

Shared Leadership Practices of School Heads in Castilla Districts

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Abstract— This study aimed to determine the shared leadership practices of the school heads in Castilla districts, division of Sorsogon for school year 2021-2022. Descriptive correlation method of research was employed in the study. The respondents of the study are the school heads in the said districts. A survey questionnaire was the main instrument in gathering the data needed in the study. The data gathered were tabulated, analyzed, and interpreted using statistical measures and tools such as frequency, percentage, weighted mean, and the chi square test.

It was revealed that majority of the respondents are in the middle age (45-55 years old), male, married, have masteral units, and have been in the service for a decade or more as school heads. Shared leadership along the four areas for development is practiced by the school heads. Generally, the profile of the school heads has no significant relationship with their shared leadership practices along the four variables. The respondents have encountered problems in the employment of shared leadership. Thus, an action plan was conceptualized by the researcher to enhance the shared leadership practices of the school heads.

It was recommended that school heads, regardless of age, sex, civil status, and years in the service, consider pursuing their graduate studies to earn masteral and doctoral degrees, and encourage their peers to do the same. School heads may facilitate the contextualization of shared vision and keep an open, purposive, and team-spirited communication between and among internal and external stakeholders to enhance shared leadership practices. School heads may create an opportunity for school personnel to develop or enhance their knowledge, skills, and attitude towards the conduct of an action research and other intervention activities that may impact the four variables. School heads may provide and encourage internal and external stakeholders to jointly engage in capacity building activities or programs that could widen their perspective, strengthen flexibility, and instill in themselves growth mindset which are necessary for enhancing shared leadership practices. The action plan hereby made may be considered for implementation upon approval of the concerned authorities. Researchers may conduct another study parallel to this research in a wider scope using other variables for school improvement.

Keywords— castilla districts, leadership practices, school heads, Sorogon.

I. INTRODUCTION

One of the leadership styles school heads, nowadays, are encouraged to engage in is Shared Leadership. This is a leadership style that broadly distributes leadership responsibility, such that people within a team and organization lead each other.

According to Hughes and Pickeral (2013), Shared Leadership is shown when teachers, staff, parents, students, and principals collaborate to solve problems. Working together to create an engaging school climate that accelerates student learning is common sense. Where shared leadership exists with youth and adults working collaboratively, there is a student-focused school. Shared leadership means a shift from the formal leader to a shared leadership model resulting in shared power and decision-making. Instead of a single individual leading to success, other individuals, who are

partners or group members, are invited to share the responsibility for leadership and develop a positive school climate.

In the Philippines, DepEd Memorandum No. 050 s. 2020 known as the DepEd Professional Development Priorities for Teachers and School Leaders for School Year 2020-2023, states that pursuant to DepEd Order (DO) No. 001, s. 2020 titled Guidelines for NEAP Recognition of Professional Development Programs and Courses for Teachers and School Leaders, the Department of Education (DepEd), through the National Educators Academy of the Philippines (NEAP), issues the DepEd Professional Development (PD) Priorities for Teachers and School Leaders for SY 2020-2023. The PD Priorities supports the realization of the Department's goal of continuous upskilling and reskilling of teachers and school leaders that will result in better learning outcomes. The three-year PD Priorities

shall be drawn from the Philippine Professional Standards for Teachers (PPST), whereas the PD Priorities for school leaders, school heads and supervisors, shall be drawn from the Philippine Professional Standards for School Heads (PPSSH), and the Philippine Professional Standards for Supervisors (PPSS), respectively.

The objective of the study is also anchored on this memorandum which reiterates the basic information regarding the skills development of the teachers, school heads and supervisors through the respective programs of the Department. The main goal and outcomes of this program is intended for the welfare of the learners.

DepEd Memorandum Order no. 055 s. of 2021 is known as the Recommended Programs, Projects, and Activities of the Student Government for School Year 2021-2022. Section of this memorandum reiterates that the Department of Education (DepEd), through the Bureau of Learner Support Services-Youth Formation Division, issues the Recommended Programs, Projects, and Activities (PPAs) of the Student Government for School Year 2021-2022 to support the efficient operationalization of the Basic Education Learning Continuity Plan (BE-LCP). This is also pursuant to DepEd Order (DO) No. 47, s. 2014 titled Constitution and By-Laws of the Supreme Pupil Government (SPG) and Supreme Student Government (SSG) in Elementary and Secondary Schools.

This goes to show that the learners are given important regard and treatment with the opportunities provided them to actively participate in the mandated projects and activities of the department relative to shared leadership. This is how consistent the authorities of the department are in prioritizing the welfare and development of the learners.

According to Dr. Clarita Carlos, (2022), education is so pivotal to the life of our nation. As she and many others put premium on education, a clear and great accountability pressure to leadership practices of those in the key positions is laid as a sure challenge for them to hurdle. This, too, resonates with John C. Maxwell's (1982) claim that everything rises and falls on leadership. Thus, looking into the leadership practices of the school heads is crucial, and it could pave the way in determining things that are imperative to quality education with which the school leaders are expected to be championing on. Amidst the existing challenges in

the Department of Education (DepEd) which are compounded by COVID 19 pandemic, school heads may consider zeroing in on the benefits and opportunities that shared leadership could offer.

Instructional Development, Learners' and Staff Development are three important elements in education that are significantly impacted by the kind of leadership style the school heads dominantly employ. However, the researcher decided to include Community Involvement in the variables since this, too, is strongly reflective of the school heads' leadership style. This study shall specifically investigate the Shared Leadership practices of the school heads because it is one of the leadership styles that is considered relevant and responsive to the current needs of the time.

In this study, the proponent cited some problems that are existing in the field, and these include inadequate contextualized learning resources, the unprecedented means of instructional deliveries or the blended learning, and the virtual means of communicating, updating, mentoring, and coaching of teachers and school personnel. All these and more put the school heads in a situation that is beyond their expectations, expertise, and experiences.

Those challenges and the so called "new normal" of doing things in school, and even the traditional ones, require the school leaders to tap the expertise, develop the potentials, and empower those people around them to ensure that continuous and quality education is in place and is enjoyed by the school children. Again, Shared Leadership is an option that can bridge those gaps. However, achieving the goals can be a real challenge.

Although the term principal may imply that an individual has exclusive decision-making power on a school campus, reform and improvement efforts work best when principals collaborate with staff to develop collective agreements that are valued, visible, and provide direction to all members of the school community. Fora where staff members are asked to weigh in the current and desired state of the school are excellent opportunities for principals to model openness to collaborative processes (ILT, 2019).

In like manner, the researcher believes that Shared Leadership promotes collaborative means of resolving issues and problems on instructional development;

simplifying and implementing programs and projects along with the community for learners' development; and generating meaningful and significant assistance and trainings for staff development. These are some of the significant factors that could ensure delivery of quality education which is the goal of every school in Castilla districts.

It is in this context that the researcher decided to pursue on determining the level of Shared Leadership practices of the school heads in Castilla districts. The researcher believes that the information and insights that may be derived from this study could guide school heads in developing and implementing an action plan that could enhance their leadership practices and performances.

II. STATEMENT OF THE PROBLEM

This study aimed to determine the shared leadership practices of the School Heads in Castilla districts, Division of Sorsogon Province for School Year 2021-2022.

Specifically, it answered the following questions:

1. What is the profile of the school heads in terms of:
 - a. Age
 - b. Sex
 - c. Civil status
 - d. Educational Attainment
 - e. Length of Service
2. What are the shared leadership practices of the school heads and its extent along:
 - a. Instructional Development
 - b. Learners' Development
 - c. Staff Development
 - d. Community Development
3. Is there a significant relationship between the profile and the shared leadership of the school heads along the identified variables?
4. What are the problems encountered by the respondents on shared leadership?
5. What action plan can be proposed based on the result of the study?

III. METHODOLOGY

Research Design. This study aimed to determine the shared leadership practices of the school heads in Castilla East District, Division of Sorsogon for School Year 2021-2022. Descriptive correlation method of research was employed in the study. It is descriptive in

the sense that it describes the characteristics of the population or phenomenon studied.

This methodology focuses more on the "what" of the research subject than the "why" of the research subject. In this study it was used to describe profile of the respondents, the shared leadership practices of the school heads along instructional, learners', staff and community development, the relationships between the profile and the shared leadership practices on the four areas development, as well as the problems encountered.

The respondents of the study are the school heads in the said district. A survey questionnaire was used as the main instrument to gather the data needed in the study. The data that gathered were tabulated, analyzed and interpreted using statistical measures and tools such as frequency, percentage, weighted mean and the chi square test.

The Sample. The main sources of data in the study are the 35 school heads in Castilla districts that were taken as respondents. They were purposively chosen by the researcher since they are already known and identified as school heads in the district. The number of respondents are shown in the table. There are 19 or 54% males and 16 or 46% females.

Table 1: The Respondents

Respondents	frequency	Percentage
Male	19	54%
Female	16	46%
Total	35	100%

The Instrument. The researcher prepared a draft of the questionnaire-checklist to gather the data from the respondents. The draft of the instrument was first shown to the researcher's adviser for some comments, corrections, and suggestions before it was shown to the thesis panel of evaluators for other inputs, recommendations, and approval.

The instrument has some modifications following the suggestions of the members of the thesis panel before it underwent a dry run.

The dry run of the instrument was administered to some school heads in another district who are not the respondents of the study on June 6, 2022. After the dry run, the researcher made some changes and revisions for some ambiguous questions before it was shown again to

her adviser for further recommendations before it was readied for the final administration.

IV. DATA COLLECTION PROCEDURES

Before the conduct of the study, the researcher asked first permission from the Office of the Superintendent of the Sorsogon Province Division. The researcher herself distributed and administered the questionnaires after the approval of the request. Ethical considerations in gathering the data were observed. The researcher set a schedule for the distribution of the questionnaire on the most convenient time of the respondents. The final administration of the questionnaire was conducted on June 13, 2022 and were retrieved on June 20, 2022. After the retrieval, the results were tabulated, analyzed, and interpreted by the researcher using appropriate statistical tools and measures with the help of her thesis adviser.

V. DATA ANALYSIS PROCEDURES

The data gathered were tabulated, analyzed, and interpreted using appropriate statistical tools and measures. Frequency count and percentage were used in determining the profile of the respondents. Frequency count and the weighted mean were used to determine the shared leadership practices of the respondents along the four areas of development. The scale below was used for this purpose.

SCALE	Adjectival Description
1.00-1.49	Never
1.50-2.49	Seldom
2.50-3.49	Sometimes
3.50-4.49	Often
4.50-5.00	Always

The Chi Square was used to determine the relationships between the profile and the shared leadership practices of the school heads along, instructional, learners', staff, and community development. Frequency count and ranking were used to determine the problems encountered by the school heads in shared leadership practices.

VI. RESULTS AND DISCUSSIONS

This study aimed to determine the shared leadership practices of the school heads in Castilla Districts, Division of Sorsogon Province for School Year 2021-2022. Descriptive correlation method of research was employed in the study. The respondents of the study are the school heads in the said district.

The findings were: There are 4 school heads whose ages range from 25 to 35, 5 range from 36 to 45, 16 whose ages are ranging from 45 to 55, and 10 whose ages are 56 years and above. There are 19 among the respondents who are male and 16 are female while 28 are married and 7 are still single. There are only 6 among the school heads who are college graduates, 16 with masteral units, 12 have earned masteral degrees and there is only 1 who is a holder of Ph.D. degree. Nineteen of the respondents are 10 years in the service, 10 have rendered service from 11 to 20 years, and 6 of the respondents are already 21 years and above in the service. The computed weighted means on the shared leadership practices along instructional, learners', staff and community development are 4.21, 4.19, 4.26 and 4.47 respectively. On the relationship between the profile and the shared leadership practices of the school heads along: a. Instructional development: The computed chi square values for age, civil status and length of service are 7.08, 1.08 and 12.43, respectively, while the computed chi square values for sex and educational attainment are 12.28 and 40.73 respectively. b. Learners' Development: The computed chi square values for age, civil status and educational attainment are 3.14, 6.76 and 7.56, respectively while the computed chi square values for sex and civil status are 11.19 and 11.51 respectively. c. Staff Development: The computed chi square values for age, sex, civil status and length of service are 1.93, 2.52, .81 and 3.17 respectively while the computed chi square value for educational attainment is 13.77 d. Community Development: The computed chi square values for age, civil status, length of service and educational attainment are 9.99, 4.32, .58 and 1.25 respectively while the computed chi square value for sex is 6.25.

The first three in ranks among the problems encountered by the respondents along instructional development are: only a small number of teachers in the district can develop or conduct action research, another one is the learners' poor performance along literacy and numeracy as per assessment results, and the third one is the limited number of quality-assured contextualized instructional materials. b. The first three in ranks among the problems encountered by the respondents along learner's development are social interactions or exposures of learners are restricted with the limited face-to-face protocols, limited self-directed learning or use of modules that requires focus and discipline on the part of learners and home learning partners (HLPs), the parents or guardians, lack of encouragement and guidance for

the learners to maximize available learning resources to enhance their learning acquisitions. The first three in ranks among the problems encountered by the respondents along staff development are: computer challenged teachers need more encouragement and training to try on navigating and employing technology in their teaching-learning activities, next in rank is that professional advancement is hindered by the “scarcity mindset”, and the third one is the lack of updating of coaching and mentoring practices. The first three in ranks among the problems encountered by the respondents along community development are networking limitations, non-functioning organizations that involve the external stakeholders, and inconsistencies in the school-community programs and projects. The Action Plan hereby proposed can be adapted for full implementation.

The conclusions were: Majority of the respondents are in the middle age (45-55), male, married, have masteral units, and have been in the service for a decade or more, as school heads. Shared leadership along the four areas for development is practiced by the school heads. Generally, the profile of the school heads has no significant relationship with their shared leadership practices along the four areas of development. The respondents have encountered problems in the employment of shared leadership. Thus, an action plan was conceptualized by the researcher to enhance the shared leadership practices of the school heads.

The recommendations were: School heads, regardless of age, sex, civil status, and years in service, consider pursuing their graduate studies to earn masteral and doctoral degrees, and encourage their peers to do the same.

School heads may facilitate the contextualization of shared vision and keep an open, purposive, and team-spirited communication between and among internal and external stakeholders to enhance shared leadership practices. School heads may create an opportunity for school personnel to develop or enhance their knowledge, skills, and attitude towards the conduct of an action research and other intervention activities that may impact the four variables. School heads may provide and encourage internal and external stakeholders to jointly engage in capacity building activities or programs that could widen their perspective, strengthen flexibility, and instill in themselves growth mindset which are necessary for

enhancing shared leadership practices. The action plan hereby made may be considered for implementation upon approval of the concerned authorities. Researchers may conduct another study parallel to this research in a wider scope using other variables for school improvement.

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