

Human Resource, Physical Development and Leadership Competencies Implementation of the School Heads of Ladalaga: A Basis for Leadership Training

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Abstract

This study assessed the level of implementation of human resource (HR) development, physical development, and leadership competencies of school heads in the LADALAGA District as a basis for a proposed leadership training program. A descriptive-correlational research design was employed, involving 15 school heads and 64 teachers as respondents. Data were gathered using a validated questionnaire anchored on the Philippine Professional Standards for School Heads (PPSSH) and analyzed using weighted mean and Pearson product-moment correlation. Findings revealed that the level of implementation of HR development ($M = 4.69$) and physical development ($M = 4.67$) was both very highly implemented. Similarly, leadership competencies of school heads were found to be very high ($M = 4.70$), with instructional leadership emerging as the strongest domain. Furthermore, results showed a very strong and significant relationship between HR development and leadership competencies ($r = .931$), as well as between physical development and leadership competencies ($r = .912$). The findings imply that effective human resource management and well-maintained physical environments significantly contribute to enhanced leadership competencies of school heads. However, areas such as innovation in reward systems, sustainability practices, and strategic resource alignment require further strengthening. Based on the results, a comprehensive leadership training program was proposed to enhance school heads' competencies in HR management, physical development, and strategic leadership. The study concludes that integrating people-centered and environment-focused strategies is essential in achieving effective and sustainable school leadership.

Keywords: *human resource development, physical development, leadership competencies, school heads, PPSSH, leadership training program*

Introduction

The study was conducted in the context of educational leadership where school heads are expected to manage not only school administration but also human resources and physical development. In LADALAGA District, school heads experience leadership challenges related to limited budgets, human resource development, reward systems, school facilities, disaster resilience, and resource mobilization. The study was guided by Transformational Leadership Theory, Human Capital Theory, and School-Based Management. It also used the Philippine Professional Standards for School Heads as basis for assessing leadership competencies. Related literature in the manuscript emphasized the role of school leadership in staff development, organizational growth, infrastructure management, stakeholder engagement, and sustainable school improvement. The study sought to determine the level of implementation of human resource development, physical development, and leadership competencies of school heads in LADALAGA District; the significant relationship between HR development and leadership competencies; the significant relationship between physical development and leadership competencies; and the leadership training program that can be proposed based on the findings. The hypotheses stated that there is a significant relationship between the level of implementation of human resource development and the leadership competencies of school heads, and that there is a significant relationship between the level of implementation of physical development and the leadership competencies of school heads in LADALAGA District.

Materials and Methods

This study used a descriptive-correlational research methodology to evaluate the current level of implementation of HR and physical development and the leadership competencies of school heads, and to determine relationships among these variables. The study involved public elementary school heads and teachers in LADALAGA District, composed of the municipalities of La Paz, Danglas, and Lagayan. A total of 15 school heads and 64 teachers, or 79 total respondents, participated in the study. The researcher used a structured questionnaire with two principal components: the implementation of human resource and physical development initiatives, and the leadership competencies of school heads based on PPSSH. A five-point Likert scale was used. The instrument underwent expert validation and pilot testing, and reliability was assessed using Cronbach's Alpha. The researcher prepared the survey instrument, sought approval from appropriate authorities, submitted the instrument for expert validation, conducted pilot testing, and administered the final questionnaire through Google Forms. Responses were downloaded, organized, cleaned, and analyzed while maintaining confidentiality and ethical standards. Weighted mean was used to determine the level of human resource development, physical development, and leadership competencies. Pearson product-moment correlation coefficient was used to determine significant relationships between HR development and leadership competencies and between physical development and leadership competencies at the 0.05 level of significance.

Results

Table 1. Respondents of the Study

Municipality	School Heads	Teachers	Total Respondents
La Paz	5	21	26
Danglas	6	26	32
Lagayan	4	17	21
Total	15	64	79

Table 2. Level of Implementation of Human Resource Development

Domain	Composite Mean	DR
Recruitment and Selection	4.73	VHI
Performance Management	4.69	VHI
Learning and Development	4.74	VHI
Rewards and Recognition	4.58	VHI
Overall	4.69	VHI

Table 3. Level of Implementation of Physical Development

Domain	Composite Mean	DR
Facility Maintenance and Improvement	4.74	VHI
Safety and Disaster Preparedness	4.66	VHI
Resource Mobilization	4.64	VHI
Environmental Sustainability	4.63	VHI
Overall	4.67	VHI

Table 4. Level of Leadership Competencies Based on PPSSH

Domain	Composite Mean	DR
Leading Strategically	4.72	VHC
Managing Operations and Resources	4.73	VHC
Teaching and Learning	4.76	VHC
Developing Self and Others	4.71	VHC
Building Connections	4.73	VHC
Overall	4.70	VHC

Table 5. Correlation Between HR Development and Leadership Competencies

HR Development Domain	Overall Correlation with Leadership Competencies
Recruitment and Selection	.810**
Performance Management	.900**
Learning and Development	.849**
Rewards and Recognition	.905**
Overall	.931**

Table 6. Correlation Between Physical Development and Leadership Competencies

Physical Development Domain	Overall Correlation with Leadership Competencies
Facility Maintenance and Improvement	.895**
Safety and Disaster Preparedness	.826**
Resource Mobilization	.831**
Environmental Sustainability	.689**
Overall	.912**

**. Correlation is significant at the 0.01 level (2-tailed).

Discussion

The findings showed that human resource development practices were very highly implemented, with learning and development and recruitment and selection receiving the highest composite means. Rewards and recognition had the lowest composite mean among HR domains, although it was still very highly implemented, indicating a need to strengthen innovation-based incentives. Physical development was also very highly implemented, with facility maintenance and improvement receiving the highest composite mean. Environmental sustainability and resource mobilization had lower means, indicating areas for strategic strengthening. Leadership competencies were very high across PPSSH domains, particularly in teaching and learning. The study further showed very strong and significant relationships between HR development and leadership competencies, and between physical development and leadership competencies. These results served as the basis for the proposed Enhancing School Leadership Excellence (ESLE) Program.

Conclusion

The study concluded that school heads in LADALAGA District perform human resource development highly effectively and consistently implement physical development practices at a very high level. School heads also display a complete set of leadership competencies aligned with the Philippine Professional Standards for School Heads, with strong instructional leadership as a key component. A strong relationship exists between HR development and leadership competence, and an important predictive relationship exists between physical development and leadership competency. Although school leaders possess an exceptional level of leadership competency, there are still areas for improvement in innovation in reward systems, sustainable leadership, reflective practices, and strategic resource alignment.

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