

ADMINISTRATIVE DISPOSITION AND LEADERSHIP PERFORMANCE OF PUBLIC SCHOOL HEADS

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ABSTRACT

Although much information was gathered on effective leadership, there is a gap in addressing the leadership performance of school heads in the transition phase, particularly among school heads in Philippine public basic education considering the now normal milieu. Hence, this study ascertained the relationship between the administrative disposition and leadership performance of the school heads. Using the descriptive-correlational design, the researcher conducted the study among 100 school heads of public elementary schools in the Schools Division of Negros Oriental for the School Year 2022-2023. Results of the study revealed that the respondents had very high administrative disposition in terms of effective planning and budgeting, efficient directing and coordination, apposite organizing and staffing, using technology in pedagogy, use of instructional theories, developing school environment, developing productive relationships with others, and appropriate use of assessment data. Moreover, they had an overall outstanding leadership performance. In particular, they were outstanding in strategic leadership, managing school operations and resources, and focusing on teaching and learning. Interestingly, school heads who are doctorate degree holders and who attended seven to nine seminars or training tend to have higher administrative disposition. Although results show that the overall administrative disposition is not significantly related to leadership performance, it is interesting to note that the specific domain *using instructional theories* is directly related to the overall leadership performance. This connotes that the respondents who apply more instructional theories are more likely to exhibit better leadership performance. Lastly, implications of the study and suggestions were presented to enhance school leadership in the Philippine context.

Keywords: administrative disposition, instructional theories, doctorate degree, leadership performance, public school heads

INTRODUCTION

The COVID-19 pandemic has led to the “now” normal in education and other facets of life. This situation resulted in significant changes in every part of the education system, that are vividly manifested in the curriculum and school operations of both the basic and higher education sectors. Indeed, the academic sector has become responsive from creating and implementing strategies predominantly anchored on a new instructional delivery system and now normal educators. With this backdrop, the now normal in education has led school leaders to brace uncertainties and adapt to changes and challenges, specifically on post-pandemic recovery and transition, instructional gaps and quality, and capacity development. It does not just compel them to think of technologies and alternative modalities in the delivery of instruction; it also prompts them to reconsider the essence of education as a whole.

In the Philippines, the transition to the now normal became possible in the basic education through Department of Education (DepEd) Order 34, s.2022. This order mandated

schools to resume five-day in person classes despite the health crisis to organize curricular and co-curricular activities for the learners. In all these educational adjustments and challenges, the school heads are obliged to deploy their leadership resources in new ways and to varying degrees (DepEd, 2022).

As schools are having a difficult time as a result of increased accountability requirements and the desire for sufficient resources, a now normal administrative and leadership frame has emerged. Indeed, the ability of the school heads to adjust to the changing circumstances to meet the educational challenges posed by the post-pandemic scenario is a clear manifestation of administrative disposition. Dispositions are patterns of conduct that project or calculate future actions (Tato & Coupland, 2003) exhibited by people through their responsive actions in certain situations. Moreover, since the values and beliefs of school heads are emphasized, a string of characteristics, traits, and categories was associated with administrative disposition. Generally, these can be reflected in critical features for school leaders - courage, integrity, caring, a strong work ethic, and critical thinking (Helm, 2010; Koehn, 2020).

Furthermore, it is equally interesting to note that school heads should possess desirable views about their administrative responsibilities to carry out their expected deliverables forming part of their commitments to school outcomes. Hence, administrative dispositions are crucial to the success of a school, and they should be the foundation for any academic institution to consider in developing transformational leaders. To put it another way, these personality traits of school leaders have a big impact on how they handle their varied tasks particularly on their leadership performance (Kerrisey & Edmondson, 2020).

On a personal note, the researcher, being a native of Negros Oriental, had been aware of the challenges the elementary school heads have faced in their administrative and leadership functions in the transition to the now normal. With the changing modalities of the teaching and learning, from distance learning and now the implementation of the full face-to-face, school heads have experienced significant adjustments. They were confronted with issues related to the efficacy of the learning environment, varying contexts of the learners, and stakeholders' participation. On top of these, there are other instructional and management-related activities that they must accomplish as specified in their targets for the academic year. Considering these scenarios, the researcher deemed it imperative to investigate the current state of administrative disposition and leadership performance of these school heads navigating multi-faceted roles in the now normal in basic education. This point is constructively aligned with the organizational culture of DepEd, which is founded on the core values of *maka-Dios* (God-fearing), *makatao* (humane), *makakalikasan* (nature-loving), and *makabansa* (nationalistic).

Although much information was gathered on effective leadership, there is a gap in addressing the leadership performance of school heads in the transition phase, particularly in basic education. To date, there is no study centered on the relationship between administrative disposition and leadership performance of school heads in public schools in the Philippines considering the now normal milieu. Also, most of the studies on these constructs were conducted in Western settings before the COVID-19 outbreak.

Hence, this study is vital since it is the first in the Philippines to establish a baseline for school leaders to recognize the importance of having a favorable administrative disposition, allowing them to reflect on their temperamental makeup to improve leadership performance and track progress and pursue ways to enhance professional competencies and increase involvement in leadership-related activities. Moreover, this investigation hopes to fill in the literature gaps and present important insights into the function of administrative disposition in

promoting excellent leadership performance, which may help update current conceptualizations of these constructs as they apply to Philippine school leadership contexts. Lastly, the study intends to come up with a school leadership enhancement framework that is anchored on the administrative disposition and leadership performance of the public school heads geared toward executive continuity and service leadership. Specifically, the study addressed the following objectives:

1. Describe the profile of the respondents in terms of sex, age, civil status, plantilla position, membership in organizations, number of years as school head, highest educational attainment, and number of seminars or trainings on administrative disposition and leadership performance for the past three School Years;
2. Determine the respondents' administrative disposition in terms of (a) effective planning and budgeting, (b) efficient directing and coordinating, (c) apposite organizing and staffing, (d) using technology in pedagogy, (e) use of instructional theories, (f) developing school environment, (g) developing productive relationships with others, and (h) appropriate use of assessment data;
3. Determine the respondents' leadership performance as revealed by the Office Performance Commitment Review Form (OPCRF) in terms of (a) strategic leadership, (b) managing school operations and resources, (c) focusing on teaching and learning, (d) developing self and others, and (e) building connections;
4. Examine the significant difference in the respondents' administrative disposition when grouped according to their profile variables; and
5. Ascertain the significant relationship between the respondents' administrative disposition and leadership performance.

METHODOLOGY

Research Design

The descriptive-correlational research design was employed in the study. The purpose of this design was to describe the strength and direction of relationships among variables rather than to determine causality (Polit & Beck, 2012). The respondents' profile, administrative disposition and leadership performance were described in the study. Also, it examined the differences in the respondents' administrative disposition when grouped according to their profile variables. Lastly, it ascertained the relationship between the respondents' administrative disposition and leadership performance.

Locale of the Study

The study was conducted at the public elementary schools of the Schools Division of Negros Oriental, which is located in Negros Oriental province, the socio-cultural and economic center in the island of Negros in the Visayas. The said Division oversees all public schools in Negros Oriental that are spread over three congressional districts or 17 municipalities. Furthermore, it implements the full face-to-face learning modality considering the now normal context as per DepEd Order No. 34 series of 2022. In particular, the elementary schools included in the study are situated in the first, second and third congressional districts of Negros Oriental.

Respondents and Sampling Procedure

The respondents of the study were the 100 public elementary school heads of the Schools Division of Negros Oriental for the School Year 2022-2023. The respondents were at

least six months in the school as the head since in DepEd context, there is periodic reshuffling of school administrators every three years. Total enumeration was employed.

Research Instrument

The main instrument used in this study was the survey questionnaire. The questionnaire was divided in two parts. The first part elicited the profile of the respondents in terms of sex, age, civil status, plantilla position, membership in organizations, number of years as school head, highest educational attainment; and number of seminars or trainings on administrative disposition and leadership performance. The second part consisted of 40 items (presented in a 5-point likert) patterned from Pregot's (2016) model. It measured the respondents' administrative disposition in terms of effective planning and budgeting, efficient directing and coordinating, apposite organizing and staffing, using technology in pedagogy, use of instructional theories, developing school environment, developing productive relationships with others, and appropriate use of assessment data.

Since the instrument was developed in a pre-pandemic setting, some items in each dimension were modified to suit to the context of the now normal in education. The instrument underwent content validation done by five experts composed of a principal, an education program supervisor, and three research professors. The computed Content Validity Index (CVI) of the instrument was 0.99, which is considered acceptable. Also, the scale was pilot tested to 10 non-respondents to check readability and comprehensibility of the items as well as time allotment for the survey. After which, the inter-item reliability of the instrument was computed using Cronbach alpha. The computed value was $\alpha=0.92$, which indicated that the instrument possessed excellent internal consistency.

Meanwhile, to measure the leadership performance of the respondents, the OPCRF rating of the respondents for the SY 2021-2022 was secured from concerned DepEd authorities. The OPCRF presented ratings on the following areas: (a) strategic leadership, (b) management of school operations and resources, (c) focusing on teaching and learning, (d) developing self and others, and (e) building connections.

Data Gathering Procedure

Foremost, the researcher ensured that the questionnaire was in best form and the research enumerator had undergone adequate orientation prior to data collection. After which, the approval for the data gathering from the Graduate School Dean was sought. Furthermore, the researcher with the aid of research enumerator based in Negros Oriental, asked permission from the Schools Division Superintendent of the Division of Negros Oriental for the conduct of the study. Upon approval, the respondents were oriented on the purpose, expected outputs, and ethical considerations of the study. Subsequently, the research enumerator personally administered the questionnaire to all the eligible respondents of the study. For the OPCRF, the researcher requested the rating of each respondent from the concerned unit of the Schools Division of Negros Oriental. The data collection commenced in February 2023 and it ended in June 2023. Thereafter, the data were tallied, statistically treated, and analyzed to shed light and understanding on the results of the investigation.

Ethical Considerations

Foremost, the researcher obtained the free, prior, and informed consent (FPIC) of the respondents before the actual conduct of research. To maintain anonymity and confidentiality, the researcher did not divulge the name of the respondents. Also, it was stressed during the orientation that the respondents would not be coerced to engage in the

study. As much as possible the researcher through the research enumerators ensured that the respondents would be comfortable before, during, and after the data collection. The research data particularly the OPCRf rating of each respondent remained confidential throughout the study ensuring that all the respondents' personal information, and responses were processed in compliance with the Data Privacy Act (RA No. 10173). Furthermore, in compliance to research ethics and protocol, the research enumerator deployed during the data gathering phase was given an honorarium including travel and communication allowance that was shouldered by the researcher.

Data Analysis

To describe the profile variables, descriptive statistics such as frequency counts, percent, and mean were used. For the administrative disposition, it was analyzed in terms of the responses per dimension or category and the overall. It was interpreted using the following scale interval: (a) 1.00-1.75 (Very Low); (b) 1.76-2.50 (Low); (c) 2.51-3.25 (High); and (d) 3.26-4.00 (Very High). As regards leadership performance, mean was used for each area or category. The interpretation was based on the guidelines set by DepEd in terms of OPCRf rating as follows: (a) 1.00-1.80 (Poor); (b) 1.81-2.60 (Unsatisfactory); (c) 2.61-3.40 (Satisfactory); (d) 3.41-4.20 (Very Satisfactory); and (e) 4.21-5.00 (Outstanding).

RESULTS AND DISCUSSION

Respondents' Profile

Table 1 shows that the majority of the respondents were female (62%), and married (79%), with a mean age of 49.8 years. Majority of them were Principal 1 (58%) with at least 10 years of experience (73%) as public elementary school heads. Most of them were master's degree holders (48%) with one membership to professional organization (36%) and had attended to one to three seminars (29%) related to administrative and leadership for the past three years.

It is interesting to note that in the Division of Negros Oriental, there were 34% of the respondents who did not have any professional membership. This finding only implies that more school heads need to join professional organization that may help them in their professional growth, especially in their attendance to relevant training and seminars. Also, there were 41% of the respondents who were only bachelor's degree holders. This finding suggests that the heads of elementary schools in the Division of Negros Oriental must be encouraged and supported to pursue advanced education that may beef up their knowledge, skills, and values providing them with competitive advantage in their career as administrators.

Table 1. Frequency and Percent Distribution of the Respondents in terms of their Profile

Variables	Categories	Frequency (n= 100)	Percent
Sex	Male	38	38.0
	Female	62	62.0
Age	39 and below years	11	11.0
	40- 49 years	32	32.0
	50- 59 years	51	51.0
	60 years and above	6	6.0

Mean= 49.8 years; s.d.= 7.7 years			
Civil Status	Single	13	13.0
	Married	79	79.0
	Others (Separated, Widowed, Annulled)	8	8.0
Plantilla Position	Head Teacher 1	18	18.0
	Head Teacher 2	7	7.0
	Head Teacher 3	7	7.0
	Principal I	58	58.0
	Principal II	10	10.0
Membership in Organization	0	34	34.0
	1	36	36.0
	2	20	20.0
	3	7	7.0
	4 and above	3	3.0
Number of years as school head	1-3 years	8	8.0
	4-6 years	12	12.0
	7-9 years	7	7.0
	10 years and above	73	73.0
Highest Educational Attainment	Bachelor's Degree	41	41.0
	Master's Degree	43	43.0
	Doctorate Degree	16	16.0
Number of seminars or trainings attended	None	10	10.0
	1- 3	29	29.0
	4- 6	27	27.0
	7- 9	10	10.0
	10 and above	24	24.0

Respondents' Administrative Disposition

Table 2 reveals that the respondents' overall administrative disposition is very high (\bar{x} -3.63). This finding implies that the respondents had very strong values, commitments, and professional ethics that influence school heads' behavior predictive of future actions in terms of effective planning and budgeting, efficient directing and coordinating, apposite organizing and staffing, using technology in pedagogy, use of instructional theories, developing school environment, developing productive relationships with others, and appropriate use of assessment data. This very high administrative disposition is crucial to the success of schools, and they serve as the foundation for any academic institution to consider in developing transformational leaders. In other words, these dispositions that school leaders hold are significantly linked to how they carry out their multi-faceted responsibilities. As noted by Pregot (2016), a very high level of administrative disposition allows school heads to perform better, boosting the success of their teams and the outcomes of their organizations. Remarkably, this finding is consistent with the previous study noting that school administrators demonstrate high level of administrative disposition that is necessary for the attainment of school goals (Melton et al., 2010).

Specifically, among the different dimension of administrative disposition covered in this study, the highest rating was in *Developing Productive Relationships with Others*. This finding is not surprising since in DepEd, one of the highlighted programs is the “Brigada Eskwela” wherein school heads are tapped to mobilize the internal and external stakeholders by initiating various school improvements. This activity highlights the country’s collective efforts from various partnership engagements, creating a safe learning environment for the learners, teaching and non-teaching personnel, and community to achieve safety while ensuring the delivery of quality education (DepEd 2022). Moreover, this notion is aligned with the PPSSH, which gives attention school heads’ ability to build connections by exhibiting exemplary skills in strengthening relationships with authorities, colleagues, parents and other stakeholders to sustain an enabling and supportive environment for learners (DepEd, 2020).

Conversely, the dimension that had the lowest rating is *Using Technology in Pedagogy* (\bar{x} -3.47, very high). Though still very high, this finding suggests a need for the school heads to deliberately focus their attention on this area. This scenario may be explained by the fact that the school heads in the Division of Negros Oriental had experienced major adjustments in the use of technology relative to the implementation of the learning continuity plan during the Covid-19 pandemic and transition to the now normal. This point is actually a reflection of the nationwide experience among educators and managers who tried their best to navigate the potential of synchronous and asynchronous platforms for teaching-learning and management concerns.

Table 2. Overall Administrative Disposition of the Respondents

Dimensions	Mean	Interpretation
Effective planning and budgeting	3.57	Very High
Efficient directing and coordinating	3.63	Very High
Apposite organizing and staffing	3.62	Very High
Using technology in pedagogy	3.47	Very High
Use of instructional theories	3.65	Very High
Developing school environment	3.73	Very High
Developing productive relationships with others	3.74	Very High
Appropriate use of assessment data	3.62	Very High
Overall Mean	3.63	Very High

Respondents’ Leadership Performance

Table 3 bares that in general, the respondents’ level of leadership performance is outstanding (\bar{x} -4.31). This finding indicates that respondents’ performance exceeded targets by 30% and above of the planned targets in the now normal. In other words, their leadership performance represents an extraordinary level of achievement and commitment in terms of quality and time, technical skills and knowledge, ingenuity, creativity and initiative considering the context of transitioning from alternative learning delivery modality to face-to-face instruction. Generally, they had demonstrated exceptional job mastery in all major areas of responsibility. School heads’ achievement and contributions to the organization were of marked excellence. Such finding could be explained by the fact that in the Division of Negros Oriental, there is a strict monitoring of school heads’ attainment of their deliverables as reflection of their leadership performance. This scenario conforms with the directive of

DepEd to implement the PPSSH considering the intensification of SBM, SIP, and other major programs geared toward the attainment of quality basic education (DepEd, 2020).

Specifically, the dimension, which the teachers had been rated the highest is *Managing School Operations and Resources* (\bar{x} -4.41 or Outstanding). Such finding implies that the respondents had extraordinary level of achievement and commitment in terms of records management, financial management, school facilities and equipment, management of staff, school safety for disaster preparedness, mitigation and resiliency, and emerging opportunities and challenges. This scenario may be attributed to the fact that through intensified SBM approach, DepEd encourages school heads' empowerment and involvement of teachers in the decision-making, innovation, and other instructional and administrative concerns (Cogtas, 2018). In so doing, school heads had shown outstanding commitment in ensuring efficiency, effectiveness, and fairness in discharging functions towards maximizing organizational health. Moreover, this finding runs counter to the previous claim that Filipino school heads lack efficiency in managing school finances and resources due to work-overload and inadequate knowledge and implementation on the provisions of pertinent laws of the Philippines (Dabon, 2021).

On the one hand, the dimension, which obtained the lowest rating is *Developing Self and Others* (\bar{x} -3.95 or Very Satisfactory). Such finding suggests that the respondents' performance in this dimension exceeded targets by 15% to 29% of the planned targets. Though not outstanding, this finding further implies that the respondents' leadership performance in this dimension exceeded expectations. All goals, objectives and targets were achieved above the established standards in reflecting on their personal and professional development to enhance their practice in leading and developing people as they support their personnel's professional development and welfare. This could be explained by the scenario wherein in the Division of Negros Oriental, school heads were observed to focus more of their attention to their professional development by attending seminars and training and by connecting themselves to professional organizations. Also, there is a need for them to enroll in advanced education to update themselves with the necessary knowledge, skills, values to thrive in the ever-changing organizational landscape in DepEd.

Table 3. Respondents' leadership performance as revealed by the Office Performance Commitment Review Form (OPCRF)

Areas	Mean	Interpretation
Strategic Leadership	4.23	Outstanding
Managing School Operations and Resources	4.41	Outstanding
Focusing on Teaching and Learning	4.26	Outstanding
Developing Self and Others	3.95	Very Satisfactory
Building Connections	4.17	Very Satisfactory
Overall	4.31	Outstanding

Differentials in Administrative Disposition Based on Profile Variables

Table 4 presents that there is a significant difference in the respondents' administrative disposition in terms of highest educational attainment. This finding is reflected by the computed probability value of 0.006. Thus, the null hypothesis is rejected at 0.05 alpha, indicating that the respondents' administrative disposition differs in terms of highest

educational attainment. Furthermore, Tukey's HSD finding presents that the respondents who are doctorate degree holders ($\bar{x}=3.82$, $p\text{-value}= 0.011$) exhibited the highest administrative disposition among their counterparts. This finding is consistent with the claim of Lepardo and Cainghoy (2020) that school heads with doctorate degrees had a very high and consistent demonstration in all dimensions of administrative core behavioral competencies. This scenario could be attributed to fact that earning doctorate degree enhances knowledge and expertise in education field. This enhanced understanding and expertise can be highly valuable in administrative roles, as it allows individuals to make well-informed decisions, analyze complex problems, and provide strategic leadership (Kumar & Dawson, 2012).

Moreover, a significant difference was also detected in the respondents' administrative disposition when respondents were grouped according to number of training and seminars attended to about administration and leadership for the past three years. This finding is reflected by the computed probability value of 0.047. Thus, the null hypothesis is rejected at 0.05 alpha, indicating that the respondents' administrative disposition differs in terms of number of training and seminars attended to about administration and leadership for the past three years. Furthermore, Tukey's HSD finding presents that the respondents who had seven to nine seminars or training ($\bar{x}=3.85$, $p\text{-value}= 0.043$) showed the highest administrative disposition among their counterparts. This finding could be attributed to fact that training has a significant impact on administrative disposition by enhancing knowledge, developing skills, promoting professionalism, fostering adaptability, and encouraging continuous improvement. It equips administrators with the tools they need to excel in their roles, contribute to organizational success, and adapt to the evolving demands of the administrative landscape (Saquee et al., 2022).

Table 4. Comparison in the Respondents' Administrative Disposition when Grouped according to Their Profile Variables

Variables	Categories	f	Mean	SD	Probability Value
Sex	Male	38	3.56	0.52	0.235
	Female	62	3.67	0.29	
Age	39 and below years	11	3.65	0.33	0.908
	40- 49 years	32	3.63	0.54	
	50- 59 years	51	3.64	0.28	
	60 years and above	6	3.52	0.49	
Civil Status	Single	13	3.79	0.16	0.270
	Married	79	3.60	0.42	
	Others (Legally Separated, Widowed, Annulled)	8	3.67	0.35	
Plantilla Position	Head Teacher 1	18	3.59	0.29	0.363
	Head Teacher 2	7	3.53	0.44	
	Head Teacher 3	7	3.67	0.41	
	Principal I	58	3.61	0.43	
	Principal II	10	3.87	0.16	
Membership in Organization	0	34	3.62	0.36	0.575
	1	36	3.58	0.49	
	2	20	3.67	0.32	

	3	7	3.84	0.17	
	4 and above	3	3.70	0.16	
Number of years as school head	1-3 years	8	3.81	0.28	0.350
	4-6 years	12	3.74	0.25	
	7-9 years	7	3.53	0.16	
	10 years and above	73	3.60	0.43	
Highest Educational Attainment	Bachelor's Degree	41	3.49	0.50	0.006*
	Master's Degree	43	3.69	0.29	
	Doctorate Degree	16	3.82	0.16	
Number of seminars or trainings attended	None	10	3.37	0.86	0.047*
	1- 3	29	3.65	0.30	
	4- 6	27	3.58	0.32	
	7- 9	10	3.85	0.15	
	10 and above	24	3.68	0.30	

*Significant at $\alpha = 0.05$

Relationship between the Respondents' Administrative Disposition and Leadership Performance

Table 5 reveals that respondents' overall administrative disposition is not significantly related to their leadership performance. The computed correlation coefficient of 0.156 and probability value of 0.122; hence, the null hypothesis is accepted. However, the domain using instructional theories had significant positive relationship with leadership performance. This finding is shown in the computed correlation coefficient of 0.228 and probability value of 0.022. Such finding connotes that the respondents who have better grasp in using instructional theories are more likely to exhibit better leadership performance. In other words, those who apply more instructional theories to provide relevant information about the links between strategies, context, and learner characteristics in achieving desired learning outcomes tend to lead better their respective schools and attain more targets and deliverables.

Besides, this result could be attributed to the scenario that effective school leaders are always grounded on relevant and transformational models and frameworks for them to have better understanding of educational milieu (Simuka, 2021). Being grounded on instructional theories, which falls on the DepEd's PPSSH domain on focusing on teaching and learning, the school heads can effectively create a learner-centered environment that ensures access to inclusive, excellent, relevant and liberating education. Essentially, it encourages school leaders' commitment to delivering instructional leadership to enhance teacher competence and learning outcomes in the now normal.

Table 5. Association between the respondents' administrative disposition and leadership performance

Relationship between administrative disposition and leadership performance	Correlation Coefficient	Probability-Value	Interpretation
Effective planning and budgeting	0.066	0.513	Not Significant
Efficient directing and coordinating	0.194	0.053	Not Significant

Apposite organizing and staffing	0.157	0.119	Not Significant
Using technology in pedagogy	0.06	0.555	Not Significant
Use of instructional theories	0.228*	0.022	Significant
Developing school environment	0.152	0.131	Not Significant
Developing productive relationships with others	0.120	0.233	Not Significant
Appropriate use of assessment data	0.095	0.345	Not Significant
Overall administrative disposition	0.156	0.122	Not Significant

*Significant at $\alpha = 0.05$

CONCLUSION

In the context of the now normal, the study has established that public elementary school heads in the Division of Negros Oriental possess a very high administrative disposition. Despite the educational challenges brought by the transition to post-COVID-19 education milieu, the school heads exhibited outstanding leadership performance. Indeed, they exceeded expectations in which all goals, objectives, and targets were achieved above the established standards. Moreover, the study proves that administrative disposition varies in terms of highest educational attainment and the number of training or seminars attended to about administration and leadership for the past three years. Lastly, the study bares that school heads' use of instructional theories significantly influences their leadership performance, providing empirical evidence that effective school leadership entails strong theoretical foundation on education field. Thus, school leadership connotes strengthened continuing professional development for school heads in the now normal and beyond.

RECOMMENDATIONS

Based on the findings of the study, the following are recommended:

1. Since the public elementary school heads have very high administrative disposition and outstanding leadership performance, the Division of Negros Oriental may sustain a nurturing work environment through the intensification of professional learning community among school heads for sharing of best practices and the like. This may be done through the School Management Monitoring and Evaluation Section (SMMES) and the Social Mobilization and Networking Section (SMNS).
2. Considering the finding that highest educational attainment and seminars or training tend to influence school heads' administrative disposition, the Human Resource Development Section (HRDS) of the Schools Division of Negros Oriental may design more continuing professional development activities for school heads, particularly focused on leadership and administration. School heads who are non-doctorate degree holders may be encouraged to go for advanced education through the support of the HRDS under the scholarship and training grants.
3. Since the use of instructional theories significantly relates to leadership performance, the content of the training for school heads through the National Educators Academy of the Philippines (NEAP) may focus on intensifying

theoretical foundation, particularly on instructional models related to transformational leadership and school governance.

4. Since doctorate degree spells variation in one's administrative disposition, the Graduate School of Higher Education Institutions such as Cagayan State University may reinforce the discussion of administrative disposition in the major courses. This important concept may be integrated to the curriculum in the doctorate level.
5. A parallel study using mixed design may be conducted considering the same variables but with special focus on the lived experiences of school heads in their transition to post-COVID educational setting. Future researchers may include other schools divisions in the Central Visayas with bigger sample size to come up with a regional representation.

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