

DIMENSIONS OF GENERATIONAL COHORT OF SCHOOL HEADS INFLUENCING POLICY IMPLEMENTATION AND SCHOOL CULTURE: BASIS FOR A PROPOSED LEADERSHIP DEVELOPMENT PROGRAM

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Abstract

This study examined the influence of generational cohorts of school heads on policy implementation and school culture as a basis for a proposed leadership development program in Lopez West District, Quezon Province. Specifically, it identified the dimensions of generational cohorts of school heads in terms of values orientation, professional work disposition, leadership role perception, decision-making and governance style, and change and innovation orientation. It also determined the level of policy implementation and school culture and examined the significant relationships among the variables. The study employed a quantitative descriptive-correlational research design with comparative analysis. The respondents were 237 teaching personnel from 27 public elementary schools selected through simple random sampling. A researcher-made questionnaire served as the primary instrument for data collection. Data were analyzed using weighted mean, standard deviation, and Pearson product-moment correlation coefficient. Findings revealed that the dimensions of generational cohorts of school heads were generally rated highly dominant, indicating professionalism, ethical leadership, collaborative governance, and openness to innovation. Policy implementation was highly implemented in instructional, administrative, and stakeholder-related policies, while personnel-related policies were moderately implemented. School culture practices were fully implemented across all indicators. Significant positive relationships were found between the dimensions of generational cohorts, policy implementation, and school culture practices. The study concluded that leadership characteristics associated with generational cohorts significantly influence policy implementation and school culture. Consequently, a leadership development program was proposed to strengthen leadership effectiveness across generational cohorts.

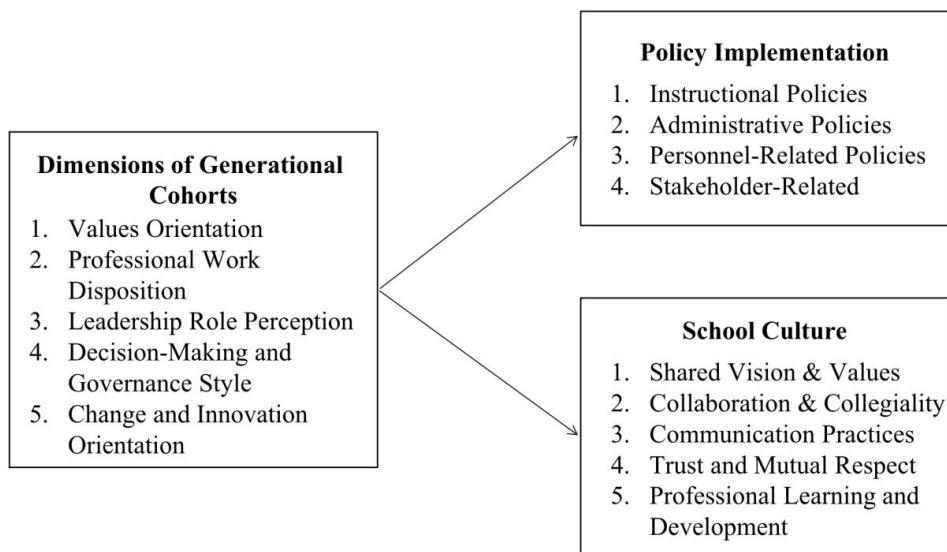
Keywords: Dimensions of Generational Cohort; School Heads; Policy Implementation; School Culture; Leadership Development Program

1. Introduction

Educational leadership plays a critical role in ensuring effective policy implementation and fostering a positive school culture. School heads are expected to translate educational policies into practice, manage organizational processes, and create environments that support teaching and learning (UNESCO, 2018; OECD, 2019). In the Philippine educational system, school heads serve as instructional and administrative leaders responsible for implementing school-based management and promoting organizational effectiveness pursuant to Republic Act No. 9155. As educational institutions continue to experience organizational, technological, and societal changes, leadership practices have become increasingly influenced by workforce diversity, particularly generational diversity. Generational Cohort Theory posits that individuals who belong to the same generation share common social, cultural, and historical experiences that shape their values, attitudes, and behaviors (Okros, 2019). These shared experiences may influence leadership orientations, decision-making processes, communication styles, and openness to innovation among school leaders (Huyler et al., 2025; Wang & Duan, 2025). Studies have identified differences among Baby Boomers, Generation X, Millennials, and Generation Z in terms of workplace values, leadership preferences, and responses to organizational change (Krishna & Agrawal, 2025; Jenei & Machova, 2024). In educational settings, these differences may affect how school heads implement policies, manage personnel, engage stakeholders, and cultivate school culture. Leadership practices associated with older generations are often characterized by structured and hierarchical approaches, whereas younger generations tend to emphasize collaboration, participation, and technology integration (Mentado-Labao et al., 2025; Lazaro et al., 2024). Policy implementation remains a fundamental responsibility of school heads because it determines how educational directives and institutional programs are translated into actual school practices. Effective policy implementation encompasses instructional, administrative, personnel-related, and stakeholder-related functions that contribute to school effectiveness (Silva & Andal, 2023). Likewise, school culture, reflected through shared vision and values, collaboration, communication, trust, and professional development, significantly influences organizational performance and educational outcomes (Jiao et al., 2024).

Despite growing interest in generational diversity within organizations, limited empirical studies have examined how the dimensions of generational cohorts of school heads influence policy implementation and school culture in Philippine public elementary schools. Existing research has primarily explored leadership behaviors or generational differences independently, with limited attention given to their combined influence on organizational outcomes in educational settings. This gap highlights the need to investigate how generationally influenced leadership dimensions contribute to policy implementation and school culture. Anchored on Generational Cohort Theory, Organizational Culture Theory, Policy Implementation Theory, and Lewin's Change Theory, this study examined the influence of the dimensions of generational cohorts of school heads on policy implementation and school culture in public elementary schools in the 4th District of Quezon Province. Specifically, it investigated the relationship between the dimensions of generational cohorts of school heads and their levels of policy implementation and school culture as perceived by teachers.

Figure 1. Research Paradigm



Specifically, the study sought to answer the following questions:

1. To what extent are the dimensions of generational cohorts of school heads described by teachers in terms of:
 - 1.1. values orientation;
 - 1.2. professional work disposition;
 - 1.3. leadership role perception;
 - 1.4. decision-making and governance style; and
 - 1.5. change and innovation orientation?
2. What is the level of policy implementation of school heads in terms of:
 - 2.1. instructional policies;
 - 2.2. administrative policies;
 - 2.3. personnel-related policies; and
 - 2.4. stakeholder-related policies?
3. What is the level of school culture in terms of:
 - 3.1. shared vision and values;
 - 3.2. collaboration and collegiality;
 - 3.3. communication practices;
 - 3.4. trust and mutual respect; and
 - 3.5. professional learning and development?
4. Is there a significant relationship between the dimensions of generational cohorts of school heads and policy implementation?
5. Is there a significant relationship between the dimensions of generational cohorts of school heads and school culture?

6. Based on the findings of the study, what leadership development program may be proposed to enhance the policy implementation practices and school culture management of school heads across generational cohorts?

2. Methodology

The study utilized a quantitative correlational research design to determine the relationship between the dimensions of generational cohorts of school heads and the variables of policy implementation and school culture. The respondents of the study consisted of teachers from public elementary schools in Lopez West District - Division of Quezon during the School Year 2026–2027. Teachers perception was assessed since they have first hand experiences and observations based on how school heads is influenced by their generational cohorts, in policy implementation and building school culture. Through a researcher-made survey questionnaire, the researcher gathered the data using a Likert-scale format to measure the respondents' perceptions regarding the variables of the study. The research instrument was validated by experts in educational management and research, and necessary revisions were incorporated based on their recommendations. A pilot test was conducted to determine the reliability of the instrument using Cronbach's Alpha. Prior to the conduct of the study, the researcher secured the necessary permissions from the concerned educational authorities. Upon approval, the questionnaires were distributed to the respondents via Google forms, and confidentiality and voluntary participation were strictly observed throughout the data gathering process. The data gathered were analyzed using appropriate statistical tools. Weighted Mean and Standard Deviation were used to determine the extent of the dimensions of generational cohorts, level of policy implementation, and level of school culture. Pearson Product-Moment Correlation Coefficient was employed to determine the significant relationship between the dimensions of generational cohorts of school heads and policy implementation, as well as school culture. Ethical standards in research were likewise observed by ensuring the anonymity, confidentiality, and informed participation of the respondents.

3. Results and Discussions

Table 1. *Values Orientation of School Heads*

Indicators	Mean	SD	Verbal Interpretation
<i>The school head...</i>			
1. demonstrates honesty, fairness, and integrity in decision-making, ensuring that policies and actions align with moral and professional standards.	3.69	0.59	HE
2. encourages participation, respect for diverse perspectives, and teamwork among teachers, staff, learners, and stakeholders.	3.71	0.56	HE
3. values transparency and accountability by taking responsibility for outcomes and maintaining trust with the school community and external partners.	3.69	0.58	HE
4. upholds the best interests of learners and school personnel by promoting equity, care, and responsiveness to their academic, social, and emotional needs.	3.70	0.57	HE
5. prioritizes lifelong learning, professional growth, and openness to innovation to improve teaching practices and school performance.	3.71	0.56	HE
Overall Mean	3.70	0.57	HE

Legend: 3.50-4.00– *Highly Evident (HE)*; 2.50-3.49 – *Moderately Evident (ME)*; 1.50-2.49 – *Slightly Evident (SE)*; 1.00-1.49 – *Not Evident (NE)*

Table 1 presents the perceived dimensions of generational cohorts of school heads in terms of values orientation as evaluated by the respondents. Overall, the indicators obtained a grand mean of 3.70 (SD = 0.57), interpreted as Highly Evident (HE). This suggests that school heads, regardless of generational cohort, consistently manifest strong values orientation in the areas of ethical leadership, collaboration, accountability, learner-centeredness, and openness to innovation. In the school setting, these values are observed through the conduct of consultative meetings with teachers and stakeholders before implementing school programs, transparent reporting of school funds and project accomplishments, fair resolution of conflicts among teachers and learners, and active support for learner welfare through academic interventions and psychosocial activities. School heads are also observed encouraging teachers to participate in professional development activities, integrating digital tools in instruction and administration, and fostering teamwork during school improvement planning and community outreach programs. These practices demonstrate that values-based leadership remains highly observable in contemporary educational settings, reflecting school heads' ability to adapt to organizational expectations while maintaining professionalism, integrity, and commitment to the school community.

The highly evident values orientation of school heads may be attributed to the evolving demands of educational leadership, which require leaders to demonstrate ethical conduct, collaboration, accountability, and responsiveness to the needs

of learners and stakeholders. In actual school practice, school heads are often expected to make fair and transparent decisions regarding teacher assignments, resource allocation, and learner discipline while maintaining harmonious relationships within the school community. They are also tasked with addressing concerns raised by parents, coordinating with local government units and community stakeholders, and ensuring that school programs align with the goals of the Department of Education. During school-based activities such as Brigada Eskwela, Learning Action Cell (LAC) sessions, school improvement planning, and emergency or crisis response situations, school heads are expected to model teamwork, accountability, and adaptability. These responsibilities require them to uphold professional standards, maintain public trust, and create inclusive and supportive learning environments. Such day-to-day leadership experiences may explain why values orientation is perceived as highly evident among school heads across generational cohorts.

This finding aligns with Huyler et al. (2025), who explain that although generational cohorts differ in values, motivations, and workplace behaviors, these differences tend to converge in organizational settings that require adaptive leadership, as reflected in school practices such as collaborative planning, shared decision-making, and participatory governance. Wang and Duan (2025) further emphasize that generational diversity shapes leadership processes like collaboration and innovation, which is evident in how school heads engage stakeholders in school improvement initiatives. Specifically, school heads demonstrate ethical leadership through honesty, fairness, and integrity in decision-making ($M = 3.69$, $SD = 0.59$), reflected in transparent resource management and impartial conflict resolution, consistent with Özdoğru and Sarier (2024). They also promote collaboration and participation ($M = 3.71$, $SD = 0.56$) through inclusive meetings and stakeholder engagement, aligning with Krishna and Agrawal (2025) and Bwalya (2023), while accountability and transparency ($M = 3.69$, $SD = 0.58$) are observed in reporting practices and policy implementation, supported by Julian et al. (2023) and Republic Act No. 6713. In addition, learner-centered leadership ($M = 3.70$, $SD = 0.57$) is evident in learner support programs such as remediation and guidance services, consistent with Stiglbauer et al. (2022) and OECD (2020), while openness to innovation and professional growth ($M = 3.71$, $SD = 0.56$) is reflected in training participation and digital integration, as noted by Mentado-Labao et al. (2025) and Bonesso et al. (2026).

Table 2. Professional Work Disposition of School Heads

<i>The school head...</i>	Indicators	Mean	SD	Verbal Interpretation
1. completes tasks and school programs, projects and activities accurately, promptly, and with consistent effort.		3.69	0.56	HE
2. plans and organizes school activities systematically to ensure smooth operations.		3.67	0.62	HE
3. identifies practical solutions and makes effective use of available resources to address challenges.		3.63	0.65	HE
4. maintains steady productivity and reliability in carrying out assigned responsibilities.		3.65	0.65	HE
5. adjusts work processes effectively in response to new policies, schedules, or unexpected situations.		3.6	0.63	HE
Overall Mean		3.66	0.62	HE

Legend: 3.50-4.00– Highly Evident (HE); 2.50-3.49 – Moderately Evident (ME); 1.50-2.49 – Slightly Evident (SE); 1.00-1.49 – Not Evident (NE)

Table 2 presents the teachers' assessment of school heads' professional work disposition, referring to their consistent capacity to perform key managerial functions effectively in school operations. Overall, the average mean of 3.66 ($SD = 0.62$), interpreted as Highly Evident (HE), indicates that school heads are consistently perceived to demonstrate efficiency, reliability, and adaptability in executing their leadership responsibilities. In actual school settings, this is evident in their compliance with and monitoring of key DepEd-required processes, including the preparation and submission of School Forms such as SF1 (School Register), SF2 (Daily Attendance), SF3 (Books Issued and Returned), SF4 (Learner Movement and Attendance), SF5 (Promotion and Learning Progress Report), SF6 (Summary of Promotion Results), SF7 (School Personnel Assignment List), as well as validation through the Learner Information System (LIS) and Enhanced Basic Education Information System (EBEIS). They also ensure accuracy and timely submission of major planning and accountability documents such as the Individual Performance Commitment and Review Form (IPCRF), School Improvement Plan (SIP), and accomplishment reports, alongside

supervision of academic records including SF9 (Report Card) and SF10 (Permanent Records), particularly during quarterly checking, division monitoring, and end-of-school-year validation activities.

This strong professional disposition is further reflected in their effective execution of core management tasks such as organizing school calendars, coordinating quarterly examinations, facilitating LAC sessions, and overseeing school improvement planning to ensure orderly implementation of activities. School heads are also observed responding promptly to DepEd policy updates, class suspensions, and shifting reporting requirements, demonstrating flexibility in adapting school operations in line with Department of Education (2022) directives. In addition, they maintain consistent productivity through regular instructional supervision, monitoring of teacher performance, and coordination of school programs, which strengthens operational stability (Quilala et al., 2025). They likewise demonstrate resourcefulness in addressing common school concerns such as classroom shortages, instructional material gaps, and workload distribution by maximizing available resources and applying practical solutions (Mphosi & Chauke, 2025). Overall, these practices reflect a highly evident professional work disposition characterized by organized planning, accountability, adaptability, reliability, and problem-solving in school management.

Table 3. *Leadership Role Perception of School Heads*

Indicators		Mean	SD	Verbal Interpretation
<i>The school head...</i>				
1.	clearly communicates their role, responsibilities, and expectations to teachers, personnel and staff.	3.64	0.59	HE
2.	involves relevant teachers, personnel and/or staff in decision-making processes while maintaining authority over final decisions.	3.63	0.63	HE
3.	provides direction, mentorship, and support to teachers, personnel and staff in achieving school goals.	3.65	0.63	HE
4.	ensures that school policies, programs, and activities reflect their leadership vision and priorities.	3.68	0.59	HE
5.	recognizes operational or instructional challenges and takes timely leadership action to address them.	3.65	0.61	HE
Overall Mean		3.65	0.61	HE

Legend: 3.50-4.00– Highly Evident (HE); 2.50-3.49 – Moderately Evident (ME); 1.50-2.49 – Slightly Evident (SE); 1.00-1.49 – Not Evident (NE)

Table 3 shows that teachers' perception of school heads' leadership role obtained consistently high ratings across all indicators, with an overall composite mean of 3.65 (SD = 0.61), interpreted as Highly Evident (HE). This suggests that school heads are consistently perceived to exercise clear direction-setting, supervision, and decision-making roles in school operations under the DepEd system. In actual school settings, this is reflected in how school heads ensure that School Improvement Plans (SIP), Annual Implementation Plans (AIP), and school programs are aligned with DepEd priorities and communicated during In-Service Training (INSET), Learning Action Cell (LAC) sessions, and school planning conferences. They are also observed providing guidance and mentoring to teachers through classroom observations, coaching feedback, and technical assistance during instructional supervision visits, as well as responding promptly to issues such as class disruptions, teacher workload concerns, and learner performance challenges.

Further, school heads are seen clearly communicating roles, responsibilities, and expectations through faculty meetings, issuance of office memoranda, and distribution of workload assignments such as class program schedules, committee designations, and advisory responsibilities. They also ensure coordination during DepEd-mandated activities such as Brigada Eskwela, school-based feeding programs, and quarterly assessment periods, where task delegation and monitoring are essential for smooth implementation. In addition, teachers noted that school heads involve staff in decision-making through consultative processes like school planning meetings and committee deliberations, while still exercising final authority in policy implementation and operational decisions in accordance with DepEd guidelines. Overall, these practices demonstrate a highly evident leadership role characterized by strategic direction, instructional support, coordination, and participative yet structured decision-making within the school community.

These findings suggest that school heads are strongly perceived as effective leaders who demonstrate clear direction, responsiveness to school needs, and participative leadership practices. This aligns with implicit leadership theory, which explains that individuals evaluate leaders based on internal cognitive prototypes such as competence, fairness, supportiveness,

and decisiveness (Offermann & Coats, 2017; Amini et al., 2025), indicating that school heads generally match teachers' expectations of effective leadership. Leadership perception is also shaped through social information processing, where teachers form judgments based on observable actions and interactions within the school (www.wisdomlib.org, 2026), particularly in how school heads align policies and programs with their leadership vision, thereby strengthening trust and credibility. Moreover, the high ratings on mentorship, guidance, and participative decision-making reflect teachers' expectations for collaboration and professional support (Carseta et al., 2025), while research further shows that teachers' preferences vary by experience level in terms of mentorship and autonomy (Skaalvik & Skaalvik, 2018). Overall, these findings highlight that leadership effectiveness in schools is strongly influenced by how well school heads align their practices with teachers' expectations and the relational demands of the school context (Ermita & Baysa, 2025).

Table 4. *Decision-Making and Governance Style of School Heads*

Indicators		Mean	SD	Verbal Interpretation
The school head...				
1.	makes timely and well-considered decisions when faced with school issues or challenges.	3.67	0.58	HE
2.	applies school rules, policies, and procedures consistently across all staff and students.	3.69	0.60	HE
3.	appropriately delegates responsibilities while maintaining oversight of important tasks.	3.67	0.60	HE
4.	focuses on high-impact issues and allocates resources effectively to achieve school objectives.	3.64	0.65	HE
5.	handles disagreements and disputes among staff or students in a structured and fair manner.	3.64	0.61	HE
Overall Mean		3.66	0.61	HE

Legend: 3.50-4.00– *Highly Evident (HE)*; 2.50-3.49 – *Moderately Evident (ME)*; 1.50-2.49 – *Slightly Evident (SE)*; 1.00-1.49 – *Not Evident (NE)*

Table 4 shows the decision-making and governance style of school heads as perceived by the respondents. Overall, the composite mean of 3.66 (SD = 0.61), interpreted as Highly Evident, suggests that school heads consistently demonstrate strong decision-making capacity and effective governance practices in managing school operations within the framework of DepEd policies and issuances. In actual school practice, many decisions are guided by standardized DepEd Orders, Memoranda, and Regional/Division directives, which require school heads to implement prescribed procedures rather than act independently. For instance, school heads follow DepEd Orders on class suspension protocols during typhoons and calamities, Child Protection Policy guidelines in handling learner discipline cases, and established procedures for school reporting systems such as LIS and EBEIS submissions. Likewise, decisions on school funds (MOOE utilization), procurement, and program implementation are governed by approved guidelines and templates issued by DepEd and the Commission on Audit (COA), requiring adherence to set processes and documentation requirements.

School heads are also observed implementing standardized instructions through office memoranda, division advisories, and school-wide issuances that align with higher-level directives, particularly in the conduct of Brigada Eskwela, LAC sessions, and School Improvement Plan (SIP) implementation. In addition, many governance decisions are made through consultation but still anchored on compliance requirements, as school heads are accountable for ensuring that all actions conform to DepEd rules and audit standards. This structured policy environment explains why decision-making is often both consultative and constrained by established guidelines, supporting Guillergan (2024), who noted that effective school leaders integrate directive, analytical, conceptual, and behavioral decision-making styles while operating within institutional frameworks. Overall, these practices indicate that school heads' governance is characterized by compliance-based, structured, and policy-driven decision-making rather than purely autonomous action.

All indicators show that school heads' decision-making and governance style is interpreted as Highly Evident, reflecting consistent application of structured, policy-based, and participative leadership practices. This is evident in the consistent implementation of school rules, policies, and procedures across staff and students (M = 3.69, SD = 0.60), as well as in making timely and well-considered decisions (M = 3.67, SD = 0.58) and appropriately delegating responsibilities while

maintaining oversight ($M = 3.67$, $SD = 0.60$). These practices reflect a governance approach aligned with structured accountability systems and distributed leadership, where authority is exercised within established DepEd guidelines while still encouraging shared responsibility (Harris et al., 2022). In addition, school heads demonstrate effective prioritization of high-impact concerns and resource allocation ($M = 3.64$, $SD = 0.65$) and fair handling of disagreements and disputes ($M = 3.64$, $SD = 0.61$), indicating reliance on evidence-based and objective decision-making processes (Schildkamp, 2019). Overall, the findings suggest that school heads consistently apply a balanced, data-informed, and participative governance style that supports accountability, fairness, and effective school management (Donquillo (2024).

Table 5. *Change and Innovation Orientation of School Heads*

Indicators		Mean	SD	Verbal Interpretation
<i>The school head...</i>				
1.	actively considers and explores innovative approaches to teaching, learning, and school management.	3.67	0.58	HE
2.	supports and motivates teachers, personnel and staff to try new methods and implement creative solutions.	3.65	0.61	HE
3.	effectively introduces and manages school improvement programs or new initiatives.	3.67	0.62	HE
4.	regularly reviews and assesses the impact of changes to ensure they improve school performance.	3.64	0.65	HE
5.	quickly adjusts school practices in response to new educational policies, technologies, or societal needs.	3.64	0.63	HE
Overall Mean		3.65	0.62	HE

Legend: 3.50-4.00– Highly Evident (HE); 2.50-3.49 – Moderately Evident (ME); 1.50-2.49 – Slightly Evident (SE); 1.00-1.49 – Not Evident (NE)

Table 5 shows the change and innovation orientation of school heads, revealing a consistently high level of manifestation across all indicators with a grand mean of 3.65 ($SD = 0.62$), interpreted as Highly Evident. This indicates that school heads demonstrate a strong and sustained commitment to innovation, adaptability, and continuous school improvement within the framework of DepEd reforms and policy issuances. In actual school practice, this is reflected in their implementation of key DepEd policies and systems such as School-Based Management (SBM) under DepEd Order No. 44, s. 2015, Results-Based Performance Management System (RPMS) under DepEd Order No. 2, s. 2015, and the School Improvement Planning (SIP) process guided by DepEd planning standards. School heads are also observed actively integrating DepEd's MATATAG Curriculum reforms, Learning Recovery and Continuity Plan (LRCP), and National Learning Camp (NLC) initiatives, as well as utilizing DepEd digital platforms such as the Learner Information System (LIS), Enhanced Basic Education Information System (EBEIS), and DepEd Commons for data management and instructional support.

These practices further demonstrate how school heads explore innovative approaches in school management and effectively implement school improvement programs ($M = 3.67$), particularly through data-driven planning, instructional supervision, and capacity-building activities anchored on DepEd Order No. 42, s. 2017 (National Adoption and Implementation of the Philippine Professional Standards for Teachers), as well as INSET programs and Learning Action Cell (LAC) sessions. In addition, school heads are guided by DepEd Order No. 8, s. 2015 (Policy Guidelines on Classroom Assessment), which promotes evidence-based instructional adjustments and learner-centered interventions. Their responsiveness to policy updates, curriculum reforms, and learning continuity guidelines demonstrates adaptive leadership in ensuring alignment with national education priorities. Overall, these findings show that change and innovation orientation is highly evident among school heads, as reflected in their consistent compliance with DepEd mandates, adoption of reforms, and proactive implementation of school improvement initiatives.

Similarly, school heads support teachers and staff in adopting creative solutions and regularly evaluate the impact of implemented changes, reflecting a leadership approach that fosters a supportive and reflective school culture. This aligns with Adaiwo et al. (2025), who emphasized that adaptability enhances organizational performance and engagement by encouraging continuous improvement and responsiveness to needs. In addition, the ability of school heads to adjust school practices in

response to new policies, technologies, and emerging educational demands reflects strong responsiveness to change, consistent with the result of the study *Adaptive Managerial Strategies in Schools During the Digital Disruption Era to Foster Innovative Learning Environments* published in *Asian Journal of Applied Education* where it highlighted the importance of adaptive and technologically competent leadership in modern educational environments. Del Rosario Aquino (2025) further noted that instructional leadership in the Philippine context increasingly requires innovation and quality assurance, particularly in response to evolving post-pandemic education reforms. Overall, these findings support the view of Kazaure (2026) that effective innovation is strengthened by organizational support and perceived usefulness of new practices, underscoring that change-oriented leadership is a key and integrated component of effective school management.

Part II. Level of Policy Implementation of School Heads

Table 6. *Level of Implementation of Instructional Policies by School Heads*

Indicators		Mean	SD	Verbal Interpretation
<i>The school head...</i>				
1.	aligns the curriculum and lesson plans with national and school standards.	3.61	0.67	HI
2.	monitors classroom instruction and provides constructive feedback to teachers.	3.59	0.71	HI
3.	implements projects, programs, and activities to improve student learning outcomes (remedial, enrichment, or intervention programs).	3.60	0.72	HI
4.	Encourages the use of innovative teaching strategies and instructional materials.	3.59	0.70	HI
5.	supports teachers' professional development programs related to teaching and learning.	3.60	0.70	HI
Overall Mean		3.60	0.70	HI

Legend: 3.50-4.00– Highly Implemented (HI); 2.50-3.49 – Moderately Implemented (MI); 1.50-2.49 – Slightly Implemented (SI); 1.00-1.49 – Not Implemented (NI)

Table 6 shows the level of implementation of instructional policies by school heads, which is interpreted as Highly Evident with an overall mean of 3.60 (SD = 0.70). This indicates that instructional policy implementation is consistently practiced and strongly prioritized within DepEd school operations. In actual school settings, this is evident in how school heads ensure strict compliance with DepEd Order No. 42, s. 2017 (Philippine Professional Standards for Teachers) through structured classroom observations, coaching, and provision of technical assistance to improve instructional delivery. It is also reflected in the implementation of DepEd Order No. 8, s. 2015 on classroom assessment, where school heads monitor the proper use of formative and summative assessments, grading systems, and standards-based evaluation of learner performance. During school monitoring and validation activities, school heads also review lesson plans, learning materials, and instructional alignment with the Most Essential Learning Competencies (MELCs), ensuring consistency in curriculum delivery across grade levels.

In addition, instructional policy implementation is observed during Learning Action Cell (LAC) sessions and In-Service Training (INSET), where school heads facilitate discussions on teaching strategies, learning gaps, and instructional improvements based on data from quarterly assessments and classroom performance. They also reinforce compliance with DepEd Memorandum No. 173, s. 2019 on continuous improvement processes, encouraging teachers to apply evidence-based strategies and reflective practice in

instruction. These practices support Rohmadi et al. (2024), who emphasized that instructional policy implementation is essential in improving teaching quality and learner outcomes, and Shaked (2023), who highlighted instructional leadership as involving systematic supervision, feedback, and support for teachers' professional growth.

School heads demonstrate strong implementation of instructional policies, particularly in ensuring alignment of curriculum and lesson plans with national and school standards, which reflects their commitment to instructional coherence and adherence to mandated frameworks. This aligns with Rohmadi et al. (2024), further emphasized that aligning instructional practices with standards is essential in improving teaching effectiveness and learner outcomes. In addition, school heads actively support remedial, enrichment, and intervention programs, as well as teachers' professional development, which strengthens both learner support systems and instructional capacity building, consistent with findings that continuous teacher development is vital for school improvement. Furthermore, their involvement in monitoring classroom instruction, providing feedback, and encouraging innovative teaching strategies reflects core instructional leadership functions, although such activities may sometimes be affected by competing administrative demands, as noted by Shaked (2023). Overall, these practices highlight that instructional policy implementation is strongly evident and contributes significantly to the continuous improvement of teaching quality and student learning outcomes.

Table 7. *Level of Implementation of Administrative Policies by School Heads*

Indicators		Mean	SD	Verbal Interpretations
<i>The school head...</i>				
1.	ensures compliance with school rules, regulations, and administrative procedures.	3.54	0.82	HI
2.	manages school resources (budget, facilities, and supplies) efficiently and effectively.	3.50	0.86	HI
3.	implements policies related to student enrollment, attendance, and record keeping.	3.55	0.84	HI
4.	maintains a safe, organized, and conducive learning environment.	3.57	0.79	HI
5.	regularly monitors and evaluates the efficiency of administrative processes.	3.55	0.76	HI
Overall Mean		3.54	0.81	HI

Legend: 3.50-4.00– *Highly Implemented (HI)*; 2.50-3.49 – *Moderately Implemented (MI)*; 1.50-2.49 – *Slightly Implemented (SI)*; 1.00-1.49 – *Not Implemented (NI)*

Table 7 presents the level of implementation of administrative policies by school heads, which may be interpreted in relation to established perspectives on school leadership and governance. The overall mean of 3.54 (SD = 0.81), described as highly implemented, indicates that school heads generally demonstrate strong execution of administrative functions. This finding supports the view of Bush and Glover (2018), who emphasized that administrative leadership is essential in ensuring the efficient functioning of schools through well-structured systems that align organizational processes with institutional goals. In the Philippine context, the result is likewise consistent with the policies of the Department of Education (2020), which emphasize the significant role of school heads in managing administrative responsibilities such as financial oversight, personnel management, record keeping, and compliance with school governance standards.

This high level of implementation is evident in several administrative practices commonly observed in DepEd schools. School heads regularly supervise the preparation and submission of School Forms, financial liquidation reports, inventory records, and other documents required by the Schools Division Office. They also monitor teachers' attendance, leave applications, and official workloads to ensure compliance with Civil Service and DepEd regulations. During enrollment and

school opening activities, administrators organize class programs, teacher assignments, and scheduling of school personnel to ensure smooth school operations. In addition, school heads oversee the utilization of Maintenance and Other Operating Expenses (MOOE) funds for school repairs, procurement of supplies, and improvement of school facilities. They also implement administrative protocols related to school safety, such as monitoring visitor logbooks, coordinating emergency preparedness measures, and ensuring compliance with health and sanitation requirements. Regular coordination meetings with teachers, non-teaching personnel, parents, and local officials further demonstrate the school heads' role in maintaining organized communication and effective school management. These practices reflect the strong implementation of administrative policies that support efficient governance and orderly school operations within the DepEd school community.

The findings indicate that school heads generally demonstrate strong implementation of administrative policies, which is consistent with previous studies highlighting the importance of effective administrative leadership in promoting school efficiency and accountability. Sott and Bender (2025) emphasized that school leaders must possess strong administrative competence to ensure that policies are properly communicated, implemented, and monitored. Similarly, Silva and Andal (2023) noted that adherence to governance systems contributes to organizational order, accountability, and operational efficiency. The results also support the observations of De Guzman (2024), who recognized resource management as a vital component of school administration that requires continuous attention to effectively support school operations and programs. Furthermore, the findings align with Baculio et al. (2024), who stressed that efficient administrative systems strengthen documentation, accountability, and decision-making processes within schools. The implementation of policies related to school safety and organization is likewise supported by Borja et al. (2024), who found that effective policy enforcement contributes to a positive and conducive school environment. In addition, Bandaja and Marquez (2025) highlighted the value of continuous monitoring and evaluation in ensuring that administrative processes remain responsive and effective, reinforcing the role of school heads in sustaining quality school governance.

Table 8. *Level of Implementation of Personnel-Related Policies by School Heads*

Indicators		Mean	SD	Verbal Interpretation
<i>The School head...</i>				
1.	applies fair and transparent procedures in staff recruitment, assignment, and promotion.	3.47	0.85	MI
2.	implements performance evaluation and feedback systems for teachers and personnel.	3.44	0.85	MI
3.	provides opportunities for teachers' growth and capacity-building.	3.50	0.84	MI
4.	recognizes and rewards staff contributions and achievements.	3.47	0.84	MI
5.	resolves personnel conflicts effectively and fosters teamwork among staff.	3.44	0.87	MI
Overall Mean		3.46	0.85	MI

Legend: 3.50-4.00– *Highly Implemented (HI)*; 2.50-3.49 – *Moderately Implemented (MI)*; 1.50-2.49 – *Slightly Implemented (SI)*; 1.00-1.49 – *Not Implemented (NI)*

Table 8 shows the level of implementation of personnel-related policies by school heads, which obtained an overall mean of 3.46 (SD = 0.85), interpreted as moderately implemented. This indicates that personnel management practices are generally in place but are not yet fully optimized in terms of consistency and depth of implementation. In DepEd schools, personnel-related policies are reflected in key human resource functions such as assigning teaching loads, preparing office designations for non-teaching staff, monitoring attendance through Daily Time Records (DTR), processing leave applications, and endorsing personnel documents such as service records and appointments to the Schools Division Office. School heads also implement performance management processes through the Results-Based Performance Management System (RPMS), including classroom observations, performance planning, and end-of-cycle performance rating discussions. These activities are intended to ensure accountability and improve teacher performance, although their implementation may sometimes be affected by administrative workload and time constraints.

Moreover, personnel development is supported through structured professional growth opportunities such as in-service training (INSET), division and district-initiated capability-building programs, induction programs for newly hired teachers,

mentoring and coaching for struggling or early-career teachers, and participation in professional development activities required for career progression. School heads also facilitate discussions on Individual Performance Commitment and Review Form (IPCRF) results, provide instructional coaching based on observation feedback, and coordinate teacher deployment to address staffing gaps. In addition, they handle personnel-related concerns including workload balancing, substitution arrangements for absent teachers, leave approval coordination, and resolution of workplace issues or conflicts among staff. Despite these efforts, variations in implementation are observed across schools due to differences in staffing conditions, administrative demands, and time limitations. These findings suggest that while personnel-related policies are actively practiced in DepEd schools, further strengthening of systematic supervision, structured mentoring, and consistent performance monitoring is needed to enhance personnel management effectiveness.

The findings on personnel-related policies among school heads are consistent with previous studies and policy frameworks that emphasize the importance of strong, structured, and supportive human resource management in schools. Susanti et al. (2025) and Darling-Hammond et al. (2019) both highlight that effective school leadership and personnel management strengthen teacher commitment, instructional quality, and learner outcomes, particularly when supported by continuous professional development and organizational support systems. In the Philippine context, these practices align with the Philippine Professional Standards for Teachers (PPST) under DepEd Order No. 42, s. 2017, and Republic Act No. 9155, which stress competency-based career progression, merit-based personnel actions, and the leadership role of school heads in managing staff effectively. Similarly, Garcia and Ching (2024) and OECD (2021) emphasize that transparent recruitment, assignment, and promotion systems enhance trust, morale, and institutional stability. The Results-Based Performance Management System (RPMS), as mandated by DepEd Order No. 2, s. 2015 and updated guidelines, is also reflected in the literature, where Smith et al. (2019) note that feedback-driven evaluation improves teacher self-efficacy when it is timely and developmental, although Jusoh et al. (2025) caution that its impact is reduced when it becomes compliance-focused. In terms of professional development, Republic Act No. 10912 and studies by Ventista and Brown (2023) support the importance of sustained, collaborative, and practice-based training in strengthening teacher competencies. Furthermore, Kiure et al. (2025) emphasize that recognition and reward systems contribute to teacher motivation and engagement, while Bouhaba et al. (2024) highlight that effective conflict management and teamwork improve school climate and performance. Overall, these studies collectively suggest that while personnel-related systems in schools are well-established, their effectiveness depends on consistent implementation, strong leadership, and the integration of developmental, fair, and collaborative human resource practices.

Table 9. *Level of Implementation of Stakeholder-Related Policies by School Heads*

Indicators		Mean	SD	Verbal Interpretation
<i>The school head...</i>				
1.	encourages active participation of parents and community in school projects, programs, and activities.	3.59	0.72	HI
2.	implements clear communication policies to keep stakeholders informed of school activities.	3.54	0.77	HI
3.	establishes partnerships with local organizations to support school initiatives.	3.56	0.76	HI
4.	ensures transparency and accountability in decision-making to stakeholders.	3.54	0.76	HI
5.	responds promptly to stakeholder concerns and feedback.	3.57	0.71	HI
Overall Mean		3.56	0.74	HI

Legend: 3.50-4.00– *Highly Implemented (HI)*; 2.50-3.49 – *Moderately Implemented (MI)*; 1.50-2.49 – *Slightly Implemented (SI)*; 1.00-1.49 – *Not Implemented (NI)*

Table 9 shows the level of implementation of stakeholder-related policies by school heads, with an overall mean of 3.56 (SD = 0.74), interpreted as highly implemented. This indicates that stakeholder engagement practices are consistently observed in schools, particularly in terms of participation, communication, partnership-building, transparency, and responsiveness. This finding supports Ranillo (2026), who emphasized that stakeholder-related policy implementation strengthens accountability, collaboration, and overall school improvement when schools actively involve parents, community

members, and local partners in school governance and development initiatives. In DepEd school settings, this is reflected through regular Parents–Teachers Association (PTA) meetings, School Governing Council (SGC) consultations, card-giving days, and quarterly parent conferences where learner performance, school programs, and improvement plans are discussed and agreed upon. Stakeholder involvement is further evident through partnerships with barangay officials, LGUs, and private individuals or organizations in activities such as classroom improvements, donation drives, feeding programs, and provision of learning resources. School heads also ensure responsiveness by addressing stakeholder concerns raised during meetings, school visits, or through communication channels such as group messaging platforms and formal consultations, particularly on issues like learner attendance, discipline, and school facilities. These practices support Epstein (2018), who highlighted that strong school–family–community collaboration improves learner outcomes and school climate, and align with Gile and Despi (2025), who emphasized that responsive communication and participatory engagement enhance inclusive school management.

The findings on stakeholder-related policy implementation among school heads align with previous studies and international frameworks that emphasize the importance of clear communication, transparency, and collaboration in effective school leadership. Visaetsilapanonta et al. (2025) highlighted that clear communication policies strengthen stakeholder trust and engagement, while the OECD (2020) emphasized that transparency and accountability enhance institutional credibility and confidence in school governance. Similarly, UNESCO (2021) stressed that partnerships with local organizations such as LGUs and NGOs improve resource mobilization and support the effective implementation of school programs. In the Philippine context, these practices reflect the expectations of the Department of Education (2020), which underscores the role of school heads in managing stakeholder engagement as part of their broader leadership responsibilities. Consistent with these perspectives, stakeholder engagement in schools is strengthened through structured communication, participatory decision-making, and active collaboration with parents, community members, and external partners, demonstrating how stakeholder-related policies complement administrative, instructional, and personnel functions to promote more responsive and effective school governance.

Part III. Level of School Heads' School Culture Practices

Table 10. *School Heads' Level of School Culture Practices in Terms of Shared Vision and Values*

Indicators				Verbal Interpretation
The school head...		Mean	SD	
1.	communicates the school's mission and vision to all teachers, personnel, and staff.	3.70	0.51	FI
2.	models behaviors consistent with the school's core values.	3.64	0.58	FI
3.	involves teachers in discussions about school goals.	3.59	0.67	FI
4.	recognizes and celebrates achievements that reflect the school's vision.	3.64	0.59	FI
5.	ensures that policies and programs align with the shared vision.	3.67	0.57	FI
Overall Mean		3.65	0.58	FI

Legend: 3.50-4.00– Fully Implemented (FI); 2.50-3.49 – Mostly Implemented (MI); 1.50-2.49 – Partially Implemented (PI); 1.00-1.49 – Not Implemented (NI)

Table 10 presents the level of school culture practices of school heads in terms of shared vision and values. The results show a high level of implementation with a grand mean of 3.65 (SD = 0.58), interpreted as fully implemented. This indicates that school heads consistently demonstrate practices that promote a unified direction, shared understanding, and strong commitment to institutional values. In DepEd school settings, this is commonly observed through the regular conduct of orientation activities at the beginning of the school year where the Vision, Mission, and Core Values (VMV) are reiterated to teachers, learners, and parents, ensuring alignment of school goals and daily practices. School assemblies, flag ceremonies, and homeroom discussions also serve as platforms where core values such as Maka-Diyos, Makatao, Makakalikasan, and Makabansa are continuously reinforced through reminders, recognition of positive behavior, and integration into classroom expectations.

This strong shared culture is further reflected in school planning and decision-making processes such as School Planning Conferences, In-Service Trainings (INSET), and School Improvement Plan (SIP) development sessions where teachers and administrators collaboratively align programs and interventions with the school's vision and DepEd priorities. School heads

also model these values through consistent enforcement of school policies, recognition of exemplary behavior among learners and staff, and engagement with stakeholders during PTA meetings and School Governing Council (SGC) consultations. These practices support Dioso (2024), who emphasized that clearly articulated goals and aligned practices strengthen organizational cohesion and teacher commitment, and OECD (2018), which highlights that a shared vision promotes collective responsibility and coherent school practices across the education system.

The findings on shared vision and values in school culture are strongly aligned with existing literature emphasizing the importance of collective direction, communication, and leadership consistency in schools. Fullan (2020) explains that when stakeholders internalize shared goals, collaboration and continuous improvement are strengthened, while Leithwood et al. (2019) stress that effective school leaders continuously communicate and reinforce the school vision to ensure alignment of practices across the institution. In DepEd school contexts, this is reflected through regular orientation on the Vision, Mission, and Core Values (VMV), reinforcement during flag ceremonies and school assemblies, and consistent integration of core values in classroom routines and school activities. School leadership also demonstrates alignment with institutional culture through modeling expected behaviors, recognizing achievements that reflect school values, and ensuring that programs and policies are consistent with the school's vision, which is consistent with Britton (2018) and Cagatcagat and Pabiona (2025), who highlight the role of principals in shaping school culture through ethical and consistent leadership practices. Furthermore, recognition systems and value-based celebrations support motivation and commitment, as explained by Ryan and Deci (2020), while Koh et al. (2023) emphasize that aligning policies and programs with a shared vision ensures coherence and sustainable school improvement. Overall, these studies collectively support the idea that strong communication, leadership modeling, recognition practices, and policy alignment reinforce a cohesive school culture and shared institutional purpose.

Table 11. School Heads' Level of School Culture Practices in Terms of Collaboration and Collegiality

Indicators		Mean	SD	Verbal Interpretation
The school head...				
1.	facilitates teamwork among teachers across grade levels or departments.	3.56	0.77	FI
2.	seeks teachers' input before implementing decisions affecting school programs.	3.56	0.71	FI
3.	encourages mentoring and peer-support among staff.	3.61	0.66	FI
4.	organizes joint problem-solving activities for teachers.	3.49	0.81	MI
5.	acknowledges and appreciates collaborative efforts among staff.	3.53	0.78	FI
Overall Mean		3.55	0.75	FI

Legend: 3.50-4.00– Fully Implemented (FI); 2.50-3.49 – Mostly Implemented (MI); 1.50-2.49 – Partially Implemented (PI); 1.00-1.49 – Not Implemented (NI)

Table 11 presents the School Heads' Level of School Culture Practices in terms of collaboration and collegiality. The overall result, with a grand mean of 3.55 interpreted as fully implemented, indicates that school heads consistently foster collaborative and collegial relationships among teachers. This supports Marcalinas (2025), who emphasized that a strong collaborative organizational climate enhances teacher productivity and instructional effectiveness. It is also consistent with Hargreaves and O'Connor (2018), who argue that collaborative professionalism strengthens collective responsibility and improves teaching quality through shared practice and mutual accountability. In DepEd school settings, this is evident through structured and informal practices such as the formation of subject area groups and committees where teachers jointly plan lessons, develop instructional materials, and coordinate school activities such as examinations, literacy programs, and school

events. Collaboration is also commonly observed during School-Based Management (SBM) planning sessions and School Improvement Plan (SIP) workshops, where teachers actively participate in identifying needs and proposing interventions for school improvement. This collegial culture is further reflected in everyday school practices such as peer mentoring among teachers, particularly between master teachers and newly hired or less experienced teachers, where classroom strategies, lesson planning, and classroom management techniques are shared. Teachers also engage in collaborative activities during Learning Action Cell (LAC) sessions and informal peer consultations, where instructional challenges are discussed and best practices are exchanged. In many schools, team teaching, observation of demonstration classes, and cooperative preparation of learning materials are also encouraged by school heads to strengthen instructional support systems. These practices are aligned with Thompson et al. (2020), who found that sustained collaboration among teachers improves instructional practice and student learning outcomes. Overall, these findings demonstrate that collaboration and collegiality are embedded in school operations and are actively sustained through leadership support, reinforcing Marcalinas' (2025) assertion that collaborative school environments improve instructional effectiveness and professional growth among teachers.

Furthermore, the findings align with international literature emphasizing that collegial relationships promote the development of professional learning communities that support innovation, shared responsibility, and continuous improvement in schools. As noted by Stoll et al. (2006), effective professional learning communities are characterized by shared vision, collective inquiry, and collaborative learning among teachers. In DepEd school contexts, this is reflected through teachers' participation in decision-making and school-based planning, as well as recognition of collaborative efforts in school programs and initiatives. However, research also suggests that while collaboration is widely promoted, its depth may be constrained by factors such as heavy workloads, limited time, and insufficiently structured collaboration systems, which can limit sustained joint problem-solving and reflective practice (OECD, 2019). These conditions highlight the importance of strengthening structured collaborative mechanisms and protected collaboration time to further enhance collegial practices and support more effective professional learning communities in schools.

Table 12. School Heads' Level of School Culture Practices in Terms of Communication Practices

<i>The school head...</i>	Indicators	Mean	SD	Verbal Interpretation
1.	provides timely updates on school policies and activities.	3.64	0.69	FI
2.	maintains open channels for teachers to share concerns and suggestions.	3.62	0.70	FI
3.	gives constructive feedback in a professional manner.	3.65	0.69	FI
4.	clearly communicates expectations and responsibilities to all staff.	3.66	0.68	FI
5.	demonstrates transparency in decisions that affect teachers.	3.63	0.70	FI
Overall Mean		3.64	0.69	FI

Legend: 3.50-4.00– Fully Implemented (FI); 2.50-3.49 – Mostly Implemented (MI); 1.50-2.49 – Partially Implemented (PI); 1.00-1.49 – Not Implemented (NI)

Table 12 presents the School Heads' Level of School Culture Practices in terms of communication practices, revealing an overall mean of 3.64, interpreted as fully implemented. This indicates that school heads consistently demonstrate effective communication characterized by clarity, transparency, and responsiveness. In particular, clearly communicating expectations and responsibilities to staff ($M = 3.66$) and giving constructive feedback in a professional manner ($M = 3.65$) show that communication is strongly used to guide teacher performance, clarify institutional goals, and support professional development within schools.

In DepEd school settings, these communication practices are clearly observed through multiple structured channels. School heads regularly conduct faculty meetings and school conferences where work expectations, deadlines for submission of reports, school targets, and operational guidelines are clearly discussed. Important updates and directives from the Schools

Division Office are cascaded through written memos, advisories, and coordination meetings. Communication is also reinforced during school-wide gatherings such as morning flag ceremonies and homeroom sessions, where announcements on school activities, reminders on compliance requirements, and recognition of achievements are shared with personnel and learners. In addition, constructive feedback is commonly provided during classroom observation post-conferences under the RPMS cycle, where school heads guide teachers in improving instructional strategies, classroom management, and learner engagement in a professional and developmental manner. Digital communication platforms such as official group chats and messaging applications are also widely used to ensure timely dissemination of information and quick response to concerns from teachers and stakeholders.

These findings are consistent with Larroza et al. (2024), who emphasized that clear and consistent communication strengthens morale, engagement, and trust by reducing misunderstandings and improving coordination within school organizations. Likewise, international literature highlights that effective school communication systems enhance organizational coherence by ensuring that policies, expectations, and feedback are clearly conveyed and understood by all stakeholders. The results of this study align with these perspectives, demonstrating that strong communication practices in schools contribute to transparency, responsiveness, and a collaborative school culture, while reinforcing the importance of maintaining structured and accessible communication channels to further enhance participation and engagement among teachers and stakeholders.

Table 13. *School Heads' Level of School Culture Practices in Terms of Trust and Mutual Respect*

Indicators		Mean	SD	Verbal Interpretation
<i>The school head...</i>				
1.	respects teachers' professional judgment and expertise.	3.58	0.75	FI
2.	handles conflicts and disagreements fairly.	3.58	0.73	FI
3.	maintains confidentiality when teachers share concerns.	3.63	0.68	FI
4.	encourages teachers to express opinions freely without fear.	3.58	0.71	FI
5.	treats all staff with courtesy and dignity.	3.68	0.59	FI
Mean		3.61	0.69	FI

Legend: 3.50-4.00– Fully Implemented (FI); 2.50-3.49 – Mostly Implemented (MI); 1.50-2.49 – Partially Implemented (PI); 1.00-1.49 – Not Implemented (NI)

Table 13 presents the school heads' level of school culture practices in terms of trust and mutual respect, with an overall mean of 3.61 (SD = 0.69), interpreted as Fully Implemented. This suggests that trust-building and respectful leadership practices are consistently observed within the school environment. School heads are perceived to demonstrate strong interpersonal conduct through respectful treatment of teachers, maintaining confidentiality when concerns are raised, fair handling of workplace issues, and openness to dialogue and professional opinions. Similarly, Table 14 shows that school heads' practices in terms of professional learning and development obtained an overall mean of 3.67 (SD = 0.61), also interpreted as Fully Implemented. This indicates that schools consistently promote teacher growth through mentoring, collaborative learning, and capacity-building opportunities, with relatively consistent responses reflecting shared positive experiences among teachers.

In actual school grounds, these practices are reflected in everyday interactions and informal routines that shape the school climate. For instance, during busy school days such as class opening, examinations, or deadline periods, school heads are often seen personally checking classrooms, assisting teachers in addressing last-minute instructional concerns, and calmly mediating small misunderstandings among staff to maintain harmony. In faculty rooms, teachers commonly share that school heads listen to concerns about workload distribution or classroom challenges without immediately dismissing them, often giving private, respectful feedback rather than public correction. There are also observable moments during school programs or events—such as recognition days, flag ceremonies, or school celebrations—where school heads publicly acknowledge teacher efforts, which strengthens morale and reinforces a culture of appreciation. In many schools, teachers also experience informal coaching moments, such as when school heads drop by classrooms during observations and later provide constructive, encouraging remarks instead of purely evaluative comments, helping teachers feel supported rather than scrutinized.

These observations are consistent with related literature emphasizing the importance of trust, respect, and professional growth in schools. Awyan and Quines (2025) highlights that strong trust and respect in schools contribute to higher teacher commitment and organizational citizenship behavior, while Budiongan and Corpuz (2024) emphasize that a respectful and supportive school climate enhances teachers' engagement across cognitive, emotional, and physical dimensions. International studies further explain that psychological safety in schools is strengthened when teachers feel safe to express concerns and receive non-threatening feedback from leadership. Likewise, research on professional learning communities supports the idea that informal collaboration, peer sharing during school-based activities, and supportive leadership presence during daily routines

contribute significantly to teacher development. Together, these studies reinforce the present findings that respectful leadership and continuous professional support are not only policy-driven but are also lived and observable in everyday school interactions.

Table 14. *School Heads' Level of School Culture Practices in Terms of Professional Learning and Development*

Indicators		Mean	SD	Verbal Interpretation
1.	supports teachers' attendance in trainings, workshops, or seminars.	3.70	0.57	FI
2.	encourages teachers to pursue advanced degrees or certifications.	3.69	0.61	FI
3.	provides opportunities for teachers to share new knowledge with colleagues.	3.69	0.59	FI
4.	facilitates programs that address individual teachers' professional development needs.	3.64	0.65	FI
5.	recognizes and rewards teachers' achievements in professional learning.	3.64	0.65	FI
Overall Mean		3.67	0.61	FI

Legend: 3.50-4.00– Fully Implemented (FI); 2.50-3.49 – Mostly Implemented (MI); 1.50-2.49 – Partially Implemented (PI); 1.00-1.49 – Not Implemented (NI)

Table 14 shows the school heads' level of school culture practices in terms of professional learning and development, with all indicators interpreted as Fully Implemented. The overall mean of 3.67 (SD = 0.61) indicates that school heads consistently promote a strong culture of continuous professional growth among teachers. Specifically, the indicator “supports teachers' attendance in trainings, workshops, or seminars” obtained the highest mean of 3.70 (SD = 0.57), followed by “encourages teachers to pursue advanced degrees or certifications” (M = 3.69, SD = 0.61) and “provides opportunities for teachers to share new knowledge with colleagues” (M = 3.69, SD = 0.59). Meanwhile, both “facilitates programs that address individual teachers' professional development needs” and “recognizes and rewards teachers' achievements in professional learning” obtained the same mean of 3.64 (SD = 0.65). The relatively close means and low standard deviations suggest a consistent perception among teachers that professional development practices are strongly and uniformly implemented across schools.

In actual school settings under the Department of Education (DepEd), these findings are reflected in daily routines and lived experiences within schools. Teachers are commonly encouraged and sometimes directly nominated by school heads to attend Division or Regional trainings, especially when new curriculum updates or assessment tools are introduced. It is also a common practice for school heads to adjust schedules or provide workload considerations so teachers can participate in seminars or webinars without disruption to teaching responsibilities. In many schools, teachers who attend trainings are later given opportunities during Learning Action Cell (LAC) sessions or informal faculty discussions to share new strategies, such as classroom management techniques, ICT integration, or innovative assessment practices. There are also instances where teachers pursuing master's degrees are supported through flexible arrangements or moral encouragement, particularly during periods of academic workload pressure. Furthermore, recognition is visibly practiced during flag ceremonies, school meetings, or recognition programs, where teachers' achievements in training, action research, or professional advancement are publicly acknowledged, reinforcing motivation and professional pride.

These findings align with existing literature emphasizing the importance of professional learning in strengthening school culture and teacher performance. Ona (2024) highlights that organizational culture significantly influences teacher job satisfaction and performance when professional growth opportunities are present, while Saavedra and Paglinawan (2025) emphasize that structured professional development contributes to stronger organizational commitment and improved instructional quality. Simbre and Ancho (2019) further explain that a positive school climate, including recognition and support for teacher development, is strongly linked to teacher commitment and organizational effectiveness. International studies also support the view that collaborative learning environments and continuous professional development help teachers adapt to evolving educational demands and improve instructional practices. Overall, the consistency of these findings suggests that school heads play a crucial role in embedding professional learning into everyday school life, not only through formal programs but also through sustained encouragement, collaboration, and recognition practices.

Part IV. Significant Relationship Between the Dimensions of Generational Cohorts of School Heads and their Level of Policy Implementation

Table 15. *Correlation Between the Dimensions of Generational Cohorts of School Heads and Their Level of Policy Implementation*

Dimensions of Generational Cohorts	Policy Implementation				
	Instructional	Administrative	Personnel-Related	Stakeholder-Related	Overall Policy Implementation
Values Orientation	.553**	.574**	.801**	.561**	.670**
Professional Work Disposition	.654**	.635**	.868**	.631**	.749**
Leadership Role Perception	.669**	.631**	.824**	.665**	.747**
Decision Making and Governance Style	0.186	0.177	.633**	0.193	0.324
Change and Innovation Orientation	0.114	0.110	.596**	0.097	0.252
Overall	.492**	.479*	.839**	.484*	.618**

Table 15 presents the correlation between the dimensions of generational cohorts of school heads and their level of policy implementation across instructional, administrative, personnel-related, stakeholder-related domains, and overall implementation. The results show an overall positive and statistically significant relationship between all dimensions and policy implementation, indicating that generational cohort characteristics of school heads are meaningfully associated with how effectively policies are implemented in schools. However, the findings clearly show two groupings of variables: those with consistently strong correlations and those with weaker and less consistent relationships.

The first group consists of professional work disposition, leadership role perception, and values orientation, which consistently show moderate to strong positive correlations across all policy implementation domains. These relationships are especially strong in personnel-related implementation and overall policy implementation, with values such as $r = .868^{**}$ (professional work disposition), $r = .824^{**}$ (leadership role perception), and $r = .801^{**}$ (values orientation). This group reflects leadership qualities that are highly behavioral, observable, and directly embedded in daily school operations. In actual DepEd school settings, these are the leadership dimensions that teachers and staff experience most frequently—such as consistent monitoring of school activities, fair handling of teacher concerns, active classroom supervision, ethical decision-making in personnel matters, and visible leadership presence during school operations. These strong correlations occur because policy implementation in public schools is heavily dependent on routine execution, compliance, and interpersonal management. When school heads are disciplined, role-aware, and value-driven, they are more likely to ensure that policies are not only understood but also consistently practiced at the school level.

In contrast, the second group which consists of decision-making and governance style and change and innovation orientation shows weaker and less consistent correlations across instructional, administrative, and stakeholder-related domains, with most results not statistically significant. Their meaningful correlations are largely limited to personnel-related implementation ($r = .633^{**}$ and $r = .596^{**}$, respectively). This suggests that these dimensions are less directly influential in shaping broad policy implementation outcomes. In real DepEd contexts, this can be explained by the highly structured and centralized nature of the education system. Many policies are already predefined through DepEd Orders, memos, and standardized guidelines, leaving limited flexibility for school-level governance style variations to significantly alter implementation outcomes. Similarly, innovation is often constrained by factors such as limited resources, large class sizes, workload demands, and compliance-oriented tasks, which prioritize uniformity over experimentation. As a result, while school heads may value innovation or participative decision-making, these qualities tend to manifest only in specific contexts which include particularly in managing personnel concerns, mentoring teachers, or introducing small-scale instructional adjustments within classrooms.

The contrast between these two groups suggests that policy implementation in schools is more strongly influenced by execution-oriented leadership traits than by structural or strategic leadership styles alone. The stronger group (professional work disposition, leadership role perception, and values orientation) directly supports day-to-day implementation because they reflect consistency, accountability, ethical judgment, and clarity of responsibility—traits that are immediately visible in school operations. On the other hand, the weaker group (decision-making style and innovation orientation) requires enabling conditions, such as autonomy, resources, and flexibility to fully translate into measurable policy implementation outcomes, which are often limited in DepEd school environments.

Overall, the findings imply that effective policy implementation in schools is largely driven by leadership qualities that are practiced daily and experienced directly by teachers and staff, rather than by abstract leadership styles or innovation tendencies alone. This reflects real-life DepEd school conditions where compliance, consistency, and ethical leadership behavior play a more dominant role in ensuring that policies are implemented effectively, while innovation and governance style serve as supportive but context-dependent factors.

Part V. Significant Relationship Between the Dimensions of Generational Cohorts of School Heads and the Level of School Culture Practices

Table 16. *Correlation Between the Dimensions of Generational Cohorts of School Heads and the Level of School Culture Practices*

Dimensions of Generational Cohorts	School Culture					
	Shared Vision and Values	Collaboration and Collegiality	Communication Practices	Trust and Mutual Respect	Professional Learning and Development	Overall School Culture
Values Orientation	.565**	.548**	0.177	.528**	.609**	.517**
Professional Work Disposition	.615**	.613**	0.194	.569**	.686**	.572**
Leadership Role Perception	.700**	.691**	0.321	.648**	.730**	.659**
Decision Making and Governance Style	0.323	0.281	.444*	0.326	0.292	0.356
Change and Innovation Orientation	0.228	0.182	0.324	0.160	0.167	0.225
Overall Evident Characteristics	.547**	.521**	0.325	.500**	.559**	.523**

Table 16 presents the correlation between the dimensions of generational cohorts of school heads and the level of school culture practices across shared vision and values, collaboration and collegiality, communication practices, trust and mutual respect, professional learning and development, and overall school culture. The results indicate generally positive and statistically significant relationships, suggesting that stronger leadership-related dimensions are associated with more developed school culture practices. However, the findings also reveal varying degrees of influence, allowing the variables to be grouped into strong, moderate, and relatively weak correlational patterns depending on their consistency across domains.

The strongest and most consistent group includes leadership role perception, professional work disposition, and values orientation. Leadership role perception demonstrates the highest and most stable correlations across nearly all domains, particularly in professional learning and development ($r = .730^{**}$), shared vision and values ($r = .700^{**}$), and collaboration and collegiality ($r = .691^{**}$), as well as trust and mutual respect ($r = .648^{**}$) and overall school culture ($r = .659^{**}$). This indicates that when school heads clearly understand and actively perform their leadership roles, they are more effective in aligning teachers toward shared goals, strengthening collaboration, and sustaining a positive school environment. In actual DepEd settings, this is evident when school heads actively lead School Improvement Plan (SIP) implementation, facilitate structured LAC sessions, guide teachers in aligning classroom practices with DepEd priorities, and consistently reinforce school vision during meetings and daily interactions. The strength of these correlations is explained by the fact that role clarity directly influences decision direction, consistency of leadership actions, and organizational alignment, which are core drivers of school culture formation.

Closely aligned with this is professional work disposition, which shows strong relationships particularly with professional learning and development ($r = .686^{**}$) and overall school culture ($r = .572^{**}$). This reflects the importance of discipline, consistency, accountability, and sustained effort in shaping a functional school culture. In DepEd school environments, this is observed when school heads are consistently present during class observations, promptly address administrative and instructional concerns, monitor compliance with deadlines, and actively support school activities even beyond regular schedules. Their visible presence during flag ceremonies, school events, and classroom walkthroughs reinforces a culture of responsibility and order. This strong correlation occurs because school culture is highly influenced by daily operational behavior; when leaders demonstrate reliability and structure, teachers are more likely to mirror these behaviors, strengthening overall school cohesion.

Values orientation also forms part of this strong cluster, showing moderate-to-strong correlations across most domains, particularly in professional learning and development ($r = .609^{**}$) and shared vision and values ($r = .565^{**}$). This suggests that ethical leadership, fairness, and integrity significantly contribute to building trust-based and collaborative school environments. In real DepEd practice, this is evident when school heads apply policies fairly across teachers, handle sensitive personnel issues discreetly, and ensure transparency in decision-making such as workload distribution or selection for trainings and recognitions. Teachers' willingness to collaborate and participate in school initiatives is often strengthened when they perceive leadership decisions as just and value-driven, which explains the consistent positive association of this dimension with school culture indicators.

A moderate influence group is observed in dimensions such as collaboration-related outcomes and communication-related aspects, where correlations are positive but relatively lower compared to leadership role perception and professionalism-based variables. For instance, while collaboration and collegiality is strongly linked to leadership role perception and professional disposition, its association with other generational dimensions is slightly weaker, suggesting that collaboration is more of a *resulting culture outcome* rather than a directly driven leadership trait. In DepEd schools, collaboration often emerges naturally through grade-level meetings, LAC sessions, and school activities, but its strength still depends heavily on how actively school heads model cooperation and encourage shared responsibility. Similarly, communication practices show weaker correlations compared to other domains, indicating that communication effectiveness in schools is not solely dependent on leadership characteristics but also influenced by structural systems, workload demands, and established reporting channels. Even with strong leadership, communication may be constrained by time limitations, overlapping duties, and formal reporting requirements typical in public school environments.

On the other hand, the relatively weaker group consists of decision-making and governance style and change and innovation orientation, which show weaker and less consistent relationships across most school culture domains. Decision-making and governance style only demonstrates a modest significant correlation with communication practices ($r = .444^{*}$), while its relationships with shared vision, collaboration, trust, and professional development are generally low and not statistically significant. Similarly, change and innovation orientation shows weak correlations across all domains, suggesting limited direct influence on school culture formation. In actual DepEd settings, this can be attributed to the highly standardized and policy-driven nature of school operations, where decision-making processes are often guided by DepEd Orders, regional memoranda, and established school governance structures. As a result, variations in governance style may not strongly affect how school culture is experienced by teachers because implementation pathways are already largely predetermined. Likewise, innovation efforts may be constrained by limited resources, large class sizes, and compliance-heavy workloads, making innovation less visible in shaping everyday school culture unless strongly supported by leadership consistency and collaboration.

Comparatively, the findings suggest that school culture is most strongly influenced by behavioral and relational leadership dimensions (role perception, professionalism, and values orientation), moderately influenced by interaction-based outcomes (collaboration and communication), and least influenced by structural or strategic leadership styles (governance style and innovation orientation). The stronger variables are those that teachers directly experience daily through supervision, ethical treatment, and consistent leadership presence, while weaker variables are those that require external flexibility, resources, or systemic autonomy to fully manifest their effects.

Overall, the results imply that positive school culture in DepEd schools is primarily built through consistent leadership behavior, ethical grounding, and clear role execution rather than leadership style or innovation alone. These findings reflect real school realities where trust, collaboration, and shared vision are strengthened through daily interactions, fairness in decision-making, and sustained leadership engagement in school activities.

Part VI. Proposed Leadership Development Program for School Heads

The proposed leadership development program was developed based on the key findings of the study, particularly the areas that obtained lower ratings and therefore require further enhancement. Although the dimensions of generational cohorts of school heads, namely values orientation, professional work disposition, leadership role perception, decision-making and governance style, and change and innovation orientation, were generally assessed as highly dominant, and both policy implementation and school culture practices were rated highly implemented or fully implemented, the findings revealed specific aspects that need continuous improvement. These include personnel-related policy implementation, particularly in the areas of performance evaluation and feedback systems, conflict resolution and teamwork, recognition and reward mechanisms, and fair personnel management practices. Likewise, certain school culture indicators, such as organizing joint problem-solving activities, involving teachers in discussions about school goals, and maintaining open channels for teachers to share concerns and suggestions, received relatively lower ratings compared to other indicators, suggesting opportunities for strengthening collaborative and participatory leadership practices.

In response to these findings, the proposed program shall focus on several key areas, namely Personnel Management and Development Leadership, Conflict Resolution and Team-Building Leadership, Collaborative Problem-Solving and Shared Governance, Communication and Participatory Leadership, Resource and Administrative Management, and Leadership Reinforcement and Professional Development. The Personnel Management and Development Leadership component aims to strengthen school heads' competencies in performance evaluation, developmental feedback, coaching and mentoring, personnel development, and recognition systems. The Conflict Resolution and Team-Building Leadership component seeks to enhance school heads' abilities to manage workplace conflicts, foster teamwork, and build positive professional relationships among school personnel. The Collaborative Problem-Solving and Shared Governance component focuses on promoting teacher involvement in decision-making, strengthening professional learning communities, and encouraging collective responsibility in achieving school goals. Meanwhile, the Communication and Participatory Leadership component aims to improve communication systems within schools by enhancing transparency, responsiveness, active listening, and opportunities for teachers and stakeholders to express their concerns and suggestions. The Resource and Administrative Management component is intended to strengthen competencies in resource allocation, strategic planning, policy implementation, and administrative efficiency to ensure the effective management of school operations.

Furthermore, the program includes a Leadership Reinforcement and Professional Development component to sustain and further strengthen the leadership dimensions that were found to significantly influence policy implementation and school culture. The correlation analysis revealed that values orientation, professional work disposition, and leadership role perception were significantly associated with effective policy implementation and positive school culture practices. As such, activities related to ethical leadership, professional accountability, leadership identity development, and cross-generational mentoring will be integrated into the program. These initiatives are intended not only to address identified areas for improvement but also to reinforce the leadership qualities that contribute to effective school governance, organizational effectiveness, and a positive learning environment.

Overall, the proposed leadership development program adopts a needs-based and evidence-driven approach by focusing on the specific areas that require improvement while sustaining the leadership dimensions that significantly contribute to successful policy implementation and the development of a positive school culture. Through leadership training, mentoring, coaching, collaborative learning activities, and continuous professional development opportunities, the program seeks to enhance school heads' leadership competencies, strengthen organizational performance, foster collaborative school environments, and ultimately improve educational outcomes.

Recommendations

Based on the findings and conclusions of the study, several implications for practice and future research are drawn. School heads may continue strengthening ethical leadership, professionalism, participative governance, and innovation practices through sustained leadership training and reflective professional development activities. In the same manner, schools and educational authorities may further intensify support for personnel-related policy implementation by enhancing performance evaluation systems, recognition programs, conflict management strategies, and professional support mechanisms for teachers and staff. Likewise, school heads may sustain and further enhance positive school culture by fostering stronger collaboration, participative decision-making, open communication, and inclusive professional learning opportunities.

In relation to leadership development, initiatives should place greater emphasis on strengthening values orientation, professional work disposition, and leadership role perception, as these dimensions were found to significantly influence effective policy implementation. Correspondingly, school leaders may adopt programs and strategies that reinforce trust, collaboration, professional learning, and shared vision, thereby further improving school culture and overall organizational effectiveness. To ensure sustained impact, the proposed leadership development program should be implemented and regularly evaluated to confirm that school heads across generational cohorts are consistently equipped with the competencies necessary for effective policy implementation and school culture management.

Finally, future researchers are encouraged to undertake similar studies involving larger and more diverse groups of respondents across multiple districts, divisions, or regions. Such expansion would not only strengthen the validation and generalizability of the findings but also allow for comparative analysis of generational cohorts across varied school contexts, thereby reinforcing the empirical foundation for a more comprehensive and scalable leadership development program for school heads.

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