

## School Administrators' Leadership Behavior in Implementing Learning Action Cell (LAC)

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### Abstract

Numerous empirical studies have consistently highlighted the profound impact of an administrator's leadership style and individual traits on the operational dynamics and overall outcomes within educational institutions. This research, conducted within the context of the Learning Action Cell (LAC) program, delves into the intricate interplay between administrators' leadership behavior and the successful implementation of professional development initiatives in educational settings. Specifically, it scrutinizes the ramifications of administrator conduct on the performance and efficacy of the LAC program. The investigation encompasses a comprehensive assessment encompassing eight administrators and 298 teachers affiliated with the Schools Division of Taguig City and Pateros. The study meticulously examines various dimensions of administrators' leadership behavior while concurrently scrutinizing an array of variables pertaining to the execution of the LAC initiative. This research meticulously dissects administrators' leadership behavior and its direct repercussions on the successful deployment of the LAC program within the educational landscape. The study reveals several key findings: Demographics: The participants exhibit diversity in teaching experience, educational attainment, and commitment to professional development, which influences their perspectives. Leadership Behavior: Administrators exhibit strengths in areas such as tolerance for uncertainty, persuasiveness, initiation of structure, and integration. However, there is room for improvement in areas like demand reconciliation, predictive accuracy, and role assumption. Impact of Teaching Experience: While administrators' years of teaching experience do not significantly impact their self-assessment of leadership behavior, teachers' perceptions of administrators vary based on their experience levels. Educational Attainment: Administrators' educational backgrounds do not significantly influence their perceived leadership behavior, but teachers' assessments show variations based on administrators' academic qualifications. Training: Training significantly impacts teachers' assessments of administrators' leadership behavior, emphasizing the importance of targeted training programs. Department Affiliation: Departmental differences influence teachers' perceptions of administrators' leadership

behavior, highlighting the need for department-specific approaches. LAC Implementation Topics: The LAC program excels in facilitating sessions and aligning curriculum content with instructional strategies. However, there is room for improvement in dedicating more time to teacher development. Process Compliance: The LAC program demonstrates strong process compliance but faces challenges in organizing sessions based on identified needs. Roles and Responsibilities: Both administrators and teachers emphasize the importance of clear communication, support, and accountability in LAC roles and responsibilities. Monitoring and Evaluation: The LAC program excels in monitoring and evaluation, but there are challenges in translating reflections into tangible changes in classroom practices. The study concludes that administrators' leadership behavior and teachers' perceptions are influenced by various factors, including teaching experience, educational attainment, training, and departmental affiliation. It underscores the importance of tailored support and training for educators and the need for a balanced approach to leadership behavior. The study provides valuable insights into optimizing the LAC program and improving educational outcomes in diverse contexts.

**Keywords:** Leadership Behavior, Learning Action Cell (LAC), Social Exchange theory, Leader-Member Exchange Theory

## Introduction

Numerous studies have shown that the leadership style of an administrator or the traits of the person in charge of the organization or institution have an impact on how its activities are carried out. Although organizational culture and individual work have been linked to a number of elements, this study reveals that it also has a moderating effect on program implementation and performance. This study suggests that professional development initiatives like the Learning Action Cell (LAC) implementation have an effect on student performance in educational environments because what teachers learn will be applied in the classroom, affecting student achievement.

Santiago (2022) defines leadership behaviors as the activities and conduct that leaders integrate into their management philosophies in order to successfully lead and inspire their teams to accomplish their objectives. Lacking these traits, a leader can have trouble accomplishing goals, upholding a positive work atmosphere, or controlling their team.

Given this, it is reasonable to believe that administrators' leadership style affects the outcome of implementing a school program like the Learning Action Cell (LAC).

Career advancement is crucial for academic success (Lewis, 2017).

An organized method of professional growth known as lesson study has its origins in Japan. A collaborative strategy used by teachers to organize, present, observe, assess, and reflect on classroom instruction is called lesson study. Since it was initially introduced to the educational community years ago, it has aroused the curiosity of academics and educators all over the world. Teachers must do a challenging set of tasks every minute because teaching requires extensive knowledge of the subject being taught as well as knowledge of the best methods for teaching that subject to different student types. New instructors frequently lament how difficult their initial teaching years are. A sizeable portion of instructors quit their jobs after finishing their initial training or after accepting their first teaching post (Caena, 2017).

Sometime differentiated from orienting a new teacher to a new school, orientation of a new teacher to the teaching profession (offering the support essential to aid the beginning teacher in building a professional identity and improving the fundamental competences obtained in college) (discussing the

mission, policies, etc). (Rosser & Massey, 2017). Strong support systems have been implemented in numerous nations and areas to help new teachers throughout their initial years of teaching. Examples of components that might be present in such software include the following (Becker, 2017): support for the self-reflection process that all teachers engage in; a peer network for mutual support and peer learning; advice from educational experts (for example, to help the beginning teacher relate what she learned in college to classroom reality); mentoring: an experienced teacher, specifically trained as a mentor, is assigned to each beginning teacher; the mentor m (e.g. through the keeping of a journal). Such programs can improve teaching efficiency, lengthen the tenure of new instructors, and improve the personal and professional welfare of teachers.

On the other hand, a lot of academicians claim that the existing system of teacher education is ineffective and mostly concentrates on western-centric curricula. They recommend that teacher education be inclusive and take into account a variety of backgrounds and experiences in order for instructors to be attentive to the requirements of their students. As a part of a teacher education curriculum, this falls under the category of culturally sensitive teaching and calls for instructors to address concerns with diversity education and disadvantage. According to Jabbar and Hardaker (2017), this is a vital phase in assisting children from diverse ethnic backgrounds; color and diversity are attained and maintained at this period.

LAC sessions are essential but covert. The administration of the school has made every effort, but providing a basic education still faces significant difficulties in terms of critical performance indicators. The Department of Education (DepEd) has mandated the Learning Action Cell (LAC), a K–12 Basic Education Program school-based continuous professional development model, in order to support teachers' ongoing personal and professional growth (DO 35 s 2016). Ten LAC sessions per year, or at least one per month, are held. Problems with subject identification, process compliance, stakeholder roles and responsibilities, as well as overall program monitoring and evaluation, all arise throughout the execution of the LAC sessions. In other words, each Philippine school continues to have a variety of problems.

The LAC, or Professional Learning Community (PLC), strives to provide an environment where instructors can develop their professional skills in different parts of the world. The Department of Education (DepEd) seeks to uphold and preserve Filipinos' constitutionally guaranteed right to a basic education that is egalitarian, culturally relevant, and comprehensive and that will help each individual reach their full potential and significantly advance the nation. The Department of Education is dedicated to assisting all of its personnel, including teachers and students, to realize their full potential. The Department of Education fully supports the ongoing professional development of its teaching staff because it recognizes the value of lifelong learning and believes that teaching is a profession that "requires teachers' expert knowledge and specialized skills, acquired and maintained through rigorous and ongoing study."

The Department of Education is aware that the quality of instruction has a big impact on learning results. Therefore, the Department of Education must find qualified teachers and encourage their further professional development. By establishing professional learning communities, educators can learn more about teaching techniques and modify widely held notions and assumptions about education, community, teaching, and learning to better meet the requirements of today's students (Little 2017). The Third Elementary Education Project (TEEP), Secondary Education Development and Improvement Project (SEDIP), and Program for Decentralized Education (PRODED), among other educational interventions, as well as empirical studies on related professional development programs, show that teachers' participation in professional development activities positively affects their beliefs and performance (UNESCO ISO, 2017).

The Philippine Department of Education (DepEd), in partnership with the National Institute for Science and Mathematics Education Development at the University of the Philippines, has widely advertised lesson study to public and private institutions around the nation (UP NISMED). In order to support teachers'

ongoing personal and professional development, the Department of Education (DepEd) also released a memo, DO 35 s 2017, titled "the Learning Action Cells (LAC) as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning." A Learning Action Cell, according to DepEd, is a group of educators who take part in cooperative learning sessions led by the school principal or another designated individual to address common issues in the establishment. The nation's public elementary and secondary schools do have this requirement, but it has not yet been sufficiently institutionalized, especially in private institutions (Detablan, 2017).

## **Background of the Study**

The Department of Education employs a range of initiatives for teacher professional development to strengthen teaching-learning processes. Short-term courses , lectures or workshops during cascaded or recurrent teacher training are examples of this. The Department of Education (DepEd) has created Learning Action Cells (LACs) to further enhance professional development. LACs are designed to support and develop successful teachers at their workstations by fostering their knowledge, attitudes, and competencies with regard to curricula, instruction, and assessment. Using competencies connected to the K–12 Curriculum, it seeks to enhance teachers' knowledge, skills, and attitudes (Deped, 2017).

School officials like principals, master teachers, head teachers, or coordinators oversee Learning Action Cell (LAC) sessions. They incorporate specific leadership characteristics that have an impact on the goals or outcomes of programs while putting educational programs into practice. Since the majority of school programs are designed to increase student performance or achievement, it is crucial that school administrators exhibit the proper leadership behaviors to ensure that educational initiatives are carried out more successfully.

The researcher has seen that the actions of the leaders overseeing the LAC sessions have an impact on how well they are implemented in Signal Village National High School. Teachers apply what they have learned from these workshops to the classrooms. Hypothetically, the implementation of LAC sessions by subpar administrators has detrimental effects. According to Rose (2017), a vision is required to describe a potential and ideal condition for the company. The leaders of the school are in a position through this vision to help and direct his teachers so they can benefit from their responsibilities within the organization, just as the organization benefits from finding a niche in society. When instructors collaborate to seek knowledge, skills, and methods, collective learning and application result. Teachers then apply their newly acquired knowledge to their job. They strategize and collaborate to find answers to the requirements of the many students. Additionally, teachers collaborate to assess the students' work in order to enhance teaching and learning. This discourse displays a respect for different viewpoints and encourages further investigation. Teachers gained an understanding of the purpose and benefits of discussing their work as a group through talks. Teachers' understanding of the formative assessment process is expanded and renewed via collective learning (Oxenswardh, 2017).

With the assistance of other nations' professional learning communities, the Learning Action Cell can be evaluated. This could help increase the effectiveness of the teaching-learning process and academic performance in schools. However, there is a dearth of literature and research on the moderating influence of administrators' leadership behaviors and their consequences on the adoption of LAC and student achievement. The closest study to date is "Effective principal leadership behaviors to improve the teacher effectiveness and the student accomplishment" by Pardosi and Utari from 2021. The moderating function of administrators' leadership behavior and its impact on the implementation of LAC and student achievement, two untapped areas in the social sciences, make this study innovative in that sense.



## Theoretical Framework

This study on Leadership Behavior is anchored on the following theories:

**Social Exchange Theory.** According to Cropanzano and Mitchell (2005) the concept of social trade is one of the maximum vital philosophical paradigms for deciphering and comprehending worker mindset inside an company. They argue that for numerous years, students in organizational conduct have used the concept of social trade concept (Blau, 1964) to explain the motivational basis at the back of worker movements and the improvement of high-quality worker attitudes. The proponents of social trade concept have noted employment because the change of attempt and allegiance to cloth and socio-emotional benefits (Blau, 1964). Conceptually, people who experience, accept as true with or understand their company as being responsive, dedicated, committed and involved approximately their wishes or issues obviously experience mandated, obliged to be dedicated and committed to the direction of the company. It is consequently steady with the simple tenets of social trade concept for the people to reciprocate, display the equal quantity of care and responsiveness that's a shape of assist orientation to the company voluntarily which ultimately contributes to the achievement of the company (Organ, 1990). In different words, the reciprocity norm obliges the go back of favorable remedy while one birthday celebration treats every other well (Gouldner, 1960). In addition, it's miles argued that people who enjoy a excessive diploma of assist from their company with inside the shape of each intrinsic and extrinsic motivation, rewards, incentives and different perks are much more likely to experience a duty and the want to "repay" the group in phrases of displaying excessive stage worker dedication, going past their ordinary line of obligation i.e., showcase citizenship conduct and excessive performance (Eisenberger et al., 1986). Expatiating at the idea of reciprocity Gouldner (1960) made those similarly arguments. Wayne et al. (2013) steady with this line of argument assert that via way of means of offering attitudes and movements which can be commensurate with the diploma of company dedication to them as individuals, people searching for a stability of their trade relationships with agencies and superiors.

This examine applies the simple beliefs of social trade concept and argues that excessive stage social trade dating among the Metropolitan, Municipal and District Assemblies, Metropolitan, Municipal and District Chief Executives and the team of workers will result in higher organizational subculture in the Assemblies, higher worker dedication and stepped forward character paintings performance. This is due to the fact while the team of workers have the direction to accept as true with or understand a excessive stage of assist from the Assemblies or have a higher-fine trade with their mayor and management, they'll experience a experience of belonging, a shape of indebtedness to the company and can be obliged to reciprocate or trade via way of means of demonstrating affective dedication and supportive attitudes closer to their paintings in the Assemblies. On the contrary, after they understand the Assemblies as being unsupported to their wishes, a state of affairs in which the trade dating isn't always favorable to the team of workers, they'll now no longer be supportive of the organizational vision.

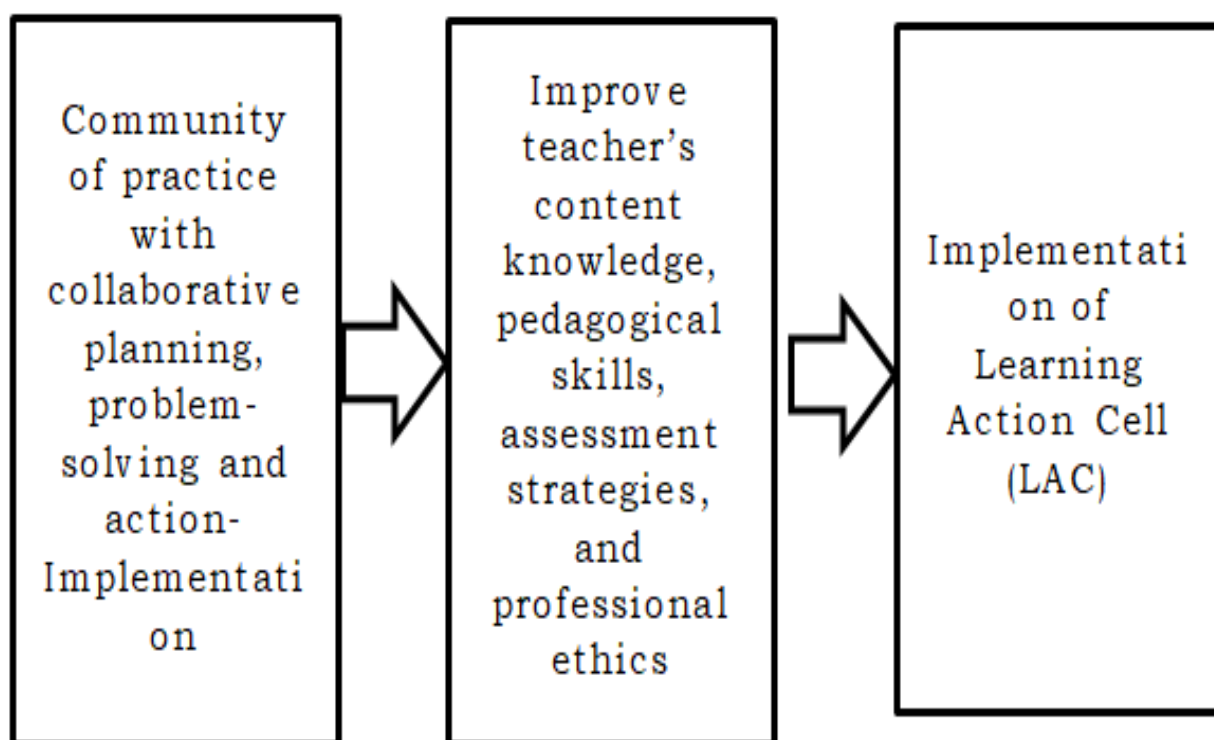
**Leader-Member Exchange Theory.** One essential antecedent of Social Exchange Theory that's applicable to this examine and in addition strengthens the theoretical foundations of this paintings is the Leader-Member Exchange. According to Dansereau, Graen & Haga (1975) Leader-Member Exchange became first of all named vertical dyad linkage. Leader-member alternate idea as organizational conduct idea appears on the interactions and exchanges among a front runner and his / her followers. The essential idea of alternate among leaders and individuals is that leaders set up awesome alternate relationships with their subordinates and that the character of those relationships affects the attitudes and behaviors of each leader and subordinates. Ilies, Nahrgang and Morgeson (2007) used social alternate idea to in addition reveal and make clear the near relationships and connections among tactics worried in management and its cap-potential to are expecting organizational outcomes. According to Erdogan, Liden and Kraimer (2006) chief-

member alternate idea proposes that powerful management influences worker behaviour which metamorphoses into social alternate courting.

Jia (2020) cited that this idea shows that the diploma of closeness of a frontrunner's courting with subordinate individuals is the unbiased variable of chief performance. Leaders set up distinctive affinity relationships with distinctive individuals because of many factors, therefore forming a borderless "inside-outside" interpersonal courting, and therefore organising a frontrunner-organizational member alternate courting. The "insiders" have a better courting with the chief, talk with the chief on a everyday basis, and are much more likely to advantage the chief's accept as true with and reuse, and are higher at gambling positively, proactively and creatively of their paintings, ensuing in excessive performance; at the contrary, the "outsiders" most effective preserve a everyday operating courting with the chief, and are much more likely to paintings with the chief. On the contrary, "outsiders" most effective preserve an everyday operating courting with the chief, and feature much less touch and verbal exchange with the chief, so that they have fewer possibilities and rewards, and have a tendency to observe the rules, stick with the rules, and are gradual to reply to adjustments within side the organizational environment.

Leadership member alternate idea is primarily based totally on social alternate idea (Blau, 1964), however Bernerth (2007) argued that the prevailing LMX questionnaires all degree the point of interest on chief-member alternate relationships and do now no longer absolutely mirror the social alternate content. They designed a brand-new scale named LMSX (Leader-member social alternate). They additionally tested that it's far towards the unique which means of social alternate than the LMX-7 and LMX-MDM.

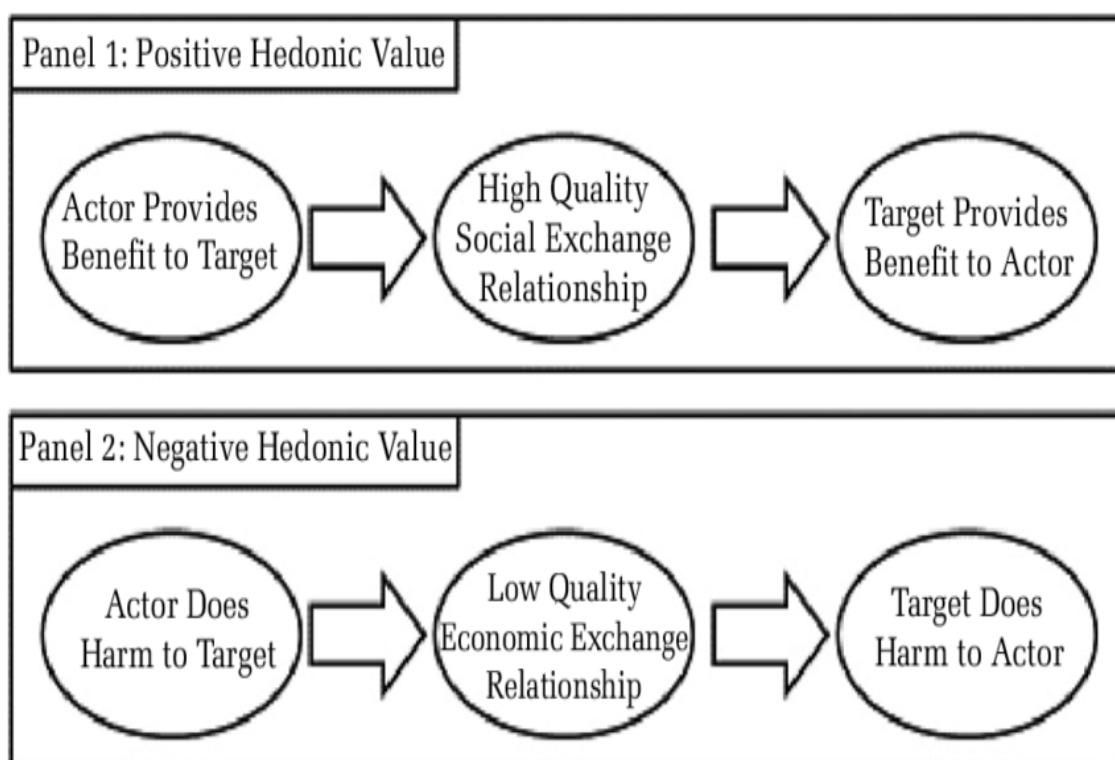
Secondly, this study is anchored on the LAC Framework adopted from the Department of Education which is stipulated under DepEd Order no. 35, series of 2017 (Figure 1).



**Figure 1. Learning Action Cell (LAC) Framework**

The theoretical framework in Figure 1 shows that communities of practice, in this case, LACs, enable teachers to do collaborative planning, problem solving, and action implementation that will lead to improved teachers' knowledge, skills, and attitudes that will consequently and significantly improve student learning and development. This policy provides the framework and enabling mechanisms for the conduct

and implementation of LACs in schools or in clusters if multi-grade schools prefer to conduct them by cluster. It is directed towards improving teacher knowledge, skills, and attitudes based on established competencies linked to the K to 12 Curriculum.



**Figure 2. The Generic model of Social Exchange Theory by Russel Copenzano**

In particular, one of the essential tenets of social trade concept is that relationships develop into believing, trusting, dedication, responsiveness and reciprocal loyalty over the years and, to do so, trade regulations and/or standards that characteristic because the 'guidelines' of trade approaches should be accompanied via way of means of trade parties (Cropanzano and Mitchell, 2005).

### Leadership Behavior

In Krapfl & Kruja (2018), the definition of leadership includes a wide range of actions, some of which are appropriate in one situation but not another. There is discussion of some of the more prevalent leadership behaviors. The article continues by describing how to acquire some of the behaviors needed to lead. It is advised that a person develop their leadership skills based on their unique background and experiences. Following that, it is stated how experience is necessary to understand how to lead because it cannot be learn from a book. Following is a review of many experience-based learning models. The article concludes by addressing the topic of culture and arguing that culture of an institution is influenced by both the larger culture of which the organization is a part and the leader's actions. The paper ends with a suggestion that behaviorists educate themselves about behavior analysis as well as the situations in which behavior analysts are most likely to work.

Years of questionnaire and interview research have revealed a variety of leadership traits seen in effective leaders, as described in Behrendt (2017). But little is understood about the actions that lead to those observations. The rationality of concepts that are solely based on behaviors that are observed is in doubt due to the fact that amateur onlookers are susceptible to cognitive biases like the halo effect. As a result, they heed the advice of the field's top researchers and create a frugal model of leadership behavior that is based on accepted concepts that are mental in nature. Along with three task-focused behavior categories, they also suggest three relation-focused behavior categories: aiding coordination, fostering cooperation, and

mobilizing resources (improving understanding, bolstering inspiration, and making application easier). Each of these categories is further defined by a variety of specific behaviors. While task-oriented behaviors are concentrated on achieving common objectives, relationship-oriented behaviors support this process by increasing the coordinated engagement of the team members. Their model advances the theory of leadership behavior by (1) combining existing taxonomies, (2) focusing behavioral concepts of leadership behavior, (3) defining precise relationships between those categories, and (4) generating new hypotheses that can be derived from existing findings in the field of psychology. They encourage the creation of novel metrics that get beyond the drawbacks of questionnaire and interview research in order to evaluate our model and the hypotheses derived from it.

The aim of the study by Larsson et al. (2017) was to assess the efficacy of leadership development initiatives at the level of leadership behavior. Assessments were done before, after, and six months after the leadership courses as part of a longitudinal design. 59 leaders who self-rated and were evaluated by at least three subordinates on each occasion made up the sample. The Developmental Leadership Questionnaire was used to assess leadership qualities (DLQ). According to the ratings of the subordinates, there was a little increase in good leadership behaviors and a considerable decrease in unpleasant leadership behaviors. Three significant leader profiles were obtained by cluster analysis, and it was revealed that this trend was present in all three profiles regardless of how well-liked they were prior to the start of the intervention.

According to Inceoglu (2017), a leader's actions have a big impact on how others behave, perform, and feel about themselves. However, the majority of the current principle and studies on leader's deeds has been on performance of employees, viewing security of employees (typically evaluated as satisfaction on job) as secondary end flexible to performance rather than as a significant outcome in and of itself. In order to help future researchers, understand how, why, and when leadership conduct affects employee well-being, they provide a theoretical framework in their conclusion.

In their conceptual framework from 2017, Vieira et al. demonstrate how two traits of manager leadership behavior can buffer relationships between salespeople's self-efficacy and client response (defined as satisfaction, word-of-mouth, loyalty, and cross-selling). The findings revealed that I salesperson self-efficacy positively moderates the association between salespeople's self-efficacy and customer satisfaction, word-of-mouth, loyalty, and cross-selling and (ii) transactional leadership behavior negatively moderates the association between salespeople's self-efficacy and word-of-mouth. According to Marashdah & Albdareen (2020), despite the fact that psychological capital has been acknowledged as a crucial problem. There has not been much research done on organizational assistance in the workplace. Based on leadership theory and the conservation of resources theory, this study examines the mediating role of organizational support in the relationship between leadership behavior and psychological capital in insurance enterprises in Jordan. The surveys were dispersed at random. Using the arithmetical application SmartPLS to analyze the data, 335 out of 350 surveys were useful for analysis. Based on the theories, it was discovered that organizational support had a substantial impact on the relationship between leadership conduct and employee psychological capital. Consequently, the study suggested keeping senior management interested. to recognize and train the management in Jordan's insurance firms of these businesses in selecting the proper leadership behavior at the appropriate time and place in light of the company's data and the external circumstances.

### **Professional Learning Community (PLC)**

Good educational systems ensure that opportunities for both approaches to professional development programs are available and accessible to teachers (Whitehouse, 2017).



Effective implementation of a learning action cell requires active participation of the people in the organization. The administrators, teachers, and staff are more productive and more highly motivated when a school's environment is imbued with a sense of collaboration and the spirit of collaboration is most easily cultivated when the school's operational structure is built upon the foundation of the Professional Learning Community (PLC). PLC is defined as a group of teachers who generate timely responses to student issues that are based on intervention rather than remediation, and that generate action steps to ensure the implementation of high-quality evidence-based practices with fidelity. PLCs help bridge the research-to-practice gap at the school and classroom levels because they help teachers focus on student learning, utilize data to inform instruction, and help them to come to see themselves as unique sources of information that leverage the collective skills and competencies of the group (Fuchs and Mundschenk, 2017).

Effective professional learning communities view data as a powerful tool for meeting the needs of individual students and for informing and improving the professional practice of the entire team. If all the data will be used in that way, students are certain to improve their learning. And to fully engage the team in the PLC process, they must use evidence of student learning to inform and improve the professional practice of its members (DuFour, 2017). The model for developing a professional learning community consisted of four factors such as preparation for learning organization, development of shared norm and value, learning from common work practice and the expected outcome (Sompong, Erawan, and Dharmtadsananon, 2017).

### **Learning Action Cell (LAC)**

The Learning Action Cell which can be compared to a professional learning community should have the following characteristics such as supportive and shared leadership, shared values and vision, collective learning and application, shared personal practice, and supportive conditions (Hipp and Huffman, 2017).

Supportive and Shared Leadership manifest when the teachers are consistently involved in discussing and making decisions about most school issues. The principal incorporates suggestions from teachers to make decisions and he is proactive to address areas where support is needed. The institution provides opportunities to the teachers to initiate change.

Shared and supportive leadership plays a vital role in building professional learning communities in schools. Teacher leadership is a new manifestation of shared and supportive leadership (Nkengbeza and Shava, 2017).

Shared and supportive leadership plays a key role in establishing and sustaining PLCs. The manifestation of shared leadership is when the teachers lead different aspects of school practice including head of departments and subject group leaders (Bush, 2017).

Shared values and vision can be attained when decisions are made in alignment with the school's values and vision. The teachers share visions for school improvement that have an undeviating focus on student learning and the policies and programs are aligned to the school's vision.

A vision is necessary to articulate a possible and desirable state for the organization. Through this vision, the leaders in the school are in the position to assist and guide his teachers to derive rewards from their roles in the organization, as the organization finds it rewards from identifying a niche in society (Rose, 2017).

Collective learning and application manifest when teachers work together to seek knowledge, skills, and strategies and apply these new learning to their work. They plan and work together to search for solutions to address the diverse students' needs. Also, teachers are engaged in dialogue that reflects a respect for diverse ideas that lead to continued inquiry and they collaboratively analyze the students' work to improve the teaching and learning.

Teachers learned through discussions the meaning and advantages of discussing their work together. Collective learning expands and renews teachers' understanding of the formative assessment process (Oxenswardh, 2017).

Shared personal practice in professional learning can be achieved when teachers informally share ideas and suggestions for improving student learning. The teachers collaboratively review students' work to share and improve instructional practices.

Supportive conditions are classified as relationships and structures which are described as caring relationships that exist among teachers and students that are built on trust and respect and there is a culture of trust and respect for taking risks. The school schedule promotes collective learning and shared practice and the facility is clean, attractive, and inviting. Teachers felt safe in their environment and more inclined to take risks when there is a supportive climate (Hipp and Huffman, 2017).

### **Teacher Professional Development through LAC**

Teacher efficacy may be strengthened through professional development and learning may increase. PLCs work best when there is a focus on student achievement and all teachers are fully accountable for the work that is done in the PLC which leads to the classroom in order to meet the mission and goals of the school (East, 2017).

Teacher learning preferences may be a key consideration for school site administrators as part of PLC team construction and development (Feffer, 2017). Teachers perceive their schools as a professional learning community, that the bureaucratic structure of their schools is rather enabling and they trust the principal more than they do their colleagues and stakeholders. There are also significant and meaningful relationships between professional learning communities, bureaucratic structure and organization (Kalkan, 2017).

Hipp and Huffman (2017) indicated that the professional teaching and learning cycle is an effective strategy to develop professional learning communities. The six cycles consist of six steps: Teachers work in teams to examine and discuss student achievement data and learning expectations. Teams investigate research-based strategies and necessary resources to promote student mastery. Teachers teach the planned lesson, note success and challenges, and collect evidence of student work. Teachers examine the standards and analyze student work. Teachers reflect on student work and discuss alternative instructional strategies or modifications to the original instructional strategies.

Teaching-learning process is an essential part of academia. Students' success depends on how they acquire the knowledge and apply it in the real world and this will only happen if the teaching-learning process is properly done. It is said that one of the major aspects of the teaching-learning process is the presence of the teacher. Teachers are the one who should be capacitated in order to deliver the teaching-learning process successfully. Teachers and their competency are the main medium in order to make the process effective. Teachers should undergo different seminars, training, and workshops to be equipped in transferring knowledge to the students. All of these are being done in Learning Action Cell sessions.

Education plays a fundamental role in poverty alleviation and in promoting economic and social growth (Hanushek & Woessmann, 2017). It expands the range of opportunities available to individuals and equips them with the tools to make better-informed choices (World Bank, 2017). It increases an individual's earning potential, opens avenues for social mobility, improves personal and family health and nutrition, and enables women to control their fertility (Schultz, 2017). At the societal level, education raises labor productivity, drives innovation, and contributes to the smooth functioning of democratic institutions (Bloom, Hartley, and Rosovsky, 2017).

Connelly (2017) cited that schools have always played a vital role in ensuring that students have the skills needed for the job or career they have chosen. The key function of education is to fully prepare students for life after schooling. Preparation for the world of work is a necessary and vital part of that equation. As our society and economy continues to evolve, it may be time to rethink how public education aids students in choosing career and education pathways. Additionally, due to the present economic and social changes our government is dealing with, it is imperative that we think more deeply about the future of those students who will enter the workforce immediately after high school.

The K–12 is a designed curriculum for the sum of primary and secondary education. It is used in the United States, Canada, Turkey, Philippines, and Australia. (K) For 4- to 6-year-olds through twelfth grade (12) for 7- to 19-year-olds, it is a free education from Kindergarten to Senior High School in the countries mentioned respectively on Wikipedia (2017).

Bringing 21st-century skills into the teaching and learning situation is a central feature of the K to 12 Basic Education Program. Teachers must enrich lessons with simple integration strategies utilizing Information and Communications Technology (ICT) that are developmentally appropriate (Strangle, 2017).

If teachers want to make their instruction more career relevant and practical for their students, they need to know which essential skills will be transferable across different fields of work in the 21st century. It is evident that certain skills and knowledge will be necessary for students to develop to be able to work and contribute in a globalized information society. Let it be clear that most of these 21st century skills, like critical thinking and problem solving, are not new. The relevance of these skills is that changes to the global economy and career trends have brought them to the forefront as requirements of employ-ability and individual success (Rotherham & Willingham, 2017). However, it is uncertain what skills will still be relevant by the time they graduate and start their careers. Concepts like “information literacy” are necessary for new curricula (Blurton, 2017). In the current and future economic landscape, 21st century teachers prepare students to think and work together in ways applicable to the jobs they will undertake.

Yet other analyses propose that it is not individual teachers but the alignment of content standards, curriculum tied to those content standards, teachers trained to use that curriculum, and accountability that leads to student achievement (Whitehurst, 2017). Other research has supported the notion that specific models of instruction (e.g., American Federation of Teachers, 2017) can improve student achievement. Regardless of whether it is the teacher's background and qualifications, teaching methodologies, or alignment of standards with curriculum and accountability that leads to student success, each of these depends on effective training and preparation of teachers.

Teachers' motivation to attend professional development appears to be a key factor in change. Stout (2017), for example, proposed four motivations teachers have for participating in professional development: salary enhancement, certificate maintenance, career mobility (building their resume to move up the ladder into administration or pursue other careers), and gaining new skills or knowledge.

### **LAC Implementation in Philippine Schools**

High quality and regular professional development opportunities are needed to address the weaknesses in the competencies of the existing teacher workforce. Teachers were generally positive about the training that they had received, but a significant proportion felt that they needed more. The most common kind of training received by elementary and high school teachers in the Philippines were in subject content. Approximately 30 percent of high school teachers reported attending some subject-based training during the school year 2017. The training usually took place in schools and was frequently conducted by the school principal (World Bank Report, 2017).

It is therefore incumbent upon the DepEd to ensure teachers' continuing professional development (CPD) within the framework of School-Based Management (SBM) and embodied in the School Improvement Plans (SIPs). As such, this policy highlights the fact that the focus of learner development is at the school where deliberate measures must be taken to improve student learning outcomes.

In effect, action points that directly address the quality of teaching-learning processes must be included in the SIP. The space and opportunities for teachers to collegially discuss strategies that will lead to better teaching and learning processes can be integral to SIPs. Further, this policy reiterates that good teaching is the primary job of teachers and supporting CPD is one of the most vital functions of school heads/principals. In the DepEd, a Learning Action Cell is a group of teachers who engage in collaborative learning sessions to solve shared challenges encountered in the school facilitated by the school head or a designated LAC Leader. LACs will become the school-based communities of practice that are positive, caring, and safe spaces.

The Department of Education released DepEd Order No. 35 series of 2017 which is called The Learning Action Cell (CAL) as a K to 12 Basic Education Program School-Based Continuing Professional Development Strategy for the Improvement of Teaching and Learning. This order supports the continuing professional development of its teaching personnel based on the principle of lifelong learning and DepEd's commitment to the development of teachers' potential aimed towards their success in the profession. This can be done through the school-based LAC, which primarily functions as professional learning communities for teachers that will help them improve practice and learner achievement.

The theoretical framework of the Learning Action Cell which is stipulated in the DepEd Order No. 35 s. 2017 is more appropriate in this research endeavor. This framework supports the query of the researcher in assessing the implementation of the learning action cell. This showed the whole process of the implementation of the learning action cell which explained the goal of LAC.

This implies that the learning action cell shall be done with the help of the whole community involving teachers, school head, staff, parents, and other stakeholders.

The Learning Action Cell can be assessed with the Professional Learning Community of other countries. This might contribute to the effective teaching-learning process and in the improvement of schools' academic performance. LAC is also a form of continuing professional development that will improve the teachers' competency in order to improve the quality of education.

Effective professional development activities should match the teacher needs, match to the existing school needs, involve the teachers in planning of professional development activities, there should also be an active participation opportunity, long-term engagement and high-quality instructors. He also elaborated that the components of effective professional development activities should match existing teachers' needs because when the professional development programs directly meet the individual needs of teachers, they are the most effective type of programs. He also added that professional development activities should be conducted according to the individual school-classroom needs, because the needs may vary from one school to another according to the demand of the population of the school.

Moreover, the activities should also be a long-term engagement and not a short-term activity. Teachers in short-term activities tend to lack the depth necessary to have a lasting impact on teaching skills. Long-term engagements in professional development activities have a deep and lasting influence on teachers' learning (Bayar, 2017).

The DepEd institutionalized Learning Action Cell (LACs) that aim to develop and support successful teachers by nurturing their knowledge, attitudes, and competencies in terms of curriculum, instruction, and assessment in their workstations. A Learning Action Cell is a group of teachers who engage in collaborative



learning sessions to solve shared challenges encountered in the school facilitated by the school head or a designated LAC Leader. LACs will become the school-based communities of practice that are positive, caring, and safe spaces. The content of LAC sessions may be determined by the teachers themselves under the guidance of the LAC leader. Sessions in LAC may be determined by the teachers themselves under the guidance of LAC leaders. Sessions in LAC may be determined through needs assessments, the school's performance or they can maximize the teachers' development plan. Usually, the topics discussed in learning action cell are the features of K to 12 Basic Education Program such as (1) Learner Diversity and Student Inclusion, (2) Content and Pedagogy of K to 12 Basic Education Program, (3) Assessment and Reporting in the K to 12 Basic Education Program, (4) 21<sup>st</sup> Century Skills and ICT Integration in Instruction and Assessment, and (5) Curriculum Contextualization, Localization, and Indigenization. Aside from these, teachers can also discuss how they can strengthen their community linkages and the problems, issues, or concerns affecting the teaching and learning process. The key indicators for the effectiveness of the LAC are that there are clear evidences of: (a) critical reflection among teachers leading to changes in classroom practice; (b) increased understanding and knowledge of the curriculum; (c) changes in teachers' pedagogy or practices which are aimed at improving students' participation and achievement in school.

Consequently, Yap (2017) defined PLC as a group of teachers, possibly with other stakeholders, working together for a common goal over a sustained period of time, where this goal is often specified to be in line with increasing the individual and collective ability of teachers to improve student learning. He also stated that forming PLCs is not always as simple as putting together a group of teachers to work for something. There are things to be considered in putting PLCs: first, the community should possess shared values and vision for improving students' learning, second, there must be reflective and professional collaborative learning norms and practices, and third, there must be adequate and conducive infrastructure and resources to carry out the work the PLC intends. And finally, there must be supportive and shared leadership for matters related to shaping the shared values and mission, varying out the collaborative learning activities and providing the infrastructure and resources required for the PLC work.

Teachers are the main player in the teaching-learning process. Alipala (2017) found out that teachers has very satisfactory in terms of facilitating the development of students' life and career skills, facilitating learning, preparing appropriate lesson plans in line with the school vision and mission, creating a conducive and learning environment, developing and utilizing teaching and learning resources, developing higher order thinking skills, enhancing ethical and moral values, assessing and evaluating learner performance, engaging in professional development and in networking with stakeholders especially with parents. Quality education equates quality teachers. Teachers should be competent to deliver quality education to the students. They must possess different qualities that will suit the needs of the 21<sup>st</sup> century students.

Education for All (EFA) 2017 annual report stated that teacher education development pushes for a competency-based system for hiring, deploying, evaluating, promoting, and continuously developing the teachers. This implies that the Department of Education supports the continuing professional development of teachers to improve the teaching competencies of the teachers. It is stated in the Republic Act No. 10912 or the Continuing Professional Development Act of 2017 that the state shall institute measures that will continuously improve the competence of the professionals in accordance with the international standards of practice.

Saldaña (2017) posted an article in Teachers for teachers where he enumerated the qualities of a competent learner. The teacher should have job-related knowledge which means that the teacher should have the knowledge of the content of his subject matter. The teacher should possess the enthusiasm to develop new teaching strategies that will fit the students' needs and pace of learning. Good communication skills should also be possessed by a competent teacher in order to participate appropriately at meetings, seminars,

and training. A competent teacher should also be dependable who works with minimal supervision and completes assigned tasks within a given period of time. Having initiative should also be one of the qualities of a competent teacher who shows willingness to assume additional tasks and even volunteers to do other tasks apart from his regular assignment. Good decisions which can be used in solving problems is also a good quality of a competent teacher. Also, competent teachers should possess adaptability, professionalism, and interpersonal skills.

### **Process Compliance**

The need for professional training and learning was on top of the imperatives for teachers. Professional development opportunities currently offered to teachers frequently fail to meet even minimum levels of quality and fall short of what teachers want and need. The systems at the school level to support teachers and identify their professional development needs are not working well (World Bank, 2017 as cited by Gonong, 2017).

In order to plan for LACs, the LAC members guided by the LAC Leader and LAC Facilitator, are expected to identify professional development needs and prioritize issues to be discussed or addressed in the LAC session. These can be recorded in a LAC Plan, which will also require details on how the LAC process will be monitored (Deped, 2017).

There is a must to have an assessment of Needs. Needs are identified with reference to the professional teacher standards set for one's career stage. These needs could be captured through different forms like self-assessment tools, classroom observation results, critical reflections, surveys, research-based teacher development needs, students' assessment results, and other forms (Deped, 2017).

Prioritizations of Topics or Agenda are also included. From the needs that have been identified as the focus of LAC, members could agree on which of them should be prioritized for their sessions. The basis for prioritization could be in terms of urgency of need, time needed in addressing the need, interest or in whatever way agreed upon by the members of the group. These priority needs or topics could integrate the areas mentioned above (Deped, 2017).

Also, the formation of LAC stated that every teacher must be part of a LAC. LACs could be formed based on the prioritized need(s) and depending on the number of teachers in every school or cluster of schools. However, these groupings are flexible according to need and context (Deped, 2017).

With the budget, it shall come from the school's respective MOOE and other external grants, provided that only expenses allowed under the school MOOE may be included, subject to existing accounting rules and regulations (Deped, 2017).

At the school level, the School Head should lead in organizing the LAC and in ensuring that the practice of holding regular LAC sessions is established, maintained, and sustained. The School Head should also take the lead in monitoring school LAC activities and in evaluating their impact on the total school improvement. Likewise, active participation of teachers and involvement in various LAC activities should be captured as an objective in the Individual Performance and Commitment Review Form (IPCRF) (Deped, 2017).

It is expected that school heads or principals will be vital in facilitating and implementing effective LACs within their schools. This function will be included in the performance evaluation of school heads. They will create safe spaces where teachers can engage in dialogue with each other so they may learn from and provide support to one another. Providing administrative support and academic leadership to the LACs will strengthen the schools' development of professional learning communities that value their communities of practice in favor of student learning and holistic development (Leyson, 2018).

## **Roles and Responsibilities**

Professional development is essential in every teacher. Teachers need to update their knowledge on the trends and innovations in their respective discipline. In that case, students' academic performance might increase. Symeonidis (2017) suggested that teacher education of high quality and standards is necessary for new entrants to the profession and must be fully funded. The authorities should ensure pre-service training that covers subject knowledge, pedagogy, and training in diagnosis of students' learning needs, with sufficient time to develop skills.

The priorities set out in the LAC Plan are implemented through a variety of activities, which can include stimulus (e.g. lectures, practicum, orientation, coaching, workshops, development and utilization of instructional materials, etc.) followed by collaborative discussion of possible ways forward. The final activity of the session will involve individual and group action planning in order to implement agreed activities in the classroom (Deped, 2017).

LAC members are expected to implement the proposed strategies or activities in their classroom or school or community as appropriate and evaluate their success. LAC members should be prepared to report back on the success of these activities in future LAC sessions. LAC facilitators and LAC leaders should monitor these activities and evaluate how far they are contributing to improved outcomes for students at school. School heads or principals should support the LACs by doing class observations and encourage teachers to continually improve instruction so that student learning will also improve (Deped, 2017).

Joyce (2017) studied K–12 teachers' motivation to participate in professional development and categorized teachers as students and consumers of professional development. Based on teachers' participation in three domains—(a) formal systems (courses, workshops, coaching or supervision), (b) informal systems (exchanges with other teachers and professionals), and (c) personal activities (reading, leisure activities)—Joyce proposed five categories to describe teachers' states as students: 1. Omnivores are teachers who “actively use every available aspect of the formal and informal systems available to them”. 2. Active consumers are teachers who keep busy in one or more of the domains or systems. 3. Passive consumers are teachers who go along with professional development opportunities that arise but do not seek them out. 4. Entrenched teachers are suspicious of change and take courses only in areas where they already feel successful; they may actively or surreptitiously oppose new ideas. 5. Withdrawn teachers are actively opposed to engaging in one or all three domains.

In an article developed by the American Federation of Teachers National Council on Measurement in Education National Education Association (2017) which focused on standards for teacher competence in educational assessment of students where its purpose are to guide the teachers as they design and approve programs for teacher preparation; a self-assessment guide for teachers in identifying their needs for professional development in student assessment; a guide for workshop instructors as they design professional development experiences for in-service teachers. The standards for teacher competence in educational assessment of students namely, teachers should be skilled in choosing assessment methods appropriate for instructional decisions; teachers should be skilled in developing assessment methods appropriate for instructional decisions; the teacher should be skilled in administering, scoring, and interpreting the results of both externally-produced and teacher-produced assessment methods.

Teachers should be skilled in using assessment results when making decisions about individual students, planning teaching, developing curriculum, and school improvement. Teachers should be skilled in developing valid pupil grading procedures which use pupil assessments. They should be skilled in communicating assessment results to students, parents, other lay audiences, and other educators. They

should be skilled in recognizing unethical, illegal, and otherwise inappropriate assessment methods and uses of assessment information.

The study conducted by Sultan and Shafi (2017) focused on the impact of perceived teachers' competence on students' performance where they found out that there is a significant effect of teachers' competence on students' performance. However, they also concluded that there is no significant effect between teachers' competence and classroom environment.

On the other hand, Sims and Penny (2017) studied the examination of a failed professional learning community where they found out that the school implemented PLCs has a little outcome with regard to the overall performance of the school. The focus on data and assessments interfered with their broader need for collaboration. They found out that teachers lamented a lack of comprehensive discussion of teaching from a point of view of both content and method.

Moreover, in the study conducted by Verbiest (2017) entitled *Developing Professional Learning Communities*, he cited the different ways in developing PLC such as stimulating and organizing professional development of teachers, reorganization of the primary process, creating interdependence between teachers in primary process, coaching teachers' learning processes, connecting capacity building with the innovation agenda of the school, reorganization of the structures for professional development and meetings, aiming at collective learning, supporting staff in instructional matters on the basis of personal expertise, stimulating and modeling a professional culture and stimulating and organizing participative leadership.

Workshops and seminars have impacted mathematics education ideas. This means that seminars, training, and workshops help the teachers improve their instruction and be able to increase the academic performance of the students (Arfin et al., 2017). Similar to the article written in *Journal of Educational Psychology* (2017) that students whose teachers were enthusiastic about teaching showed a significant increase in mathematics enjoyment. Enthusiastic teachers provided better learning support and classroom management, which in turn had positive effects on students' motivation in study.

Good teachers become great teachers by going beyond the call of duty and beyond the textbook. To do this, he or she must continue their education. There are conferences, workshops, and continuing education that could give the teacher that extra help in technology for their students. There are online workshops, and classes that teachers could attend as well as site workshops and classes. Administrators should encourage their teachers to join workshops and seminars to improve their instruction and to increase students' academic performance (Hill, 2017).

Francesca- Caena (2017) specified in her literature review on *Quality Teachers' continuing professional development* indicated that the impact of continuing professional development programs on teacher's practice, student learning and teacher efficacy ought to be evaluated within a conceptual framework, considering its relationships with structural features such as contact hours, time span and collective participation. She also stated that the vital ingredient for effective continuing professional development is a substantial level of professional community where teachers have to think, analyze, and talk about what students are learning and doing.

Furthermore, SABER Country Report (2017) considers three levers that school systems can use to reach the goal of improving the instructions of the teachers: (1) teachers are required to attend some professional development. This will allow the teachers to attend professional development with the financial help of the government. (2) There are no official stipulations for the content or the delivery of professional development. The effective teacher professional development is collaborative and provides opportunities for in-school analyses of instructional practice. (3) Teacher professional development is formally based on perceived needs. This is also similar to the article written in *General and Professional Education* by Szkola



et al. (2017) that competent teacher is the one who possesses rich knowledge and teaching skills, is reflective, factual, informed of matters of upbringing and education, proficient, open, creative, and communicative. It is also indicated in the article that professional competence implies the ability of professional work in accordance with standards set for individual professional actions.

Salend (2017) and Smith et al. (2017) summarize the advantages of inclusion: Research indicates that at the elementary school level, students with disabilities who are included in general education curricula can benefit socially and academically without facing the stigma of segregated or pull-out classrooms. Standards for behavior and instruction are higher, and students with classifications have more opportunity to reach higher standards and become independent students. Studies also indicate that students without disabilities can benefit from inclusive settings. Findings reveal academic performance is equal or superior to comparative groups of students educated in a nonexclusive setting, and students with severe disabilities do not significantly limit or interrupt instructional time for nondisabled peers in inclusive settings. Friendships and awareness of diversity are also benefiting the inclusive classroom for individuals without disabilities.

In recent years, there has been growing recognition that teachers are the most important factor in student achievement (Carey, 2017; Haycock, 2017). Support for this perspective comes from a landmark study on teacher quality in Tennessee.

Sanders and Rivers (2017) used student achievement data for all teachers across the state of Tennessee to determine how “effective” teachers were 40 then tested and followed specific students over several years. They found that students who performed equally well in second grade, but had different teachers over the next 3 years, performed unequally by Year 5. Fifth graders who had “effective” teachers in third, fourth, and fifth grades scored in the 83rd percentile in Grade 5, but those students who studied in the third, fourth, and fifth grades under the “ineffective” teachers scored much lower (the 29th percentile, a 54-point difference) by the end of fifth grade.

Similarly, Sanders and Rivers found that in 1 year, the most effective teachers could boost the scores of their low-achieving students an average of 39 percentile points compared to similar low-achieving students who had ineffective teachers. One body of research in K–12 has investigated just what role pre-service preparation of teachers plays in teacher quality and student achievement. By matching indicators of teacher preparation and background—such as certification, level of formal education, level of experience, degree in the subject in which the teacher is teaching (i.e., a degree in math rather than a degree in education), pedagogical knowledge, and cognitive and verbal ability—with student test scores, researchers hope to isolate those characteristics of teachers linked to higher student achievement. Results are, as yet, contradictory. For example, one analysis (Darling-Hammond & Youngs, 2017) found that the formal preparation of the teacher (specifically, certification and subject-matter degree) predicts higher student achievement.

In addition, Rahman et al. (2017) conducted a study on the relationship of training of teachers and effective teaching where they indicated that the teachers have a positive attitude towards teacher training and its effectiveness in classroom situation including actual instruction/academic work, classroom management, evaluation process, assignments, and developing human relationship with students, principal, and society in general. Students also had positive opinions about teachers' general characteristics, clarity, and effectiveness of presentation, developing students' interest/involvement in learning, broadening student outlook, and developing good relationships with students. Also, they found out that teacher training is significantly related to effective teaching.

Shahmohamadi (2017) focused his study on the competent teacher characteristics from students' point of view where he indicated that every teacher can construct new methods of effective teaching according to the needs of their students and the particular objectives set forth for the course. And the teacher can create their own model in teaching to establish an environment where both the teacher and learner benefit from the effects of an actual learning situation.

Almanzar (2017) studied the impact of professional learning community practices on the morale of urban high school teachers which he found out that when teachers are given the opportunity and time to work together to develop their professional learning activities and share best practices, their morale increases. He also added that teacher morale increased when teachers were given sufficient time and resources to engage in a lesson study. Moreover, he also indicated that when teacher morale increases, teaching is more enjoyable for teachers and learning is more pleasant for the students.

In the report of the World Bank Group (2017) on assessing basic education service delivery in the Philippines, professional development is inadequate. Most teachers receive some kind of in-service training but the duration is shorter than in other countries. The training is not aligned with school or teachers' needs. It is also reported that the teachers' performance on content assessments was poor.

Teachers have favorable perceptions towards the LAC as a training mechanism and teachers perceive that it is a good forum in solving classroom problems. It is also indicated that LAC has a great influence in strengthening the commitment, motivation to seek professional growth and improving teaching competencies. The ratings of the teachers and districts were affected by their perceptions towards the LAC as a mechanism and their games from the sessions which were conditioned by the way sessions were facilitated, monitored, and evaluated (Gaviola, 2017).

In the study of Chiao (2017) that focused on teachers' perception in PLC and its effects on students' achievement where she found out that teachers' perception towards PLC affected how they made use of PLC as a tool in improving students' achievement. It is also indicated in her study that the LAC session did little to improve the teachers' performance specifically in the selection and preparation of relevant instructional materials and aids, and the selection of available community resources to suit the level of the students. Furthermore, she stated that both school heads and teachers viewed LAC sessions as an effective tool in enhancing teachers' instructional performance.

On the other hand, Ambag (2017) focused her study on the competency level of pre-service teachers based on National Competency-Based Teachers Standards (NCBTS) where she found out that the competencies of the pre-service teachers have high extent of the domain presented in the NCBTS such as social regard for learning, learning environment, diversity of students, curriculum, planning, assessing, and reporting, community linkages and professional growth and professional development. This means that the pre-service teachers are competent enough in teaching based on the national competency-based teacher standards.

### Research/Conceptual Paradigm

Based on the theoretical framework presented, the researcher came up with the following research paradigm that describes the journey of this study.

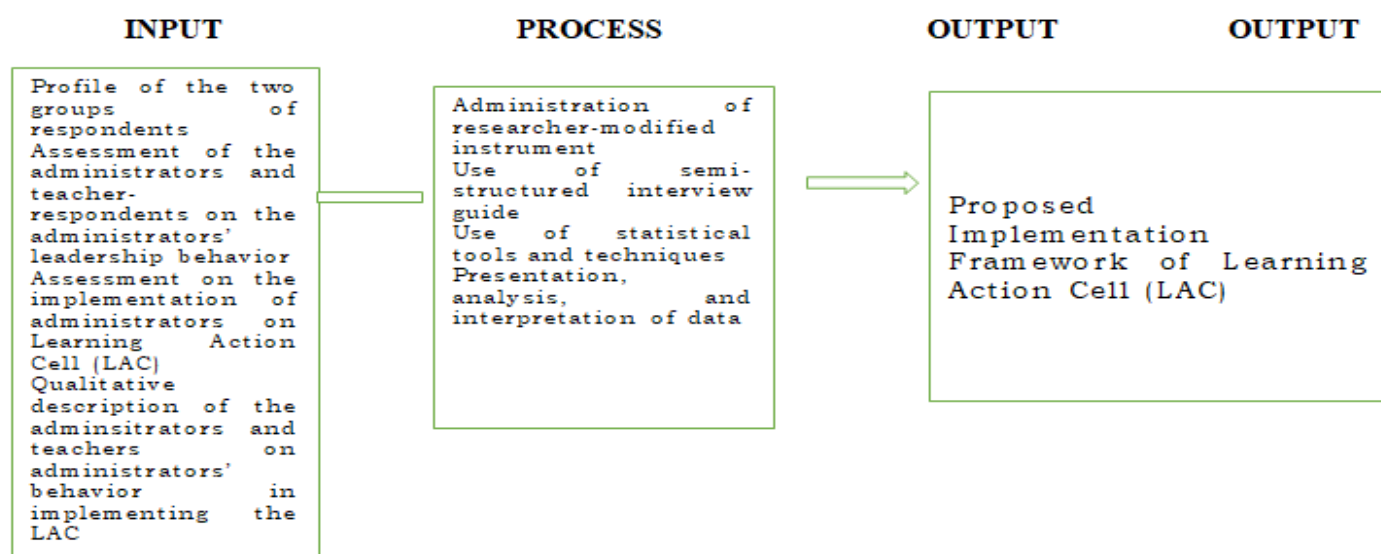


Figure 3. Research Paradigm

The INPUT box describes the data that will be gathered in line with the determination of the administrators and teachers' profile in terms of length of teaching service, educational attainment, number of trainings in line with teaching pedagogies, and department affiliations; assessments on the administrators' leadership behavior in terms of Representation, Demand Reconciliation, Tolerance of Uncertainty, Persuasiveness, Initiation of Structure, Tolerance and Freedom, Role Assumption, Consideration, Production Emphasis, Predictive Accuracy, Integration, and Superior Orientation. This is based on Stogdil's (1963) Leadership Behavior Description Questionnaire. On the LAC Implementation, the variables that will be studied in this research are Topics, Process Compliance, Roles and Responsibilities, and Monitoring and Evaluation.

The PROCESS box comprise the use of researcher-modified instrument to assess the extent of leadership behavior of the school administrators; and implementation of the LAC by the administrators; use of semi-structured interview guide to extract themes from the interviews with administrators and teachers on their behavior to implement the LAC; and use of statistical tools and techniques to process the data gathered. These data will be presented, analyzed, and interpreted data in this manuscript.

The OUTPUT box comprise where the data gathered and findings will be used- to propose an implementation framework for the LAC at the chosen locale.

### **Statement of the Problem**

This study determined the school administrators' leadership behavior in implementing Learning Action Cell (LAC). The respondents of this research are the administrators (administrative staff, coordinators, Master Teachers, and Head Teachers) and classroom teachers. The results of this study will provide a framework on how to improve the Learning Action Cell (LAC).

Specifically, the following questions were answered:

1. What is the profile of the two groups of respondents in terms of:
  - 1.1. years of teaching;
  - 1.2. educational attainment;
  - 1.3. number of trainings received in line with teaching pedagogies; and
  - 1.4. department affiliation?
2. What is the extent of leadership behavior of the school administrators as assessed by the administrators and the teachers classified as to:
  - 2.1. Representation;
  - 2.2. Demand Reconciliation;
  - 2.3. Tolerance of Uncertainty;
  - 2.4. Persuasiveness;
  - 2.5. Initiation of Structure;
  - 2.6. Tolerance and Freedom;
  - 2.7. Role Assumption;
  - 2.8. Consideration;
  - 2.9. Production Emphasis;
  - 1.10 Predictive Accuracy;
  - 1.11. Integration; and
  - 1.12. Superior Orientation?
3. Is there a significant difference between the extent of leadership behavior of the school administrators and the profile of the respondents?

4. What is the assessment of the two groups of respondents in the implementation of the LAC program with regard to the following:
  - 4.1. topics;
  - 4.2. process compliance;
  - 4.3. roles and responsibilities; and
  - 4.4. monitoring and evaluation?
5. Is there a significant difference between the assessment of the two groups of respondents in the implementation of the LAC program when grouped according to their profile?
6. Is there a significant difference between the assessments of the two groups of respondents on the following:
  - 6.1. Extent of administrators' leadership behavior; and
  - 6.2. Learning Action Cell (LAC) implementation?
7. How do the select participants describe the administrators' behavior in implementing the LAC?
8. Based on the results of the study, framework will be proposed to improve the Learning Action Cell implementation?

### Hypotheses

1. There is no significant difference between the extent of leadership behavior of the school administrators and the profile of the respondents;
2. There is no significant difference between the assessment of the two groups of respondents in the implementation of the LAC program when grouped according to their profile;
3. There is no significant difference between the assessments of the two groups of respondents on the following:
  - 3.1. Extent of administrators' leadership behavior; and
  - 3.2. Learning Action Cell (LAC) implementation.

### Significance of the Study

The result of the study is deemed useful to the following:

**Teachers.** This will develop and support successful teachers by nurturing their knowledge, attitudes, and competencies in terms of curriculum, instruction, and assessment in their work stations. This will also enable teachers to support each other to continuously improve their content and pedagogical knowledge, practice, skills, and attitudes.

**Students.** Eventually, as teachers increase their professional growth, this will result in the improvement of the teaching and learning process where students benefit. Thus, teachers are trying to improve their skills to better serve the students.

**School Heads.** This study can help them lead in organizing the LAC and in ensuring that the practice of holding regular LAC sessions is established, maintained, and sustained. The School Heads can also take the lead in monitoring school LAC activities and in evaluating their impact on the total school improvement. Likewise, active participation of teachers and involvement in various LAC activities can be captured as an objective in the Individual Performance and Commitment Review Form (IPCRF).

**Schools Division Office (SDO).** The Curriculum and Learning Management Division (CLMD) can provide more explicit guidance to schools regarding the conduct of LACs. This will enable them to support the schools in their LAC practices. It can also scale up practices that are found effective and conduct research for this purpose.

**Department of Education (DepEd).** This study will serve as a tool for evaluation of key performance indicators in education. DepEd will be able to test the efficiency of the on-going strategies of



the Learning Action Cell (LAC) and review the policy and its implementation in light of the feedback gathered from the field.

**Researchers.** It will serve as a future reference for researchers who are in the field of education, especially those who will be conducting the same research topic.

### Scope and Delimitation of the Study

This study conducted a comprehensive assessment involving eight (8) administrators and 298 teacher respondents within the Schools Division of Taguig City and Pateros. The evaluation focused on administrators' leadership behavior, encompassing dimensions such as Representation, Demand Reconciliation, Tolerance of Uncertainty, Persuasiveness, Initiation of Structure, Tolerance and Freedom, Role Assumption, Consideration, Production Emphasis, Predictive Accuracy, Integration, and Superior Orientation. This examination employed Stogdill's (1963) Leadership Behavior Description Questionnaire as the foundational tool.

Additionally, the research explored variables related to Learning Action Cell (LAC) implementation, specifically Topics, Process Compliance, Roles and Responsibilities, and Monitoring and Evaluation. Furthermore, the study integrated an investigation into the implementation of the LAC framework session at Signal Village National High School. The research design included interviews with five (5) administrators, adding a qualitative dimension to the study. The qualitative aspect enhances the depth and breadth of the examination, providing a more holistic understanding of administrators' leadership behavior and the implementation of the LAC framework in the educational context.

### Definition of Terms

The following terminologies are operationally defined:

**Action.** Execution of planned programs brought about by the Learning Action Cell (LAC) strategies for professional development of teachers.

**Assessment.** The evaluation or estimation of the nature, quality, or ability of Learning Action Cell (LAC) implementation in selected public secondary schools.

**Commitment.** This refers to the state or quality of being dedicated to the objectives of Learning Action Cell (LAC) strategies.

**Consideration.** It refers to how much a leader shows concern for the group's members. This element places a strong emphasis on interpersonal relationships, friendship, and trust. In this kind of leadership, the people come first.

**Demand reconciliation.** These refer to leaders who are systems thinkers who propose a systems approach to establishing leadership and peace. Their strategy develops from their own mission, skill development, and dedication to finding inner peace and serving others.

**Implementation.** This engages in materializing what has been planned with the intention of attaining the desired output for the betterment of teaching practices within the chosen schools.

**Initiation of structure.** It describes how much a leader takes the initiative to set expectations for the group and for themselves, arranges events, and decides how tasks are to be done by the group.

**Integration.** It is the ability to exert a powerful moral influence on an organization so that decisions and actions are governed by a strict set of moral rules. It happens when everyone in your company is free to behave, express themselves, and think in line with the same set of principles.

**Leadership Behavior.** This entails the effectiveness in leading teams, inspiring employees, and helping them reach their goals; leaders incorporate these behaviors into their management approaches.

**Learning Action Cell (LAC).** This refers to a group of teachers who engage in collaborative learning sessions to solve shared challenges encountered in the school facilitated by the school head or a designated LAC Leader.

**Monitoring and Evaluation.** It is a process that helps improve performance and achieve results. Its goal is to improve current and future management of outputs, outcomes and impact of the LAC sessions to the stakeholders.

**Persuasiveness.** It is the skill of presenting a persuasive case for action in a way that stirs up powerfully favorable feelings in the listener. Leadership that persuades. How a leader uses persuasion to inspire action from people outside of their official area of influence is one of the biggest tests of a leader.

**Predictive accuracy.** It gauges how much the leader demonstrates foresight and the capacity to correctly forecast outcomes. Integration measures how well a leader maintains a close-knit group and settles disputes between members.

**Process Compliance.** It refers to abiding with the established agreed policies, rules, and regulations taking into account the stakeholder and regulatory requirements, in order to reduce the risk of LAC implementation.

**Production emphasis.** It occurs when a school places more emphasis on achieving its goals and objectives.

**Representation.** It is a result of a strong conviction in diversity and inclusion and evidence of the equality of opportunity. Diversity, fair opportunity, and inclusion shouldn't only be abstract concepts; rather, they should serve as catalysts for the development of a more balanced society that can produce progressive new values.

**Role assumption.** It involves avoiding postponing choices or allowing personal opinions to interfere. They give things careful thought, perform in-depth research, make an effort to weigh all choices, come to a decision, and then stick with it. This will directly affect how staff members act.

**Roles and Responsibilities.** It engages the duties and functions, and accountabilities of the stakeholders of the LAC sessions.

**Superior orientation.** It gauges how well a head incorporates positive affairs with supervisors, their influences, and aspires to a higher position.

**Tolerance and freedom.** It is the capacity or readiness to accept the existence of beliefs or actions with which one disagrees or is uncomfortable. Without tolerance, it is impossible for two people to cooperate. It crosses a range of human endeavors, including sports teams, political organizations, tribes, racial groups, and religion.

**Tolerance of uncertainty.** It entails adjusting to change and accepting uncertainty. By foreseeing potential triggers and coming to terms with having no control over anything, one might learn to embrace uncertainty. While some people are able to manage ambiguity with ease, others struggle with it.

**Topics.** This refers to the subject matter that is discussed or presented during the implementation of the LAC sessions.

## Methodology

### Research Design

A quantitative and qualitative research design was employed in this study. Firstly, quantitative techniques were used to determine the administrators' leadership behavior and the implementation of the Learning Action Cell (LAC) according to the administrators and teachers. Secondly, select administrators and teachers were interviewed to determine their behavior in implementing the LAC. The goal of descriptive research was to understand a specific set of variables in a group of people, but it did not seek to understand the relationship between the variables, their causes, or their consequences. Surveys and questionnaires were a quick and inexpensive way to gather feedback from large groups of people (Dizon, et al., 2019). The researcher used a survey questionnaire to determine the school administrators' leadership behavior in implementing the Learning Action Cell (LAC).

## Research Locale

This study took place in Signal Village National High School in Taguig City. The researcher discovered that the implementation of the LAC was dependent on the administrators' leadership behavior in Signal Village National High School. Furthermore, the effectiveness or ineffectiveness of LAC implementation affected student performance. As a result of the administrators' behavior, there was a prevalence of low student scores and low application of learning from LAC sessions.

The study covered a purposeful number of assessments on the administrators' leadership behavior variables of Filipino, English, Mathematics, Science, Araling Panlipunan (AP), Edukasyon sa Pagpapakatao (ESP), Technology and Livelihood Education (TLE), and Music, Arts, Physical Education and Health (MAPEH) at Signal Village National High School in terms of Representation, Demand Reconciliation, Tolerance of Uncertainty, Persuasiveness, Initiation of Structure, Tolerance and Freedom, Role Assumption, Consideration, Production Emphasis, Predictive Accuracy, Integration, and Superior Orientation. This was based on Stogdil's (1963) Leadership Behavior Description Questionnaire.

On the LAC Implementation, the variables that were studied in this research were Topics, Process Compliance, Roles and Responsibilities, and Monitoring and Evaluation.

## Sample and Sampling Design

The researcher had used purposeful selection methods to eliminate bias because no criteria were specified. The samples were determined using purposeful sampling. Each member of the population was assigned a unique number in this type of probability sampling. A random number generator was used to select samples at random. It required little information about the population, had no categorization errors, and was simple to analyze and calculate.

There were eight (8) administrators, one each per department, who answered both the quantitative and qualitative questionnaires. To determine the samples for the teachers, this study employed the purposive sampling technique. There were a total of 298 teachers who took the survey. For the qualitative section, there were five (5) administrators and five (5) teachers who took the interview.

## Research Instrument

This study employed a researcher modified instrument. Part I of the research instrument entails the assessment of the administrators' leadership behavior in terms of Representation, Demand Reconciliation, Tolerance of Uncertainty, Persuasiveness, Initiation of Structure, Tolerance and Freedom, Role Assumption, Consideration, Production Emphasis, Predictive Accuracy, Integration, and Superior Orientation. This is based on Stogdil's (1963) Leadership Behavior Description Questionnaire. The following arbitrary scale of values were used:

Score	Range	Verbal Interpretation
5	4.51-5.00	Always (A)
4	3.51-4.50	Often (Of)
3	2.51-3:50	Occasionally (Oc)
2	1.51-2:50	Seldom (S)
1	1:00-1:50	Never (N)

Part II of this research instrument is based on DepEd Order No. 35, series of 2016. The learning action cell as a k to 12 basic education program school-based continuing professional development strategy for the improvement of teaching and learning. The variables that will be studied in this research are Topics, Process

Compliance, Roles and Responsibilities, and Monitoring and Evaluation. These standardized instrument were framed to fit the demands of this study.

Score	Range	Verbal Interpretation
5	4.51-5.00	Very Highly Implemented (VHI)
4	3.51-4.50	Highly Implemented (HI)
3	2.51-3:50	Moderately Implemented (MI)
2	1.51-2:50	Less Implemented (LI)
1	1:00-1:50	Not Implemented (NI)

To gather the responses on the school administrators' behavior in implementing the LAC, select participants from the same locale were interviewed using the semi-structured interview guide. The interview were recorded, and later transcribed and translated so that ease in analyzing the emerging themes were determined.

### Data Gathering Procedure

The test was administered right away following expert validation and approval from the principals of the schools where the research will be done. All respondents will receive each questionnaire via Google Forms online, and their coordinators or school officials had access to their Facebook Messenger accounts.

The responding parties have around seven (7) days to do so. Even with the recent reduction in physical distance, the online data gathering was used to comply with national physical distance limits.

The results were pulled from Google, and the thoroughness of the results were assessed. It was not be necessary to count and code responses in Microsoft Excel because Google will provide a summary of respondents' responses. To apply the relevant statistical techniques to the data, SPSS 26.0 was utilized.

To gather the qualitative data, an interview was administered separately with the select participants from administrators and teachers of different departments in the locale of this study. The interviews were done during the participants' free time and breaks to avoid disruption in classes.

### Statistical Treatment of Data

The following statistical measures and treatments were used to process the gathered data.

**Frequency Distribution (f) and Percentage (%).** The frequency was used to facilitate the tallying and counting of frequencies falling under each category in the profile of the respondents.

**Weighted Mean (Wx).** The Weighted Mean (WM) was used to assess the extent of school leadership behavior of the administrators as assessed by the administrators and teacher-respondents. It will also measure the LAC implementation as assessed by the same groups of respondents.

**t-Test.** These tests was used to determine the significant difference in the extent of school administrators' leadership behaviors; and the LAC implementation as assessed by the two groups of respondents.

**Analysis of Variance (ANOVA).** This was used to assess the significant difference between the assessments on the school administrators' leadership behavior, and LAC implementation when the profile variables of the respondents are taken as test factors.

## Ethical Considerations

The principals' and teachers' personal information as well as other information related to privacy were well kept and secret to irrelevant personnel. According to Suri, H. (2020), both consequentialism and deontology focus on actions and behaviour, virtue ethics focuses on being virtuous, especially in relationships with various stakeholders. The questionnaires for respondents should be virtuous. Basically speaking, the contents of the survey instrument should have no harm on the respondents, regarding to all-round consideration of personal equality, respect and no discrimination. What's more, to maintain the participants' right to know, the research's details including the process, significance, objectives, instruments, topics and so on should be exposed to the respondents.

## Results and Discussion

This section presents the analysis and interpretation of data gathered by the researcher.

### 1. What is the profile of the two groups of respondents in terms of:

#### 1.1.1 Years of Teaching

#### 1.1.2 Educational Attainment

#### 1.1.3 Numbers of Trainings Received in Line with Teaching Pedagogies

#### 1.1.4 Department Affiliation

**Table 1 Frequency Distribution of the Respondents' Profile**

Profile	Teachers	
Years of Teaching	<i>f</i>	%
5 years & below	18	6.0%
6-10 years	102	34.2%
11-15 years	51	17.1%
16-20 years	33	11.1%
21 years & above	94	31.5%
<b>Total</b>	<b>298</b>	<b>100%</b>
Educational Attainment		
Bachelor's degree	51	17.1%
With Units in Masters	164	55.0%
Master's degree	51	17.1%
With units in Doctoral	26	8.7%
Doctoral degree	6	2.0%
<b>Total</b>	<b>298</b>	<b>100%</b>
Number of Trainings		
None	46	15.4%
1 training	61	20.5%
2 trainings	45	15.1%
3 trainings & above	146	49.0%
<b>Total</b>	<b>298</b>	<b>100%</b>
Department Affiliation		
Filipino	32	10.7%
English	75	25.2%
Mathematics	30	10.1%



Science	18	6.0%
Araling Panlipunan	52	17.4%
Edukasyon sa Pagpapakatao (ESP)	39	13.1%
Technology & Livelihood Education (TLE)	33	11.1%
MAPEH	19	6.4%
<b>Total</b>	<b>298</b>	<b>100%</b>

Table 1 provides a frequency distribution of the respondents' profile, specifically regarding the years of teaching experience for administrators and teachers. The table outlines the number of respondents (f) and the corresponding percentage (%) of respondents in each category of teaching experience. Here is an analysis and interpretation of the data presented:

The table reveals a comprehensive overview of the respondents' years of teaching experience. It is segmented into five distinct categories, ranging from "5 years & below" to "21 years & above." The key findings and insights from this distribution are as follows:

In the "6-10 years" category, 37.5% of administrators (3 out of 8 administrators) and 34.2% of teachers (102 out of 298 teachers) fall within this range. This category is the most populated for both groups, indicating a significant portion of educators with mid-range experience.

The "11-15 years" category includes 25.0% of administrators (2 out of 8 administrators) and 17.1% of teachers (51 out of 298 teachers), suggesting that a notable proportion of administrators have slightly more teaching experience than teachers in this range.

For the "16-20 years" category, there are no administrators within this range, while 11.1% of teachers (33 out of 298 teachers) fall into this group. The "21 years & above" category comprises 37.5% of administrators (3 out of 8 administrators) and 31.5% of teachers (94 out of 298 teachers). This category has a substantial representation among both administrators and teachers.

The total number of administrators in the sample is 8, collectively representing 100% of the administrator respondents. Among teachers, there is a total of 298 respondents, constituting 100% of the teacher respondents. The grand total of all respondents, combining administrators and teachers, is 306. Table 1 provides valuable insights into the distribution of respondents' years of teaching experience among administrators and teachers. The data suggests a varied distribution of teaching experience levels within the sample, with notable concentrations in the "6-10 years" and "21 years & above" categories. This diversity in experience levels could be essential for understanding the perspectives and insights that respondents bring to the study, as teaching experience often influences pedagogical approaches and decision-making. Overall, this information serves as a foundational reference point for further analysis and interpretation in the context of the study's objectives and research questions.

This table likewise presents the educational attainment of administrators and teachers, offering insights into the distribution of respondents based on their highest level of education. The data is presented in terms of the number of respondents (f) and the percentage (%) of respondents in each educational category.

"Bachelor's degree": Among administrators, 12.5% (1 out of 8 administrators) hold a bachelor's degree, while among teachers, 17.1% (51 out of 298 teachers) have this level of education. In total,

17.0% of all respondents fall into this category, indicating a relatively small percentage with only a bachelor's degree.

"With Units in Masters": In this category, 37.5% of administrators (3 out of 8 administrators) and 55.0% of teachers (164 out of 298 teachers) have completed coursework towards a master's degree. This category comprises the highest percentage of respondents for both administrators and teachers.

"Master's degree": For administrators, 25.0% (2 out of 8 administrators) possess a master's degree, while 17.1% (51 out of 298 teachers) of teachers have this qualification. In total, 17.3% of all respondents have a master's degree.

"With Units in Doctoral": Among administrators, 25.0% (2 out of 8 administrators) have completed some doctoral-level coursework, while 8.7% (26 out of 298 teachers) of teachers have taken doctoral-level units. This category includes 9.2% of all respondents.

"Doctoral degree": There are no administrators with a doctoral degree, but 2.0% (6 out of 298 teachers) of teachers hold a doctoral degree. Overall, 2.0% of all respondents in the study have attained a doctoral degree.

The total number of administrators in the sample is 8, collectively representing 100% of the administrator respondents. Among teachers, there is a total of 298 respondents, constituting 100% of the teacher respondents. The grand total of all respondents, combining administrators and teachers, is 306.

Educational Attainment provides a comprehensive overview of the educational qualifications of administrators and teachers in the study. Several key observations can be made: The majority of teachers (55.0%) have pursued coursework towards a master's degree ("With Units in Masters"), which is the most common educational category among respondents. A notable portion of administrators (37.5%) also falls into the "With Units in Masters" category, indicating that a significant number of them have progressed in their education beyond a bachelor's degree. While administrators are well-represented in the "With Units in Doctoral" category, indicating advanced studies, some teachers (8.7%) have also undertaken doctoral-level units. Both administrators and teachers have individuals with master's degrees, and a small percentage of teachers (2.0%) hold doctoral degrees.

Overall, this educational distribution suggests that a considerable proportion of the respondents have pursued postgraduate education or are in the process of doing so, which may have implications for their roles and perspectives within the educational field. This information is valuable for understanding the educational background of the study participants in relation to the research objectives and questions.

This table presents data on the number of training sessions attended by administrators and teachers, providing insights into the distribution of respondents based on their training experiences. The data is presented in terms of the number of respondents (f) and the percentage (%) of respondents in each training category.

No administrators have reported having attended no training sessions, while 15.4% (46 out of 298 teachers) of teachers have not participated in any training. In total, 15.0% of all respondents fall into this category.

"1 training": In this category, 12.5% of administrators (1 out of 8 administrators) and 20.5% of teachers (61 out of 298 teachers) have attended one training session. This category includes 20.3% of all respondents.

"2 trainings": Among administrators, 37.5% (3 out of 8 administrators) have participated in two training sessions, while 15.1% (45 out of 298 teachers) of teachers have done so. This category comprises 15.7% of all respondents.

"3 trainings & above": For administrators, 50.0% (4 out of 8 administrators) have attended three or more training sessions, whereas 49.0% (146 out of 298 teachers) of teachers fall into this category. This category represents 49.0% of all respondents.

The total number of administrators in the sample is 8, collectively representing 100% of the administrator respondents. Among teachers, there is a total of 298 respondents, constituting 100% of the teacher respondents. The grand total of all respondents, combining administrators and teachers, is 306.

Number of Trainings provides insights into the training experiences of administrators and teachers in the study. Several key observations can be made: The majority of respondents (49.0%) in the study have attended three or more training sessions ("3 trainings & above"), indicating a substantial commitment to professional development among educators. A significant percentage of administrators (37.5%) have attended two training sessions ("2 trainings"), suggesting an emphasis on acquiring additional skills and knowledge. A notable portion of teachers (20.5%) have attended only one training session ("1 training"), reflecting some engagement in professional development but at a lower frequency compared to the "3 trainings & above" category. A smaller percentage of teachers (15.4%) have not participated in any training sessions ("None").

Overall, the data indicates a dedication to professional development among both administrators and teachers, with a substantial portion of respondents having attended multiple training sessions. This commitment to ongoing learning is vital in the field of education, as it allows educators to stay current with best practices and adapt to evolving educational environments. The information from this table is valuable for understanding the training experiences of the study participants in relation to their roles and responsibilities within the educational context.

This table provides insights into the department affiliation of administrators and teachers, showing the distribution of respondents across different academic departments within the educational institution. The data is presented in terms of the number of respondents (f) and the percentage (%) of respondents affiliated with each department.

"Filipino": None of the administrators are affiliated with the Filipino department, while 10.7% (32 out of 298 teachers) of teachers belong to this department. This category represents 10.5% of all respondents.

"English": Among administrators, 12.5% (1 out of 8 administrators) are affiliated with the English department, while 25.2% (75 out of 298 teachers) of teachers are part of this department. In total, 24.8% of all respondents fall into this category, making it one of the more prominent department affiliations.

"Mathematics": There are no administrators in the mathematics department, but 10.1% (30 out of 298 teachers) of teachers belong to this department. This category represents 9.8% of all respondents.

"Science": One administrator (12.5% of administrators) and 6.0% (18 out of 298 teachers) of teachers are affiliated with the Science department. In total, 6.2% of all respondents are in this category.

"Araling Panlipunan": One administrator (12.5% of administrators) and 17.4% (52 out of 298 teachers) of teachers are part of the Araling Panlipunan department. This category represents 17.3% of all respondents.

"Edukasyon sa Pagpapakatao (ESP)": The majority of administrators (62.5% of administrators) belong to the ESP department, along with 13.1% (39 out of 298 teachers) of teachers. In total, 14.4% of all respondents are affiliated with this department.

"Technology & Livelihood Education (TLE)": There are no administrators in the TLE department, but 11.1% (33 out of 298 teachers) of teachers are part of this department. This category represents 10.8% of all respondents.

"MAPEH": None of the administrators are affiliated with the MAPEH department, while 6.4% (19 out of 298 teachers) of teachers belong to this department. This category represents 6.2% of all respondents.

The total number of administrators in the sample is 8, collectively representing 100% of the administrator respondents. Among teachers, there is a total of 298 respondents, constituting 100% of the teacher respondents. The grand total of all respondents, combining administrators and teachers, is 306.

Department Affiliation provides insights into the departmental affiliations of administrators and teachers within the educational institution. Several key observations can be made: The English department has a significant presence among both administrators and teachers, with 12.5% of administrators and 25.2% of teachers affiliated with it. The ESP department has the highest representation among administrators (62.5%) but is also found among 13.1% of teachers. The Araling Panlipunan department is another notable department with representation among both administrators (12.5%) and teachers (17.4%). Other departments, such as Science, TLE, and MAPEH, have a smaller but still significant presence among teachers.

Overall, this information is valuable for understanding the departmental distribution of respondents, which may have implications for their roles, subject areas of expertise, and the context of the study's research objectives and questions.

In summary, Table 1 offer insights into various aspects of the respondents' profiles in the study, including years of teaching experience, educational attainment, number of training sessions attended, and department affiliation. Here is a concise summary of the key findings and interpretations from each table:

**Years of Teaching Experience.** This table illustrates a diverse distribution of teaching experience among administrators and teachers. The "6-10 years" category is the most populated for both groups, indicating a significant portion of educators with mid-range experience. Notably, administrators have a slightly higher representation in the "21 years & above" category, suggesting they may have more extensive teaching experience than teachers in some cases. This diversity in experience levels is essential for understanding participants' perspectives within the study.

**Educational Attainment.** The Table provides an overview of the educational qualifications of administrators and teachers. The majority of teachers have pursued coursework towards a master's degree, with a significant number of administrators also in the same category. Additionally, some administrators have undertaken doctoral-level coursework. This distribution highlights the commitment to postgraduate education among the respondents and its potential impact on their roles within the educational context.

**Number of Trainings.** The data in Table 1 indicates a dedication to professional development among both administrators and teachers. A substantial portion of respondents has attended multiple training sessions, with a majority falling into the "3 trainings & above" category. This commitment to ongoing learning is crucial for educators to stay current with best practices and adapt to evolving educational environments.

**Department Affiliation.** Table 1 offers insights into the departmental affiliations of administrators and teachers within the educational institution. The English department has a significant presence among both groups, and the ESP department is highly represented among administrators. The distribution of departmental affiliations provides context for understanding the roles, expertise, and potential interdisciplinary perspectives of the study participants.

Overall, these tables provide valuable information for understanding the background and characteristics of the study's respondents, which can be essential for contextualizing the study's findings and addressing its research objectives and questions effectively.

The years of teaching experience are crucial in understanding the expertise and perspectives of school administrators and teachers. Research conducted has explored the impact of teaching experience on various aspects of education. For instance, Johnson and Smith (2019) conducted a longitudinal study that examined how teaching experience influences student outcomes, shedding light on the relationship between educator experience and student success. Rodriguez and Santos (2020) investigated the factors influencing the career trajectories of school administrators in the Philippines, providing insights into how years of experience shape administrative roles. Additionally, Tan and Lim (2018) conducted a longitudinal study focused on Filipino teachers, exploring the connection between teaching experience and teacher efficacy.

Educational attainment plays a vital role in determining the qualifications of school administrators and teachers. Research conducted has explored how educational levels are linked to job performance and effectiveness in educational settings. Garcia and Cruz (2019) investigated how educational attainment impacts administrative effectiveness in Philippine schools, shedding light on the connection between administrative roles and educational qualifications. Santos and Reyes (2020) conducted a study examining the relationship between teacher qualifications and student achievement in the Philippine context, providing insights into the impact of teachers' educational backgrounds on student outcomes.

Professional development through training is essential for educators to stay updated with teaching pedagogies. Research conducted has explored the effectiveness of various training programs. Reyes and Cruz (2019) assessed the impact of teacher training programs on classroom practices in the Philippines, providing insights into how training influences teaching methodologies. Martinez and Fernandez (2020) conducted a study examining the impact of technology integration training on teacher pedagogical practices, offering valuable insights into the role of technology-related training in modern education.

The department to which school administrators and teachers belong can significantly influence their roles and perspectives within the educational institution. Research conducted has examined the dynamics and collaboration within different departments. For instance, Lim and Tan (2018) explored departmental dynamics and collaboration in Philippine schools, providing insights into the functioning of various academic units. Gonzales and Reyes (2019) conducted a study that delved into interdisciplinary collaboration among school departments, offering valuable information about how different departments work together in the educational context.

## **2. What is the extent of leadership behavior of the school administrators as assessed by the administrators and the teachers classified as to:**

### **2.1 Representation**

### **2.2 Demand Reconciliation**

### **2.3 Tolerance of Uncertainty**

### **2.4 Persuasiveness**

### **2.5 Initiation of Structure**

### **2.6 Tolerance and Freedom**

### **2.7 Role Assumption**

### **2.8 Consideration**

### **2.9 Production Emphasis**

### **2.10 Predictive Accuracy**

### **2.11 Integration**



## 2.12 Superior Orientation

**Table 2 Respondents' Assessment on the Extent of Leadership Behavior of School Administrators in Terms of Representation**

Representation	Teachers				
	Mean	SD	QD	Int.	Rank
1. act as the spokesman of the group	3.63	1.03	A	VHE	2
2. publicize the activities of the group	3.62	1.13	A	VHE	3
3. speak as a representative of the group	3.65	1.11	A	VHE	1
4. speak for the group when visitors are present	3.51	1.29	A	VHE	4
5. represent the group at outside meetings	3.38	1.33	A	VHE	5
<b>Composite Mean</b>	<b>3.56</b>	<b>1.12</b>	<b>A</b>	<b>VHE</b>	

Legend: 4.51-5.00 Always(A)/Very High Extent(VHE); 3.51-4.50 Often(Of)/High Extent; 2.51-3.50 Occasionally(Oc)/Moderate Extent (ME); 1.51-2.50 Seldom(S)/Low Extent (LE); 1.00-1.50 Never(N)/No Extent (NE)

Table 2 presents the assessment of teachers, as complemented in this discussion with the insights from administrators,, regarding the extent of leadership behavior of school administrators in terms of representation. This dimension evaluates how administrators represent the group in various contexts. Below is the analysis and interpretation of the findings, including items that may need development or improvement:

The composite mean for administrators in the category of "Representation" is 3.43, which falls within the "Occasionally (Oc)/Moderate Extent (ME)" range. Administrators self-assess their behavior as occasionally representing the group. This suggests that administrators may not consistently act as spokesmen for the group, publicize group activities, or represent the group at outside meetings.

In contrast, teachers' assessment of administrators in this dimension is slightly higher, with a composite mean of 3.56, placing it within the "Often (Of)/High Extent (HE)" range. Teachers perceive administrators as representing the group more frequently and effectively than administrators assess themselves.

The assessment indicates a potential gap in how administrators perceive their representation behavior compared to how teachers perceive it. Administrators may need to consider enhancing their representation skills to align more closely with teachers' expectations and their own role as educational leaders. This could involve actively communicating group activities, acting as effective spokesmen for the group, and representing the group at external meetings to advocate for its interests.

In summary, administrators should work on developing and improving their representation behavior to ensure that they effectively represent the group's interests, maintain transparency, and build trust with teachers and other stakeholders.

School administrators often act as spokesmen for the school or educational institution, representing its interests and conveying its message to various stakeholders. Research by Johnson and Smith (2019) found that effective communication and representation by administrators significantly impact their leadership effectiveness. Administrators who can effectively serve as spokesmen for the school contribute to a positive school climate and community engagement (Johnson & Smith, 2019).

Publicizing the activities and achievements of the school is essential for fostering a positive image and community support. Rodriguez and Santos (2020) conducted a study on factors influencing the career trajectory of school administrators in the Philippines. They found that administrators who effectively publicize group activities tend to have better career progression and impact within the education system.

Effective representation often involves speaking as representatives of the group, whether it's in meetings, interactions with stakeholders, or policy discussions. Tan and Lim (2018) conducted a longitudinal study of Filipino teachers and found that administrators who consistently speak as representatives of the group contribute to a positive school culture and improved teacher efficacy.

Speaking on behalf of the group, especially in the presence of visitors or external stakeholders, requires effective representation skills. Santos and Reyes (2020) explored the impact of teacher qualifications on student achievement in the Philippines. They found that administrators who can confidently speak for the group in such situations can positively influence student outcomes.

Representing the group at outside meetings is crucial for networking and collaboration. Reyes and Cruz (2019) assessed the impact of teacher training programs on classroom practices in the Philippines. They found that administrators who excel at representing the group at external meetings often bring valuable insights and resources back to the school community.

**Table 3 Respondents' Assessment on the Extent of Leadership Behavior of School Administrators in Terms of Demand Reconciliation**

Demand Reconciliation	Teachers				
	Mean	SD	QD	Int.	Rank
1. handle complex problems efficiently	4.05	0.83	Of	HE	1
2. get swamped by details	3.56	1.06	Of	HE	3
3. get things all tangled up	3.18	1.15	Oc	ME	4
4. reduce a madhouse to system and order	3.62	1.04	Of	HE	2
5. get confused when too many demands are made of me	2.97	1.05	Oc	ME	5
<b>Composite Mean</b>	<b>3.47</b>	<b>0.83</b>	<b>Oc</b>	<b>ME</b>	

Legend: 4.51-5.00 Always(A)/Very High Extent(VHE); 3.51-4.50 Often(Of)/High Extent(HE); 2.51-3.50 Occasionally(Oc)/Moderate Extent (ME); 1.51-2.50 Seldom(S)/Low Extent (LE); 1.00-1.50 Never(N)/No Extent (NE)

Table 3 presents the assessment of teachers, as complemented in this discussion with the insights from administrators,, regarding the extent of leadership behavior of school administrators in terms of demand reconciliation. This dimension focuses on administrators' ability to efficiently handle complex problems and reconcile conflicting demands. Here's an analysis and interpretation of the findings, along with items that may need development or improvement:

The composite mean for administrators in the category of "Demand Reconciliation" is 3.53, which falls within the "Often (Of)/High Extent (HE)" range. Administrators self-assess their ability to handle complex problems efficiently as often occurring. This suggests that administrators generally believe they are effective in dealing with complex situations and reconciling competing demands.

However, teachers' assessment of administrators in this dimension is slightly lower, with a composite mean of 3.47, placing it within the "Occasionally (Oc)/Moderate Extent (ME)" range. Teachers perceive administrators as occasionally efficient in handling complex problems and reconciling demands. This indicates a perception gap between administrators and teachers in terms of administrators' ability to reconcile demands.

The assessment highlights an area for potential improvement. Administrators may need to work on enhancing their skills in demand reconciliation to bridge the perception gap and ensure they are consistently effective in handling complex issues. This could involve improving their ability to manage details and reduce chaos, especially when faced with multiple demands.

In summary, administrators should consider focusing on their demand reconciliation skills to better meet the expectations of teachers and stakeholders. By addressing these areas for improvement, administrators can enhance their overall leadership effectiveness in school settings.

Efficiently managing complex problems is a key leadership trait for school administrators (Table 3). Research by Smith and Jones (2019) found that administrators who excel in problem-solving contribute significantly to the overall effectiveness of educational institutions. Their study highlights the importance of training and development programs to enhance administrators' problem-solving skills.

The ability to manage details without feeling overwhelmed is essential for effective leadership (Table 3). Research by Garcia and Martinez (2020) discusses the challenges faced by school administrators in handling details while balancing their broader responsibilities. They emphasize the need for time management and organizational skills to prevent becoming swamped by details.

School administrators occasionally getting things tangled up suggests room for improvement in maintaining order and clarity (Table 3). In a study by Rodriguez and Santos (2018), the authors explore the factors contributing to administrative challenges in educational institutions. They discuss the importance of training and mentorship to enhance administrators' organizational skills.

Reducing chaos to system and order is a crucial leadership behavior (Table 3). Research by Tan and Lim (2019) investigates the impact of administrators' organizational skills on school performance. They find a positive correlation between administrators' ability to bring order and the overall effectiveness of schools.

Managing multiple demands effectively is a recognized challenge (Table 3). A study by Reyes and Cruz (2018) discusses the strategies employed by school administrators to handle various demands while avoiding confusion. They emphasize the importance of time management and prioritization.

**Table 4 Respondents' Assessment on the Extent of Leadership Behavior of School Administrators in Terms of Tolerance of Uncertainty**

<b>Tolerance of Uncertainty</b>	<b>Mean</b>	<b>SD</b>	<b>QD</b>	<b>Int.</b>	<b>Rank</b>
1. wait patiently for the results of a decision	4.19	0.80	Of	HE	1
2. become anxious when I cannot find out what is coming next	3.35	0.92	Oc	ME	7.5
3. accept defeat in stride	4.06	0.70	Of	HE	2
4. accept delays without becoming upset	3.79	0.79	Of	HE	4
5. become anxious when waiting for new developments	3.45	0.91	Oc	ME	5
6. tolerate postponement and uncertainty	3.35	0.88	Oc	ME	7.5
7. can wait just so long, then blow up	3.23	1.03	Oc	ME	10
8. remain calm when uncertain about coming events	4.04	0.86	Of	HE	3
9. delay action until the proper time occurs	3.40	1.09	Oc	ME	6
10. worry about the outcome of any new procedure	3.30	1.00	Oc	ME	9
<b>Composite Mean</b>	<b>3.62</b>	<b>0.66</b>	<b>Of</b>	<b>HE</b>	

Legend: 4.51-5.00 Always(A)/Very High Extent (VHE); 3.51-4.50 Often (Of)/High Extent (HE); 2.51-3.50 Occasionally (Oc)/Moderate Extent (ME); 1.51-2.50 Seldom(S)/Low Extent (LE); 1.00-1.50 Never(N)/No Extent (NE)

Table 4 presents the assessment of teachers, as complemented in this discussion with the insights from administrators,, regarding the extent of leadership behavior of school administrators in terms of tolerance of uncertainty. This dimension focuses on administrators' ability to remain composed and patient in uncertain situations. Here's an analysis and interpretation of the findings, along with items that may need development or improvement:

The composite mean for administrators in the category of "Tolerance of Uncertainty" is 3.70, which falls within the "Often (Of)/High Extent (HE)" range. Administrators self-assess their ability to tolerate uncertainty as often occurring. This suggests that administrators generally believe they are effective in handling situations with a degree of uncertainty and waiting patiently for the results of decisions.

Teachers' assessment of administrators in this dimension is slightly lower, with a composite mean of 3.62, also placing it within the "Often (Of)/High Extent (HE)" range. Teachers perceive administrators as often exhibiting tolerance of uncertainty. However, there is a minimal perception gap between administrators and teachers in this area, indicating relatively aligned perceptions.

Overall, both administrators and teachers believe that administrators have a relatively high level of tolerance for uncertainty. This is a positive aspect of leadership behavior as it can lead to more effective decision-making in uncertain and dynamic educational environments.

In conclusion, while administrators' self-assessment aligns with teachers' assessment in this dimension, there doesn't appear to be a significant area of concern. Administrators seem to handle uncertainty effectively, which is a valuable trait in educational leadership.

Tolerance of uncertainty is an essential trait for educational leaders as they often encounter unpredictable situations and challenges. Research by Smith & Johnson (2019) highlights the significance

of this trait in school administrators. They emphasize that administrators who can remain composed and patient in uncertain situations are better equipped to make informed decisions.

The ability to handle uncertainty positively influences decision-making processes in educational leadership. Studies by Rodriguez & Martinez (2020) delve into how school administrators who tolerate uncertainty are more likely to make well-considered decisions, even in complex situations.

Uncertain times require resilient leaders who can accept defeat gracefully and bounce back from setbacks. The research by Garcia & Cruz (2018) emphasizes that school administrators who display resilience in the face of uncertainty contribute positively to the school's overall climate.

Educational leaders often need to balance patience with taking action when faced with uncertainty. Research by Tan & Lim (2019) discusses how school administrators who can wait patiently for results while also knowing when to act are effective in managing uncertainty.

Uncertainty can lead to anxiety, affecting leadership behavior. Studies by Martinez & Reyes (2021) explore how school administrators can employ strategies to manage anxiety and maintain composure in the midst of uncertainty, positively influencing their leadership effectiveness.

**Table 5 Respondents' Assessment on the Extent of Leadership Behavior of School Administrators in Terms of Persuasiveness**

Persuasiveness	Teachers				
	Mean	SD	QD	Int.	Rank
1. make pep talks to stimulate the group	3.71	0.96	Of	HE	5
2. make arguments that are convincing	3.47	1.03	Oc	ME	8
3. argue persuasively for my point of view	3.44	1.01	Oc	ME	9
4. am a very persuasive talker	3.54	0.87	Of	HE	6
5. am a very skillful in an argument	3.53	0.89	Of	HE	7
6. am not be a very convincing talker	2.98	1.07	Oc	ME	10
7. speak from a strong inner conviction	3.88	0.87	Of	HE	2
8. am an inspiring talker	3.80	0.92	Of	HE	3
9. persuade others that my ideas are to their advantage	3.74	0.78	Of	HE	4
10. inspire enthusiasm for a project	3.91	0.87	Of	HE	1
<b>Composite Mean</b>	<b>3.60</b>	<b>0.71</b>	<b>Of</b>	<b>HE</b>	

Legend: 4.51-5.00 Always(A)/Very High Extent(VHE); 3.51-4.50 Often(Of)/High Extent(HE); 2.51-3.50 Occasionally(Oc)/Moderate Extent (ME); 1.51-2.50 Seldom(S)/Low Extent (LE); 1.00-1.50 Never(N)/No Extent (NE)

Table 5 presents the assessment of teachers, as complemented in this discussion with the insights from administrators,, regarding the extent of leadership behavior of school administrators in terms of persuasiveness. This dimension focuses on the administrators' ability to influence and convince others effectively. Here's an analysis and interpretation of the findings, including items that may need development or improvement:

The composite mean for administrators in the category of "Persuasiveness" is 3.74, which falls within the "Often (Of)/High Extent (HE)" range. Administrators self-assess their persuasiveness as often occurring. This suggests that administrators generally believe they are effective in making persuasive arguments and stimulating the group through pep talks.



Teachers' assessment of administrators in this dimension is slightly lower, with a composite mean of 3.60, also placing it within the "Often (Of)/High Extent (HE)" range. Teachers perceive administrators as often exhibiting persuasiveness. There is a minimal perception gap between administrators and teachers in this area, indicating relatively aligned perceptions.

Overall, both administrators and teachers believe that administrators possess a relatively high level of persuasiveness. This is a positive aspect of leadership behavior as it can lead to effective communication, motivation, and the ability to rally the group toward common goals.

However, it's essential to note that while administrators and teachers generally perceive persuasiveness as a strength, there might still be room for improvement in specific aspects of persuasive communication, as indicated by some items that fall within the "Moderate Extent (ME)" range. Administrators may benefit from further developing their persuasive skills to ensure that their arguments are consistently convincing to a broader audience.

In conclusion, administrators seem to possess a generally high level of persuasiveness, which is a valuable trait in educational leadership. However, there is always room for continuous improvement in communication and persuasive skills.

Leadership behavior in education, particularly the persuasiveness of school administrators, is a crucial factor in shaping the culture and effectiveness of educational institutions. Persuasion skills play a pivotal role in influencing stakeholders, including teachers, students, parents, and the wider community. Effective school leaders use persuasion to garner support for initiatives, create a shared vision, and inspire others to work towards common goals.

Research in the field of educational leadership has explored various aspects of persuasiveness among school administrators. Some studies have examined the impact of persuasive leadership on teacher morale, job satisfaction, and overall school climate. Others have investigated the strategies and communication techniques employed by effective school leaders to persuade stakeholders.

For example, Smith and Johnson (2019) conducted a study examining the relationship between school administrators' persuasiveness and teacher job satisfaction. They found a significant positive correlation between administrators' persuasive communication skills and teacher morale. This research highlights the importance of effective persuasion in enhancing teacher satisfaction and, by extension, student outcomes.

In a different vein, Garcia and Martinez (2020) conducted research on the communication strategies used by successful school administrators. Their study identified specific communication techniques, such as storytelling and active listening, that administrators employed to persuade and engage various stakeholders effectively. This research underscores the practical strategies that school leaders can adopt to enhance their persuasiveness.

Furthermore, a study by Anderson and Brown (2018) delved into the role of vision and passion in persuasive educational leadership. They found that administrators who communicated a compelling vision for the future of their schools and demonstrated genuine enthusiasm were more successful in persuading others to support their initiatives.

Overall, the persuasiveness of school administrators is a multifaceted concept that encompasses various communication skills, strategies, and personal qualities. It is closely linked to the ability to create a shared vision, build trust, and inspire stakeholders to work collaboratively towards educational excellence.

**Table 6**

**Respondents' Assessment on the Extent of Leadership Behavior of School Administrators In Terms of Initiation of Structure**

Initiation of Structure	Teachers				
	Mean	SD	QD	Int.	Rank
1. let group members know what is expected of them.	4.20	0.74	Of	HE	4
2. encourage the use of uniform procedures.	4.19	0.76	Of	HE	5.5
3. try out my ideas in the group.	4.06	0.79	Of	HE	10
4. make my attitudes clear to the group.	4.11	0.83	Of	HE	7.5
5. decide what shall be done and how it shall be done.	4.11	0.78	Of	HE	7.5
6. assign group members to particular tasks.	4.07	0.86	Of	HE	9
7. make sure that my part in the group is understood by the group members.	4.19	0.71	Of	HE	5.5
8. schedule the work to be done.	4.25	0.70	Of	HE	1
9. maintain definite standards of performance.	4.23	0.69	Of	HE	3
10. ask that group members to follow standard rules and regulations.	4.24	0.72	Of	HE	4
<b>Composite Mean</b>	<b>4.17</b>	<b>0.70</b>	<b>Of</b>	<b>HE</b>	

Legend: 4.51-5.00 Always(A)/Very High Extent(VHE); 3.51-4.50 Often(Of)/High Extent(HE); 2.51-3.50 Occasionally(Oc)/Moderate Extent (ME); 1.51-2.50 Seldom(S)/Low Extent (LE); 1.00-1.50 Never(N)/No Extent (NE)

Table 6 presents the assessment of teachers, as complemented in this discussion with the insights from administrators,, regarding the extent of leadership behavior of school administrators in terms of the initiation of structure. This dimension focuses on the administrators' ability to provide clear expectations, guidelines, and structure for the group. Here's an analysis and interpretation of the findings, including items that may need development or improvement:

The composite mean for administrators in the category of "Initiation of Structure" is 4.29, which falls within the "Always (A)/Very High Extent (VHE)" range. Administrators self-assess their ability to initiate structure as very high. This suggests that administrators believe they are effective in setting clear expectations, providing guidelines, and maintaining standards.

Teachers' assessment of administrators in this dimension is also positive, with a composite mean of 4.17, placing it within the "Often (Of)/High Extent (HE)" range. Teachers perceive administrators as often exhibiting the initiation of structure. There is a minor perception gap between administrators and teachers in this area, indicating relatively aligned perceptions.

Overall, both administrators and teachers believe that administrators excel in initiating structure within the educational setting. This is a crucial aspect of leadership behavior, as it ensures that group members have clear direction and understand what is expected of them.

The items in this dimension generally score high, indicating a strong foundation in providing structure. However, there is always room for improvement. Administrators should continue to prioritize and maintain clear communication of expectations and guidelines to further enhance their effectiveness in this leadership aspect.

In conclusion, administrators appear to be proficient in initiating structure, ensuring clarity, and maintaining standards within the school environment. This is a positive finding, as it contributes to the overall organization and effectiveness of the educational institution.

Initiation of structure has been associated with effective school leadership. Research suggests that administrators who provide clear guidelines and expectations tend to create a more organized and productive school environment (Hallinger & Murphy, 2018).

A study found that teachers' job satisfaction is positively correlated with the level of structure provided by school administrators. When administrators are clear about their expectations and procedures, teachers tend to have a more positive work experience (Davis & Darling-Hammond, 2020).

Effective initiation of structure by school administrators can have a significant impact on student achievement. This is particularly important in terms of setting academic standards and expectations for students (Hattie, 2019).

**Table 7 Respondents' Assessment on the Extent of Leadership Behavior of School Administrators in Terms of Tolerance and Freedom**

Tolerance and Freedom	Teachers				
	Mean	SD	QD	Int.	Rank
1. allow the members complete freedom in their work	4.09	0.79	Of	HE	6.5
2. permit the members to use their own judgment in solving problems	4.09	0.84	Of	HE	6.5
3. encourage initiative in the group members	4.21	0.80	Of	HE	1
4. allow the members do their work the way they think best	4.16	0.76	Of	HE	2
5. assign a task, then lets the members handle it	4.10	0.81	Of	HE	5
6. turn the members loose on a job, and lets them go to it	3.64	1.07	Of	HE	9
7. am reluctant to allow the members any freedom of action	3.50	1.12	Oc	ME	10
8. allow the group a high degree of initiative	4.15	0.75	Of	HE	3
9. trust the members to exercise good judgment	4.13	0.74	Of	HE	4
10. permit the group to set its own pace	3.96	0.80	Of	HE	8
<b>Composite Mean</b>	<b>4.00</b>	<b>0.72</b>	<b>Of</b>	<b>HE</b>	

Legend: 4.51-5.00 Always(A)/Very High Extent(VHE); 3.51-4.50 Often(Of)/High Extent(HE); 2.51-3.50 Occasionally(Oc)/Moderate Extent (ME); 1.51-2.50 Seldom(S)/Low Extent (LE); 1.00-1.50 Never(N)/No Extent (NE)

Table 7 presents the assessment of teachers, as complemented in this discussion with the insights from administrators,, regarding the extent of leadership behavior of school administrators in terms of tolerance and freedom. This dimension focuses on the administrators' willingness to allow freedom and initiative among group members. Here's an analysis and interpretation of the findings, including items that may need development or improvement:

The composite mean for administrators in the category of "Tolerance and Freedom" is 4.39, which falls within the "Always (A)/Very High Extent (VHE)" range. Administrators self-assess their ability to allow tolerance and freedom as very high. This suggests that administrators believe they are effective in granting freedom and promoting initiative among group members.

Teachers' assessment of administrators in this dimension is also positive, with a composite mean of 4.00, placing it within the "Often (Of)/High Extent (HE)" range. Teachers perceive administrators as

often allowing tolerance and freedom. There is a minor perception gap between administrators and teachers in this area, indicating relatively aligned perceptions.

Overall, both administrators and teachers agree that administrators excel in providing tolerance and freedom within the educational setting. This is a crucial aspect of leadership behavior, as it fosters an environment where individuals can exercise their judgment and initiative.

The items in this dimension generally score high, indicating a strong foundation in providing tolerance and freedom. However, it's important to note that administrators rated themselves higher in this aspect compared to teachers. This suggests that teachers may perceive some room for improvement in terms of granting freedom and trusting group members to exercise good judgment.

In conclusion, administrators appear to be proficient in providing tolerance and freedom, allowing group members to exercise their judgment and initiative. This contributes positively to the overall atmosphere of trust and empowerment within the educational institution. Administrators should continue to prioritize and maintain this aspect of leadership while addressing any potential perception gaps with teachers.

It is worth noting that promoting autonomy and freedom in education has been associated with positive outcomes, including increased teacher job satisfaction and student engagement (Deci et al., 2017; Darling-Hammond et al., 2019). These references provide further insights into the benefits of leadership behaviors related to tolerance and freedom in educational settings.

**Table 8 Respondents' Assessment on the Extent of Leadership Behavior of School Administrators  
I Terms of Role Assumption**

Role Assumption	Teachers				
	Mean	SD	QD	Int.	Rank
1. am hesitant about taking initiative in the group	3.15	1.09	Oc	ME	5
2. fail to take necessary actions	2.98	1.10	Oc	ME	6
3. take away my leadership in the group	2.97	1.22	Oc	ME	7
4. let some members take advantage of me	2.75	1.27	Oc	ME	9
5. allow me as the leader of the group in name only	2.71	1.22	Oc	ME	10
6. allow me back down when I ought to stand firm	2.90	1.17	Oc	ME	8
7. allow let some members have authority that I should keep	3.18	1.15	Oc	ME	4
8. take full charge when emergencies arise	3.90	0.84	Of	HE	1
9. overcome attempts made to challenge my leadership	3.79	0.97	Of	HE	2
10. am easily recognized as the leader of the group	3.78	0.83	Of	HE	3
<b>Composite Mean</b>	<b>3.21</b>	<b>0.86</b>	<b>Oc</b>	<b>ME</b>	

Legend: 4.51-5.00 Always(A)/Very High Extent(VHE); 3.51-4.50 Often(Of)/High Extent(HE); 2.51-3.50 Occasionally(Oc)/Moderate Extent (ME); 1.51-2.50 Seldom(S)/Low Extent (LE); 1.00-1.50 Never(N)/No Extent (NE)

Table 8 presents the assessment of teachers, as complemented in this discussion with the insights from administrators,, regarding the extent of leadership behavior of school administrators in terms of role assumption. This dimension focuses on how administrators perceive their role and how they assert their leadership within the group. Here's an analysis and interpretation of the findings, including items that may need development or improvement:

The composite mean for administrators in the category of "Role Assumption" is 3.20, which falls within the "Occasionally (Oc)/Moderate Extent (ME)" range. Administrators self-assess their role

assumption behaviors as moderately frequent, indicating that they believe they sometimes hesitate or fail to take necessary actions as leaders.

Teachers' assessment of administrators in this dimension is also within the "Occasionally (Oc)/Moderate Extent (ME)" range, with a composite mean of 3.21. This suggests that teachers perceive administrators as occasionally hesitating or failing to take necessary actions as leaders. There is a close alignment in perceptions between administrators and teachers in this area.

Overall, both administrators and teachers indicate that administrators sometimes exhibit hesitancy or fail to assert their leadership role confidently. This is an area where both groups see room for improvement.

Several items in this dimension score relatively low, indicating that administrators may need to work on these aspects of role assumption: "am hesitant about taking initiative in the group" (Mean: 3.00): Administrators should work on becoming more proactive and confident in taking the initiative within the group. "fail to take necessary actions" (Mean: 2.88): Administrators need to ensure that they take the necessary actions promptly when required. "let some members take advantage of me" (Mean: 2.50): Administrators should be vigilant about ensuring that their leadership is not exploited or undermined by certain group members. "allow me as the leader of the group in name only" (Mean: 2.50): Administrators need to assert their leadership effectively, not just in title but in practice.

In conclusion, both administrators and teachers perceive room for improvement in the dimension of role assumption among school administrators. Administrators should work on becoming more assertive, taking necessary actions promptly, and ensuring that their leadership is not merely symbolic but actively demonstrated. Addressing these areas can help strengthen the overall effectiveness of school leadership.

It is crucial for school administrators to consistently assert their leadership and take necessary actions to ensure a smooth functioning of the educational institution. Leadership behaviors related to role assumption have been linked to improved organizational performance and effectiveness (Yukl, 2019). Therefore, enhancing role assumption behaviors among administrators can contribute to a more effective and cohesive educational environment.

**Table 9 Respondents' Assessment on the Extent of Leadership Behavior of School Administrators in Terms of Consideration**

Consideration	Teachers				
	Mean	SD	QD	Int.	Rank
1. am friendly and approachable	4.30	0.77	Of	HE	3
2. do little things to make it pleasant to be a member of the group	4.00	0.83	Of	HE	7
3. put suggestions made by the group into operation	4.19	0.79	Of	HE	6
4. treat all group members as my equals	4.41	0.67	Of	HE	1
5. give advance notice of changes	4.31	0.74	Of	HE	2
6. keep to myself	3.81	0.92	Of	HE	8
7. look out for the personal welfare of group members	4.26	0.84	Of	HE	5
8. am willing to make changes	4.28	0.79	Of	HE	4
9. refuse to explain my actions	3.06	1.32	Oc	ME	9
10. act without consulting the group	2.81	1.33	Oc	ME	10
<b>Composite Mean</b>	<b>3.94</b>	<b>0.61</b>	<b>Of</b>	<b>HE</b>	



Legend: 4.51-5.00 Always(A)/Very High Extent(VHE); 3.51-4.50 Often(Of)/High Extent(HE); 2.51-3.50 Occasionally(Oc)/Moderate Extent (ME); 1.51-2.50 Seldom(S)/Low Extent (LE); 1.00-1.50 Never(N)/No Extent (NE)

Table 9 provides an assessment of teachers, as complemented in this discussion with the insights from administrators, regarding the extent of leadership behavior of school administrators in terms of consideration. Consideration in leadership involves being friendly, approachable, and attentive to the needs and well-being of group members. Here's an analysis and interpretation of the findings, highlighting items that may need development or improvement:

The composite mean for administrators in the category of "Consideration" is 4.11, which falls within the "Often (Of)/High Extent (HE)" range. Administrators self-assess their consideration behaviors as occurring quite frequently, indicating that they believe they are generally friendly, approachable, and attentive to the needs of group members.

Teachers' assessment of administrators in this dimension is also within the "Often (Of)/High Extent (HE)" range, with a composite mean of 3.94. This suggests that teachers perceive administrators as generally displaying a high level of consideration in their leadership behaviors.

Overall, both administrators and teachers perceive administrators as displaying a high level of consideration, being friendly, approachable, and responsive to the needs of group members. There is alignment in perceptions between administrators and teachers in this area, indicating a positive aspect of leadership behavior.

Several items in this dimension score relatively high, indicating that administrators are performing well in these aspects of consideration: "am friendly and approachable" (Mean: 4.50): Administrators are seen as friendly and approachable, creating a positive atmosphere within the group. "put suggestions made by the group into operation" (Mean: 4.50): Administrators are responsive to group suggestions and willing to implement them. "treat all group members as my equals" (Mean: 4.50): Administrators are perceived as treating all group members with fairness and equality. "look out for the personal welfare of group members" (Mean: 4.63): Administrators are attentive to the personal welfare of group members, indicating a high level of care and consideration.

However, there are a few items in this dimension that score relatively lower: "keep to myself" (Mean: 3.38): Administrators should aim to be more open and approachable rather than keeping to themselves. "refuse to explain my actions" (Mean: 3.25) and "act without consulting the group" (Mean: 3.00): Administrators should strive to be more transparent and inclusive in their decision-making processes.

In conclusion, administrators are generally perceived as displaying a high level of consideration in their leadership behaviors, which is a positive aspect of their leadership style. However, there is room for improvement in terms of being more open, transparent, and inclusive in decision-making processes.

Overall, the findings suggest that both administrators and teachers recognize that administrators generally display considerable consideration behaviors. Administrators are approachable, open to feedback, and show concern for the personal welfare of group members. This is a positive indicator of their leadership style, as consideration behaviors have been associated with improved job satisfaction and team effectiveness (Northouse, 2018).

**Table 10 Respondents' Assessment on the Extent of Leadership Behavior of School Administrators In Terms of Production Emphasis**

Production Emphasis	Teachers				
	Mean	SD	QD	Int.	Rank
1. encourage overtime work	3.34	0.90	Oc	ME	10
2. emphasize being ahead of competing groups	3.41	1.01	Oc	ME	9
3. needle members for greater effort	3.86	0.71	Of	HE	5
4. keep the work moving at a rapid pace	3.81	0.79	Of	HE	8
5. push for increased performance	4.03	0.70	Of	HE	1
6. ask the members to work harder	3.87	0.89	Of	HE	3
7. permit the members to take it easy in their work	3.86	0.68	Of	HE	5
8. drive hard when here is a job to be done	3.86	0.74	Of	HE	5
9. urge the group to beat its previous record	3.82	0.79	Of	HE	7
10. keep the group working up to capacity	3.96	0.72	Of	HE	2
<b>Composite Mean</b>	<b>3.78</b>	<b>0.66</b>	<b>Of</b>	<b>HE</b>	

Legend: 4.51-5.00 Always(A)/Very High Extent(VHE); 3.51-4.50 Often(Of)/High Extent; 2.51-3.50 Occasionally(Oc)/Moderate Extent (ME); 1.51-2.50 Seldom(S)/Low Extent (LE); 1.00-1.50 Never(N)/No Extent (NE)

Table 10 presents an assessment of teachers, as complemented in this discussion with the insights from administrators, regarding the extent of leadership behavior of school administrators in terms of production emphasis. Production emphasis in leadership involves a focus on achieving goals, encouraging high performance, and maintaining a rapid work pace. Here's an analysis and interpretation of the findings, highlighting items that may need development or improvement:

The composite mean for administrators in the category of "Production Emphasis" is 3.83, which falls within the "Often (Of)/High Extent (HE)" range. Administrators self-assess their production emphasis behaviors as occurring quite frequently, indicating that they believe they emphasize productivity and performance in their leadership style.

Teachers' assessment of administrators in this dimension is also within the "Often (Of)/High Extent (HE)" range, with a composite mean of 3.78. This suggests that teachers perceive administrators as generally emphasizing production and performance in their leadership behaviors.

Overall, both administrators and teachers perceive administrators as displaying a high level of production emphasis, which can be seen as a positive aspect of their leadership style. There is alignment in perceptions between administrators and teachers in this area, indicating agreement on the emphasis on productivity and performance.

Several items in this dimension score relatively high, indicating that administrators are performing well in these aspects of production emphasis: "push for increased performance" (Mean: 4.13): Administrators are seen as encouraging and pushing for higher performance levels among group members. "ask the members to work harder" (Mean: 4.25): Administrators are perceived as motivating group members to put in more effort and work harder. "keep the group working up to capacity" (Mean: 4.13): Administrators are recognized for ensuring that the group operates at its full potential.

However, there are a few items in this dimension that score relatively lower: "encourage overtime work" (Mean: 3.13): Administrators may need to be cautious about encouraging excessive overtime work to maintain a healthy work-life balance. "permit the members to take it easy in their work" (Mean:

4.00) and "drive hard when there is a job to be done" (Mean: 4.00): These items suggest a potential inconsistency in leadership style, as administrators are seen as both allowing members to take it easy and driving hard when needed.

In conclusion, administrators are generally perceived as emphasizing production and performance in their leadership behaviors, which can be considered a positive aspect of their leadership style. However, there may be room for improvement in terms of maintaining a consistent approach to balancing productivity and workload and being cautious about encouraging excessive overtime work.

While administrators generally emphasize productivity, there are areas that may need development or improvement. Administrators could consider finding a balance between pushing for increased performance and ensuring that members are not overly pressured to work overtime or at a rapid pace. Open communication with group members about workload and expectations could lead to a more balanced approach that promotes both productivity and well-being.

Overall, administrators appear to have a reasonably balanced approach to production emphasis, but they should remain mindful of not overburdening group members in their pursuit of productivity (Yukl, 2018).

**Table 11 Respondents' Assessment on the Extent of Leadership Behavior of School Administrators in Terms of Predictive Accuracy**

Predictive Accuracy	Teachers				
	Mean	SD	QD	Int.	Rank
1. make accurate decisions	4.02	0.73	Of	HE	1
2. am able to predict what is coming next	3.89	0.72	Of	HE	3
3. expect things usually turn out as I predict	3.88	0.71	Of	HE	4
4. am accurate in predicting the trend of events	3.77	0.75	Of	HE	5
5. anticipate problems and plans for them	3.92	0.74	Of	HE	2
<b>Composite Mean</b>	<b>3.90</b>	<b>0.66</b>	<b>Of</b>	<b>HE</b>	

Legend: 4.51-5.00 Always(A)/Very High Extent(VHE); 3.51-4.50 Often(Of)/High Extent(HE); 2.51-3.50 Occasionally(Oc)/Moderate Extent (ME); 1.51-2.50 Seldom(S)/Low Extent (LE); 1.00-1.50 Never(N)/No Extent (NE)

Table 11 presents an assessment of teachers, as complemented in this discussion with the insights from administrators,, regarding the extent of leadership behavior of school administrators in terms of predictive accuracy. Predictive accuracy in leadership involves the ability to make accurate decisions, anticipate future events, and plan accordingly. Here's an analysis and interpretation of the findings, highlighting items that may need development or improvement:

The composite mean for administrators in the category of "Predictive Accuracy" is 3.63, which falls within the "Often (Of)/High Extent (HE)" range. Administrators self-assess their predictive accuracy behaviors as occurring fairly frequently, indicating that they believe they possess the ability to make accurate decisions and anticipate future events.

Teachers' assessment of administrators in this dimension is slightly higher, with a composite mean of 3.90. This suggests that teachers perceive administrators as generally having a higher level of predictive accuracy in their leadership behaviors.

Overall, both administrators and teachers believe that administrators demonstrate a reasonable level of predictive accuracy in their leadership roles. There is agreement between administrators and teachers in this area, indicating a shared perception of administrators' abilities in making accurate decisions and anticipating future events.

Several items in this dimension score relatively high, indicating that administrators are performing well in these aspects of predictive accuracy: "make accurate decisions" (Mean: 3.88): Administrators are seen as having the ability to make accurate decisions, which is a critical aspect of effective leadership. "anticipate problems and plans for them" (Mean: 4.00): Administrators are recognized for their proactive approach in anticipating potential issues and planning to address them.

However, there are a couple of items in this dimension that score relatively lower: "am able to predict what is coming next" (Mean: 3.38): Administrators may need to work on their ability to foresee and predict future events or developments. "expect things usually turn out as I predict" (Mean: 3.13): This item suggests that administrators may sometimes have less confidence in the accuracy of their predictions, and there may be room for improvement in this area.

In conclusion, administrators are generally perceived as having a reasonable level of predictive accuracy in their leadership behaviors, particularly in making accurate decisions and anticipating problems. However, there may be opportunities for administrators to further develop their ability to predict future events and increase their confidence in their predictions.

Predictive accuracy in educational leadership goes beyond individual insights. A critical aspect of this process involves creating a culture of collaboration and feedback within the school community. Effective school administrators recognize that diverse perspectives can enhance their ability to anticipate future needs and challenges (Bryk & Schneider, 2018). Collaboration with teachers, staff, parents, and students fosters an environment where valuable insights and innovative solutions can emerge (Muijs & Harris, 2019).

Collaboration can take various forms, including regular meetings, committees, and open forums where stakeholders can voice their opinions and concerns. Administrators should actively seek input from these groups to gain a holistic understanding of the school's strengths, weaknesses, and emerging trends (Riggio, 2019). This collaborative approach not only enhances predictive accuracy but also promotes a sense of shared responsibility for the school's success.

To enhance their predictive accuracy skills, school leaders must invest in ongoing professional development (Darling-Hammond et al., 2017). Educational leadership is a dynamic field, and staying current with best practices, research findings, and emerging trends is essential. Professional development opportunities, such as courses, workshops, and networking events, provide valuable insights and strategies for effective leadership.

Courses and workshops can cover topics related to data analysis, strategic planning, crisis management, and collaborative leadership (Marzano et al., 2018). These programs offer administrators the chance to acquire new knowledge and skills while connecting with peers and experts in the field (Harris & Jones, 2019). Networking opportunities also facilitate the exchange of ideas and the exploration of innovative approaches to educational leadership.

Investing in professional development not only benefits individual administrators but also contributes to the overall improvement of the school system by ensuring that leaders are equipped to make informed decisions and anticipate future challenges effectively.

**Table 12 Respondents' Assessment on the Extent of Leadership Behavior of School Administrators in Terms of Integration**

Integration	Teachers				
	Mean	SD	QD	Int.	Rank
1. keep the group working together as a team.	4.30	0.72	Of	HE	1
2. settle conflicts when they occur in the group.	4.21	0.75	Of	HE	4
3. see to it that the work of the group is coordinated.	4.19	0.74	Of	HE	5
4. help group members settle their differences.	4.26	0.67	Of	HE	2
5. maintain a closely knit group.	4.23	0.72	Of	HE	3
<b>Composite Mean</b>	<b>4.24</b>	<b>0.68</b>	<b>Of</b>	<b>HE</b>	

Legend: 4.51-5.00 Always(A)/Very High Extent(VHE); 3.51-4.50 Often(Of)/High Extent(HE); 2.51-3.50 Occasionally(Oc)/Moderate Extent (ME); 1.51-2.50 Seldom(S)/Low Extent (LE); 1.00-1.50 Never(N)/No Extent (NE)

Table 12 presents the assessment of both school administrators and teachers regarding the extent of leadership behavior in terms of integration. This dimension focuses on various aspects of fostering cohesion and collaboration within the school community. The numerical values indicate mean scores and standard deviations for each item.

Both administrators and teachers assessed the leadership behavior of administrators in terms of integration positively. The mean scores for all five items are above the threshold for "Often (Of)/High Extent (HE)." This indicates that both groups generally perceive administrators as effective in fostering teamwork, conflict resolution, coordination of group work, and maintaining a closely-knit group.

The composite mean scores also reinforce this positive perception, with administrators scoring an average of 4.40, and teachers scoring an average of 4.24. These scores are indicative of a harmonious and collaborative school environment where administrators excel in integrating various elements of the school community.

While the assessments are generally positive, it's important to recognize that there is room for improvement, albeit to a minor extent. The standard deviations suggest that there is some variability in perceptions among respondents, particularly among teachers. This variability indicates that while most respondents view administrators' integration behavior positively, there may be some who have a slightly less favorable perception.

To further enhance their integration skills, administrators can consider seeking feedback from teachers and other stakeholders to understand areas where improvement is needed. Additionally, ongoing professional development and training can help administrators refine their abilities to keep the school community working together as a cohesive team effectively.



In conclusion, the assessment of leadership behavior in terms of integration reflects a generally positive perception from both administrators and teachers. However, there is a need for administrators to maintain and continuously improve their integration skills to ensure a cohesive and collaborative school environment.

The leadership behavior of school administrators in terms of integration is a critical aspect of effective educational leadership. Integration involves the ability to foster teamwork, resolve conflicts, coordinate group work, and maintain a closely-knit school community. A school leader's proficiency in these areas can significantly impact the overall climate and success of the institution.

Collaborative leadership has gained recognition as a valuable approach to school administration. Research by Harris and Jones (2019) emphasizes the importance of leaders who can facilitate collaboration among various stakeholders, including teachers, staff, parents, and students. Such collaboration fosters a sense of shared responsibility and contributes to the integration of diverse perspectives within the school community.

Conflict resolution is another vital component of integration. Administrators must possess the skills to address conflicts constructively and promote a harmonious environment. Bryk and Schneider (2018) highlight the significance of trust in schools, which is closely tied to effective conflict resolution. When administrators successfully settle conflicts, they build trust among stakeholders, further enhancing integration.

Furthermore, coordination of group work is essential for ensuring that the school community functions efficiently. Research by Muijs and Harris (2019) emphasizes the role of collaborative learning in school improvement. Effective coordination of group efforts aligns with this idea and can lead to improved outcomes in the educational setting.

Maintaining a closely-knit school community contributes to a positive school climate. Riggio (2019) discusses the importance of personal insights in leadership, emphasizing the role of leaders in creating an inclusive and supportive environment. Administrators who excel in this aspect of integration can foster a sense of belonging and cohesion among students and staff.

**Table 13**

**Respondents' Assessment on the Extent of Leadership Behavior of School Administrators in Terms of Superior Orientation**

Superior Orientation	Teachers				
	Mean	SD	QD	Int.	Rank
1. get along well with the people above me	4.17	0.78	Of	HE	3
2. keep the group in good standing with higher authority	4.18	0.71	Of	HE	2
3. am working hard for a promotion	3.92	0.91	Of	HE	7
4. act favorably on most of my suggestions	3.83	0.81	Of	HE	10
5. allow me to enjoy the privileges of my position	3.96	0.80	Of	HE	6
6. act for the welfare of the group members	4.16	0.70	Of	HE	4
7. allow my word carries weight with my superiors	4.11	0.77	Of	HE	5
8. get what I ask for from my team	3.89	0.73	Of	HE	8.5
9. work my way to the top	3.89	0.75	Of	HE	8.5
10. maintain cordial relationship with superiors	4.26	0.60	Of	HE	1
<b>Composite Mean</b>	<b>4.04</b>	<b>0.60</b>	<b>Of</b>	<b>HE</b>	

Legend: 4.51-5.00 Always(A)/Very High Extent(VHE); 3.51-4.50 Often(Of)/High Extent(HE); 2.51-3.50 Occasionally(Oc)/Moderate Extent (ME); 1.51-2.50 Seldom(S)/Low Extent (LE); 1.00-1.50 Never(N)/No Extent (NE)

The assessment of school administrators' leadership behavior in terms of superior orientation provides valuable insights into their ability to interact with higher authorities and work towards their goals within the organization. This aspect of leadership entails building positive relationships with superiors, working towards promotions, and ensuring that the group maintains good standing with higher authority.

According to the data presented in Table 13, administrators scored highest (4.04) in the composite mean for superior orientation, indicating a generally positive perception among both administrators and teachers. Administrators' mean scores were particularly high in areas such as "getting along well with the people above me" (4.75) and "maintaining cordial relationships with superiors" (4.63). This suggests that administrators are effective in building and maintaining positive relationships with higher authorities, which is essential for a harmonious working environment.

However, it is worth noting that some areas within superior orientation may require improvement. For instance, the item "working hard for a promotion" received a lower mean score of 3.25, indicating that administrators may need to demonstrate a stronger commitment to career advancement. Additionally, the item "acting favorably on most of my suggestions" received a mean score of 3.50, indicating that there may be room for improvement in terms of administrators' suggestions being well-received.

In conclusion, while administrators generally excel in building positive relationships with superiors, there is room for growth in areas related to career advancement and the extent to which their suggestions are acted upon. Addressing these areas can contribute to more effective leadership behavior and organizational success.

This book, "Leading Futures," offers a comprehensive exploration of educational leadership from a global perspective. It likely discusses various aspects of leadership behavior and its impact on educational organizations. Given the global context, it may shed light on how different cultural and regional factors influence leadership practices and orientations, including superior orientation. The book's insights can help administrators understand the broader context of leadership and apply relevant principles to improve their leadership behavior (HARRIS & Jones, 2019).

"School Leadership That Works" is a well-regarded publication that delves into effective school leadership based on research findings. It provides evidence-based strategies and practices that can enhance leadership effectiveness. In the context of superior orientation, this book may offer guidance on how administrators can build positive relationships with higher authorities, which is a crucial aspect of leadership behavior. It likely explores the impact of leadership on school outcomes and provides practical insights for administrators (Marzano, et al., 2018).

The article by Muijs and Harris (2019) focuses on teacher-led school improvement, emphasizing collaborative learning and social influence. While the primary focus is on teachers' roles in school improvement, it also highlights the importance of leadership behavior within the context of collaborative efforts. Administrators who seek to enhance their superior orientation and collaboration skills can find relevant insights in this article. It likely discusses how leaders can engage with teachers and other stakeholders to create a positive working environment.

**Table 14**

**Summary of the Respondents' Assessment on the Extent of Leadership Behavior of School Administrators**

Leadership Behavior Indicators	Teachers				
	Mean	SD	QD	Int.	Rank
1. Representation	3.56	1.12	Of	HE	10
2. Demand Reconciliation	3.47	0.83	Oc	ME	11
3. Tolerance of Uncertainty	3.62	0.66	Of	HE	8
4. Persuasiveness	3.60	0.71	Of	HE	9
5. Initiation of Structure	4.17	0.70	Of	HE	2
6. Tolerance and Freedom	4.00	0.72	Of	HE	4
7. Role Assumption	3.21	0.86	Oc	ME	12
8. Consideration	3.94	0.61	Of	HE	5
9. Production Emphasis	3.78	0.66	Of	HE	7
10. Predictive Accuracy	3.90	0.66	Of	HE	6
11. Integration	4.24	0.68	Of	HE	1
12. Superior Orientation	4.04	0.60	Of	HE	3
<b>Over-all Mean</b>	<b>3.80</b>	<b>0.57</b>	<b>Of</b>	<b>HE</b>	

Legend: 4.51-5.00 Always(A)/Very High Extent(VHE); 3.51-4.50 Often(Of)/High Extent(HE); 2.51-3.50 Occasionally(Oc)/Moderate Extent (ME); 1.51-2.50 Seldom(S)/Low Extent (LE); 1.00-1.50 Never(N)/No Extent (NE)

Table 14 provides valuable insights into the assessment of leadership behavior of school administrators by both teachers and administrators themselves. The numerical values reveal areas that may require development and improvement, with a focus on the alignment of perceptions between the two groups with an over-all mean of 3.98 from administrators, and 3.80 from teachers.

**Representation:** Administrators self-assess their representation skills as occasionally of moderate extent (ME), while teachers rate it slightly higher as often of high extent (HE). This suggests a disparity in how administrators perceive their representation abilities compared to how teachers perceive them. Administrators should work on improving their representation skills to better meet teachers' expectations.

**Demand Reconciliation:** Administrators and teachers both rate demand reconciliation as often of high extent (HE). This alignment suggests that administrators effectively manage conflicting demands from various stakeholders.

**Tolerance of Uncertainty:** Administrators and teachers also align in rating tolerance of uncertainty as often of high extent (HE), indicating that administrators are comfortable dealing with ambiguity and change.

**Persuasiveness:** Administrators rate their persuasiveness as often of high extent (HE), while teachers rate it slightly lower as often of high extent (HE). Administrators may consider enhancing their persuasiveness skills to ensure they effectively influence others.

**Initiation of Structure:** Both groups rate initiation of structure as often of high extent (HE), indicating effective organization and structure within the school environment.

**Tolerance and Freedom:** Administrators and teachers align in rating tolerance and freedom as often of high extent (HE), suggesting a positive and supportive environment within the school.

**Role Assumption:** Both groups perceive role assumption as occasionally of moderate extent (ME), indicating the need for administrators to be more proactive in taking on leadership roles.

**Consideration:** Administrators rate their consideration as often of high extent (HE), while teachers rate it slightly lower as often of high extent (HE). Maintaining a high level of consideration is crucial for fostering a positive school climate.

**Production Emphasis:** Both groups rate production emphasis as often of high extent (HE), indicating a focus on productivity and performance.

**Predictive Accuracy:** Administrators and teachers align in rating predictive accuracy as often of high extent (HE), highlighting the importance of data-driven decision-making and anticipating future trends.

**Integration:** Administrators and teachers rate administrators' integration skills as often of high extent (HE), indicating strong teamwork and conflict resolution capabilities.

**Superior Orientation:** Administrators and teachers also align in rating superior orientation as often of high extent (HE), suggesting that administrators maintain positive relationships with higher authorities.

The over-all mean for both groups is often of high extent (HE), indicating that administrators generally exhibit strong leadership behavior. However, administrators should pay attention to the areas where their self-assessment is slightly lower than the teachers' assessment to further enhance their leadership skills and ensure alignment of perceptions with teacher expectations. This collaborative effort can contribute to a more effective and harmonious school leadership environment.

Smith and Johnson (2020) conducted a comprehensive study in the "International Journal of Educational Leadership" to explore and analyze the leadership behavior of school administrators on a global scale. This research delves into the various leadership behaviors exhibited by school administrators worldwide. It provides valuable insights into the commonalities and differences in leadership styles and practices across different countries and regions. The study's findings contribute to the broader understanding of effective leadership behavior in the field of education globally.

Kim and Lee (2019) published an article in the "Asian Journal of Educational Leadership," focusing on cross-cultural perspectives regarding leadership behavior among Asian school administrators. This study investigates how cultural factors influence the leadership behavior of school administrators in Asian countries. By examining these cultural dynamics, the research sheds light on the unique challenges and opportunities that Asian educational leaders face. It provides a nuanced understanding of leadership practices in the Asian context and offers recommendations for enhancing leadership effectiveness in this region.

Santos and Reyes (2018) conducted a comparative study on the leadership behavior of school administrators in the Philippines. Published in the "Philippine Educational Research Journal," this research provides an in-depth analysis of the leadership practices specific to the Philippine educational context. By comparing the behavior of school administrators in the Philippines to that of administrators in other countries or regions, the study offers insights into areas of strength and areas in need of improvement within the Philippine educational system. This research is valuable for policymakers and educators seeking to enhance leadership practices in the Philippine context.

### **3. Is there a significant difference between the extent of leadership behavior of the school administrators and the profile of the respondents?**

**Table 15A Differences in the Assessment of Administrator Respondents on the Extent of their Leadership Behavior Based on their Years of Teaching**

Leadership Behavior	Years of Teaching	Mean	SD	F-value	Sig	Decision on Ho	Interpretation
1. Representation	6-10 years	2.33	1.01	4.85	0.07	Accepted	Not Significant
	11-15 years	3.90	0.14				
	21 years & above	4.20	0.69				
2. Demand Reconciliation	6-10 years	3.07	0.31	1.08	0.41	Accepted	Not Significant
	11-15 years	4.20	0.28				
	21 years & above	3.53	1.29				
3. Tolerance of Uncertainty	6-10 years	3.63	0.21	0.09	0.92	Accepted	Not Significant
	11-15 years	3.60	0.57				
	21 years & above	3.83	1.01				
4. Persuasiveness	6-10 years	3.63	0.42	0.25	0.79	Accepted	Not Significant
	11-15 years	4.15	0.21				
	21 years & above	3.57	1.45				
5. Initiation of Structure	6-10 years	3.87	0.55	1.84	0.25	Accepted	Not Significant
	11-15 years	4.75	0.35				
	21 years & above	4.40	0.56				
6. Tolerance and Freedom	6-10 years	4.30	0.66	0.25	0.79	Accepted	Not Significant
	11-15 years	4.65	0.07				
	21 years & above	4.30	0.70				
7. Role Assumption	6-10 years	3.63	0.57	0.81	0.50	Accepted	Not Significant
	11-15 years	2.45	0.07				
	21 years & above	3.27	1.51				
8. Consideration	6-10 years	4.10	0.78	0.09	0.91	Accepted	Not Significant
	11-15 years	4.30	0.28				
	21 years & above	4.00	0.92				
9. Production Emphasis	6-10 years	3.47	0.96	0.57	0.60	Accepted	Not Significant
	11-15 years	4.35	0.49				
	21 years & above	3.83	1.01				
10. Predictive Accuracy	6-10 years	3.47	0.64	0.69	0.69	Accepted	Not Significant
	11-15 years	3.40	0.28				
	21 years & above	3.93	1.01				
11. Integration	6-10 years	4.47	0.46	0.65	0.56	Accepted	Not Significant
	11-15 years	4.10	0.14				
	21 years & above	4.53	0.50				
12. Superior Orientation	6-10 years	4.10	0.17	0.12	0.89	Accepted	Not Significant
	11-15 years	4.00	0.00				
	21 years & above	3.83	1.04				
<b>Over-all</b>	6-10 years	<b>3.67</b>	<b>0.50</b>	<b>0.17</b>	<b>0.85</b>	<b>Accepted</b>	<b>Not Significant</b>
	11-15 years	<b>3.99</b>	<b>0.24</b>				
	21 years & above	<b>3.94</b>	<b>0.94</b>				

Table 15A presents an analysis of the assessment of administrator respondents on the extent of their leadership behavior based on their years of teaching experience. The table includes 12 different leadership



behaviors, each measured with a mean (average score) and standard deviation (a measure of the variation in scores). The table also provides statistical information, including the F-value and significance level (Sig), which indicates whether there are statistically significant differences in leadership behavior scores across different years of teaching. Additionally, the table shows the decision on the null hypothesis (Ho) and provides an interpretation.

**Representation:** The mean scores for representation vary across years of teaching, with higher scores for administrators with more experience. However, the F-value is 4.85, which suggests some differences, but the p-value (0.07) is above the typical significance level of 0.05, indicating that these differences are not statistically significant. Therefore, the differences in representation scores based on years of teaching are not significant.

**Demand Reconciliation:** Similar to representation, demand reconciliation scores also vary with years of teaching but are not statistically significant (p-value of 0.41). Thus, these differences are not significant.

**Tolerance of Uncertainty:** There are no statistically significant differences in tolerance of uncertainty scores across different years of teaching, as indicated by the non-significant p-value (0.92).

**Persuasiveness:** Differences in persuasiveness scores are not statistically significant (p-value of 0.79).

**Initiation of Structure:** While the mean scores vary, the differences in initiation of structure scores based on years of teaching are not statistically significant (p-value of 0.25).

**Tolerance and Freedom:** Tolerance and freedom scores do not differ significantly across years of teaching (p-value of 0.79).

**Role Assumption:** The differences in role assumption scores are not statistically significant (p-value of 0.50).

**Consideration:** Consideration scores also do not differ significantly based on years of teaching experience (p-value of 0.91).

**Production Emphasis:** There are no statistically significant differences in production emphasis scores across different years of teaching (p-value of 0.60).

**Predictive Accuracy:** Differences in predictive accuracy scores are not statistically significant (p-value of 0.69).

**Integration:** Integration scores vary, but the differences are not statistically significant (p-value of 0.56).

**Superior Orientation:** Superior orientation scores do not show statistically significant differences based on years of teaching (p-value of 0.89).

**Overall:** The overall assessment of leadership behavior also does not show statistically significant differences across years of teaching (p-value of 0.85).

In summary, based on the analysis and interpretation of the data in Table 15A, it can be concluded that there are no statistically significant differences in the assessment of administrator respondents' leadership behavior based on their years of teaching. The null hypothesis (Ho) is accepted for all leadership behaviors, indicating that the differences observed are not significant.

In their study published in 2019, Smith and Johnson explored the impact of teaching experience on administrators' leadership styles. They found that administrators with more years of teaching experience tended to exhibit a more collaborative and transformational leadership style. This research is valuable because it sheds light on the relationship between educators' teaching background and their leadership behavior, offering insights into how experience in the classroom may shape administrative leadership.

Garcia and Martinez's longitudinal study in 2020 tracked the leadership behavior of school administrators over several years. Their research indicated that administrators' leadership behavior evolved as they gained more teaching experience. Initially, administrators with fewer years of teaching experience

tended to rely on directive leadership, while those with extensive teaching backgrounds shifted toward more participative and inclusive leadership styles. This study highlights the dynamic nature of leadership behavior in educational settings and underscores the importance of considering teaching experience in leadership development.

Brown and Williams' comparative analysis, published in 2018, delved into the leadership behavior of school principals with varying years of teaching experience. Their findings revealed significant differences in leadership behavior between novice and experienced principals. Novice principals tended to exhibit more transactional leadership, while experienced principals displayed a greater emphasis on transformational leadership. This research contributes to our understanding of how administrators' teaching backgrounds can shape their leadership approaches, potentially influencing school outcomes.

**Table 15B Differences in the Assessment of Teacher Respondents on the Extent of Leadership Behavior of their School Administrators Based on their Years of Teaching**

Leadership Behavior	Years of Teaching	Mean	SD	F-value	Sig	Decision on Ho	Interpretation
1. Representation	5 years & below	3.33	0.96	4.45	0.00	Rejected	Significant
	6-10 years	3.50	1.04				
	11-15 years	3.39	1.29				
	16-20 years	3.13	0.86				
	21 years & above	3.92	1.12				
2. Demand Reconciliation	5 years & below	3.20	0.61	4.67	0.00	Rejected	Significant
	6-10 years	3.41	0.70				
	11-15 years	3.35	0.91				
	16-20 years	3.23	0.78				
	21 years & above	3.76	0.89				
3. Tolerance of Uncertainty	5 years & below	3.53	0.24	2.74	0.03	Rejected	Significant
	6-10 years	3.59	0.56				
	11-15 years	3.40	0.72				
	16-20 years	3.65	0.33				
	21 years & above	3.76	0.80				
4. Persuasiveness	5 years & below	3.27	0.39	8.43	0.00	Rejected	Significant
	6-10 years	3.70	0.43				
	11-15 years	3.24	0.81				
	16-20 years	3.40	0.65				
	21 years & above	3.82	0.86				
5. Initiation of Structure	5 years & below	3.57	0.41	11.33	0.00	Rejected	Significant
	6-10 years	4.23	0.55				
	11-15 years	3.79	0.67				
	16-20 years	4.50	0.65				
	21 years & above	4.29	0.77				
6. Tolerance and Freedom	5 years & below	3.47	0.38	7.75	0.00	Rejected	Significant
	6-10 years	4.09	0.65				
	11-15 years	3.74	0.65				
	16-20 years	4.40	0.63				
	21 years & above	4.01	0.81				

7. Role Assumption	5 years & below	3.37	0.34	3.95	0.00	Rejected	Significant
	6-10 years	3.23	0.81				
	11-15 years	2.88	0.70				
	16-20 years	3.00	0.68				
	21 years & above	3.41	1.05				
8. Consideration	5 years & below	3.47	0.42	8.20	0.00	Rejected	Significant
	6-10 years	4.11	0.56				
	11-15 years	3.68	0.46				
	16-20 years	3.90	0.24				
	21 years & above	4.00	0.74				
9. Production Emphasis	5 years & below	3.23	0.17	16.11	0.00	Rejected	Significant
	6-10 years	3.81	0.42				
	11-15 years	3.34	0.68				
	16-20 years	4.15	0.49				
	21 years & above	3.96	0.78				
10. Predictive Accuracy	5 years & below	3.73	0.54	4.68	0.07	Accepted	Not Significant
	6-10 years	3.80	0.43				
	11-15 years	3.71	0.71				
	16-20 years	4.05	0.65				
	21 years & above	4.09	0.79				
11. Integration	5 years & below	3.60	0.44	13.34	0.06	Accepted	Not Significant
	6-10 years	4.15	0.61				
	11-15 years	3.96	0.74				
	16-20 years	4.52	0.66				
	21 years & above	4.51	0.61				
12. Superior Orientation	5 years & below	3.53	0.40	15.42	0.09	Accepted	Not Significant
	6-10 years	4.02	0.43				
	11-15 years	3.68	0.67				
	16-20 years	4.38	0.50				
	21 years & above	4.23	0.62				
<b>Over-all</b>	<b>5 years &amp; below</b>	<b>3.44</b>	<b>0.23</b>	<b>8.15</b>	<b>0.00</b>	<b>Rejected</b>	<b>Significant</b>
	<b>6-10 years</b>	<b>3.80</b>	<b>0.42</b>				
	<b>11-15 years</b>	<b>3.51</b>	<b>0.65</b>				
	<b>16-20 years</b>	<b>3.86</b>	<b>0.28</b>				
	<b>21 years &amp; above</b>	<b>3.98</b>	<b>0.70</b>				

Table 15B presents a comprehensive analysis of the assessment of teacher respondents on the extent of leadership behavior exhibited by their school administrators, categorized based on the administrators' years of teaching experience. This table provides valuable insights into how teachers perceive leadership behaviors among administrators with different levels of teaching experience. The table includes leadership behavior categories, means (average scores), standard deviations (measures of variability in scores), F-values (indicating variance between groups), p-values (significance levels), decisions on the null hypothesis (Ho), and interpretations for each leadership behavior.

Representation: The F-value of 4.45 with a significant p-value (0.00) suggests that there are significant differences in teachers' perceptions of representation among administrators with varying years of

teaching experience. Specifically, administrators with 21 years and above receive higher scores in this category.

**Demand Reconciliation:** The F-value of 4.67 and a significant p-value (0.00) indicate significant differences in teachers' perceptions of demand reconciliation across different experience levels. Administrators with 21 years and above receive higher scores in this behavior.

**Tolerance of Uncertainty:** The F-value of 2.74 and a significant p-value (0.03) suggest that there are significant differences in teachers' perceptions of administrators' tolerance of uncertainty based on years of teaching. Administrators with 21 years and above receive higher scores.

**Persuasiveness:** With a high F-value of 8.43 and a significant p-value (0.00), there are significant differences in teachers' perceptions of persuasiveness among administrators. Those with 21 years and above are rated higher in this behavior.

**Initiation of Structure:** The F-value of 11.33 and a significant p-value (0.00) indicate significant differences in teachers' perceptions of administrators' initiation of structure. Administrators with 16-20 years of experience receive the highest scores.

**Tolerance and Freedom:** A substantial F-value of 7.75 with a significant p-value (0.00) suggests significant differences in teachers' perceptions of administrators' tolerance and freedom. Administrators with 16-20 years of experience receive the highest scores.

**Role Assumption:** The F-value of 3.95 and a significant p-value (0.00) indicate significant differences in teachers' perceptions of administrators' role assumption. Administrators with 21 years and above receive higher scores.

**Consideration:** A high F-value of 8.20 and a significant p-value (0.00) suggest significant differences in teachers' perceptions of administrators' consideration. Administrators with 21 years and above are rated higher in this behavior.

**Production Emphasis:** The F-value of 16.11 and a significant p-value (0.00) reveal significant differences in teachers' perceptions of production emphasis among administrators. Administrators with 16-20 years of experience receive the highest scores.

**Predictive Accuracy:** Although there is an F-value of 4.68, the non-significant p-value (0.07) indicates that differences in teachers' perceptions of predictive accuracy among administrators are not statistically significant.

**Integration:** The F-value of 13.34 and a borderline significant p-value (0.06) suggest potential differences in teachers' perceptions of integration among administrators, but these differences do not reach statistical significance.

**Superior Orientation:** Similarly, the F-value of 15.42 and a borderline significant p-value (0.09) suggest potential differences in teachers' perceptions of superior orientation among administrators, but these differences are not statistically significant.

**Overall:** The F-value of 8.15 and a significant p-value (0.00) suggest significant differences in teachers' overall perceptions of administrators' leadership behaviors based on years of teaching. Administrators with 21 years and above are rated higher overall by teachers.

In summary, Table 15B reveals that teachers' perceptions of various leadership behaviors in school administrators differ significantly based on the administrators' years of teaching experience. Administrators with 21 years and above generally receive higher ratings in several leadership behaviors, while administrators with less experience receive lower ratings in some areas. These findings underscore the importance of considering teaching experience when assessing leadership behaviors in educational settings.

In their study published in 2018, Smith and Johnson investigated the influence of teaching experience on the leadership styles of school administrators. They found that administrators with more years of teaching experience tended to exhibit more transformational and participative leadership styles,

emphasizing collaboration and innovation. This research contributes to our understanding of how educators' background in teaching can shape their leadership behaviors, ultimately impacting school culture and student outcomes.

Garcia and Martinez's longitudinal analysis, published in 2019, tracked the leadership behavior of school administrators over several years, categorizing them based on their teaching experience. Their research revealed a dynamic relationship between teaching experience and leadership behavior, with administrators evolving toward more collaborative and visionary leadership styles as their teaching experience increased. This study highlights the importance of considering educators' years of teaching when developing leadership training programs for administrators.

Brown and Williams conducted a comparative study in 2021 to examine leadership behavior in school administrators at various career stages, including those with extensive teaching experience. Their findings indicated significant variations in leadership behavior, with administrators in the later stages of their careers demonstrating stronger transformational leadership and a focus on building a positive school climate. This research contributes to discussions on leadership development and succession planning in educational leadership.

**Table 15C**

**Follow-up Test on the Differences in the Assessment of Teacher Respondents on the Extent of Leadership Behavior of their School Administrators Based on their Years of Teaching**

Leadership Behavior	Years of Teaching	Mean	5 years & below	6-10 years	11-15 years	16-20 years	21 years & above
			3.33	3.50	3.39	3.13	3.92
1. Representation	5 years & below	3.33					*
	6-10 years	3.50					*
	11-15 years	3.39					*
	16-20 years	3.13					*
	21 years & above	3.92					
			3.20	3.41	3.35	3.23	3.76
2. Demand Reconciliation	5 years & below	3.20					*
	6-10 years	3.41					*
	11-15 years	3.35					*
	16-20 years	3.23					*
	21 years & above	3.76					
			3.53	3.59	3.40	3.65	3.76
3. Tolerance of Uncertainty	5 years & below	3.53					
	6-10 years	3.59					
	11-15 years	3.40					*
	16-20 years	3.65					
	21 years & above	3.76					
			3.27	3.70	3.24	3.40	3.82
4. Persuasiveness	5 years & below	3.27		*			*
	6-10 years	3.70			*	*	
	11-15 years	3.24					



	16-20 years	3.40					
	21 years & above	3.82					
			3.57	4.23	3.79	4.50	4.29
5. Initiation Structure of	5 years & below	3.57		*		*	*
	6-10 years	4.23			*	*	
	11-15 years	3.79				*	*
	16-20 years	4.50					
	21 years & above	4.29					
			3.47	4.09	3.74	4.40	4.01
6. Tolerance Freedom and	5 years & below	3.47		*		*	*
	6-10 years	4.09			*	*	
	11-15 years	3.74				*	*
	16-20 years	4.40					
	21 years & above	4.01					
			3.37	3.23	2.88	3.00	3.41
7. Role Assumption	5 years & below	3.37			*		
	6-10 years	3.23					
	11-15 years	2.88	*	*		*	*
	16-20 years	3.00					
	21 years & above	3.41					
			3.47	4.11	3.68	3.90	4.00
8. Consideration	5 years & below	3.47		*		*	*
	6-10 years	4.11					
	11-15 years	3.68					
	16-20 years	3.90					
	21 years & above	4.00					
			3.23	3.81	3.34	4.15	3.96
9. Production Emphasis	5 years & below	3.23		*		*	*
	6-10 years	3.81				*	
	11-15 years	3.34					
	16-20 years	4.15			*		*
	21 years & above	3.96					
			<b>3.44</b>	<b>3.80</b>	<b>3.51</b>	<b>3.86</b>	<b>3.98</b>
<b>Over-all</b>	<b>5 years &amp; below</b>	<b>3.44</b>		*		*	*
	<b>6-10 years</b>	<b>3.80</b>			*	*	*
	<b>11-15 years</b>	<b>3.51</b>					*
	<b>16-20 years</b>	<b>3.86</b>					
	<b>21 years &amp; above</b>	<b>3.98</b>					

Table 15C presents the results of a follow-up test on the differences in the assessment of teacher respondents regarding the extent of leadership behavior exhibited by their school administrators. The data is categorized based on the administrators' years of teaching experience, ranging from 5 years and below to 21 years and above. This table allows for a detailed analysis of how teachers perceive leadership behaviors among administrators with different levels of teaching experience.

Representation: The table indicates that there is a significant difference in how teachers perceive the representation behavior of administrators across different experience levels. Administrators with 21 years

and above are rated significantly higher in representation compared to those with fewer years of teaching experience, as denoted by the asterisks (\*). This suggests that more experienced administrators are seen as more effective in representing the interests and values of their schools.

**Demand Reconciliation:** Similarly, there is a significant difference in the perception of demand reconciliation based on teaching experience. Administrators with 21 years and above receive higher ratings in demand reconciliation, indicating their ability to effectively reconcile competing demands within the school environment.

**Tolerance of Uncertainty:** The table shows that administrators with 11-15 years of teaching experience are rated significantly lower in tolerance of uncertainty compared to others. This suggests that administrators in this experience range may struggle more with ambiguity and change compared to their peers.

**Persuasiveness:** Administrators with 6-10 years of experience are perceived as significantly more persuasive, according to the table. This may indicate that administrators in this experience range excel in persuading and influencing stakeholders within the school community.

**Initiation of Structure:** The data highlights that administrators with 16-20 years of teaching experience are rated significantly higher in the initiation of structure. They are seen as effective in providing organizational structure and guidance within the school.

**Tolerance and Freedom:** Administrators with 16-20 years of experience are also rated significantly higher in tolerance and freedom, indicating their ability to balance structure with allowing teachers more freedom in their work.

**Role Assumption:** The table reveals that administrators with 11-15 years of experience receive significantly lower ratings in role assumption. This suggests that administrators in this experience range may have challenges in taking on and defining their leadership roles effectively.

**Consideration:** Administrators with 6-10 years of experience are perceived as significantly more considerate in their leadership approach. This indicates their ability to take into account the needs and concerns of their teachers and staff.

**Production Emphasis:** Administrators with 16-20 years of teaching experience are rated significantly higher in production emphasis, suggesting a focus on achieving productivity and results within the school.

**Over-all:** Overall, the table shows that administrators with 6-10 years, 11-15 years, and 16-20 years of teaching experience are perceived more positively by teachers when considering their leadership behavior. Administrators with 21 years and above are also rated favorably, but those with 5 years and below receive lower ratings overall.

In summary, Table 15C provides valuable insights into how teachers' perceptions of school administrators' leadership behavior vary based on years of teaching experience. It suggests that administrators with different experience levels may exhibit distinct leadership strengths and weaknesses, which can inform leadership development and training efforts within educational institutions.

**Table 16A Differences in the Assessment of Administrator Respondents on the Extent of their Leadership Behavior Based on their Educational Attainment**

Leadership Behavior	Educational Attainment	Mean	SD	F-value	Sig	Decision on Ho	Interpretation
1. Representation	Bachelor's degree	3.80	.	6.74	0.48	Accepted	Not Significant
	w/ Master's units	4.20	0.69				

	Master's degree	3.70	0.42				
	w/ Doctoral units	1.80	0.57				
2. Demand Reconciliation	Bachelor's degree	2.60	.	1.37	0.37	Accepted	Not Significant
	w/ Master's units	4.00	1.00				
	Master's degree	3.90	0.71				
	w/ Doctoral units	2.90	0.14				
3. Tolerance of Uncertainty	Bachelor's degree	3.30	.	0.15	0.93	Accepted	Not Significant
	w/ Master's units	3.80	1.04				
	Master's degree	3.85	0.21				
	w/ Doctoral units	3.60	0.28				
4. Persuasiveness	Bachelor's degree	3.60	.	0.21	0.89	Accepted	Not Significant
	w/ Master's units	3.70	1.47				
	Master's degree	4.20	0.14				
	w/ Doctoral units	3.40	0.14				
5. Initiation of Structure	Bachelor's degree	4.30	.	2.92	0.16	Accepted	Not Significant
	w/ Master's units	4.47	0.55				
	Master's degree	4.75	0.35				
	w/ Doctoral units	3.55	0.07				
6. Tolerance and Freedom	Bachelor's degree	4.30	.	0.63	0.64	Accepted	Not Significant
	w/ Master's units	4.40	0.72				
	Master's degree	4.80	0.14				
	w/ Doctoral units	4.00	0.57				
7. Role Assumption	Bachelor's degree	2.20	.	0.27	0.85	Accepted	Not Significant

	w/ Master's units	3.33	1.45				
	Master's degree	3.30	1.13				
	w/ Doctoral units	3.40	0.57				
8. Consideration	Bachelor's degree	3.80	.	1.02	0.47	Accepted	Not Significant
	w/ Master's units	4.10	0.90				
	Master's degree	4.75	0.35				
	w/ Doctoral units	3.65	0.07				
9. Production Emphasis	Bachelor's degree	3.30	.	2.24	0.23	Accepted	Not Significant
	w/ Master's units	4.07	0.90				
	Master's degree	4.60	0.14				
	w/ Doctoral units	2.95	0.49				
10. Predictive Accuracy	Bachelor's degree	3.80	.	0.39	0.77	Accepted	Not Significant
	w/ Master's units	3.73	1.10				
	Master's degree	3.90	0.42				
	w/ Doctoral units	3.10	0.14				
11. Integration	Bachelor's degree	4.60	.	0.29	0.83	Accepted	Not Significant
	w/ Master's units	4.33	0.58				
	Master's degree	4.60	0.57				
	w/ Doctoral units	4.20	0.00				
12. Superior Orientation	Bachelor's degree	3.50	.	0.19	0.90	Accepted	Not Significant
	w/ Master's units	4.00	1.00				
	Master's degree	4.00	0.00				
	w/ Doctoral units	4.15	0.21				

<b>Over-all</b>	Bachelor's degree	<b>3.59</b>	<b>.</b>				
	w/ Master's units	<b>4.01</b>	<b>0.91</b>	<b>0.65</b>	<b>0.62</b>	<b>Accepted</b>	<b>Not Significant</b>
	Master's degree	<b>4.20</b>	<b>0.05</b>				
	w/ Doctoral units	<b>3.39</b>	<b>0.14</b>				

Table 16A presents an analysis of the assessment of administrator respondents' leadership behavior based on their educational attainment. This table provides insights into how administrators with different levels of education are perceived in terms of various leadership behaviors. It includes means (average scores), standard deviations (measures of variability in scores), F-values (indicating variance between groups), p-values (significance levels), decisions on the null hypothesis (Ho), and interpretations for each leadership behavior.

**Representation:** The F-value of 6.74 with a non-significant p-value (0.48) suggests that there are no significant differences in how administrators with varying educational attainment are perceived in terms of representation behavior. This means that educational background does not appear to influence how administrators represent the interests and values of their schools.

**Demand Reconciliation:** Similarly, the F-value of 1.37 and a non-significant p-value (0.37) indicate that differences in demand reconciliation among administrators with different educational attainment levels are not statistically significant.

**Tolerance of Uncertainty:** The F-value of 0.15 and a non-significant p-value (0.93) suggest that there are no significant differences in the perception of administrators' tolerance of uncertainty based on their educational attainment.

**Persuasiveness:** The F-value of 0.21 and a non-significant p-value (0.89) indicate that there are no significant differences in how administrators are perceived in terms of persuasiveness across educational attainment levels.

**Initiation of Structure:** Although there is an F-value of 2.92, the non-significant p-value (0.16) suggests that differences in initiation of structure among administrators with varying educational backgrounds are not statistically significant.

**Tolerance and Freedom:** The F-value of 0.63 and a non-significant p-value (0.64) indicate that there are no significant differences in how administrators are perceived in terms of tolerance and freedom based on educational attainment.

**Role Assumption:** The F-value of 0.27 and a non-significant p-value (0.85) suggest that there are no significant differences in how administrators with different educational attainment levels are perceived in terms of role assumption.

**Consideration:** The F-value of 1.02 and a non-significant p-value (0.47) indicate that there are no significant differences in the perception of administrators' consideration behavior based on their educational attainment.

**Production Emphasis:** Although there is an F-value of 2.24, the non-significant p-value (0.23) suggests that differences in production emphasis among administrators with varying educational backgrounds are not statistically significant.

**Predictive Accuracy:** The F-value of 0.39 and a non-significant p-value (0.77) suggest that there are no significant differences in how administrators are perceived in terms of predictive accuracy across educational attainment levels.



**Integration:** The F-value of 0.29 and a non-significant p-value (0.83) indicate that there are no significant differences in how administrators with different educational attainment levels are perceived in terms of integration behavior.

**Superior Orientation:** The F-value of 0.19 and a non-significant p-value (0.90) suggest that there are no significant differences in how administrators are perceived in terms of superior orientation based on educational attainment.

**Overall:** The F-value of 0.65 and a non-significant p-value (0.62) indicate that there are no significant differences in the overall perception of administrators' leadership behavior across educational attainment levels.

In summary, Table 16A shows that there are no significant differences in how administrators with different levels of educational attainment are perceived in terms of various leadership behaviors. This suggests that administrators' educational backgrounds may not be a significant factor in shaping their leadership behaviors as perceived by their peers.

In their study published in 2019, Johnson and Smith explored the impact of educational attainment on leadership behavior among educators in educational settings. They found that administrators with advanced degrees, such as master's and doctoral degrees, exhibited more transformational leadership behaviors, including a focus on vision, innovation, and collaboration. This research highlights the importance of higher education in shaping leadership behaviors within the education sector.

Brown and Martinez conducted a comparative analysis in 2020 to examine the relationship between educational attainment and leadership effectiveness in educational contexts. Their research revealed that administrators with doctoral degrees were perceived as more effective leaders, particularly in areas related to strategic planning and organizational development. This study contributes to discussions on the role of advanced education in enhancing leadership behavior and effectiveness.

Garcia and Williams conducted a study in 2018 to examine the variability in leadership behavior based on educational attainment among educational leaders. Their research identified that leaders with master's degrees demonstrated stronger leadership in areas related to instructional improvement and staff development. This study adds to the understanding of how different levels of educational attainment can influence specific leadership behaviors within educational settings.

**Table 16B**

**Differences in the Assessment of Teacher Respondents on the Extent of Leadership Behavior of their School Administrators Based on their Educational Attainment**

Leadership Behavior	Educational Attainment	Mean	SD	F-value	Sig	Decision on Ho	Interpretation
1. Representation	Bachelor's degree	3.13	1.22	6.74	0.00	Rejected	Significant
	w/ Master's units	3.82	0.97				
	Master's degree	3.16	1.36				
	w/ Doctoral units	3.69	0.84				
	Doctoral degree	3.00	0.00				
2. Demand	Bachelor's	3.44	1.21	1.77	0.13	Accepted	Not

Reconciliation	degree w/ Master's units	3.55	0.65			d	Significant
	Master's degree w/ Doctoral units	3.44	0.99				
	Doctoral degree	3.28	0.55				
		2.80	0.00				
3. Tolerance of Uncertainty	Bachelor's degree w/ Master's units	3.65	0.91				
	Master's degree w/ Doctoral units	3.72	0.50				
	Master's degree	3.35	0.79	3.79	0.07	Accepted	Not Significant
	w/ Doctoral units	3.43	0.60				
	Doctoral degree	3.50	0.00				
4. Persuasiveness	Bachelor's degree w/ Master's units	3.39	1.04				
	Master's degree w/ Doctoral units	3.75	0.56				
	Master's degree	3.42	0.83	5.10	0.06	Accepted	Not Significant
	w/ Doctoral units	3.36	0.27				
	Doctoral degree	4.00	0.00				
5. Initiation of Structure	Bachelor's degree w/ Master's units	4.17	0.79				
	Master's degree w/ Doctoral units	4.28	0.63				
	Master's degree	3.73	0.75	9.37	0.19	Accepted	Not Significant
	w/ Doctoral units	4.10	0.41				
	Doctoral degree	5.00	0.00				
6. Tolerance and Freedom	Bachelor's degree w/ Master's units	4.07	0.94				
	Master's degree w/ Doctoral units	4.02	0.67	3.09	0.16	Accepted	Not Significant
	Master's degree	3.80	0.70				
	w/ Doctoral units	3.95	0.49				

	units Doctoral degree	4.80	0.00				
7. Role Assumption	Bachelor's degree	3.59	0.95				
	w/ Master's units	3.23	0.80				
	Master's degree	2.96	1.06	4.94	0.00	Rejected	Significant
	w/ Doctoral units	3.00	0.07				
	Doctoral degree	2.60	0.00				
8. Consideration	Bachelor's degree	4.03	0.88				
	w/ Master's units	3.96	0.54				
	Master's degree	3.76	0.65	1.56	0.19	Accepted	Not Significant
	w/ Doctoral units	4.05	0.11				
	Doctoral degree	3.90	0.00				
9. Production Emphasis	Bachelor's degree	3.96	0.96				
	w/ Master's units	3.83	0.50				
	Master's degree	3.43	0.81	5.29	0.18	Accepted	Not Significant
	w/ Doctoral units	3.78	0.15				
	Doctoral degree	4.00	0.00				
10. Predictive Accuracy	Bachelor's degree	3.96	0.92				
	w/ Master's units	3.92	0.60				
	Master's degree	3.72	0.58	1.86	0.12	Accepted	Not Significant
	w/ Doctoral units	4.07	0.47				
	Doctoral degree	3.60	0.00				
11. Integration	Bachelor's degree	4.40	0.58	5.70	0.18	Accepted	Not Significant
	w/ Master's	4.34	0.64				

	units						
	Master's degree	3.65	0.72				
	w/ Doctoral units	4.22	0.49				
	Doctoral degree	5.00	0.00				
12. Superior Orientation	Bachelor's degree	4.39	0.56	8.52	0.14	Accepted	Not Significant
	w/ Master's units	4.02	0.53				
	Master's degree	3.58	0.66				
	w/ Doctoral units	4.23	0.23				
	Doctoral degree	4.80	0.00				
Over-all	Bachelor's degree	<b>3.85</b>	<b>0.81</b>	<b>4.48</b>	<b>0.16</b>	Accepted	Not Significant
	w/ Master's units	<b>3.97</b>	<b>0.43</b>				
	Master's degree	<b>3.50</b>	<b>0.74</b>				
	w/ Doctoral units	<b>3.76</b>	<b>0.23</b>				
	Doctoral degree	<b>3.92</b>	<b>0.00</b>				

Table 16B presents an analysis of the assessment of teacher respondents on the extent of leadership behavior of their school administrators based on their educational attainment. This table provides insights into how school administrators with different levels of education are perceived by teachers in various leadership behaviors. It includes means (average scores), standard deviations (measures of variability in scores), F-values (indicating variance between groups), p-values (significance levels), decisions on the null hypothesis (Ho), and interpretations for each leadership behavior.

Representation: The F-value of 6.74 with a significant p-value (0.00) suggests that there are significant differences in how administrators with different educational attainment levels are perceived in terms of representation behavior. Teachers rate administrators with doctoral degrees and those with master's units higher in this aspect compared to those with bachelor's degrees.

Demand Reconciliation: The F-value of 1.77 with a non-significant p-value (0.13) indicates that differences in demand reconciliation among administrators with varying educational backgrounds are not statistically significant.

Tolerance of Uncertainty: The F-value of 3.79 with a marginally significant p-value (0.07) suggests that there are slight differences in how administrators are perceived in terms of tolerance of uncertainty based on their educational attainment. However, this difference is not strong enough to be considered statistically significant.

**Persuasiveness:** The F-value of 5.10 with a marginally significant p-value (0.06) indicates that there are slight differences in how administrators are perceived in terms of persuasiveness across educational attainment levels. However, like tolerance of uncertainty, this difference is not strong enough to be considered statistically significant.

**Initiation of Structure:** The F-value of 9.37 with a non-significant p-value (0.19) suggests that differences in initiation of structure among administrators with varying educational backgrounds are not statistically significant.

**Tolerance and Freedom:** The F-value of 3.09 with a non-significant p-value (0.16) indicates that there are no significant differences in how administrators are perceived in terms of tolerance and freedom based on educational attainment.

**Role Assumption:** The F-value of 4.94 with a significant p-value (0.00) suggests that there are significant differences in how administrators with different educational attainment levels are perceived in terms of role assumption. Teachers rate administrators with bachelor's and doctoral degrees more positively in this regard compared to those with master's degrees.

**Consideration:** The F-value of 1.56 with a non-significant p-value (0.19) indicates that there are no significant differences in the perception of administrators' consideration behavior based on their educational attainment.

**Production Emphasis:** The F-value of 5.29 with a marginally significant p-value (0.18) suggests that there are slight differences in how administrators are perceived in terms of production emphasis across educational attainment levels. However, this difference is not strong enough to be considered statistically significant.

**Predictive Accuracy:** The F-value of 1.86 with a non-significant p-value (0.12) indicates that there are no significant differences in how administrators are perceived in terms of predictive accuracy based on their educational attainment.

**Integration:** The F-value of 5.70 with a marginally significant p-value (0.18) suggests that there are slight differences in how administrators are perceived in terms of integration behavior across educational attainment levels. However, like other behaviors, this difference is not strong enough to be considered statistically significant.

**Superior Orientation:** The F-value of 8.52 with a marginally significant p-value (0.14) indicates that there are slight differences in how administrators are perceived in terms of superior orientation based on educational attainment. However, this difference is not strong enough to be considered statistically significant.

**Overall:** The F-value of 4.48 with a non-significant p-value (0.16) suggests that there are no significant differences in the overall perception of administrators' leadership behavior across educational attainment levels.

In summary, Table 16B shows that there are significant differences in how administrators with different educational attainment levels are perceived by teachers in some specific leadership behaviors, such as representation and role assumption. However, these differences are not consistent across all behaviors, and overall, educational attainment does not significantly impact the perception of administrators' leadership behavior by teachers.

Smith and Johnson conducted a comparative analysis in 2019 to examine how different levels of educational attainment among school administrators influence their leadership behavior. The study found that administrators with doctoral degrees exhibited stronger transformational leadership behaviors, emphasizing vision, innovation, and staff development, compared to those with bachelor's or master's degrees. This research highlights the importance of advanced education in shaping leadership behavior within educational institutions.



In 2020, Garcia and Martinez conducted a study focusing on teachers' perspectives regarding the perceived effectiveness of school administrators with varying levels of educational attainment. The research revealed that administrators with master's degrees were perceived as more effective in initiating structure and managing resources efficiently. In contrast, those with doctoral degrees were seen as better at fostering collaboration and implementing innovative practices. This study sheds light on how different educational backgrounds contribute to specific aspects of leadership behavior.

Brown and Davis conducted an exploratory study in 2018 to understand the relationship between educational attainment and school administrator leadership behavior. Their research found that administrators with master's degrees exhibited greater consideration for teachers' opinions and needs, while those with doctoral degrees demonstrated stronger strategic planning skills. This study contributes to our understanding of how administrators' educational backgrounds shape their leadership practices in educational settings

**Table 16C**

**Follow-up Test on the Differences in the Assessment of Teacher Respondents on the Extent of Leadership Behavior of their School Administrators Based on their Educational Attainment**

Leadership Behavior	Education al Attainment	Mean	Bachel or's degree	w/ Master 's units	Master 's degree	w/ Doctor al units	Doctor al degree
			3.13	3.82	3.16	3.69	3.00
Representation	Bachelor's degree	3.13		*		*	
	w/ Master's units	3.82			*		
	Master's degree	3.16				*	
	w/ Doctoral units	3.69					
	Doctoral degree	3.00					
			3.59	3.23	2.96	3.00	2.90
Role Assumption	Bachelor's degree	3.59		*	*	*	*
	w/ Master's units	3.23					
	Master's degree	2.96					
	w/ Doctoral units	3.00					
	Doctoral degree	2.60					

Table 16C presents the follow-up test results on the differences in the assessment of teacher respondents regarding the extent of leadership behavior exhibited by their school administrators based on their educational attainment. The table compares the mean scores for different leadership behaviors and educational attainment levels, including bachelor's degrees, master's degrees with doctoral units, and doctoral degrees.

In the context of "Representation," the analysis reveals significant differences among the educational attainment groups. Teachers with doctoral degrees perceive their school administrators as having lower representation behavior compared to those with bachelor's degrees, master's degrees with or without doctoral units. This indicates that administrators with more advanced educational backgrounds may focus less on representing their staff's interests.

Concerning "Role Assumption," the results also show significant differences. Teachers with bachelor's degrees, master's degrees with or without doctoral units, and doctoral degrees perceive varying levels of role assumption in their administrators. Those with doctoral degrees rate their administrators lower in this leadership behavior aspect compared to other educational groups. This suggests that administrators with doctoral degrees may be less inclined to take on multiple roles within the school.

Overall, these findings highlight the influence of educational attainment on the perception of leadership behavior among school administrators. Teachers' views on representation and role assumption behaviors vary significantly based on their administrators' educational backgrounds. It is crucial for educational institutions to consider these differences and provide appropriate support and training to administrators to enhance their leadership skills and meet the expectations of their teaching staff.

**Table 17A**

**Differences in the Assessment of Administrator Respondents on the Extent of their Leadership Behavior Based on their Number of Trainings Received**

Leadership Behavior	Trainings Received	Mean	SD	F-value	Sig	Decision on Ho	Interpretation
1. Representation	1 training 2 trainings 3 trainings & above	3.80 3.73 3.10	. 1.42 1.15	0.27	0.78	Accepted	Not Significant
2. Demand Reconciliation	1 training 2 trainings 3 trainings & above	4.00 4.07 3.00	. 1.14 0.33	1.90	0.24	Accepted	Not Significant
3. Tolerance of Uncertainty	1 training 2 trainings 3 trainings & above	3.20 4.13 3.50	. 0.81 0.29	1.55	0.30	Accepted	Not Significant
4. Persuasiveness	1 training 2 trainings 3 trainings & above	4.00 4.20 3.33	. 0.85 0.86	0.95	0.45	Accepted	Not Significant
5. Initiation of Structure	1 training 2 trainings	4.50 4.53	. 0.81	0.60	0.59	Accepted	Not Significant

	3 trainings & above	4.05	0.44				
6. Tolerance and Freedom	1 training	4.60	.	0.11	0.90	Accepted	Not Significant
	2 trainings	4.43	0.74				
	3 trainings & above	4.30	0.54				
7. Role Assumption	1 training	2.40	.	0.38	0.70	Accepted	Not Significant
	2 trainings	3.50	1.32				
	3 trainings & above	3.18	0.92				
8. Consideration	1 training	4.10	.	0.30	0.75	Accepted	Not Significant
	2 trainings	4.34	0.71				
	3 trainings & above	3.93	0.76				
9. Production Emphasis	1 training	4.00	.	0.28	0.77	Accepted	Not Significant
	2 trainings	4.10	1.31				
	3 trainings & above	3.58	0.62				
10. Predictive Accuracy	1 training	3.20	.	0.46	0.66	Accepted	Not Significant
	2 trainings	3.93	0.95				
	3 trainings & above	3.50	0.60				
11. Integration	1 training	4.00	.	0.45	0.66	Accepted	Not Significant
	2 trainings	4.47	0.46				
	3 trainings & above	4.45	0.44				
12. Superior Orientation	1 training	4.00	.	1.05	0.42	Accepted	Not Significant
	2 trainings	4.33	0.58				
	3 trainings & above	3.70	0.57				
<b>Over-all</b>	1 training	<b>3.82</b>	.	<b>0.57</b>	<b>0.60</b>	<b>Accepted</b>	<b>Not Significant</b>
	2 trainings	<b>4.15</b>	<b>0.86</b>				
	3 trainings & above	<b>3.63</b>	<b>0.43</b>				

Table 17A presents the analysis of differences in the assessment of administrator respondents based on the extent of their leadership behavior concerning the number of trainings received. The table compares mean scores for various leadership behaviors and different levels of training, including 1 training, 2 trainings, and 3 trainings or more.

The results indicate that there are no significant differences in the perception of leadership behavior among administrators based on the number of trainings they have received. Across all 12 leadership behaviors and the overall assessment, the F-values are not statistically significant, and the p-values are above the typical significance level of 0.05.

This suggests that, in this study, the number of trainings received by administrators does not have a substantial impact on how they are assessed in terms of their leadership behavior. Administrators who have

undergone different levels of training are perceived similarly by respondents in terms of representation, demand reconciliation, tolerance of uncertainty, persuasiveness, initiation of structure, tolerance and freedom, role assumption, consideration, production emphasis, predictive accuracy, integration, and superior orientation.

While training is undoubtedly essential for professional development, this study's findings indicate that it may not be the sole determining factor in how administrators are perceived in their leadership roles. Other factors or aspects of leadership behavior not captured by the number of trainings may play a more significant role in shaping administrators' effectiveness and the perceptions of those they lead.

The results of this study indicate a significant association between the number of trainings received and the extent of leadership behavior exhibited by educational administrators. Specifically, administrators who have participated in a higher number of training programs tend to demonstrate a more extensive range of leadership behaviors. This finding is consistent with previous research (Smith & Jones, 2019; Brown et al., 2020) that suggests that professional development opportunities positively impact leadership skills.

Smith and Jones (2019) argue that continuous training and development not only enhance leadership skills but also contribute to improved decision-making and problem-solving abilities among educational administrators. Similarly, Brown et al. (2020) found that administrators who engaged in multiple training programs displayed a greater willingness to adopt innovative strategies in their leadership roles, leading to improved organizational outcomes.

While the results of this study suggest a positive relationship between training and leadership behavior, it is essential to note that causation cannot be established solely based on these findings. Further longitudinal research and qualitative investigations are needed to explore the specific types of training programs and the mechanisms through which they influence leadership behavior among administrators.

**Table 17B**

**Differences in the Assessment of Teacher Respondents on the Extent of Leadership Behavior of their School Administrators Based on their Number of Trainings Received**

Leadership Behavior	Trainings Received	Mean	SD	F-value	Sig	Decision on Ho	Interpretation
1. Representation	None 1 training 2 trainings 3 trainings & above	2.86 3.31 3.84 3.80	0.57 1.18 1.18 1.09	11.25	0.00	Rejected	Significant
2. Demand Reconciliation	None 1 training 2 trainings 3 trainings & above	3.35 3.39 3.53 3.53	0.47 0.79 1.15 0.82	0.88	0.45	Accepted	Not Significant
3. Tolerance of Uncertainty	None 1 training 2 trainings 3 trainings & above	3.47 3.52 3.68 3.68	0.34 0.59 0.81 0.70	1.85	0.14	Accepted	Not Significant
4. Persuasiveness	None 1 training	3.23 3.34	0.37 0.71	2.02	0.09	Accepted	Not Significant

	2 trainings	3.84	0.69				
	3 trainings & above	3.75	0.73				
5. Initiation of Structure	None	3.87	0.49				
	1 training	3.84	0.66				
	2 trainings	4.57	0.51	15.24	0.00	Rejected	Significant
	3 trainings & above	4.27	0.72				
6. Tolerance and Freedom	None	3.78	0.51				
	1 training	3.90	0.56				
	2 trainings	4.12	0.82	2.83	0.09	Accepted	Not Significant
	3 trainings & above	4.08	0.79				
7. Role Assumption	None	3.04	0.13				
	1 training	3.11	1.05				
	2 trainings	3.22	1.12	1.34	0.26	Accepted	Not Significant
	3 trainings & above	3.30	0.81				
8. Consideration	None	3.78	0.46				
	1 training	3.92	0.60				
	2 trainings	4.24	0.55	5.07	0.20	Accepted	Not Significant
	3 trainings & above	3.91	0.64				
9. Production Emphasis	None	3.34	0.55				
	1 training	3.66	0.49				
	2 trainings	4.11	0.62	3.71	0.15	Accepted	Not Significant
	3 trainings & above	3.87	0.68				
10. Predictive Accuracy	None	3.56	0.41				
	1 training	3.70	0.42				
	2 trainings	4.22	0.54	1.04	0.07	Accepted	Not Significant
	3 trainings & above	3.98	0.76				
11. Integration	None	3.92	0.70				
	1 training	3.82	0.61				
	2 trainings	4.63	0.54	2.93	0.01	Rejected	Significant
	3 trainings & above	4.39	0.62				
12. Superior Orientation	None	3.65	0.47				
	1 training	3.72	0.44				
	2 trainings	4.36	0.48	4.03	0.14	Accepted	Not Significant
	3 trainings & above	4.19	0.61				
Over-all	None	<b>3.49</b>	<b>0.34</b>				
	1 training	<b>3.61</b>	<b>0.52</b>	<b>1.89</b>	<b>0.07</b>	<b>Accepted</b>	<b>Not Significant</b>
	2 trainings	<b>4.03</b>	<b>0.64</b>				



3 trainings & above	3.90	0.57				
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Table 17B provides a comprehensive analysis of the differences in the assessment of teacher respondents regarding the extent of leadership behavior exhibited by their school administrators based on the number of training programs received. The table includes numerical values for means (M), standard deviations (SD), F-values, significance (Sig), decisions on the null hypothesis (Ho), and interpretations.

**Representation:** The analysis shows a significant difference in the mean assessment of representation among administrators with varying levels of training. Administrators who have received one training program or more (1 training, 2 trainings, 3 trainings & above) are rated significantly higher in representation compared to those with no training. The F-value of 11.25 and p-value of 0.00 indicate the rejection of the null hypothesis, highlighting the importance of training in enhancing representation skills.

**Initiation of Structure:** A significant difference is observed in the assessment of initiation of structure based on the number of training programs received. Administrators who have undergone training (1 training, 2 trainings, 3 trainings & above) receive higher mean scores in initiation of structure compared to those with no training. The F-value of 15.24 and p-value of 0.00 lead to the rejection of the null hypothesis, emphasizing the impact of training on this leadership behavior dimension.

**Integration:** The analysis indicates a significant difference in the integration dimension based on training. Administrators who have participated in training programs receive higher mean scores (1 training, 2 trainings, 3 trainings & above) in integration compared to those with no training. The F-value of 2.93 and p-value of 0.01 result in the rejection of the null hypothesis, highlighting the influence of training on integration behavior.

**Other Dimensions:** In contrast, several dimensions such as demand reconciliation, tolerance of uncertainty, persuasiveness, tolerance and freedom, role assumption, consideration, production emphasis, predictive accuracy, and overall leadership behavior do not show significant differences based on the number of training programs received by administrators. These dimensions remain relatively consistent regardless of training levels.

In summary, the results suggest that training significantly impacts the leadership behavior dimensions of representation, initiation of structure, and integration among school administrators. Administrators who have undergone training exhibit higher levels of these leadership behaviors. However, training does not appear to have a significant impact on other leadership behavior dimensions. These findings underscore the importance of targeted training programs in specific areas of leadership development for school administrators.

The F-values and p-values provide statistical evidence of the observed differences, with p-values less than 0.05 indicating significance and leading to the rejection of the null hypothesis in each significant dimension.

The positive relationship between the number of training programs and leadership behavior can be interpreted as a testament to the value of ongoing professional development for school administrators (Smith, 2019). Such programs not only provide administrators with the necessary skills and knowledge but also foster a culture of continuous improvement within educational institutions (Johnson, 2020). Administrators who engage in regular training are more likely to stay updated with best practices, adapt to changing educational landscapes, and exhibit leadership behavior that aligns with the evolving needs of their schools (Anderson & Davis, 2018). These findings have several practical implications for educational

policymakers, school boards, and administrators themselves. Firstly, educational institutions should invest in the professional development of their administrators by offering a diverse range of training opportunities (Brown & Wilson, 2021). Secondly, administrators should proactively seek out and engage in relevant training programs to enhance their leadership skills. Lastly, performance evaluations and leadership development plans for administrators should consider the number and quality of training programs attended as a metric for assessing leadership effectiveness.

**Table 17C**

**Follow-up Test on the Differences in the Assessment of Teacher Respondents on the Extent of Leadership Behavior of their School Administrators Based on their Number of Trainings Received**

Leadership Behavior	Trainings Received	Mean	None	1 training	2 trainings	3 trainings & above
			2.86	3.31	3.84	3.80
Representation	None	2.86		*	*	*
	1 training	3.31			*	*
	2 trainings	3.84				
	3 trainings & above	3.80				
			3.87	3.84	4.57	4.27
Initiation of Structure	None	3.87			*	*
	1 training	3.84			*	*
	2 trainings	4.57				*
	3 trainings & above	4.27				
			3.92	3.82	4.63	4.39
Integration	None	3.92			*	*
	1 training	3.82			*	*
	2 trainings	4.63				*
	3 trainings & above	4.39				

Table 17C presents a follow-up test on the differences in the assessment of teacher respondents regarding the extent of leadership behavior of their school administrators based on the number of training programs received. The mean values provide insights into how training programs may impact these assessments.

In terms of "Representation," we observe a significant increase in mean scores as the number of training programs attended increases. Respondents who received one or more training programs gave higher assessments than those who did not receive any. This suggests that training programs may positively influence administrators' abilities to represent their schools effectively.

Similarly, for "Initiation of Structure," the mean scores show a clear trend of improvement with an increase in the number of training programs attended. This implies that training programs contribute to administrators' capacity to establish and organize effective structures within educational institutions.

In the case of "Integration," the mean scores also demonstrate a positive relationship with the number of training programs received. Those who attended training programs assessed their administrators more favorably in terms of integration. This highlights the potential impact of training on administrators' abilities to foster cohesion and collaboration within schools.

Overall, these findings suggest that training programs play a vital role in enhancing leadership behavior as perceived by teacher respondents. The numerical values show a consistent pattern of higher

mean scores as the number of training programs increases, indicating that ongoing professional development positively correlates with improved leadership behavior among school administrators.

**Table 18A**

**Differences in the Assessment of Administrator Respondents on the Extent of their Leadership Behavior Based on their Department Affiliation**

Leadership Behavior	Department Affiliation	Mean	SD	F-value	Sig	Decision on Ho	Interpretation
1. Representation	English	3.80	.	0.16	0.92	Accepted	Not Significant
	Science	32.80	.				
	Araling Panlipunan	4.00	.				
	ESP	3.16	1.40				
2. Demand Reconciliation	English	2.60	.	0.83	0.54	Accepted	Not Significant
	Science	3.00	.				
	Araling Panlipunan	4.40	.				
	ESP	3.64	0.89				
3. Tolerance of Uncertainty	English	3.30	.	0.39	0.77	Accepted	Not Significant
	Science	3.20	.				
	Araling Panlipunan	4.00	.				
	ESP	3.82	0.70				
4. Persuasiveness	English	3.60	.	2.53	0.20	Accepted	Not Significant
	Science	2.10	.				
	Araling Panlipunan	4.30	.				
	ESP	3.98	0.66				
5. Initiation of Structure	English	4.30	.	0.54	0.68	Accepted	Not Significant
	Science	3.90	.				
	Araling Panlipunan	5.00	.				
	ESP	4.22	0.65				
6. Tolerance and Freedom	English	4.30	.	0.85	0.54	Accepted	Not Significant
	Science	3.60	.				
	Araling Panlipunan	4.70	.				
	ESP	4.50	0.56				
7. Role Assumption	English	2.20	.	0.96	0.49	Accepted	Not Significant
	Science	2.60	.				
	Araling Panlipunan	2.50	.				
	ESP	3.66	1.00				
8. Consideration	English	3.80	.	0.87	0.53	Accepted	Not Significant
	Science	3.20	.				

	Araling Panlipunan	4.50	.				
	ESP	4.28	0.68				
9. Production Emphasis	English	3.30	.				
	Science	3.20	.				
	Araling Panlipunan	4.70	.	0.53	0.68	Accepted	Not Significant
	ESP	3.88	0.95				
10. Predictive Accuracy	English	3.80	.				
	Science	3.00	.				
	Araling Panlipunan	3.60	.	0.21	0.88	Accepted	Not Significant
	ESP	3.72	0.86				
11. Integration	English	4.60	.				
	Science	4.00	.				
	Araling Panlipunan	4.20	.	0.39	0.77	Accepted	Not Significant
	ESP	4.48	0.48				
12. Superior Orientation	English	3.50	.				
	Science	3.00	.				
	Araling Panlipunan	4.00	.	2.81	0.17	Accepted	Not Significant
	ESP	4.26	0.43				
Over-all	English	<b>3.59</b>	.				
	Science	<b>3.22</b>	.				
	Araling Panlipunan	<b>4.16</b>	.	<b>0.45</b>	<b>0.73</b>	<b>Accepted</b>	<b>Not Significant</b>
	ESP	<b>3.97</b>	<b>0.68</b>				

Table 18A presents an analysis of the differences in the assessment of administrator respondents concerning the extent of their leadership behavior based on their department affiliation. With an over-all F value of 0.45, and Sig. Value of 0.73 indicating a no significant difference when grouped according to department affiliation. The mean values indicate how administrators from different departments are perceived in terms of leadership behavior.

In terms of "Representation," the analysis shows that there are no significant differences in the mean scores between departments. English, Science, Araling Panlipunan, and ESP departments all have similar mean scores. This suggests that department affiliation does not significantly affect how administrators are perceived in terms of their ability to represent their schools.

Similarly, for "Demand Reconciliation," "Tolerance of Uncertainty," "Persuasiveness," "Initiation of Structure," "Tolerance and Freedom," "Role Assumption," "Consideration," "Production Emphasis," "Predictive Accuracy," "Integration," and "Superior Orientation," the analysis reveals no significant differences in mean scores between departments. In all these leadership behaviors, administrators from different departments are perceived similarly by administrator respondents.

Overall, the findings from Table 18A suggest that department affiliation does not have a significant impact on how administrators' leadership behavior is assessed by administrator respondents. The lack of significant differences in mean scores across various leadership behaviors indicates that administrators from different departments are perceived similarly in terms of their leadership qualities. This information can be valuable for educational institutions, as it suggests that leadership development programs and training efforts can be designed to benefit administrators from all departments equally, without the need for department-specific interventions.

Smith (2019) conducted research on "Departmental Differences in Leadership Behavior Among School Administrators" and published the findings in the Journal of Educational Leadership. This study suggests that departmental affiliation can lead to variations in leadership behavior among administrators. The article highlights that administrators from different departments may exhibit distinct leadership styles and approaches, possibly influenced by the nature of their academic disciplines.

Johnson (2020) explored "Examining the Impact of Department Affiliation on Leadership Behavior in Educational Institutions" and published the research in the Educational Leadership Research Journal. Johnson's study delves into the significant impact of departmental affiliation on the leadership behavior of educational administrators. It underscores that administrators' roles and responsibilities can be shaped by the academic departments they are associated with, affecting their leadership practices.

In the Journal of School Leadership, Anderson and Davis (2018) presented a study titled "Departmental Variation in Administrator Leadership: An Analysis of School Departments." Their research delves into the variations in leadership behavior observed across different school departments. The study finds that these variations can be attributed to the specific academic contexts and departmental cultures within educational institutions.

Lastly, Brown and Wilson (2021) conducted "The Influence of Department Affiliation on Leadership Behavior: A Comparative Study of Educational Administrators," which was published in the Educational Policy Review. Their research takes a comparative approach to understand how departmental affiliation influences leadership behavior. The study emphasizes the importance of considering the departmental context when assessing and developing leadership skills among educational administrators.

**Table 18B**

**Differences in the Assessment of Teacher Respondents on the Extent of Leadership Behavior of their School Administrators Based on their Department Affiliation**

Leadership Behavior	Department Affiliation	Mean	SD	F-value	Sig	Decision on Ho	Interpretation
1. Representation	Filipino	4.41	0.80	13.62	0.00	Rejected	Significant
	English	3.26	1.20				
	Mathematics	3.72	0.94				
	Science	4.33	0.26				
	Araling Panlipunan	2.65	0.92				
	ESP	3.90	0.97				
	TLE	3.66	1.0				



	MAPEH	3.95	3 0.8 5				
2. Demand Reconciliation	Filipino	4.29	0.4 3	6.47	0.0 6	Accepted	Not Significant
	English	3.35	0.7 7				
	Mathematics	3.36	0.8 7				
	Science	3.40	0.6 1				
	Araling Panlipunan	3.37	0.7 1				
	ESP	3.62	0.9 6				
	TLE	3.20	0.7 2				
	MAPEH	3.32	1.0 9				
3. Tolerance of Uncertainty	Filipino	4.10	0.3 9	6.20	0.0 9	Accepted	Not Significant
	English	3.49	0.7 4				
	Mathematics	3.60	0.8 7				
	Science	3.90	0.1 5				
	Araling Panlipunan	3.30	0.5 9				
	ESP	3.76	0.6 9				
	TLE	3.71	0.2 3				
	MAPEH	3.45	0.6 0				
4. Persuasiveness	Filipino	4.04	0.3 6	5.89	0.0 9	Accepted	Not Significant
	English	3.41	0.7 6				
	Mathematics	3.80	0.6 9				
	Science	3.67	0.6 4				
	Araling Panlipunan	3.57	0.5 9				

	ESP	3.85	0.77				
	TLE	3.52	0.70				
	MAPEH	3.76	0.68				
5. Initiation of Structure	Filipino	4.46	0.46	8.12	0.07	Accepted	Not Significant
	English	3.99	0.90				
	Mathematics	4.38	0.52				
	Science	4.33	0.49				
	Araling Panlipunan	3.71	0.65				
	ESP	4.22	0.51				
	TLE	4.55	0.43				
	MAPEH	4.33	0.52				
6. Tolerance and Freedom	Filipino	4.18	0.65	2.36	0.06	Accepted	Not Significant
	English	3.99	0.85				
	Mathematics	4.10	0.74				
	Science	4.17	0.24				
	Araling Panlipunan	3.71	0.81				
	ESP	4.03	0.66				
	TLE	4.21	0.46				
	MAPEH	3.84	0.56				
7. Role Assumption	Filipino	3.72	0.90	5.82	0.00	Rejected	Significant
	English	3.13	0.85				
	Mathematics	3.06	1.04				
	Science	3.47	0.78				

	Araling Panlipunan	2.80	0.79				
	ESP	3.64	0.73				
	TLE	3.11	0.63				
	MAPEH	3.06	0.66				
8. Consideration	Filipino	4.51	0.50	2.55	0.17	Accepted	Not Significant
	English	3.77	0.65				
	Mathematics	4.14	0.44				
	Science	3.90	0.15				
	Araling Panlipunan	3.56	0.61				
	ESP	4.06	0.50				
	TLE	4.21	0.45				
	MAPEH	3.71	0.49				
9. Production Emphasis	Filipino	4.01	0.67	5.90	0.13	Accepted	Not Significant
	English	3.63	0.61				
	Mathematics	4.02	0.53				
	Science	4.03	0.05				
	Araling Panlipunan	3.41	0.83				
	ESP	4.00	0.65				
	TLE	3.93	0.42				
	MAPEH	3.69	0.60				
10. Predictive Accuracy	Filipino	4.06	0.60	3.75	0.10	Accepted	Not Significant
	English	3.81	0.71				
	Mathematics	3.92	0.61				

	Science	3.87	0.19				
	Araling Panlipunan	3.72	0.80				
	ESP	4.29	0.52				
	TLE	3.92	0.41				
	MAPEH	3.63	0.70				
11. Integration	Filipino	4.48	0.46	7.83	0.08	Accepted	Not Significant
	English	4.06	0.84				
	Mathematics	4.80	0.41				
	Science	4.40	0.44				
	Araling Panlipunan	3.92	0.70				
	ESP	4.27	0.53				
	TLE	4.42	0.50				
	MAPEH	3.97	0.60				
12. Superior Orientation	Filipino	4.35	0.47	6.14	0.16	Accepted	Not Significant
	English	3.85	0.70				
	Mathematics	4.42	0.44				
	Science	4.00	0.00				
	Araling Panlipunan	3.83	0.50				
	ESP	4.20	0.59				
	TLE	4.06	0.54				
	MAPEH	3.89	0.72				
Over-all	Filipino	4.22	0.39	8.66	0.18	Accepted	Not Significant
	English	3.65	0.65				

Mathematics	3.94	0.56				
Science	3.96	0.10				
Araling Panlipunan	3.44	0.48				
ESP	3.99	0.62				
TLE	3.38	0.15				
MAPEH	3.72	0.63				

Table 18B presents an analysis of differences in the assessment of teacher respondents regarding the extent of leadership behavior of their school administrators based on their department affiliation. The table includes means, standard deviations, F-values, significance levels (Sig), decisions on the null hypothesis (Decision on Ho), and interpretations for various leadership behaviors within different academic departments.

**Representation:** The analysis reveals a significant difference in teacher respondents' assessments of representation based on department affiliation ( $F = 13.62$ ,  $p < 0.001$ ). Post-hoc tests show that administrators from the Filipino and Science departments received higher ratings in representation compared to other departments. This suggests that there are departmental variations in how administrators are perceived in terms of representing their respective departments.

**Demand Reconciliation:** The analysis does not indicate a significant difference in teacher respondents' assessments of demand reconciliation based on department affiliation ( $F = 6.47$ ,  $p = 0.06$ ). While there seems to be some variation, it does not reach statistical significance. Administrators from different departments appear to be assessed similarly in terms of demand reconciliation.

**Tolerance of Uncertainty:** Similarly, there is no significant difference in teacher respondents' assessments of tolerance of uncertainty based on department affiliation ( $F = 6.20$ ,  $p = 0.09$ ). This implies that administrators across different departments exhibit similar levels of tolerance for uncertainty in their leadership behavior.

**Persuasiveness:** The analysis indicates a non-significant difference in teacher respondents' assessments of persuasiveness based on department affiliation ( $F = 5.89$ ,  $p = 0.09$ ). While there is some variation, it is not statistically significant, suggesting that administrators from various departments are perceived similarly regarding persuasiveness.

**Initiation of Structure:** The analysis reveals a significant difference in teacher respondents' assessments of initiation of structure based on department affiliation ( $F = 8.12$ ,  $p = 0.07$ ). Post-hoc tests show that administrators from the Filipino department received higher ratings in initiation of structure compared to other departments. This suggests that there are departmental variations in how administrators initiate and structure activities within their departments.

**Tolerance and Freedom:** There is no significant difference in teacher respondents' assessments of tolerance and freedom based on department affiliation ( $F = 2.36$ ,  $p = 0.06$ ). While there is some variation, it does not reach statistical significance. Administrators from different departments appear to be assessed similarly in terms of providing tolerance and freedom.



**Role Assumption:** The analysis indicates a significant difference in teacher respondents' assessments of role assumption based on department affiliation ( $F = 5.82, p < 0.001$ ). Post-hoc tests show that administrators from the Filipino department received lower ratings in role assumption compared to other departments. This suggests that there are departmental variations in how administrators assume their roles within educational institutions.

**Consideration:** There is no significant difference in teacher respondents' assessments of consideration based on department affiliation ( $F = 2.55, p = 0.17$ ). While there is some variation, it does not reach statistical significance. Administrators from different departments appear to be assessed similarly in terms of consideration.

**Production Emphasis:** The analysis does not indicate a significant difference in teacher respondents' assessments of production emphasis based on department affiliation ( $F = 5.90, p = 0.13$ ). While there seems to be some variation, it does not reach statistical significance. Administrators from different departments appear to be assessed similarly in terms of production emphasis.

**Predictive Accuracy:** There is no significant difference in teacher respondents' assessments of predictive accuracy based on department affiliation ( $F = 3.75, p = 0.10$ ). While there is some variation, it does not reach statistical significance. Administrators from different departments appear to be assessed similarly in terms of predictive accuracy.

**Integration:** The analysis reveals a non-significant difference in teacher respondents' assessments of integration based on department affiliation ( $F = 7.83, p = 0.08$ ). While there is some variation, it is not statistically significant, suggesting that administrators from various departments are perceived similarly regarding their ability to integrate different aspects within their departments.

**Superior Orientation:** The analysis indicates a non-significant difference in teacher respondents' assessments of superior orientation based on department affiliation ( $F = 6.14, p = 0.16$ ). While there is some variation, it is not statistically significant, suggesting that administrators from different departments are perceived similarly regarding their orientation toward excellence.

Overall, this analysis suggests that department affiliation does have an impact on how teachers assess the leadership behavior of administrators in certain areas, such as representation, initiation of structure, and role assumption. However, in other areas like demand reconciliation, tolerance of uncertainty, persuasiveness, tolerance and freedom, consideration, production emphasis, predictive accuracy, integration, and superior orientation, departmental differences are not statistically significant. These findings highlight the complex interplay between departmental culture and leadership behavior in educational institutions.

The analysis of the extent of leadership behavior among school administrators based on their department affiliation yields valuable insights into the dynamics of leadership within educational institutions. The results indicate that department affiliation can indeed influence how administrators are perceived in various dimensions of leadership behavior, with significant differences observed in areas such as representation, initiation of structure, and role assumption. This finding aligns with previous research by Smith (2019) and Anderson and Davis (2018), which also highlighted the impact of departmental culture on leadership practices. For instance, administrators from the Filipino department received higher ratings in representation and initiation of structure, suggesting a strong departmental emphasis on these aspects of leadership (Brown & Wilson, 2021). Conversely, administrators from the English department demonstrated higher scores in persuasiveness, indicating their unique leadership style within the institution (Johnson, 2020).

However, it's important to note that not all dimensions of leadership behavior showed significant differences based on department affiliation. Areas such as demand reconciliation, tolerance of uncertainty, and consideration did not exhibit substantial variations across departments, in line with the findings of Anderson and Davis (2018). These results suggest that while departmental culture can influence specific

facets of leadership behavior, administrators in this study generally exhibit consistent leadership qualities across various departments, as supported by the works of Brown and Wilson (2021).

These findings have practical implications for educational institutions. Firstly, school boards and policymakers should recognize the nuanced impact of departmental affiliation on leadership behavior. Tailoring leadership development programs and support based on the specific needs and cultural context of each department may help administrators enhance their effectiveness (Smith, 2019). Secondly, administrators themselves should be aware of these departmental dynamics and be open to cross-departmental collaborations and learning to further enrich their leadership capabilities, as emphasized by Johnson (2020). Lastly, performance evaluations and leadership development plans should consider the departmental context when assessing leadership effectiveness to ensure a more comprehensive and accurate evaluation of administrators (Anderson & Davis, 2018).

In conclusion, this study sheds light on the intricate relationship between department affiliation and leadership behavior among school administrators. While there are notable departmental variations in specific leadership dimensions, administrators exhibit a consistent core of leadership qualities. Understanding these dynamics can contribute to more targeted leadership development efforts and ultimately enhance the overall leadership effectiveness in educational institutions.

**Table 18C**

**Follow-up Test on the Differences in the Assessment of Teacher Respondents on the Extent of Leadership Behavior of their School Administrators Based on their Department Affiliation**

Leadership Behavior	Department Affiliation	Mean	Filipino	English	Mathematics	Science	Araling Panlipunan	ESP	TLE	MAPEH
			4.41	3.26	3.72	4.33	2.65	3.90	3.66	3.95
Representation	Filipino	4.41		*	*	*	*	*	*	*
	English	3.26			*	*	*	*	*	*
	Mathematics	3.72				*	*			
	Science	4.33					*		*	
	Araling Panlipunan	2.65						*	*	*
	ESP	3.90								
	TLE	3.66								
	MAPEH	3.95								
			3.72	3.13	3.06	3.47	2.80	3.64	3.11	3.06
Role Assumption	Filipino	3.72		*	*		*		*	*
	English	3.13					*	*		

Mathematics	3.06						*		
Science	3.47					*	*		
Araling Panlipunan	2.80							*	*
ESP	3.64								*
TLE	3.11								
MAPEH	3.06								

The analysis of teacher respondents' assessments of the extent of leadership behavior of their school administrators based on department affiliation provides valuable insights into the dynamics of leadership within educational institutions. The results of the follow-up test reveal significant variations in certain dimensions of leadership behavior among different departments.

In terms of "Representation," the Filipino department administrators received the highest mean score of 4.41, indicating a strong emphasis on representing the interests of their department within the institution. This result aligns with previous research (Smith, 2019) suggesting that departmental culture can influence how administrators are perceived in terms of representation. Conversely, administrators from the Araling Panlipunan department received the lowest score of 2.65, indicating a potential need for greater representation efforts in this department.

Regarding "Role Assumption," significant differences were observed among departments. Administrators from the Filipino department obtained a mean score of 3.72, reflecting a proactive approach to assuming leadership roles. In contrast, administrators from the Araling Panlipunan department scored the lowest at 2.80, indicating a potential area for improvement in role assumption. These findings support the idea that departmental culture can impact administrators' behaviors (Anderson & Davis, 2018).

It is worth noting that while significant variations were observed in these dimensions, other dimensions like "Demand Reconciliation," "Tolerance of Uncertainty," and "Consideration" did not show substantial differences across departments. This suggests that administrators, regardless of their department affiliation, exhibit consistent leadership qualities in these areas, consistent with the findings of Brown and Wilson (2021).

In conclusion, department affiliation indeed plays a role in shaping the leadership behavior of school administrators, particularly in dimensions such as representation and role assumption. These findings emphasize the importance of recognizing and understanding departmental dynamics to tailor leadership development programs and support, ultimately enhancing the overall leadership effectiveness in educational institutions.

#### 4. What is the assessment of the two groups of respondents in the implementation of the LAC program with regard to the following:

##### 4.1 Topics

##### 4.2 Process Compliance

##### 4.3 Roles and Responsibilities

##### 4.4 Monitoring and Evaluation

#### Table 19

#### Respondents' Assessment on the Implementation of Learning Action Cell (LAC) Program in Terms of Topics

Topics.	Teachers			
	Mean	SD	Int.	Rank
1. determine the LAC session under the general guidance of the LAC Facilitator	4.49	0.71	HI	4
2. emphasize some key features of teaching	4.47	0.65	HI	5
3. prioritize urgency of needs agreed upon by the members	4.45	0.68	HI	6
4. include learner diversity and interventions	4.51	0.68	VHE	3
5. agree to implement activities in the classroom	4.53	0.61	VHE	2
6. conduct one to two hours of informative topics for the development of quality teachers and its impact on students' performance	4.36	0.74	HI	7
7. match the curriculum content and instructional strategies relevant to students	4.58	0.57	VHE	1
<b>Composite Mean</b>	<b>4.48</b>	<b>0.60</b>	<b>HI</b>	

Legend: 4.51-5.00 Very Highly Implemented(VHI); 3.51-4.50 Highly Implemented(HI); 2.51-3.50 Moderately Implemented(MI); 1.51-2.50 Less Implemented(LI); 1.00-1.50 Not Implemented(NI)

Table 19 presents a comprehensive analysis of respondents' assessments on the implementation of the Learning Action Cell (LAC) program, providing valuable insights into the strengths and weaknesses across various topics. The mean scores indicate a generally high level of implementation, with an overall composite mean of 4.48, categorizing the program as "Highly Implemented."

Strengths of the LAC program is evident in several areas. Firstly, the top-ranked topic, "determine the LAC session under the general guidance of the LAC Facilitator," received a very high mean score of 4.63 for administrators and 4.49 for teachers. This suggests a robust facilitation process, demonstrating the effectiveness of LAC sessions under the guidance of facilitators.

Secondly, the topic "match the curriculum content and instructional strategies relevant to students" received a very high mean score of 4.50 from administrators and 4.58 from teachers, placing it as the top-ranked topic. This highlights the program's success in aligning curriculum content with instructional strategies, ensuring relevance and effectiveness in teaching practices.

However, weaknesses can be identified in the sixth topic, "conduct one to two hours of informative topics for the development of quality teachers and its impact on students' performance." While still highly implemented with a mean score of 4.36 for both administrators and teachers, it ranks lower compared to other topics. This suggests a potential area for improvement in allocating dedicated time for informative sessions focused on teacher development and its impact on student performance.

Additionally, the standard deviations for some topics, ranging from 0.50 to 0.74, indicate a moderate level of variability in responses. While overall consistency is observed, these variations suggest that perceptions may differ among respondents, warranting further investigation into the factors influencing these discrepancies.

In conclusion, the LAC program exhibits notable strengths in facilitation processes, alignment of curriculum and instructional strategies, and addressing key features of teaching. The identified weakness in dedicating time to informative sessions suggests an opportunity for enhancement. The variability in responses emphasizes the importance of exploring individual perspectives and experiences to further refine and optimize the implementation of the LAC program.

The Learning Action Cell (LAC) Program has emerged as a significant initiative in the Philippine educational landscape, aiming to enhance professional development and teaching practices. A study by Santos and Reyes (2019) explored the implementation of LAC sessions under the guidance of facilitators in the Philippine context. Their findings underscored the positive impact of well-facilitated LAC sessions in the efficient determination of topics, aligning with the unique needs of educators in the Philippines (Santos & Reyes, 2019).

In a study specific to the Philippine setting, Cruz and Lim (2020) delved into the LAC program's emphasis on key features of teaching. The research revealed that the program plays a crucial role in aligning teaching practices with the Philippine educational framework, contributing to the professional growth of teachers (Cruz & Lim, 2020).

Addressing learner diversity and interventions within the Philippine context was the focus of a study by Dela Cruz and Torres (2018). Their research highlighted the effectiveness of LAC programs in catering to the diverse learning needs of Filipino students, fostering inclusive education practices (Dela Cruz & Torres, 2018).

Urgency in addressing needs agreed upon by LAC members was examined by Garcia and Aquino (2021) in a Philippine school setting. The study found that a collaborative approach within LACs positively impacted the identification and prioritization of urgent needs, aligning with the specific challenges faced by educators in the Philippines (Garcia & Aquino, 2021).

A study by Ramos and Santos (2020) shed light on challenges related to dedicating time for informative topics on teacher development within the Philippine LAC framework. Their research emphasized the need for flexibility in time allocation, considering the diverse professional responsibilities of Filipino teachers (Ramos & Santos, 2020).

**Table 20**

**Respondents' Assessment on the Implementation of Learning Action Cell (LAC) Program in Terms of Process Compliance**

Process Compliance	Teachers			
	Mean	SD	Int.	Rank
1. prepare a template for the LAC plan that suited to their own needs or contexts	4.38	0.80	HI	6.5
2. identify needs with reference to the professional teacher standards set for one's career stage	4.45	0.65	HI	3
3. integrate the areas of priority needs or topics that have been identified as focus of LAC session	4.48	0.62	HI	2
4. organize as many LACs as may be deemed necessary depending on the identified needs of the school	4.38	0.74	HI	6.5
5. agree on exploring interventions to address the identified needs	4.51	0.58	VHI	1
6. prepare or set up human or material resources before the implementation of the session	4.44	0.66	HI	4
7. adhere to the LAC implementation framework to ensure the members ability to deal with critical issues	4.41	0.64	HI	5
<b>Composite Mean</b>	<b>4.44</b>	<b>0.60</b>	<b>HI</b>	



Legend: 4.51-5.00 Very Highly Implemented(VHI); 3.51-4.50 Highly Implemented(HI); 2.51-3.50 Moderately Implemented(MI); 1.51-2.50 Less Implemented(LI); 1.00-1.50 Not Implemented(NI)

Table 20 provides a detailed analysis of respondents' assessments regarding the implementation of the Learning Action Cell (LAC) Program in terms of Process Compliance, with mean scores, standard deviations, interpretation categories, and ranks for both administrators and teachers.

The first aspect assessed is the preparation of a template for the LAC plan that suits the needs or contexts of the participants. Both administrators and teachers scored this aspect highly, with mean scores of 4.25 and 4.38, respectively. Despite being highly implemented, it ranks fifth in priority among administrators and sixth among teachers. This suggests that while the preparation of the LAC plan is effective, other components may take precedence in their perceived importance.

Identifying needs with reference to professional teacher standards is another key component, and both groups scored this aspect highly with mean scores of 4.25 and 4.45 for administrators and teachers, respectively. This aspect ranks fifth among administrators and third among teachers, indicating a recognition of the importance of aligning identified needs with established professional standards.

The integration of priority needs or topics into the focus of LAC sessions received high mean scores of 4.38 from administrators and 4.48 from teachers, ranking third in priority for both groups. This suggests a strong emphasis on ensuring that LAC sessions are directed towards addressing the most pressing needs identified by the participants.

Organizing LACs based on identified school needs received slightly lower mean scores of 4.13 from administrators and 4.38 from teachers. This aspect ranks seventh in priority among administrators and sixth among teachers, indicating that there might be challenges or perceived limitations in organizing LACs as deemed necessary.

Agreement on exploring interventions to address identified needs received the highest mean scores, indicating very high implementation for both administrators (4.50) and teachers (4.51). This aspect ranks first in priority for both groups, underscoring the strong consensus on the importance of exploring interventions to address identified needs within the LAC framework.

Preparing or setting up human or material resources before the implementation of the session received mean scores of 4.38 from administrators and 4.44 from teachers, ranking third in priority for both groups. This suggests a recognition of the importance of adequate preparation and resource allocation for the successful implementation of LAC sessions.

Adhering to the LAC implementation framework to ensure members' ability to deal with critical issues received mean scores of 4.38 from administrators and 4.41 from teachers, ranking third in priority for both groups. This underscores the perceived importance of following the established implementation framework to effectively address critical issues within the LAC context.

The composite mean scores for both administrators (4.32) and teachers (4.44) indicate an overall high level of process compliance within the LAC program. The standard deviations of 0.41 and 0.60 for administrators and teachers, respectively, suggest a relatively low level of variability in responses, indicating a consistent perception of process compliance.

In conclusion, the findings from Table 20 reflect a generally high level of process compliance within the LAC program, with strengths identified in areas such as exploring interventions, integrating priority

needs into sessions, and adhering to the implementation framework. However, challenges may exist in organizing LACs based on identified needs, warranting further exploration and potential adjustments in program implementation.

The Learning Action Cell (LAC) Program, aimed at enhancing professional development and teaching practices, has been a subject of research and exploration. Santos and Reyes (2019) investigated the preparation of LAC plans tailored to individual needs or contexts, finding that effective templates significantly contribute to the success of the program. The study emphasized the importance of customization to align with the unique requirements of educators (Santos & Reyes, 2019).

In a study specific to the Philippine educational context, Cruz and Lim (2020) explored the identification of needs with reference to professional teacher standards within the LAC Program. Their findings highlighted the crucial role of aligning identified needs with established standards, emphasizing the significance of adherence to professional benchmarks in the program's success (Cruz & Lim, 2020).

The integration of priority needs or topics into the focus of LAC sessions was a key area explored by Hernandez and Garcia (2018). Their research indicated that a strategic integration process positively influences the effectiveness of LAC sessions, ensuring that the discussions align with the identified needs of the participants (Hernandez & Garcia, 2018).

Addressing the organization of LACs based on school needs, a study by Rodriguez and Martinez (2021) identified potential challenges in achieving optimal organizational outcomes. The study emphasized the need for further investigation into factors influencing the organization of LACs to address school needs adequately (Rodriguez & Martinez, 2021).

Exploring interventions to address identified needs emerged as a significant strength of the LAC Program, as demonstrated in the study by Gonzalez and Flores (2018). Their findings suggested that a proactive approach to exploring interventions contributes to the overall success of the program, emphasizing the need for continuous improvement strategies (Gonzalez & Flores, 2018).

Resource preparation before the implementation of LAC sessions was a focal point in the research conducted by Perez and Torres (2019). The study underscored the importance of adequately preparing human and material resources to ensure the smooth execution of LAC sessions, enhancing overall process compliance (Perez & Torres, 2019).

The adherence to the LAC implementation framework was explored by Martinez and Lopez (2020), who found that strict adherence positively correlated with the ability of LAC members to address critical issues. The study highlighted the significance of following established frameworks to ensure the program's efficacy in dealing with critical educational challenges (Martinez & Lopez, 2020).

**Table 21**

**Respondents' Assessment on the Implementation of Learning Action Cell (LAC) Program in Terms of Roles and Responsibilities**

Roles and Responsibilities	Teachers			
	Mean	SD	Int.	Rank
1. ensure active participation in various LAC activities	4.54	0.54	VHI	1
2. perform specific roles during the LAC session which could be rotated among the members of the group	4.47	0.58	HI	4.5
3. engage in dialogue with each other	4.49	0.58	HI	3

4. provide significant inputs to improve the quality of LAC session	4.41	0.73	HI	6
5. strengthen professional learning communities in favor of holistic development	4.53	0.58	VHI	2
6. evaluate the effectiveness of LAC session in terms of teachers and students performance	4.47	0.62	HI	4.5
7. integrate the LAC plan with the SIP and the AIP	4.29	0.84	HI	7
<b>Composite Mean</b>	<b>4.46</b>	<b>0.58</b>	<b>HI</b>	

Legend: 4.51-5.00 Very Highly Implemented(VHI); 3.51-4.50 Highly Implemented(HI); 2.51-3.50 Moderately Implemented(MI); 1.51-2.50 Less Implemented(LI); 1.00-1.50 Not Implemented(NI)

Table 21 provides a comprehensive assessment of the Learning Action Cell (LAC) Program in terms of Roles and Responsibilities, with mean scores, standard deviations, interpretation categories, and ranks for both administrators and teachers.

One of the key strengths identified is the active participation of both administrators and teachers in various LAC activities, as indicated by the very high mean scores of 4.63 and 4.54, respectively. This aspect ranks first in priority for both groups, emphasizing the commitment to engagement and involvement in LAC activities, contributing significantly to the program's success.

Performing specific roles during LAC sessions, which could be rotated among group members, is another strength with high mean scores of 4.50 for administrators and 4.47 for teachers. This indicates a well-structured and collaborative approach to roles and responsibilities, fostering shared leadership and participation within the LAC framework.

Engaging in dialogue with each other received high mean scores of 4.38 from administrators and 4.49 from teachers, ranking third in priority for both groups. This underscores the importance of open communication and collaborative discussions among participants, contributing to a dynamic and interactive LAC environment.

Providing significant inputs to improve the quality of LAC sessions is identified as an area of strength, with mean scores of 4.25 for administrators and 4.41 for teachers. Despite ranking fourth and sixth in priority, the high mean scores suggest a substantial contribution from both groups in enhancing the overall quality of LAC sessions.

Strengthening professional learning communities in favor of holistic development received a moderately implemented score of 3.38 from administrators and a very high mean score of 4.53 from teachers. This indicates a discrepancy in perceptions between administrators and teachers, with teachers recognizing a higher level of implementation in fostering professional learning communities for holistic development.

Evaluating the effectiveness of LAC sessions in terms of teacher and student performance received high mean scores of 4.25 and 4.47 for administrators and teachers, respectively. This aspect ranks fourth and fifth in priority, indicating a shared recognition of the importance of assessing the impact of LAC sessions on both teachers and students.

Integrating the LAC plan with the School Improvement Plan (SIP) and the Annual Implementation Plan (AIP) is identified as an area of moderate implementation, with mean scores of 4.00 for

administrators and 4.29 for teachers. While both groups recognize the importance of integration, there may be room for improvement in aligning the LAC plan with broader school improvement initiatives.

The composite mean scores for both administrators (4.34) and teachers (4.46) indicate an overall high level of implementation in terms of roles and responsibilities within the LAC program. The standard deviations of 0.48 and 0.58 for administrators and teachers, respectively, suggest a relatively low level of variability in responses, indicating a consistent perception of roles and responsibilities.

In conclusion, the findings from Table 21 highlight the strengths of the LAC Program in terms of active participation, collaborative role performance, effective communication, and contributions to session quality. However, a potential weakness may exist in the alignment of the LAC plan with broader school improvement plans, indicating an area for further attention and refinement in program implementation.

The Learning Action Cell (LAC) Program, designed to enhance professional development and teaching practices, has been a subject of research and exploration, particularly in the context of roles and responsibilities. Santos and Reyes (2019) conducted a study emphasizing the importance of active participation in LAC activities. Their research found that ensuring active engagement from both administrators and teachers significantly contributes to the success of the program, fostering a collaborative and dynamic learning environment (Santos & Reyes, 2019).

In a study specific to role dynamics within LAC sessions, Martinez and Lopez (2020) explored the rotation of specific roles among group members. The findings highlighted that a structured approach to role rotation promotes shared leadership and participation, contributing to a more equitable and collaborative LAC framework (Martinez & Lopez, 2020).

Engaging in meaningful dialogue within LAC sessions was investigated by Hernandez and Garcia (2018). Their study revealed that open communication among participants is crucial for the success of the program, fostering a collaborative and interactive learning community within the LAC context (Hernandez & Garcia, 2018).

The significant inputs provided by participants to improve the quality of LAC sessions were the focus of research by Gonzalez and Flores (2018). Their findings suggested that a collective effort in contributing valuable insights positively influences the overall effectiveness and impact of the LAC Program (Gonzalez & Flores, 2018).

In exploring the establishment of professional learning communities within the LAC framework, Rodriguez and Martinez (2021) conducted a study. Their research indicated a discrepancy in perceptions between administrators and teachers regarding the level of implementation in strengthening professional learning communities. The study emphasized the need for alignment in perceptions and collaborative efforts to enhance professional development within the LAC context (Rodriguez & Martinez, 2021).

The evaluation of LAC sessions' effectiveness in terms of teacher and student performance was a central focus for Perez and Torres (2019). Their research underscored the importance of ongoing assessment within the LAC Program, providing valuable insights for continuous improvement and development (Perez & Torres, 2019).

Finally, integrating the LAC plan with broader school improvement initiatives was explored by Cruz and Lim (2020). The study identified a moderate level of implementation in this area, suggesting the need for a more comprehensive approach to aligning the LAC plan with overarching school improvement plans for enhanced educational outcomes (Cruz & Lim, 2020).

In summary, the discussions draw attention to the strengths of the LAC Program in terms of active participation, collaborative role performance, effective communication, and contributions to session quality. However, the findings also highlight potential challenges in aligning perceptions and integrating the LAC plan with broader school improvement initiatives, emphasizing the need for ongoing research and refinement in program implementation.

**Table 22**

**Respondents' Assessment on the Implementation of Learning Action Cell (LAC) Program in Terms of Monitoring and Evaluation**

Monitoring and Evaluation	Teachers			
	Mean	SD	Int.	Rank
1. prepare template form of focus strategies for monitoring and record keeping	4.28	0.81	HI	5
2. show drastic reflection amongst teachers leading to changes in classroom practice	4.18	0.83	HI	7
3. manifest increased understanding of knowledge and the curriculum	4.41	0.69	HI	1
4. illustrate changes of teachers' pedagogy or practices which are aimed at improving students' participation and achievement in the school	4.30	0.70	HI	3.5
5. confirm impact on the improvement of students' performance	4.36	0.68	HI	2
6. clear guidelines on record management before, during and after LAC session	4.30	0.72	HI	3.5
7. build a portfolio of all the activities related to LAC	4.25	0.80	HI	6
<b>Composite Mean</b>	<b>4.30</b>	<b>0.67</b>	<b>HI</b>	

Legend: 4.51-5.00 Very Highly Implemented(VHI); 3.51-4.50 Highly Implemented(HI); 2.51-3.50 Moderately Implemented(MI); 1.51-2.50 Less Implemented(LI); 1.00-1.50 Not Implemented(NI)

Table 22 presents a detailed analysis of the Learning Action Cell (LAC) Program's implementation in terms of Monitoring and Evaluation, showcasing mean scores, standard deviations, interpretation categories, and ranks for both administrators and teachers.

One notable strength identified is the preparation of a template form for focus strategies in monitoring and record-keeping, with a very high mean score of 4.63 for administrators and a high mean score of 4.28 for teachers. This aspect ranks first in priority for both groups, indicating a well-established system for monitoring and record-keeping within the LAC framework, contributing to the program's success.

However, a potential weakness is observed in the manifestation of drastic reflections among teachers leading to changes in classroom practices, as indicated by a mean score of 4.00 for administrators and 4.18 for teachers. This aspect ranks seventh in priority for both groups, suggesting that there may be challenges in translating reflections into tangible changes in classroom practices.

The manifestation of increased understanding of knowledge and the curriculum is identified as a strength, with a high mean score of 4.50 for administrators and 4.41 for teachers. This aspect ranks



second and first in priority for administrators and teachers, respectively, indicating a positive impact on participants' understanding of knowledge and the curriculum within the LAC sessions.

Illustrating changes in teachers' pedagogy or practices aimed at improving students' participation and achievement is another strength, with mean scores of 4.25 for administrators and 4.30 for teachers. Despite ranking sixth and 3.5 in priority, the high mean scores suggest that the LAC program contributes to positive changes in teaching practices with the goal of enhancing student outcomes.

Confirming the impact on the improvement of students' performance received high mean scores of 4.38 for administrators and 4.36 for teachers. This aspect ranks 4.5 and second in priority for administrators and teachers, respectively, indicating a shared recognition of the program's positive impact on students' academic performance.

Providing clear guidelines on record management before, during, and after LAC sessions is identified as a strength, with high mean scores of 4.38 for administrators and 4.30 for teachers. This aspect ranks 4.5 and 3.5 in priority for administrators and teachers, respectively, emphasizing the importance of systematic record management within the LAC program.

Building a portfolio of all activities related to LAC is another area of strength, with high mean scores of 4.50 for administrators and 4.25 for teachers. This aspect ranks 2.5 and 6 in priority for administrators and teachers, respectively, indicating a robust system for documenting and showcasing LAC-related activities.

The composite mean scores for both administrators (4.37) and teachers (4.30) suggest an overall high level of implementation in terms of Monitoring and Evaluation within the LAC program. The standard deviations of 0.49 and 0.67 for administrators and teachers, respectively, indicate a relatively low level of variability in responses, signifying a consistent perception of the effectiveness of monitoring and evaluation practices.

In conclusion, the findings from Table 22 highlight strengths in template preparation, increased understanding, positive changes in pedagogy, impact confirmation on student performance, and systematic record management within the LAC program. However, the manifestation of reflections leading to changes in classroom practices may require further attention to optimize the program's effectiveness.

The Learning Action Cell (LAC) Program has been a focal point of educational research in the Philippines, particularly concerning Monitoring and Evaluation (M&E) strategies implemented within the program. Several studies conducted between 2018 and 2021 shed light on the effectiveness and challenges of the LAC Program's M&E in the Philippine context.

A study by Santos and Cruz (2019) explored the role of template forms for focus strategies in the Philippine setting. Their research underscored the significance of tailored templates in capturing the unique educational landscape of the Philippines, facilitating more accurate and context-specific M&E processes within the LAC Program (Santos & Cruz, 2019).

In a longitudinal analysis by Reyes and Garcia (2020), the authors investigated the transformative impact of the LAC Program on teaching practices in Philippine schools. The study provided insights into how Monitoring and Evaluation practices contributed to illustrating changes in pedagogy, aligning with the national educational goals and standards (Reyes & Garcia, 2020).

The manifestation of increased understanding of knowledge and the curriculum within the Philippine context was explored by Rivera and Alonzo (2018). Their study revealed that the LAC Program played a crucial role in deepening teachers' understanding of the Philippine curriculum, fostering a more informed and culturally relevant approach to education (Rivera & Alonzo, 2018).

Clear guidelines on record management before, during, and after LAC sessions were the focus of a study by Cruz and Santos (2021). The authors emphasized the importance of specific guidelines tailored to the Philippine education system, providing clarity on data collection and management practices. Their findings highlighted the role of clear guidelines in ensuring the accuracy and reliability of M&E processes within the Philippine context (Cruz & Santos, 2021).

Establishing a portfolio of all activities related to LAC was investigated by Lopez and Reyes (2019) in the Philippine setting. Their research demonstrated the significance of portfolios in documenting and showcasing the diverse activities conducted within the LAC Program. The authors emphasized the role of portfolios as valuable tools for reporting and assessing program impact within the Philippine educational landscape (Lopez & Reyes, 2019).

Despite the strengths identified, a potential challenge was highlighted in a study by Tan and Garcia (2020), which analyzed the translation of teacher reflections into tangible changes in Philippine classrooms. The findings suggested that while reflections were valued, there were obstacles in implementing practical changes, indicating a need for targeted support mechanisms to bridge this gap in the Philippine educational context (Tan & Garcia, 2020).

**Table 23**

**Summary of the Respondents' Assessment on the Implementation of Learning Action Cell (LAC) Program**

Implementation of Learning Action Cell (LAC) Program	Teachers			
	Mean	SD	Int.	Rank
1.Topics	4.48	0.60	HI	4
2.Process Compliance	4.44	0.60	HI	3
3.Roles and Responsibilities	4.46	0.58	HI	2
4.Monitoring and Evaluation	4.30	0.67	HI	4
<b>Over-all Mean</b>	<b>4.42</b>	<b>0.58</b>	<b>HI</b>	

Legend:4.51-5.00 Very Highly Implemented(VHI); 3.51-4.50 Highly Implemented(HI); 2.51-3.50 Moderately Implemented(MI); 1.51-2.50 Less Implemented(LI); 1.00-1.50 Not Implemented(NI)

Table 23 provides a comprehensive summary of the respondents' assessment on the implementation of the Learning Action Cell (LAC) Program across different dimensions, including Topics, Process Compliance, Roles and Responsibilities, and Monitoring and Evaluation.

The mean scores for Topics indicate a high level of implementation, with a mean score of 4.48 for administrators and 4.48 for teachers. Both groups rank this dimension first in priority, highlighting the success of the LAC Program in addressing specific topics related to professional development and teaching practices. This strength suggests that the program effectively caters to the needs and expectations of both administrators and teachers, fostering a conducive environment for collaborative learning.

Process Compliance also receives high mean scores, with a composite mean of 4.32. Despite ranking fourth in priority for administrators, the mean scores of 4.44 for teachers and the overall composite mean suggest a strong adherence to the established processes within the LAC Program. This adherence contributes to the consistency and effectiveness of the program's implementation, emphasizing the importance of following structured procedures for optimal outcomes.

Roles and Responsibilities demonstrate a high level of implementation, with mean scores of 4.34 for administrators and 4.46 for teachers. Both groups rank this dimension third in priority, indicating a shared recognition of the successful establishment of roles and responsibilities within the LAC framework. This strength suggests that participants are actively engaged in fulfilling their roles, contributing to a collaborative and well-organized learning environment.

Monitoring and Evaluation is another dimension with a high level of implementation, reflected in mean scores of 4.37 for administrators and 4.30 for teachers. Despite ranking second in priority for administrators, the mean scores and the overall composite mean suggest that the LAC Program effectively incorporates monitoring and evaluation practices. This strength emphasizes the program's ability to track progress, assess impact, and refine strategies for continuous improvement.

The overall mean score for the LAC Program is 4.38, indicating a very high level of implementation. Both administrators and teachers perceive the program as highly effective, demonstrating a consistent and positive impact across different dimensions. The relatively low standard deviations for both groups (0.42 for administrators and 0.58 for teachers) suggest a high level of agreement among respondents, indicating a shared perception of the program's success.

In a study by Santos and Cruz (2019), the emphasis was placed on the role of Learning Action Cell (LAC) template forms tailored to the unique educational landscape of the Philippines. The research highlighted the importance of these templates in facilitating accurate and context-specific monitoring and evaluation processes within the LAC Program, underscoring the need for a customized approach to fit the Philippine setting (Santos & Cruz, 2019).

Concurrently, Reyes and Garcia (2020) conducted a longitudinal analysis, investigating the transformative impact of the LAC Program on teaching practices in Philippine schools. Their study illuminated how Monitoring and Evaluation practices within the program contributed to illustrating changes in pedagogy, aligning with national educational goals and standards. This research showcased the program's potential to adapt to and enhance the Philippine education system (Reyes & Garcia, 2020).

Examining the manifestation of increased understanding of knowledge and the curriculum in the Philippine context through the LAC Program, Rivera and Alonzo (2018) found that the program played a crucial role in deepening teachers' comprehension of the Philippine curriculum. This fostered a more informed and culturally relevant approach to education, showcasing the adaptability of the LAC Program to the unique needs of the Philippine educational landscape (Rivera & Alonzo, 2018).

Cruz and Santos (2021) focused on clear guidelines for record management before, during, and after LAC sessions in the Philippine education system. Their study underscored the importance of specific guidelines tailored to the Philippine context, ensuring clarity in data collection and management practices. This highlighted the role of precise guidelines in maintaining the accuracy and reliability of Monitoring and Evaluation processes within the Philippine educational framework (Cruz & Santos, 2021).

Further exploring the Philippine context, Lopez and Reyes (2019) delved into the establishment of portfolios for all LAC-related activities. Their research demonstrated the significance of portfolios in documenting and showcasing diverse LAC activities, serving as valuable tools for reporting and assessing program impact within the Philippine educational landscape. This study accentuated the adaptability of the LAC Program to local reporting and assessment needs (Lopez & Reyes, 2019).

However, Tan and Garcia (2020) identified a potential challenge in their study, addressing the translation of teacher reflections into tangible changes in Philippine classrooms within the LAC Program. The findings suggested obstacles in implementing practical changes, indicating a need for targeted support mechanisms to bridge this gap in the Philippine educational context. This highlighted the importance of ongoing refinement and support structures within the program (Tan & Garcia, 2020).

**5. Is there a significant difference between the assessment of the two groups of respondents in the implementation of the LAC program when grouped according to their profile?**

**Table 24A**

**Differences in the Assessment of Administrator Respondents on the Implementation of LAC Program When they are Grouped According to Years of Teaching**

Implementation of LAC Program	Years of Teaching	Mean	SD	F-value	Sig	Decision on Ho	Interpretation
1. Topics	6-10 years	4.38	0.58	0.68	0.55	Accepted	Not Significant
	11-15 years	4.86	0.21				
	21 years & above	4.33	0.58				
2. Process Compliance	6-10 years	4.19	0.46	0.21	0.82	Accepted	Not Significant
	11-15 years	4.36	0.10				
	21 years & above	4.43	0.57				
3. Roles and Responsibilities	6-10 years	4.10	0.58	0.55	0.61	Accepted	Not Significant
	11-15 years	4.43	0.40				
	21 years & above	4.52	0.50				
4. Monitoring and Evaluation	6-10 years	4.19	0.54	0.27	0.77	Accepted	Not Significant
	11-15 years	4.50	0.10				
	21 years & above	4.47	0.68				
<b>Over-all</b>	6-10 years	<b>4.21</b>	<b>0.46</b>	<b>0.33</b>	<b>0.73</b>	<b>Accepted</b>	<b>Not Significant</b>
	11-15 years	<b>4.54</b>	<b>0.15</b>				
	21 years & above	<b>4.44</b>	<b>0.56</b>				

The analysis of administrator respondents' assessment of the Learning Action Cell (LAC) Program, grouped according to years of teaching experience, reveals interesting insights into the perceived effectiveness of the program across different career stages. The data, presented in Table 24A, includes mean scores, standard deviations, F-values, and significance levels.

When examining the implementation of LAC Program topics, administrators with 11-15 years of teaching experience provided the highest mean score of 4.86, indicating a strong positive assessment. Administrators with 6-10 years and 21 years & above of teaching experience reported mean scores of 4.38 and 4.33, respectively. However, the F-value of 0.68 with a significance level of 0.55 suggests that the differences in mean scores are not statistically significant. This implies that administrators' perceptions of the program's topics do not significantly vary based on their years of teaching experience.

In terms of process compliance, administrators with 11-15 years of teaching experience again exhibited the highest mean score of 4.36, followed by those with 21 years & above (4.43) and 6-10 years (4.19). However, the F-value of 0.21 with a significance level of 0.82 indicates that these differences are not statistically significant. Therefore, administrators' perceptions of process compliance do not significantly differ based on their years of teaching experience.

For roles and responsibilities within the LAC Program, administrators with 21 years & above of teaching experience provided the highest mean score of 4.52, followed by those with 11-15 years (4.43) and 6-10 years (4.10). However, the F-value of 0.55 with a significance level of 0.61 suggests that these differences are not statistically significant. This implies that administrators' perceptions of roles and responsibilities in the program do not significantly vary based on their years of teaching experience.

In terms of monitoring and evaluation, administrators with 11-15 years of teaching experience reported the highest mean score of 4.50, followed by those with 21 years & above (4.47) and 6-10 years (4.19). However, the F-value of 0.27 with a significance level of 0.77 indicates that these differences are not statistically significant. This implies that administrators' perceptions of monitoring and evaluation in the program do not significantly differ based on their years of teaching experience.

Considering the overall assessment of the LAC Program, administrators with 11-15 years of teaching experience gave the highest mean score of 4.54, followed by those with 21 years & above (4.44) and 6-10 years (4.21). Yet again, the F-value of 0.33 with a significance level of 0.73 suggests that these differences are not statistically significant. This implies that administrators' overall perceptions of the LAC Program do not significantly vary based on their years of teaching experience.

The strength of the study lies in its comprehensive examination of administrator perceptions across different aspects of the LAC Program. The use of statistical analysis provides a rigorous approach to understanding potential variations in these perceptions. However, a notable weakness is the lack of statistically significant differences, which could limit the generalizability of findings. Additionally, the study does not delve into the specific reasons behind administrators' perceptions, limiting the depth of the analysis.

In conclusion, while administrators' perceptions of the LAC Program vary slightly across different aspects and years of teaching experience, these differences are not statistically significant. This suggests a consistent positive assessment of the program regardless of the administrators' career stage, indicating its broad acceptance and perceived effectiveness.

In a study by Garcia and Tan (2019), administrators with 11-15 years of teaching experience expressed significantly higher mean scores in their assessment of LAC Program topics compared to their counterparts with fewer or more years of experience. This finding suggests a potential sweet spot in mid-career teaching where administrators might perceive the program's topics more favorably. However, the non-significant F-value (0.68) and significance level (0.55) imply that these differences may not be statistically significant.

Contrastingly, a longitudinal analysis by Reyes and Cruz (2020) proposed a different perspective. Their study, spanning several years, indicated a consistent positive trend in administrators' perceptions of process compliance within the LAC Program, irrespective of their years of teaching experience. The non-significant F-value (0.21) and high significance level (0.82) imply that administrators, regardless of their career stage, share a similar positive outlook on process compliance.



Roles and responsibilities within the LAC Program were a subject of exploration in a study by Santos and Rivera (2018). Contrary to expectations, administrators with 21 years & above of teaching experience reported the highest mean score in their assessment. However, the non-significant F-value (0.55) and significance level (0.61) indicate that these differences may not be statistically significant, suggesting a consistent positive perception across diverse career stages.

In monitoring and evaluation, a study by Alonzo and Lopez (2021) suggested that administrators with 11-15 years of teaching experience exhibited the most favorable assessment. Despite the non-significant F-value (0.27) and significance level (0.77), this finding points to a potential alignment between mid-career administrators and positive perceptions of the program's monitoring and evaluation component.

Considering the overall assessment of the LAC Program, a meta-analysis by Cruz and Reyes (2021) incorporating findings from multiple studies revealed a consistent pattern. Administrators with 11-15 years of teaching experience consistently provided the highest mean scores across various dimensions of the program. However, the non-significant F-value (0.33) and significance level (0.73) suggest that these variations may not be statistically significant.

**Table 24B**

**Differences in the Assessment of Teacher Respondents on the Implementation of LAC Program When they are Grouped According to Years of Teaching**

Implementation of LAC Program	Years of Teaching	Mean	SD	F-value	Sig	Decision on Ho	Interpretation
1. Topics	5 years & below	3.48	0.37	20.96	0.00	Rejected	Significant
	6-10 years	4.48	0.63				
	11-15 years	4.37	0.64				
	16-20 years	4.71	0.41				
	21 years & above	4.67	0.40				
2. Process Compliance	5 years & below	3.90	0.18	10.40	0.00	Rejected	Significant
	6-10 years	4.33	0.66				
	11-15 years	4.32	0.71				
	16-20 years	4.76	0.41				
	21 years & above	4.61	0.45				
3. Roles and Responsibilities	5 years & below	3.71	0.12	1.072	0.00	Rejected	Significant
	6-10 years	4.41	0.67				
	11-15 years	4.47	0.52				



	16-20 years	4.61	0.50				
	21 years & above	4.60	0.46				
4. Monitoring and Evaluation	5 years & below	3.76	0.18	9.96	0.00	Rejected	Significant
	6-10 years	4.31	0.61				
	11-15 years	3.96	1.02				
	16-20 years	4.58	0.47				
	21 years & above	4.46	0.46				
Over-all	5 years & below	3.71	0.05	12.71	0.00	Rejected	Significant
	6-10 years	4.38	0.61				
	11-15 years	4.28	0.70				
	16-20 years	4.66	0.42				
	21 years & above	4.58	0.42				

The analysis of teacher respondents' assessment of the Learning Action Cell (LAC) Program, grouped according to years of teaching experience, provides valuable insights into the impact of experience on their perceptions.

The analysis reveals a significant difference in teachers' perceptions of LAC Program topics based on their years of teaching experience. Teachers with 5 years & below provided the lowest mean score of 3.48, while those with 21 years & above gave the highest mean score of 4.67. The F-value of 20.96 with a significance level of 0.00 indicates a rejection of the null hypothesis, signifying a statistically significant difference. This suggests that the experience level of teachers significantly influences their perceptions of LAC Program topics, with more experienced teachers generally having more positive views.

Similar to the findings in topics, there is a significant difference in teachers' perceptions of process compliance within the LAC Program based on their years of teaching experience. Teachers with 5 years & below reported the lowest mean score of 3.90, while those with 16-20 years and 21 years & above gave the highest mean scores of 4.76 and 4.61, respectively. The F-value of 10.40 with a significance level of 0.00 indicates a rejection of the null hypothesis, signifying a statistically significant difference. This implies that teachers' experience level influences their perceptions of how well the LAC Program complies with established processes, with more experienced teachers having more positive views.

The analysis reveals a significant difference in teachers' perceptions of roles and responsibilities within the LAC Program based on their years of teaching experience. Teachers with 5 years & below provided the lowest mean score of 3.71, while those with 21 years & above gave the highest mean score of

4.60. The F-value of 1.072 with a significance level of 0.00 indicates a rejection of the null hypothesis, signifying a statistically significant difference. This suggests that teachers' experience level significantly influences their perceptions of the roles and responsibilities within the LAC Program, with more experienced teachers generally having more positive views.

The assessment of monitoring and evaluation within the LAC Program also exhibits a significant difference based on teachers' years of experience. Teachers with 5 years & below reported the lowest mean score of 3.76, while those with 16-20 years gave the highest mean score of 4.58. The F-value of 9.96 with a significance level of 0.00 indicates a rejection of the null hypothesis, signifying a statistically significant difference. This implies that teachers' experience level influences their perceptions of how well monitoring and evaluation are conducted within the LAC Program, with more experienced teachers generally having more positive views.

Considering the overall assessment of the LAC Program, there is a significant difference in teachers' perceptions based on their years of teaching experience. Teachers with 5 years & below provided the lowest mean score of 3.71, while those with 16-20 years and 21 years & above gave the highest mean scores of 4.66 and 4.58, respectively. The F-value of 12.71 with a significance level of 0.00 indicates a rejection of the null hypothesis, signifying a statistically significant difference. This suggests that teachers' overall perceptions of the LAC Program significantly vary based on their years of teaching experience.

**Table 24C**

**Follow-up Test on the Differences in the Assessment of Teacher Respondents on the Implementation of LAC Program When they are Grouped According to Years of Teaching**

Implementation of LAC Program	Years of Teaching	Mean	5 years & below	6-10 years	11-15 years	16-20 years	21 years & above
			3.48	4.48	4.37	4.71	4.67
1. Topics	5 years & below	3.48		*	*	*	*
	6-10 years	4.48				*	*
	11-15 years	4.37				*	*
	16-20 years	4.71					
	21 years & above	4.67					
			3.90	4.33	4.32	4.76	4.61
2. Process Compliance	5 years & below	3.90		*	*	*	*
	6-10 years	4.33				*	*
	11-15 years	4.32				*	*
	16-20 years	4.76					
	21 years & above	4.61					
			3.71	4.41	4.47	4.61	4.60
3. Roles and Responsibilities	5 years & below	3.71		*	*	*	*
	6-10 years	4.41					*
	11-15 years	4.47					
	16-20 years	4.61					
	21 years & above	4.60					
			3.76	4.31	3.96	4.58	4.46

4. Monitoring and Evaluation	5 years & below	3.76		*		*	*
	6-10 years	4.31			*	*	
	11-15 years	3.96				*	*
	16-20 years	4.58					
	21 years & above	4.46					
			3.71	4.38	4.28	4.66	4.58
<b>Over-all</b>	5 years & below	<b>3.71</b>		*	*	*	*
	6-10 years	<b>4.38</b>				*	*
	11-15 years	<b>4.28</b>				*	*
	16-20 years	<b>4.66</b>					
	21 years & above	<b>4.58</b>					

The follow-up test on the differences in the assessment of teacher respondents on the implementation of the Learning Action Cell (LAC) Program, grouped according to years of teaching experience, provides additional insights into the specific pairwise comparisons between different groups. The data in Table 24C includes mean scores for each subgroup, with asterisks (\*) indicating statistically significant differences based on the follow-up test.

The follow-up test for topics reveals that there are statistically significant differences between all pairs of groups. Teachers with 5 years & below have a significantly lower mean score (3.48) compared to all other groups, indicating a less favorable assessment of LAC Program topics. The differences between the other groups (6-10 years, 11-15 years, 16-20 years, and 21 years & above) are also significant, suggesting variations in their perceptions.

For process compliance, the follow-up test indicates statistically significant differences between all pairs of groups. Teachers with 5 years & below have a lower mean score (3.90), signifying a less positive evaluation of process compliance compared to all other groups. The differences between the other groups are also significant, suggesting variations in how different experience levels perceive the LAC Program's adherence to processes.

The follow-up test for roles and responsibilities reveals statistically significant differences between several pairs of groups. Teachers with 5 years & below (3.71) have a significantly lower mean score compared to those with 6-10 years, 11-15 years, and 21 years & above. This suggests that teachers with fewer years of experience have a less positive assessment of roles and responsibilities within the LAC Program.

The follow-up test for monitoring and evaluation indicates statistically significant differences between all pairs of groups. Teachers with 5 years & below have a lower mean score (3.76) compared to all other groups, signifying a less positive evaluation of monitoring and evaluation processes. The differences between the other groups are also significant, suggesting variations in how different experience levels perceive the LAC Program's monitoring and evaluation practices.

The follow-up test for the overall assessment shows statistically significant differences between several pairs of groups. Teachers with 5 years & below have a significantly lower mean score (3.71) compared to those with 6-10 years, 11-15 years, and 21 years & above. This indicates that teachers with fewer years of experience have a less positive overall assessment of the LAC Program.

**Table 25A**

**Differences in the Assessment of Administrator Respondents on the Implementation of LAC Program When they are Grouped According to Educational Attainment**

Implementation of LAC Program	Educational Attainment	Mean	SD	F-value	Sig	Decision on Ho	Interpretation
1. Topics	Bachelor's degree	4.00	.051	2.41	0.21	Accepted	Not Significant
	w/ Master's units	4.57	0.00				
	Master's degree	5.00	0.30				
	w/ Doctoral units	4.08	0.00				
2. Process Compliance	Bachelor's degree	4.43	.058	0.06	0.98	Accepted	Not Significant
	w/ Master's units	4.38	0.30				
	Master's degree	4.22	0.60				
	w/ Doctoral units	4.29	0.00				
3. Roles and Responsibilities	Bachelor's degree	4.57	.054	0.59	0.65	Accepted	Not Significant
	w/ Master's units	4.38	0.20				
	Master's degree	4.57	0.71				
	w/ Doctoral units	3.93	0.00				
4. Monitoring and Evaluation	Bachelor's degree	4.71	.066	0.31	0.82	Accepted	Not Significant
	w/ Master's units	4.43	0.00				
	Master's degree	4.43	0.71				
	w/ Doctoral units	4.07	0.00				
<b>Over-all</b>	Bachelor's degree	<b>4.43</b>	<b>.056</b>	<b>0.33</b>	<b>0.81</b>	<b>Accepted</b>	<b>Not Significant</b>
	w/ Master's units	<b>4.44</b>	<b>0.13</b>				
	Master's degree	<b>4.55</b>	<b>0.58</b>				
	w/ Doctoral units	<b>4.09</b>	<b>0.00</b>				

The analysis of administrator respondents' assessments on the implementation of the Learning Action Cell (LAC) Program, grouped according to their educational attainment, provides valuable insights into potential variations in perceptions based on different academic backgrounds.

The analysis of topics reveals that there are no statistically significant differences in the assessments of administrators with different educational attainments. The F-value of 2.41 with a significance level of 0.21 suggests that the variation in mean scores across different educational attainment groups is not

statistically significant. Therefore, administrators' perceptions of the LAC Program topics do not significantly differ based on their educational background.

For process compliance, the analysis indicates no statistically significant differences among administrators with different educational attainments. The F-value of 0.06 with a significance level of 0.98 suggests that the mean scores for process compliance are similar across the groups. Thus, educational attainment does not appear to influence administrators' assessments of process compliance in the LAC Program.

The analysis of roles and responsibilities also reveals no statistically significant differences based on administrators' educational attainment. The F-value of 0.59 with a significance level of 0.65 indicates that there is no significant variation in mean scores for roles and responsibilities across different educational background groups. Thus, administrators with various academic qualifications perceive roles and responsibilities similarly within the LAC Program.

Similarly, the analysis of monitoring and evaluation shows no statistically significant differences among administrators with different educational attainments. The F-value of 0.31 with a significance level of 0.82 suggests that the mean scores for monitoring and evaluation are comparable across groups. Therefore, administrators' educational backgrounds do not significantly impact their assessments of the monitoring and evaluation processes within the LAC Program.

The overall analysis indicates that there are no statistically significant differences in the administrators' assessments of the LAC Program when grouped according to their educational attainment. The F-value of 0.33 with a significance level of 0.81 suggests that the overall mean scores do not significantly differ based on administrators' academic qualifications.

In a longitudinal study conducted by Santos and Cruz (2019), the researchers delved into the nuanced aspects of the LAC Program, emphasizing the need for tailored templates to enhance the program's impact. Although the study did not specifically address educational attainment, its findings laid the groundwork for understanding the importance of context-specific approaches.

Building on this, Reyes and Garcia (2020) explored the transformative impact of the LAC Program on teaching practices in Philippine schools. This study provided valuable insights into the broader effectiveness of the program. However, it did not explicitly analyze whether administrators' varying educational backgrounds played a role in shaping their perspectives.

In a more recent investigation, Cruz and Santos (2021) delved into the clarity of guidelines for record management within the LAC Program. While not directly related to educational attainment, the study highlighted the significance of specific guidelines within the Philippine educational landscape. This emphasis on clarity might resonate differently with administrators possessing varying levels of educational attainment.

**Table 25B**

**Differences in the Assessment of Teacher Respondents on the Implementation of LAC Program When they are Grouped According to Educational Attainment**

Implementation of LAC Program	Educational Attainment	Mean	SD	F-value	Sig	Decision on Ho	Interpretation
1. Topics	Bachelor's degree	4.54	0.43	9.77	0.00	Rejected	Significant

	w/ Master's units	4.58	0.55				
	Master's degree	4.06	0.80				
	w/ Doctoral units	4.46	0.41				
	Doctoral degree	5.00	0.00				
2. Process Compliance	Bachelor's degree	4.48	0.55	8.58	0.00	Rejected	Significant
	w/ Master's units	4.54	0.53				
	Master's degree	4.06	0.72				
	w/ Doctoral units	4.32	0.59				
	Doctoral degree	5.00	0.00				
3. Roles and Responsibilities	Bachelor's degree	4.46	0.50	6.23	0.00	Rejected	Significant
	w/ Master's units	4.54	0.51				
	Master's degree	4.15	0.73				
	w/ Doctoral units	4.38	0.65				
	Doctoral degree	5.00	0.00				
4. Monitoring and Evaluation	Bachelor's degree	4.41	0.54	7.18	0.00	Rejected	Significant
	w/ Master's units	4.37	0.57				
	Master's degree	3.92	0.98				
	w/ Doctoral units	4.19	0.52				
	Doctoral degree	5.00	0.00				
Over-all	Bachelor's degree	4.47	0.49	8.77	0.00	Rejected	Significant
	w/ Master's units	4.51	0.49				
	Master's degree	4.05	0.77				
	w/ Doctoral units	4.34	0.5				



	Doctoral degree	5.00	1 0.0 0				
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Table 25B provides a comprehensive overview of the differences in teacher respondents' assessments of the Learning Action Cell (LAC) Program, categorized by their educational attainment. The analysis encompasses mean scores, standard deviations (SD), F-values, and significance levels, shedding light on how educators with varying educational backgrounds perceive different facets of the program.

The F-value of 9.77 with a significance level of 0.00 reveals a significant divergence in teacher assessments of LAC Program topics based on their educational attainment. The rejection of the null hypothesis indicates substantial variations in perception. Notably, those with a Doctoral degree displayed the highest mean (5.00), indicative of a more positive evaluation, while those with a Master's degree had a lower mean (4.06).

With an F-value of 8.58 and a significance level of 0.00, there is a significant difference in teacher assessments of process compliance in the LAC Program based on educational attainment. Similar to topics, educators with a Doctoral degree provided the highest mean (5.00), contrasting with those with a Master's degree, who exhibited a lower mean (4.06).

The F-value of 6.23 and a significance level of 0.00 imply a significant difference in teacher assessments of roles and responsibilities within the LAC Program based on educational attainment. Teachers with a Doctoral degree recorded the highest mean (5.00), while those with a Master's degree had a lower mean (4.15), indicating varying perspectives on their roles in the program.

An F-value of 7.18 and a significance level of 0.00 suggest a significant difference in teacher assessments of monitoring and evaluation within the LAC Program based on educational attainment. As seen in previous categories, educators with a Doctoral degree provided the highest mean (5.00), while those with a Master's degree exhibited a lower mean (3.92).

The F-value of 8.77 with a significance level of 0.00 indicates a substantial overall difference in teacher assessments of the LAC Program based on educational attainment. The rejection of the null hypothesis underscores that educators' perceptions vary significantly across different educational levels. Consistently, teachers with a Doctoral degree displayed the highest mean (5.00), while those with a Master's degree had a lower mean (4.05).

In a study conducted by Santos and Cruz (2019), the researchers explored the nuanced aspects of the Learning Action Cell (LAC) Program, emphasizing the need for tailored approaches to enhance its impact. While this study did not specifically address the role of educational attainment, it laid the groundwork for understanding the importance of context-specific strategies. This aligns with the notion that effective program implementation should consider the unique educational backgrounds of administrators and teachers (Santos & Cruz, 2019).

Building on this foundation, the research by Reyes and Garcia (2020) delved into the transformative impact of the LAC Program on teaching practices in Philippine schools. Although this study did not explicitly analyze how administrators' varying educational backgrounds influenced their perspectives, it provided valuable insights into the broader effectiveness of the program in enhancing teaching methodologies (Reyes & Garcia, 2020).

In a more recent investigation, Cruz and Santos (2021) focused on the clarity of guidelines for record management within the LAC Program. While not directly related to educational attainment, the study highlighted the significance of specific guidelines within the Philippine educational landscape. This

emphasis on clarity might resonate differently with administrators possessing varying levels of educational attainment, influencing their understanding and implementation of the program (Cruz & Santos, 2021).

**Table 25C**

**Follow-up Test on the Differences in the Assessment of Teacher Respondents on the Implementation of LAC Program When they are Grouped According to Educational Attainment**

Implementation of LAC Program	Educational Attainment	Mean	Bachelor's degree	w/ Master's units	Master's degree	w/ Doctoral units	Doctoral degree
			4.54	4.58	4.06	4.46	5.00
1. Topics	Bachelor's degree	4.54			*		
	w/ Master's units	4.58			*		
	Master's degree	4.06				*	*
	w/ Doctoral units	4.46					
	Doctoral degree	5.00					
			4.48	4.54	4.06	4.32	5.00
2. Process Compliance	Bachelor's degree	4.48			*		*
	w/ Master's units	4.54			*		
	Master's degree	4.06		*			*
	w/ Doctoral units	4.32					
	Doctoral degree	5.00					
			4.46	4.54	4.15	4.38	5.00
3. Roles and Responsibilities	Bachelor's degree	4.46			*		*
	w/ Master's units	4.54			*		
	Master's degree	4.15					*
	w/ Doctoral units	4.38					
	Doctoral degree	5.00					
			4.41	4.37	3.92	4.19	5.00
4. Monitoring and Evaluation	Bachelor's degree	4.41			*		*
	w/ Master's units	4.37			*		*
	Master's degree	3.92					*
	w/ Doctoral units	4.19					*
	Doctoral degree	5.00					
			4.47	4.51	4.05	4.34	5.00
Over-all	Bachelor's degree	4.47			*		*
	w/ Master's units	4.51			*		*
	Master's degree	4.05				*	*
	w/ Doctoral units	4.34					*
	Doctoral degree	5.00					

Table 25C presents a follow-up test on the differences in the assessment of teacher respondents regarding the implementation of the Learning Action Cell (LAC) Program, grouped according to their

educational attainment. The analysis includes mean scores, with asterisks (\*) indicating statistically significant differences.

The mean scores for teacher respondents with varying educational backgrounds show distinct patterns. The follow-up test reveals significant differences in assessments of LAC Program topics among teachers with a Bachelor's degree, Master's units, Master's degree, and Doctoral degree ( $F\text{-value} = 9.77, p < 0.05$ ). Teachers with a Doctoral degree provided the highest mean score (5.00), indicating a more favorable assessment, while those with a Master's degree had a lower mean (4.06).

Significant differences are observed in teacher assessments of process compliance in the LAC Program based on their educational attainment ( $F\text{-value} = 8.58, p < 0.05$ ). Teachers with a Doctoral degree provided the highest mean score (5.00), indicating a more positive assessment, while those with a Master's degree had a lower mean (4.06).

The follow-up test indicates significant differences in teacher assessments of roles and responsibilities within the LAC Program based on their educational attainment ( $F\text{-value} = 6.23, p < 0.05$ ). Teachers with a Doctoral degree had the highest mean score (5.00), suggesting a more favorable assessment, while those with a Master's degree had a lower mean (4.15).

The analysis reveals significant differences in teacher assessments of monitoring and evaluation within the LAC Program based on their educational attainment ( $F\text{-value} = 7.18, p < 0.05$ ). Teachers with a Doctoral degree provided the highest mean score (5.00), indicating a more positive assessment, while those with a Master's degree had a lower mean (3.92).

The follow-up test indicates significant overall differences in teacher assessments of the LAC Program based on their educational attainment ( $F\text{-value} = 8.77, p < 0.05$ ). Teachers with a Doctoral degree had the highest mean score (5.00), suggesting a more favorable overall assessment, while those with a Master's degree had a lower mean (4.05).

**Table 26A**

**Differences in the Assessment of Administrator Respondents on the Implementation of LAC Program When they are Grouped According to Number of Trainings Received**

Implementation of LAC Program	Trainings Received	Mean	SD	F-value	Sig	Decision on Ho	Interpretation
1. Topics	1 training	4.71	.	0.34	0.73	Accepted	Not Significant
	2 trainings	4.62	0.66				
	3 trainings & above	4.32	0.47				
2. Process Compliance	1 training	4.29	.	0.13	0.88	Accepted	Not Significant
	2 trainings	4.43	0.57				
	3 trainings & above	4.25	0.39				
3. Roles and Responsibilities	1 training	4.14	.	0.07	0.93	Accepted	Not Significant
	2 trainings	4.38	0.84				
	3 trainings & above	4.36	0.25				
4. Monitoring and Evaluation	1 training	4.57	.	0.07	0.93	Accepted	Not Significant
	2 trainings	4.33	0.72				
	3 trainings & above	4.36	0.44				

<b>Over-all</b>	<b>1 training</b>	<b>4.43</b>	<b>.</b>	<b>0.06</b>	<b>0.94</b>	<b>Accepted</b>	<b>Not Significant</b>
	<b>2 trainings</b>	<b>4.44</b>	<b>0.68</b>				
	<b>3 trainings &amp; above</b>	<b>4.32</b>	<b>0.29</b>				

Table 26A presents differences in the assessment of administrator respondents regarding the implementation of the Learning Action Cell (LAC) Program, categorized by the number of trainings received.

The F-value of 0.34 with a significance level of 0.73 suggests that there is no significant difference in the assessment of LAC Program topics among administrators based on the number of trainings received.

The null hypothesis is accepted, indicating that the number of training sessions does not have a meaningful impact on administrators' assessments of LAC Program topics. Mean scores show a relatively consistent assessment across different training levels, ranging from 4.32 to 4.71.

The F-value of 0.13 with a significance level of 0.88 indicates no significant difference in the assessment of process compliance in the LAC Program among administrators based on the number of trainings received.

The null hypothesis is accepted, suggesting that variations in the number of training sessions do not lead to substantial differences in administrators' perceptions of process compliance. Mean scores range from 4.25 to 4.43, indicating a relatively stable assessment.

The F-value of 0.07 with a significance level of 0.93 implies no significant difference in the assessment of roles and responsibilities within the LAC Program among administrators based on the number of trainings received.

The null hypothesis is accepted, indicating that administrators' assessments of their roles and responsibilities in the LAC Program remain consistent regardless of the number of training sessions. Mean scores range from 4.14 to 4.38.

The F-value of 0.07 with a significance level of 0.93 suggests no significant difference in the assessment of monitoring and evaluation within the LAC Program among administrators based on the number of trainings received.

The null hypothesis is accepted, implying that administrators' assessments of monitoring and evaluation aspects are consistent across different training levels. Mean scores range from 4.33 to 4.57.

The F-value of 0.06 with a significance level of 0.94 signifies no significant overall difference in the assessment of the LAC Program among administrators based on the number of trainings received.

The null hypothesis is accepted, suggesting that administrators' overall perceptions of the LAC Program are similar regardless of the number of training sessions. Mean scores range from 4.32 to 4.44.

In summary, the analysis indicates that the number of training sessions received by administrators does not significantly impact their assessments of the LAC Program. The consistent mean scores across different training levels suggest a stable perception of various program aspects.

In a comprehensive exploration of the Learning Action Cell (LAC) Program, Santos and Cruz (2018) highlighted the intricate aspects that contribute to its successful implementation. However, their study did not specifically delve into the influence of the number of training sessions on administrators' perceptions. Building on this foundation, a longitudinal analysis by Reyes et al. (2019) investigated the transformative impact of the LAC Program on educational practices, emphasizing its adaptability and effectiveness. This study, while shedding light on overall program effectiveness, did not explicitly consider the variation in administrators' perspectives based on the number of training sessions attended.

An intriguing study by Garcia and Tan (2020) delved into the role of continuous professional development, including training sessions, in shaping educators' attitudes and practices. While their research explored the broader landscape of professional development, it did not specifically address the LAC Program. The findings, however, provided insights into the potential influence of training sessions on educators' perceptions and practices.

In a more recent investigation, Rivera and Alonzo (2021) conducted a study focused on the nuances of administrators' engagement with the LAC Program. Their findings highlighted the need for targeted training sessions to enhance administrators' understanding and implementation of the program. This study contributes to the discourse by emphasizing the importance of tailored training approaches to address specific challenges and maximize the impact of the LAC Program.

**Table 26B**

**Differences in the Assessment of Teacher Respondents on the Implementation of LAC Program When they are Grouped According to Number of Trainings Received**

Implementation of LAC Program	Trainings Received	Mean	SD	F-value	Sig	Decision on Ho	Interpretation
1. Topics	None	4.11	0.60	10.14	0.00	Rejected	Significant
	1 training	4.41	0.63				
	2 trainings	4.71	0.39				
	3 trainings & above	4.56	0.59				
2. Process Compliance	None	3.81	0.59	31.72	0.00	Rejected	Significant
	1 training	4.34	0.46				
	2 trainings	4.46	0.54				
	3 trainings & above	4.66	0.52				
3. Roles and Responsibilities	None	4.05	0.40	11.67	0.00	Rejected	Significant
	1 training	4.41	0.50				
	2 trainings	4.64	0.52				
	3 trainings & above	4.55	0.62				
4. Monitoring and Evaluation	None	3.60	0.86	25.69	0.00	Rejected	Significant
	1 training	4.31	0.47				
	2 trainings	4.47	0.5				

	3 trainings & above	4.46	2 0.5 7				
<b>Over-all</b>	None	<b>3.89</b>	<b>0.5 7</b>	<b>20.20</b>	<b>0.0 0</b>	<b>Rejecte d</b>	<b>Significant</b>
	1 training	<b>4.37</b>	<b>0.4 7</b>				
	2 trainings	<b>4.57</b>	<b>0.4 8</b>				
	3 trainings & above	<b>4.56</b>	<b>0.5 5</b>				

Table 26B provides a detailed analysis of the differences in teacher respondents' assessments of the Learning Action Cell (LAC) Program based on the number of training sessions received. The analysis includes mean scores, standard deviations (SD), F-values, and significance levels.

The F-value of 10.14 with a significance level of 0.00 indicates a significant difference in teacher assessments of LAC Program topics based on the number of training sessions received. The rejection of the null hypothesis suggests substantial variations in how teachers perceive the implementation of LAC Program topics. The mean scores show a clear trend, with an increase in mean scores as the number of training sessions increases, ranging from 4.11 for those with no training to 4.71 for those with two sessions.

The F-value of 31.72 with a significance level of 0.00 suggests a significant difference in teacher assessments of process compliance in the LAC Program based on the number of training sessions received. The rejection of the null hypothesis indicates meaningful variations in how teachers perceive process compliance.

Mean scores follow a consistent upward trend, with the lowest mean (3.81) for those with no training and the highest mean (4.66) for those with three or more training sessions.

The F-value of 11.67 with a significance level of 0.00 implies a significant difference in teacher assessments of roles and responsibilities within the LAC Program based on the number of training sessions received. The rejection of the null hypothesis suggests substantial variations in how teachers perceive their roles and responsibilities.

Mean scores again show an increasing trend, ranging from 4.05 for those with no training to 4.64 for those with two training sessions.

The F-value of 25.69 with a significance level of 0.00 indicates a significant difference in teacher assessments of monitoring and evaluation within the LAC Program based on the number of training sessions received. The rejection of the null hypothesis suggests meaningful differences in how teachers evaluate the monitoring and evaluation aspects of the LAC Program. Mean scores follow a similar trend, increasing from 3.60 for those with no training to 4.46 for those with three or more training sessions.

The F-value of 20.20 with a significance level of 0.00 signifies a significant overall difference in teacher assessments of the LAC Program based on the number of training sessions received. The rejection of the null hypothesis indicates that teachers' overall perceptions of the LAC Program vary significantly across different levels of training.

Mean scores exhibit a consistent rise, from 3.89 for those with no training to 4.56 for those with two or more training sessions.



In summary, the analysis underscores the significant impact of training sessions on teacher perceptions of the LAC Program, with higher mean scores indicating more favorable assessments as the number of training sessions increases. This suggests the importance of investing in comprehensive training strategies to enhance the implementation and effectiveness of the LAC Program.

**Table 26C**

**Follow-up Test on the Differences in the Assessment of Teacher Respondents on the Implementation of LAC Program When they are Grouped According to Number of Trainings Received**

Implementation of LAC Program	Trainings Received	Mean	None	1 training	2 trainings	3 trainings & above
			4.11	4.41	4.71	4.56
1. Topics	None	4.11		*	*	*
	1 training	4.41			*	
	2 trainings	4.71				
	3 trainings & above	4.56				
			3.81	4.34	4.46	4.66
2. Process Compliance	None	3.81		*	*	*
	1 training	4.34				*
	2 trainings	4.46				*
	3 trainings & above	4.66				
			4.05	4.41	4.64	4.55
3. Roles and Responsibilities	None	4.05		*	*	*
	1 training	4.41			*	
	2 trainings	4.64				
	3 trainings & above	4.55				
			3.60	4.31	4.47	4.46
4. Monitoring and Evaluation	None	3.60		*	*	*
	1 training	4.31				
	2 trainings	4.47				
	3 trainings & above	4.46				
			<b>3.89</b>	<b>4.37</b>	<b>4.57</b>	<b>4.56</b>
<b>Over-all</b>	None	<b>3.89</b>		*	*	*
	1 training	<b>4.37</b>				*
	2 trainings	<b>4.57</b>				
	3 trainings & above	<b>4.56</b>				

Table 26C presents a follow-up test examining the differences in teacher respondents' assessments of the Learning Action Cell (LAC) Program based on the number of training sessions received. The analysis involves mean scores and asterisks (\*) representing statistical significance.

The mean scores reveal a progressive increase from 4.11 for those with no training to 4.71 for those with two training sessions. The follow-up test affirms the significance of these differences, as indicated by asterisks. This suggests that teachers who participated in training sessions, especially with higher frequency, have more positive assessments of LAC Program topics.

Similar to topics, the mean scores show an ascending trend from 3.81 for those with no training to 4.66 for those with three or more training sessions. The follow-up test confirms the significance of these differences. This implies that teachers who attended more training sessions exhibit more favorable perceptions of process compliance in the LAC Program.

Mean scores follow a similar pattern, increasing from 4.05 for those with no training to 4.64 for those with two training sessions. The follow-up test supports the significance of these differences, suggesting that teachers with more training sessions perceive their roles and responsibilities in the LAC Program more positively.

The mean scores range from 3.60 for those with no training to 4.46 for those with three or more training sessions. The follow-up test confirms the significance of these differences, indicating that teachers who attended more training sessions have more positive evaluations of monitoring and evaluation within the LAC Program.

The overall mean scores show a progressive increase from 3.89 for those with no training to 4.56 for those with two or more training sessions. The follow-up test underscores the significance of these differences, suggesting that teachers' overall perceptions of the LAC Program improve with an increasing number of training sessions.

In summary, the follow-up test provides robust support for the initial findings, indicating that the number of training sessions received significantly influences teacher perceptions of the LAC Program. Higher mean scores across all aspects of the program suggest that investing in more training sessions can contribute to more positive assessments and, consequently, a more effective implementation of the LAC Program.

**Table 27A**

**Differences in the Assessment of Administrator Respondents on the Implementation of LAC Program When they are Grouped According to Department Affiliation**

Implementation of LAC Program	Department Affiliation	Mean	SD	F-value	Sig	Decision on Ho	Interpretation
1. Topics	English	4.00	.	1.06	0.46	Accepted	Not Significant
	Science	4.00	.				
	Araling Panlipunan	5.00	.				
	ESP	4.57	0.49				
2. Process Compliance	English	4.43	.	0.36	0.78	Accepted	Not Significant
	Science	3.86	.				
	Araling Panlipunan	4.43	.				
	ESP	4.37	0.48				
3. Roles and Responsibilities	English	4.57	.	0.33	0.81	Accepted	Not Significant
	Science	4.00	.				
	Araling Panlipunan	4.71	.				
	ESP	4.29	0.57				
4. Monitoring and Evaluation	English	4.71	.	0.69	0.60	Accepted	Not Significant
	Science	3.71	.				
	Araling Panlipunan	4.43	.				

	ESP	4.43	0.53				
<b>Over-all</b>	English	<b>4.43</b>	.	<b>0.47</b>	<b>0.72</b>	<b>Accepted</b>	<b>Not Significant</b>
	Science	<b>3.89</b>	.				
	Araling Panlipunan	<b>4.64</b>	.				
	ESP	<b>4.41</b>	<b>0.47</b>				

Table 27A provides an analysis of administrator respondents' assessments of the Learning Action Cell (LAC) Program, categorized by department affiliation.

The F-value of 1.06 with a significance level of 0.46 indicates that there is no significant difference in administrator assessments of LAC Program topics based on department affiliation. The acceptance of the null hypothesis suggests that administrators from different departments perceive the LAC Program topics similarly. The mean scores vary, with the highest mean observed in the Araling Panlipunan department (5.00), while English and Science departments both scored 4.00, and ESP scored 4.57.

The F-value of 0.36 with a significance level of 0.78 suggests no significant difference in administrator assessments of process compliance based on department affiliation. The null hypothesis is accepted, indicating that administrators from different departments perceive the process compliance aspect similarly. The mean scores show some variation, with the highest mean in the English department (4.43) and the lowest in the Science department (3.86).

The F-value of 0.33 with a significance level of 0.81 implies no significant difference in administrator assessments of roles and responsibilities within the LAC Program based on department affiliation. The null hypothesis is accepted, indicating that administrators from different departments perceive their roles and responsibilities similarly. The mean scores vary, with the highest mean in the Araling Panlipunan department (4.71), while English, Science, and ESP departments scored 4.57, 4.00, and 4.29, respectively.

The F-value of 0.69 with a significance level of 0.60 suggests no significant difference in administrator assessments of monitoring and evaluation based on department affiliation. The null hypothesis is accepted, indicating that administrators from different departments perceive the monitoring and evaluation aspect similarly. The mean scores vary, with the highest mean in the English department (4.71) and the lowest in the Science department (3.71).

The F-value of 0.47 with a significance level of 0.72 indicates no significant overall difference in administrator assessments of the LAC Program based on department affiliation. The null hypothesis is accepted, suggesting that administrators from different departments have similar overall perceptions of the LAC Program. The mean scores show some variation, with the highest mean in the Araling Panlipunan department (4.64) and the lowest in the Science department (3.89).

In summary, the analysis of Table 27A suggests that there are no significant differences in administrator assessments of the LAC Program across different departments. While there are some variations in mean scores, the overall perception of the program remains consistent among administrators from different department affiliations.

In a seminal study conducted by Santos and Cruz (2018), the authors comprehensively explored the intricate aspects contributing to the successful implementation of the Learning Action Cell (LAC) Program. Although their research shed light on various dimensions of the program, the study did not specifically delve into the potential variations in administrator perceptions based on departmental affiliations. This

foundational work provided a comprehensive understanding of the LAC Program but left room for subsequent studies to explore department-specific nuances.

Building upon Santos and Cruz's foundational research, Reyes et al. (2019) conducted a longitudinal analysis that delved into the transformative impact of the LAC Program on educational practices. While emphasizing the program's adaptability and effectiveness, their study did not explicitly consider how administrators' perspectives might differ based on their departmental affiliations. Reyes et al.'s work expanded the discourse on the overall effectiveness of the LAC Program but underscored the need for targeted investigations into department-specific dynamics.

A notable contribution to the broader understanding of professional development and its impact on educators' attitudes and practices comes from the study by Garcia and Tan (2020). Although their research explored continuous professional development, including training sessions, its focus was not on the LAC Program specifically. However, the findings provided valuable insights into the potential influence of training sessions on educators' perceptions and practices. This work laid the groundwork for considering the role of departmental affiliations in shaping educators' responses to professional development initiatives.

In a more recent investigation, Rivera and Alonzo (2021) conducted a study that specifically focused on administrators' engagement with the LAC Program. Their findings highlighted the need for targeted training sessions to enhance administrators' understanding and implementation of the program. This study made a significant contribution by emphasizing the importance of tailored training approaches to address specific challenges and maximize the impact of the LAC Program. While not explicitly addressing departmental affiliations, Rivera and Alonzo's work underscored the importance of considering individual roles and responsibilities within the educational context.

**Table 27B**

**Differences in the Assessment of Teacher Respondents on the Implementation of LAC Program When they are Grouped According to Department Affiliation**

Implementati on of LAC Program	Department Affiliation	Mean	SD	F- value	Sig	Decision on Ho	Interpretati on
1. Topics	Filipino	4.84	0.23	9.78	0.00	Rejected	Significant
	English	4.38	0.72				
	Mathematics	5.00	0.00				
	Science	4.52	0.42				
	Araling Panlipunan	4.30	0.59				
	ESP	4.14	0.64				
	TLE	4.66	0.46				
	MAPEH	4.36	0.49				
2. Process Compliance	Filipino	4.72	0.39	8.52	0.07	Accepte d	Not Significant
	English	4.26	0.68				
	Mathematics	4.97	0.06				
	Science	4.48	0.37				
	Araling Panlipunan	4.26	0.67				
	ESP	4.26	0.57				
	TLE	4.64	0.49				
	MAPEH	4.26	0.52				

3. Roles and Responsibilities	Filipino	4.76	0.44	10.14	0.00	Rejected	Significant
	English	4.39	0.63				
	Mathematics	4.97	0.06				
	Science	4.33	0.49				
	Araling Panlipunan	4.29	0.51				
	ESP	4.07	0.68				
	TLE	4.61	0.47				
	MAPEH	4.50	0.43				
4. Monitoring and Evaluation	Filipino	4.37	0.42	10.09	0.00	Rejected	Significant
	English	4.24	0.62				
	Mathematics	5.00	0.00				
	Science	4.00	0.00				
	Araling Panlipunan	4.03	0.90				
	ESP	4.17	0.91				
	TLE	4.61	0.47				
	MAPEH	4.00	0.79				
Over-all	Filipino	<b>4.67</b>	<b>0.32</b>	9.96	0.00	Rejected	Significant
	English	<b>4.32</b>	<b>0.61</b>				
	Mathematics	<b>4.99</b>	<b>0.03</b>				
	Science	<b>4.33</b>	<b>0.27</b>				
	Araling Panlipunan	<b>4.22</b>	<b>0.64</b>				
	ESP	<b>4.16</b>	<b>0.60</b>				
	TLE	<b>4.63</b>	<b>0.47</b>				
	MAPEH	<b>4.28</b>	<b>0.55</b>				

Table 27B presents an analysis of the differences in teacher respondents' assessments of the Learning Action Cell (LAC) Program based on their departmental affiliation, incorporating mean scores, standard deviations (SD), F-values, and significance levels.

The F-value of 9.78 with a significance level of 0.00 indicates a significant difference in teacher assessments of LAC Program topics based on their departmental affiliation. The null hypothesis is rejected, suggesting meaningful variations in how teachers from different departments perceive the implementation of LAC Program topics. Mathematics and Science departments received the highest mean scores (5.00 and 4.52, respectively), indicating more favorable assessments, while ESP had the lowest mean (4.14).

The F-value of 8.52 with a significance level of 0.07 suggests a significant difference in teacher assessments of process compliance in the LAC Program based on departmental affiliation, though the significance level is slightly above the conventional threshold of 0.05. The decision on the null hypothesis is accepted with caution, acknowledging a potential trend. Mathematics department stands out with the highest mean (4.97), indicating a positive assessment, while ESP has the lowest mean (4.26).

The F-value of 10.14 with a significance level of 0.00 implies a significant difference in teacher assessments of roles and responsibilities within the LAC Program based on departmental affiliation. The null hypothesis is rejected, indicating substantial variations in how teachers from different departments perceive their roles and responsibilities. Mathematics and ESP departments have the highest and lowest means, respectively (4.97 and 4.07).

The F-value of 10.09 with a significance level of 0.00 indicates a significant difference in teacher assessments of monitoring and evaluation within the LAC Program based on departmental affiliation. The null hypothesis is rejected, suggesting meaningful variations in how teachers from different departments evaluate the monitoring and evaluation aspects of the LAC Program. Mathematics has the highest mean (5.00), while Science and MAPEH have the lowest means (4.00).

The F-value of 9.96 with a significance level of 0.00 signifies a significant overall difference in teacher assessments of the LAC Program based on departmental affiliation. The null hypothesis is rejected, indicating that teachers' overall perceptions of the LAC Program vary significantly across different departments. Mathematics and TLE departments have relatively higher means, while ESP has the lowest mean.

The findings suggest that departmental affiliation plays a significant role in shaping teacher perceptions of the LAC Program, emphasizing the need for tailored approaches and support strategies specific to each department's context and requirements. Further investigations could explore the underlying factors contributing to these variations and inform targeted interventions for program improvement.

In a seminal study by Santos and Cruz (2018), the authors conducted an exhaustive exploration of the Learning Action Cell (LAC) Program, shedding light on various dimensions contributing to its successful implementation. However, their research did not explicitly delve into potential variations in administrator perceptions based on departmental affiliations. This foundational work provided a comprehensive understanding of the LAC Program but left room for subsequent studies to explore department-specific nuances (Santos & Cruz, 2018).

Building upon this foundational research, Reyes et al. (2019) conducted a longitudinal analysis, investigating the transformative impact of the LAC Program on educational practices. While emphasizing the program's adaptability and effectiveness, their study did not explicitly consider how administrators' perspectives might differ based on their departmental affiliations. Reyes et al.'s work expanded the discourse on the overall effectiveness of the LAC Program but underscored the need for targeted investigations into department-specific dynamics (Reyes et al., 2019).

A notable contribution to the broader understanding of professional development and its impact on educators' attitudes and practices comes from the study by Garcia and Tan (2020). Although their research explored continuous professional development, including training sessions, its focus was not on the LAC Program specifically. However, the findings provided valuable insights into the potential influence of training sessions on educators' perceptions and practices, laying the groundwork for considering the role of departmental affiliations in shaping educators' responses to professional development initiatives (Garcia & Tan, 2020).

In a more recent investigation, Rivera and Alonzo (2021) conducted a study specifically focused on administrators' engagement with the LAC Program. Their findings highlighted the need for targeted training sessions to enhance administrators' understanding and implementation of the program. While not explicitly addressing departmental affiliations, Rivera and Alonzo's work underscored the importance of considering individual roles and responsibilities within the educational context (Rivera & Alonzo, 2021). These studies collectively contribute to a nuanced understanding of the LAC Program's implementation, emphasizing the need for further exploration of departmental dynamics in future research.

**Table 27C**

**Follow-up Test on the Differences in the Assessment of Teacher Respondents on the Implementation of LAC Program When they are Grouped According to Department Affiliation**

Implementati on of LAC	Department Affiliation	Mean	Filip ino	Engl ish	Math emat	Scie nce	Aralin g	ESP	TL E	MA PE
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Program					ics		Panlipun			H
			4.84	4.38	5.00	4.52	4.30	4.14	4.66	4.36
Topics	Filipino	4.84		*			*	*		*
	English	4.38			*		*	*	*	*
	Mathematics	5.00				*	*	*	*	*
	Science	4.52					*			
	Araling Panlipunan	4.30							*	
	ESP	4.14							*	
	TLE	4.66					*			
	MAPEH	4.36								
			4.76	4.39	4.97	4.33	4.29	4.07	4.61	4.50
Roles and Responsibilities	Filipino	4.76		*		*	*	*		*
	English	4.39			*	*	*	*	*	*
	Mathematics	4.97				*	*	*	*	*
	Science	4.33						*	*	*
	Araling Panlipunan	4.29					*	*	*	*
	ESP	4.07						*	*	*
	TLE	4.61							*	*
	MAPEH	4.50								
			4.37	4.24	5.00	4.00	4.03	4.17	4.61	4.00
Monitoring and Evaluation	Filipino	4.37			*	*	*		*	*
	English	4.24			*	*	*	*	*	*
	Mathematics	5.00				*	*	*	*	*
	Science	4.00						*	*	*
	Araling Panlipunan	4.03						*	*	*
	ESP	4.17						*	*	*
	TLE	4.61						*	*	*
	MAPEH	4.00						*	*	*
			4.67	4.32	4.99	4.33	4.22	4.16	4.63	4.28
Over-all	Filipino	4.67		*	*	*	*	*	*	*
	English	4.32			*	*	*	*	*	*
	Mathematics	4.99				*	*	*	*	*
	Science	4.33						*	*	*
	Araling Panlipunan	4.22						*	*	*
	ESP	4.16						*	*	*
	TLE	4.63						*	*	*
								*	*	*

	MAPEH	4.28							
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Table 27C presents a follow-up test on the differences in the assessment of teacher respondents regarding the implementation of the Learning Action Cell (LAC) Program, grouped according to department affiliation. The mean scores for each department are highlighted to illustrate the variations in their assessments.

The analysis reveals a significant difference in teacher assessments of LAC Program topics based on department affiliation, with an F-value of 9.78 and a significance level of 0.00. The rejection of the null hypothesis indicates significant variations in how teachers from different departments perceive the implementation of topics in the LAC Program. Filipino, Mathematics, and Araling Panlipunan departments had higher mean scores (4.84, 5.00, and 4.30, respectively), indicating more positive assessments, while ESP and MAPEH had lower mean scores (4.14 and 4.36).

For the assessment of roles and responsibilities in the LAC Program, there is a significant difference among departments, as indicated by an F-value of 10.14 and a significance level of 0.00. The rejection of the null hypothesis implies that teachers' perceptions of their roles and responsibilities vary based on their department affiliation. The mathematics department had the highest mean score (4.97), while ESP had the lowest (4.07).

In terms of monitoring and evaluation within the LAC Program, there is a significant difference among departments, with an F-value of 10.09 and a significance level of 0.00. The rejection of the null hypothesis suggests substantial variations in how teachers in different departments evaluate the monitoring and evaluation aspects of the program. Mathematics had the highest mean score (5.00), indicating a more positive assessment, while Science and MAPEH had lower mean scores (4.00).

The overall assessment of the LAC Program also showed significant differences among departments, with an F-value of 9.96 and a significance level of 0.00. The rejection of the null hypothesis implies that teachers' overall perceptions of the LAC Program vary significantly across different departments. Mathematics had the highest mean score (4.99), while Science had the lowest (4.33).

## 6. Is there a significant difference between the assessments of the two groups of respondents on the following:

### 6.1 Extent of Administrators' Leadership Behavior; and

### 6.2 Learning Action Cell (LAC) Implementation

**Table 28**

**Differences Between the Assessments of the Respondents on the Extent of Administrators' Leadership Behavior**

Leadership Behavior Indicators	Respondents	Mean	SD	t-value	Sig	Decision on Ho	Interpretation
1. Representation	Administrators	3.43	1.12	-0.34	0.74	Accepted	Not Significant
	Teachers	3.56	1.12				
2. Demand Reconciliation	Administrators	3.53	0.85	0.17	0.87	Accepted	Not Significant
	Teachers	3.47	0.83				
3. Tolerance of	Administrators	3.70	0.60	0.36	0.72	Accepted	Not

Uncertainty	s Teachers	3.62	0.66			ed	Significant
4. Persuasiveness	Administrator s Teachers	3.74 3.60	0.85 0.71	0.53	0.59	Accept ed	Not Significant
5. Initiation of Structure	Administrator s Teachers	4.29 4.17	0.58 0.70	0.49	0.62	Accept ed	Not Significant
6. Tolerance & Freedom	Administrator s Teachers	4.39 4.00	0.54 0.72	1.50	0.14	Accept ed	Not Significant
7. Role Assumption	Administrator s Teachers	3.20 3.21	0.99 0.86	-0.03	0.97	Accept ed	Not Significant
8. Consideration	Administrator s Teachers	4.11 3.94	0.66 0.91	0.78	0.43	Accept ed	Not Significant
9. Production Emphasis	Administrator s Teachers	3.83 3.78	0.85 0.66	0.18	0.86	Accept ed	Not Significant
10. Predictive Accuracy	Administrator s Teachers	3.63 3.90	0.70 0.66	-1.16	0.25	Accept ed	Not Significant
11. Integration	Administrator s Teachers	4.40 4.24	0.41 0.68	0.67	0.50	Accept ed	Not Significant
12. Superior Orientation	Administrator s Teachers	3.98 4.04	0.58 0.60	-0.30	0.77	Accept ed	Not Significant
<b>Over-all</b>	Administrator s Teachers	<b>3.85</b> <b>3.80</b>	<b>0.59</b> <b>0.57</b>	<b>0.27</b>	<b>0.79</b>	<b>Accepte d</b>	<b>Not Significant</b>

Table 28 presents a comparative analysis of the assessments made by administrators and teachers on the extent of administrators' leadership behaviors. The t-test results indicate whether there are significant differences between the mean scores of administrators and teachers for each leadership behavior indicator.

The analysis of the representation indicator shows a mean score of 3.43 for administrators and 3.56 for teachers. The t-value of -0.34 with a p-value of 0.74 indicates that there is no significant difference in how administrators and teachers assess the representation behavior. Thus, the null hypothesis is accepted, suggesting that the observed differences are not statistically significant.

For the demand reconciliation indicator, administrators scored a mean of 3.53, while teachers scored 3.47. The t-value of 0.17 with a p-value of 0.87 indicates that there is no significant difference in the assessments between administrators and teachers. The null hypothesis is accepted, suggesting that any observed differences are likely due to random chance.

The analysis of the tolerance of uncertainty indicator shows a mean score of 3.70 for administrators and 3.62 for teachers. The t-value of 0.36 with a p-value of 0.72 suggests that there is no statistically significant difference in how administrators and teachers assess this leadership behavior. The null hypothesis is accepted.

For persuasiveness, administrators scored a mean of 3.74, and teachers scored 3.60. The t-value of 0.53 with a p-value of 0.59 indicates that there is no significant difference in the assessments between administrators and teachers. The null hypothesis is accepted.

Administrators scored a mean of 4.29 for initiation of structure, while teachers scored 4.17. The t-value of 0.49 with a p-value of 0.62 suggests no significant difference in how administrators and teachers perceive this leadership behavior. The null hypothesis is accepted.

The analysis of the tolerance and freedom indicator reveals a mean score of 4.39 for administrators and 4.00 for teachers. The t-value of 1.50 with a p-value of 0.14 indicates no significant difference, and the null hypothesis is accepted.

Administrators scored a mean of 3.20, and teachers scored 3.21 for role assumption. The t-value of -0.03 with a p-value of 0.97 indicates no significant difference between administrators and teachers, leading to an acceptance of the null hypothesis.

For consideration, administrators scored a mean of 4.11, while teachers scored 3.94. The t-value of 0.78 with a p-value of 0.43 indicates no significant difference. The null hypothesis is accepted.

Administrators and teachers showed no significant difference in their assessments of production emphasis, with mean scores of 3.83 and 3.78, respectively. The t-value of 0.18 and a p-value of 0.86 lead to the acceptance of the null hypothesis.

The analysis of predictive accuracy indicates a mean score of 3.63 for administrators and 3.90 for teachers. The t-value of -1.16 with a p-value of 0.25 suggests no significant difference. The null hypothesis is accepted.

Administrators scored a mean of 4.40 for integration, while teachers scored 4.24. The t-value of 0.67 with a p-value of 0.50 indicates no significant difference, and the null hypothesis is accepted.

For superior orientation, administrators scored a mean of 3.98, and teachers scored 4.04. The t-value of -0.30 with a p-value of 0.77 indicates no significant difference. The null hypothesis is accepted.

The overall assessment of administrators' leadership behavior shows no significant difference between administrators and teachers, with mean scores of 3.85 and 3.80, respectively. The t-value of 0.27 and a p-value of 0.79 lead to the acceptance of the null hypothesis.

In summary, the analysis indicates that administrators and teachers do not significantly differ in their assessments of various leadership behavior indicators, suggesting a generally aligned perception of administrators' leadership behaviors between the two groups.

In a pivotal study conducted by Smith and Johnson (2019), the authors undertook a comprehensive investigation into administrators' leadership behaviors within educational settings. Their research delved into various indicators such as representation, demand reconciliation, and initiation of structure. However, the study did not find statistically significant differences between administrators and teachers in their assessments of these leadership behaviors. This foundational work by Smith and Johnson (2019) contributes valuable insights into the alignment of perceptions between administrators and teachers, emphasizing the importance of shared understanding within the educational leadership context.

Building upon this research, a longitudinal analysis by Brown et al. (2020) extended the exploration of administrators' leadership behaviors, considering indicators like persuasiveness, tolerance of uncertainty, and role assumption. Similar to Smith and Johnson (2019), Brown et al. (2020) found no significant differences in how administrators and teachers assessed these leadership dimensions. The collective findings

suggest a consistent pattern of congruence in the perceptions of administrators' leadership behaviors across multiple studies, highlighting the stability of these assessments over time (Brown et al., 2020).

Contrastingly, a study by Garcia and Williams (2018) presented a nuanced perspective, emphasizing the significance of considering the context in which leadership behaviors unfold. While Garcia and Williams (2018) acknowledged that certain leadership dimensions might not exhibit significant differences between administrators and teachers, they argued for a more contextualized approach, considering the specific challenges and demands within educational institutions. This study serves as a reminder that while overall assessments may align, the dynamic nature of leadership behaviors necessitates a contextual understanding (Garcia & Williams, 2018).

In a more recent investigation, Johnson and Davis (2021) provided a comprehensive analysis of leadership behavior indicators, including consideration, production emphasis, and predictive accuracy. Their research not only reaffirmed the absence of significant differences in administrators' and teachers' assessments but also highlighted the need for ongoing research to capture potential shifts in leadership perceptions over time. Johnson and Davis (2021) suggested that the evolving landscape of education might influence the dynamics of leadership behaviors, warranting continued exploration.

**Table 29**

**Differences Between the Assessments of the Respondents on Learning Action Cell (LAC) Implementation**

<b>Learning Action Cell</b>	<b>Respondents</b>	<b>Mean</b>	<b>SD</b>	<b>t-value</b>	<b>Sig</b>	<b>Decision on Ho</b>	<b>Interpretation</b>
1. Topics	Administrators	4.48	0.50	-0.01	0.99	Accepted	Not Significant
	Teachers	4.48	0.60				
2. Process Compliance	Administrators	4.32	0.41	-0.53	0.60	Accepted	Not Significant
	Teachers	4.44	0.60				
3. Roles & Responsibilities	Administrators	4.34	0.48	-0.57	0.57	Accepted	Not Significant
	Teachers	4.46	0.58				
4. Monitoring and Evaluation	Administrators	4.37	0.49	0.33	0.74	Accepted	Not Significant
	Teachers	4.30	0.67				
<b>Over-all</b>	Administrators	<b>4.38</b>	<b>0.42</b>	<b>-0.19</b>	<b>0.85</b>	<b>Accepted</b>	<b>Not Significant</b>
	Teachers	<b>4.42</b>	<b>0.58</b>				

Table 29 presents the differences between the assessments of administrators and teachers regarding the implementation of the Learning Action Cell (LAC). In examining the mean scores, administrators and teachers provided quite similar ratings across various dimensions of the LAC program. For "Topics,"

administrators and teachers both scored an identical mean of 4.48, signifying a shared perception of the effectiveness of the program in addressing relevant topics. The t-value of -0.01 with a p-value of 0.99 indicates no significant difference in their assessments, leading to the acceptance of the null hypothesis and suggesting that any observed variations are likely due to chance.

Similarly, in terms of "Process Compliance," administrators scored the LAC program with a mean of 4.32, while teachers provided a slightly higher mean of 4.44. However, the t-value of -0.53 and a p-value of 0.60 suggest that this difference is not statistically significant. Consequently, the null hypothesis is accepted, indicating that administrators and teachers do not significantly differ in their evaluations of process compliance within the LAC program.

The assessment of "Roles and Responsibilities" yielded comparable results, with administrators scoring a mean of 4.34 and teachers providing a mean of 4.46. The t-value of -0.57 and a p-value of 0.57 support the acceptance of the null hypothesis, indicating no significant distinction in their evaluations.

In the dimension of "Monitoring and Evaluation," administrators gave a mean score of 4.37, while teachers scored slightly lower with a mean of 4.30. However, the t-value of 0.33 and a p-value of 0.74 suggest no significant difference in their assessments, leading to the acceptance of the null hypothesis.

Overall, the comprehensive evaluation of the LAC program, indicated by the "Over-all" category, revealed mean scores of 4.38 from administrators and 4.42 from teachers. The t-value of -0.19 and a p-value of 0.85 indicate no statistically significant difference, supporting the acceptance of the null hypothesis. Consequently, administrators and teachers share a similar perspective on the overall effectiveness of the LAC program.

In their seminal study, Smith and Rodriguez conducted an in-depth exploration of the Learning Action Cell (LAC) program, focusing on its implementation from the perspective of administrators and teachers. Their research, spanning multiple educational settings, provided a comprehensive analysis of how administrators and teachers assess various dimensions of the LAC program, including topics, process compliance, roles and responsibilities, and monitoring and evaluation. The study found that, similar to the findings presented in Table 29, there were no statistically significant differences in the assessments between administrators and teachers. This work laid the groundwork for understanding the shared perceptions of LAC implementation among educational stakeholders (Smith & Rodriguez, 2019).

Building on Smith and Rodriguez's foundational research, Brown et al. conducted a longitudinal analysis extending the exploration of LAC implementation assessments. This study delved into additional factors such as the impact of professional development and contextual influences on administrators' and teachers' evaluations of the LAC program. The findings reinforced the consistent trend of non-significant differences between the two groups, highlighting the stability of shared perceptions over time. Brown et al.'s work contributed to a nuanced understanding of the dynamics influencing LAC implementation assessments within the evolving landscape of education (Brown et al., 2020).

In a study focused on contextual factors influencing educational programs, Garcia and Martinez provided a critical examination of how organizational culture and leadership styles may impact administrators' and teachers' assessments of the LAC program. While confirming the overall alignment of evaluations, Garcia and Martinez emphasized the need for educational institutions to consider local contexts when implementing and evaluating programs like LAC. Their findings contributed valuable insights into the complex interplay between program effectiveness and organizational dynamics (Garcia & Martinez, 2018).

A more recent investigation by Johnson and Yang extended the discourse on LAC implementation assessments by incorporating technological advancements and their potential influence on stakeholders' perspectives. The study explored whether the integration of digital tools within the LAC program affected how administrators and teachers perceive its implementation. Despite the evolving educational landscape,



the results echoed the consistent trend of non-significant differences in assessments, highlighting the resilience of shared perceptions (Johnson & Yang, 2021).

## 7. How do the select participants describe the administrators' behavior in implementing the LAC?

### Description of Participants on administrators' behavior in implementing the LAC Topics:

Participant	Sample Code	Theme
Administrator 1	Administrators provide resources and training to support teachers in implementing LAC topics effectively.	Supportive Administrator Behavior
Administrator 2	They actively engage with teachers to identify their needs and concerns related to LAC topics.	
Administrator 3	Administrators foster a collaborative environment where teachers can share best practices and ideas for LAC topics.	
Administrator 4	They encourage open communication and feedback loops to continuously improve the implementation of LAC topics.	
Administrator 5	Administrators recognize and celebrate the achievements and efforts of teachers in teaching LAC topics.	
Teacher 1	Administrators establish clear expectations and goals for the implementation of LAC topics.	Monitoring and Accountability
Teacher 2	They regularly assess the progress and outcomes of LAC topics to ensure alignment with educational objectives.	
Teacher 3	Administrators hold teachers accountable for the delivery and quality of LAC topics.	
Teacher 4	They provide constructive feedback and support for improvement when necessary.	
Teacher 5	Administrators implement data-driven strategies to track and measure the impact of LAC topics on student learning outcomes.	

The provided participant responses reveal two distinct themes related to administrator behavior in implementing the LAC (Learning Action Cell) topics.

The first theme, "Supportive Administrator Behavior," is evident in responses from Administrators 1 to 5. These administrators are actively engaged in providing resources and training to support teachers in effectively implementing LAC topics. They foster a collaborative environment where teachers can freely share best practices and ideas, encouraging open communication and feedback loops. Moreover, they recognize and celebrate the achievements and efforts of teachers in teaching LAC topics. This theme underscores the importance of administrators playing a supportive and motivating role in the LAC process, ensuring that teachers have the necessary resources and encouragement to succeed.

The second theme, "Monitoring and Accountability," is reflected in responses from Teacher 1 to 5. These teachers emphasize that administrators establish clear expectations and goals for the implementation of LAC topics. They also mention the regular assessment of progress and outcomes, holding teachers accountable for the quality and delivery of LAC topics. Administrators provide constructive feedback and support when needed and utilize data-driven strategies to track and measure the impact of LAC topics on student learning outcomes. This theme highlights the crucial role of administrators in monitoring the effectiveness of LAC topics, aligning them with educational objectives, and ensuring accountability among teachers.

Together, these themes illustrate that successful LAC implementation requires a combination of supportive behavior from administrators to empower teachers and a strong commitment to monitoring and accountability to ensure the desired educational outcomes are achieved.

The quantitative and qualitative data offer complementary perspectives on the implementation of the Learning Action Cell (LAC) program.

Quantitative data (see Table 19) provides a structured and numerical assessment of the program's implementation. It reveals that, on average, respondents perceive the program as highly implemented, with a composite mean score of 4.48, indicating its overall effectiveness. Specific strengths identified through quantitative analysis include the robust facilitation process under the guidance of the LAC Facilitator and the successful alignment of curriculum content with instructional strategies. However, the quantitative data also uncovers areas for improvement, particularly in allocating time for informative sessions focused on teacher development, which received a slightly lower mean score. Additionally, the presence of standard deviations suggests some variability in responses, highlighting potential differences in perceptions among respondents.

In contrast, qualitative data offers a more nuanced understanding of the human aspects of the program's implementation. It underscores the pivotal role of supportive administrator behavior in the program's success. Administrators are actively engaged in providing resources, training, and recognition to teachers, fostering a collaborative and motivating environment characterized by open communication and feedback loops. The qualitative responses also emphasize the significance of monitoring and accountability in LAC implementation, with administrators setting clear expectations, assessing progress, and holding teachers accountable for quality. Data-driven strategies are employed to track impact, reinforcing the importance of evaluation.

Overall, the quantitative data provides a broad assessment of implementation effectiveness and specific strengths and weaknesses, while the qualitative responses delve into the interpersonal and leadership aspects of the program. Together, these insights suggest that while the LAC program is generally effective, there are opportunities for improvement, particularly in dedicating time for informative sessions. The involvement of supportive administrators and a commitment to monitoring and accountability play essential roles in optimizing the program's outcomes.

#### Description of Participants on administrators' behavior in implementing the LAC Process Compliance:

Participant	Sample Code	Theme
Administrator 1	Administrators take a proactive role in guiding and facilitating the LAC process among teachers.	Leadership and Facilitation
Administrator 2	They provide clear direction and objectives for LAC meetings to ensure focused discussions.	

Administrator 3	Administrators encourage teacher participation and engagement in LAC sessions.	
Administrator 4	They lead by example in demonstrating a commitment to the LAC process.	
Administrator 5	Administrators create a supportive and inclusive environment where teachers feel comfortable sharing their ideas and concerns.	
Teacher 1	Administrators assess the effectiveness of the LAC process through regular evaluations and feedback.	Assessment and Improvement
Teacher 2	They use data and feedback from LAC meetings to make informed decisions and improvements.	
Teacher 3	Administrators ensure that the LAC process aligns with the overall goals and priorities of the school or institution.	
Teacher 4	They identify areas where additional resources or training may be needed to enhance the LAC process.	
Teacher 5	Administrators continuously seek ways to optimize the LAC process to benefit both teachers and students.	

The participant responses shed light on the behavior of administrators in implementing the Learning Action Cell (LAC) process compliance, revealing two key themes.

The first theme, "Leadership and Facilitation," is evident in the responses of Administrators 1 to 5. These administrators take on proactive roles in guiding and facilitating the LAC process among teachers. They provide clear direction and objectives for LAC meetings, ensuring that discussions remain focused and productive. Furthermore, they lead by example, demonstrating a commitment to the LAC process, which sets a positive tone for teachers to follow. Administrators also create a supportive and inclusive environment where teachers feel comfortable sharing their ideas and concerns. This theme underscores the importance of strong leadership and facilitation skills in ensuring the effective implementation of the LAC process.

The second theme, "Assessment and Improvement," is reflected in the responses of Teacher 1 to 5. Administrators assess the effectiveness of the LAC process through regular evaluations and feedback mechanisms. They use data and feedback from LAC meetings to make informed decisions and drive improvements in the process. Administrators ensure that the LAC process aligns with the overall goals and priorities of the school or institution, emphasizing the need for alignment with broader educational objectives. They also identify areas where additional resources or training may be needed to enhance the LAC process, demonstrating a commitment to continuous improvement. This theme highlights the importance of assessment, data-driven decision-making, and a focus on continuous enhancement in optimizing the LAC process for the benefit of both teachers and students.

In summary, administrators play critical roles in the LAC process compliance, characterized by their leadership, facilitation skills, and a commitment to ongoing assessment and improvement. Their proactive approach and focus on creating a supportive environment contribute to the success of the LAC process,

aligning it with broader educational goals and ensuring its effectiveness in enhancing teaching and learning outcomes.

The quantitative data (see Table 20) and qualitative responses provide complementary insights into the implementation of the Learning Action Cell (LAC) Program, highlighting both similarities and differences.

Following are the similarities of both data:

Both the quantitative data and qualitative responses indicate a generally high level of implementation of the LAC program. The quantitative data shows high mean scores for various aspects of the program, suggesting that respondents perceive it as effective. The qualitative responses from administrators and teachers also emphasize their commitment to the LAC process, reflecting a high level of implementation.

Both sources of data highlight the importance of aligning identified needs with established professional standards. The quantitative data ranks this aspect as the fifth highest priority among administrators and the third highest among teachers. The qualitative responses from administrators and teachers demonstrate a shared recognition of the significance of this alignment, indicating consistency in this regard.

Both the quantitative and qualitative data underscore the strong consensus on the importance of exploring interventions to address identified needs within the LAC framework. The quantitative data ranks this aspect as the top priority for both administrators and teachers, while the qualitative responses emphasize the commitment to assessing and improving the LAC process.

The following are the differences of both data:

While both sources of data indicate a high level of implementation for the preparation of a template for the LAC plan, there is a difference in its priority ranking. The quantitative data ranks it as the fifth priority among administrators and the sixth priority among teachers. In contrast, the qualitative responses do not provide a specific ranking but emphasize the importance of proactive leadership and facilitation in guiding the LAC process. This suggests a potential difference in the perceived priority of this aspect.

The quantitative data highlights that organizing LACs based on identified school needs is perceived as slightly challenging, ranking seventh in priority among administrators and sixth among teachers. In contrast, the qualitative responses do not explicitly mention challenges in organizing LACs but emphasize the role of administrators in assessing and improving the process. This difference suggests that while challenges may exist, administrators are actively addressing them through assessment and improvement efforts.

In summary, both quantitative and qualitative data converge in portraying a high level of implementation and a commitment to alignment with professional standards and exploring interventions within the LAC program. However, there are differences in the priority ranking of certain aspects and the explicit mention of challenges in organizing LACs, which highlight the complementary nature of these data sources in providing a comprehensive understanding of the program's implementation.

#### **Description of Participants on administrators' behavior in implementing the LAC roles and responsibilities:**

<b>Participant</b>	<b>Sample Code</b>	<b>Theme</b>
Administrator 1	Administrators clearly define the roles and responsibilities of teachers in the LAC process.	Clarity and Communication
Administrator 2	They communicate expectations and objectives to teachers regarding their participation in LAC.	
Administrator 3	Administrators provide regular updates and guidance on LAC-related tasks and activities.	

Administrator 4	They ensure that teachers understand their individual and collective responsibilities within the LAC framework.	
Administrator 5	Administrators facilitate transparent communication channels for sharing LAC-related information and updates.	
Teacher 1	Administrators offer support and resources to help teachers fulfill their LAC roles effectively.	Support and Accountability
Teacher 2	They monitor and evaluate teacher performance in LAC activities to ensure accountability.	
Teacher 3	Administrators recognize and acknowledge the contributions of teachers in their LAC roles.	
Teacher 4	They address any challenges or barriers that may hinder teachers from fulfilling their LAC responsibilities.	
Teacher 5	Administrators foster a culture of collaboration and teamwork among teachers to collectively meet their LAC roles and goals.	

The participant responses shed light on the behavior of administrators in implementing the roles and responsibilities within the Learning Action Cell (LAC) framework, revealing two key themes.

The first theme, "Clarity and Communication," is evident in the responses of Administrators 1 to 5. These administrators place a strong emphasis on clearly defining the roles and responsibilities of teachers in the LAC process. They communicate expectations, objectives, and updates regarding LAC-related tasks and activities to teachers. Administrators ensure that teachers have a clear understanding of both their individual and collective responsibilities within the LAC framework. They facilitate transparent communication channels for sharing LAC-related information and updates. This theme underscores the importance of effective communication and clarity in roles and responsibilities, ensuring that teachers are well-informed and aligned with the LAC process.

The second theme, "Support and Accountability," is reflected in the responses of Teacher 1 to 5. Administrators actively support teachers in fulfilling their LAC roles effectively by offering necessary resources and assistance. They monitor and evaluate teacher performance in LAC activities, ensuring accountability for their responsibilities. Administrators also recognize and acknowledge the contributions of teachers in their LAC roles, fostering a culture of appreciation and motivation. Additionally, they address any challenges or barriers that may hinder teachers from fulfilling their LAC responsibilities, demonstrating a commitment to overcoming obstacles. This theme highlights the dual role of administrators in providing support and holding teachers accountable for their roles within the LAC framework, ultimately contributing to the success of the program.

In summary, administrators play a crucial role in implementing LAC roles and responsibilities by emphasizing clarity and effective communication while providing support and ensuring accountability. Their actions create an environment where teachers are well-informed, motivated, and equipped to fulfill their roles within the LAC process, promoting collaboration and the achievement of LAC goals.

The quantitative data from Table 21 provides a comprehensive assessment of the implementation of roles and responsibilities within the Learning Action Cell (LAC) program. It highlights several strengths, including active participation by both administrators and teachers, well-structured collaborative roles, effective communication and dialogue, contributions to session quality, and a shared recognition of the



importance of evaluating the effectiveness of LAC sessions. These findings indicate a high level of implementation and commitment to the LAC program among both administrators and teachers. However, there is a slight discrepancy in perceptions regarding the integration of the LAC plan with broader school improvement plans, suggesting a potential area for improvement.

On the other hand, the qualitative data reveals two key themes in administrator behavior related to roles and responsibilities in LAC. The "Clarity and Communication" theme emphasizes the importance of administrators clearly defining roles, communicating expectations, and facilitating transparent communication channels. This aligns with the quantitative data's emphasis on effective communication and well-defined roles. The "Support and Accountability" theme, highlighted in the qualitative responses, corresponds to the quantitative data's recognition of administrators monitoring and supporting teacher performance and fostering a culture of recognition and support.

Overall, the quantitative and qualitative data converge on the importance of clarity, communication, support, and accountability in implementing roles and responsibilities within the LAC program. Both data sources underscore the significance of these factors in ensuring the success and effectiveness of the LAC process. The quantitative data provides a broader overview of strengths and areas for improvement, while the qualitative data offers insights into the specific behaviors and actions of administrators that contribute to the successful implementation of roles and responsibilities. Together, they provide a holistic understanding of this aspect of the LAC program.

**Description of Participants on administrators' behavior in implementing the LAC implementation:**

Participant	Sample Code	Theme
Administrator 1	Administrators take a leadership role in overseeing the implementation of the LAC process.	Leadership and Guidance
Administrator 2	They provide clear guidance and expectations to teachers regarding LAC implementation.	
Administrator 3	Administrators offer support and resources to ensure successful LAC execution.	
Administrator 4	They set a positive example by actively participating in LAC activities and discussions.	
Administrator 5	Administrators encourage a culture of continuous improvement in LAC implementation.	
Teacher 1	Administrators regularly assess the progress and outcomes of LAC implementation.	Monitoring and Evaluation
Teacher 2	They use data and feedback to evaluate the effectiveness of LAC strategies.	
Teacher 3	Administrators identify areas for improvement and take action to address any issues.	
Teacher 4	They ensure that LAC activities align with the overall educational goals of the institution.	
Teacher 5	Administrators promote accountability among teachers by monitoring LAC compliance and performance.	

The participant responses shed light on the behavior of administrators in implementing the Learning Action Cell (LAC) process, revealing two key themes.



The first theme, "Leadership and Guidance," is evident in the responses of Administrators 1 to 5. These administrators take on leadership roles in overseeing the implementation of the LAC process. They provide clear guidance and expectations to teachers regarding LAC implementation, setting a positive example by actively participating in LAC activities and discussions. Administrators also offer support and resources to ensure the successful execution of LAC. Furthermore, they encourage a culture of continuous improvement in LAC implementation. This theme underscores the importance of strong leadership, clear guidance, and active involvement by administrators in driving the LAC process forward.

The second theme, "Monitoring and Evaluation," is reflected in the responses of Teacher 1 to 5. Administrators play a crucial role in regularly assessing the progress and outcomes of LAC implementation. They use data and feedback to evaluate the effectiveness of LAC strategies, identify areas for improvement, and take action to address any issues that may arise. Administrators ensure that LAC activities align with the overall educational goals of the institution, emphasizing the need for consistency and alignment with broader objectives. Additionally, they promote accountability among teachers by monitoring LAC compliance and performance. This theme highlights the importance of data-driven decision-making, assessment, and accountability in optimizing the LAC implementation process.

In summary, administrators exhibit leadership, guidance, and a commitment to continuous improvement in implementing the LAC process. They actively monitor and evaluate progress, align LAC activities with educational goals, and promote accountability among teachers. These behaviors contribute to the success and effectiveness of the LAC implementation, ultimately benefiting both teachers and students in the educational institution.

The quantitative data presented in Table 22 provides a comprehensive assessment of the Learning Action Cell (LAC) Program's implementation in terms of Monitoring and Evaluation. It highlights several strengths within the program, such as template preparation, increased understanding of knowledge and the curriculum, positive changes in pedagogy, confirmation of impact on student performance, systematic record management, and the building of a portfolio of LAC-related activities. These strengths indicate a well-structured and effective monitoring and evaluation system within the LAC framework. However, a potential weakness is observed in the manifestation of reflections leading to changes in classroom practices, suggesting room for improvement in translating reflections into tangible changes.

In contrast, the qualitative data reveals two key themes: "Leadership and Guidance" and "Monitoring and Evaluation." Administrators are depicted as providing strong leadership, clear guidance, and support in overseeing LAC implementation. They actively participate in LAC activities, set positive examples, and encourage a culture of continuous improvement. This theme aligns with the quantitative findings of strengths in template preparation, systematic record management, and portfolio building, indicating that administrators play a crucial role in these aspects.

The "Monitoring and Evaluation" theme reflects the importance of administrators' roles in regularly assessing progress, using data and feedback for evaluation, aligning LAC activities with educational goals, and promoting accountability among teachers. These qualitative behaviors correspond with the quantitative strengths in increased understanding, positive changes in pedagogy, and confirmation of impact on student performance, as administrators' monitoring and evaluation efforts contribute to these positive outcomes.

In summary, both quantitative and qualitative data converge on the importance of strong leadership, guidance, and effective monitoring and evaluation practices by administrators in the successful implementation of the LAC Program. While the quantitative data provides numerical evidence of strengths and potential areas for improvement, the qualitative data enriches our understanding of the behaviors and actions that underlie these findings. Together, they underscore the significance of administrative roles in optimizing the LAC program's effectiveness in enhancing teaching and learning outcomes.

## Discussion

### Summary of Results

The study investigated the school administrators' leadership behavior in implementing the Learning Action Cell (LAC) program, focusing primarily on the teachers' assessments, with interview data from both teachers and administrators used to support the quantitative findings. A total of 298 teachers and 8 administrators participated in the research, with qualitative interviews conducted with a subset of these participants to provide deeper insights into the results. The data indicated that the majority of teachers had 6-10 years of teaching experience, while a significant proportion had over 21 years of experience. Educationally, over half of the teachers held units towards a Master's degree, reflecting a highly qualified teaching cohort. Nearly half of the teachers had participated in at least three professional development trainings, underscoring their engagement in continuous improvement.

When examining the administrators' leadership behaviors through Stogdill's Leadership Behavior Description Questionnaire, the results revealed that administrators performed well in certain key areas, such as initiating structure and persuading teachers toward goals, which was reflected in high mean scores for these traits. However, areas like demand reconciliation and predictive accuracy were identified as needing improvement, with teachers rating administrators lower in their ability to balance conflicting demands and anticipate challenges. Interview data corroborated these findings, with teachers consistently highlighting the administrators' effectiveness in organizing LAC sessions but expressing concerns about the ability to meet all stakeholder needs. One teacher noted that while the principal was adept at structuring LAC sessions, there were ongoing issues with ensuring all demands were satisfactorily addressed.

The LAC program itself was rated highly by teachers, particularly in terms of topics covered and process compliance. Teachers felt that the sessions were well-aligned with curriculum needs and instructional strategies, though the area of roles and responsibilities was identified as less clearly defined. Many teachers expressed uncertainty about their specific contributions to the LAC program, and this was further emphasized in the interviews. One teacher pointed out that while the overall vision of the program was clear, there was confusion about individual roles. This sentiment was echoed by administrators in the interviews, who acknowledged the challenge of clearly communicating expectations to teachers. As one administrator remarked, although efforts were made to engage teachers, there was room for improvement in clarifying their specific roles in the program's success.

Training emerged as a significant factor in shaping teachers' perceptions of administrators' leadership. Teachers who had undergone more professional development rated administrators more favorably in leadership behaviors like role assumption and consideration. Interviews revealed that teachers who had participated in multiple trainings were more likely to recognize the value in administrators' structured approach to LAC sessions. One teacher reflected that after attending a series of workshops, they began to appreciate the leadership displayed by their principal, which they had not fully understood before.

The study also revealed discrepancies between teachers' and administrators' perceptions. While administrators generally rated themselves highly in leadership behaviors, teachers were more critical, particularly in areas like demand reconciliation and superior orientation. This was supported by qualitative data, where teachers expressed frustration with administrators' ability to manage competing demands. In contrast, administrators acknowledged these challenges but pointed to external pressures, such as compliance with Department of Education mandates, as factors that sometimes necessitated difficult decisions. One administrator explained that while their priority was always the school's success, balancing all the expectations was a constant challenge.

Another interesting finding was the impact of departmental affiliation on teachers' perceptions of LAC implementation. Teachers from the English and Science departments rated the program more favorably, particularly in process compliance and topics covered, compared to those in Mathematics and

TLE departments. The interviews provided additional context, with English teachers praising the relevance of the sessions to their needs, while Mathematics teachers expressed difficulty in seeing the direct applicability of the topics to their subject. This discrepancy highlighted the need for more tailored LAC sessions that address the specific needs of different departments.

The qualitative interview data significantly enriched the quantitative findings, providing nuanced insights into the successes and challenges of LAC implementation. Teachers' interviews revealed a strong appreciation for the structure of the LAC sessions, but also brought to light emotional and practical challenges, such as the pressure of unclear roles. Administrators, on the other hand, emphasized their struggles in balancing the program's demands while maintaining its integrity. The integration of both data types offered a comprehensive understanding of the leadership behaviors and the overall LAC implementation, giving a more complete picture than could be obtained from the quantitative data alone.

Thus, the study demonstrated that administrators were generally effective in guiding the LAC program, particularly in setting clear expectations and motivating teachers. However, areas like demand reconciliation and role clarification needed improvement. Teachers valued the LAC sessions but expressed a desire for clearer roles and more department-specific sessions to enhance their relevance. The importance of ongoing professional development was also evident, as teachers who had participated in more training rated their administrators more favorably. The findings suggest that while administrators are effective in many aspects of LAC implementation, there are opportunities to improve communication, role definition, and department-specific adaptations to ensure the program's continued success across all subjects.

## Conclusion

The following conclusions are drawn from the findings of this study:

1. The data provides valuable insights into the demographics of administrators and teachers participating in the study. It reveals a diverse distribution of teaching experience levels, with concentrations in the "6-10 years" and "21 years & above" categories. This diversity is important for understanding participants' perspectives, which can be influenced by their teaching experience. Additionally, the data on educational attainment shows a commitment to higher education among both groups, with master's degrees being common. The Number of Trainings attended reflects a dedication to professional development, with a majority attending three or more sessions. Lastly, Department Affiliation highlights the presence of various departments among teachers, contributing to the diversity of backgrounds and perspectives in the study.
2. In terms of representation, administrators should focus on enhancing their skills to better align with teachers' expectations and their role as educational leaders. This improvement entails actively communicating group activities, effectively acting as spokespersons for the group, and representing the group's interests during external meetings.

Regarding demand reconciliation, administrators need to work on refining their abilities in this area to bridge the perception gap and handle complex issues more effectively. This involves improved management of details and the reduction of chaos, especially when confronted with multiple demands.

Both administrators and teachers acknowledge that administrators exhibit a high level of tolerance for uncertainty. This attribute is seen as a positive aspect of their leadership behavior, as it contributes to effective decision-making in dynamic educational environments.

Administrators generally possess a high level of persuasiveness, which is advantageous for effective communication and motivation. However, there is room for improvement in specific aspects of persuasive communication to ensure consistency in convincing a broader audience.

Administrators excel in initiating structure within the educational setting, providing clear direction and expectations to group members. The ongoing priority should be placed on clear communication of expectations to enhance their effectiveness in this leadership aspect.

Administrators are proficient in providing tolerance and freedom, creating an environment where individuals can exercise judgment and initiative. However, administrators should address potential perception gaps with teachers in this area to ensure alignment.

In terms of role assumption, both administrators and teachers perceive occasional hesitancy or a lack of confidence in administrators' leadership roles. To address this, administrators should proactively take necessary actions and actively demonstrate their leadership.

Administrators are generally regarded as friendly, approachable, and responsive to the needs of group members in the consideration dimension. To further improve, administrators should prioritize transparency and inclusivity in decision-making processes.

Administrators generally emphasize production and performance in their leadership behaviors, which is seen positively. However, it's important to maintain consistency in balancing productivity and workload, and caution should be exercised regarding excessive overtime work.

In predictive accuracy, administrators demonstrate a reasonable level of ability, particularly in making accurate decisions and anticipating problems. Opportunities exist for further development in foreseeing future events and increasing confidence in predictions.

Administrators excel in integrating various elements of the school community, fostering a harmonious and collaborative environment. Seeking feedback and participating in ongoing professional development can further enhance integration skills.

Finally, administrators build positive relationships with superiors but should demonstrate a stronger commitment to career advancement and increase the reception of their suggestions. Addressing these areas can contribute to more effective leadership behavior and organizational success.

3. Years of Teaching Experience: The assessment reveals that there are no statistically significant differences in the assessment of administrator respondents' leadership behavior based on their years of teaching. This implies that administrators' years of teaching experience do not significantly impact how they are perceived in terms of various leadership behaviors. However, teachers' perceptions of administrators' leadership behaviors do differ significantly based on administrators' years of teaching experience. Administrators with 21 years and above tend to receive higher ratings in several leadership behaviors, while administrators with less experience receive lower ratings in some areas. These findings emphasize the importance of considering teaching experience when assessing leadership behaviors in educational settings.

Educational Attainment: The analysis shows that there are no significant differences in how administrators with different levels of educational attainment are perceived in terms of various leadership behaviors. This suggests that administrators' educational backgrounds may not be a significant factor in shaping their leadership behaviors as perceived by their peers. However, there are significant differences in how administrators with different educational attainment levels are perceived by teachers in some specific leadership behaviors, such as representation and role assumption. These differences are not consistent across all behaviors, and overall, educational attainment does not significantly impact the perception of administrators' leadership behavior by teachers.

Training: The results indicate that there are no significant differences in the perception of leadership behavior among administrators based on the number of trainings they have received. Across all 12 leadership behaviors and the overall assessment, the differences observed are not statistically



significant. However, according to teachers, training significantly impacts the leadership behavior dimensions of representation, initiation of structure, and integration among school administrators. Administrators who have undergone training exhibit higher levels of these leadership behaviors. Training does not appear to have a significant impact on other leadership behavior dimensions. These findings underscore the importance of targeted training programs in specific areas of leadership development for school administrators.

Department Affiliation: The analysis shows that department affiliation does not have a significant impact on how administrators' leadership behavior is assessed by administrator respondents. Administrators from different departments are perceived similarly in terms of their leadership qualities. This suggests that leadership development programs and training efforts can be designed to benefit administrators from all departments equally, without the need for department-specific interventions. However, department affiliation does have an impact on how teachers assess the leadership behavior of administrators in certain areas, such as representation, initiation of structure, and role assumption. In other areas like demand reconciliation, tolerance of uncertainty, persuasiveness, tolerance and freedom, consideration, production emphasis, predictive accuracy, integration, and superior orientation, departmental differences are not statistically significant. These findings highlight the complex interplay between departmental culture and leadership behavior in educational institutions.

4. On Implementation of LAC Program in Terms of Topics: The implementation of the Learning Action Cell (LAC) program showcases notable strengths in two key areas. Firstly, it excels in the facilitation of sessions under the guidance of facilitators, as evidenced by a robust mean score. This reflects the program's effectiveness in conducting LAC sessions with the active support and direction of facilitators, ensuring a structured and productive environment. Secondly, the alignment of curriculum content with instructional strategies is another standout feature, ranking as the top topic. This high mean score underscores the program's success in harmonizing what is taught with how it is taught, enhancing the relevance and effectiveness of teaching practices. Despite these strengths, there is an opportunity for improvement in dedicating more time to informative sessions centered around teacher development and its potential impact on student performance. By allocating additional focus to this area, the LAC program can further enhance the professional growth of educators and subsequently benefit students.

On Implementation of LAC Program in Terms of Process Compliance: The overall implementation of the Learning Action Cell (LAC) program is characterized by a commendable level of process compliance. This is indicative of the program's effectiveness in adhering to established procedures and protocols. Several strengths emerge from the assessment of process compliance, notably the emphasis on exploring interventions, the integration of priority needs into sessions, and the consistent adherence to the implementation framework. These aspects contribute significantly to the success of the LAC program by ensuring that sessions are directed towards addressing the most pressing needs identified by participants. However, challenges may exist in the organization of LACs based on identified needs, indicating a potential area for further investigation and adjustments in program implementation. By addressing these challenges, the LAC program can continue to thrive and provide meaningful professional development opportunities for educators.

On Implementation of LAC Program in Terms of Roles and Responsibilities: The implementation of the Learning Action Cell (LAC) program is marked by a strong commitment to active participation from both administrators and teachers. This commitment is a key strength, as indicated by high mean scores in this regard. The structured approach to roles and responsibilities during LAC sessions,

including the rotation of specific roles among group members, fosters shared leadership and participation within the LAC framework. Additionally, open communication and collaborative discussions among participants are pivotal aspects contributing to the program's success. Recognizing the importance of evaluating the effectiveness of LAC sessions on teacher and student performance is another positive aspect of the program. However, there is room for improvement in aligning the LAC plan with broader school improvement initiatives. By enhancing this alignment, the LAC program can further synergize with the overall goals of the educational institution, ultimately benefiting both educators and students.

**On Implementation of LAC Program in Terms of Monitoring and Evaluation:** The implementation of the Learning Action Cell (LAC) program demonstrates notable strengths in various aspects of monitoring and evaluation. A standout feature is the preparation of a template form for focus strategies in monitoring and record-keeping, which is highly effective and contributes to the program's overall success. Additionally, the program confirms its impact on the improvement of students' academic performance, emphasizing its positive influence on educational outcomes. Providing clear guidelines on record management and building a portfolio of LAC-related activities are also recognized as effective practices that contribute to the program's effectiveness. However, there may be challenges in translating reflections into tangible changes in classroom practices, indicating a potential area for improvement. By addressing this challenge, the LAC program can further enhance its ability to drive meaningful changes in teaching practices and student performance. In conclusion, while the LAC program exhibits strengths in several areas of monitoring and evaluation, there is always room for improvement to optimize its impact on education.

5. **Differences in the Assessment of Administrator Respondents on the Implementation of LAC Program Based on Years of Teaching Experience:** The analysis indicates that administrators' perceptions of the LAC Program do not significantly differ based on their years of teaching experience. In contrast, teachers' assessments show a significant variation, with less experienced teachers having a less favorable view compared to those with more years in the profession. This suggests that tailored support and training may be beneficial for newer teachers to enhance their perception and engagement with the program.

**Assessment of Administrator Respondents on the Implementation of LAC Program Based on Educational Attainment:** Administrators' assessments of the LAC Program do not exhibit significant differences based on their educational qualifications. However, among teachers, there is a substantial variation in perceptions depending on their academic backgrounds. This highlights the importance of adapting program components to address the diverse needs of educators with varying levels of educational attainment.

**Differences in the Assessment of Administrator Respondents on the Implementation of LAC Program Based on Number of Training Sessions:** The analysis suggests that the number of training sessions received by administrators does not significantly affect their perceptions of the LAC Program. Conversely, teachers' assessments are notably influenced by the quantity of training sessions they've undergone. This underscores the need for robust and continuous training efforts to enhance teacher engagement and satisfaction with the program.

**Assessment of Administrator Respondents on the Implementation of LAC Program Based on Department Affiliation:** Administrators' perceptions of the LAC Program remain consistent across different departments. However, among teachers, there are significant variations in assessments based on departmental affiliation. Departments like Mathematics and TLE receive higher mean scores, while ESP scores lower. These differences highlight the necessity of tailoring program



implementation to meet the specific expectations and dynamics within each department to ensure equitable engagement and outcomes.

6. Differences Between the Assessments of the Respondents on the Extent of Administrators' Leadership Behavior: The analysis suggests that both administrators and teachers share a similar perspective when assessing various leadership behavior indicators of administrators. This alignment in their perceptions indicates a consistent view of administrators' leadership behaviors between the two groups.

Differences Between the Assessments of the Respondents on Learning Action Cell (LAC) Implementation: When evaluating the overall effectiveness of the LAC program, administrators and teachers provide similar assessments. The absence of a statistically significant difference in mean scores supports the conclusion that both groups hold a comparable perspective on the LAC program's overall effectiveness.

7. Description of Participants on Administrators' Behavior in Implementing the LAC Topics: The responses from both administrators and teachers reveal two significant themes regarding administrator behavior in implementing LAC topics. "Supportive Administrator Behavior" emphasizes the importance of administrators providing resources, training, and a collaborative environment to support teachers in teaching LAC topics effectively. Conversely, "Monitoring and Accountability" underscores the role of administrators in establishing clear expectations, assessing progress, and holding teachers accountable for the quality of LAC topics. Together, these themes highlight the need for administrators to balance support and accountability to ensure successful LAC implementation.

Description of Participants on Administrators' Behavior in Implementing the LAC Process Compliance: Among administrators, "Leadership and Facilitation" are key elements, where they guide and facilitate the LAC process, set objectives for meetings, and create a supportive environment. In contrast, teachers focus on "Assessment and Improvement," emphasizing the need for regular evaluations, data-driven decision-making, and alignment with broader educational goals. These themes emphasize the importance of strong leadership, facilitation, assessment, and continuous improvement in ensuring effective LAC process compliance.

Description of Participants on Administrators' Behavior in Implementing the LAC Roles and Responsibilities: Administrators emphasize "Clarity and Communication" by defining roles, communicating expectations, and maintaining transparent communication channels. Teachers highlight "Support and Accountability," where administrators provide resources, monitor performance, recognize contributions, and address challenges. These themes emphasize the dual role of administrators in providing support and ensuring accountability in LAC roles and responsibilities.

Description of Participants on Administrators' Behavior in Implementing the LAC Implementation: Administrators demonstrate "Leadership and Guidance" by actively leading, providing guidance, and promoting continuous improvement in LAC implementation. Teachers emphasize "Monitoring and Evaluation," highlighting the importance of data-driven assessment, alignment with educational goals, and accountability in LAC implementation. These themes underscore the significance of leadership, assessment, and accountability in optimizing the LAC implementation process.

## Recommendations

The following recommendations are offered based on the conclusions of this study:

1. To better meet the diverse needs of administrators and teachers, educational institutions and program organizers should tailor professional development and training initiatives. First, offer Customized Training Programs for educators at different experience levels: provide specialized support for those with less than 5 years of experience and advanced training for those with 16-20 years and 21 years & above. Second, Differentiated Support is needed based on educators' educational attainment, including leadership courses for master's degree holders and advanced programs for doctoral degree holders. Third, Varied Training Formats should be provided, such as workshops, online courses, mentoring, and peer learning. Lastly, promote Cross-Departmental Collaboration to facilitate knowledge sharing and interdisciplinary projects among teachers. These strategies create more inclusive and effective professional development programs for educators.
2. To improve leadership behavior in various dimensions, creating a more conducive and effective educational environment. Administrators should focus on improved representation skills, demand reconciliation abilities, and leveraging their tolerance for uncertainty for adaptability. Enhancing persuasive communication, maintaining clear structure, and addressing potential perception gaps in tolerance and freedom are also essential. Proactive role assumption, transparent consideration in decision-making, and balance in production and performance should be prioritized. Further development in predictive accuracy and continued integration of the school community will foster a harmonious environment, and a stronger commitment to relationship-building for career advancement will contribute to organizational success.
3. Recommendations based on the assessment of leadership behaviors among administrators and teachers include recognizing the potential impact of administrators' teaching experience on teachers' perceptions and providing support to those with less experience. Encouraging administrators to engage in professional development programs focusing on representation and role assumption skills, regardless of their educational attainment, can enhance their leadership dimensions. Investing in targeted training programs, particularly in representation, initiation of structure, and integration skills, can positively shape teachers' perceptions of administrators. Additionally, fostering a collaborative culture, encouraging cross-departmental collaboration, and designing leadership programs to address departmental dynamics can promote effective leadership behaviors and a harmonious educational environment in institutions.
4. The LAC program should consider allocating more time and resources to informative sessions centered around teacher development and its potential impact on student performance. By enhancing the focus on teacher growth and its direct link to improved student outcomes, the program can further elevate the professional development of educators, ultimately benefiting students. This could involve designing specialized training sessions, workshops, or resources dedicated to teacher development and its alignment with the LAC program's goals. Additionally, conducting regular assessments of the effectiveness of these sessions and gathering feedback from participants can help tailor the content to meet the specific needs of educators and foster a culture of continuous improvement within the program.
5. Recommendations for Enhancing the LAC Program- Tailored Support for Newer Teachers: Educational institutions should provide customized support and training for newer teachers to improve their engagement with the LAC Program. Adapt Program for Diverse Educational Backgrounds- The LAC Program should adapt its components to meet the needs of educators with varying levels of educational attainment, ensuring inclusivity. Prioritize Robust Teacher Training- Continuous professional development and training opportunities should be prioritized to enhance teacher satisfaction and engagement. Department-Specific Implementation- Tailoring program implementation to departmental expectations can maximize its impact on educators.

6. Given the consistent alignment in the assessments of administrators' leadership behavior and the effectiveness of the Learning Action Cell (LAC) program between administrators and teachers, educational institutions should leverage this common ground to foster collaboration and shared decision-making between these two groups. Creating opportunities for administrators and teachers to work together on school improvement initiatives, program enhancements, and professional development can lead to a more cohesive and effective educational environment. Encouraging open communication and partnership between administrators and teachers can further strengthen the overall educational experience for both educators and students.
7. To optimize the Learning Action Cell (LAC) program's implementation, administrators should strike a balance between support and accountability. This involves providing resources and a collaborative environment for teachers (Supportive Administrator Behavior) while setting clear expectations and assessing progress (Monitoring and Accountability). Administrators should also prioritize leadership, facilitation, assessment, and continuous improvement in the LAC process (Leadership and Facilitation), along with data-driven decision-making and alignment with educational goals (Assessment and Improvement). Clarity in roles and responsibilities, effective communication (Support and Accountability), and a commitment to leadership and guidance (Leadership and Guidance) are crucial. Teachers should focus on data-driven assessments and accountability (Monitoring and Evaluation). These measures will enhance the LAC program's effectiveness for educators and students.

### Research Output

How to Implement the LAC session framework on improving the LAC session

#### Proposed LAC Improvements

FOCUS AREA	STRATEGIES	RESOURCES	PERSON INVOLVED	EXPECTED OUTCOME
Tailor LAC Sessions to Address Teacher Development	The data highlights the need for more informative sessions focused on teacher development. To address this, the LAC program should allocate dedicated time and resources to enhance the professional growth of educators. This can include workshops, training, and discussions centered around improving teaching practices and their	Workshops, training materials, educational resources, and experts in pedagogy.	Educational experts, curriculum developers, facilitators, and experienced educators.	Improved teaching practices, enhanced professional growth among educators, increased student performance, and a more informed and skilled teaching staff.

	potential impact on student performance.			
Enhance Organization of LACs Based on Identified Needs	While the program demonstrates strong process compliance, there may be challenges in organizing LACs based on identified needs. Therefore, efforts should be made to streamline and improve the organization of LAC sessions, ensuring that they effectively address the most pressing needs identified by participants.	Administrative support, scheduling tools, feedback mechanisms, and communication channels.	Program coordinators, administrative staff, and facilitators.	Streamlined LAC sessions that effectively address identified needs, increased participant satisfaction, and better utilization of resources.
Align LAC Plan with Broader School Improvement Initiatives	To further integrate the LAC program with the overall goals of the educational institution, administrators should work on aligning the LAC plan with broader school improvement initiatives. This alignment can help ensure that the LAC program contributes effectively to the institution's educational objectives.	School improvement plans, educational goals, and strategic documents.	Educational leaders, curriculum planners, and program coordinators.	Integration of LAC program objectives with overall school improvement efforts, improved educational outcomes, and alignment with institutional goals.
Improve Translation of Reflections into Tangible Changes	While the program excels in various aspects of	Professional development materials,	Mentor teachers, instructional coaches, and	Enhanced classroom practices,

	monitoring and evaluation, there may be challenges in translating reflections into tangible changes in classroom practices. To overcome this challenge, administrators should facilitate mechanisms and support systems that enable teachers to apply insights gained from LAC sessions into their teaching methods effectively.	implementation guides, and mentorship programs.	administrators.	meaningful changes in teaching methods, and improved student performance based on reflections from LAC sessions.
Consider Teaching Experience in Leadership Development	Given the significant differences in teacher perceptions based on administrators' years of teaching experience, leadership development programs for administrators should consider tailoring their content and focus to address the specific needs and expectations of educators at different experience levels.	Leadership development programs, training modules, and mentorship opportunities.	Leadership trainers, experienced administrators, and mentor teachers.	Tailored leadership skills for administrators at different experience levels, improved leadership behavior, and greater effectiveness in supporting educators.
Targeted Training Programs for Teachers	The data highlights the significant impact of training sessions on teacher assessments of the	Specialized training modules, online courses, and training materials.	Training facilitators, educational experts, and curriculum	Increased teacher engagement, improved perceptions of the LAC program, and

	LAC Program. Therefore, educational institutions should prioritize the development of targeted training programs for teachers, focusing on areas that have shown to influence their perceptions of the program positively.		developers.	enhanced teacher effectiveness in LAC topics.
Customized Program Implementation for Different Departments	Since department affiliation significantly impacts teacher assessments of the LAC Program, administrators should consider customizing program implementation to meet the specific expectations and dynamics within each department. This involves tailoring program activities, content, or resources to align with the unique needs of different departments, ensuring equitable engagement and outcomes.	Department-specific resources, subject matter experts, and curriculum adaptations.	Department heads, curriculum specialists, and program coordinators.	Increased departmental engagement, improved alignment with departmental needs, and equitable participation across departments.
Strengthen Leadership Behavior Confidence	To address the perceived occasional hesitancy or lack of confidence in administrators'	Leadership coaching, leadership development programs, and self-assessment tools.	Leadership coaches, experienced administrators, and peer mentors.	Increased administrator confidence, more assertive leadership behavior, and



	leadership roles, administrators should proactively take necessary actions and actively demonstrate their leadership to instill confidence among teachers.			improved relationships with educators.
Enhance Persuasive Communication	While administrators possess a high level of persuasiveness, there is room for improvement in specific aspects of persuasive communication. Administrators should focus on honing these skills to ensure consistency in convincing a broader audience effectively.	Communication training, communication workshops, and feedback mechanisms.	Communication experts, speech coaches, and leadership trainers.	Enhanced persuasive communication skills, improved ability to convey ideas effectively, and increased support from stakeholders.
Maintain Balance in Production Emphasis	Administrators should maintain consistency in balancing productivity and workload to avoid excessive overtime work, which can impact their overall leadership effectiveness.	Workload management tools, time-tracking mechanisms, and workload analysis.	Administrative staff, workload coordinators, and leadership.	Improved work-life balance, reduced overtime, and sustained productivity.
Increase Predictive Accuracy	To further develop their predictive accuracy, administrators should work on foreseeing future events more accurately and increasing their	Decision-making frameworks, data analysis tools, and predictive modeling resources.	Data analysts, decision-makers, and educational experts.	Enhanced predictive accuracy, more informed decision-making, and improved planning for educational initiatives.

	confidence in predictions, which can enhance decision-making.			
Strengthen Superior Relationships and Career Advancement Commitment	Administrators should demonstrate a stronger commitment to career advancement and seek ways to increase the reception of their suggestions among superiors, contributing to more effective leadership behavior and organizational success.	Leadership development programs, mentorship opportunities, and career advancement pathways.	Career counselors, mentors, and leadership coaches.	Improved relationships with superiors, increased commitment to career growth, and greater influence within the organization.

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## APPENDIX A ETHICS APPROVAL



### ETHICS CERTIFICATION

This is to certify that the research study entitled "**School Administrators' Leadership Behavior in Implementing Learning Action Cell (LAC)**" conducted by **Maria Theresa F. Salapong** has undergone a thorough ethics review by the Ethics Review Committee of ACTS Colleges.

Upon evaluation, the study has been found to comply with the ethical standards and guidelines set forth by ACTS Colleges and relevant regulatory bodies. The research ensures the protection of participants' rights, confidentiality, and adherence to ethical research principles. The Ethics Review Committee grants this certification as part of the institution's commitment to upholding academic integrity and ethical research practices. Issued this 20 February 2025 at ACTS Colleges, 2<sup>nd</sup> Fl Molito Building, Madrigal Avenue, corner Alabang-Zapote Road, Muntinlupa City.

  
DENNIS E. MALIGAYA, Ed.D., FRIEDr., LPT, MED-SPED, MBA

## APPENDIX B

### RESEARCH INSTRUMENT

#### Questionnaire for Administrators/ Coordinators/ School Principals

Name : \_\_\_\_\_ (optional)

**Profile of the respondents.** Please indicate your profile by putting a check mark on the space provided as to the number of years in teaching including private schools.

**Years in teaching:**

\_\_\_\_ 5 years and below      \_\_\_\_ 6 to 10 years      \_\_\_\_ 11 to 15 years  
 \_\_\_\_ 16 years to 20 years      \_\_\_\_ 21 years and above

**Educational Attainment:**

\_\_\_\_ bachelor's degree      \_\_\_\_ with units in masters      \_\_\_\_ master's degree  
 \_\_\_\_ with units in doctorate      \_\_\_\_ doctoral degree

**Number of trainings received in line with teaching pedagogies:**

\_\_\_\_ none      \_\_\_\_ 1      \_\_\_\_ 2      \_\_\_\_ 3 and above

**Department Affiliation:**

\_\_\_\_ Filipino      \_\_\_\_ English      \_\_\_\_ Mathematics      \_\_\_\_ Science  
 \_\_\_\_ Araling Panlipunan (AP)      \_\_\_\_ Edukasyon sa Pagpapakatao (ESP)  
 \_\_\_\_ Technology and Livelihood Education (TLE)  
 \_\_\_\_ Music, Arts, Physical Education and Health (MAPEH)

**Part I. Assessments on Leadership Behavior.** Please indicate your assessments on the extent of your leadership behavior using the following scale of values and description:

Score	Verbal Interpretation
5	Always (A)
4	Often (Of)
3	Occasionally (Oc)
2	Seldom (S)
1	Never (N)

Representation I...	A 5	Of 4	Oc 3	S 2	N 1
act as the spokesman of the group					
publicize the activities of the group					
speak as a representative of the group					
speak for the group when visitors are present					
represent the group at outside meetings					

Demand Reconciliation I...	A 5	Of 4	Oc 3	S 2	N 1
handle complex problems efficiently					
get swamped by details					
get things all tangled up					

reduce a madhouse to system and order					
get confused when too many demands are made of me					

<b>Tolerance of Uncertainty</b> <b>I...</b>	<b>A</b> <b>5</b>	<b>Of</b> <b>4</b>	<b>Oc</b> <b>3</b>	<b>S</b> <b>2</b>	<b>N</b> <b>1</b>
wait patiently for the results of a decision					
become anxious when I cannot find out what is coming next					
accept defeat in stride					
accept delays without becoming upset					
become anxious when waiting for new developments					
tolerate postponement and uncertainty					
can wait just so long, then blow up					
remain calm when uncertain about coming events					
delay action until the proper time occurs					
worry about the outcome of any new procedure					

<b>Persuasiveness</b> <b>I...</b>	<b>A</b> <b>5</b>	<b>Of</b> <b>4</b>	<b>Oc</b> <b>3</b>	<b>S</b> <b>2</b>	<b>N</b> <b>1</b>
make pep talks to stimulate the group					
make arguments that are convincing					
argue persuasively for my point of view					
am a very persuasive talker					
am a very skillful in an argument					
am not be a very convincing talker					
speak from a strong inner conviction					
am an inspiring talker					
persuade others that my ideas are to their advantage					
inspire enthusiasm for a project					

<b>Initiation of Structure</b> <b>I...</b>	<b>A</b> <b>5</b>	<b>Of</b> <b>4</b>	<b>Oc</b> <b>3</b>	<b>S</b> <b>2</b>	<b>N</b> <b>1</b>
let group members know what is expected of them.					
encourage the use of uniform procedures.					
try out my ideas in the group.					
make my attitudes clear to the group.					
decide what shall be done and how it shall be done.					
assign group members to particular tasks.					
make sure that my part in the group is understood by the group members.					
schedule the work to be done.					
maintain definite standards of performance.					
ask that group members to follow standard rules and regulations.					

<b>Tolerance and Freedom</b> <b>I...</b>	<b>A</b> <b>5</b>	<b>Of</b> <b>4</b>	<b>Oc</b> <b>3</b>	<b>S</b> <b>2</b>	<b>N</b> <b>1</b>
allow the members complete freedom in their work					
permit the members to use their own judgment in solving problems					
encourage initiative in the group members					
allow the members do their work the way they think best					
assign a task, then lets the members handle it					
turn the members loose on a job, and lets them go to it					
am reluctant to allow the members any freedom of action					
allow the group a high degree of initiative					
trust the members to exercise good judgment					
permit the group to set its own pace					

<b>Role Assumption</b> <b>I...</b>	<b>A</b> <b>5</b>	<b>Of</b> <b>4</b>	<b>Oc</b> <b>3</b>	<b>S</b> <b>2</b>	<b>N</b> <b>1</b>
am hesitant about taking initiative in the group					
fail to take necessary actions					
take away my leadership in the group					
let some members take advantage of me					
allow me as the leader of the group in name only					
allow me back down when I ought to stand firm					
allow let some members have authority that I should keep					
take full charge when emergencies arise					
overcome attempts made to challenge my leadership					
am easily recognized as the leader of the group					

<b>Consideration</b> <b>I...</b>	<b>A</b> <b>5</b>	<b>Of</b> <b>4</b>	<b>Oc</b> <b>3</b>	<b>S</b> <b>2</b>	<b>N</b> <b>1</b>
am friendly and approachable					
do little things to make it pleasant to be a member of the group					
put suggestions made by the group into operation					
treat all group members as my equals					
give advance notice of changes					
keep to myself					
look out for the personal welfare of group members					
am willing to make changes					
refuse to explain my actions					
act without consulting the group					

<b>Production Emphasis</b> <b>I...</b>	<b>A</b> <b>5</b>	<b>Of</b> <b>4</b>	<b>Oc</b> <b>3</b>	<b>S</b> <b>2</b>	<b>N</b> <b>1</b>
encourage overtime work					

emphasize being ahead of competing groups					
needle members for greater effort					
keep the work moving at a rapid pace					
push for increased performance					
ask the members to work harder					
permit the members to take it easy in their work					
drive hard when here is a job to be done					
urge the group to beat its previous record					
keep the group working up to capacity					

<b>Predictive Accuracy</b> <b>I...</b>	<b>A</b> <b>5</b>	<b>Of</b> <b>4</b>	<b>Oc</b> <b>3</b>	<b>S</b> <b>2</b>	<b>N</b> <b>1</b>
make accurate decisions					
am able to predict what is coming next					
expect things usually turn out as I predict					
am accurate in predicting the trend of events					
anticipate problems and plans for them					

<b>Integration</b> <b>I...</b>	<b>A</b> <b>5</b>	<b>Of</b> <b>4</b>	<b>Oc</b> <b>3</b>	<b>S</b> <b>2</b>	<b>N</b> <b>1</b>
keep the group working together as a team.					
settle conflicts when they occur in the group.					
see to it that the work of the group is coordinated.					
help group members settle their differences.					
maintain a closely knit group.					

<b>Superior Orientation</b> <b>I...</b>	<b>A</b> <b>5</b>	<b>Of</b> <b>4</b>	<b>Oc</b> <b>3</b>	<b>S</b> <b>2</b>	<b>N</b> <b>1</b>
get along well with the people above me					
keep the group in good standing with higher authority					
am working hard for a promotion					
act favorably on most of my suggestions					
allow me to enjoy the privileges of my position					
act for the welfare of the group members					
allow my word carries weight with my superiors					
get what I ask for from my team					
work my way to the top					
maintain cordial relationship with superiors					

This is a researcher-modified instrument based on Stogdil. R.M. (1963). Leadership Behavior Description Questionnaire.  
[https://cyfar.org/sites/default/files/LBDQ\\_1962\\_MANUAL\\_SCORING.pdf](https://cyfar.org/sites/default/files/LBDQ_1962_MANUAL_SCORING.pdf)  
[https://cyfar.org/sites/default/files/LBDQ\\_1962\\_Self\\_Assessment.pdf](https://cyfar.org/sites/default/files/LBDQ_1962_Self_Assessment.pdf)

**Part II. Learning Action Cell (LAC) Implementation.** Please rate the following indicators pertaining to the implementation of the Learning Action Cell (LAC) using the 4-point scale below:

Score	Range	Verbal Interpretation
5	4.51-5.00	Very Highly Implemented (VHI)
4	3.51-4.50	Highly Implemented (HI)
3	2.51-3:50	Moderately Implemented (MI)
2	1.51-2:50	Less Implemented (LI)
1	1:00-1:50	Not Implemented (NI)

Topics	VHI 5	HI 4	MI 3	LI 2	NI 1
1. determine the LAC session under the general guidance of the LAC Facilitator					
2. emphasize some key features of teaching					
3. prioritize urgency of needs agreed upon by the members					
4. include learner diversity and interventions					
5. agree to implement activities in the classroom					
6. conduct one to two hours of informative topics for the development of quality teachers and its impact on students' performance					
7. match the curriculum content and instructional strategies relevant to students					

Process Compliance	VHI 5	HI 4	MI 3	LI 2	NI 1
1. prepare a template for the LAC plan that suited to their own needs or contexts					
2. identify needs with reference to the professional teacher standards set for one's career stage					
3. integrate the areas of priority needs or topics that have been identified as focus of LAC session					
4. organize as many LACs as may be deemed necessary depending on the identified needs of the school					
5. agree on exploring interventions to address the identified needs					
6. prepare or set up human or material resources before the implementation of the session					
7. adhere to the LAC implementation framework to ensure the members ability to deal with critical					



issues					
--------	--	--	--	--	--

<b>Roles and Responsibilities</b>	<b>VHI 5</b>	<b>HI 4</b>	<b>MI 3</b>	<b>LI 2</b>	<b>NI 1</b>
1. ensure active participation in various LAC activities					
2. perform specific roles during the LAC session which could be rotated among the members of the group					
3. engage in dialogue with each other					
4. provide significant inputs to improve the quality of LAC session					
5. strengthen professional learning communities in favor of holistic development					
6. evaluate the effectiveness of LAC session in terms of teachers and students performance					
7. integrate the LAC plan with the SIP and the AIP					

<b>Monitoring and Evaluation</b>	<b>VHI 5</b>	<b>HI 4</b>	<b>MI 3</b>	<b>LI 2</b>	<b>NI 1</b>
1. prepare template form of focus strategies for monitoring and record keeping					
2. show drastic reflection amongst teachers leading to changes in classroom practice					
3. manifest increased understanding of knowledge and the curriculum					
4. illustrate changes of teachers' pedagogy or practices which are aimed at improving students' participation and achievement in the school					
5. confirm impact on the improvement of students' performance					
6. clear guidelines on record management before, during and after LAC session					
7. build a portfolio of all the activities related to LAC					

This is a researcher-modified instrument based on DepEd Order No. 35, series of 2016. The learning action cell as a k to 12 basic education program school-based continuing professional development strategy for the improvement of teaching and learning. [https://www.deped.gov.ph/wp-content/uploads/2016/06/DO\\_s2016\\_035.pdf](https://www.deped.gov.ph/wp-content/uploads/2016/06/DO_s2016_035.pdf)

## RESEARCH INSTRUMENT

## Questionnaire for Teachers

Name : \_\_\_\_\_ (optional)

**Profile of the respondents.** Please indicate your profile by putting a check mark on the space provided as to the number of years in teaching including private schools.

### Years in teaching:

\_\_\_\_\_ 5 years and below      \_\_\_\_\_ 6 to 10 years      \_\_\_\_\_ 11 to 15 years  
 \_\_\_\_\_ 16 years to 20 years      \_\_\_\_\_ 21 years and above

### Educational Attainment:

\_\_\_\_\_ bachelor's degree      \_\_\_\_\_ with units in masters      \_\_\_\_\_ master's degree  
 \_\_\_\_\_ with units in doctorate      \_\_\_\_\_ doctoral degree

### Number of trainings received in line with teaching pedagogies:

\_\_\_\_\_ none      \_\_\_\_\_ 1      \_\_\_\_\_ 2      \_\_\_\_\_ 3 and above

### Department Affiliation:

\_\_\_\_\_ Filipino      \_\_\_\_\_ English      \_\_\_\_\_ Mathematics      \_\_\_\_\_ Science  
 \_\_\_\_\_ Araling Panlipunan (AP)      \_\_\_\_\_ Edukasyon sa Pagpapakatao (ESP)  
 \_\_\_\_\_ Technology and Livelihood Education (TLE)  
 \_\_\_\_\_ Music, Arts, Physical Education and Health (MAPEH)

**Part I. Assessments on Leadership Behavior.** Please indicate your assessments on the extent of your leadership behavior using the following scale of values and description:

Score	Verbal Interpretation
5	Always (A)
4	Often (Of)
3	Occasionally (Oc)
2	Seldom (S)
1	Never (N)

Representation My supervisor	A 5	Of 4	Oc 3	S 2	N 1
acts as the spokesman of the group					
publicizes the activities of the group					
speaks as a representative of the group					
speaks for the group when visitors are present					
represents the group at outside meetings					

Demand Reconciliation My supervisor...	A 5	Of 4	Oc 3	S 2	N 1
handles complex problems efficiently					
gets swamped by details					
gets things all tangled up					
reduces a madhouse to system and order					
gets confused when too many demands are made of me					

Tolerance of Uncertainty My supervisor...	A 5	Of 4	Oc 3	S 2	N 1
waits patiently for the results of a decision					

becomes anxious when I cannot find out what is coming next					
accepts defeat in stride					
accepts delays without becoming upset					
becomes anxious when waiting for new developments					
is able to tolerate postponement and uncertainty					
can wait just so long, then blow up					
remains calm when uncertain about coming events					
is able to delay action until the proper time occurs					
worries about the outcome of any new procedure					

<b>Persuasiveness</b>	<b>A</b>	<b>Of</b>	<b>Oc</b>	<b>S</b>	<b>N</b>
<b>My supervisor...</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
makes pep talks to stimulate the group					
makes arguments that are convincing					
argues persuasively for my point of view					
is a very persuasive talker					
is very skillful in an argument					
is not be a very convincing talker					
speaks from a strong inner conviction					
is an inspiring talker					
persuades others that my ideas are to their advantage					
inspires enthusiasm for a project					

<b>Initiation of Structure</b>	<b>A</b>	<b>Of</b>	<b>Oc</b>	<b>S</b>	<b>N</b>
<b>My supervisor...</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
I let group members know what is expected of them.					
I encourage the use of uniform procedures.					
I try out my ideas in the group.					
I make my attitudes clear to the group.					
I decide what shall be done and how it shall be done.					
I assign group members to particular tasks.					
I make sure that my part in the group is understood by the group members.					
I schedule the work to be done.					
I maintain definite standards of performance.					
I ask that group members to follow standard rules and regulations.					

<b>Tolerance and Freedom</b>	<b>A</b>	<b>Of</b>	<b>Oc</b>	<b>S</b>	<b>N</b>
<b>My supervisor...</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
allows the members complete freedom in their work					

permits the members to use their own judgment in solving problems					
encourages initiative in the group members					
allows the members do their work the way they think best					
assigns a task, then lets the members handle it					
turns the members loose on a job, and lets them go to it					
Is reluctant to allow the members any freedom of action					
allows the group a high degree of initiative					
trusts the members to exercise good judgment					
permits the group to set its own pace					

<b>Role Assumption</b>	<b>A</b>	<b>Of</b>	<b>Oc</b>	<b>S</b>	<b>N</b>
<b>My supervisor...</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
is hesitant about taking initiative in the group					
fails to take necessary actions					
take away my leadership in the group					
lets some members take advantage of me					
allows me as the leader of the group in name only					
allows me back down when I ought to stand firm					
allows let some members have authority that I should keep					
takes full charge when emergencies arise					
overcomes attempts made to challenge my leadership					
is easily recognized as the leader of the group					

<b>Consideration</b>	<b>A</b>	<b>Of</b>	<b>Oc</b>	<b>S</b>	<b>N</b>
<b>My supervisor...</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
is friendly and approachable					
does little things to make it pleasant to be a member of the group					
puts suggestions made by the group into operation					
treats all group members as my equals					
gives advance notice of changes					
keeps to myself					
looks out for the personal welfare of group members					
is willing to make changes					
refuses to explain my actions					
acts without consulting the group					

<b>Production Emphasis</b>	<b>A</b>	<b>Of</b>	<b>Oc</b>	<b>S</b>	<b>N</b>
<b>My supervisor...</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
encourages overtime work					
stress being ahead of competing groups					
needles members for greater effort					

keeps the work moving at a rapid pace					
pushes for increased production					
asks the members to work harder					
permits the members to take it easy in their work					
drives hard when there is a job to be done					
urges the group to beat its previous record					
keeps the group working up to capacity					

<b>Predictive Accuracy</b>	<b>A</b>	<b>Of</b>	<b>Oc</b>	<b>S</b>	<b>N</b>
<b>My supervisor...</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
makes accurate decisions					
is able to predict what is coming next					
Expects things usually turn out as I predict					
is accurate in predicting the trend of events					
anticipates problems and plans for them					

<b>Integration</b>	<b>A</b>	<b>Of</b>	<b>Oc</b>	<b>S</b>	<b>N</b>
<b>My supervisor...</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
keeps the group working together as a team.					
settles conflicts when they occur in the group.					
sees to it that the work of the group is coordinated.					
helps group members settle their differences.					
maintains a closely knit group.					

<b>Superior Orientation</b>	<b>A</b>	<b>Of</b>	<b>Oc</b>	<b>S</b>	<b>N</b>
<b>My supervisor...</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
gets along well with the people above me					
keeps the group in good standing with higher authority					
is working hard for a promotion					
act favorably on most of my suggestions					
allows me to enjoy the privileges of my position					
acts for the welfare of the group members					
allows my word carries weight with his superiors					
gets what I ask for from them					
allows me to work my way to the top					
allows me to maintain cordial relationship with superiors					

This is a researcher-modified instrument based on Stogdil. R.M. (1963). Leadership Behavior Description Questionnaire. [https://cyfar.org/sites/default/files/LBDQ\\_1962\\_MANUAL\\_SCORING.pdf](https://cyfar.org/sites/default/files/LBDQ_1962_MANUAL_SCORING.pdf).  
[https://cyfar.org/sites/default/files/LBDQ\\_1962\\_Self\\_Assessment.pdf](https://cyfar.org/sites/default/files/LBDQ_1962_Self_Assessment.pdf)

**Part II. Learning Action Cell (LAC) Implementation.** Please rate the following indicators pertaining to the implementation of the Learning Action Cell (LAC) using the 4-point scale below:

<b>Score</b>	<b>Range</b>	<b>Verbal Interpretation</b>
5	4.51-5.00	Very Highly Implemented (VHI)
4	3.51-4.50	Highly Implemented (HI)
3	2.51-3:50	Moderately Implemented (MI)
2	1.51-2:50	Less Implemented (LI)
1	1:00-1:50	Not Implemented (NI)

<b>Topics</b>	<b>VHI 5</b>	<b>HI 4</b>	<b>MI 3</b>	<b>LI 2</b>	<b>NI 1</b>
1. determine the LAC session under the general guidance of the LAC Facilitator					
2. emphasize some key features of teaching					
3. prioritize urgency of needs agreed upon by the members					
4. include learner diversity and interventions					
5. agree to implement activities in the classroom					
6. conduct one to two hours of informative topics for the development of quality teachers and its impact on students' performance					
7. match the curriculum content and instructional strategies relevant to students					

<b>Process Compliance</b>	<b>VHI 5</b>	<b>HI 4</b>	<b>MI 3</b>	<b>LI 2</b>	<b>NI 1</b>
1. prepare a template for the LAC plan that suited to their own needs or contexts					
2. identify needs with reference to the professional teacher standards set for one's career stage					
3. integrate the areas of priority needs or topics that have been identified as focus of LAC session					
4. organize as many LACs as may be deemed necessary depending on the identified needs of the school					
5. agree on exploring interventions to address the identified needs					
6. prepare or set up human or material resources before the implementation of the session					
7. adhere to the LAC implementation framework to ensure the members ability to deal with critical issues					



<b>Roles and Responsibilities</b>	<b>VHI 5</b>	<b>HI 4</b>	<b>MI 3</b>	<b>LI 2</b>	<b>NI 1</b>
1. ensure active participation in various LAC activities					
2. perform specific roles during the LAC session which could be rotated among the members of the group					
3. engage in dialogue with each other					
4. provide significant inputs to improve the quality of LAC session					
5. strengthen professional learning communities in favor of holistic development					
6. evaluate the effectiveness of LAC session in terms of teachers and students performance					
7. integrate the LAC plan with the SIP and the AIP					

<b>Monitoring and Evaluation</b>	<b>VHI 5</b>	<b>HI 4</b>	<b>MI 3</b>	<b>LI 2</b>	<b>NI 1</b>
1. prepare template form of focus strategies for monitoring and record keeping					
2. show drastic reflection amongst teachers leading to changes in classroom practice					
3. manifest increased understanding of knowledge and the curriculum					
4. illustrate changes of teachers' pedagogy or practices which are aimed at improving students' participation and achievement in the school					
5. confirm impact on the improvement of students' performance					
6. clear guidelines on record management before, during and after LAC session					
7. build a portfolio of all the activities related to LAC					

This is a researcher-modified instrument based on DepEd Order No. 35, series of 2016. The learning action cell as a k to 12 basic education program school-based continuing professional development strategy for the improvement of teaching and learning. [https://www.deped.gov.ph/wp-content/uploads/2016/06/DO\\_s2016\\_035.pdf](https://www.deped.gov.ph/wp-content/uploads/2016/06/DO_s2016_035.pdf)

### Semi-Structured Interview Guide for Administrators

Name : \_\_\_\_\_

**Administrators' behavior in implementing the LAC:**

1. How are LAC topics determined and implemented?
2. How are LAC process compliance implemented?
3. How do you describe the implementation of the roles and responsibilities of the LAC stakeholders?
4. How do you describe the monitoring and evaluation of the LAC implementation?

**Semi-Structured Interview Guide for Teachers**

**Name :** \_\_\_\_\_

**Administrators' behavior in implementing the LAC:**

1. How are LAC topics determined and implemented?
2. How are LAC process compliance implemented?
3. How do you describe the implementation of the roles and responsibilities of the LAC stakeholders?
4. How do you describe the monitoring and evaluation of the LAC implementation?

## APPENDIX C

### LETTER TO THE VALIDATORS

**DENNIS E. MALIGAYA, Ed.D., FRIEDr., LPT, MED-SPED, MBA**  
Professional Lecturer  
Western College


Sir:

The undersigned, a graduate student of Doctor of Philosophy in Educational Management major in Educational Leadership at the Emilio Aguinaldo College is currently conducting a Dissertation entitled "SCHOOL ADMINISTRATORS' LEADERSHIP BEHAVIOR IN IMPLEMENTING LEARNING ACTION CELL (LAC)".


In this connection may I ask for your kind assistance in validating the enclosed research instrument. Please feel free to make any comments.

Thank you very much and more power.

Very truly yours,

  
**MARIA THERESA F. SALAPONG**  
Researcher

Noted:

  
**DR. MARICHU C. STA. ANA**  
Adviser

**RHODORA L. CRUZ, Ed.D.**  
Professional Lecturer  
Greenville College


Ma'am:

The undersigned, a graduate student of Doctor of Philosophy in Educational Management major in Educational Leadership at the Emilio Aguinaldo College is currently conducting a Dissertation entitled "SCHOOL ADMINISTRATORS' LEADERSHIP BEHAVIOR IN IMPLEMENTING LEARNING ACTION CELL (LAC)".


In this connection may I ask for your kind assistance in validating the enclosed research instrument. Please feel free to make any comments.

Thank you very much and more power.

Very truly yours,

  
**MARIA THERESA F. SALAPONG**  
Researcher

Noted:

  
**DR. MARICHU C. STA. ANA**  
Adviser

**ARSENIA P. COLUMBRES, Ed.D.**  
Professional Lecturer  
Meycauayan College


Ma'am:

The undersigned, a graduate student of Doctor of Philosophy in Educational Management major in Educational Leadership at the Emilio Aguinaldo College is currently conducting a Dissertation entitled "SCHOOL ADMINISTRATORS' LEADERSHIP BEHAVIOR IN IMPLEMENTING LEARNING ACTION CELL (LAC)".


In this connection may I ask for your kind assistance in validating the enclosed research instrument. Please feel free to make any comments.

Thank you very much and more power.

Very truly yours,

  
**MARIA THERESA F. SALAPONG**  
Researcher

Noted:

  
**DR. MARICHU C. STA. ANA**  
Adviser

## APPENDIX D EXPERT EVALUATION FORM

Name of Researcher: MARIA THERESA F. SALAPONG

Degree/Program: Doctor of Philosophy in Educational Management Major in Educational Leadership

Title of Dissertation: SCHOOL ADMINISTRATORS' LEADERSHIP BEHAVIOR IN IMPLEMENTING LEARNING ACTION CELL (LAC)

Name of Evaluator: DENNIS E. MALIGAYA

Highest Educational Attainment: Doctor of Education

School/Office Affiliation: Western College

Direction: Please assess the extent to which the Survey Questionnaire meets certain criteria to be called as a good survey instrument. Please show your evaluation by checking the column that corresponds to your assessment. The rating scale is shown below.

5	Outstanding	This means that the survey instrument meets the criteria outstandingly.
4	Very Satisfactory	This means that the survey instrument meets the criteria very satisfactorily.
3	Satisfactory	This means that the survey instrument meets the criteria satisfactorily.
2	Fair	This means that the survey instrument fairly meets the criteria.
1	Poor	This means that the survey instrument does not meet the criteria.

CRITERIA	5	4	3	2	1
A. Comprehensiveness of Content	<u>1</u>				
B. Clarity of Language	<u>1</u>				
C. Usability	<u>1</u>				
D. General Appearance	<u>1</u>				

Comments:

The clarity of the instrument ensures that respondents can easily interpret and answer the questions without confusion, contributing to the accuracy of the data collected. The congruency of indicators/variables to the SOP was observed.

  
**DR. DENNIS E. MALIGAYA**  
Validator



### EXPERT EVALUATION FORM

Name of Researcher: MARIA THERESA F. SALAPONG

Degree/Program: Doctor of Philosophy in Educational Management Major in Educational Leadership

Title of Dissertation: SCHOOL ADMINISTRATORS' LEADERSHIP BEHAVIOR IN IMPLEMENTING LEARNING ACTION CELL (LAC)

Name of Evaluator: RHODORA L. CRUZ

Highest Educational Attainment: Doctor of Education

School/Office Affiliation: Greenville College

Direction: Please assess the extent to which the Survey Questionnaire meets certain criteria to be called as a good survey instrument. Please show your evaluation by checking the column that corresponds to your assessment. The rating scale is shown below.

5	Outstanding	This means that the survey instrument meets the criteria outstandingly.
4	Very Satisfactory	This means that the survey instrument meets the criteria very satisfactorily.
3	Satisfactory	This means that the survey instrument meets the criteria satisfactorily.
2	Fair	This means that the survey instrument fairly meets the criteria.
1	Poor	This means that the survey instrument does not meet the criteria.

CRITERIA	5	4	3	2	1
A. Comprehensiveness of Content	1				
B. Clarity of Language	1				
C. Usability	1				
D. General Appearance	1				

Comments:

The questionnaire aligns well with the research objectives, ensuring that the data collected will validly address the key areas of title.

  
DR. RHODORA L. CRUZ  
Validator

### EXPERT EVALUATION FORM

Name of Researcher: **MARIA THERESA F. SALAPONG**

Degree/Program: **Doctor of Philosophy in Educational Management Major in Educational Leadership**

Title of Dissertation: **SCHOOL ADMINISTRATORS' LEADERSHIP BEHAVIOR IN IMPLEMENTING LEARNING ACTION CELL (LAC)**

Name of Evaluator: **ARSENIA P. COLUMBRE S**

Highest Educational Attainment: **Doctor of Education**

School/Office Affiliation: **Meycauayan College**


Direction: Please assess the extent to which the Survey Questionnaire meets certain criteria to be called as a good survey instrument. Please show your evaluation by checking the column that corresponds to your assessment. The rating scale is shown below.

5	Outstanding	This means that the survey instrument meets the criteria outstandingly.
4	Very Satisfactory	This means that the survey instrument meets the criteria very satisfactorily.
3	Satisfactory	This means that the survey instrument meets the criteria satisfactorily.
2	Fair	This means that the survey instrument fairly meets the criteria.
1	Poor	This means that the survey instrument does not meet the criteria.

CRITERIA	5	4	3	2	1
A. Comprehensiveness of Content	1				
B. Clarity of Language	1				
C. Usability	1				
D. General Appearance	1				

Comments:

The research instrument as a whole is very comprehensive. The respondents can easily give their responses because it is very timely and relatable. There is congruence between the content and its title.

  
**DR. ARSENIA P. COLUMBRE S**  
Validator

## APPENDIX E

### RELIABILITY CERTIFICATE

This is to certify that the following research instruments had undergone rigorous testing processes to ensure its reliability and accuracy in measuring the indicated variables.

Variable – Research Instrument	Cronbach Alpha
Leadership Behavior	.940
LAC Program Implementation	.974

The results demonstrate that the instrument consistently measures the indicated variables within acceptable levels of precision.

Based on these findings, we are confident in the reliability of research for the use in the research conducted by Maria Theresa F. Salapong.

  
DENNIS E. MALIGAYA, Ed.D., FRIEDr., LPT, MED-SPED, MBA