

Practices in Developing Self and Others in Rapu-Rapu West District

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Abstract: This study determined the level of practice of school heads on developing self and others in Rapu-Rapu West District, School Year 2025 to 2026. Specifically, it answered the following sub-problems: 1) What is the level of practice of the school heads on developing self and others along Career Stage 1 & 2? 2) What is the level of performance of the school heads on developing self and others along the two (2) career stages? 3) What are the challenges met on the level of practice of the school heads on developing self and others? 4) What personal and professional development plan may be proposed to address the challenges met? The study utilized a descriptive-survey research design. The respondents were 120 elementary teachers from fifteen (15) elementary schools in Rapu-Rapu West District. A validated researcher-made questionnaire served as the primary data-gathering instrument. Data were analyzed using frequency counts, weighted mean, and ranking.

Keywords: School Leadership, Professional Development, Human Resource Management, Leadership Development, Performance Management, Teacher Development, Educational Leadership, Organizational Effectiveness.

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I. INTRODUCTION

Education is widely recognized as a fundamental tool for national development. Across nations, continuous efforts are undertaken to improve educational systems because strong human capital significantly contributes to economic growth, social stability, and sustainable development. Schools serve as the primary institutions in shaping this human capital, and their effectiveness largely depends on sound governance and leadership. At the center of this governance are school heads, whose responsibilities include monitoring school operations, supervising instruction, and coordinating with stakeholders. As such, their ability to develop both themselves and others becomes a critical factor in achieving quality education outcomes.

Worldwide, educational reforms are guided by international frameworks that emphasize leadership and governance. The United Nations Educational, Scientific and Cultural Organization (UNESCO)¹ promotes initiatives that focus on strengthening educational leadership, enhancing institutional capacity, and fostering collaboration among stakeholders. These initiatives align with the Sustainable Development Goals, particularly Goal 4, which advocates for inclusive and equitable quality education and lifelong learning opportunities for all². Achieving this goal requires competent school leaders who can ensure effective curriculum implementation, teacher development, and

learner support. Thus, leadership development particularly the capacity to develop oneself and others plays a vital role in improving school performance and learner achievement.

In the Philippines, educational governance is strengthened through decentralization policies such as School-Based Management (SBM). SBM empowers schools and communities to participate in decision-making processes, encouraging shared responsibility and accountability. This approach requires school heads to possess strong leadership skills and the ability to foster collaboration among teachers, parents, and community stakeholders. Consequently, school heads are expected not only to improve their own competencies but also to support the professional growth of their personnel.

The concept of “developing self and others” goes beyond compliance with policies. It involves a continuous process of personal and professional growth that enhances leadership effectiveness and organizational performance. Developing self refers to the ability of school heads to engage in reflective practice, pursue lifelong learning, and adapt to changing educational demands. It includes participation in trainings, seminars, advanced studies, and professional learning communities. Through self-development, school heads enhance their leadership competencies, enabling them to make informed decisions and lead their schools effectively.

Thus, this study seeks to examine the practices of elementary school heads in developing self and others. By exploring how school heads engage in professional development and support the growth of their personnel, the study aims to contribute to the improvement of school governance and instructional leadership. The findings may serve as a basis for enhancing policies, designing capacity-building programs, and strengthening support systems that promote effective school leadership and improved educational outcomes.

➤ *Statement of the Problem*

This study determined the level of practice of school heads on developing self and others in Rapu-Rapu West District, School Year 2025 to 2026. Specifically, it answered the following sub-problems:

- What is the level of practice of the school heads on developing self and others along Career Stages 1 & 2.
- What is the level of performance of the school heads on developing self and others along the two (2) career stages?
- What are the challenges met on the level of practice of the school heads on developing self and others?
- What personal and professional development plan may be proposed to address the challenges met?

II. REVIEW OF RELATED LITERATURES

Romorosa & Uchang (2025) explored teachers' views on professional development and found that teachers are motivated by continuous learning, improving teaching practices, and collaboration. This relates to the present study as it also includes professional development as a key area. However, this study is broader since it covers additional domains in developing self and others and uses a quantitative design, unlike the qualitative case study used by the authors.

Eugenio (2025) examined teachers' personal and professional development and found high competency levels, with a need for improvement in technology use and learner support. This study is similar as it also focuses on development, and both used a descriptive survey and questionnaire. However, Eugenio included both private and public-school teachers.

Anino & Chieng (2024) investigated school heads' experiences in supporting teachers and found challenges such as limited resources and time, but emphasized mentoring and collaboration. This is related to the current study's focus on leadership support, though it differs in using a qualitative phenomenological approach instead of a quantitative design.

Fiesta (2024) studied school heads' leadership traits and found that positive leadership qualities are linked to teachers' organizational happiness. This supports the present study's focus on leadership development. Both studies used descriptive survey methods and questionnaires.

Awyar & Quinos (2025) examined distributed leadership and found it significantly influences teachers' organizational commitment. This aligns with leadership

development in the present study, although their research used a correlational design and focused on secondary teachers.

Iwal & Arenga (2023) found that school heads' support strongly influences teacher engagement. This is related to the current study's focus on developing others, with both studies using quantitative and correlational approaches.

Reyes (2023) focused on teacher promotion and selection processes, emphasizing fairness and proper evaluation. This connects with the rewards and recognition aspect of the present study but differs as it used a qualitative approach.

Bartolome & Zafra (2023) examined leadership support and found that mentoring, fairness, and feedback influence teacher engagement. This supports the importance of leadership practices in the present study, though they used a mixed-method approach.

Pasilan (2022) studied teachers' perceptions of awards and recognition and found that these systems motivate performance and commitment. This relates to the rewards and recognition component of the present study but used a qualitative method.

Alvarez et al. (2023) found that instructional leadership significantly affects school governance and effectiveness. This supports the importance of leadership in the present study, though their research used a mixed-method design.

III. METHODOLOGY

➤ *Research Method*

This research study used the descriptive-survey method of research. It is descriptive for it determined the practices in developing self and other of school heads of elementary schools in Rapu-Rapu West District. It explored the level of practice in the level of practice in developing self and other of school heads along personal and professional development; professional reflection and learning; professional networks; performance management; professional development of school personnel; leadership development in individuals and teams; general welfare of human resources; and rewards and recognition mechanism.

➤ *Sources of Data*

There were two (2) sources of data used in the study. These are the primary and secondary sources of data. The primary sources of data came from the responses of the teachers on the questions posed by the researcher. The secondary sources of data were from published and unpublished theses and dissertations, journal, memorandum, books, magazines, internet and other related materials.

➤ *Respondents of the Study*

The respondents of this study were 120 elementary teachers from fifteen (15) elementary schools in Rapu-Rapu West District. A total enumeration of the teachers was employed to ensure that all eligible participants were

included. On average, each school has eight (8) teachers per grade level, distributed as follows: fifteen (15) Kindergarten teachers, eighteen (18) Grade 1 teachers, seventeen (17) Grade 2 teachers, eighteen (18) Grade 3 teachers, eighteen (18) Grade 4 teachers, sixteen (16) Grade 5 teachers, and eighteen (18) Grade 6 teachers. The table below illustrates the distribution of teachers per school.

➤ *Research Instrument*

The researcher utilized a questionnaire as the primary instrument for data collection (Appendix A). The questionnaire was composed of three parts to comprehensively assess the practices of school heads in developing self and others. The first part determined the level of practice of school heads across eight areas: personal and professional development, professional reflection and learning, professional networks, performance management, professional development of school personnel, leadership development in individuals and teams, general welfare of human resources, and rewards and recognition mechanism. Each area contained four specific indicators, and respondents were asked to encircle the number that best corresponds to their perception of the school heads' practices.

The second part examined the level of performance of school heads along the same eight areas, with particular attention to Career Stages 1 and 2. The indicators were aligned to reflect the expectations and responsibilities of school heads at these career stages, and respondents were instructed to encircle the number that corresponded to their observation. The third part explored the challenges encountered by teachers regarding the school heads' practices in developing self and others.

Each area included three pre-identified challenges, and respondents were asked to check all that applied. The questionnaire was designed to ensure clarity, relevance, and alignment with the Philippine Professional Standards for School Heads (DepEd Order No. 24, s. 2020), allowing the researcher to gather quantitative data on the level of practice and performance, as well as qualitative insights on challenges, thus providing a comprehensive assessment of school heads' leadership and staff development practices in Rapu-Rapu West District.

➤ *Validation of Research Instrument*

The research instrument underwent a validation process to ensure its reliability, clarity, and appropriateness for the study. Validation was conducted in two phases: content validation and face validation. For content validation, the Members of the Thesis Committee evaluated the questionnaire, examining the relevance and alignment of the areas and items with the objectives of the study. Face validation was conducted by two external validators, who were Public Schools District Supervisors. The researcher provided them with a formal letter of request and personally visited them to seek their support in refining the instrument (Appendix B).

The external validators were supportive, and a follow-up visit was scheduled after a week to receive their feedback. During the retrieval, the validators commended the effort and encouraged the researcher to complete the study. They offered constructive suggestions, including improving grammar and mechanics, verifying the correctness of spelling and the use of appropriate words, and ensuring parallelism in the framing of indicators. The researcher incorporated all recommendations to enhance the clarity, consistency, and overall quality of the questionnaire, ensuring that it effectively measures the practices of school heads in developing self and others in accordance with the Philippine Professional Standards for School Heads (DepEd Order No. 24, s. 2020, Domain 4: Developing Self and Others).

The study followed a systematic procedure to ensure the collection of valid and reliable data regarding the practices of school heads in developing themselves and others. First, a formal letter requesting permission to conduct the study was prepared and submitted to the Schools Division Superintendent of Albay, detailing the objectives and methodology of the research, and approval was secured prior to data collection (Appendix C). The research instrument, a questionnaire, was finalized after incorporating recommendations from the validation process to ensure clarity, relevance, and alignment with the study's objectives.

Upon approval, the researcher personally administered the questionnaires to the respondents in their respective schools, explaining the purpose of the study and assuring them that their responses would be treated with strict confidentiality. Respondents were given sufficient time to complete the questionnaire, and all responses were collected immediately after completion to ensure accuracy and prevent loss. The completed questionnaires were then compiled in a Master Tally Sheet, with all 179 questionnaires retrieved, resulting in a 100% retrieval rate.

The collected data were subjected to appropriate statistical treatments, organized systematically in tables, and analyzed to draw meaningful conclusions about the practices of school heads in developing themselves and fostering the growth, engagement, and performance of school personnel.

➤ *Statistical Treatment of Data*

This study employed descriptive statistics to analyze the data. For the first problem, frequency counts and weighted mean were used to determine the level of practice of school heads in developing self and others along the following areas of concern: personal and professional development; professional reflection and learning; professional networks; performance management; professional development of school personnel; leadership development in individuals and teams; general welfare of human resources; and rewards and recognition mechanism. The respondents were guided by the following rating scale:

Table 1 Statistical Treatment of Data

Numerical Rating	Scale	Adjectival Description
5	4.20–5.00	Very High
4	3.40–4.19	High
3	2.60–3.39	Moderate
2	1.80–2.59	Low
1	1.00–1.79	Very Low

The weighted mean is a statistical measure used to determine the average score of a set of data while considering the relative importance or frequency of each value. In this study, the weighted mean was employed to determine the level of practice of school heads across different indicators. Each response on the questionnaire was assigned a numerical value corresponding to its rating (e.g., 1 = Low, 2 = Fair, 3 = Satisfactory, 4 = High, 5 = Very High). By multiplying each response value by the frequency of that response and dividing the sum by the total number of responses, the weighted mean provides a precise representation of the overall level of practice.

The weighted mean allows researchers to quantify qualitative responses and interpret the results using adjectival descriptions such as Low, Fair, Satisfactory, High, and Very High. In this study, it was used to summarize the practices of school heads in developing themselves and others, providing a clear, numerical basis for comparison and analysis.

The level of performance of the school heads in developing self and others along the same areas was also computed using the weighted mean.

Frequency counts and ranking were employed to identify the challenges encountered by teachers regarding the school heads' practices. In ranking, the challenge with the highest frequency was assigned Rank 1, while the challenge with the lowest frequency received the last rank.

IV. FINDINGS, RECOMMENDATION AND CONCLUSION

A. Findings

The salient findings of the study are:

➤ *The Level of Practice of the School Heads in Developing Self and Other along Career Stage 1.*

The findings revealed that the level of practice of school heads in developing self and others based on the indicators aligned with Career Stage 1 of the Philippine Professional Standards for School Heads (PPSSH) was *Very High*, with an overall weighted mean of 4.59. This indicates that school heads consistently demonstrate strong leadership practices in personal and professional development as well as in supporting the growth of their personnel.

Among the indicators, seeking opportunities through professional networks obtained the highest weighted mean of 4.73, showing that school heads are highly proactive in establishing linkages, engaging in collaboration, and enhancing their leadership competencies through networking. This was followed by identifying strengths, capabilities, and

potentials of individuals and teams with a weighted mean of 4.72, indicating strong ability in recognizing and maximizing human resources.

The indicators on rewards and recognition mechanisms (WM = 4.68), knowledge of laws, policies, and guidelines on personnel welfare (WM = 4.63), and implementation of performance management systems (WM = 4.62) were likewise rated *Very High*, suggesting that school heads effectively motivate personnel, uphold welfare policies, and maintain accountability systems.

Furthermore, the indicators on professional development (WM = 4.52) and professional reflection and learning (WM = 4.51) also received *Very High* ratings, reflecting commitment to continuous learning and reflective leadership practices.

Meanwhile, conducting self-assessment using PPSSH obtained the lowest weighted mean of 4.37, though still interpreted as *Very High*. This implies that while school heads engage in self-assessment, the regular and systematic use of the PPSSH framework may still be strengthened.

➤ *The Level of Practice of the School Heads in Developing Self and Other along Career Stage 2.*

The findings revealed that the level of practice of school heads in developing self and others along Career Stage 2 was *Very High*, with an overall weighted mean of 4.45. This indicates that school heads consistently demonstrate strong and effective leadership practices, particularly in implementing development-oriented initiatives within the school.

Among the indicators, implementation of laws, policies, and guidelines on personnel welfare obtained the highest weighted mean of 4.72, suggesting that school heads are highly competent in safeguarding the rights, privileges, and benefits of school personnel. This reflects their commitment to maintaining a supportive and secure working environment that promotes teacher motivation and productivity.

The indicator on participation in professional networks also received a *Very High* rating with a weighted mean of 4.64, showing that school heads actively engage in professional communities to strengthen their knowledge, skills, and leadership competencies. Likewise, the indicators on implementation of a school rewards system (WM = 4.59) and providing leadership opportunities to individuals and teams (WM = 4.52) were rated *Very High*, indicating that school heads effectively recognize exemplary performance and empower teachers through shared leadership opportunities.

Furthermore, setting personal and professional development goals (WM = 4.42), performance management implementation (WM = 4.38), and professional development initiatives (WM = 4.38) were also interpreted as Very High, demonstrating the ability of school heads to translate assessment results into concrete developmental actions and programs.

However, the indicator on applying professional reflection and learning to improve practice obtained the lowest weighted mean of 3.97, interpreted as *High*. Although still positive, this suggests that reflective practices may not be as consistently applied compared with other leadership functions.

➤ *The Level of Performance of the School Heads in Developing Self and Others*

The writer also explored the level of performance of the school heads in developing self and others. The same areas and indicators were used by the researcher. These areas are: personal and professional development; professional reflection and learning; professional networks; performance management; professional development of school personnel; leadership development in individuals and teams; general welfare of human resources; and rewards and recognition mechanism. There were two (2) indicators that characterized the area. The indicators used are similar to the indicators in the determination of the level of practice of school heads.

• *The Performance of School Heads in Developing Self and Others along Career Stage 1.*

The findings revealed that school heads obtained an overall average weighted mean of 4.65, interpreted as *Very High*, indicating strong performance across all indicators. Among the indicators, the highest weighted mean was obtained in *rewards and recognizes learners, school personnel, and other stakeholders for exemplary performance and/or support* with a mean of 4.75, interpreted as very high. This suggests that school heads consistently implement recognition practices that motivate and appreciate contributions within the school community.

This was followed by *identifies strengths, capabilities, and potentials of individuals and teams in performing leadership roles and responsibilities* with a weighted mean of 4.74, also interpreted as very high. This indicates that school heads effectively recognize leadership potential and empower personnel to assume leadership responsibilities. High ratings were also observed in *demonstrates knowledge and understanding of the implementation of the performance management system* with 4.72 and *seeks opportunities to improve one's practice through professional networks* with 4.71, both interpreted as very high. These findings reflect strong engagement in systematic performance monitoring and active participation in professional collaboration.

Meanwhile, indicators such as *conducts self-assessment using the Philippine Professional Standards for School Heads* obtained the lowest weighted mean of 4.42, though still interpreted as very high. This suggests that while self-assessment practices are evident, they may be further

strengthened to reach the level of other high-performing indicators. Largely, the results indicate that school heads demonstrate very strong performance in leadership development, personnel empowerment, policy implementation, and professional growth under Career Stage 1.

• *The Performance of School Heads in Developing Self and Others along Career Stage 2.*

In the performance of school heads in developing self and others along Career Stage 2, the findings revealed that school heads obtained an overall weighted mean of 4.55, interpreted as *Very High*, indicating strong performance in translating leadership standards into actual practice. Among the indicators, the highest weighted mean was obtained in *implements laws, policies, guidelines, and issuances on the rights, privileges, and benefits of school personnel to ensure their general welfare* with a mean of 4.71, interpreted as very high. This suggests that school heads prioritize policy implementation and the protection of personnel rights as part of their leadership responsibilities.

This was followed by *participates in professional networks to upgrade knowledge and skills and enhance practice* with a weighted mean of 4.68, and *sets personal and professional development goals aligned with the Philippine Professional Standards for School Heads* with 4.66, both interpreted as very high. These results indicate strong commitment to continuous professional growth and active engagement in collaborative learning. High ratings were also observed in *providing opportunities for individuals and teams to perform leadership roles* (4.63), *implementing a school rewards system* (4.61), *implementing the performance management system* (4.59), and *implementing professional development initiatives to address performance gaps* (4.52). These findings reflect structured efforts to empower personnel, strengthen accountability systems, and promote recognition mechanisms within the school.

However, the indicator *applies professional reflection and learning to improve one's practice* obtained the lowest weighted mean of 4.02, interpreted as *High*. Although still positive, this suggests that reflective practices may need further enhancement to achieve the same level as the other indicators. Thus, the results demonstrate that school heads effectively operationalize leadership standards under Career Stage 2 by promoting personnel welfare, strengthening professional networks, implementing performance systems, and sustaining organizational development.

➤ *Challenges Met on the Level of Practice of School Heads in Developing Self and Others*

The researcher determined the challenges met on the level of practice of school heads in developing self and others. Each of the area of concern have three (3) pre-identified challenges wherein the respondents selected. Multiple responses were allowed.

Along *personal and professional development*, the challenge that obtained the highest frequency of 115 is *indifference in attending personal and professional*

development with a rank of first; followed by weak support of school heads to personal and professional development of teachers with 97 or second in rank; then, unfair selection of attendees to personal and professional development with 93 of third in rank. Along professional reflection and learning, the challenge with the highest number of frequencies of 112 or first in rank is absence of feedbacking when attending learning opportunities. It is trailed by complacency to current status in the profession with 94 and lastly, lack of appreciation of the importance of professional reflection with 91 or third in rank. Along professional networks, the challenge with the highest number of frequencies of 116 or first in rank is lack of confidence to connect with others. It is tailed by bad experience with other people and group with 87 or second in rank. The challenge with the lowest number of frequencies of 52 or third in rank is discrimination and isolation issues.

Along performance management, the challenge with the highest frequency of 109 is obtained in resistance to conduct performance management with a rank of first. It is followed by unprepared environment to conduct personnel management with 92 or second in rank and lastly, lack of tools to implement performance management with 81 or third in rank. Along, professional development of school personnel, the challenge with the highest number of frequencies of 118 is insufficient fund to support professional development of all school personnel. It has a rank of first. This is followed by mismatch between professional development themes to the actual needs of the school personnel with 102 or second in rank. The challenge with the lowest frequency of 94 is unaware of available professional development opportunities or third in rank.

Along leadership development in individuals and teams, the challenge with a first in rank having the highest number of frequencies of 94 is unsupportive school personnel and teachers, followed by weak decision-making and lastly, inappropriate leadership style with 76 or third in rank. In the area which is general welfare of human resources, the challenge with the highest number of frequencies of 117 is lot of workloads. This is followed by various unresolved issues in school with 91 and lastly, the challenge with the lowest number of frequencies of 88 is poor working conditions. The area which is reward and recognition mechanisms, the challenge with the highest number of frequencies of 118 is obtained in perception of unfairness and favoritism. It is followed by lack of rewards and recognition mechanism in school with 102 or second in rank and lastly, gap between limited types of achievement than innovation of quality of practice with 97 or third in rank.

➤ *Personal and Professional Development Plan to Address the Challenges*

A personal and professional development to address the challenges is the contribution of the researcher to the field of knowledge in relation to the practices and performance of school heads in developing self and others.

B. *Conclusions*

The following conclusions are drawn:

- Based on the findings, it was concluded that school heads demonstrate a *Very High* level of practice in developing self and others along the indicators of Career Stage 1 and Career Stage 2 of the Philippine Professional Standards for School Heads (PPSSH). This indicates that they consistently exhibit strong leadership practices in professional networking, personnel welfare, rewards and recognition, performance management, and leadership development.

It was further concluded that school heads effectively support the growth of teachers and staff through empowerment, collaboration, and implementation of development-oriented programs that contribute to school effectiveness.

However, the comparatively lower ratings in self-assessment and reflective practice suggest the need to further strengthen these areas to ensure continuous leadership improvement and better decision-making.

- The level of performance of school heads of Rapu-Rapu West District in developing self and others along personal and professional development; professional reflection and learning; professional networks; performance management; professional development of school personnel; leadership development in individuals and teams; general welfare of human resources; and rewards and recognition mechanism is very high.
- There are challenges met on the level of practice of school heads in developing self and others in Rapu-Rapu West District.
- A personal and professional development plan may address the challenges met on the level of practice of school heads in developing self and others in Rapu-Rapu West District.

C. *Recommendations*

The following recommendations are offered:

- It is recommended that school heads continue sustaining strong leadership practices in professional networking, personnel welfare, rewards and recognition, and performance management. Opportunities for teachers and staff to assume leadership roles may be strengthened through delegation, mentoring, and collaborative programs. Likewise, regular self-assessment using the Philippine Professional Standards for School Heads (PPSSH) and reflective leadership practices may be institutionalized to support continuous professional growth, improved decision-making, and greater school effectiveness.
- The teachers with potentials may be offered with graduate scholarships with partnership with the Local Government of Rapu-Rapu.
- The challenges identified in this study may be discussed in management committee meeting.

- The personal and professional development plan crafted by the researcher may be considered in the preparation of the same plan by teachers.

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