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## Leadership Capacity and Implementation of Application Projects Based on School Heads Development Program (SHDP)

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### Abstract

**Aim:** This study generally meant to determine the relationship between level of leadership capacity and range of realization of the application project of elementary teachers and school heads in Sta. Maria, Davao Occidental. Specifically, it sought to determine the profile of school heads, the level of leadership capacity, assess the extent of implementation of the application project, determine the difference on the level of leadership capacity in terms of profile, determine the difference on the extent of implementation of application in terms of profile and determine the relationship between level of leadership capacity and extent of implementation of the application of project.

**Methodology:** The study was descriptive and quantitative in nature. It did not attempt to conduct an experiment but rather surveys, through the use of an instrument, the level of leadership that school heads have. It too evaluated the extent of implementation of the Application Project for school heads. To congregate the needed data, two survey instruments were designed. The tool was planned to assess the extent of implementation of the Application Project of school heads. The instrument measured the school heads' effort and efficiency in performing and accomplishing the project. To make the survey instrument valid and reliable, the instruments were subjected to validity by three validators. Upon securing the approval of the validators, the survey instrument was pilot tested to establish its reliability in terms of gathering data through Cronbach Alpha. Suitable statistical tools were used to treat the data. Based on the objectives of the study, frequency, and percentage, mean, T-test, ANOVA, Pearson r was used.

**Results:** The study showed that majority of the respondents were non-master's degree holders, 16-20 years in service, mostly married, majority were Principal I, mostly 41-45 years old and majority are female. With regards to the leadership capacity and level of implementation of the application project of the school heads, it was were described as very high. Subsequently, on the dissimilarity in the level of leadership capacity in terms of profile, there is no significant difference. More so, on the difference in the range of implementation of the application project of school heads in terms of profile, position and sex have a significant difference and the other profiles have no significant difference. Also, there is no relationship between leadership capacity and the extent of implementation of the application of the project.

**Conclusion:** In summary, professional development opportunities like certification programs may strengthen core skills such as planned thinking, communication, and policymaking, which are essential for leading projects successfully.

**Keywords:** Education, leadership capacity, teaching and learning, descriptive-quantitative, Philippines

### INTRODUCTION

In a multiplicity of contexts, including professional, social, and personal ones, leadership is critical. In a school setting, leadership refers to a person's capacity and set of abilities to lead, inspire, and motivate others. It entails taking the initiative, making choices, and persuading people to work towards common objectives. It takes a blend of intrinsic capacities, ongoing learning, and experience to become an effective leader. Overall, leadership is essential for earning success, advancing forward, and bringing about positive change in life.



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The Department of Education of various countries regularly faces various difficulties that affect the achievement of the department's mission and vision. These problems are certainly not only evident in the Philippines setting but may also true in other nations.

In USA, Department of Education faced problems such as drug use, difficulty getting good teachers, lack of discipline students, congested schools, and lack of monetary support. These issues can never be resolved by one teacher alone.

In Canada, on the other hand, experiences challenges predominantly on the frequent changing roles and responsibilities of school leaders. Consequently, school leaders face dense workloads. Hence, frequent turnover of school leader happens. Lastly, the frequent shifting of school policies affects the credibility of public schools in Canada (Xiao & Newton, 2020)

In Central Asia, various factors prevent the growth for effective school leadership. Despite the various reforms in the educational system, school management has often been ignored. In fact, evidence of initial steps to improve school leadership is nowhere to be found. The issue is commonly attributed to the traditional educational system which focuses more on the teaching aspect of teachers.

In the Philippine arena, education faces critical crisis. As to the report, out of 79 countries verified, Filipino learners, aging 15 years old, ranked last in the reading comprehension assessment and even Mathematics and Science. The worst part was that all participating learners came from public schools. The result is basically expected as the Philippine government did not and does not invest on higher level learning. Even with the advent of the digital age, many public schools could not produce the necessary digital tools like computers. No doubt as the Philippines constantly remains as one the ASEAN countries with lowest budget to education.

Despite the limited allocation of budget by the government, it is believed that with strong leadership, the impact of the identified problems can be prevented or minimized. Preventive measures can be taken through good financial management. School heads should guarantee that finances are used in the most operative and efficient way. With careful planning, they can nurture finances like government allowances, profits from school undertakings, civic efforts, assistances from personages, aid organizations, and benefaction reserves. Though these potential factors are feasible, it is crucial. In fact, a study showed that school heads in DepEd - Misamis Oriental lacked the necessary efficiency skills in handling school funds due to insufficient know-how on the provision of relevant rulings of the Philippines and its implementation (Dabon, 2021).

## Objectives

This study generally meant to determine the relationship between level of leadership capacity and range of realization of the application project of school heads.

1. Determine the profile of school heads in terms of:
  - 1.1 Academic Qualification;
  - 1.2 Length of Service;
  - 1.3 Civil Status;
  - 1.4 Position;
  - 1.5 Age; and
  - 1.6 Sex;
2. Determine the level of leadership capacity of the school heads in terms of the three (3) core roles of the school heads:
  - 2.1. Instructional Leadership
  - 2.2. Organizational Leadership
  - 2.3. Exemplar
3. Assess the extent of implementation of the Application Project of school heads in terms of:
  - 3.1 Efficiency
  - 3.2 Effectiveness
  - 3.3 Sustainability
  - 3.4 Impact
4. Determine the difference on the level of leadership capacity of school heads in terms of profile.
5. Determine the difference on the extent of implementation of Application Project of school heads in terms of profile.
6. Determine the relationship between level of leadership capacity and extent of implementation of the application of project of school heads.



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## Hypothesis

The null hypotheses verified in the study at 0.5 level of significance were the undermentioned:

H<sub>01</sub>: There is no significant difference on the level of leadership capacity of school heads in terms of profile.

H<sub>02</sub>: There is no significant difference on the extent of implementation of Application Project of school heads in terms of profile.

H<sub>03</sub>: There is no significant relationship between level of leadership capacity and extent of implementation of the application of project of school heads.

## METHODS

### Research Design

This study used descriptive-quantitative research to establish the relationship concerning the level of leadership capacity and degree of implementation of the application project of school heads among the schools in Sta. Maria, Davao Occidental.

### Population and Sampling

The respondents for the study were those elementary public-school heads and teachers of Sta. Maria, Davao Occidental. The total population of respondents for teachers was 465 and the sample size was 215. Since the respondents were from dissimilar public schools, stratified sampling was employed to scientifically select a sample size from the total population per school.

### Instrument

To congregate the needed data, two survey instruments were designed. To measure the level of leadership capacity of the respondents, the researchers adapted the questionnaire form Akram et al. (2017). Meanwhile, to measure the implementation of the application project, the questionnaire was adapted from Opoku et al. (2015).

The researchers adapted a research instrument to quantify the level of leadership and extent of implementation of the application project. On the dimension of Instructional Leadership, the Leadership Capacity Scale of Akram et al. (2017) was utilized, on the dimension of Organizational Leadership, the School Principal's Leadership Scale of Nir and Kranot was used and lastly, Exemplar Leadership Scale was utilized Opoku et al. (2015) survey questionnaire.

### Data Collection

To facilitate the gathering of data with ease, these were the phases that the researchers have undergone;

First, the researchers sought a validation of the questionnaire from the three internal and external experts. Then, they sought approval letters to the DepEd dignitaries. Next, the administration of the survey was scheduled. On the date of the administration of the survey instrument, orientation was done among the respondents in order for them to know the intention of the survey. After disseminating the survey instruments to the respondents, enough time was allocated to provide respondents with the opportunity to answer the instruments properly. When the respondents were done filling out the survey instruments, the instruments were retrieved. When survey instruments were totally gathered, the data in the filled-out survey questionnaire was tabulated and subjected to statistical treatment and analysis.

### Treatment of Data

In the current study, suitable statistical tools were used to treat the data. Based on the objectives of the study, frequency, and percentage, mean, T-test, ANOVA, Pearson r was used. Frequency and percentage were used to treat the school heads' profile. Mean was used to treat data pertaining to the extent of implementation of Application Project of the school heads. T-test was used to compare the school heads' leadership capacity and extent of implementation of Application Project in terms of Civil Status and Sex. ANOVA was utilized to evaluate school heads' leadership capacity and extent of implementation of Application Project in terms of academic qualification, length of service, and position. Pearson r, on the other hand, was utilized to measure the relationship between leadership capacity and extent of implementation of Application Project.





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### Ethical Considerations

In the process of gathering data, it was imperative to establish ethical considerations in certain situations. First, it was imperative to treat the gathered data with the utmost confidentiality to protect the interests of the respondents. The request to partake was totally voluntarily in nature and centered on an understanding of satisfactory idea. Second, a respondent who declines to participate in the actual gathering of data was respected and replaced with a potential respondent who was willing to participate. Each participant was well-versed of his/her right to revoke his/her data at any time up to the conclusion of the data gathering procedure.

A signed personal acknowledgement, consent form, and statement of concern in participating in the study release were needed from each partaker. The informed consent letter functioned several purposes, including presenting the research effort, giving recipients personal details, defining the study's goal, requesting for voluntary involvement from the recipients, and stating the data that participants should expect to share.

Furthermore, the researchers made use of the principles of fairness, confidentiality, adequate requirement of the researcher, and transparency in order to prevent the possibility of biases. This was achieved by guaranteeing that the participants have been selected in agreement with the standards quantified in the study and not merely for the researcher's convenience. Additionally, the researcher constantly upheld the confidentiality and discretion of all information obtained for this study. Finally, by guaranteeing that the participants were informed of everything that involves them, the researchers became transparent.

### RESULTS and DISCUSSION

This chapter presents the outcomes, and analysis, of the data gathered from the responses of 215 elementary teachers of Sta. Maria, Davao Occidental in SY 2024-2025.

#### Profile of the School Heads

The demographic profile in terms of academic qualification of school heads in Sta. Maria, Davao Occidental was presented in Appendix Table 1. In summary, it can be gleaned that most of the school heads were non-master's degree with 30.7%. More so, the lowest percentage was school heads who were doctorate degree holder with 10.7%.

Also, the data shown below was the demographic profile in terms of length of service of school heads in Sta. Maria, Davao Occidental. Hence, it can be seen that most of the school heads were 16-20 years in service with a percentage of 44.2%. Also, the least length of service among school heads was less than a year with 0.9%.

In terms of civil status, data showed that majority of school heads in Sta. Maria, Davao Occidental were married with 68.8%. In the contrary, 2.3% of respondents were separated.

With the positions of school heads in Sta. Maria, Davao Occidental, most of them were Principal I with 26.5% followed by Head Teacher I with 26.0%. The lowest frequency was Head Teacher IV with 0.5%.

More so, the table presented the age of school heads in Sta. Maria, Davao Occidental and revealed that most of the school heads were 41-45 years old with 36.3%. In contrast, the lowest frequency as regards age were 56-60 years old and 61-65 years old consequently with 0.9%.

As to the sex of school heads in Sta. Maria, Davao Occidental, most of them were female with 78.1%. Also, the male school heads have a frequency of 21.9%.

**Table 1. The Profile of the School Heads.**

ACADEMIC QUALIFICATION	FREQUENCY	PERCENTAGE
Non-Master's Degree	66	30.7 %
With Master's Degree Units	56	26.0 %
Master's Degree Holder	39	18.1 %
With Doctorate Degree Units	31	14.4 %
Doctorate Degree Holder	23	10.7 %
<b>Total</b>	<b>215</b>	<b>100 %</b>
<b>LENGTH OF SERVICE</b>		
Less than a year	2	0.9 %



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1-5 years of service	11	5.1 %
6-10 years of service	8	3.7 %
11-15 years of service	14	6.5 %
16-20 years of service	95	44.2 %
21-25 years of service	48	22.3 %
26 years onwards	37	17.2 %
<b>Total</b>	<b>215</b>	<b>100 %</b>

#### CIVIL STATUS

Married	148	68.8 %
Single	56	26.0 %
Widow	6	2.8 %
Separated	5	2.3 %
<b>Total</b>	<b>215</b>	<b>100%</b>

#### TERMS OF POSITION

Teacher-in-charge	42	19.5 %
Head Teacher I	56	26.0 %
Head Teacher II	49	22.8 %
Head Teacher III	2	0.9 %
Head Teacher IV	1	0.5 %
Principal I	57	26.5 %
Principal II	8	3.7 %
<b>Total</b>	<b>215</b>	<b>100 %</b>

#### AGE

21-25 years of age	17	7.9 %
26-30 years of age	19	8.8 %
31-35 years of age	15	7.0 %
36-40 years of age	33	15.3 %
41-45 years of age	78	36.3 %
46-50 years of age	43	20.0 %
50-55 years of age	6	2.8 %
56-60 years of age	2	0.9 %
61-65 years of age	2	0.9 %
<b>Total</b>	<b>215</b>	<b>100 %</b>

#### SEX

Male	47	21.9 %
Female	168	78.1 %
<b>Total</b>	<b>215</b>	<b>100 %</b>



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### Instructional Leadership

In the perspective of instructional leadership, school heads practiced it with concrete manifestations in instructional visualization creation, school culture expansion, teachers' development and improvement provision and supervising of teaching and invention and had impact on the teachers' pedagogical knowledge (Mejica & Mercado, 2019). The school heads' instructional leadership produced an average of 4.69 which was portrayed as very high, or school heads strongly agree to the indicators described as it is always observed and manifested.

This would imply that school heads showed good instructional leadership among its subordinates and managed the instructional aspects of teachers and students in school.

In particular, all of the items were labeled as very high. This tells that that schools heads strongly agree to the indicators described as it is always observed and manifested.

### Organizational Leadership

Organizational leadership is a type of organization strategy that involves leaders serving to produce the organization's planned aims and inspiring teams to effectively perform activities that help those objectives. The level of school head's organizational leadership produced an average of 4.56 which is described as very high. This also mean that schools heads strongly agree to the indicators described as it is always observed and manifested. Hence, this denotes that school heads have a strong organizational leadership and were able to organize and run the school efficiently.

Furthermore, the item "The school head goes beyond self-interest for the good of the organization" with an average of 4.73 uncovered to have the maximum average. This entails that school heads know how to compromise just to suffice the need of the school.

Also, the item "The school head keeps track of all mistakes" found to have the nethermost average of 3.70 and was labelled a high. This means that school heads know how to track difficulties and struggles in schools to learn from it.

### Exemplar

A leader who listens to his or her subordinates is a manifestation of deep concern to others. It also signals humility which is a good company in decision-making (Amihan, et al., 2023; Carvajal, et al., 2023; Oakes, 2023). The level of school head's exemplar produced an average of 4.61 and was described as very high. This also mean that schools heads strongly agree to the indicators described as it is always observed and manifested.

Further, the item "The school head considers suggestions made by my team members." with an average of 4.73 was found to have the highest percentage. This entails that school heads really listened to their subordinates and allow to acknowledge the suggestions of the teachers.

In contrast, the item "The school head allows team members to exercise self-direction if they are committed to the objectives." has the lowest average of 4.51 and was defined as very high. This showed that principals allow their teachers to be in the right direction provided that they are goal-oriented. capacity to inspire subordinates and lead them to be goal-oriented.

### Overall Level of Leadership Capacity of the School Heads

To effectively lead, motivate, and influence others toward accomplishing goals and objectives, a person or organization must possess leadership capacity. As per Figus and Spulber (2022), it includes a variety of abilities, characteristics, and talents that help leaders manage challenging circumstances, reach wise decisions, inspire, and lead teams, and effect positive change. The result showed that all the indicators were described as very high. This infers that school heads in Sta. Maria, Davao Occidental manifests itself through communication and digitization processes, hence master linguistic and expressive skills and good communicators and leaders. More so, it can be gleaned that school heads can build a supportive and collaborative school beliefs and it can inspire teachers through professional development opportunities, mentorship, and constructive feedback.

### Extent of Implementation of the Application Project of School Heads

A project is designed or created not only for the sake of just simply creating it but to create an impact. The impact of a project helps determine its sustainability. Basically, there are only two classifications of project impact, the negative or positive outcomes that it produces (Petit, 2023).





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### Efficiency

As stated, one of the criteria in evaluating the management and implementation of a project is efficiency. The concept of efficiency emphasizes the proper use of time and resources. It showed the school head's efficiency which was very high with an average of 4.31. It can be said that school heads strongly agree to the indicators described as it is always observed and manifested. This implies that school heads ensures that school goals and projects were efficiency met.

More so, the item "The school head ensures that subordinates clearly understand their roles or tasks in the project." has the uppermost average of 4.66 and was portrayed as very high. This only suggests that school heads make sure that the teachers and other stakeholders understand their role as part of the school.

Also, the item "The school head ensures that the project scope is very clear." has the lowermost average of 3.63 and was pronounced as high. This denotes that a well-defined project scope establishes clear expectations for what needs to be accomplished.

With the result below, it can be garnered that the efficiency of school heads in its implementation and application are critical to ensuring that a school functions effectively and offers a quality learning atmosphere for students. Thus, school heads show a central part in the leadership, management, and overall achievement of an educational institution

### Effectiveness

The concept of project effectiveness highlights the necessity to meet costumer's expectations about the project. It is impressive to think that efficiency works simultaneously with effectiveness in managing and implementing projects. The table below showed the school head's effectiveness which was very high with an average of 4.29. It can be said that school heads strongly agree to the indicators described as it is always observed and manifested. This denotes that school heads execute tasks with effectiveness and value to create a smooth working processes in school.

Further, the item "The school head provides prompt solution in the appearance of expected risk." has the top average of 4.66 and was labelled as very high. This indicates that school heads promptly address risks, such as facility issues, safety concerns, or staffing shortages, minimizes disruptions and keeps students focused on their learning.

Also, the item "The school head monitors the availability of resources to complete the project successfully on time." has the bottommost average of 3.69 and was defined as high. This entails that by keeping track of resource availability, the school head can prevent delays caused by unexpected shortages.

Thus, the result showed that the effectiveness of school principals are crucial for the success of a school system because the role of the school head is multifaceted and directly impacts the quality of education, student outcomes, teacher enactment, and the general functioning of the establishment.

### Sustainability

Sustainability of project demands the necessity for state of balance in all aspects of the project operation to ensure that the project continues to operate even in the future. It showed the school head's sustainability which was very high with an average of 4.23. It can be gathered that school heads strongly agree to the indicators described as it is always observed and manifested.

This only means that when school heads prioritize sustainability in their leadership and decision-making, it can lead to positive, long-lasting impacts on the school community and beyond.

The items "The school head ensures the availability of resources necessary for the continual delivery of the services.", "The school head evaluates continually, through the appointed individual or committee, the delivery of the services to the beneficiaries." and "The school head allocates financial and logistic support for the continual operation of the services of the project." have the uppermost average of 4.66 and were labeled as very high consequently.

This means that this consistency of school heads improve reliability, making it easier for staff to plan and for students and other beneficiaries to rely on these services.

Moreover, the item "the school head tasks an individual or committee to continually monitor, through action research, the delivery of the services of the project" has the bottommost average of 3.62 and was described as high. This infers that action research informs decisions, helping the school head and team make evidence-based adjustments to improve service quality.

With the result below, the sustainability of school head is critical to ensuring that a school can continue to thrive over the long term, maintaining its educational quality, environmental responsibility, financial health, and social



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relevance. Truly, it can be proved in the result that sustainable leadership involves making decisions that balance current needs with long-term goals, ensuring that the school can withstand challenges.

### Impact

A school head's impact is greatly reflected in their ability to guide instructional practices. Hence, effective school heads are leaders who actively engage in the academic planning and development of the school, emphasizing high-quality teaching and learning. It showed the school head's impact with an average of 4.16 which was labelled as very high. It can be assembled that school heads strongly agree to the indicators described as it is always observed and manifested. This denotes that school heads support teachers by providing resources, training, and response, which in turn benefits to elevate the eminence of education that students receive.

Consequently, the items "The school head empowers the stakeholders to continually support the school project and its future projects.", "The school head provides the opportunity for teachers to be effective in their performance.", "The school head supports the learner-centered concept of education." and "The school head expands the opportunity for learning." have the utmost average of 4.65 and were defined as very high consequently.

This suggests that an impactful school head leaves a legacy of high standards, accountability, and a commitment to continuous improvement, ultimately elevating the educational experience for all.

Moreover, the item "The school head creates the deep sense of recognition from teachers and learners." has the lowest average of 3.61 and was portrayed as high. This believes that school heads foster deep sense of recognition among teachers and learners.

### Overall Level of Implementation of the Application Project of School Heads

A project is designed or created not only for the sake of just simply creating it but to create an impact. The impact of a project helps determine its sustainability. Basically, there are only two classifications of project impact, the negative or positive outcomes that it produces (Petit, 2023). The result showed that all the indicators were described as very high. This denotes that school heads in Sta. Maria, Davao Occidental has the quality of education by guaranteeing that teachers are well-supported, resources are allocated where needed, and curriculum standards are met.

### Difference on the Level of Leadership Capacity of School Heads in Terms of Profile

Table 2 shows the difference in the level of leadership capacity of school heads in terms of profile. In the table below, the difference in the level of leadership capacity of school heads in terms of academic qualification profile, the test value is 3.144 with a p-value higher than 0.05 level of significance, thus failed to reject the null hypothesis. This means that there is no significant difference in the level of leadership capacity of school heads in terms of academic qualification profile.

**Table 2. The Difference in the Level of Leadership Capacity of School Heads in Terms of Profile.**

Profile	Level of Leadership Capacity		
	Test Value	P-value	Interpretation
Academic Qualification	3.144	0.534	Not Significant
Length of Service	4.307	0.635	Not Significant
Civil Status	7.147	0.067	Not Significant
Position	6.850	0.232	Not Significant
Age	3.158	0.924	Not Significant
Sex	3.655	0.434	Not Significant

Test value: Kruskal-Wallis for 3 or more groups; Mann-Whitney for 2 groups

### Difference on the Extent of Implementation of Application Project of School Heads in Terms of Profile

Table 3 displays the difference in the extent of implementation of the application project of school heads in terms of profile. As seen in the table, when the difference in the extent of implementation of the application project of school heads in terms of academic qualification profile, the test value is 2.046 with a p-value higher than 0.05





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level of significance, thus failed to reject the null hypothesis. This means that there is no significant difference in the extent of implementation of the application project of school heads in terms of profile in terms of academic qualification profile.

The result implies that leadership effectiveness and project implementation largely rely on practical skills, experience, and access to professional development, rather than solely on academic credentials. As per Barredo (2023), many school heads, regardless of their academic background, gain essential management and implementation skills through hands-on experience, which allows them to execute projects effectively.

As for the difference in the extent of implementation of the application project of school heads in terms of position, it gained a test value of 12.874 with a p-value of 0.045 which is lower than the 0.05 level of significance, thus the null hypothesis was rejected. This means that there is a significant difference in the extent of implementation of the application project of school heads in terms of position profile.

The result denotes that school heads come with greater decision-making power, which enables leaders to allocate resources more freely, prioritize project goals, and facilitate broader institutional support. Accordingly, Calibey (2023) believed that work positions include more access to networks, training, and strategic planning resources, which directly impact the successful implementation of projects.

As for the difference in the extent of implementation of the application project of school heads in terms of sex, it attained a test value of 3.189 with a p-value of 0.043 which is lower than the 0.05 level of significance, thus the null hypothesis was rejected. This means that there is a significant difference in the extent of implementation of the application project of school heads in terms of sex.

**Table 3. The Difference in the Extent of Implementation of Application Project of School Heads in Terms of Profile.**

Profile	Level of Leadership Capacity		
	Test Value	P-value	Interpretation
Academic Qualification	2.046	0.727	Not Significant
Length of Service	9.259	0.160	Not Significant
Civil Status	1.423	0.700	Not Significant
Position	12.874	0.045	Significant
Age	7.150	0.521	Not Significant
Sex	3.189	0.043	Significant

Test value: Kruskal-Wallis for 3 or more groups; Mann-Whitney for 2 groups

The result implies that gender-related biases and stereotypes can impact the support and resources available to male and female school heads, potentially influencing how effectively they can implement projects. Hence, Tingale et al. (2019) believed that in some contexts, female leaders may face more challenges in asserting authority or securing buy-in from stakeholders, which could impact project implementation.

#### **Determine the Relationship Between Level of Leadership Capacity and Extent of Implementation of the Application of Project of School Heads**

Table 4 shows the relationship between the level of leadership capacity and the extent of implementation of the application of the project of school heads. As seen in the table, the r-value is -0.067 which can be construed as a very weak negative linear relationship. The p-value which is higher than 0.05 level of significance indicated that failed to reject the null hypothesis. This suggests that there is no linear relationship between the two variables.

**Table 4. The Relationship Between Level of Leadership Capacity and Extent of Implementation of the Application of Project of School Heads.**

	R-value	Implementation of the Application of Project		
		Degree of Relationship	P-value	Interpretation
Leadership Capacity	-0.067	Very Weak Negative	0.328	Not Significant



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This only means that standardized organizational procedures and support systems in many educational settings provide a structured framework for project implementation, which can level the playing field among school heads with different leadership capacities. In fact, it was supported by Ibay and Pa-alisbo (2020) which quantified that some projects may be straightforward in nature, requiring adherence to procedural steps rather than high-level leadership interventions.

## Conclusions

It was established that school heads demographic profile in terms of academic qualification of were non-master's degree. In terms of length of service, majority were 16-20 years. In terms of civil status, most of school heads were married. As to the positions, most of them were Principal I. Moreover, most of the school heads were 41-45 years old. Further, as to the sex of school heads, most of them were female. Consequently, the leadership capacity of the school heads were defined as very high. Hence, on the level of application of the application project of school heads, all the indicators were described as very high. Subsequently, on the difference in the level of leadership capacity of school heads in terms of profile, there is no significant difference. More so, on the difference in the extent of implementation of the application project of school heads in terms of profile, position and sex have a significant difference and the other profiles have no significant difference. Finally, on the relationship between the level of leadership capacity and the extent of implementation of the application of the project of school heads, there is no relationship between the two variables.

## Recommendations

Since it was concluded most of the school principals were non-master's degree holders, it is recommended that school heads must continue a Master's degree in leadership or management. Hence, advanced studies will equip them with essential expertise in strategic decision-making, means management, and curriculum development, which are crucial for enhancing the total usefulness and sustainability of the school. Since the leadership capacity of the school heads showed very high, it is still recommended that DepEd shall continue to hearten school heads to engage in continuous professional development through training programs such as "Seminar-workshops on leadership, project management, and instructional supervision among school Heads". These programs may cover essential skills such as decision-making, conflict resolution, and strategic planning, equipping school heads to handle complex school challenges and effectively implement projects. Moreover, given that the level of implementation of the application project of school heads was showed as very high, it is recommended that DepEd-Division of Davao Occidental may continue to establish mentorship programs where experienced school leaders can guide less experienced ones. Also, the SGOD and CID may craft peer learning networks or leadership communities are to allow school heads to benchmark best norms, collaborate on common challenges, and gain insights into successful project implementation strategies. Since there is no significant difference in the level of leadership capacity of school heads in terms of profile, school heads may continue to pursue ongoing training in leadership, educational management, and project planning. Hence, these professional development opportunities like certification programs may strengthen core skills such as tactical thinking, communication, and policy-making, which are vital for leading projects successfully. Further, since position and sex have a significant difference in the extent of implementation of the application project of school heads, it is suggested that school heads should persist to be the leader of the school and must inculcate in their minds that regardless of position and sexuality, it is their duty and responsibility to be the school's frontrunner. Given that there is no relationship between the level of leadership capacity and the extent of implementation of the application of the project of school heads, it is still recommended that school heads should raise a collective culture by inspiring teamwork and open communication with teachers. Thus, by being team players and contributing ideas, school heads can make an understanding environment where projects led by school heads can thrive, making implementation smoother and more effective. Reproduction of this research is also recommended definitely on various leadership development programs for school heads to assess which approaches are most effective.

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