	11	15	0	0	0	4.69	Very Great Extent
4.	The school head encourages student surveys about teaching.	8	5	3	0	0	4.31	Very Great Extent
5.	The school head arranges for personal attention to students with special needs.	8	5	3	0	0	4.31	Very Great Extent
6.	The school head has a say in deciding the best for students.	8	5	3	0	0	4.31	Very Great Extent
7.	The school head provides a reward system for students.	11	4	1	0	0	4.63	Very Great Extent
8.	The school head promotes teachers and students' positive bond with each other.	9	7	0	0	0	4.56	Very Great Extent
9.	The school head encourages support from parents/guardians.	9	7	0	0	0	4.56	Very Great Extent
10.	The school head respects and encourages warm relationship between teachers and students.	7	9	0	0	0	4.44	Very Great Extent
		Total Mean					4.46	Very Great Extent

Table 12 shows the *Frequency Distribution and Descriptive Measures of Teachers and Learners' Gain from School Head's Reform Efforts and Initiatives Pertaining to Learners' Academic Performance: Teachers' Perspective*. The data show that the indicators obtained an overall weighted mean of 4.46, interpreted as of *very great extent*.

Among the statements, statement number 3 obtained highest mean of 4.69, stating that *the school head directs observation of classroom teaching* assessed by teachers as performed by the school head to a *very great extent*. This is followed by statement number 7 with a computed mean of 4.63, stating that *the school head provides a reward system for students*, interpreted as *very great extent*.

Statement numbers 8 and 9, both with weighted means of 4.56, state that *the school head promotes teachers and students' positive bond with each other*; and *the school head encourages support of parents/guardians* evaluated by respondents to be of *very great extent*.

Statement number 10 obtained a computed mean of 4.44, stating that *the school head respects and encourages warm relationship between teachers and students*, interpreted as *very great extent*.

Statement numbers 4, 5, and 6 gained a weighted mean of 4.31, the lowest mean, assessing the school head's initiatives in boosting instruction and learners' academic performance. The statements indicate that *the school head encourages student surveys about teaching*, *the school head arranges for personal attention to students with special needs*, and *the school head has a say in deciding the best for students*, all interpreted as *very great extent*.

Among the statements assessing the school head's initiative in boosting instruction and learners' academic performance, statement on the observation of classroom teaching obtained the highest number of responses from the teacher respondents. This proves that the process of building better schools begins with the engagement of school heads in meaningful activities of teachers in classroom. Through different channels of such engagement, a better school offering quality teaching and learning emerges.

Table 13. *Frequency Distribution and Descriptive Measures of Teachers and Learners' Gain from School Head's Reform Efforts and Initiatives Pertaining to School Performance Outcome: Teachers' Perspective*

No.	Item	Responses					Mean	Descriptive Interpretation
		5	4	3	2	1		
1.	The school head takes responsibility for quality of learning and teaching.	10	6	0	0	0	4.63	Very Great Extent
2.	The school head establishes good disciplinary policies and procedures.	10	6	0	0	0	4.63	Very Great Extent
3.	The school head provides parents or guardians with opportunities to actively participate in school decisions.	10	6	0	0	0	4.63	Very Great Extent
4.	The school head provides teaching staff with opportunities to actively participate in school decisions.	9	6	1	0	0	4.50	Very Great Extent
5.	The school head implements excellent extra-curricular planning and supervision.	7	9	0	0	0	4.44	Very Great Extent
6.	The school head makes good decisions about school planning and improvement.	8	8	0	0	0	4.50	Very Great Extent
7.	The school head manages school finances and resources judiciously.	9	7	0	0	0	4.56	Very Great Extent
8.	The school head allows use of ICT equipment.	9	7	0	0	0	4.56	Very Great Extent
9.	The school head promotes a child-friendly school environment.	10	6	0	0	0	4.56	Very Great Extent
10.	The school head takes charge of operations to insure good classroom management and/or student discipline.	9	7	0	0	0	4.63	Very Great Extent
Total Mean						4.56	Very Great Extent	

As presented in Table 13 entitled *Frequency Distribution and Descriptive Measures of Teachers and Learners' Gain on School Head's Reform Efforts and Initiatives Pertaining to School Performance Outcome: Teachers' Perspective*, the indicators obtained an overall mean of 4.56 interpreted as *very great extent*. All of the statements obtained a mean score ranging from 4.44 – 4.63, all rated as *very great extent*.

Statements numbers 1, 2, 3, and 10 obtained the highest weighted mean of 4.63, stating that *the school head takes responsibility for quality of learning and teaching, the school head establishes good disciplinary policies and procedures, the school head provides parents or guardians with opportunities to actively participate in school decisions, and the school head takes charge of operations to insure good classroom management and/or student discipline*. These were assessed to be of *very great extent* by the teacher-respondents. These are followed by statements numbers 7, 8, and 9, with a computed mean of 4.56, stating that *the school head manages school finances and resources judiciously, the school head allows use of ICT equipment, and the school head promotes a child-friendly school environment* which were all interpreted as *very great extent*.

Meanwhile, statements numbers 4 and 6 both obtained a weighted mean of 4.50, stating that *the school head provides teaching staff with opportunities to actively participate in school decisions; and the school head makes good decisions about school planning and improvement*, assessed to be of *very great extent*. Lastly, statement number 5 got the lowest mean score of 4.44, stating that *the school head implements excellent extra-curricular planning and supervision* but still interpreted as *very great extent*.

Based on the responses of the teachers, the school head's initiatives improve school outcomes benefiting both teachers and learners. The school head takes the responsibility to enhance quality of learning and teaching, establishes good disciplinary policies and procedures, enables parents and guardians to actively participate in formulating school decisions, and takes charge of operations to insure good classroom management and student discipline.

Relative to these notions, Meador (2019) affirmed the school head's role in directing school's overall performance. The school head takes the lead in solving problems that arise in improving processes to achieve desired results; school leadership is a work in progress that necessarily should be open to change and innovations.

Part V: Proposed Enhancement Program to Improve Teaching and Learning

Rationale

This proposed program may be beneficial to school administrators as this clarifies and broadens framework in which they operate. It also presents more opportunities for their development, as well as practices that they can adapt to improve teaching and learning. It is helpful to teachers since they experience trainings/webinars first-hand to boost their potentials as educators. This also provides them strategies and efficient ways to help them cater to various learners' need and thus be more effective in providing quality education. For parents or guardians, this will insure that their children are in good hands, opening windows and doors for their brighter future and holistic growth.

The tables that follow show concrete details and guidelines in implementing the proposed program.

		policy to keep order inside the classroom	40, s 2012 and on Batas Pambansa Bilang 232				
Counseling	Conference with learners and parents/ guardians.	Strengthen teacher and learners' relationship	Support relevant activities through learners' organization pursuant to DepEd Order No. 47, s. 2014	Faculty	Every month	Long-term relationships between teachers, learners, and parents/ guardians.	
Collaborative and innovative learning approaches	Innovative Performance tasks by learners for effective engagement in learning	Provide effective holistic learning environment and activities that mold and enhance learners' capabilities holistically.	Implement activities that mold and enhance learners' capabilities holistically	School administrator/ faculty	Daily basis	Safe and effective holistic learning environment that encourages collaboration and innovation	
Enhancement of ICT skills.	Conduct training programs for ICT	Acquisition of knowledge and skills in various IT tools.	Training of faculty in operating computers for school, local and national application	Faculty	Every month	Skills of faculty in ICT and related fields.	
Enhancement of teachers' professional practice	Conduct training programs for growth and development of professional teachers	Conduct training for upgrading	Allot time and resources for teachers continuing education	School administrator/ faculty	Quarterly	Institution-alized faculty development program	
Upgrading	Lea Knowledge	Post current and updated	Explain relevant	Employ suitable	Faculty	Daily basis	Updated academic performance

		present issues and trends	various subject areas	program coordinator / faculty			
Flexible learning approach	Synchronous and asynchronous online learning, modular learning, blended learning and limited face-to-face learning methods.	Use multiple teaching strategies with the use of ICT	Encourage faculty to use blended/ selected approach teaching the subject	School administrator/program coordinator/ faculty	Daily basis	Learners and teachers' ability to adapt to various methods of learning in the New Normal set-up of education.	
Contextualization / Localization of Curriculum	Simplify complex matter for easy understanding of learners	Structures/restructure teaching/ learning context to enhance	The subject content must be arranged from simple to complex	Program coordinator/ faculty	Quarterly	Learning courses are efficient and suitable to learners' capabilities.	
Achievement Recognition	Recognitions of learners' achievements	Enhance learners' self-esteem by giving due recognition to their outstanding performance/potential.	Institutional reward system for outstanding accomplishment of learners.	School administrator/ program coordinator / faculty	Quarterly	Enhanced self-esteem and motivation of learners through reward system	
Enhancing School Performance Outcome	Research output	Research and development	Develop research output utilized as input to institutional development	Submit one research output at the end of the school year	School administrator/ faculty	End of school year	Research-based institutional development
	Community engagement/ program	Programs for out-of-school youth	Design short term program to educate out-of-school youth for technology transfer to minimize unemployment problem in community	Conduct short term training / program in the community for technology transfer	School administrator/ ALS supervisor and teachers	Every Saturday	Training out-of-school youth towards employment
	Partnership with community stakeholders	Conduct community projects or programs.	Encourage faculty and learners to participate in community projects /programs	Participate in community programs and projects beneficial to the community	School administrator/ faculty/ stake-holders	Year-round	Strong partnership with community

A.

Enhancing Quality of Teaching

Implement strong but humane disciplinary policies to keep order inside the classroom. Faculty members must implement rules and regulations in the classrooms fairly and without bias toward effective teaching, academic advising as well as student counseling. Part of the strategy is publishing learners' discipline manual.

Implementing anti-bias policies in the classroom creates a community that supports individual differences. This includes culture, language, race, religion, sexuality, learning styles and other differences. This provides the tools in fostering confidence and self-identity, critical thinking skills, empathetic interactions, as well as activism. The Department of Education issued the basic guidelines in the development of learners' Discipline Manual that will serve as basis for private and public schools to craft, develop or modify their learners' discipline manual, implement the anti-bullying policy and child protection policy as these would strengthen classroom rules and regulations free from bias.

Implementing the Learner's Discipline Manual, following are the responsibilities and rights as well as learners' obligations outlined in DepEd Order No. 40, s. 2012 and in Batas Pambansa Bilang 232.

Batas Pambansa Bilang 232 Section 9. "Rights of Students in School" states that the rights of students are subject to limitation of law and regulations. It states other rights that the students and pupils shall enjoy physically, academically, and socially. Section 15. Duties and Responsibilities of Students states the duties as well as responsibilities of every student in school, home and society.

DepEd Order No. 40, s. 2012, Section 9 summarizes the duties and responsibilities of students such as complying with school regulations, conducting themselves in accordance with their levels of development and maturity, respecting other people's rights despite differences in various aspects, observance of code of conduct. The Order states guidelines in handling non-disciplinary and disciplinary cases. Generally, the DepEd Order highlights the concept of "positive and non-violent discipline of children." Positive discipline calls for holistic and proactive approach in teaching that will help the children develop appropriate thinking and behavior in the short- and long-term run. It highlights the Departments' policy of zero tolerance to any form of discrimination, cyber bullying, or other forms of abuse.

Strengthened social relationship with learners. Teachers must maintain a close relationship with learners and their parents/guardians in relation to their duties in teaching, academic advising as well as learner counseling. The strategy supports relevant activities through learners' organizations.

Relationships between teachers and pupils have always played a major role in learners' academic as well as social development. Establishing a positive relationship makes learners feel comfortable and safe in class.

Further, DepEd Order no. 49 s. 2011 recommends programs that can be implemented by the student government through the Bureau of Learner Support Services-Youth Formation Division. This supports basic education-learning continuity plan pursuant to DepEd Order No. 47, s. 2014 entitled "Constitution and By-Laws of the Supreme Pupil Government (SPG) in Elementary Schools."

This is aimed at health protection, safety and well-being of learners through establishing learner support systems in order to provide psychosocial support, measures of health and safety as well as remediation and development of learners. To be able to realize this through the leadership and assistance of the SPG, there shall be implementations of the recommended activities shall be implemented in the elementary level. Lead activities include student leadership formation programs, peer coaching activities, national children's month, national students' day, core values advocacy, and school-level World Teachers' Day, and national Teachers' Month celebration.

On the other hand, assist activities include global handwashing day, *Brigada Eskwela*, children and adolescent health advocacy campaigns, disaster risk reduction activities for students, and other DepEd youth-related activities.

The core values advocacy is based on RA 8491 s. 1998 - the Flag and Heraldic Code of the Philippines, DepEd Order No. 19, s. 1993, President's Summer Youth Program, and DepEd Order No. 20, s. 1995 - Implementing Guidelines of DECS Participation of Kabataan 2000. The global hand-washing day in coordination with school health and nutrition personnel is based on DepEd Memorandum No. 172, s. 2016, DepEd Order No. 10, s. 2016 -- Guidelines and Policies on comprehensive water, hygiene and sanitation in schools program; and DepEd Memorandum No. 450, s. 2009 are about implementation of yearly global handwashing Day every 15th day of the month of October.

Further, protection of children's/adolescent health under the auspices of school health and nutrition personnel is based on Republic Act 10354 – Responsible Parenthood and Reproductive Health Act of 2012; DepEd Order No. 31, s. 2018 –Guidelines and policies on the Implementation of Comprehensive Sexuality Education; and Regional Memorandum 48, s. 2017 - Peer Education Training on Adolescent Sexuality and Reproductive Health and Teen Pregnancy Prevention.

Effective holistic learning environment. School administrator and teachers must implement effective teaching strategies that enhance learners' capabilities and skills holistically.

Twenty-first century learners cannot thrive in traditional and obsolete learning environment. Instead, they need something that supports and challenges thinking. They desire to be engaged and active all through their learning courses.

Strong interaction and collaboration is achieved by encouraging appropriate group activities. Non-competitive online games and activities expand learners' circle, making them interactive and helpful. In the context of the pandemic, virtual field trips enable students to learn history, science and other fields of knowledge from the very comfort of their own homes. Concept maps provide a good way in understanding a new concept in detail, useful for brainstorming, evaluating learners' knowledge and organizing information. Debates greatly enhance engagement in online classroom and in stimulating students' critical thinking skills. Debates also help develop the learners' skills in teamwork and interpersonal interactions, done synchronously through video meetings or online discussion where responses are through threads or messages.

Acquisition of knowledge and skills in various IT tools. Teachers must actively participate in IT trainings and maximize opportunities to be skilled in technology. The strategy is training teachers in various computer applications necessary for online teaching and preparation and submission of reports. Trainings in information and computer technology enable teachers in selecting and integrating ICT- enriched pedagogy in the teaching-learning process. They build the capacity of teachers to be digitally skilled and modernize the educational culture as called for by the times.

Additionally, an innovative teaching and learning program encourages excellence and innovation in teaching and learning such as modern teaching pedagogies, collaborative learning, project-based teaching and learning, technology integration in the classroom, gaming and simulations, adjusting courses to fit online requirements and other innovative methodologies.

B. Upgrading Learners' Academic Performance

Explain relevant topics, reflect on current issues and / or daily life and integrate practical knowledge and experience to share with learners. Teachers must enhance teaching methodologies, utilizing available innovative and creative resources. The strategy is for teachers to employ varied methodologies of teaching that reflect real-life situations. Classrooms are considered a dynamic environment, bringing together learners coming from diverse

backgrounds and possessing unique personalities and abilities. To be effective, teachers must implement innovative and creative strategies in teaching that meet individual needs of learners.

For professional development, they must attend webinars and related events where they gain inspiration from other teachers and academicians. Educators are engaged in events such as online safety training, training in new educational technologies and other related fields that can help improve their teaching.

Under the K-12 program, they help produce graduates who are holistically developed and have built strong foundation in life. They are individuals equipped with information, media and technology skills, learning and innovation skills, life and career skills, as well as communication skills necessary to tackle challenges and avail themselves of opportunities in the 21st century.

The skills are defined and described such as information, media and technology skills which deal with various sub-skills such as visual literacy, information literacy, media literacy, multicultural literacy, and others. These skills allow learners to acquire knowledge in dynamic, exciting ways. Learning and innovation skills include critical thinking, problem-solving, adaptability, simplifying complex issues and related skills. These skills help learners resolve issues and hurdle challenges whether academic, social or personal.

Further, life skills empower learners in making informed decisions which enable them to contribute their fair share to their families. Communication skills enable learners to adapt to present and future challenges and opportunities. Teaming, collaboration, interpersonal skills as well as interactive communication are useful assets that should be acquired through 21st century learning.

Demonstrate up-to-date knowledge and awareness of present issues as well as trends of the program. School administrator, program coordinator and teachers must be aware of prevailing conditions in society and relate them to content and methodology.

Use of multiple teaching strategies aided by ICT. School administrator, program coordinators and teachers must utilize available ICT tools and resources and make the most out of them. The strategy is to encourage teachers to use appropriate online approach complementarily with face-to-face instruction when it is permitted. Integrating teaching strategies that use ICT transforms the role of teachers and creates a new learning environment. With proper guidance from authorities, teachers can determine up to what extent these can be used in education.

As stated in DepEd Order No. 023, s. 2004, the teaching and learning process has shifted from mere teaching of computer literacy to the integration of ICT in teaching and learning process

across all subject areas. Specialized life-skills subjects like TLE/EPP stay but computer application tools such as word processing, spread sheet, and Powerpoint presentations will be used.

Structure or restructure teaching/ learning context to enhance learning of subject area. Program coordinators and teachers must structure or restructure content according to policies and needs of students. The strategy is contextualization/ localization of curriculum. The subject must be presented from simple to complex. As the theory of constructivism states, learners construct their own understanding through reflection and experience. Moreover, teaching a particular topic in logical order helps learner learn step by step. If such structuring/ restructuring is not done, pupils may see subject matter, for example, just as a jumble of isolated facts to be memorized, instead of being a meaningful discipline made up of interrelated concepts.

As described by RA 10533, the curriculum should be learner-centered, inclusive, developmentally relevant, and appropriate. In learner-centered education, the needs and interests of students should be primarily considered. The curriculum is relevant, responsive, as research-based, and cognizant of learning theories, principles, sound studies in teaching and learning. In addition, the curriculum is culturally sensitive, which means instruction respects the cultural identity of learners- global and contextualized. The curriculum employs pedagogical approaches in learning such as constructivist, inquiry-based and reflective. The curriculum adheres to the principles and framework of mother tongue-based multilingual education (MTB-MLE). The curriculum is flexible, enabling schools to localize, indigenize and enhance content to fit context of society and the school.

Enhance learners' self- esteem through recognition of their outstanding performance/ potential. School administrator, program coordinators and teachers must recognize outstanding learners and allot a fund for such events. The strategy is to institutionalize a reward system for outstanding accomplishment of learners

An online recognition of learners can be done by posting it through different social media platforms or holding a simple video conference with parents' consent. Through this, learners feel proud to see their names on honors' list which motivates them to keep performing well in class. Giving out certificates of participation, recognition and achievement, paired with tangible awards, boosts the confidence of learners and motivates them to excel in academic and co-curricular activities. Certificates are easy to produce since they can be given out in soft copies and sent thru online platforms.

C. Enhancing School Performance Outcomes

Develop research output to be utilized as input to institutional development. School administrators and faculty must undertake the functions and operations of the education system and minimize if not eradicate deficiencies. A strategy for this is to submit one research output at the end of the school year and implement its findings. Implementing the findings of authentic research provides input needed for decision-making in facing challenges that the school faces. The empirical data yielded help immeasurably in planning. In other words, research affords deeper understanding of the organization and what it needs to thrive.

DepEd Order No. 16, s. 2017, in relation to research management, seeks to promote an environment that uses research-based evidence in making decisions. DepEd has formulated strategies to institutionalize research and utilizes them for program development. For instance, DepEd Order no. 13, s. 2015 established a systematic policy development process promoting an evidence-based policy supported by research studies. In providing financial support to research undertakings in the field, DO No. 43, s. 2015 and DO No. 4, s. 2016 set guidelines in utilizing basic education research fund. This effectively supports the policy of awarding grants to deserving research efforts per DO No. 24, s. 2010, which originally made such grants available.

Further, DepEd drew up research management guidelines that guide research processes and outline the roles and responsibilities of different sectors in education involved in research. This policy helps improve the mechanism to access and utilize available resources for research and related initiatives together with the support of stakeholders.

Design short-term program to educate out-of-school youth to minimize, if not eradicate, the unemployment problem in the community. The strategy is to conduct short-term training/program in the community for skills transfer. Implementation of out-of-school youth programs aimed to provide education to young people who cannot complete their education due to poverty and other setbacks. Out-of-school youth are encouraged to be confident and independent as they get valuable education and support.

Encourage faculty and learners to promote community project/program. The strategy is to participate in community programs and projects beneficial to the community. Such programs provide them a real-world experience that opens opportunities to maximize available resources. They get to develop a sense of civic duty as they see what the community has to offer and what they can do in return. In various ways, volunteerism makes room for community engagements, enabling the school to do what can be done.

The following are existing laws and DepEd issuances governing community programs and elementary schools' partnerships with other organizations. DepEd Order No. 40, s. 2012 entitled

“Child Protection Policy” states the guidelines and policies for the protection of children in school against abuse, violence, discrimination, cyber bullying, and other kinds of Abuse. Republic Act No. 7877 prohibits sexual harassment in school, workplace or training environment. DepEd Order No. 39, s. 2009 prohibits commercialization of schools, any kind of endorsement DepEd for any commercial product or service inside school premises that substitutes for school-industry partnership. Republic Act No. 8525 (The Adopt-A-School Act of 1995) and related to DepEd issuances for corporate donations; and Article 218 and 219 of the Family Code, confer special parental authority and responsibility to schools, administrators, and teachers.

SUMMARY OF FINDINGS, CONCLUSION AND RECOMMENDATIONS

Schools have the vital role of executing initiatives to improve the quality of education offered to their clientele. Upon assessing the data gathered in the study, the researcher came up with the following results:

1. What are the initiatives of the school head intended for the enhancement of teaching in terms of the seven Philippine Professional Standards for Teachers (PPST) Domains?

1.1. Content Knowledge and Pedagogy

In terms of content knowledge and pedagogy, the school head initiates activities that help teachers enhance their teaching skills. These include the following: (1) Provision of technical assistance through class observations; (2) Open-discussions through SLAC (School Learning Action Cell) and FGD (Focus Group Discussion); and (3) Motivating and supporting teachers in professional advancement activities (e.g. attending trainings or pursuing graduate studies).

1.2. Learning Environment

For Domain 2, which is about learning environment, responses of the teachers attested to the school head’s initiatives: (1) Prioritizes the pupils’ needs, (2) Creates a school feedback system, (3) Encourages and mobilizes stakeholders’ support

1.3. Diversity of Learners

In terms of Domain 3, the school head directs her efforts for the following initiatives: (1) Collaborates with stakeholders and co-professionals to brainstorm and consolidate creative ideas on addressing pupil diversity, and (2) Guides the teachers through class observations and technical assistance.

1.4. Curriculum and Planning

In terms of curriculum and planning, the teacher-informants cited the following initiatives of the school head: (1) Orients the teachers about relevant DepEd Orders/Memoranda, (2) Monitors teachers' resources in consonance with requirements of the curriculum, and (3) Oversees the implementation of intervention plan for struggling learners.

1.5. Assessment and Reporting

To provide appropriate methods of evaluating and reporting the progress of each pupil, the school head's initiatives are focused on the following areas: (1) Guides the teachers on appropriate assessment approaches based on relevant DepEd orders and (2) Conducts regular conferences with parents.

1.6. Community Linkages and Professional Engagement

In terms of building a harmonious relationship with stakeholders, the teachers narrated that their school head generates donations and support from the local government unit, donors and benefactors. The strong community linkages are manifested in the support of stakeholders during school activities and also in initiating projects and programs for school improvement.

1.7. Teachers' Growth and Professional Development

To encourage teachers to grow professionally, the school head takes the following initiatives: (1) Motivates and supports teachers to pursue graduate studies and attend relevant trainings and seminars and (2) Allocates budget for teachers' training and developmental activities.

2. What is the level of performance of teachers based on the objectives of Individual Performance Commitment and Review Form (IPCRF) from SY. 2018-2019, 2019-2020 and 2020-2021?

For the three identified school years, the over-all performance rating mean of 4.44 interpreted as *Very Satisfactory* showed that the teachers as rated by the school head and master teachers employ different methods in teaching and apply innovative practices to improve their way of teaching aided by technology. Furthermore, they build smooth relationships with parents of learners thus creating a peaceful environment for the pupils and parents as well.

3. What is the pupils' academic performance in terms of General Weighted Average (GWA) from SY. 2018-2019, 2019-2020 and 2020-2021?

Based on the gathered data about the pupils' academic performance and computed General Weighted Average (GWA) from SY. 2018-2019, 2019-2020 and 2020-2021, that the pupils got an over-all GWA of 86 interpreted as *proficient*.

4. How do the teachers benefit from the school head's efforts and initiatives in terms of the following:

4.1. Quality of Teaching. The initiatives of the school head pertaining to quality of teaching, as per response of the teachers, are the following: The school head offers constructive feedback/suggestions; she provides feedback and offers suggestions for instructional improvement; she analyzes the students' work and comments on ways that the teacher could improve their learning of subject matter; and the school head assesses teachers objectively and sees where they can improve. All these are implemented to a *very great extent*.

4.2. Learners' Academic Performance. To boost the learners' academic performance, the school head observes classes regularly.

4.3. School Performance Outcome. The school performance outcome and the school head's role in it were evaluated by the teachers. As assessed, the school head takes responsibility for quality of learning and teaching, establishes good disciplinary policies and procedures, provides parents or guardians with opportunities to actively participate in school decisions, and takes charge of operations to insure good classroom management and/or student discipline.

CONCLUSION

Based on findings of the study, the researcher concludes that school head's initiatives and efforts greatly relate to how the teachers perform in school and grow as professionals. Through the initiatives of the school head aimed to promote general welfare of the school, teachers are motivated to pursue professional advancement to acquire necessary skills and competencies to be effective and efficient teachers. The performance of the teachers is also shown in the academic performance of pupils which means that if teachers could deliver quality teaching, quality of learning would follow.

RECOMMENDATION

Based on findings and conclusions drawn in the study, the researcher humbly recommends the following:

1. The school head may focus her initiatives on improvement of teaching quality as this was seen to be significant in raising pupils' learning outcome to desired level.
2. Open discussions and provision of technical assistance to the school staff may be enhanced to further improve the quality of teaching. Regular monitoring of teacher' work and addressing head-on the problems encountered in teaching and learning can be a venue to propose intervention activities to address the concerns identified.
3. The results of this study may guide other researchers who will probe the same problem as felt in a number of schools and thus broaden and deepen the dimension. Furthermore, this study may serve as pattern to have in-depth analyzation of the variables through triangulation.
4. The issue of harnessing school heads' initiatives to enhance teaching and learning may be investigated in other schools in the Division of Bulacan.