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Smartify: Journal of Smart Education and Pedagogy
Vol.1 | No. 1 | 2024 pp. 47–54 |ISSN: XXXX-XXXX

# Develoment Practices of the Public Secondary School Administrators in Pangasinan

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**Submitted:** 25-Jul, 2024
**Accepted:** 30-Aug, 2024
**Published:** 19-Sep, 2024

**Vol.** 1, **No.** 1, 2024.
10.62762/SJSEP.2024.000000

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## Abstract

This mixed method study focused on the Development Practices of the Public Secondary School Administrators in Pangasinan. The respondents of the study were 399 school administrators, principals, officer-in-charge, and head teachers randomly selected from the six schools' divisions in Pangasinan. It utilized a questionnaire-checklist to gather data for the Development Practices of Public Secondary School Administrators. The data gathered were analyzed using descriptive and quantitative statistical tools which include frequency counts and percentages, AWM, and partial eta square. The study arrived the following findings: (1) The school administrators are middle adults, who are building their careers as school heads or principals. The teaching profession is still female-dominated. The school administrator's pursuit graduate and post graduate studies to further their careers in the teaching profession. Although training and seminars are essential for competency enhancement, the schools are not conducting seminars and training. (2) The very high extent of implementation of development practices by the school administrators is a manifestation of their capacity to lead their respective schools into becoming successful. (3). The different stakeholders are benefited with the implemented development practices by the school administrators. Thus, the development practices of the school administrators lead to the development of the stakeholders and the community. (4). The age of the school administrators is a factor that affects the extent at which school heads implement development practices. School administrators with doctoral degrees are better in implementing development practices along linkages and partnerships while those holding higher ranks are better in implementing financial development practices. (5) The implementation of development practices by the school administrators led to school success which in return benefit the students, teachers, school, and community. (6) The implementation of development practices incurs moderately and slightly serious challenges with physical plant and facilities as the most serious. The level of seriousness of the challenges is a manifestation that the challenges are manageable and do not pose great threat in the implementation of development practices. Hence, the following recommendations were drawn: (1) The school

administrators must continuously improve their competencies. They may attend graduate and post-graduate studies or participate training, seminars, or conferences as avenues to further their professional growth and development. (2) The school administrators must continue implementing development practices for greater school success and benefits of the students, teachers, and the community. (3) DepEd must provide training and seminars to the school administrators to enhance their competencies to implement development practices for greater school success and (4) the proposed LEAD program may be implemented.

**Key words:** Leadership, Leadership Preparation, Leadership Development,Principals and School Leadership.

## Introduction

School administrators have a very important responsibility for the success of an academic organization. In terms of leadership and decision-making, the decisions school leaders make and how they make them have a direct impact on working conditions. Withouttheir knowledge, school principals therefore have to involve teachers in decision-making, those who involve staff in department planning, student planning, and homework (Price, 2003). Consequently, there is need therefore, to ensure that the principal plays this role effectively through providing them with knowledge; skills and attributes to enable them run schools effectively and efficiently. This can be achieved mainly if such principals are specifically prepared for school leadership before appointment and then developed continuously to enhance their performance of duties as school leaders after appointment. Preparation and development of principals will provide a framework within which they will operate to achieve not only the school but also the national objectives of education. The findings on the experiences of the development practices of the public secondary school administrators in Pangasinan on how they are prepared and developed for school leadership and factors which facilitate and hinder theirpreparation and development. Administrators in their implementation development practices was also assessed. The qualitative –quantitative (mixed) method of research was utilized in the study to gather information and to describe and interpret the implication of development practices of public secondary school administrators, the school administrators must continuously improve their competencies. They may attend graduate and post-graduate studies or participate training, seminars, or conferences as avenues to further their professional growth and development. DepEd must provide training and seminars to the school administrators to enhance their competencies to implement development practices for greater school success. The proposed LEAD program may be implemented

## Materials and Methods

The study employed qualitative –quantitative (mixed) method of research was utilized in the study to gather information and to describe and interpret the implication of development practices of public secondary school administrators.

The study was conducted in Pangasinan covering the six schools' divisions. The respondents of the study were 399 school administrators, principals, officer-in-charge, and head teachers. The respondents were selected using the cluster random sampling technique, wherein, the schools' division served as the cluster. Before conducting the study, the researcher requested permission to conduct from the school leaders. The researcher secured permits to conduct the study from the offices of the Department of Education Division Superintendents of the six schools' divisions in Pangasinan. Upon approval of the request, the researcher gathered the necessary data with the use of a questionnaire-checklist in printed form and Google form.

As reiterated, the researcher used a questionnaire-checklist to gather data for the Development Practices of Secondary Public Administrators. The questionnaire was of three parts. Part 1 dealt with he profile of the administrators while part 2 dealt with the extent of implementation of development practices. On the other hand, part 3 dealt with the challenges encountered by the school administrators in implementing their development practices. The questionnaire was validated by five experts which includes district supervisors, divisionassistant superintendents, or the division superintendents.

## Result

The majority (82.46 percent) of the public secondary school administrators belong to the age bracket 40 –59, female (63.16 percent), married (81.97 percent), with 22.31 percent of the school administrators having doctorate degree holders while 17.04 percent have finished the academic requirements of their respective doctorate degrees. Moreover, 10.78 percent of the administrators were holding principal 1 positionwhile 4.76 percent were principal 2, and only 2.51 percent holding principal 4 positions. Results also revealed that 38.60 percent of the school administrators were serving as school administrators for 5 years and below while 16.79 percent have been serving as administrator for 6 –10 years.

In terms of the number of trainings attended related to innovative educational management and leadership, 51.13 percent of the school administrators have attended 1 –10 trainings at the school-level while 67.17 percent at the district level. However, 74.19 percent of the school

administrators have not attended any training on educational management and leadership at the provincial level. With regards to regional training, 54.89 percent have attended 1 –5 trainings while 33.83 percent have not attended any training. Likewise, as shown in Table 2, 60.15 percent have attended 1 -5 national level trainings while16.79 percent have attended 1 – 5 international training on leadership and development.

The school heads have highly implemented development practices as manifested by the grand mean value of 4.40. Among the different areas, the school heads have implemented development practices the greatest along human resource followed by curriculum. Overall average weighted meanvalues of 4.59 and 4.56 were computed, respectively, descriptively rated as very highly implemented. Moreover, the school heads have highly implemented development practices along instruction, linkages and partnership, and financial resource. Overall average weighted mean values of 4.36, 4.35, 4.06 were computed, respectively.The results of the study revealed that the students were very highly benefited from the development practices implemented by the school heads as manifested by the overall average weighted mean value of 4.53. The greatest benefit was observed in acquiring the essential 21st century knowledge and skills.

Likewise, the teachers were very highly benefited from the development practices employed by the school heads as manifested by the overall average weighted mean value of 4.59. The greatest benefit was observed in acquiring new and innovative teaching methods to achieve better learning outcomes.

The results also showed that the schools were very highly benefited from the implementation ofdevelopment practices by the school heads as shown by the overall average weighted mean value of 4.56. The greatest benefit derived by the school was having adequate, highly qualified, and capable human resource.

The community were highly benefited from the development practices employed by the school heads with an overall average weighted mean value of 4.44. The results also showed that the greatest benefit derived by the community was having high literacy rate.

When taken collectively, the overall test of difference using Wilk's Lambda statistics revealed that there is no significant difference in the extents of implementation of development practices across categories of age. However, when taken individually, significant difference was observed in the extents of implementation of development practices by the school heads along linkages and partnership based on the result of one-way analysis of variance (ANOVA). The computed p-value of 0.044 is lower than 0.05.

No significant difference has existed in the extents of implementation of development practices by the school heads across their profile variable sex, either taken collectively or individually. No significant difference has existed in the extents of implementation of development practices by the school heads across their profile variable civil status, either taken collectively or individually. When taken collectively, no significant difference has existed in the extents of implementation of development practices by the school heads across their profile variable highest educational attainment (Wilk $\Lambda$= 0.274). However, when taken individually, significant difference has existed in the extents of implementation of development practices along linkages and partnership across the profile variable highest educational attainment (F-value = 2.929; p = 0.021). the extent of implementation of development practices along linkages and partnership by the school heads with bachelor's degrees was significantly lower as compared to those who have pursued graduate degrees. Likewise, the extent of implementation of development practices along linkages and partnership by the school heads with masters units is significantly lower as compared to those with masters degrees but comparable with those who have doctoral units anddoctoral degrees. When taken collectively, no significant difference has existed in the extents of implementation of development practices by the school heads across their profile variable rank. However, when taken individually, significant difference hasexisted in the extents of implementation of development practices along financial resource across rank (F-value = 2.254; p=0.048).

The extent of implementation of development practices along financial resource by the school heads having rank of principal4 is significantly higher than those holding head teacher (p = 0.020) and principal 1 (p = 0.018) position but comparable to those holding officer-in-charge, principal 2, and principal 3 positions. Moreover, the school heads holding officer-in-charge, head teacher, principal 1, principal 2, and principal 3 positions have implemented development practices along financial resource at the same extent. No significant difference has existed in the extents of implementation of development practices by the schoolheads across their profile variable years in service as school administrator, either taken collectively or individually.

No significant difference has existed in the extents of implementation of development practices by the school heads across their profile variables number of school-based, division-level, provincial-level, regional-level, national, or international development-related seminars/training attended, either taken collectively or individually.

Positive and significant relationships have existedbetween the extents of implementation of development practices by the school heads and the benefits derived by the students,

teachers, school, and the community. The significant relationships were manifested by the computed p-values which are all lower than 0.05.

The most serious challenge encountered by the school heads in their implementation of development practices was along physical plant and facilities with an overall average weighted mean value of 2.81, descriptively rated as moderately serious. Challenges along linkages and partnership, instruction, and curriculum followed with overall average weighted mean values of 2.27, 2.20, and 2.11, descriptively rated as slightly serious. On the other hand, the least serious challenges encountered was along human resource.

**Recommendations**

As was established in the results and discussions, the school administrators shall continuously improve their competencies. They may attend graduate and post-graduate studies or participate training, seminars, or conferencesas avenues to further their professional growth and development.The school administrators must continue implementing development practices for greater school success and benefits of the students, teachers, and the community.DepEd must provide training and seminars to the school administrators to enhance their competencies to implement development practices for greater school success. The proposed LEAD program may be implemented

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