



TRAITS OF EFFECTIVE SCHOOL HEADS AMIDST OF PANDEMIC OF KORONADAL NATIONAL HIGH SCHOOL: BASIS FOR POLICY FORMULATION

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**TRAITS OF EFFECTIVE SCHOOL HEADS AMIDST OF PANDEMIC OF
KORONADAL NATIONAL HIGH SCHOOL: BASIS FOR POLICY
FORMULATION**

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ABSTRACT

This research endeavor was conducted to investigate traits of effective school heads amidst pandemic at Koronadal National Comprehensive High School. This descriptive action research was steered to formulate a policy to sustain the leadership aptitude of the subject group heads and department heads of district 9. The respondents of this study were 141 teachers from the different departments and strands of Koronadal National Comprehensive High School.

Thus, it was found out in this study that the department heads and subject group heads of district 9 are “frequently” effective in handling the department in general and their subordinates amidst pandemic. Further, based on the result of the gathered data, it can be inferred that there’s a need to formulate a policy in the context of leadership, building relationships with subordinates, appreciation and earned praise, fair and consistent, organized, and prepared, and excellent listener to enhance the effectivity of the school heads’ traits.



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-CLB & ACB-



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I. CONTEXT AND RATIONALE

Being a school head is no easy task. It takes intense focus to establish effective leadership. It is accompanied by good manners so that it further extends good dealings with colleagues. But with the fact that there is a pandemic nowadays, there are chances that being a good school head is affected due to various reasons.

In the context of the Koronadal City Division, there are many very good school heads. However, it is inevitable that due to the competent qualities of school heads, many of their subordinates are trampled and trapped. So here comes the complication of being a great school head. Because of this, it should be discussed and understood well how to resolve it.

According to Meador (2019), the instructional leader of the building is the school head. A good leader must accept responsibility for her school's successes and failures. A good leader prioritizes the needs of others over her own. A good school head is always looking for ways to improve his/her school and then figuring out how to do so, no matter how difficult it may be. The success of a school is determined by its principal. A school that does not have a strong school head is likely to fail, and a school head who is not a leader will find herself out of work quickly.



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Teachers and other team members must support principals so that the members can ensure that their schools and students are successful with high expectations. A Wallace Foundation (2020) study found that "the more willing principals are to spread," according to the report. The more students who have "leadership around them," the more they will learn. Effective school heads are aware of and make use of other resources. Staff should be given more responsibility, and the community should be improved and parental involvement, as well as the development of leadership skills in others so that they are eventually surrounded by a leadership community.

Furthermore, this action research would like to find out the traits of the effective school heads of the Koronadal City Division, specifically in KNCHS wherein the data gathered would be the basis for formulating policy. Hence, this study also would like to explain how the traits of a certain school head would become effective in managing the school.

Finally, the researcher firmly believes that through this study, educators as molders of 21st-century learners can be able to manage and face the reality of the scenario through an intervention plan to be implemented based on the result of the study.



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Traits of a School Heads

One being school heads must be aware of the weaknesses and strengths of their constituents. The school heads should know the things that should be done for the good of their constituents. On the other hand, the school heads must be able to seize the challenge and risk for her colony. He/ she must be able to look at things that help his/her teachers and the school (Teachers' Network, 2013).

Moreover, a good teacher in the classroom needs the support of school heads with good qualities. This should be seen and felt by a teacher within a school. Because a school head must know how to appreciate the value of his/her teachers. It is not possible that if he/she is the master in a school, he should be the only one to follow. He/she should know how to listen to suggestions from his/her teachers to have a smooth understanding and a friendly community so that the improvement of the school would be seen and appreciated by the stakeholders within the community (Kelly, 2019).

Finally, according to Castillo (2019), K12 school heads must be effective leaders today because 21st-century learners have advanced knowledge because of technology and globalization. The school heads of this century must be updated on everything so that they can be effective in implementing the goals they want in a school and the community.



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II. INNOVATION, INTERVENTION, AND STRATEGY

Based on the gathered data, there is a need to formulate a policy in the context of leadership, building relationships with subordinates, appreciation and earned praise, fair and consistent, organized, and prepared, and excellent listener to enhance the effectiveness of the school heads' traits.

In this manner, the formulated policy must be disseminated, and it will be introduced to the different districts of the division of the city of Koronadal. Hence, the matrix below would serve as a guide for introducing the different policies to deepen the understanding of the formulated policies which would be served as the guide for all school heads of the above-mentioned division.

FROMULATED POLICY ON	PERSONS INVOLVED	TARGET QUARTER	RESOURCES
A. School Leadership	School Heads	First Quarter	MOOE
B. Building Relationships with Subordinates	School Heads	First Quarter	MOOE
C. Manner of school Heads in Appreciating and Praising	School Heads	Second Quarter	MOOE



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the Subordinates			
D. How to employ Fairness and Consistency towards the Subordinates	School Heads	Second Quarter	MOOE
E. Being Organized and Prepared in all School Endeavors	School Heads	Third Quarter	MOOE
F. How to be a good excellent Listeners	School Heads	Third Quarter	MOOE

III. ACTION RESEARCH QUESTIONS

This research aimed to find out the traits of effective school heads in the City Division of Koronadal. The result of this study may be the basis of the policy formulation to be implemented for the benefit of the 21st-century teachers of Koronadal City.

Specifically, it sought to answer the following questions:

1. What is the demographic profile of the school heads in terms of:
 - 1.1. Age;
 - 1.2. Sex;
 - 1.3. Educational attainment; and
 - 1.4. Number of years as school head?



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2. What is the level of traits of effective school heads amidst of pandemic? and
3. Based on the result of the study, what policy can be formulated to sustain the good traits of the school heads amidst of pandemic?

IV. ACTION RESEARCH METHODS

a. Sampling

The researcher utilized a simple random sampling technique. The respondents of the study were the teachers of the different departments and strands of Koronadal National Comprehensive High School, Division of Koronadal, Province of South Cotabato. The researcher used 50 percent of the total number of teachers via lottery or fishbowl method of sampling.

b. Data Collection

The researchers asked permission from the higher authorities upon conducting this study. After this, the researcher finalized the adapted survey form and identified the respondents of the study. A survey form was conducted via google form to observe proper protocol as mandated by the government. Moreover, the researcher analyzed the survey form accordingly to answer the statement of problem number one (1). As soon as the researcher found out the result of the survey form, the researchers analyzed the gathered data. (2). Based on the gathered data from the



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statement of problem number one (1) and two (2), the researcher suggested a mechanism for formulating a policy for the benefit of the school heads.

C. Ethical Issues

Written informed consent was obtained from the individual(s) for the publication of any potentially identifiable images or data included in this study. According to the World Health Organization Guidelines on Ethical Issues in Public Health and Psychological Surveillance, a surveillance study in emergency outbreak situations is exempted from ethical review and oversight (WHO guidelines on ethical issues in public health surveillance. Geneva: World Health Organization; 2017. License: CC BY-NC-SA 3.0 IGO.). The online survey was applied within this school year to ensure the appropriateness of this study. Respondents answered a yes-no question to confirm their willingness to participate voluntarily. After confirmation of the question, the respondents of this study were directed to complete the level of anxiety survey. Respondents of this study informed that anything of their answers will be kept confidential and not for the public to hear. Upon conducting the survey, the respondents of this study shall also be informed about the rationale and context of the study.



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d. Plan for Data Analysis

The researchers employed a quantitative type of research, specifically the descriptive type of action research. The researchers gathered quantitative data. It means that numerical data are the basis for data analysis.

V. RESULTS AND DISCUSSIONS

Table 1.1. Demographic Profile of the School Heads in Terms of Age

AGE	FREQUENCY	PERCENTAGE
50-60	2	12%
40-49	5	38%
30-39	7	50%
TOTAL	14	100%

Based on the data presented, the age of 50-60 has a percentage of 12, 40-49 has a percentage of 38, and 30-39 years old gets the high percentage of 50. This implies that the department heads of Koronadal National Comprehensive High School are quite younger than the expected age. In this manner, effective school heads can be defined based on age level. Hence, it is supported by the global study (2021) that the head of a certain organization can be effective with a good trait when they are in middle age. More so, they should be trained accordingly based on the



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culture and norms of a particular department, institution, or even organization.

Table 1.2. Demographic Profile of the School Heads in Terms of Sex

SEX	FREQUENCY	PERCENTAGE
Male	4	29%
Female	10	71%
TOTAL	14	100%

As shown in table 1.2, the male school head is only 4 with 29% and the female is 10 with 71%. It simply implies that female individuals are more inclined in leadership than that males in the context of Koronadal National Comprehensive High School, Division of Koronadal City. Thus, it supported the study of Kelly (2019) that based on the 21st-century research study, the result has shown that female teachers in Asia are more inclined and interested to become a leader or known as heads in a specific institution, department, or organization.



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Table 1.3. Demographic Profile of the School Heads in Terms of Educational Attainment

EDUCATION	FREQUENCY	PERCENTAGE
Full-fledged Doctor	0	0%
Doctoral Degree (CAR)	2	14%
Full-fledged Master	4	29%
Masteral Degree (CAR)	8	57%
TOTAL	14	100%

Table 1.3 presented the educational attainment of the school heads. The data shows that school heads of Koronadal National Comprehensive High School are CAR in a master's degree with 57%. It simply implies that the traits of effective school heads are in the high level of educational attainment. Hence, Meador (2019) emphasized teachers who are aiming for a high position must be engaged in a high level of education as much as possible for them to acquire rooted knowledge on how to become an effective school head.

Table 1.4. Demographic Profile of the School Heads in Terms of Number of Years as School Head

NUMBER OF YEARS	FREQUENCY	PERCENTAGE
10 & above	2	14%



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5- 9	8	57%
2- 4	4	29%
TOTAL	14	100%

As shown in table 1.4, the number of years of service as school head or department head indicated that 5-9 years have the highest percentage with 57%. It simply implies that a school head must gain experience for them to be effective. Hence, Wallace Foundation (2020) accentuated that a decade of experience and new research demonstrating the critical importance of leadership for school principals and documenting an empirical link between school leadership and student growth.

Table 2. Level of Traits of Effective School Heads Amidst Pandemic

TRAITS	MEAN	INTERPRETATION
Leadership	4.69	Always
Building Relationships with Subordinates	4.67	Always
Appreciation and Earned Praise	4.73	Always
Fair and Consistent	4.72	Always
Organized and Prepared	4.88	Always
Excellent Listener	4.84	Always
TOTAL	4.75	Always



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4.20-5.00-Always
3.40-4.19-Frequently
2.60-3.39-Sometimes
1.80-2.59-Seldom
1.00-1.79-Never

As shown in table 1, the level of traits of school heads amidst of pandemic in terms of leadership, building relationships with subordinates, appreciation and earned praise, fair and consistent, organized and prepares, & excellent listener have the mean of 4.69, 4.67, 4.73, 4.72, 4.88, and 4.84 respectively with the total mean of 4.75 with the interpretation of “always”. This implies that during the pandemic aggression the school heads are very composed of the traits mentioned for them to become evidently effective in supervising their subordinates. Thus, the Teachers’ Network (2013) emphasized that school heads should know the things that should be done for the good of their constituents during uncertainties. On the other hand, the school heads must be able to seize the challenge and risk for her colony. He/ she must be able to look at things that help his/her teachers and the school.

Table 3. Suggested Formulated Policy to Sustain the Effectiveness of the School Heads Amidst of Pandemic

FROMULATED POLICY ON	PERSONS INVOLVED	TARGET QUARTER	RESOURCES
A. School Leadership	School Heads	First Quarter	MOOE



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B. Building Relationships with Subordinates	School Heads	First Quarter	MOOE
C. Manner of school Heads in Appreciating and Praising the Subordinates	School Heads	Second Quarter	MOOE
D. How to employ Fairness and Consistency towards the Subordinates	School Heads	Second Quarter	MOOE
E. Being Organized and Prepared in all School Endeavors	School Heads	Third Quarter	MOOE
F. How to be a good excellent Listeners	School Heads	Third Quarter	MOOE

Based on the gathered data, there is a need to formulate a policy in the context of leadership, building relationships with subordinates, appreciation and earned praise, fair and consistent, organized, and prepared, and excellent listener to enhance the effectiveness of the school heads' traits.

In this manner, the formulated policy must be disseminated, and it will be introduced to the different districts of the division of the city of



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Koronadal. Hence, the matrix presented above would serve as a guide upon introducing the different policies to deepen the understanding of the formulated policies which would be served as the guide for all school heads of the above-mentioned division in sustaining the better and more effective school heads.

Conclusions

Based on the findings of the study, it can be concluded that:

1. The Covid-19 pandemic contributed uncertainties to in all the elements of the schools. However, the school heads were still firm and consistent in their traits for them to adhere to the effective school heads in supervising their subordinates.
2. The school heads or department heads of Koronadal National Comprehensive High School community are very consistent and sustaining of their traits.
3. The school heads of the mentioned institution are determined to become effective leaders for the good of the institution.

Recommendations

Based on the findings and conclusions of this study, it is recommended that:



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1. The proposed program or innovation should be implemented to sustain and imbibe good leadership as school heads in the Division of City Koronadal.
2. The Department of Education (DepEd) in general should have a one-tune policy intended for the school heads for the benefit of the teaching force and the learners.
3. Further research on a similar concept of the study should be done throughout the City Division of Koronadal so that the program proposed must be also applied.
4. The formulated policy must be intensified for proper dissemination and consistent monitoring.



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VI. ACTION PLAN


OBJECTIVES	ACTIVITIES	EXPECTED OUTPUT	TIME FRAME
To inform the authorities about the action research to be undertaken	Personal conversation with the authorities	Granted permission to conduct the research	First week of April 2022
To review/finalize the survey form.	Reviewing/finalizing the survey form	Furnish copy of the survey form	Third week of April 2022
To craft a google form with the content of the survey on pandemic anxiety	Crafting/reviewing/ Finalizing the survey Google form	Comprehensive survey google form	First week of May 2022
To conduct the study	Survey, interview the respondents of the study	Gather the data through interview and survey from the respondents	Second week of May 2022
To analyze and interpret the data and craft the intervention plan based on the result of the study.	Gather, analyze and interpret the data. Craft the intervention plan	Summary of findings and conclusion of the study Furnish copy of intervention plan	June 2022
To present and disseminate the results of the study to the Division Office	Presentation and Dissemination of information on the result of the study	Results of the study shall be communicated to the Division Office via Research Congress	June 2022
To propose the innovation or program to be conducted within the vicinity of the school	Dissemination of information on the HUGYAW program to the school authorities.	Proposed program shall be communicated to the school authorities	August 2022



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Implementation of the HUGYAW Program to Senior High School teachers of KNCHS	Implementation of HUGYAW PROGRAM and it shall be anchored to Teachers Association (TEA) Activities via GAD	Program Implementation throughout the school year.	September 2022-June 2023
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