Research Article

School Heads' Leadership Practices and Administrative Psychological Attributes an the Post-Pandemic Readiness of San Pablo City Public Elementary Schools

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ABSTRACT

School Leaders in the Philippines are confronted with unexpectedly high levels of hardship. The school leaders function is expansive in scope, extremely demanding, and time-sensitive (Riley 2015). Individual psychological traits are distinct aspects of a person that shape their actions and mindset. These traits encompass one's personality, temperament, cognitive abilities, and emotional conditions. Being prepared for school is crucial as it enables teachers to enhance and build upon a child's abilities, particularly in social interactions. However, today's challenge to achieving school readiness stems from the disruptions caused by the pandemic.

This research aims to determine whether public schools in San Pablo City are equipped to handle post-pandemic classes, focusing on factors such as the adequacy of instructional materials, quality of governance and leadership, efficiency of school operations, effectiveness of teacher performance, student engagement, and the level of parental involvement.

This study is anchored on Distributed leadership by Edwin Hutchins, Hutchins' theory, a conceptual and analytical approach how the work of leadership takes place distributed leadership is basically **shared management** and Goal setting theory for Leadership practices which state that for goals to be motivational, they have to be specific and challenging but yet attainable (Locke and Latham, 1990, 2002).

The research revealed a strong connection between the leadership practices of school administrators and the school's preparedness in various areas. These areas include establishing clear goals and expectations, allocating resources to meet these objectives, fostering high-quality teaching, promoting professional development for teachers, and maintaining a secure and organized learning environment. The study brought out that the public schools in

San Pablo City elementary are prepared for the post pandemic classes in terms of instructional adequacy, leadership and governance , school operation, teacher performance, learners interest, and parental support. Ultimately, the study identified that the leadership practices and psychological administrative traits of school heads are key indicators of how prepared public schools in the San Pablo City Division are for the "new normal" during the 2022-2023 school year.

The participants in this study will include both elementary school principals and teachers from the San Pablo City Division. The elementary schools are composed of 7 district with a total School heads and teachers population of seventy-three (385). To collect the data, the researcher primarily used a self-designed online survey questionnaire.

Introduction

To improve the quality and equity of education, effective school leadership is needed Leithwood (2021). In the aftermath of the pandemic, school leadership has become increasingly complex and challenging. In the Philippines, school administrators have struggled with the shift from managing schools under the "new normal" conditions to adapting to the post-pandemic era. Many school leaders have developed diverse leadership styles to navigate and prepare for the evolving educational landscape in this new normal. School leaders in the Philippines and worldwide are currently facing unforeseen and inevitable levels of adversity. They encounter a range of challenges and issues that have afflicted numerous school organizations for an extended period. These include aging and obsolete school infrastructure, teacher morale issues, recruitment and selection difficulties, natural disasters, and the impacts of the COVID-19 pandemic.

There's a timeless adage that states, "Education is the sole inheritance that cannot be taken away from you." Throughout generations, our elders have consistently highlighted the significance of education in one's life, regardless of one's circumstances. In our country, people put a premium on it to uplift one's quality of life (Palis, 2022).

Republic Act (RA) 9155, or the Governance of Basic Education Act of 2001, serves as the foundational framework for empowering principals by enhancing their leadership roles and promoting local school-based management. This legislation emphasizes transparency and local accountability in the education sector.

School heads bear multiple responsibilities to ensure readiness during the post-pandemic period. These encompass managing human and financial resources, overseeing educational activities for students and teachers, maintaining external relations, supporting the well-being of students and teachers, and facilitating effective teaching practices.

The Department of Education (DepEd) is formulating a framework for a learning recovery plan to assist schools in addressing the educational gaps caused by disruptions stemming from the pandemic. "As more schools open their doors for physical learning, the Department is currently crafting a learning recovery plan as part of our post-pandemic efforts. ," Former Education Secretary Leonor Magtolis Briones emphasized the importance of ensuring that all interventions are effective to enable everyone to catch up and accelerate their learning.

The school head serves as the custodian of the school's values, mission, and vision. School heads, recognized as pivotal leaders within the nation's education system, play an essential role in fulfilling the government's goal of delivering quality basic education. Republic Act No.

9155, also known as the Governance of Basic Education Act of 2001, defines a school head as "a person responsible for administrative and instructional supervision of a school or cluster of schools"

Therefore, the primary focus of this research was to assess the readiness of elementary schools in the Division of San Pablo City to deliver learning during the post-pandemic period. The readiness on the delivery of learning was found to be high in terms of the learners; continuity; and governance (Otto & Lumapenet, 2022)

Research Paradigm
Mediating Variable

I. Schools Heads' Attributes in psychological perspective

- Personality
- Temperament
- Intelligence
- Emotional State

Independent Variable

II. Schools Heads' Leadership practices

- Compelling goals and expectations
- Resources to achieving the goals
- Quality teaching
- Quality teacher learning and development
- Orderly and safe learning environment

Dependent Variable

I. Level of School Readiness during the Post-Pandemic

- Instructional Adequacy
- Leadership and   Governance
- School Operation
- Teachers Performance
- Learners Interest
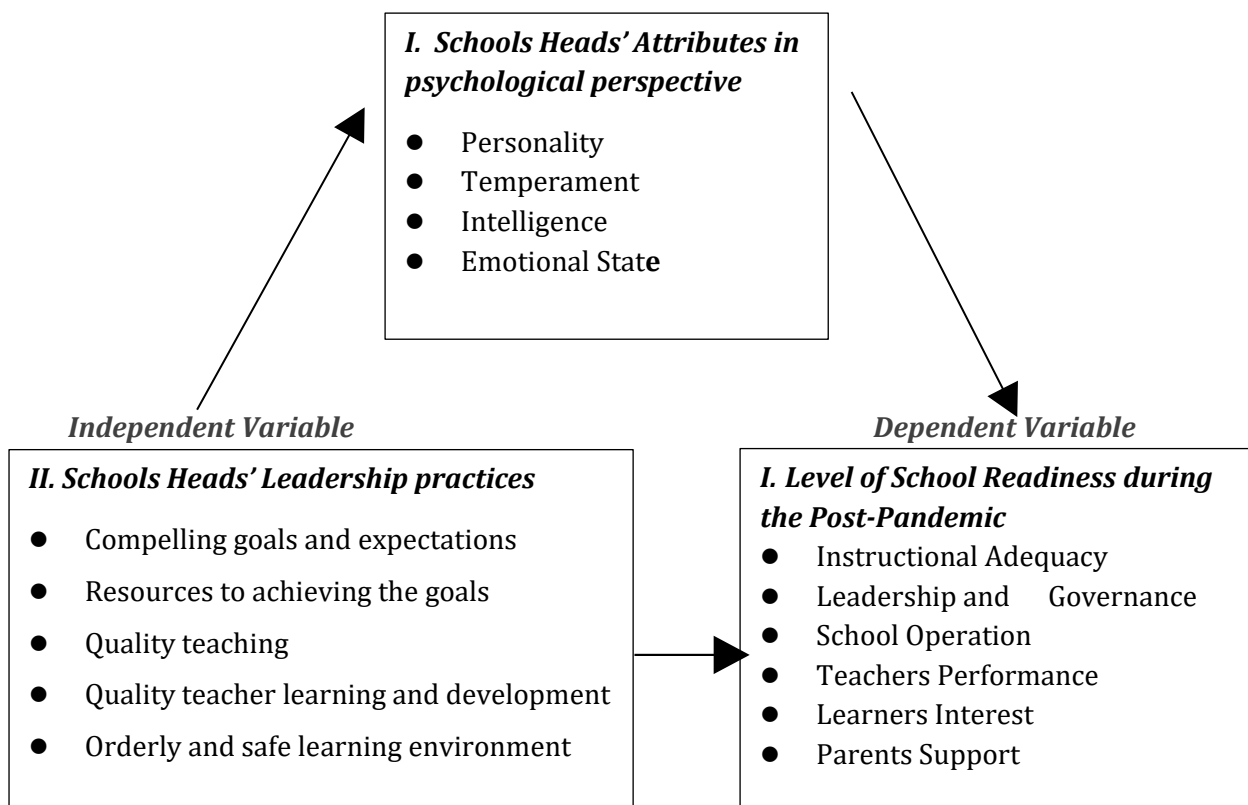- Parents Support

Figure 1. The research paradigm shows the relationships between Independent Variable, Mediating Variable and the Dependent Variable

Statement of the Problem

This study aims to determine the School Readiness during the Post-Pandemic period considering the variables on the Schools Heads' Leadership Practices and their Administrative Psychological Attributes among the public elementary schools in the Division of San Pablo City during the school year 2022-2023.

Specifically, it aims to answer the following questions:

1. What is the level of the school head's leadership practices in terms of:
   a. Compelling goals and expectations;
   b. Resources to achieving the goals;
   c. Quality teaching;
   d. Quality teacher learning and development; and
   e. Orderly and safe learning environment**?**
2. What is the level of school heads' administrative psychological attributes in terms of:
   a. Personality;
   b. Temperament;
   c. Intelligence; and
   d. Emotional state?
3. How do the respondents perceive the level of the school readiness in terms of:

a. Instructional Adequacy;
b. Leadership and Governance;
c. School Operation;
d. Teachers Performance;
e. Learners Interest; and
f. Parents Support?
4. Do school heads' leadership practices significantly relate to school readiness during post-pandemic?
5. Do school heads' psychological attributes significantly relate to school readiness during post-pandemic?
6. Is the psychological attributes of the school head significantly mediate the relationship between leadership practices and level of school readiness during the post-pandemic?

Methodology
Research Design
This study utilized the quantitative method. The study employed a descriptive correlational research design to explore the relationships between dependent and independent variables. The researcher aimed to describe these relationships among variables without seeking to establish causal connections, focusing instead on naturally occurring variables and their interactions

This research design is appropriate for the study because it examines the relationships between school leaders' leadership practices, administrative psychological characteristics, and the level of school readiness in the post-pandemic period based on the variance of another variable. Correlational research investigates these relationships among variables and facilitates the prediction of future events based on current knowledge.

To clarify the study, Predictive Correlational Design was employed to forecast the variation of one or more variables.

Respondents of the Study
This survey was conducted in the elementary schools of the San Pablo City Division. The respondents included sixty-five (65) school heads, but only fifty-five (55) responded. Three hundred ninety-five (395) elementary teachers were expected, but three hundred sixty-five (365) responded.

The total respondents who answered the survey are four hundred twenty (420). The researcher utilized two (2) platforms to gather data from school districts. While a majority of teacher-respondents completed the survey online, school leaders preferred manual or paper copies to better understand each indicator.

Research Instrument
The researcher employed a self-designed online survey questionnaire as the primary instrument to collect data and information regarding the school heads' leadership practices and administrative psychological attributes as predictors of the post-pandemic readiness of San Pablo City public elementary schools. This method was chosen to streamline the data gathering process.

Construction. To investigate the relationship between school principals' leadership methods, administrative psychological traits, and readiness for the post-pandemic period, the researcher developed an online survey questionnaire structured into four sections: participant profiles, leadership practices of school principals, administrative psychological attributes, and readiness of San Pablo City's public elementary schools for the post-pandemic era.

Part 1. Respondents Profile. This section includes details about the respondent's background, including age, gender, marital status, highest level of education completed, goals and expectations, resources allocated for achieving goals, standards for teaching quality, opportunities for teacher professional development, and ensuring a structured and secure learning environment.number of years in service, current position, and school name/district.

Part 2. School Heads' Leadership Practices. This is consistent with respondents' perceptions of leadership behaviors such as compelling.

Part 3. School Administrative and Psychological Attributes . This concerns the respondent's administrative and psychological perspective as school leader. This include Personality, Temperament, Intelligence and Emotional State.

Part 4. School Readiness during the Post-Pandemic. On the other hand, this is about the respondent's perception pertaining to Level of School Readiness during the post-pandemic and much concern on Instructional adequacy, leadership and governance, school operation, teachers performance, learners support and parental support.

The survey items assessing respondents' perceptions were rated on a Likert scale ranging from 1 to 5, where 5 represented the highest score and 1 indicated the lowest. To ensure the construct's validity, these tools were adapted and validated by specialists. It was also subjected to pilot testing and internal consistency testing using Cronbach's alpha to assure reliability.

Validation. The survey questionnaire was submitted to the thesis adviser and other panel members for feedback and suggestions to improve its uniformity and accuracy. The researcher obtained content validation from one education program supervisor, one public school district supervisor, one master teacher, one headmaster, and an English teacher to ensure the quality of the statements and their alignment with the subject matter under study.

Furthermore, prior to conducting the study, the researcher conducted a pilot test involving thirty teachers to assess the internal consistency of the survey questionnaire items. Cronbach's Alpha was utilized to analyze the data collected during the pilot testing phase. respondents by district supervisors and school heads. Respondents were given enough time to complete the survey.

Data Analysis. The data was acquired after the respondents completed the online survey form and manual survey form. The researcher kept track of the information acquired before passing it on to the statistician. The information was statistically processed.

The research instrument underwent an internal consistency test during its pilot testing to evaluate the reliability of the data collected. Table 2 illustrates the level of consistency of the validated research instrument. Regarding school heads' leadership practices and the level of school readiness during the post-pandemic period, all sub-variables showed higher scores than 0.9 which indicated that the statements used were all excellent, In the school heads' administrative and psychological attributes there were two (2) sub variables higher than .09 and there were higher than .08 but in the average of four (4) sub variables it was still higher than .09 which indicated that the statements used were excellent.

Research Procedure

Conceptualization. The researcher and adviser discussed multiple times while investigating issues on school heads' leadership practices, administrative and psychological traits, and school preparation during the post-pandemic in San Pablo City elementary schools. The researcher presented the notion generated, prepared, and asked for suggestions to improve the paper's content to the panel members.

Implementation. The researcher requested authorization to conduct the study in a letter to the division superintendent. Following approval from the Division Superintendent, District Supervisor, and School Head of the relevant school, the study was carried out. The researcher designed an online survey questionnaire for the school heads and instructors, however some were given printed copies due to internet access issues.

The researcher respectfully requested that the link be sent to the target

Ethical Consideration. The researcher ensured the privacy of the research participants by not including their names in the study. The data collected through the online survey form were kept strictly confidential. The researcher also ensured that the data provided by the respondents were obtained honestly.

Statistical Treatment of Data. In analyzing the respondent's profile, frequency and percentages will be used to present the data.

To describe the respondents' perceived levels of school heads' leadership practices, administrative psychological attributes, and readiness during post-pandemic classes, the study will utilize weighted mean and standard deviation.

To assess the relationship between school heads' leadership practices, administrative

psychological attributes, and the level of school readiness during post-pandemic classes, the study will employ the Pearson Product Moment Correlation.

Finally, to establish the relationship between the independent and dependent variables defined in the study, Pearson Product Moment Correlation will be utilized.

Results And Discussion
School Heads Leadership Practices
Table 4. School Heads' Leadership Practices on the Post-Pandemic in Terms of compelling goals and expectations.

Indicators	Mean	SD	Interpretation
As School leader, he/she is responsible for monitoring and observing the following:			
1. Holds and articulates clear values and moral purpose, focused on providing a world-class education and globally competitive learners	4.44	0.68	Much Practiced
2. Serves as a role model in the school and the wider school community in embodying the DepEd vision, mission and core values to sustain shared understanding and alignment of school policies, programs, projects and activities.	4.47	0.68	Much Practiced
3. Leads by example- with integrity, creativity, resilience and clarity	4.6	0.71	Very Much Practiced
4. Sets high standards of expectations for the whole school through careful collaborative planning, monitoring and reviewing	4.42	0.71	Much Practiced
5. Leads and manages innovation and change to ensure the vision and and the strategic plan is put into action across the school and its goals and intentions are realized.	4.41	0.72	Much Practiced
Overall	**4.44**	**0.64**	Much Practiced

Legend: 4.50 -5.00 Very Much Practiced,3.50 -4.49 Much Practiced, 2.50 -3.49 Practiced
1.50 -2.49 Moderately Practiced, 1.00- 1.49 Not at all Practiced

Table 4 represents the mean scores and standard deviations (SD) of school heads' leadership practices regarding compelling goals and expectations post-pandemic. The indicators in this table measure different aspects of school leadership.

The overall mean score for the leadership practices is 4.44, indicating that the school heads are considered "Much Practiced" in terms of compelling goals and expectations.

Specifically, school heads scored highly on several indicators. They demonstrate a commitment to and articulate clear values and moral purpose centered on delivering a world-class education and cultivating globally competitive learners. (Mean = 4.44, SD = 0.68). They also serve as role models in embodying the DepEd vision, mission, and core values to maintain a shared understanding and ensuring coherence among school policies, programs, projects, and activities (Mean = 4.47, SD = 0.68).

Furthermore, school heads exemplify leadership through integrity, creativity, resilience, and clarity, achieving a mean score of 4.6 with a standard deviation of 0.71, indicating a high level of proficiency in these areas.

Moreover, school heads establish rigorous expectations for the entire school through meticulous collaborative planning, monitoring, and review processes (Mean = 4.42, SD = 0.71) They also lead and manage innovation and change to effectively implement the school's vision and strategic plan, ensuring its goals and intentions are achieved. (Mean = 4.41, SD = 0.72). These indicators suggest that the school heads are "Much Practiced" in these areas.

Table 5. School Heads' Leadership Practices on the Post-Pandemic in Terms of resources to achieving the goals

Indicators	Mean	SD	Interpretation
As School leader, he/she is responsible for monitoring and observing the following:			
1. Supports the school priority programs and projects as indicated in the the School Improvement Plan and Learning Recovery Plan	4.54	0.67	Very Much Practiced
2. Manages finances adhering to policies, guidelines and issuance in allocation, procurement, disbursement and liquidation aligned with the school plan.	4.46	0.75	Much Practiced
3. Manages school facilities and equipment in adherence to policies, guidelines and issuance on acquisition, recording, utilization, repair and maintenance, storage and disposal..	4.48	0.71	Much Practiced
4. Engages school personnel in maintaining effective management of staff in adherence to laws, policies, guidelines and issuance based on the needs of the school.	4.52	0.70	Very Much Practiced
5. Works with the wider school community in managing school safety for disaster preparedness, mitigation and resiliency to maintain continuous delivery of instruction.	4.48	0.70	Much Practiced
Overall	**4.50**	**0.66**	Very Much Practiced

Legend: 4.50 -5.00 Very Much Practiced,3.50 -4.49 Much Practiced,2.50 -3.49 Practiced 1.50 -2.49 Moderately Practiced, 1.00- 1.49 Not at all Practiced

The data presented in Table 5 shows the mean scores and standard deviations (SD) of school heads' leadership practices in terms of resources to achieve their goals in the post-pandemic period. This table focuses on various aspects of resource management.

The overall mean score for leadership practices is 4.50, indicating that school heads are perceived as highly proficient ("Very Much Practiced") in resource management to achieve their goals.

Specifically, the school heads scored high on several indicators. They support the school priority programs and projects as indicated in the School Improvement Plan and Learning Recovery Plan (Mean = 4.54, SD = 0.67). They also efficiently manage finances by following policies, guidelines, and directives in the allocation, procurement, disbursement, and liquidation of funds, ensuring alignment with the school plan. (Mean = 4.46, SD = 0.75).

Furthermore, the school heads effectively oversee the management of school facilities and equipment, ensuring compliance with policies, guidelines, and procedures related to acquisition, recording, utilization, repair and maintenance, storage, and disposal. (Mean = 4.48, SD = 0.71). They also involve school personnel in maintaining effective staff management that aligns with the school's requirements, while adhering to relevant laws, policies, guidelines, and directives. (Mean = 4.52, SD = 0.70).

Moreover, The school heads collaborate with the broader school community to oversee school safety measures for disaster preparedness, mitigation, and resilience, ensuring uninterrupted delivery of instruction. (Mean = 4.48, SD = 0.70). This indicator suggests that the school heads are "Much Practiced" in this area.

Table 6. School Heads' Leadership Practices on the Post-Pandemic in Terms of Quality teaching

Indicators	Mean	SD	Interpretation
As School leader, he/she is responsible for monitoring and observing the following:			
1. Enabling effective teaching that promotes enthusiastic independent learners, committed to lifelong learning	4.51	0.70	Very Much Practiced
2. Leading, designing and managing the quality of teaching and learning.	4.50	0.71	Very Much Practiced
3. Provide instructional support for better understanding and quality teaching learning process	4.49	0.69	Much Practiced
4. Secure excellent teaching through an analytical understanding of how pupils learn and of the core features of successful classroom practice.	4.49	0.70	Much Practiced
5. Monitor pupils learning and improvement progress	4.55	0.68	Very Much Practiced
Overall	**4.51**	**0.65**	Very Much Practiced

Legend: 4.50 -5.00 Very Much Practiced , 3.50 -4.49 Much Practiced, 2.50 -3.49 Practiced
1.50 -2.49 Moderately Practiced, 1.00- 1.49 Not at all Practiced

Table 6 displays the mean scores and standard deviations (SD) of school heads' leadership practices related to quality teaching during the post-pandemic period. The overall mean score for leadership practices is 4.51, suggesting that school heads are rated as "Very Much Practiced" in fostering quality teaching.

Specifically, the school heads scored high on several indicators. They facilitate effective teaching that nurtures enthusiastic, independent learners who are dedicated to lifelong learning (Mean = 4.51, SD = 0.70). They additionally guide, develop, and oversee the caliber of instructional methods and educational experiences (Mean = 4.50, SD = 0.71).

Furthermore, the school heads provide instructional support for better understanding and quality teaching-learning processes (Mean = 4.49, SD = 0.69). They also ensure high-quality teaching by deeply analyzing how students learn and understanding the essential elements of effective classroom practices. (Mean = 4.49, SD = 0.70).

Moreover, the school heads effectively monitor pupils' learning and improvement progress (Mean = 4.55, SD = 0.68). This indicator suggests that the school heads are "Very Much Practiced" in this aspect.

Table 7. School Heads' Leadership Practices on the Post-Pandemic in Terms of Quality Teacher Learning and Development

Indicators	Mean	SD	Interpretation
As School leader, he/she is responsible for monitoring and observing the following:			
1. Supports all staff to achieve high standards and develop their leadership capacity towards teaching and learning process.	4.54	0.69	Very Much Practiced
2. Models effective leadership and being committed to own ongoing professional development, personal health and well-being	4.50	0.72	Very Much Practiced
3. Inspires and influences others to believe in the fundamental importance of education in young people's lives and to promote the value of education.	4.52	0.671	Very Much Practiced

Indicators	Mean	SD	Interpretation
4. Sets personal and professional development goals based on self-assessment aligned with the Philippine Professional Standards for Teachers and School Heads	4.53	0.68	Very Much Practiced
5. Monitors and evaluates the implementation of professional development initiatives in enhancing strengths and in addressing performance gaps among school personnel..	4.50	0.68	Very Much Practiced
Overall	**4.52**	**0.65**	Very Much Practiced

Legend: 4.50 -5.00 Very Much Practiced 3.50 -4.49 Much Practiced 2.50 -3.49 Practiced
1.50 -2.49 Moderately Practiced 1.00- 1.49 Not at all Practiced

Table 7 outlines the mean scores and standard deviations (SD) for school heads' leadership practices concerning the quality of teacher learning and development during the post-pandemic period.

The overall mean score for leadership practices is 4.52, reflecting that school heads are perceived as "Very Much Practiced" in promoting quality teacher learning and development.

Specifically, the school heads scored high on several indicators. They empower all staff members to attain exemplary standards and cultivate their leadership capabilities in teaching and learning (Mean = 4.54, SD = 0.69). They also exemplify effective leadership and demonstrate dedication to their continuous professional growth, personal health, and well-bein (Mean = 4.50, SD = 0.72).

Furthermore, The school heads inspire and influence others to recognize the fundamental significance of education in the lives of young people and advocate for the value of education (Mean = 4.52, SD = 0.67). They establish personal and professional development objectives through self-assessment that align with the Philippine Professional Standards for Teachers and School Heads (Mean = 4.53, SD = 0.68).

Moreover, the school heads oversee and assess the implementation of professional development programs to bolster strengths and address performance gaps among school personnel (Mean = 4.50, SD = 0.68). This indicator suggests that the school heads are "Very Much Practiced" in this aspect.

Table 8. School Heads' Leadership Practices on the Post-Pandemic in terms of Orderly and safe Learning Environment

Indicators	Mean	SD	Interpretation
As School leader, he/she is responsible for monitoring and observing the following:			
1. Free of the threat of emotional or psychological harm and expressing themselves honestly.	4.49	0.71	Much Practiced
2. The relationships between students, teachers, and the learning community as a whole are as important as the physical space with a good learning environment.	4.53	0.67	Very Much Practiced
3. Students feel safer and more secure in their schools; they are better able to learn and succeed, and they have more opportunities to grow academically, emotionally, and socially.	4.55	0.67	Very Much Practiced
4. Students are engaged and take intellectual risks in a healthy, supportive environment because feeling safe and valued is critical to a child's development.	4.50	0.70	Very Much Practiced

Indicators	Mean	SD	Interpretation
5.The structure is clean, well-lit, and kept at a comfortable temperature; there is access to clean water; and the school grounds include play space. WINS and DRMM are involved in child care and safety.	4.53	0.69	Very Much Practiced
Overall	**4.52**	**0.64**	Very Much Practiced

Legend: 4.50 -5.00 Very Much Practiced 3.50 -4.49 Much Practiced 2.50 -3.49 Practiced 1.50 -2.49 Moderately Practiced 1.00- 1.49 Not at all Practiced

Table 8 below presents the mean scores and standard deviations (SD) of school heads' leadership practices in terms of creating an orderly and safe learning environment in the post-pandemic period.

The overall mean score for the leadership practices is 4.52, indicating that the school heads are considered "Very Much Practiced" in terms of creating an orderly and safe learning environment.

Specifically, the school heads achieved high scores on several indicators. They prioritize creating a learning environment free from emotional or psychological threats, encouraging students to express themselves openly and authentically (Mean = 4.49, SD = 0.71). They also recognize that the relationships between students, teachers, and the learning community are as important as the physical space in creating a good learning environment (Mean = 4.53, SD = 0.67).

Furthermore, the school heads prioritize students' safety and security, acknowledging that it contributes to their academic, emotional, and social growth (Mean = 4.55, SD = 0.67). They create a healthy and supportive environment where students feel safe, valued, and engaged, enabling them to take intellectual risks (Mean = 4.50, SD = 0.70).

Moreover, the school heads ensure that the physical environment of the school is clean, well-lit, and comfortable, with access to clean water and recreational spaces. They also involve organizations like WINS and DRMM in child care and safety (Mean = 4.53, SD = 0.69). This indicates that the school heads are "Very Much Practiced" in this aspect.

School Heads' Administrative And Psychological Attributes
Table 9. School Heads' School Heads' Administrative and Psychological Attributes in Terms of Personality

Indicators	Mean	SD	Interpretation
As a school leader, he or she poses the following characteristics:			
1. Demonstrates an open mindset and deep curiosity about others, listen without judgment, and seek with empathy to understand those around them.	**4.49**	0.66	Evident
2. Shows awareness of personal blind spots, as well as flaws in the system, and work hard to ensure a meritocracy.	4.48	0.64	Evident
3. Modest about capabilities, admit mistakes, and create the space for others to contribute.	4.44	0.66	Evident
4. Articulates authentic commitment to diversity, challenge the status quo, hold others accountable, and make diversity and inclusion a personal priority.	4.50	0.64	Very Evident
5.Attentive to others' cultures anf adapt as required	4.54	0.63	Very Evident
Overall	**4.49**	**0.60**	Evident

Legend: 4.50 -5.00 Very Evident 3.50 -4.49 Evident 2.50 -3.49 Almost Evident 1.50 -2.49 Less Evident 1.00 -1.49 Not Evident

Table 9 displays the mean scores and standard deviations (SD) of school heads' administrative and psychological attributes in terms of their personality. The overall mean score for the personality attributes is 4.49, indicating that these attributes are considered "Evident" in school heads.

School heads exhibit an open-mindedness and genuine curiosity about others, actively listening without judgment and striving to understand those they interact with (Mean = 4.49, SD = 0.66). They demonstrate awareness of their personal blind spots and flaws within the system, actively working to promote a meritocratic environment (Mean = 4.48, SD = 0.64).

Additionally, school administrators demonstrate humility regarding their abilities, openly

acknowledging errors, and fostering an environment where others are encouraged to contribute (Mean = 4.44, SD = 0.66). They articulate a genuine dedication to diversity involves questioning conventional norms, ensuring accountability among peers, and personally prioritizing diversity and inclusion efforts (Mean = 4.50, SD = 0.64), considered "Very Evident."

Overall, the data suggest that school heads possess personality attributes evident in their administrative and psychological practices. They display openness, curiosity, self-awareness, modesty, and a commitment to diversity and inclusion. These attributes contribute to their effectiveness as school leaders.

Table 10. School Heads' School Heads' Administrative and Psychological Attributes in terms of Temperament

Indicators	Mean	SD	Interpretation
As a school leader, he or she poses the following characteristics:			
1. Decisive in decision making and have the ability to respond flexibly and quickly, as well as change direction quickly if necessary.	4.56	0.66	Very Evident
2. Can overcome a behavioral feature marked by increased stress reactivity/ies	4.55	0.63	Very Evident
3. Has a constant tendency to react to threats, frustration, or loss by imagining viable solutions.	4.55	0.66	Very Evident
4. Deals with the pandemic's various challenges, a positive thinker and proactive during post-pandemic	4.59	0.64	Very Evident
5. Enjoys collaborating with and through others to achieve critical goals, synthesizing information, empathizing with others, and remaining respectful.	4.54	0.67	Very Evident
Overall	**4.56**	**0.60**	Very Evident

Legend: 4.50 -5.00   Very Evident 3.50 -4.49   Evident 2.50 -3.49   Almost Evident 1.50 -2.49   Less Evident 1.00 -1.49   Not Evident

Table 10 above are the average scores and standard deviations (SD) of school principals' administrative and psychological characteristics categorized according to their temperament.

The collective average score for the temperament characteristics stands at 4.56, indicating that these attributes are considered "Very Evident" in school heads.

School administrators exhibit decisiveness in decision-making, showing flexibility and

agility to adjust course as needed (Mean = 4.56, SD = 0.66). They can overcome behavioral features marked by increased stress reactivity (Mean = 4.55, SD = 0.63) and constantly react to threats, frustration, or loss by imagining viable solutions (Mean = 4.55, SD = 0.66).

Moreover, school heads exhibit positive thinking and proactivity in dealing with the various challenges posed by the pandemic (Mean = 4.59, SD = 0.64). They enjoy collaborating with and through others, synthesizing

information, empathizing with others, and maintaining respect to achieve critical goals (Mean = 4.54, SD = 0.67), considered "Very Evident."

The data suggest that school heads possess temperament attributes evident in their administrative and psychological practices. They display decisiveness, adaptability, resilience, positive thinking, and collaborative skills. These attributes contribute to their effectiveness in navigating challenges and fostering a conducive learning environment.

Table 11. School Heads' School Heads' Administrative and Psychological Attributes in terms of Intelligence

Indicators	Mean	SD	Interpretation
As a school leader, he or she poses the following characteristics:			
1. Has enough knowledge in leading and governing the school	4.56	0.66	Very Evident
2. Has the know how and skills in Instructional materials used by the teachers and learners	4.55	0.63	Very Evident
3. Has sufficient knowledge in the school operations particularly in financial aspects	4.55	0.66	Very Evident
4. Supervises and give technical assistance to the teachers for their Personal and professional growth	4.59	0.64	Very Evident
5..Has a wise decision when problems occurs in the school and community, fair and just.	4.54	0.67	Very Evident
Overall	**4.56**	**0.60**	Very Evident

Legend: 4.50 -5.00   Very Evident , 3.50 -4.49   Evident, 2.50 -3.49   Almost Evident
1.50 -2.49   Less Evident 1.00 -1.49   Not Evident

Table 11 displays the average scores and standard deviations (SD) of school principals' administrative and psychological traits concerning their intellect.

The overall mean score for the intelligence attributes is 4.56, indicating that these attributes are considered "Very Evident" in school heads.

School heads demonstrate sufficient knowledge in leading and governing the school (Mean = 4.56, SD = 0.66). They also possess the know-how and skills in instructional materials teachers and learners use (Mean = 4.55, SD = 0.63).

Furthermore, they have sufficient knowledge of school operations, particularly financial aspects (Mean = 4.55, SD = 0.66).

School heads effectively supervise and provide technical assistance to teachers for their personal and professional growth (Mean = 4.59, SD = 0.64). They also exhibit wise decision-making skills when problems occur in the school and community, ensuring fairness and justice (Mean = 4.54, SD = 0.67).

The data suggest that school heads possess intelligence attributes evident in their administrative and psychological practices. They possess the essential expertise, competencies, and decision-making acumen required to proficiently lead and manage the school.

Table 12. School Heads' School Heads' Administrative and Psychological Attributes in terms of Emotional State

Indicators	Mean	SD	Interpretation
As a school leader, he or she poses the following characteristics:			
1. Makes diversity and inclusion a personal goal, question the current quo, keep people responsible, and express a real commitment to diversity.	4.51	0.65	Very Evident
2. Shows awareness of personal blind spots, as well as flaws in the system, and work hard to ensure a meritocracy.	4.50	0.66	Very Evident
3. Has subjective experience and able to accept constructive criticism.	4.49	0.70	Evident
4. Conscious of other people's cultures and adjust as necessary.	4.49	0.68	Evident
5. Modest about his/her ability, willing to accept correction, and make room for others to participate.	4.54	0.66	Very Evident
Overall	**4.50**	**0.62**	Very Evident

Legend: 4.50 -5.00   Very Evident 3.50 -4.49   Evident 2.50 -3.49   Almost Evident
1.50 -2.49   Less Evident 1.00 -1.49   Not Evident

Table 12 displays the average scores and standard deviations (SD) of school principals' administrative and psychological attributes, categorized by their emotional state.

The overall mean score for the emotional state attributes is 4.50, indicating that these attributes are considered "Very Evident" in school heads.

School administrators prioritize diversity and inclusion as personal imperatives, challenge the existing status quo, ensure accountability, and demonstrate genuine dedication to diversity (Mean = 4.51, SD = 0.65). They also demonstrate awareness of their personal limitations and recognize flaws within the system, striving earnestly to uphold a meritocratic environment (Mean = 4.50, SD = 0.66).

School heads possess subjective experiences and can accept constructive criticism (Mean = 4.49, SD = 0.70). They also consider other people's cultures and make necessary adjustments (Mean = 4.49, SD = 0.68). Furthermore, they demonstrate modesty about their abilities, are willing to accept correction, and create space for others to participate (Mean = 4.54, SD = 0.66).

The data indicate that school heads exhibit emotional state attributes evident in their administrative and psychological practices. They prioritize diversity and inclusion, show self-awareness, and are open to feedback and cultural sensitivity.

School Readiness in the Post-Pandemic
Table 13. Readiness of the School in the Post-Pandemic in terms of Instructional Adequacy

Indicators	Mean	SD	Interpretation
The school..			
1. has complete and appropriate content (Core Learning Package) for Distance Learning, Modular and In-person classes	4.47	0.65	Much Ready
2. has available reference/supplementary materials for distribution to the learners and teachers	4.45	0.65	Much Ready

Indicators	Mean	SD	Interpretation	
3. has other instructional materials to support the learning competencies like, AVP, television, radio and other ICT devices	4.38	0.67	Much Ready	
4. can access information and guidance on accessing resources made available by the Department on DepEd Commons, LRMDS portals	4.44	0.67	Much Ready	
6. Modest about his/her ability, willing to accept correction, and make room for others to participate.	4.52	0.65	Very Ready	Much
Overall	**4.45**	**0.59**	Much Ready	

Legend: 4.50 -5.00   Very Much Ready 3.50 -4.49   Much Ready
2.50 -3.49   Ready 1.50 -2.49   Moderately Ready 1.00 -1.49   Not at all Ready

Table 13 displays the mean scores and standard deviations (SD) of the school's preparedness in the post-pandemic period regarding instructional adequacy.

The overall mean score for instructional adequacy is 4.45, indicating that it is considered "Much Ready" in the school's readiness for the post-pandemic period.

The school demonstrates readiness by having complete and appropriate content, known as the Core Learning Package, for distance learning, modular learning, and in-person classes (Mean = 4.47, SD = 0.65). Additionally, the school ensures theavailability of reference and supplementary materials for distribution to learners and teachers (Mean = 4.45, SD = 0.65).

The school also provides other instructional materials, such as audiovisual presentations (AVP), television, radio, and other ICT devices, to support the learning competencies (Mean = 4.38, SD = 0.67). Furthermore, the school has access to information and guidance on utilizing resources provided by the Department through platforms such as DepEd Commons and LRMDS portals (Mean = 4.44, SD = 0.67).

Table 14. Readiness of the School in the Post-Pandemic in terms of Leadership and Governance

Indicators	Mean	SD	Interpretation	
The school..				
1. Orients teachers on distance learning, modular, and in-person policies, guidelines and procedures to ensure that everyone is appropriately informed and directed.	4.62	0.60	Very Ready	Much
2. Learners have been oriented about the Distance Learning policies and directions to ensure that everyone is properly informed and guided.	4.61	0.60	Very Ready	Much
3. Parents have been oriented about the Distance Learning, Modular and In-person classes,policies and directions to ensure that everyone is properly informed and guided.	4.63	0.59	Very Ready	Much
4. Studied which policies already covered in the Distance Learning, Modular and In-person classes program.	4.60	0.60	Very Ready	Much
5. Developed Distance Learning, Modular and In-person classes program and include policies which were not fully covered in the existing one.	4.58	0.61	Very Ready	Much
Overall	**4.61**	**0.57**	Very Ready	Much

Legend: 4.50 -5.00   Very Much Ready 3.50 -4.49   Much Ready
2.50 -3.49   Ready 1.50 -2.49   Moderately Ready 1.00 -1.49   Not at all Ready

Table 14 displays the average scores and standard deviations (SD) of the school's preparedness in the post-pandemic period regarding leadership and governance.

The overall mean score for leadership and governance is 4.61, indicating that it is considered "Very Much Ready" in the school's readiness for the post-pandemic period.

The school demonstrates readiness in leadership and governance by ensuring that teachers, learners, and parents are properly oriented about the distance learning, modular, and in-person policies, guidelines, and procedures (Teacher orientation: Mean = 4.62, SD = 0.60; Learner orientation: Mean = 4.61, SD = 0.60; Parent orientation: Mean = 4.63, SD = 0.59).

The school has also conducted an extensive study to identify which policies are already integrated into the distance learning, modular, and in-person classes programs (Mean = 4.60, SD = 0.60). Based on this study, they developed a program that includes policies not fully covered in the existing program (Mean = 4.58, SD = 0.61).

Overall, the data suggests that the school has proactively implemented measures in leadership and governance to ensure comprehensive guidance and information for all stakeholders during the post-pandemic period. They have provided necessary orientations to teachers, learners, and parents and have actively studied and improved their programs to address policy gaps.

Table 15. Readiness of the School in the Post-Pandemic in terms of School Operation

Indicators	Mean	SD	Interpretation	
The school..				
1. Capacitates school personnel in managing school data and information using technology, including ICT, to ensure efficient and effective school operations.	4.55	0.61	Very Ready	Much
2. Exhibits efficient and effective practices in the management of finances consistently adhering to policies, guidelines and issuance in allocation, procurement, disbursement and liquidation aligned with the school plan.	4.54	0.66	Very Ready	Much
3..Establishes shared accountability in managing school facilities and equipment in adherence to policies, guidelines and issuance on acquisition, recording, utilization, repair and maintenance, storage and disposal.	4.56	0.63	Very Ready	Much
4. Engages school personnel in maintaining effective management of staff in adherence to laws, policies, guidelines and issuance based on the needs of the school.	4.57	0.60	Very Ready	Much
5. Capacitates school personnel in managing emerging opportunities and challenges to promote equality and equity in addressing the needs of learners, school personnel and other stakeholders.	4.55	0.62	Very Ready	Much
Overall	**4.56**	**0.59**	Very Ready	Much

Legend: 4.50 -5.00   Very Much Ready 3.50 -4.49   Much Ready 2.50 -3.49   Ready
1.50 -2.49   Moderately Ready1.00 -1.49 Not at all Ready

Table 15 below displays the average scores and standard deviations (SD) depicting the school's readiness in the post-pandemic period concerning school operations.

The overall mean score for school operation is 4.56, indicating that it is considered

"Very Much Ready" in the school's readiness for the post-pandemic period.

The school demonstrates readiness in school operation by capacitating school personnel in managing school data and information using technology and ICT (Mean = 4.55,

SD = 0.61). They also exhibit efficient and effective practices in financial management, adhering to policies, guidelines, and issuances (Mean = 4.54, SD = 0.66).

Shared accountability is established in managing school facilities and equipment, following policies, guidelines, and issuances related to the acquisition, recording, utilization, repair and maintenance, storage, and disposal (Mean = 4.56, SD = 0.63). The school engages school personnel in maintaining effective staff management based on the school's needs, following laws, policies, guidelines, and issuances (Mean = 4.57, SD = 0.60

Table 16. Readiness of the School in the Post-Pandemic in terms of Teachers Performance

Indicators	Mean	SD	Interpretation	
The school head observes and evaluates...				
1.Uses a range of teaching strategies that enhance learner achievement in literacy and numeracy skills following the School's Learning Recovery Plan	4.59	0.61	Very Ready	Much
2. Exhibits effective strategies that ensure safe and secure learning environments to enhance learning through the consistent implementation of policies, guidelines and procedures	4.55	0.62	Very Ready	Much
3.Uses differentiated, developmentally appropriate learning experiences to address learners' gender, needs, strengths, interests and experiences as part of the LRP	4.57	0.61	Very Ready	Much
4. Develops and apply effective strategies in the planning and management of developmentally sequenced teaching and learning process to meet curriculum requirements and varied teaching contexts..	4.55	0.62	Very Ready	Much
5. Manifests a learner-centered teaching philosophy in various aspects of practice and support colleagues in enhancing their own learner-centered teaching philosophy.	4.55	0.63	Very Ready	Much
Overall	**4.56**	**0.60**	Very Ready	Much

Legend: 4.50 -5.00   Very Much Ready 3.50 -4.49   Much Ready 2.50 -3.49   Ready
1.50 -2.49   Moderately Ready 1.00 -1.49   Not at all Ready

Table 16. Furthermore, The school head demonstrates a learner-centered teaching philosophy across various aspects of practice and assists colleagues in developing their own learner-centered teaching approaches (Mean = 4.55, SD = 0.63).

Overall, the data indicate that the school is well-prepared regarding teachers' performance for the post-pandemic period. The school head focuses on observing and evaluating teaching strategies, ensuring safe learning environments, utilizing differentiated learning experiences, planning effective teaching and learning processes, and promoting a learner-centered approach. These initiatives enhance teachers' preparedness to deliver quality education in the post-pandemic context. This implied that the three components - SIP, AIP, and School Learning Recovery Plan - are interconnected and work together to ensure that schools are continuously improving their educational practices, implementing their strategic goals, and addressing any learning setbacks or challenges faced by students.

A school learning recovery plan is a thorough strategy formulated to tackle academic challenges and bridge learning gaps among students, especially following major disruptions to education, such as the COVID-19 pandemic. The plan aims to identify and mitigate the impact of lost instructional time, offer focused assistance to students who are lagging behind, and ensure their successful academic advancement. While specific details may vary depending on the context and needs of each school.

Table 17. Readiness of the School in the Post-Pandemic in Terms of Learner's Interest

Indicators	Mean	SD	Interpretation	
The school head observes and evaluates..				
1..Learners are constantly attending in-person classes following the school's health and safety protocols	4.60	0.60	Very Ready	Much
2. Learners are cooperative and responsive in the lessons given by the teacher.	4.58	0.61	Very Ready	Much
3. Learners are eager to participate in live classes, as seen by their demeanor and involvement in class.	4.56	0.62	Very Ready	Much
4. Learners able to keep up with the teachings, motivated, and eager to master new skills in the current in-person class setting	4.55	0.62	Very Ready	Much
5. Learners feeling content and at ease in the present educational setting	4.56	0.63	Very Ready	Much
Overall	**4.57**	**0.58**	Very Ready	Much

Legend: 4.50 -5.00   Very Much Ready 3.50 -4.49   Much Ready 2.50 -3.49   Ready
1.50 -2.49   Moderately Ready 1.00 -1.49   Not at all Ready

Table 17 below presents the mean scores and standard deviations (SD) of the readiness of the school in the post-pandemic period in terms of learners' interest.

The overall mean score for learners' interest is 4.57, indicating that it is considered "Very Much Ready" in the school's readiness for the post-pandemic period.

The school head observes and evaluates learners' constant attendance in in-person classes following the school's health and safety protocols (Mean = 4.60, SD = 0.60). given by the teacher (Mean = 4.58, SD = 0.61).

Learners' eagerness to participate in live classes, as seen by their demeanor and involvement in class, is also observed and evaluated by the school head (Mean = 4.56, SD = 0.62). Additionally, the school head observes and evaluates learners' ability to keep up with the teachings, motivation, and eagerness to master new skills in the current in-person class setting (Mean = 4.55, SD = 0.62).

Table 18. Readiness of the School in the Post-Pandemic in terms of Parents Support

Indicators	Mean	SD	Interpretation	
The school head observes and evaluates..				
1. The parents/guardians of the learners have expressed willingness or support for the Distance Learning, Modular and In-person classes for their children.	4.51	0.61	Very Ready	Much
2. The parents/guardians of the learners are willing or actively participating to co-supervise and co-monitor the progress of their children's Distance Learning, Modular and In-person classes.	4.47	0.63	Much Ready	
3. The parents attended orientation meeting and be part of the Learning Continuity Recovery Plan	4.49	0.62	Much Ready	
4.The parents practiced and follow strict compliance to minimum health standards and infection and control measures.	4.50	0.63	Very Ready	Much

Indicators	Mean	SD	Interpretation
5.Family, parents or guardians are actively engaged and share responsibility for developing life-long learners	4.48	0.64	Much Ready
Overall	**4.49**	**0.58**	Much Ready

Legend: 4.50 -5.00 Very Much Ready 3.50 -4.49 Much Ready 2.50 -3.49 Ready
1.50 -2.49 Moderately Ready 1.00 -1.49 Not at all Ready

Table 18 below displays the average scores and standard deviations (SD) representing the school's readiness in the post-pandemic period regarding parental support.

The average score for parents' support is 4.49, indicating that it is notably evident in the school's readiness for the post-pandemic period.

The school head observes and evaluates the expression of willingness or support from parents/guardians for Distance Learning, Modular, and In-person classes for their children (Mean = 4.51, SD = 0.61). They also assess and evaluate the willingness or active involvement of parents/guardians in co-supervising and monitoring the progress of their children's Distance Learning, Modular, and In-person classes. (Mean = 4.47, SD = 0.63).

The attendance of parents/guardians in orientation meetings and their involvement in the Learning Continuity Recovery Plan is also observed and evaluated by the school head (Mean = 4.49, SD = 0.62). Moreover, the school head observes and evaluates the practice of parents/guardians in strictly complying with minimum health standards and infection control measures (Mean = 4.50, SD = 0.63).

Furthermore, the school head observes and evaluates the active engagement of families, parents, or guardians in sharing responsibility for developing lifelong learners (Mean = 4.48, SD = 0.64).

Summary of Findings
Based on the gathered data, the researcher had come up with the following findings:

The correlation analysis reveals a positive and significant relationship between school heads' leadership practices and the school's readiness during the post-pandemic period. Similarly, a comparable result was found between school heads' administrative and psychological attributes and the school's readiness

post-pandemic. An analysis using multiple linear regression was conducted to explore how school leaders' leadership practices impact school readiness. The results underscored significant contributions from both the leadership practices of school heads and their administrative and psychological attributes to the regression model. This emphasizes their predictive role in shaping school readiness during the post-pandemic period, forming the basis of the final regression findings. Additionally, a linear regression analysis was conducted to examine the impact of school heads' leadership practices on school readiness during the post-pandemic period. The multiple regression analysis indicated that administrative and psychological attributes also made a significant contribution to the regression model. This indicates that the leadership strategies of school heads and their psychological attributes play pivotal roles in forecasting school readiness during the post-pandemic era, thereby shaping the ultimate regression model.

Conclusions
The study's findings culminated in the formulation of the following conclusions:
1. School Heads' leadership practices were significantly related to school readiness during the post-pandemic. Therefore, the hypothesis is not sustained.
2. School Heads' administrative psychological attributes were significantly related to school readiness during the post-pandemic. Therefore, the hypothesis is not sustained.
3. Based on the multiple linear regression analysis conducted on school readiness during the post-pandemic period, it was determined that school heads' leadership practices and their administrative and psychological attributes made significant contributions to the regression model.

Therefore, the model indicates that these factors significantly predict school readiness post-pandemic, forming the basis of the final regression outcome.

Recommendations

In light of the findings and conclusions of the study, the following recommendations are proposed:

1. Given that school heads' leadership practices are pivotal in predicting school readiness post-pandemic, it is recommended that school heads prioritize consistent and transparent communication with subordinates to mitigate disagreements and misunderstandings regarding school matters and concerns.

2. School leaders should maintain a focus on fostering a positive attitude and resilience in dealing with adversity, challenges, and tensions to effectively navigate and overcome obstacles that may impede the school's progress.

3. To achieve outstanding academic outcomes, school heads should collaborate with their subordinates to establish clear agreements on ancillary duties, coordinator roles, and other work-related tasks. This fosters successful team dynamics and promotes the sustainability and enhancement of current effective practices within the school.

4. School leaders should continue to exercise their administrative and psychological qualities during the post-pandemic period. It is imperative for school leaders to demonstrate the ability to empathize with others and comprehend their emotions and perspectives, as these competencies profoundly impact the preparedness of the school.

5. The leadership and governance initiatives of school heads should persist and intensify, focusing on delivering training in stress resilience management amidst the post-pandemic landscape and unforeseen school situations. This effort aims to enhance the personal growth of school heads and generate significant organizational outcomes.

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