



CONSISTENCY IN THE IMPLEMENTATION AND STRATEGIES OF THE SCHOOL HEADS: BASIS FOR AN ACTION PLAN

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ABSTRACT

This study aimed to identify the consistency of implementation and strategies of the school heads in public elementary schools in Caraga North and South Districts in the Division of Davao Oriental during the School Year 2024-2025. There were three groups of respondents in the study consisting of the school heads, teachers, and parents. The researcher used the descriptive research design and will develop the questionnaire which served as the research instrument of the study to gather the quantitative data through survey method. Most of the respondents of the study are 41-50 years old, with Principal II position serving 20 years and below as a school head of public elementary school handling 41-80 teachers under their leadership. The indicators on the level of consistency of implementation of the school heads in public elementary schools in terms of leadership practices, DepEd policy implementation, professional development, resource management, community engagement, and monitoring and evaluation are all interpreted as "Moderately Consistent" as rated by the school heads, teachers, and parent-respondents. The indicators on the strategies of the school head in public elementary schools in terms of strategic planning, discipline and values formation, teacher empowerment, crisis and risk management, collaborative leadership, and data-driven decision making are all interpreted as "Moderately Consistent" as assessed by the school heads, teachers, and parent-respondents. There are significant differences in the consistency in implementation of leadership practices, DepEd policy implementation, professional development, resource management, community engagement, and monitoring and evaluation of the school heads in public elementary schools when grouped according to their age, sex, length of service, position, and number of teachers in the school. There is a significant relationship in the consistency in implementation (leadership practices, DepEd policy implementation, professional development, resource management, community engagement, and monitoring and evaluation) and strategies employed (strategic planning, discipline and values formation, teacher empowerment, crisis and risk management, collaborative leadership, and data-driven decision making) by the school heads in public elementary schools with a strong positive correlation.

KEYWORDS: Consistency in Implementation, Leadership Strategies, Leadership Practices, Policy Implementation, Teacher Empowerment, Resource Management, Strategic Planning.

I. INTRODUCTION

Development of the quality and efficiency of education in any institution depends mostly on school leadership. The policies, programmes, and strategies a head of a school should apply guarantee educational objectives and foster a learning environment. When school leaders adopt a uniform and intentional approach to leadership techniques, all the stakeholders—the teachers, students, parents, and other members of the community—become more coherent, in line, and clear. On the other hand, differences in leadership strategies lead to differences in academic performance, staff confusion, and ineffective accomplishment of institutional goals.

School leaders must demonstrate a wide range of competencies to achieve quality and lifelong learning. School principals, who serve as both instructional leaders and administrative managers, have the freedom to provide both quantity and quality education. However, any excess or desire can damage the educational system, and school managers bear responsibility for this issue. (Dellomas and Deri, 2022).

Republic Act No. 6713 and Republic Act No. 9155 mandate school heads to perform their duties with responsibility and accountability, ensuring their decisions align with ethical standards and quality education. The Governance of Basic Education Act of 2001 strengthens this role, making school heads primary managers and responsible for implementing national policies. The Enhanced Basic Education Act of 2013 reinforces this role. School heads are expected to possess educational, people, and strategic leadership, but consistency in implementation and strategies may not guarantee successful school performance. These laws emphasize the importance of school heads in improving education delivery and ensuring quality education.

The research was based on Fayol's Administrative Management Theory, which emphasizes a systematic approach to organizational design, focusing on a structured administrative structure, clear division of work, and delegation of power to administrators. According to Odoh et al. (2022), this theory was developed by individuals who shared personal experiences and developed processes to manage an organization. Fayol's principles taught managers how to deal with organizational



challenges and demonstrated the continuity of management as a process. The principle-based leadership and organizational management theory was central to administrative management theory, requiring effective decision-making, consistent procedures, and defined policies. This theory helped explain consistency in strategic implementation and strategies used by school heads, allowing for the evaluation of leadership practices' influence on employee coordination, policy implementation, and overall school performance.

This study aimed to determine the consistency of implementation and strategies of school heads in public elementary schools in Caraga North and South Districts, Davao Oriental, during the 2024-2025 school year. The research involved three groups: school heads, teachers, and parents. The study used a descriptive research design and a questionnaire to gather quantitative data. The variables included age, gender, teaching position, and number of teachers. The study focused on leadership practices, policy implementation, professional development, resource management, community engagement, and monitoring and evaluation. The study also focused on strategic planning, discipline and values formation, teacher empowerment, crisis and risk management, collaborative leadership, and data-driven decision-making.

1.1 Statement of the Problem

1. What is the profile of the School Head-Respondents in terms of Age, Sex, Length of Service, Position, and Number of Teachers in the School?
2. What is the composite mean on the Level of Consistency of Implementation of the School Heads in Public Elementary Schools in Terms of Leadership Practices, DepEd Policy Implementation, Professional Development, Resource Management, Community Engagement, and Monitoring and Evaluation?
3. What is the composite mean on the Strategies of the School Head in Public Elementary Schools in Terms of Strategic Planning, Discipline and Values Formation, Teacher Empowerment, Crisis and Risk Management, Collaborative Leadership, and Data-Driven Decision Making?
4. Is there a significant difference in the Consistency in Implementation of the School Heads in Public Elementary Schools When Grouped According to their Demographic Profile?
5. Is there a significant relationship between the consistency in implementation and strategies of the school heads in public elementary schools?

2. REVIEW OF RELATED LITERATURE

Consistency of Implementation of School Heads in Leading Public Elementary Schools

A study by Santos et al. (2021) highlights that knowledge of DepEd policies and leadership best practices by school leaders are the keys to sustaining consistency and keeping school administration aligned with learning objectives. Fairman (2022) writes about how professional learning is instrumental in boosting teacher motivation and instructional quality, leading to better student outcomes. Popova et al. (2021) also highlight that continuity in leadership is the secret to effective resource

utilization and policy realization, stressing the need for organized training and assistance systems. Haug et al. (2021) also stress the need for targeted leadership development programs empowering school principals with the skills for developing a culture of ongoing improvement. Such studies indicate that disparities in leadership practice can weaken sustainable school development, and therefore suggest enhancement through mentoring, leadership development, and developing effective support frameworks to build capacity among school leaders. Furthermore, the implementation of accountability mechanisms, as proposed by Torres (2024), is crucial to ensure that school heads consistently implement measures that improve general school performance.

Strategies of School Heads in Leading Public Elementary Schools

Studies by Aningsih et al. (2022) and Armadi et al. (2024) highlight its significance in student development; however, the literature reveals diverse methods across institutions regarding the development of discipline and values. A lack of in-depth character education that includes classroom study, extracurricular, and family involvement leads to skin-deep ramifications. Without ongoing modeling on the part of teachers and administrators, these values will not become entrenched. Teacher empowerment delegation is also distributed unevenly. Rahman (2022), Mc Ronald (2022), and Kilag and Sasan (2023) underscore the imperative for school administrators to empower instructors, foster collaborative environments, and promote ongoing professional development. Research reveals that the lack of continuous measures to institutionalize these programs leads to several schools inadequately engaging and developing their educators.

Moreover, Francisco (2022) and Pastor et al. (2024) emphasize the imperative necessity of repeatedly implementing crisis and risk management processes within the post-pandemic setting. Despite risk-mitigation measures being implemented by other organizations, such unpreparedness compromises students' safety as well as disrupts the learning processes. Many businesses rely on crisis-driven responses instead of implementing proactive planning. Cooperative leadership, vital for promoting collective responsibility and enhancing educational objectives, is often undervalued. Notwithstanding studies like Cheng's (2020) that underscore the importance of information sharing and collaborative decision-making.

The findings confirm Cohen's (2020) assertion that practice failure can become a problem for policy because if policy success is dependent on practice, policies that disrupt practice without enhancing it can pose a threat. This study focuses on resources, such as skill, knowledge, incentives, and money, which might enlarge or shrink that gap, influencing the likelihood of cooperation or conflict. It demonstrates that as practitioners' resource needs expand, so do the budgetary and political demands placed on policymakers and others in the environment, increasing the likelihood of conflict. One important factor influencing any policy's success in practice is the degree of consistency among its goals, the capacities practitioners require to accomplish them, the instruments used to encourage revised practice, and the resources available in the



environment. Individual practitioners' contributions to policy come from four sources: values, interests, dispositions, and skill and expertise. These resources represent capability.

II. RESEARCH METHODOLOGY

Research Design

The study utilized a descriptive research design, providing a detailed analysis of characteristics, behaviors, trends, patterns, relationships, and influencing decision-making, validating existing theories (Tuthill et al., 2020). The descriptive design, which included the research phenomena and population characteristics, was utilized for statistical data analysis, excluding population characteristics for internal validity (Pawar, 2020). The study employed a quantitative research methodology, employing a self-constructed, validated survey questionnaire to collect and analyze numerical data to understand concepts, opinions, and generate new research ideas. (Bhandari, 2023).

The researcher used a questionnaire to study the consistency of implementation and strategies of school heads in public elementary schools in the Caraga North and South Districts Division of Davao Oriental. The study aimed to identify unfulfilled needs and recognized issues within the school system, as well as worthwhile practices (Asenahabi, 2019). The findings were used to develop an action plan to strengthen the consistency of strategy implementation among school heads in public elementary schools.

III. RESULTS AND DISCUSSION

Profile of the School Head-Respondents in Terms of Age, Sex, Length of Service, Position, and Number of Teachers in the School.

Table 1 Demographic Profile of the School Head-Respondents in Terms of Age

		Frequency	Percent
Valid	30 years old and below	5	10.0
	31-40 years old	12	24.0
	41 - 50 years old	20	40.0
	51 - 60 years old	12	24.0
	61 years old and above	1	2.0
Total		50	100.0

Table 1 shows that the majority of school head respondents, 40.0%, are 41-50 years old, with the majority starting as teachers and middle-level managers before becoming school heads. This age range is crucial for effective decision-making, instructional leadership, and mentoring new teachers. However, it raises questions about leadership transition and the need for young teachers to fill administrative posts. The dominance of this demographic affects professional growth and policy

Population and Sampling

This study surveyed school heads, teachers, and parents from selected public elementary schools in the Caraga North and South Districts of the Department of Education Division of Davao Oriental, Philippines, during the 2024-2025 school year, using stratified random sampling.

Respondents of the Study

The study's respondents were 15 school heads from each district, 10 teachers from each selected school, and five parents from each public elementary school in the Caraga North and South Districts of the Division of Davao Oriental. Thus, the study had 50 school heads, 300 teachers, and 150 parents as respondents.

Statistical Treatment

The study analyzed data on school head responses based on age, gender, teaching position, and teacher number. It evaluated leadership consistency among public elementary school principals in various aspects such as DepEd policy implementation, professional development, resource management, community engagement, and monitoring. The study also assessed school leaders' strategic planning, discipline formation, teacher empowerment, crisis management, collaborative leadership, and data-driven decision-making techniques. A paired t-test was used to determine if there was a significant difference in consistency based on demographics.

effectiveness, as school principals may adhere to conventional leadership approaches while navigating new education trends and technologies. To ensure responsiveness to changing educational needs, professional development programs should balance innovation and experience. This demographic trend underscores the need for leadership development for younger teachers to ensure a steady supply of effective school administrators.



Table 2 Demographic Profile of the School Head-Respondents in Terms of Sex

		Frequency	Percent
Valid	Male	24	48.0
	Female	26	52.0
	Total	50	100.0

Table 2 shows that 52.0% of school head-respondents are female, with 48.0% being male. The distribution is almost equal, with female principals slightly more than males. This indicates a balanced gender distribution in educational leadership, with both genders having equal opportunities for leading education. The distribution of leadership styles varies, with female school heads using varying visions and styles to positively impact school administration, teachers' development,

and student performance. This is consistent with global trends in education, where women dominate the teaching force and increasingly hold leadership positions. However, it is crucial to ensure that male and female school principals are content with equal access to leadership growth opportunities, participative decision-making, and policymaking influence to prevent gendered issues and attitudes from affecting leadership impact.

Table 3 Demographic Profile of the School Head-Respondents in Terms of Length of Service

		Frequency	Percent
Valid	10 years and below	22	44.0
	11 - 20 years	18	36.0
	21 - 30 years	10	20.0
	Total	50	100.0

Table 3 shows the demographic profile of school head respondents shows that 44.0% have 10 years or less of service, 36.0% have 11-20 years, and 20.0% have 21-30 years. These school heads are in the beginning to middle stages of their administrative life, which may affect their experience in leading schools. Their ability to apply uniform practices and lead initiatives in school change may be influenced by professional training and support within the school system. Therefore,

intensive leadership development programs, professional development training, mentorship schemes, and institutionalized leadership structures are necessary to complement their limited experience. Education authorities provide long-term capacity development and support to school leaders, enhancing the quality of education and student attainment.

Table 4 Demographic Profile of the School Head-Respondents in Terms of Position

		Frequency	Percent
Valid	Principal I	19	38.0
	Principal II	27	54.0
	Principal III	4	8.0
	Total	50	100.0

Table 4 reveals the demographic profile of school head respondents in public elementary schools shows that 54.0% are in Principal II II positions, indicating a mid-level leadership role. This position requires balancing administrative duties with instructional leadership, which can impact the success of school programs and the learning environment. The majority of respondents are in Principle II II, suggesting they may need continuous support to achieve their full potential. Prioritizing

professional development programs and providing them with proper resources, policy direction, and leadership training can help them carry out strategies more consistently. Enhancing their competencies through action plans aimed at leadership development, instructional supervision, and school governance can also improve public elementary schools' long-term improvement.



Table 5 Demographic Profile of the School Head-Respondents in Terms of the Number of Teachers in the School

		Frequency	Percent
Valid	21 – 40	5	10.0
	41 – 60	18	36.0
	61 – 80	23	46.0
	81- 100	4	8.0
Total		50	100.0

Table 5 shows that most school heads handle 41-80 teachers in their schools, indicating the immense responsibility placed on school leaders to manage such a large teaching workforce. This requires strong leadership, organizational ability, and the ability to apply uniform strategies. The success of a school head in

handling this number of teachers directly affects the quality of instruction, teacher morale, and overall school performance. An effective leadership plan is needed to maintain open communication, foster professional development, and ensure successful execution of school programs.

Composite Mean on the Level of Consistency of Implementation of the School Heads in Public Elementary Schools in Terms of Leadership Practices, DepEd Policy Implementation, Professional Development, Resource Management, Community Engagement, and Monitoring and Evaluation.

Table 6 Composite Table on the Level of Consistency of Implementation of the School Heads in Public Elementary Schools in Terms of Leadership Practices, DepEd Policy Implementation, Professional Development, Resource Management, Community Engagement, and Monitoring and Evaluation

	School Head		Teacher		Parent		Composite	
	Mean	VI	Mean	VI	Mean	VI	Mean	VI
Leadership Practices	3.06	MC	3.29	MC	3.01	MC	3.12	Moderately Consistent
Policy Implementation	3.13	MC	3.29	MC	3.00	MC	3.14	Moderately Consistent
Professional Development	3.15	MC	3.25	MC	3.08	MC	3.16	Moderately Consistent
Resource Management	3.12	MC	3.25	MC	3.02	MC	3.13	Moderately Consistent
Community Engagement	3.05	MC	3.28	MC	3.00	MC	3.11	Moderately Consistent
Monitoring and Evaluation	3.30	MC	3.21	MC	3.05	MC	3.19	Moderately Consistent
Level of Consistency in Implementation of the School Heads in Public Elementary Schools	3.13	MC	3.26	MC	3.02	MC	3.14	Moderately Consistent

Legend: 4 - (3.50 - 4.00) Highly Consistent (HC)
 2 - (1.50 - 2.49) Less Consistent (LC)

3 - (2.50 - 3.49) Moderately Consistent (MC)
 1 - (1.00 - 1.49) Not Consistent (NC)

Table 6 presents The study reveals that school heads in public elementary schools exhibit moderate consistency in leadership practices, DepEd policies, professional development, resource management, community engagement, and monitoring and evaluation. This indicates that they exert effort to perform their responsibilities across these areas, but inconsistencies may impact general school performance and development. Leadership effectiveness depends on the capacity to consistently apply policies and strategies, which guarantees continuity, accountability, and long-term improvement in school performance. The results suggest that school

management practice needs improvement through targeted leadership development interventions, systematic training, mentoring, and policy support to enhance principals' capacity for effective leadership. Additionally, the research suggests the need to develop systems of support and accountability mechanisms to help school leaders implement strategies more consistently. By bridging these gaps, public elementary schools can support a more effective and stable leadership context, leading to improved instructional quality, teacher development, student learning accomplishments, and overall school attainment.



A study by Santos et al. (2021) highlights that knowledge of DepEd policies and leadership best practices by school leaders are the keys to sustaining consistency and keeping school administration aligned with learning objectives. Fairman (2022) writes about how professional learning is instrumental in boosting teacher motivation and instructional quality, leading to better student outcomes. Popova et al. (2021) also highlight that continuity in leadership is the secret to effective resource utilization and policy realization, stressing the need for organized training and assistance systems. Haug et al. (2021) also stress the need for targeted leadership development

programs empowering school principals with the skills for developing a culture of ongoing improvement. Such studies indicate that disparities in leadership practice can weaken sustainable school development, and therefore suggest enhancement through mentoring, leadership development, and developing effective support frameworks to build capacity among school leaders. Furthermore, the implementation of accountability mechanisms, as proposed by Torres (2024), is crucial to ensure that school heads consistently implement measures that improve general school performance.

Composite mean on the Strategies of the School Head in Public Elementary Schools in Terms of Strategic Planning, Discipline and Values Formation, Teacher Empowerment, Crisis and Risk Management, Collaborative Leadership, and Data-Driven Decision Making.

Table 7 Composite table on the Strategies of the School Head in public elementary schools

	School Head		Teacher		Parent		Mean	Composite VI
	Mean	VI	Mean	VI	Mean	VI		
Strategic Planning	3.27	MC	3.21	MC	3.05	MC	3.17	Moderately Consistent
Discipline and Values Formation	3.13	MC	3.24	MC	3.08	MC	3.15	Moderately Consistent
Teacher Empowerment	3.20	MC	3.26	MC	3.01	MC	3.16	Moderately Consistent
Crisis and Risk Management	3.01	MC	3.11	MC	2.96	MC	3.03	Moderately Consistent
Collaborative Leadership	3.01	MC	3.10	MC	3.05	MC	3.05	Moderately Consistent
Data-Driven Decision Making	3.02	MC	3.09	MC	2.98	MC	3.03	Moderately Consistent
Strategies of the School Heads in Public Elementary Schools	3.11	MC	3.17	MC	3.02	MC	3.10	Moderately Consistent

Legend: 4 - (3.50 - 4.00) *Highly Consistent (HC)* 3 - (2.50 - 3.49) *Moderately Consistent (MC)*
 2 - (1.50 - 2.49) *Less Consistent (LC)* 1 - (1.00 - 1.49) *Not Consistent (NC)*

Table 7 presents a composite table of school heads' strategies in public elementary schools, revealing moderate consistency in strategic planning, discipline and values formation, teacher empowerment, crisis and risk management, collaborative leadership, and data-driven decision-making. However, inconsistencies in these strategies may affect the effectiveness of school management and development. Effective leadership requires high levels of consistency to ensure smooth policy implementation, convergence of school aims, and long-lasting improvements. The findings emphasize the need for capacity-building initiatives to strengthen consistency and effectiveness in school leadership practice. Strengthening professional development programs in strategic planning, leadership collaboration, and data-driven decision-making can provide school heads with the competencies needed to operate schools more effectively. Promoting a culture of shared leadership, stakeholder engagement, and accountability can foster a more unified and responsive school culture. Resolving these inconsistencies through systematic interventions and leadership

support can enhance school performance, increase teacher participation, and improve student learning outcomes in public elementary schools.

An overreliance on administrative compliance tends to limit strategic planning since Altun and Bulut (2021) argue that it makes school administrators focus more on paperwork and report submission than on innovation and stakeholder interaction. Top-down stringent education plans generated by this approach do not properly capture the distinctive needs of individual schools or their respective communities. Priyambo and Hasanah (2021) emphasize that excellent strategic planning calls for participatory stakeholder involvement; however, differences in this area may sometimes jeopardize the aims of school development.

Studies by Anningih et al. (2022) and Armadi et al. (2024) highlight its significance in student development; however, the literature reveals diverse methods across institutions regarding



the development of discipline and values. A lack of in-depth character education that includes classroom study, extracurricular, and family involvement leads to skin-deep ramifications. Without ongoing modeling on the part of teachers and administrators, these values will not become entrenched. Teacher empowerment delegation is also distributed unevenly. Rahman (2022), Mc Ronald (2022), and Kilag and Sasan (2023) underscore the imperative for school administrators to empower instructors, foster collaborative environments, and promote ongoing professional development. Research reveals that the lack of continuous measures to institutionalize these programs leads to several schools inadequately engaging and developing their educators.

Moreover, Francisco (2022) and Pastor et al. (2024) emphasize the imperative necessity of repeatedly implementing crisis and risk management processes within the post-pandemic setting. Despite risk-mitigation measures being implemented by other organizations, such unpreparedness compromises students' safety as well as disrupts the learning processes. Many businesses rely on crisis-driven responses instead of

implementing proactive planning. Cooperative leadership, vital for promoting collective responsibility and enhancing educational objectives, is often undervalued. Notwithstanding studies like Cheng's (2020) that underscore the importance of information sharing and collaborative decision-making, Table 7 indicates a lack of sustained stakeholder participation, implying that shared governance is poorly executed in practice.

Finally, implementing data-driven decision-making, which is critical for evidence-based leadership, is insufficient. According to Valenzuela and Buenvenida (2021), most school leaders are unable to appropriately interpret and apply data, resulting in non-evidence-based judgments. The table and analysis demonstrate that a lack of these building blocks has a negative impact on student outcomes and school performance. More strong support systems, well-planned capacity-building projects, and leadership development activities that emphasize strategic thinking, teamwork, and data awareness clearly close the gaps. Incentivizing a coordinated approach to leadership will result in more responsive, competent, and excellent public elementary schools.

Significant Differences in the Consistency in Implementation of the School Heads in Public Elementary Schools When Grouped According to their Demographic Profile.

Table 8 Test of Significant Differences in the Consistency in Implementation of the School Heads in Public Elementary Schools When Grouped According to their Demographic Profile

	t	df	Sig. (2-tailed)	Decision	Remark
Age - Level of Consistency in Implementation of the School Heads in Public Elementary Schools.	-2.137	49	0.038	Reject	Significant
Sex - Level of Consistency in Implementation of the School Heads in Public Elementary Schools.	-23.251	49	0.000	Reject	Significant
Length of Service - Level of Consistency in Implementation of the School Heads in Public Elementary Schools.	-12.557	49	0.000	Reject	Significant
Position - Level of Consistency in Implementation of the School Heads in Public Elementary Schools.	-16.437	49	0.000	Reject	Significant
Number of Teachers in School - Level of Consistency in Implementation of the School Heads in Public Elementary Schools.	3.407	49	0.001	Reject	Significant

Table 8 study reveals significant differences in the consistency of leadership strategies implemented by school heads in public elementary schools based on factors such as age, sex, years of service, position, and number of teachers. These differences can affect the school's management and performance. The results suggest the need for differential leadership development programs that cater to the unique needs of school heads. Younger heads may need mentorship and training in strategic decision-making and policy implementation, while older heads may need advanced leadership courses focusing on innovation

and sustainability. Gender-sensitive training can also promote equal opportunities for leadership development.

The findings confirm Cohen's (2020) assertion that practice failure can become a problem for policy because if policy success is dependent on practice, policies that disrupt practice without enhancing it can pose a threat. This study focuses on resources, such as skill, knowledge, incentives, and money, which might enlarge or shrink that gap, influencing the likelihood of cooperation or conflict. It demonstrates that as



practitioners' resource needs expand, so do the budgetary and political demands placed on policymakers and others in the environment, increasing the likelihood of conflict. One important factor influencing any policy's success in practice is the degree of consistency among its goals, the capacities

practitioners require to accomplish them, the instruments used to encourage revised practice, and the resources available in the environment. Individual practitioners' contributions to policy come from four sources: values, interests, dispositions, and skill and expertise. These resources represent capability.

Significant relationship between the consistency in implementation and strategies of the school heads in public elementary schools.

Table 9 Correlation Between the Consistency in Implementation and Strategies of the School Heads in Public Elementary Schools

		Strategies of the School Heads in Public Elementary Schools
Level of Consistency in Implementation of the School Heads in Public Elementary Schools	Pearson Correlation	.817**
	Sig. (2-tailed)	0.000
	N	430

Table 9 reveals a significant correlation between consistency in implementation and school heads' strategies in public elementary schools. The correlation coefficient is 0.817, indicating a robust positive correlation. Consistency in implementation leads to improved results in school administration, teacher performance, and student learning. The study emphasizes the importance of consistent leadership in effective leadership. School heads need to adopt well-planned strategies and ensure systematic implementation to improve school functioning. This requires ongoing leadership development, monitoring systems, and professional development programs. Developing clear guidelines, support systems, mentoring programs, and performance evaluations can further enhance the effectiveness of school heads.

The study suggests that enhancing consistency in school head implementation through targeted training, mentorship, and support systems can lead to significant improvements in school performance, teacher performance, and student achievement. School management practices should be improved through targeted leadership development interventions. Resolving inconsistencies in school head strategies can result in improved performance, teacher participation, and student learning outcomes. Younger school heads may need more strategic decision-making and policy implementation training, while older heads may need more advanced leadership courses. Gender-sensitive training can encourage equal opportunities for male and female school heads. Policy support should consider school size and staffing, and organized frameworks and clear guidelines can enhance consistent leadership.

IV. CONCLUSION

The study examines the leadership practices of school heads in public elementary schools, focusing on factors such as age, sex, tenure, and teacher numbers. Results show moderate consistency in leadership practices, policy implementation, professional development, resource management, community engagement, and monitoring. School heads employ strategies like strategic planning, discipline, teacher empowerment, crisis management, collaborative leadership, and data-driven decision-making. The study suggests enhancing consistency in leadership approaches to improve school performance and student achievement. The proposed action plan includes improving leadership continuity, offering professional development programs, developing mechanisms for tracking and assessing the impact of leadership strategies, and enhancing stakeholder participation.

The study reveals that school principals, despite their administrative experience, may fail to consistently use leadership tactics due to shifting rules, teacher variety, and institutional demands. The efficacy of their leadership is dependent on consistent policy implementation, which ensures continuity, accountability, and long-term progress in school performance. Inconsistent execution might have an impact on overall management effectiveness. Demographic and occupational qualities have an impact on leadership methods. Consistent execution of techniques improves school administration, teacher performance, and student learning.

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