

Educational Leadership and Seal of Good Local Governance (SGLG) in the Municipality of Rosales

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Abstract – *This study aimed to determine the extent of educational leadership as perceived by the respondents along the following areas of the Seal of Good Local Governance along good financial keeping, disaster preparedness, social protection, environment management and peace and order. Computations were processed using the Statistical Package for Social Sciences (SPSS) like frequency counts and percentage distribution, Spearman-rho correlation coefficient and chi-square test. A total of 33 school heads were considered and a researcher-made questionnaire was utilized in this study.*

Based on the findings of the study, the researcher found out that majority of the school heads are females, 33-49 years old, married, holders of Doctorate degree, major in general education, have been in the service for 15-24 years and attended series of seminars along educational leadership. School heads are educational leaders where their principles are based on the seal of local good governance. Sex and highest educational attainment of school heads are very significant in educational leadership. The researcher strongly recommended that all school heads may still strive to improve more of themselves by pursuing graduate studies and by attending continuing professional organizations because these constitute highest premium not only for promotion purposes but also for their personal and professional development. To sustain the very high status of the educational leadership of school heads on the areas of the Seal of Good Local Governance, the school heads may put in their hearts the advocacy, spirit and service that the seal echoes. As well, the whole district of the Municipality may inculcate in them and religiously follow the regulations of the Seal of Good Local Governance. Educational attainment is deemed very significant in educational leadership of the school heads. Therefore, scholarships may be offered to them as well to those who aspire to be a school administrator. The Municipality of Rosales may consistently work collaboratively and sustain good relationship with the District to create a very cordial atmosphere for the welfare of the students, parents, teachers and the entire community of the Municipality.

Keywords – *cordial, inculcate, Good Local Governance, , mandatory, Statistical Status,*

INTRODUCTION

It is believed that everything to be in order and in proper form requires proper guidance and governance. Everyone needs help to progress. All needs guide to perform. Without proper guidance and governance it becomes difficult to maintain order. Good governance has the deeper meaning to it. It is concerned with proper code of conduct, with proper rule of law, with human rights, with an efficient and effective public sector and requires a

proper government who keep in view all these points. To have a nation in progressive and proper order good governance is very mandatory [1]

In order to for good governance to exist, there are three guiding principles; practicing meritocracy, having honest and capable leaders and the principle of being forward- looking. Having honest and capable leaders is the most essential factor among the three to good governance. They enhance stability in the

government and help make the right decisions and they would be able to raise a country's welfare to better heights, making right decisions at critical point of time, and differentiation between good and evil.

Good governance creates a strong future for an organization by continuously steering towards a vision and making sure that day-to-day management is always lined up with the organization's goals. At its core, governance is about leadership [2]. SGLG is a product of learnings from its predecessors. All the iterations of the performance measures in the Philippines have been built on a key principle: that behavioral and institutional change in local governance can be facilitated through incremental and purposive measurements and incentives on the level of performance of local governments. This seal has various components such as good financial keeping, disaster preparedness, social protection, environment management and peace and order.

Republic Act No. 11292 establishes and institutionalizes the Seal of Good Local Governance for Local Government Units and allocates funds for this purpose which serves as the basis for honoring sectors that honestly perform and unscrupulously act on this matter. The seal of local good governance in the Philippines is a mechanism which tracks the performance of local government units (LGUs) and an address to fight against corruption and measures the governing capability of every unit of the country. This has been the improved version of the Seal of Good Housekeeping (SGH). Good financial keeping, disaster preparedness, social protection, business friendliness and competitiveness, environment management, and peace and order are its basic elements.

In the Philippines, there are 81 provinces, 143 cities, and 1,490 municipalities. All of which have their own set of elected local government officials. The challenge of local governance has revolved around performance since the passage of the 1991 Local Government Code which accorded levels of fiscal and administrative autonomy to local governments [3].

Juneja [4] asserted that leadership is an important function of management which helps to

maximize efficiency and to achieve organizational goals. Educational leaders play a pivotal role in affecting the climate, attitude and reputation of the schools. They are the cornerstone on which learning communities function and grow. With successful school leadership, schools become effective incubators of learning, places where students are not only educated but challenged, nurtured and encouraged [5].

However, educational leadership involves working with and guiding teachers toward improving educational processes in elementary, secondary and postsecondary institutions. Those in educational leadership roles tend to go above and beyond just management and administrative tasks, however. They are trained to advance and improve educational systems and create and enact policies. [6]

It is within these prevailing premises that the researcher intended to determine the educational leadership and the Seal of Local Good Governance (SGLG) in the Municipality of Rosales.

OBJECTIVES OF THE STUDY

General:

This study aimed to determine the educational leadership and the Seal of Local Good Governance (SGLG) in the Municipality of Rosales.

Specific:

There is a significant relationship between the profile variables and their perception on the extent of educational leadership along the areas of the Seal of Good Local Governance that was tested at 0.05 level of significance.

THEORETICAL FRAMEWORK

The researcher's study was anchored on Marxism's *Regulation Theory* because this is a form of governance that instills productivity and in relation to changes.

Moreover, as regards educational leadership and management, the *Great Man*

Leadership Theory disposes high levels of ambition coupled with clear visions of precisely where they want to go. These leaders are naturally great leaders born with a set of personal qualities that made them effective leaders. This study needs quality and ideal image of leaders. Therefore, this theory was deemed very appropriate.

The input of the study constituted the profile of the school heads in terms of their age, sex, civil status, highest educational attainment, field of specialization, length of administrative experience membership to professional organizations and relevant training/seminars attended and the extent of educational leadership as perceived by the respondents along the areas of the Seal of Good Local Governance along good financial keeping, disaster preparedness, social protection, environment management and peace and order served as the process of the study. The statistical analysis served as the process.

MATERIALS AND METHODS

A researcher-made questionnaire-checklist was used in gathering the needed data of the study. This served as the primordial and principal instrument that provided information on the extent of educational leadership on the areas of the seal of local good governance of the Municipality of Rosales along good financial keeping, disaster preparedness, social protection, environment management and peace and order.

The questionnaire that was provided to the respondents consisted two identified parts:

Part I unfolded the identified profile of the respondents

Part II unleashed the details on the extent of educational leadership on the areas of the seal of local good governance of the Municipality of Rosales along good financial keeping, disaster preparedness, social protection, environment management and peace and order.

The questionnaire-checklist was devised by the researcher through the assistance of the

adviser and the panel members. Modifications were made to suit to the purposes of the study. Five reputable experts in the field of management were asked to validate the questionnaire that was constructed.

Indicators that were included in the questionnaire as regards educational leadership on the seal of local good governance were mostly adopted from **Republic Act No. 11292**. [7] This is an act establishing and institutionalizing the *Seal of Good Local Governance* for local government units and was modified to see the alignment to educational leadership.

Some indicators were taken from the study of Bethke, et.al. [8] entitled, “Personnel Policies and Practices: Understanding Employment Law” and from the study of Mpolokeng [9] entitled, “The Effectiveness of Financial Management in Schools in the Lejweleputswa Education District”.

Structured instruments were adopted and developed in order to accomplish this research study. A covering letter with a description of the purpose and the importance of the study was attached to the instruments. Respondents were assured of their anonymity all throughout the conduct of this research work.

The instruments used in this study were both created and adopted by the researcher himself.

Data Gathering Procedure

The descriptive survey was used to answer the questionnaire of the data. Permissions were obtained from the Office of the PSDS as well as the Principals in the Municipality of Rosales.

The questionnaire-checklist was shown to the Adviser and Critic Reader for comments and suggestions as bases in improving the final draft of the instrument before it was used for data collection.

Statistical Tool

The data that were gathered from this study was analyzed using the descriptive and

inferential statistics. Analysis of data was processed in the Statistics Center of the University.

Frequency counts and percentage distribution were used to determine the profile of the respondents of the study.

To determine the extent of educational leadership on the areas of the seal of local good governance of the Municipality of Rosales along good financial keeping, disaster preparedness, social protection, environment management and peace and order, frequency counts and weighted mean were used.

The scale below was adopted to interpret the extent of educational leadership on the areas of the seal of local good governance of the Municipality of Rosales:

RESULTS AND DISCUSSION

This part discusses the profile of the respondents in terms of their age, sex, civil status, highest educational attainment, field of specialization, length of administrative experience membership to professional organizations and relevant training/seminars attended.

Table 1
Profile of the Respondents
n=33

Profile	Category	Frequency	Percentage
Sex	Male	8	24.2
	Female	25	75.8
Age	25-32 years old	6	18.2
	33-49 years old	21	63.6
	50 years old and above	6	18.2
Civil Status	Single	3	9.1
	Married	30	90.9
Highest Educational Attainment	with MA units	8	24.2
	Masteral Graduate	10	30.3
	With PhD units	5	15.2
	Doctoral Graduate	10	30.3
Field of Specialization	General Education	24	72.7
	Other	9	27.3
Length of Administrative Experience	1-5	1	3.0
	6-14	13	39.4
	15-24	14	42.4
	25 & above	5	15.2
Number of Membership to Organization	0	1	3.0
	1-2	23	69.7
	3-4	8	24.2
	5-6	2	6.1
International Seminars attended	1	3	9.1
	2	3	9.1
	3	15	45.5
	4	8	24.2
	5	4	12.1

National seminars attended	1-5	28	84.8
	6-10	3	9.1
	11-20	2	6.1
Local seminars attended	1-10	6	18.2
	11-20	20	60.6
	21 & above	7	21.2

Sex. It could be gleaned on the table that majority of the school heads are females as indicated by the frequency 25 or 75.8 percent while only eight (8) or 24.2% of them are males. The data imply that though headship in the District is dominated by females, teaching or any other position is absolutely not gender-specific.

Campusano [10] said that male-dominated industries and occupations are particularly vulnerable to reinforcing masculine stereotypes that make it even more difficult for women to excel. However, this scenario is not seen in the findings of the study because females are domineering as compared to males.

Age. It could be seen on the table that most of respondents are 33-49 years old as indicated by the frequency of 21 or 63.6 percent. Six (6) or 18.2 percent are 25-32 years old and also six (6) or 18.2% of them are 50 years and above. This implies that being an administrator requires intellectual maturity honed with both expertise and experience.

Civil Status. It is shown in table 1 that majority of the school heads are already married as evidenced by the frequency 30 or 90.9% while a few or only three (3) with 9.1 percent are still single. Most of them are married and can still manage to maintain and take care of their family.

Highest Educational Attainment. Table 1 shows that most of the school heads are already holders of Doctorate degree as indicated by the frequency of 10 or 30.3%. On the same vein, ten (10) also among them or 30.3% are Master's degree graduates. However, five or 15.2% are still pursuing their EdD/PhD while eight (8) or 24.2% are on their way to finish their Master's degree.

The data imply that educational attainment counts a lot to be promoted as the head of the school.

Field of Specialization. It could be gleaned on the table that majority of the school heads in the elementary level are graduates with specialization in general education as indicated by the frequency of 24 or 72.7 percent while only nine (9) or 27.3 percent of them are graduates of other disciplines. The data imply that due to the fact that teachers of Elementary level handle all subject areas, it is really a need that a teacher should be an expert in all subject areas being taught.

Length of Administrative Experience.

The table shows that the respondents are have been in the service as administrator for 15-24 years as indicated by the frequency of 14 or 42.4 percent. Thirteen (13) or 39.46 percent have 6-14 years of service while only one (1) or 3 percent of them have already completed 1-5 years.

However, it is so interesting to note that five (5) or 15.2% of them have 25 years of service and above. This denotes that to be administrator of the school, it necessitates season of development, maturity and high degree of competence.

Number of Membership to Organizations. It could be gleaned on the table that most of the school heads have 1-2 affiliations in professional organizations as indicated by the frequency of 69.7 percent. Eight (8) or 24.2% and two (2) or 6.1 have 3-4 and 5-6 professional organizations membership, respectively.

However, it is so saddening to note that one (1) or 3 percent of them have no membership at all in professional organizations. Some school heads are just new in the field of education.

It is deemed so necessary to have memberships in professional organizations because these are sources of knowledge explosion also for benchmarking purposes and academic collaboration.

Number of Relevant Seminars Attended. As regards internationally-conducted seminars, fifteen (15) or 45.5 percent of them have

attended for three times. Four (4) or 12.1% have attended 5 seminars, eight (8) or 24.2% have 4 international seminars attended while only 3 of them have only 2 seminars attended.

Along nationally-held seminars, twenty-eight (28) or 84.8% have at most five. Three (3) or 9.1% have 6-10 seminars attended while only two (2) have attended 11-20. However, regarding institution or local-based seminars, majority of the school heads have attended 11-20 sessions as evidenced by the frequency of 60.6%. Only six (6) or 18.2 have attended at most ten and seven (7) or

21.2 percent have at least 21 local-based seminars attended.

Teachers are embracing professionalism and would like to enhance their skills and knowledge in attending seminars and trainings.

In the article of Felipe (2013) entitled, "The Importance of Seminars and Trainings in Improving Teachers Performance" stressed that it is the goal of the Department of Education that every teacher will become not only efficient but also effective.

Table 2
Extent of Educational Leadership as Perceived by the Respondents Along
Good Financial Keeping of the Seal of Good Local Governance
n=33

Good Financial Keeping Indicators	Frequency			WM	I
	5	4	3		
Manages well the MOOE of the school.	30	3		4.91	VH
Ensures that teachers' salaries are in line with the levels set by the Department of Education and that staff comply with the employment terms of the department.	30	3		4.91	VH
Monitors the storing of financial data so that it can easily generate reports and allow for future reference.	30	3		4.91	VH
Leads fundraising activities for the welfare of the school	30	3		4.91	VH
Conducts financial review regularly	29	4		4.88	VH
Prepares the budget for school's projected revenue and expenditure	23	10		4.70	VH
Accounts for the school's revenue by using accounting systems that are able to generate and compare required reports such as cash flow statement quickly and correctly.	20	13		4.61	VH
Average Weighted Mean	4.88		Very High		

It could be gleaned on the table that the school heads have very high extent of educational leadership along good financial housekeeping of the seal of good local governance as supported by the average weighted mean of 4.88.

The school heads really managed the MOOE of the school as indicated by the mean of 4.91. Proper utilization of the funds should be given an utmost attention to get away from corruption.

Affirming with the findings of the study, Ochada, et.al. (2018) revealed that in their study that concerns on teacher's trust on the MOOE transparency and non-involvement of teachers in

financial planning were also observed and experienced. Transparency and openness of the school head may encourage teacher's participation and commitment to school improvement.

School heads have very high extent of educational leadership on ensuring that teachers' salaries are in line with the levels set by the Department of Education and that staff comply with the employment terms of the department, (4.91); monitoring the storing of financial data so that it can easily generate reports and allow for future reference, (4.91); leading fundraising activities for the welfare of the school, (4.91) and conducting financial review regularly, (4.88).

School heads really prioritize the welfare of their subordinates because teachers' salaries are given on time and in accordance to their evaluation. The Constitution directs the State to

“ensure that teaching will attract and retain its rightful share of the best available talents through adequate remuneration and other means of job satisfaction and fulfillment” (Llego,2019).

Table 3
Extent of Educational Leadership as Perceived by the Respondents Along
Disaster Preparedness of the Seal of Good Local Governance
N=33

Disaster Preparedness Indicators	Frequency			WM	I
	5	4	3		
Encourages everyone not to panic and keep calm during disasters	27	6		4.82	VH
Creates core members and trains teachers and students about first aid like medical and psychological actions	26	7		4.79	VH
Develops a strategy for social media posting and response, evacuation plan and crisis response	25	8		4.76	VH
Gathers and disperses accurate information to affected students, staff, parents by focusing on rumor control and support	24	9		4.73	VH
Provides a list of flood key emergency/disaster contacts	23	10		4.70	VH
Establishes structures, plans and systems in place for disaster preparedness for teachers, staff and students of the school	23	10		4.70	VH
Mobilizes the team assigned for the occurring disaster	23	10		4.70	VH
Commands the creation of the disaster management team by asking assistance from the PNP, BFP and OCD	21	12		4.64	VH
Average Weighted Mean	4.73			Very High	

Legend: 4.51-5.00 = Very High (VH); 3.51-4.50 = High (H); 2.51-3.50 = Moderate (M);

1.51-2.50 = Low (L); 1-1.50 = Very Low (VL); WM = Weighted Mean; I = interpretation

School heads have perceived that establishing structures, plans and systems in place for disaster preparedness for teachers, staff and students of the school as evidenced by the mean of 4.70.

In like manner, providing a list of flood key emergency/disaster contacts was also

perceived as very high extent of educational leadership as indicated by the mean of 4.70.

Emergencies are unpredictable. Therefore, contact information should always be at hand. Events are often unexpected by their very nature, leaving little time, if any, to prepare. It is important

to put time into planning and preparation long before the disaster strikes. (Ferry, 2017)

Other indicators which were also perceived as very high are the following as arranged in descending means: Encourages everyone not to panic and keep calm during disasters, (4.82); creates core members and trains teachers and students about first aid like medical and psychological actions, (4.79); gathers and

disperses accurate information to affected students, staff, parents by focusing on rumor control and support, (4.73) and mobilizes the team assigned for the occurring disaster, (4.70).

Over-all, the extent of educational leadership as perceived by the respondents along disaster preparedness of the seal of good local governance was very high as evidenced by the average weighted mean of 4.73.

Extent of Educational Leadership as Perceived by the Respondents Along Disaster Preparedness of the Seal of Good Local Governance

Table 4

**Extent of Educational Leadership as Perceived by the Respondents Along Social Protection of the Seal of Good Local Governance
n=33**

Social Protection Indicators	Frequency			WM	I
	5	4	3		
Distinguishes the significance of the NGOs in the local development council and other special bodies consistent with the pertinent provisions of the Local Government Code.	22	11		4.67	VH
Considers the welfare of the parents and guardians who are members of Senior Citizen	22	11		4.67	VH
Enhances mobility for PWDs in school infrastructures in accordance with the Accessibility Law	21	12		4.64	VH
Acknowledges students who are part of the indigenous people in compliance with the Indigenous Peoples Rights Act of 1997	21	12		4.64	VH
Recognizes the rights and privileges of the student leaders	21	12		4.64	VH
Accepts and at least provides immediate needs of the vulnerable sectors like 4P's students	21	12		4.64	VH
Provides access for students and teachers with disabilities	20	13		4.61	VH
Average Weighted Mean	4.64			Very High	

Legend: 4.51-5.00 = Very High (VH); 3.51-4.50 = High (H); 2.51-3.50 = Moderate

1.51-2.50 = Low (L); 1-1.50 = Very Low (VL); WM = Weighted Mean; I = interpretation

The table shows that the school heads have very high extent of educational leadership in terms of providing access for students and teachers with disabilities as indicated by the mean of 4.61. This implies that the rights and privileges of students and parents with special needs are acknowledged.

Improving accessibility for students with disabilities in schools should also be a top priority and deliver projects that make education more inclusive for all pupils.

School heads have also very high extent of leadership in recognizing the rights and privileges of the student leaders as indicated by the mean of 4.64. Some indicators which were perceived as very high are the following: accepts and at least provides immediate needs of the vulnerable sectors like 4P's students, (4.64).

Over-all, the extent of educational leadership as perceived by the respondents along social protection of the seal of good local

governance was very high as supported by the weighted mean of 4.64.

This means that the roles, privilege's and rights of those who persons with special needs are recognized and the sense of discrimination has no room in the premises of the school.

Extent of Educational Leadership as Perceived by the Respondents Along Environmental Management of the Seal of Good Local Governance

The table shows that promoting social awareness and social responsibility programs in every school activity was rated as very high as supported by the mean of 4.79. Programs could cater social responsibility. Attendees of such

should clearly see that the accountability along cleanliness, integrity and purpose should be taken into highest consideration. Littering, and of course programs' objectives will be solely for education and not just only for entertainment. Gertrude (2013) asserted that hailing significant purposes and advocating drive for social responsiveness can contribute nation building.

The table also shows that that the school heads have very highly managed and maintained ecological balance by doing segregation process as indicated by the mean of 4.70. This implies that recycling has been practiced by the school head because the mandate in school is to implement environment-friendly educational institution

Table 5
Extent of Educational Leadership as Perceived by the Respondents Along Environment Management of the Seal of Good Local Governance

Environment Management Indicators	Frequency			WM	I
	5	4	3		
Promotes social awareness and social responsibility programs in every school activity	26	7		4.79	VH
Institutes policies, programs, systems, structures and/or local legislation in order to support and promote environmental protection	25	8		4.76	VH
Integrates the value of local policy and programs of action on Environmental Impact Assessment in all the operations of the school	24	9		4.73	VH
Complies with at least the minimum standards set by the provisions of the Ecological Solid Waste Management Act of 2000	24	9		4.73	VH
Establishes a material recovery-facility inside the school	24	9		4.73	VH
Manages and maintains ecological balance by doing segregation process	23	10		4.70	VH
Maintains an organized local Solid Waste Management Board	23	9	1	4.67	VH
Average Weighted Mean	4.73			Very High	

Legend: 4.51-5.00 = Very High (VH); 3.51-4.50 = High (H); 2.51-3.50 = Moderate (M); 1.51-2.50 = Low (L); 1-1.50 = Very Low WM = Weighted Mean; I = interpretation

It could also be gleaned on the table that the school heads have very high extent of educational leadership along environmental management of the seal of good local governance as supported by the average weighted mean of 4.73.

Daniels [11] said that the overuse or destruction of the habitat threatens people with

environmental destruction. A concerted effort to use natural resources in a sustainable manner help to protect and maintain ecological balance.

Further, school heads have also very high compliance with at least the minimum standards set by the provisions of the Ecological Solid Waste Management Act of 2000 as supported by the mean of 4.73. Human activities contribute

significantly in waste management. Recognizing the effects of improper management, garbage crisis can be prevented by practicing waste characterization and segregation at source, proper collection and transfer, recycling, and composting as mandated by the law (Aquino, et. al., 2013).

Other environment management indicators in which the school heads have high extent of educational leadership are the following which are arranged in descending means: Institutes policies, programs, systems, structures and/or local legislation in order to support and promote environmental protection, (4.76); establishes a

material recovery-facility inside the school, (4.73) and maintains an organized local Solid Waste Management Board, (4.67).

Lastly, school heads have also very high extent of educational leadership in integrating the value of local policy and programs of action on *Environmental Impact Assessment* in all the operations of the school as supported by the mean of 4.73. All programs, projects and activities of the school should be considering the environmental assessment to preserve the school's healthy environment which is clean and order.

Table 6

**Extent of Educational Leadership as Perceived by the Respondents Along
Peace and Order of the Seal of Good Local Governance
n=33**

Peace and Order Indicators	Frequency			WM	I
	5	4	3		
Establishes a functional school-based Anti-Drug Abuse Council, Anti-Bullying Council and Sexual Harassment Council	30	3		4.91	VH
Establishes and implements a community-oriented policing or peace-monitoring mechanism	30	3		4.91	VH
Adopts an Anti-Criminality Action Plan or Peace and Order and Public Safety Plan of the school	29	4		4.88	VH
Provides logistic or financial support to the school security officers	29	4		4.88	VH
Convenes regularly the Peace and Order Council of the school community	28	4	1	4.82	VH
Average Weighted Mean	4.88			Very High	

Legend: 4.51-5.00 = Very High (VH); 3.51-4.50 = High (H); 2.51-3.50 = Moderate (M); 1.51-2.50 = Low (L); 1-1.50 = Very Low (VL); WM = Weighted Mean; I = interpretation

The table shows that the school heads have very high extent of educational leadership in adopting an Anti-Criminality Action Plan or Peace and Order and Public Safety Plan of the school as indicated by the mean of 4.88. This implies that plan being made in school should also integrate welfare of the students and all employees of the school. Schools must be free from danger. That is why, there are security guards who man the security system of the school through also the help of the LGU-appointed barangay patrols. Helbert [12] said that once something has planned in an educational institution, the number priority is the

well-being and prosperity of the clients- the students.

Also, affirming with the findings of the study, Anti-Criminality Action Plan helps in the protection of lives and properties, enforces all laws and ordinances, maintains peace and order and ensures public safety and internal security. (Borja, 2017)

School heads also high extent of leadership in convening regularly the Peace and Order Council of the school community as indicated by the mean of 4.82. This implies that the schools consider the safety and grievance of very

individual in school by installing Complaints Desk for their concerns to be heard with fairness.

The table further shows that providing logistic or financial support to the school security officers, (4.88); establishing a functional school-based Anti-Drug Abuse Council, Anti-Bullying Council and Sexual Harassment Council, (4.91) and establishing and implementing a community-oriented policing or peace-monitoring mechanism, (4.91) were perceived as very high as regards extent of educational leadership of the school heads.

Councils in schools are very significant to monitor and collectively help all personnel in school premises. Likewise, orientations on peace and order and strong policing process by the school

officials could hamper violence and harassment and discrimination. Coinciding the findings of the study, harassment at work is prevalent and can be tough to combat. Being informed and prepared can help teachers dealing with harassment recognize their rights and take action when needed.[13]

Over-all, the extent of educational leadership as perceived by the respondents along peace and order of the seal of good local governance was very high as indicated by the weighted mean of 4.88.

This means that the intact purpose of protection is being handled well by the school heads. The primordial objectives of creating, implementing and assessing their motives for pupils and employees' safeguard is never been conceded.

Summary on the Extent of Educational Leadership as Perceived by the Respondents along the Five Areas of the Seal of Good Local Governance

It could be gleaned on the table that the extent of educational leadership as perceived by

the respondents along the five areas of the seal of good local governance namely, disaster preparedness, social protection, environment management, peace and order was very high as indicated by the overall weighted mean of 4.75.

Table 7

Summary on the Extent of Educational Leadership as Perceived by the Respondents along the Five Areas of the Seal of Good Local Governance

Areas of the Seal of Good Local Governance	Average Weighted Mean	Interpretation
Good Financial Keeping	4.88	Very High
Disaster Preparedness	4.73	Very High
Social Protection	4.64	Very High
Environment Management	4.73	Very High
Peace and Order	4.88	Very High
Overall Weighted Mean	4.75	Very High

Affirming the findings of the study, Legas [14] asserted that without effective leadership and good governance at all levels in private, public and civil organizations, it is arguably virtually impossible to achieve and to sustain effective administration, to

achieve goals, to sustain quality and deliver first-rate services. The increasing complexities and requirements arising from the constant change in society, coupled with the constant push for higher

levels of productivity, require effective and ethical leadership.

This means that the educational leadership of school heads anchored on the Seal of Good Local Governance has been very remarkable because these were all assessed as very high. Heron[15] said that SGLG symbolizes integrity and good performance of administrators in an organization. It is a continuing challenge for the provincial, city, and municipal governments including school and offices to do better today and in the years to come. He also stressed that the service is not only a mere service but substantiated with passion and care.

Significant Relationship Between the Profile Variables and Their Perception on the Extent

Of Educational Leadership Along the Following Areas of the Seal of Good Local Governance

Table 8 presents the significant relationship between the profile variables and their perception on the extent of educational leadership along the following areas of the seal of good local governance.

The relationship between the profile variables and their perception on the extent of educational leadership along the five areas of the seal of good local governance was determined using correlation analysis with the Spearman-rho correlation coefficient and Point biserial

Table 8

Significant Relationship between the Profile Variables and their Perception on the Extent of Educational Leadership Along the Following Areas of the Seal of Good Local Governance

Profile Variables	Spearman-rho/ Chi square	Perception on the extent of educational leadership as perceived by the respondents along the following areas of the Seal of Good Local Governance				
		Good Financial Keeping	Disaster Preparedness	Social Protection	Environment Management	Peace And Order
Sex ^a	r-value	.422*	.039	-.134	.198	-.188
	p-value	.014	.828	.457	.269	.294
Age	r-value	.020	.177	-.053	-.143	-.170
	p-value	.913	.324	.769	.428	.345
Civil Status ^a	r-value	.168	.164	.257	.105	.028
	p-value	.349	.363	.148	.560	.879
Highest Educational Attainment	r-value	.018	.174	.159	-.394*	.151
	p-value	.920	.334	.378	.023	.400
Field of Specialization ^a	r-value	-.171	-.032	-.141	.213	-.054
	p-value	.342	.860	.435	.235	.767
Length of Administrative Experience	r-value	-.189	.082	-.079	-.312	.055
	p-value	.293	.652	.663	.077	.763
Number of membership to Organization	r-value	-.140	.075	-.150	-.283	-.023
	p-value	.437	.677	.406	.111	.898
Number of Seminars attended	r-value	.036	-.164	-.186	.085	-.132
	p-value	.840	.361	.301	.637	.462

**Correlation is significant at the .05 level (2-tailed)*

^a Point Biserial

Results showed that there is a significant positive moderate (bold font) correlation between the sex and financial keeping as shown by the computed r-value of .422 with the corresponding p-value of .014 which is lower than the set .05 level of significance. Also, there is a significant negative low (bold font) correlation between the profile variable highest educational attainment and environment management as shown by the computed r-value of -.394 with the corresponding p-value of .023 which is lower than the set .05 level of significance.

However, it could be gleaned on the table that all other profile variables were not significantly related to the extent of educational leadership along the five areas of the seal of good local governance because their p-values and r-values are higher than the 0.05 level of significance.

Sex and highest educational attainment were found to be significantly related to educational leadership along the five areas of the seal of good local governance due to the fact that educational leaders are expected to have intellectual capacity and the ability to influence crafted from their varied experiences and profound knowledge. Their expertise to govern is clearly manifested how deep they think and how gigantic their actions that inspire others.

Wakshum [16] concluded in her study that females are not given breaks to gain bottom experiences in educational leadership that would help them for further advancement because the school leadership is traditionally subdued by men.

Intervention Plan to Enhance the Educational Leadership Along the Areas of the Seal of Good Local Governance (SGLG)

Rationale

Great leaders know that their most imperative job is to develop their successors and maintain a legacy of leadership. They set a vibrant high performance organizational culture through effective interpersonal relations, indicated by real dialogue, lots of input, and transparency. They also set the tone in enabling a culture of development. They are good role models for developing the teachers. They constantly believe that development is important and make it a priority. The best leaders see learning not as an expense but an investment that returns dividends of a workforce more committed to the organization and more willing to expend their discretionary effort to get the job done.

PROPOSED INTERVENTION PLAN TO ENHANCE THE EDUCATIONAL LEADERSHIP ALONG THE AREAS OF THE SEAL OF GOOD LOCAL GOVERNANCE (SGLG)

	Specific Indicator (Lowest-Rated)	Objectives	Activities/ Strategies	Time Frame	Budgetary Requirements	Personnel Involved	Expected Outcome

<i>Good financial house-keeping</i>	Conducts financial review regularly	To create a continuous development culture of fiscal housekeeping	Regular Transpa-rency Check Expression of Pure and Excellent Service	Quarterly	40,000.00	District Supervisor, School Heads, EPS, Teachers PTA Officers Student Government	A strong culture of fiscal housekeeping has been created
<i>Disaster Preparedness</i>	Commands the creation of disaster management team	To create strong force for disaster preparedness	Community Building	March 2021	30,000.00	District Supervisor, School Heads, EPS and Teachers	Strong force has been created
<i>Social Protection</i>	Provides access for students and teachers with disabilities	To customize the development opportunities to the leaders needs.	Constant Reminder on Batas Pambansa Blg. 344, RA 10372, RA 7277 and RA 9442. Recitation with Application on Public Service (Civil Service) Oath	June 2021	30,000.00	District Supervisor, School Heads, EPS, Teachers Pupils	Republic Acts that concern social protection are taken into account By heart execution of the CS oath Council of school heads has been put into place
<i>Environment Management</i>	Maintains an organized local waste management	To ensure top management accountability for environment management To make a Material Recovery Facility	Sustainability Responsiveness among school Heads Enclosed-MRF	May 2012 January 2020	20,000.00 30,000.00	District Supervisor, School Heads, EPS and Teachers School Heads, EPS and Teachers	Management accountability for environment management has been formed and ensured MRF has been formed.

		(MRF)				Utility and community people	
<i>Peace and Order</i>	Convenes regularly the Peace and Order Council of the school	To redefine, run-through and reassess the leadership profiles to better respond to current peace and order situations	Policing strategies Strong complaint force Creation of website and hotlines for violation reports	March 2012	35,000.00	District Supervisor, School Heads, EPS and Teachers	Retractable policing techniques, strong complaint force as well as website and hotlines have been created.
TOTAL					185,000.00		

As well, great leaders exemplify good governance. Good governance focuses on the formal and informal actors involved in decision-making and implementing the decisions made and the formal and informal structures that have been set in place to arrive at and implement the decision. (United Nations Economic and Social Commission for Asia and the Pacific, 2012)

The objectives of the intervention plan are as follows:

1. To develop strategies that are essential for the enhancement of the governance of the school heads in the Municipality of Rosales.
2. To establish intervention schemes on the least-rated indicators along the seal of good governance.
3. To promote the value of responsibility and accountability among the school heads of the Municipality.

Therefore, school heads should exercise the value of governing people where welfare should be the priority. In case problems arise, they can have the best intervention. Hence, the following is proposed intervention.

CONCLUSION AND RECOMMENDATION

Conclusion

Based on the foregoing findings of the study, the following conclusions have drawn:

1. Majority of the school heads are females, are middle aged, married, holders of Doctorate degree, major in general education, have been in the service for 15-24 years and attended series of seminars along educational leadership.
2. School heads are educational leaders where their principles are based on the seal of local good governance.
3. Sex and highest educational attainment of school heads influenced their educational leadership.

Recommendations

Based on the findings and the conclusions drawn, the researcher strongly recommended the following:

1. All school heads may still strive to improve more of themselves by pursuing graduate studies and by attending continuing professional organizations because these constitute highest premium not only for promotion purposes but

- instead for their personal and professional development.
2. School heads must adhere to the core values of the seal of good governance to sustain their high level of educational leadership.
3. Educational attainment is deemed very significant in educational leadership of the school heads. Therefore, scholarships must be offered to them as well to those who aspire to be a school administrator.
4. The Municipality of Rosales may consistently work collaboratively and sustain good relationship with the District to create a very cordial atmosphere for the welfare of the students, parents, teachers and the entire community of the Municipality.
5. Further study may be conducted in the Province of

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