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Impacts of Leyte Division's LeaderShape Academy to the School Head's Leadership Competence

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Abstract - This study sought to determine the impact of LeaderShape Academy (LA) on the leadership skills of its inaugural group of scholars and how they viewed the program's implementation. The mixed method, which combined the quasi-experimental and descriptive methods, was the study's methodology. The study's 140 LA scholars participated, and they all took part in the pre- and post-tests, online survey, and focus group discussions. The findings of the pre- and post-tests showed that the scholars' leadership skills had improved as a result of their attendance at LeaderShape Academy. Additionally, LA scholars thought that the training sessions were run successfully and that their expectations were satisfied. Finally, the LeaderSHAPE academy has had a significant impacts on scholars. Not only did it enable them to understand their own personal qualities, but it also helped them enhance their leadership skills.

I. Introduction

Development and deepening of the School Leaders' leadership agility and resilience in dealing with the complex and ambiguous demands of the field while maintaining firm resolve as the game changers and catalysts of positive transformation for the curriculum and instruction is imperative in today's new normal, which has a rapid, uncertain, and disruptive change.

According to Nannyonjo (2017), effective leadership is necessary for all social challenges and initiatives. The advancement of learners depends on exceptional leadership in schools, and this leadership affects all facets of education. She argued that in many educational institutions, good school leadership is uncommon. It is usually assumed that school administrators should finish the assignments given to them, regardless of their competence. School administrators must work much harder to meet the unique challenges of providing high-quality education in an environment created and characterized by the epidemic.

A Philippine law establishing a framework for basic education's governance stipulates that the institution's head of school shall apply good administrative judgment and instructional leadership (RA 9155). The Act states that the government values stakeholder involvement and a decentralized management structure in pursuing high-quality education. The School Heads Act grants them the power, accountability, and obligation to oversee all school-related matters

(Oracion, et al, 2020). It states that administrators of schools are given enormous authority and obligations, and as a result, they must be capable, skilled, and ready to handle problems when performing their tasks and activities.

As stated in the DepEd Order No. 24, s. 2020, the National Adoption and Implementation of the Philippine Professional Standards for School Heads (DepEd, 2020), school heads, as stewards of schools, play a crucial role in ensuring an enabling and supportive environment for effective teaching and learning. Moreover, as a policy, the department commits to promote the continuing professional development and advancement of school heads based on the principles of career-long learning.

Consequently, it follows that school administrators are responsible for providing students with high-quality education. They need to keep growing in influence within the organization in order to better represent the interests of the stakeholders in the school. Recognizing the urgent need, school leaders, even in times of pandemic, must meet the challenges head-on. To successfully reinforce their Basic Education - Learning Continuity Plans (LCPs) and acquire the successful implementation of Blended Distance Learning Modalities in the Next Normal in education, one must have a thorough understanding of the essence of the Curriculum and Instruction.

As one of the trademarks in the delivery of high-quality education in past years, the Department of Education provided extensive educational assistance to school leaders around the nation through professional development. In accordance with the DepEd Memorandum No. 192, s. 2016, the School Heads' Development Program (SHDP) was created and established (DepEd, 2016). The National Educators Academy of the Philippines (NEAP) and the Human Resource Organizational Development (HROD) Division of the Department of Education together developed the School Heads' Development Program, a foundational course. This development program offered systematic competency-based educational leadership and management courses that seek to prepare school heads to lead and manage the K to 12 schools in the 21st century. The seven areas of the principal's responsibility were covered in three-module courses on SHDP, including delivering the curriculum and core programs; managing school operations; strategic human resources management and development; budgetary management; cooperation; and leadership. Guadalupe (2013) concurred that the more management training and development are connected with the management, the more effective training and development will be.

However, when the pandemic initially started and schools were converting to distance learning, DepEd did not provide SHDP or any other pertinent training. The outcomes of Nurturing Employees Welfare by Optimizing Personnel Enhancement Networks through the Division's Objective Open Ranking System (NEW OPEN DOORS), a streamlined procedure in the screening of necessary skills and competence as strategic leaders in optimizing all feasible innovations for new applicants and candidates for promotion to teaching, made it clear that school leaders needed assistance and guidance for navigating the new educational landscape.

Upon analysis of documents, it was divulged that school heads and school head aspirants need development in some aspects - professional growth and learning, organizational management, school planning, school culture, instructional leadership, and stakeholder support and engagement. Specifically, 22% of the school heads and/or school head aspirants mentioned their learning development needs but they did not initiate any means to address these needs. Moreover, 44% of them involved the community in crafting the Basic Education - Learning Continuity Plan (BE-LCP), Annual Implementation Plan (AIP), and Annual Procurement Plan (APP) but participation in the implementation of school plans is only limited to distribution and retrieval of modules and school beautification. The gaps in these components have to be addressed for the school heads to grow in terms of leadership and potential, and to foster development in the schools they are managing.

The findings also suggested that the new leaders in the DepEd Leyte Division needed to have the necessary knowledge, abilities, and mentality to manage schools during the epidemic. Professor George Kohlrieser and Anouk Lavoie Orlick (2014) assert that for leaders to succeed and grow, they must foster resilience. As they finally internalize these values on how they would manage themselves and their organization during trying circumstances, they must be a benchmark for positivity and optimism, self-efficacy, and high emotional quotient (EQ).

In order to strengthen their inherent spirit of resilience, knowledge, and competence and pave the way for their new journey as paragons of virtue, a development program for school leaders was created and carried out on the basis of this assumption.

LeaderShape Academy of DepEd Leyte Division was accredited by National Educational Academy of the Philippines and had a total of _____ CPD units. This Professional Learning and Development was composed of three (3) Modules wherein some session guides were adapted from the NEAPs School Heads' Development Program (SHDP) Foundational Course. Session guides and slide decks were carefully reviewed by the content experts in the Division in order to suit the targeted learners' needs in the New Normal situation. All session guides were customized/modified and enhanced in order to achieve and be able to apply the necessary KSAs.

The Academy, which started on _____, was managed by the Human Resource and Development Section in coordination with the Personnel Development Committee (PDC) in the Division of Leyte. The 6-month conduct of Relationship Discussion-Based Learning (RDL) sessions geared towards helping school leaders fully understand the essence of Curriculum and Instruction in the successful reinforcement of their Basic Education – Learning Continuity Plans (LCPs) and effective implementation of Blended Distance Learning Modalities in the New Normal in education. The 140 scholars of the program were equipped with the knowledge, skills, and attitudes, so they can manage themselves and their schools amid adverse times.

After the training, the school heads embark on an application project that concentrated on community partnership, instructional supervision, financial management, school physical

improvement, and other school-related enhancement activities as a requirement and were implemented in their respective schools to test their efficacy in applying the various learnings gained from the training they had attended. The application project implementation was closely monitored by the scholars' district heads.

As the proponent of the project, the researcher was driven to pursue this study to determine the impacts of LeaderShape Academy on the school leaders' leadership competence. This study also identified the perception of the scholars on how the academy was managed and scholars' significant learnings.

It specifically sought to answer the following questions:

1. What is the leadership test scores of the scholars before attending LeaderShape Academy?

2. What is the leadership test scores of the scholars after attending LeaderShape Academy?

3. Is there a significant difference in the leadership test scores of the scholars before and after attending LeaderShape Academy?

4. What are the perceptions of the scholars on the implementation of LeaderShape Academy?

    4.1 on how the training sessions were conducted

    4.2 on the Academy's venue

    4.3 on the meals served

5. How did the scholars perceive the impacts of LeaderShape Academy on the performance of their roles and responsibilities as school leaders?

II. Methodology

Design. The design used in this study was the mixed method which integrated the Quasi Experimental and the Descriptive Method.

Leech and Onwuegbuzie (2008) pointed out that mixed methods of research involves collecting, analyzing, and interpreting quantitative and qualitative data in a single study or in a series of studies that investigate the same underlying phenomenon. Creswell (2011) supported this explanation by stressing that the mixed methods make use of both quantitative and qualitative approaches for better understanding of research questions.

The quantitative approach in this mixed research was the Quasi-Experimental defined as one that looks a bit like an experimental design but lacks the key ingredient – random assignment (Trochim, 2006). The type of Quasi-Experimental Design used is the one-group pretest-posttest design (ResearchGate, n.d.). There is no control group identified because this is the pilot

implementation of LeaderShape Academy and all involved in the implementation of the academy were considered in the study. (David, 2016).

The Quasi-Experimental Design used is presented below:

$$O_1 \quad X \quad O_2 \quad \text{where:}$$

O_1 represents the school heads' pre-test scores before the implementation

X is the intervention (Learning and Development)

O_2 represents the school heads' post-test results after the implementation

The qualitative part of this research used the descriptive method, which describes certain situations. This method can be carried out through Surveys where the respondents answer questions through interviews or questionnaires (Jackson, 2009) thus, the participants in this study answered a questionnaire and participated in the Focus Group Discussions that gathered information on their feelings towards the LeaderSHape Academy.

Sampling. The respondents of the study are the scholars of LeaderSHAPE Academy program. There are 140 School Heads and School Head aspirants of the Division of Leyte coming from the 7 areas who are in the Proficient/Highly Proficient Level, completer in SHDP but need a refresher course ,and those who have not undergone the SHDP Foundational Course itself. Participants were divided into 4 classes simultaneous at 35 learners per class.

Research Procedure. The LeaderSHAPE Academy as a spin-off program of SDO's flagship initiative in Human Resource Development – NEW OPEN DOORS (Nurturing Employees Welfare by Optimizing Personnel Enhancement Networks thru the Division's Objective Open Ranking System) .This also served as the classroom and leadership laboratory of the identified LA scholars composed of school heads (elementary and secondary) in every area in the SDO of Leyte. The entire program had a limited Face to Face modality with ten live-in class sessions. The program ran for ten (10) months from October 2021 until August 2022. Each session was only good for three (3) days usually every last three working days of each month.

All 140 LA scholars took a 40-item pretest before the program began. The exam was adapted from the School Head Development Program, and it went through a number of validation processes with the help of Education Program Supervisors and the research proponent. Identified Leyte Division school heads who were not scholars of LeaderShape Academy were asked to take part in the dry run. Cronbach's alpha was 78, which is considered to be an acceptable result (Olaniyi, 2019).

Scholars retook the test once LeaderShape Academy had been completed. Additionally, the Division Office Quality Assurance, Monitoring and Evaluation Team engaged them in a focus

group discussion and responded to an online survey it had developed. The office uses this tool as a standard tool to assess all learning and development activities of the division office.

Ethical Issues. Ethical guidelines are essential in the conduct of research studies (Research Connections, 2016). In this research, the following were the ethical considerations:

Respect for Persons. The respondents were given the option of whether they will participate in the study or not. Written approval was sought from them with regards to their participation. Further, the pre- and post-test results depicting their leadership competencies was kept in custody by the researcher to safeguard the respondents' privacy.

Beneficence. The welfare of the participants were considered in the conduct of the research. The sessions did not interfere the responsibilities of the participants as school heads. A memorandum and travel order were issued to all participants. While they underwent the LeaderShape Academy classes geared at enhancing their leadership competence, their knowledge exploration in other fields was not hampered.

Guarding Privacy and Confidentiality. Researchers developed a mechanism to prevent the disclosure of, or unauthorized access to, data that can be linked to a subject's individual identity. (Adams, 2013) The Phil IRI results were safeguarded by the researchers so that only the individual student will have an access to his or her own results.

Treatment of Data. Appropriate statistical tools were utilized in this study in accordance with the identified Research Questions (RQ) as presented in the succeeding discussions.

RQ 1: What is the leadership test scores of the scholars before attending LeaderShape Academy?

RQ 2: What is the leadership test scores of the scholars after attending LeaderShape Academy?

The statistical tool for RQ1 and RQ2 were the Mean calculated using the formula:

$$Mean = \frac{Total\ Raw\ Score}{Total\ Possible\ Score}$$

RQ 3: Is there a significant difference in the LA scholars scores before and after the LeaderShape Academy?

The t-test, paired-two samples for means,was the statistical tool used to test the significant difference between the participants' scores before and after the academy. The t-test, with its corresponding p-value, was calculated using the Microsoft Excel Data Analysis Toolpack (Andale, 2013).

In reading the results of the t-test from MS Excel, the following steps were followed (Ibid):

Step 1: Compare the alpha level set (i.e. 0.05) to the p-value in the output. If the p-value in the output is smaller than the alpha level set, reject the null hypothesis.

Step 2: Compare the t-critical value in the output with the t-value. If the t-value is smaller than the t-critical value, reject the null hypothesis. There are *two* t-critical values, one-tail and two-tail. If not sure about a one-tailed test or a two-tailed test, always compare the t-value to the two-tail t critical value.

In order to fully reject the null hypothesis, use both values (p and t) in combination.

RQ 4: What are the perceptions of the scholars on the implementation of LeaderShape Academy?

For the 4th research question, the researcher used mean to determine the perception of participants on the implementation of LeaderShape Academy. Below is the formula used:

$$M = \frac{Sum\ of\ all\ data\ points}{Number\ of\ data\ pints}$$

The mean scores were interpreted using the following descriptions:

4.00-3.26	Strongly Agree
3.25-2.49	Agree
2.50-1.76	Disagree
1.75-1.00	Strongly Disagree

RQ 5: How did the scholars perceive the impacts of LeaderShape Academy on the performance of their roles and responsibilities as school leaders?

Responses of the participants during the focus group discussions were categorized into themes using thematic analysis. As what Alhojailan (2012) cited in his study, thematic analysis is a comprehensive process where the researcher is able to identify numerous cross-references between the data eventually leading to the research's evolving themes.

III. Results and Discussions

After the 10-month implementation of LeaderSHAPE Academy, the effectiveness of the 3 modules and their effects on the participants were determined.

1. What is the leadership competence of the scholars before attending LeaderShape Academy?

2. What is the leadership competence of the scholars after attending LeaderShape Academy?

3. Is there a significant difference on the leadership competence of the scholars before and after attending LeaderShape Academy?

Table 1. Paired Two Sample for Means of the LA Scholars' Scores Before and After the LeaderShape Academy

	Pre-Test	Post-Test
Mean	**14.42424242**	**20.56060606**
Variance	3.848018648	4.311655012
t Stat	**-18.27338663**	
t Critical one-tail	-1.668635976	
P(T<=t) two-tail	**2.6436E-27**	

There has been an average increase of 6.136364 in the mean scores from the pre-test to the post-test signifying an improvement in the participants' scores. The average mean for the pre-test is 14.42 while in the post-test there is 20.56. To test if there is a significant difference in the pre and post-test scores of the LA scholars, the t-test was determined in MS Excel. Since it is observed that $t=-18.273<tc=-1.669$, it is then concluded that *the null hypothesis is rejected.* This is supported by the p-value= **2.6436E-27**$<\alpha=0.05$ implying the rejection of the null hypothesis.

4. What are the perception of the scholars on the implementation of LeaderShape Academy?

   On how the training sessions were conducted…

Table 2.1 Participants' perceptions on program management

DESCRIPTION	RATING	Description
SESSION / PMT		
The session was delivered on schedule	3.98	SA
The session was managed efficiently	3.99	SA
The session followed a logical sequence	3.97	SA
Program objectives were clearly presented	3.99	SA
Program objectives were attained	3.99	SA
Program content was appropriate to participants' roles and responsibilities	3.98	SA
Content delivered was based on authoritative and reliable sources	3.98	SA
Session activities were effective in generating learning	3.98	SA
Adult learning methodologies were used	3.97	SA
Program followed a logical order/structure	3.98	SA
Contribution of all trainees was encouraged	3.98	SA
Trainees demonstrated a clear understanding of the content delivered	3.97	SA
Appropriate to participants' needs	3.97	SA
Adequate	3.97	SA
Given on time	3.97	SA
Established a friendly atmosphere	3.99	SA
Checked/monitored the attendance of participants prior to the start of the session	3.99	SA
Responsive to the needs of participants	3.99	SA

The management of the program is the primary emphasis of the first section of the program evaluation. Program Management refers to the process of managing the different activities mapped to program objectives and ensuring the attainment of LeaderShape Academy's vision and mission.

An online survey was sent to LeaderShape Academy participants to complete. The resulting data were gathered, examined, and explained.

Participants generally reported significant or strong agreement with all of the aforementioned metrics, indicating that the program was delivered effectively and efficiently.

Table 2.2 Participants' perceptions on the Academy's venue

VENUE	Rating	Description
The venue was well-lighted	3.97	SA
The venue was well-ventilated	3.97	SA
The venue was comfortable	3.95	SA
The venue provided sufficient space for physical distancing	3.91	SA
In great sanitary and hygienic conditions	3.89	SA
The venue's internet was fast and reliable	3.74	SA
The venue's soundproofing was great	3.83	SA
The venue's sound system quality was great	3.84	SA

The venue of the LeaderShape Academy was the subject of the second question in the online survey. The majority of participants firmly agree that the venue was well-lit and ventilated, while just a small number of participants had issues about the venue's internet connection.

Table 2.3 Participants' perceptions on the meals served

FOOD		
Meals are nutritious	3.81	SA
Meals are varied	3.85	SA
Meals are given on time	3.89	SA
Meals are generally well-prepared and tasty	3.83	SA

Overall, the meals provided to LeaderShape Academy participants are rated as very satisfactory. The indicator with the greatest mean is the one that indicates that meals are served on time.

5. How did the scholars perceive the impacts of LeaderShape Academy on the performance of their roles and responsibilities as school leaders?

Table 2 Qualitative Data on Academy's Impacts to the Scholars

Insights		Frequency
Theme 1 School Operations	Strategize to increase enrollment	12
	Implement relevant projects	24
	Established strong partnerships	13
	Improved IS skills	15
	Fiscal Management	7
Theme 2 Managing Others	Power to transform	22
	Dealing with difficult situations	18
	Interpersonal Skills	4
Theme 3 Managing Self	Right Perspectives Towards Work	14
	Developing self-love	8

The table above presents the different answers of the participants when asked how the LeaderShape Academy impacted them as school leaders. These responses were coded, grouped and assigned with themes. Thematic presentation and elaborate discussion of the data are presented below:

The positive responses given by the participants during the Focus Group Discussion are indications that they felt the program targeted some of the critical areas which were related to deficiencies in their performance as principals and school leaders. To further illustrate the impacts of LeaderSHAPE Academy to the scholars, the following themes are presented:

Theme 1: School Operations

Every successful school is built on effective administration of its daily operations. It highlights the necessity for school leaders to collaborate, develop a vision, guarantee effective teaching and learning, and use the school's resources responsibly.

Some of the scholars experienced enrollment issues. Several learners were seen to be passive throughout the introduction of the blended learning medium. School heads, through the application of CI, were able to better comprehend the context of the learners and develop pertinent strategies to engage learners in school. The knowledge and skills they learned on contextualizing learning resources and implementing Alternative Delivery Modules helped the scholars devise mechanisms to make new normal education more effective for the learners. With the help of teachers and school administrators, more students who had been out of school decided to return, leading to an increase in enrolment.

"We were fully to identify the gaps in our enrolment using SIPOC as discussed during CI training. After determining the root cause, we were able to improve our learning resources for distance learning by contextualizing."

-TBC, Class A

"Applied effective strategies to learners in sustaining enrolment and saving pupils from dropping out. Sir Catan's discussions on different ADMs enlightened me to strategize well."

-ABB, Class A

"LeaderShape Academy taught me to be initiative on the increase and sustainability of school enrolment through different strategies and platforms discussed by Maam Arias and Sir Mau."

-CADS, Class C

The academy scholars felt compelled to act as change agents in their capacity as school leaders. The academy made them realize that their role was to serve the local communities in accordance with the requirements established by the Department of Education. Using the information and abilities acquired in the sessions on Continuous Improvement, School-Based Management. Child-Friendly School System, and K to 12 Curriculum, they were able to assess the strengths and problems of their particular schools in order to plan where to begin improving, innovating, and sustaining them. They were able to carry out relevant projects to deal with noted issues and concerns.

"I've grown to be an advocate and catalyst of strategic leadership because I was able to determine correctly the main problem of the school and appropriate intervention" *-JYT, Class C*

"The academy helped me to look for ways to make a project to improve literacy rate and increase pupils' achievement result.I came to realize that I need to put premium to the welfare of the learners."

–SDP, Class D

"I learned deeply from different sessions on CI and SBM how to find the root cause of the school problems and helped me improve our school performance."

-MZT, Class C

Collaborations among school personnel, parents, and other members of the community are called partnerships. Mutual trust and respect, as well as shared accountability for the learners' education, are the cornerstones of successful partnerships. Most of the scholars acknowledged that LeaderSHAPE Academy had given them the courage to form collaborations with more stakeholders. The skills they learned let them communicate clearly with potential stakeholders and

keep themselves accountable for each project they started. They also began to see the need of transparency in sustaining the respect that their stakeholders have for them.

"It widened my horizon in navigating my partnership among stakeholders. I was taught of the correct processes in looking for more school partners."

-EDA, Class B

"Worthy to note that the academy helped me (the proper way) of having linkages and strong partnerships.The discussion on tax incentive was interesting. The DepEd memo on partnership shed light on how I can establish stronger linkage."

-MJG, Class B

Instructional supervision is the practice of providing support to teachers in the form of direction, encouragement, stimulation, or other learning opportunities in order to advance and enhance the teaching and learning environment and process. Through several sessions, the scholars have acquired not only the knowledge but also the mentality necessary to carry out this function more effectively. Technical help is now routinely provided and is crucial to ensuring that teaching and learning are in line with the Philippine Professional Standards for Teachers. Additionally, scholars are now more accountable for monitoring student data, evaluating students, and developing interventions for them.

"This helped me perform my duties and responsibilities well, coaching and mentoring my teachers to maximize their personal and professional potentials. As my function as school manager, I was able to learn to propel my school towards excellent and ethical achievement of goals and vision of the agency/school organization."

-FSA, Class A

"I am now guided on how to capacitate to better respond to the professional needs of teachers and academic needs of learners which will eventually enhance the quality of education services.I regularly conduct TA to my teachers guided by PPST."

-RB, Class A

"It guided me how to give technical assistance to the teachers to provide lifelong learning opportunities to ensure good future to our learners. I am now doing it in a regular basis because I realized its importance."

-JA, Class A

One of the great insights of some of the scholars is that good financial management techniques by the heads can assist schools in creating budgets, setting goals, and identifying the sources of human resources, time allocation, teaching and learning materials, and suitable costing.

Following the financial management session, scholars made some changes to their school plans, keeping in mind the need to be practical and realistic in their goals. They were enlightened on what activities and expenses needed to be prioritized under the legislation that govern the usage of MOOE. They, too, realized the importance of being transparent with the school finances to build trust and confidence among stakeholders.

"School fiscal management has a great impact on me. Proper budgeting, procurement and utilization is really necessary. That is why I reviewed my plans and consulted teachers and stakeholders to ensure I am aligned to what Sir Allado discussed."

-NGO, Class B

"I am now guided on what to do in terms of legal basis and financial management in order to build transparency and good relationship with stakeholders."

-HDDA, Class B

"I gained several insights like being transparent of our finances to our stakeholders to open up their minds to support our school for its improvement."

-LCO, Class B

Theme 2: Managing Others

Managing others emerged as the second theme from the conversations with LeaderShape Academy Scholars. They have developed their ability to manage human resources effectively as scholars by cooperating with and influencing colleagues at all levels of the organization. They had the necessary abilities to cope with issues and collaborate with others to find solutions to the existing issues.

The Leading from Within, Human Resource Management and VMV (Vision, Mission and Core Values) workshops equipped the scholars with the skills they needed to have a good influence on their teachers by highlighting their strengths and virtues. Scholars reported that after completing the academy's first module, they were better able to influence their co-workers, unite their teams in achieving the DepEd vision and mission, foster camaraderie, and spot areas for improvement. These skills included setting clear goals, assigning tasks, offering positive reinforcement, and allowing flexibility in school assignments. In general, the academy made the scholars able to adjust their management techniques depending on who they are working with, cultivating every team member's individual potential with personalized attention.

"The sessions in Module 1 like Leading from Within and VMV helped me to be more resilient, competent, and understanding school leaders of the 21st century. That way, I am able to encourage teachers to cooperate and work with me in the projects"

–KCP, Class C

"I gained more knowledge and enlightened to be more open-minded and learned to accept problem as challenged in life and influence my teachers to always perform best in school.In the Academy, I learned that when teachers know the goals and when they are involved, success is attained. "

-MJB, Class D

"Helped me so much to promote unity, to be independent and be firm in my decisions in every struggle we had in the school where I am assigned. The things I learned, especially in Module 1 helped me assess myself as a leader look for the things that need to be improved."

-CDA, Class A

All scholars concur that managing a school is unpredictable. They discovered themselves operating in settings they had never envisaged. Scholars gained the ability to take proactive real-time decisions, interact with their team in an open and honest way, and assist the institution in adapting to changing demands through LeaderShape Academy's Knowing Oneself Session. These qualities gradually enabled them to become positive, methodical, energetic, peaceful, and diplomatic even in tense situations.

"Through this academy, I have learned how to become a resilient leader equipped with the most powerful tool of leadership, being positive, just and strategic, which our academy facilitators have shared their expertise in dealing with new challenges."

-RC, Class B

"The inputs helped me to become positive, enthusiastic, systematic, calm in difficult situations, and above all, tactful of the needs of the school before myself. I learned to step up to fill in holes and gaps as needed, even if it is not part of my daily routine."

-CGM, Class C

"I managed to apply the insight as a school head by being responsible and ensuring that one makes the right decisions and responsibilities not just to myself but towards the whole school."

-ET, Class D

All facets of leadership require interpersonal skills, which are crucial in both social and personal contexts. The three modules of LeaderSHAPE Academy taught them the importance of

establishing good relationship with others by being empathetic, active listener, compassionate and selfless.

"It helped me realize the importance of having good relationship with my teachers inorder to become successful and leave a lasting impact."

-MDW, Class C

"The Academy made me realize that by being open to my teachers, compassionate, understanding and being of service to them are ways to build a good relationship with teachers."

RB, Class A

Theme 3: Managing Self

Building self-management abilities aids school administrators in controlling behavior and preventing emotional takeover. The LeaderShape Academy helped scholars imbibe right perspectives towards work and add more value to oneself. The acquired ability to regulate and control actions, feelings, and thoughts, allowed them to follow through on the work they are supposed to be doing. Likewise, they were able to manage themselves to be more successful in goal-setting efforts.

The term "right perspectives to work" indicates how a school leader approaches their work in a constructive manner with the purpose of both serving others and themselves. The three modules were successfully completed by the LeaderSHAPE Academy scholars, who gained optimistic attitudes that they can use to their jobs or responsibilities. They are now more self-assured when executing tasks, more goal-focused, and more careful to avoid any negative influences that can impair their performance. They also grew to have a specific love for, dedication to, and labor of love for their work.

"Through my experience in the academy, I was able to gain insights on how to deal different problems in relation with my works and it also develops my self-confidence."

-JP, Class B

"I learned that an effective school leader is not gauged by educational qualifications and intellectual competence but rather a collective product of continuous and persistent love, hard work, and dedication to one's work.

-VCL, Class A

"It helped me to build my self-esteem, self-confidence, and make more focus on goals, responsibilities toward works being as a school head."

-EP, Class C

The scholars have learned how to understand their own strengths and shortcomings and how to offer more value to themselves through the LeaderSHAPE Academy. They too now understand how crucial it is to keep up a healthy lifestyle, budget their money, and uphold moral principles.

"It made me realize and discover my strengths and potentials that will uphold my ethical standards as an agent of change. I also have to show modest living to serve as model to my colleagues."

-DB, Class D

"These insights I gained from this LeaderShape Academy empowered me in becoming a 21st century learning manager and leader to my fellow stakeholders, and learners. And as a good leader, I also need to need to attend to my personal needs. It is important to live a healthy lifestyle and be guided by the principles of a good educational leader."

-RG, Class B

IV. Conclusions

The presentations made could be used to support three conclusions. First, There has been an increase in the scholars' leadership test scores, and a significant difference in the pre- and post-test scores was established. This leads to the conclusion that an improvement in their leadership abilities has been achieved after attending LeaderShape Academy. Second, the training sessions were effectively conducted and the expectations of the participants were met. The various demands of the participants were also taken into consideration, and the speakers' resources offered informative talks that were crucial for the learners to develop into stronger school leaders. Finally, the LeaderSHAPE academy has had a significant impacts on scholars. Not only did it enable them to understand their own personal qualities, but it also helped them enhance their leadership skills. As a result of the scholars' application and the manifestation of the lessons learned in the three-module courses, school performance eventually improved.

V. Recommendations

The following suggestions were made for consideration in light of the findings, summary, and conclusions:

1. This study found that school leaders who had completed the School Heads' Development Program were adept at carrying out their responsibilities as school leaders, managing human resources and professional development, involving parents and community partners, managing school operations, and enhancing their personal and professional

attributes and interpersonal effectiveness. It is for such reasons that it is suggested to DepEd authorities to sustain the implementation of LeaderShape Academy until all school heads, or even potential school heads, get the chance to participate in it for the sake of continuous development.

2. It is also essential that school heads who have completed the LeaderShape Academy continue to increase their proficiency and level of competence in implementing all DepEd-mandated programs and initiatives for continuous improvement.

3. Additionally, it is recommended that future researchers conduct another research on LeaderShape Academy encompassing other factors not included in the current study.

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