

Leadership Practices of School Heads in Tarlac City: Basis for a Training Assessment Plan

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ABSTRACT

This study aimed to examine the leadership practices of administrators in public elementary schools in Tarlac City, focusing on their ability to set direction and goals, support teacher growth, and make data-driven decisions. The study involved 50 school administrators, whose profiles in terms of age, position, years of experience, and educational attainment were analyzed to explore their relationship with leadership practices. Results showed that administrators generally exhibited strong leadership practices, particularly in setting clear goals and supporting teacher collaboration. However, areas such as resource management and teacher work-life balance were identified as areas needing improvement. Significant relationships were found between an administrator's position and educational attainment with their leadership practices, particularly in the areas of setting goals and data-driven decision-making. The study concluded that experience and educational background play a crucial role

in shaping effective leadership, and it recommended targeted professional development programs to enhance areas of weakness, foster a data-driven culture, and improve resource allocation and teacher well-being. This study contributes to the understanding of the leadership dynamics in public elementary schools and offers actionable recommendations for improving school management and student outcomes.

Keywords: *Leadership Practices, School Heads, data driven decisions, teacher growth*

INTRODUCTION

Strong leadership practices are essential to the success of any public elementary school. These practices have an impact on many facets of the school, including teacher support, direction-setting, and student outcomes. A school's curriculum is guided by strong leadership practices. A shared purpose can be established by administrators who work with personnel and stakeholders to develop a clear vision and mission. Well-defined, SMART goals serve as the roadmap, and this vision serves as the compass, ensuring that everyone collaborates to achieve the shared goal. Teachers who are involved in this collaborative approach feel more invested in the school's success and are more motivated to see it through to completion.

The performance of a school may be significantly influenced by its educational leadership. Leaders of organizational change need to be well-versed in the protocols and systems that create opportunities for progress (Tan, 2023). Consequently, the past education of school administrators affects their leadership capacity (Thi & Huong, 2020).

Any school's foundation is its teachers, whose efficacy has a direct bearing on students' academic progress. Positive and motivating work environments are produced by leaders who place a high priority on supporting their instructors. This entails presenting chances for professional growth, encouraging teamwork and information exchange, and giving continuous mentoring. Proficient leaders also acknowledge the significance of overall health. A more engaged and productive teaching workforce is the result of initiatives that support teachers' well-being.

When teachers and school administrators are unsure of the precise roles they will play, it may be difficult to apply leadership methods efficiently and effectively. This could lead to several issues, such as decreased productivity, inconsistent academic achievement, a greater need for staff development, uncertainty over new roles and duties, and coordination issues as told by Prasch and cited by Fleming (2019).

Data offers important insights into the advantages and disadvantages of a school. Data-savvy leaders can make well-informed choices regarding curriculum, education, and resource allocation. Data analysis facilitates the identification of problem areas, enabling focused interventions and modifications to instructional techniques. Utilizing resources wisely to optimize student learning and growth is ensured by this data-driven strategy.

This study examined how the background and characteristics (demographic profile) of school administrators, along with their leadership practices, work together. This structured approach will help understand how these factors influence each other and ultimately contribute to better leadership within the school.

METHODS

Research Design

The study employed a descriptive-correlational design to leadership practices of public elementary school administrators in Tarlac West C District, Tarlac City as basis for training assessment plan. This is a valuable research approach for addressing questions related to the profile and leadership practices of school administrators and how profile and leadership practices are related. In these design types, the primary area of interest under investigation is not manipulated by the researcher, and

data is commonly gathered through surveys or observational methods.

Participants and Locale

The data for this study were sourced from 86 public elementary school administrators in Tarlac West C District, Tarlac City for the school year 2024-2025. These public elementary school administrators completed a questionnaire developed by the researcher. Simple random sampling was employed to ensure a representative selection of participants and to gather the necessary data for the study.

Sampling and Data Collection

The data for this study were sourced from 86 public elementary school administrators in Tarlac West C District, Tarlac City for the school year 2024-2025. These public elementary school administrators completed a questionnaire developed by the researcher. Simple random sampling was employed to ensure a representative selection of participants and to gather the necessary data for the study.

Data Analysis

The following tools were utilized to treat the data statistically:

Ethical Considerations

The study employed a descriptive-correlational design to leadership practices of public elementary school administrators in Tarlac West C District, Tarlac City as basis for training assessment plan. This is a valuable research approach for addressing questions related to the profile and leadership practices of school administrators and how profile and leadership practices are related. In these design types, the primary area of interest under investigation is not manipulated by the researcher, and data is commonly gathered through surveys or observational methods.

RESULTS AND DISCUSSION

1. The study involved 50 school administrators, whose profiles in terms of age, position, years of experience, and educational attainment were analyzed to explore their relationship with leadership practices.
2. Results showed that administrators generally exhibited strong leadership practices, particularly in setting clear goals and supporting teacher collaboration.
3. Significant relationships were found between an administrator's position and educational attainment with their leadership practices, particularly in the areas of setting goals and data-driven decision-making.

4. 5.1 Research Design The study employed a descriptive-correlational design to leadership practices of public elementary school administrators in Tarlac West C District, Tarlac City as basis for training assessment plan.
5. The descriptive component focused on the profile of the administrators of public elementary schools in Tarlac West C District, Tarlac City in terms of age, position, number of years as administrators; and highest educational attainment; and leadership practices of administrators of public elementary as to setting direction and goals, teachers support and growth, data-driven decisions, and equity-focused leadership.
6. The correlational component examined the relationships between the profile of the administrators of public elementary schools and their leadership practices.
7. By randomly selecting participants, the study achieved a sample that accurately reflects the broader population of public elementary school administrators ensuring that the findings are reliable and generalized.
8. To ensure that the results are trustworthy and applicable to a larger population of public elementary school administrators, the study employed random participant selection.
9. This questionnaire was divided into two sections: Part I described the profile of the administrators of public

elementary schools in Tarlac West C District, Tarlac City in terms of age, position, number of years as administrator, and highest educational attainment.

10. A detailed examination of pertinent literature, including prior studies, scholarly publications, and both published and unpublished theses, served as the foundation for developing the questionnaire.

CONCLUSION AND RECOMMENDATIONS

Conclusions

Administrators in Tarlac City generally exhibit strong leadership practices, especially in setting clear goals, supporting teachers, and using data for decision-making. However, there are gaps in certain areas, such as resource management, teacher work-life balance, and the involvement of teachers in data analysis.

Administrators with more years of experience and those in higher positions tend to demonstrate more effective leadership practices. This suggests that experience and a higher administrative rank may enhance an administrator's ability to manage school goals, teacher development, and decision-making processes.

Administrators with advanced educational qualifications (e.g., master's and doctoral degrees) tend to perform better in setting goals and using data effectively, indicating that higher educational attainment positively influences leadership capacity.

Recommendations

- 1.** Focused professional development programs should be designed to improve specific areas where administrators scored lower, such as resource management, teacher work-life balance, and teacher involvement in data analysis. Training should emphasize the importance of providing adequate resources and fostering a supportive work environment for teachers.
- 2.** Given the strong emphasis on teacher collaboration and support, future training programs should continue to encourage inclusive leadership practices, involving teachers in decision-making processes and promoting a culture of continuous learning.
- 3.** Younger administrators or those with fewer years of experience may benefit from mentorship or coaching from more experienced peers to strengthen their leadership practices, especially in data-driven decision-making and strategic planning.
- 4.** Administrators should be trained to better integrate data into all aspects of school management, including curriculum planning, resource allocation, and teacher support. Encouraging a more data-driven culture could help improve overall school performance.
- 5.** Administrators should be provided with strategies for managing resources more effectively and ensuring that teachers have a manageable workload. Special

attention should be given to preventing burnout and supporting teacher well-being.

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